

Enhancing Formal English Fluency Through Descriptive Presentations: A Study of 10th Grade Students

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Abstract: *This classroom research examines how tenth-grade A2-level students at Ibn Rushd School for Boys in Hebron, Palestine, can improve their formal English fluency through structured descriptive presentations. Even after years of instruction in the English for Palestine national curriculum, which places a strong emphasis on writing and grammar, many students still find it difficult to speak clearly and fluently in formal settings. I created and carried out an eight-week classroom intervention to help students overcome this difficulty by having them prepare and give formal structured descriptive presentations. It is a mixed-methods study, I used fluency self-rating questionnaires, oral interviews, and pre- and post-speaking assessments. These tools made it easier to evaluate students' progress, record their thoughts, and identify the methods they used to get overcome speaking challenges. Results showed that students' confidence, metacognitive awareness, and spoken fluency all significantly improved. The majority of students improved their ability to use formal grammar structures and created their own techniques, including practicing, recording, and using visual aids. The results also demonstrated a significant connection between students' assessments of themselves and the results of their tests. The study's overall findings demonstrate how effective and inspiring descriptive presentations can be in enhancing formal spoken English in EFL classes. It provides insightful information for teachers who want to help students in moving from grammatical knowledge to true communicative fluency.*

Keywords: descriptive presentations, students' confidence, metacognitive awareness.

INTRODUCTION

The Story Behind My Classroom Research Project

The question behind this research didn't start from theory or books, it started from what I saw, heard, and felt in my own classroom. I watched students go through lesson after

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lesson in grammar and writing, and yet when they were asked to speak, even just a few sentences, they froze. They hesitated. They avoided eye contact. Despite knowing the rules, they couldn't use them aloud. That gap between what students learn and what they actually say became impossible to ignore. I began to wonder: how could I help students take the formal language they study and turn it into something they can use confidently when speaking? This personal reflection was the true beginning of this research.

This chapter lays the foundation for the entire study. It describes the context I teach in, the learning gap that I wanted to explore, and the purpose of the study. It introduces the main research question that guided my thinking and actions. I also share the motivation behind choosing descriptive presentations as a strategy, and how this choice fits within the needs of my students and the goals of the curriculum. By the end of the chapter, the reader will understand why this topic matters to me as a teacher, and why I believe it matters for anyone interested in helping students develop both fluency and confidence in formal English speaking.

My Story as a Teacher-Researcher

My journey as a teacher-researcher is rooted in a deep and evolving understanding of my identity both as a teacher and as a learner. Raised in a culturally rich environment shaped by strong family ties, societal traditions, and religious values, I have grown up with a deep appreciation for education and its transformative power. My family played a central role in nurturing this appreciation, providing me with a strong foundation of support, identity, and a love of learning that continues to guide me today.

As I started my own higher education, I found myself immersed in a vibrant academic community that challenged my perspectives, sharpened my critical thinking, and awakened my passion for research and inquiry. Being part of this environment has not only expanded my intellectual horizons but also allowed me to explore my role as both a student and a teacher. It has shaped me into someone who is reflective, socially aware, and committed to making a meaningful contribution to my students' learning journeys. Teaching English is more than delivering content, it is about opening up possibilities for communication, expression, and personal growth. My love of language and literature, along with my belief in the power of structured, meaningful learning, has inspired me to focus on developing students' fluency in formal English. I am particularly drawn to strategies that invite students to speak, present, and reflect, as I believe these are essential for confidence-building and authentic language use.

My identity as a teacher-researcher continues to evolve. I see every classroom moment as a learning opportunity, not only for my students but for myself as well. Conducting research within my own classroom allows me to investigate real challenges, test practical solutions, and better understand my students' needs. It is my belief that

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reflective practice and research are integral to becoming the kind of teacher who does not just deliver lessons, but who truly supports students' personal and academic growth.

Stories and Observations from My Classroom

My students would study English year after year, and they could often do pretty well on the written tests. But when it came to actually speaking, they'd really struggle. Even though we focused a lot on grammar, thinking that would help them use formal and correct English, they just couldn't seem to take what they knew from the writing exercises and use it when they were actually talking. And honestly, even their writing, while better than their speaking, still had issues with sounding smooth, being accurate, and having a good structure.

These problems really jumped out at me when I started making a point of encouraging the students to speak more in class. I even started using more formal language myself to show them what it sounded like in a real conversation. It was during these moments that I noticed how uncomfortable a lot of them were. Some looked nervous and hesitant, and others would just avoid speaking altogether. A few were more confident, but even they hardly ever used formal structures when they spoke. What really struck me was how unfamiliar they seemed with just speaking English out loud, especially formal English, even after years of lessons that were heavy on grammar.

I had already tried different things in class to get them talking more, like using the same English phrases every day and having "semi-teacher" activities where students would take the lead. These things helped a little, but they didn't really close that gap between formal written English and being able to speak fluently.

Then it hit me, the students seemed way more comfortable with structured school stuff, like studying for exams or doing homework. And that made me think: if they're already used to preparing formal content for school, why not use that same habit to get them speaking? That's what led me to the idea of descriptive presentations. It's a structured speaking task that lets students prepare, organize their thoughts, and use the formal English they've been learning in a way that feels practical and has a purpose. I was hoping this would give them a chance to practice speaking formal English smoothly in a way that felt meaningful and helped them build confidence.

The Broader Educational Context

This problem isn't just happening in my classroom. It seems like worldwide, education folks have been really pushing the importance of those 21st-century skills lately, especially things like thinking critically, communicating, working in teams, and being creative. Being able to speak clearly, confidently, and formally in school or at work is now seen as a key part of learning a language. It's not just a bonus skill anymore; it's considered necessary.

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But what often happens, especially in places where they focus a lot on grammar, is that students are taught English like it's just a bunch of rules, instead of a way to actually talk to people. This leads to that gap I was talking about – where they can do well on grammar tests but still find it hard to speak clearly and concisely. It's like there's a difference between knowing it in the "book" and being able to use your "tongue." It's a bigger issue in language learning that you see in a lot of classrooms.

That's why my study looks at ways to encourage using the language in real-life situations, which lines up with what people are saying nationally and internationally about needing more communicative, student-focused, and performance-based teaching. In the Palestinian school system, where the English for Palestine curriculum tries to balance all four skills (reading, writing, listening, speaking) but often focuses a lot on grammar and writing, there's a real need to find ways to get students using formal English in their speech as well as in writing.

I think using descriptive presentations, like I looked at in my research, is one good way to bridge this gap. It helps students get more fluent and confident by letting them prepare, organize, and present information using the formal English they've already learned in writing. Plus, it fits with teaching approaches like constructivism and communicative language teaching, which emphasize learning by doing, using language in real-world ways, and connecting how things look (the form) with what they do (the function).

The Problem of the Study

Even though my students have been learning English for years, a lot of them still find it tough to actually use the language well, especially when they have to speak in more formal situations. It's something I've noticed not just in one class, but across different grades and groups. They can often do pretty well on written tests that focus on grammar, but when it comes to speaking accurately and smoothly, they really struggle. It's like there's this big gap between what they've been taught (especially grammar and vocab) and what they can actually say when they need to.

This problem gets even clearer when I ask them to use formal English when speaking. A lot of them get hesitant, try to avoid answering, or just say they're not comfortable or confident. They haven't had many chances to speak formally in class, and even fewer to actually prepare and present their ideas in a structured way using the language they've learned. So, you end up seeing this real disconnect between what they know about English on paper and how well they can actually speak it.

The Context of the Study

They're mostly tenth graders, usually around sixteen years old. They're in a class of thirty-two, boys and girls, at a Palestinian secondary school. Based on how they're doing in class and where they should be according to the curriculum, most of them are

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at that A2 level in English – you know, from that CEFR thing. A few are a little stronger or a little weaker, but that's the general level. They've mostly learned English through formal lessons that really focus on grammar, writing exercises, and getting ready for exams.

When it comes to their personalities and how they act in class, it's a real mix. Some are curious and happy to join in, while others are quieter, a bit hesitant, or don't really like speaking up. Then there are also students who seem confident but still struggle to use English correctly or formally. This mix of abilities and attitudes makes teaching English, especially the speaking part, pretty lively and sometimes a bit tricky. For most of them, English feels more like a school subject than something you'd actually use to communicate in real life. They're usually more focused on passing tests and finishing homework, and they often don't seem that interested or motivated when it comes to speaking activities. That's probably because they haven't had many chances to use English in a way that feels real and spoken, especially in more formal or structured situations.

Developmentally, these students are at that age where they're figuring out who they are and becoming more aware of themselves, both socially and in school. Thinking about Erikson's idea of identity versus role confusion, things like feeling confident, being recognized, and having some independence are really important to them right now. So, if students feel like they can't perform or communicate well in English, it can affect not just how well they learn the language, but also how confident they feel overall and how much they participate in class.

This whole research thing is based on my belief that all students, no matter where they start, can get better at speaking formally if they're given the right opportunities. My goal is to help them move beyond just memorizing grammar rules and actually use the language to communicate, not just to pass a test.

The Researcher's Identity

As a teacher, I don't just see myself as someone who stands at the front of the class and tells people what to do. I think of myself as a learner too, someone who's always growing. I really believe in thinking about what works and asking questions, and I see the challenges we face in the classroom as chances for both my students and me to learn and get better. What I've learned over time is that teaching isn't about having all the answers; it's more about listening to the students, watching what they do, and changing things based on what they need and how they react.

One thing I think I'm good at as a teacher is connecting what we learn in class to real life. I always try to help students see why what they're learning matters outside of just the textbook. That's why I started focusing on speaking smoothly – not just because it's something we have to do for the curriculum, but because it's a skill that's useful in life.

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I also really believe in structure and being prepared, which is why I was drawn to these descriptive presentations. They give students a chance to get ready, organize their thoughts, and use formal English for a reason.

As someone who also does research, I'm naturally curious, open to new ideas, and I want to do things that are actually proven to work. I'm interested in finding out what really makes a difference in my own classroom, not just what sounds good in theory. I also think it's super important to hear what the students have to say. I believe that listening to their experiences of learning is just as important as measuring how well they do on tests. That's why I used interviews in this research – I wanted to hear straight from the students about what helped them speak more fluently and confidently.

By being both a teacher and a researcher, my goal is to really understand how language learning happens and how I can support it better. I don't see research as something separate from teaching; it's just another part of being a good teacher, driven by the desire to make learning more meaningful, interesting, and successful for every student.

The Subject Context

This research project emerged directly from the subject I teach every day. I teach English language to tenth-grade students using the national curriculum English for Palestine. The course is designed to develop students' abilities across all four language skills reading, writing, listening, and speaking, with a strong focus on grammar, vocabulary, and structured writing. The unit most relevant to this research project is Unit 4, which emphasizes the use of adjectives to describe people, places, and situations.

This unit offers a natural connection between grammar and meaningful communication. It requires students not only to recognize and use adjectives in written sentences but also to apply them when describing things aloud. That connection between structure and fluency became the foundation of my intervention. I wanted to see if students could move beyond simply identifying adjectives in grammar drills and instead use them in organized, spoken presentations.

The English for Palestine curriculum supports both formal language development and communicative competence, but in practice, more time is often spent on written exercises and test preparation. My research aimed to bridge this gap by encouraging students to use the formal grammar structures they have studied, like adjective use, in a spoken context that feels purposeful and achievable. In this way, the subject I teach became not only the content of my lessons but also the foundation for my classroom inquiry.

The Importance of the Study

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the idea for this whole thing didn't come from some textbook or fancy theory. It actually came from just watching what was happening in my classroom day after day. There was this real problem where my students knew a lot about English, but when it came to actually speaking it, especially in a formal way, they'd kind of freeze up. Year after year, I'd see them learn all the grammar rules and vocab lists, ace their written tests, and then... silence when I asked them to speak formally. This gap between what they could write and what they could say made it obvious to me that we needed to change something in how we were teaching.

This project is a big deal for me as a teacher because I really want to help my students actually *use* the English they've been learning for so long. I want them to speak confidently, clearly, and formally, not just because it's on the syllabus, but because it can open up opportunities for them in their studies and in the real world. If they can organize their thoughts, describe things well, and speak fluently, they're more likely to really engage with what they're learning, join in discussions, and do well even after they leave the classroom.

This project is also important for my students. A lot of them had never even been asked to prepare a structured, formal presentation in English before. By introducing these descriptive presentations, I was giving them a chance to use English in a new and empowering way. They weren't just filling in blanks or memorizing rules anymore; they were creating and expressing themselves, using the language with a purpose and with some preparation.

On a bigger scale, I think this project matters because there's a growing need in language education to move away from just passively learning and towards actively using the language. It helps students develop those 21st-century skills like communication, expressing themselves, and taking charge of their own learning. It also shows how a small, focused thing like structured presentations can help tackle bigger issues with language fluency. That's why I see this project as not just something I did in my classroom, but as a way to contribute to better and more student-focused teaching of English as a foreign language.

The Research Problem and Research Question

This project emerged from a deep desire to help my students bridge the gap between written knowledge and spoken fluency particularly in formal English. It was driven by classroom observations, student needs, and a commitment to making language learning more authentic and empowering. As I reflected on the challenge and the potential of structured speaking tasks, one question guided my entire research process: "**How can descriptive presentations enhance the formal English fluency of my 10th-grade A2-level students?**"

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This question reflects my goal of turning passive grammar knowledge into active, confident language use through an approach that combines preparation, structure, and self-expression.

This section formed the basis for the study through looking at the problem that originally sparked my interest as a teacher: the gap between students' formal English knowledge and their fluency and confidence in speaking it. During my observations in the classroom, I saw how much work students put into their writing and grammar, but how little time they had to speak in front of someone else or express themselves clearly. This provided the main research question, which was how structured presentations might help students in using the language they have already learned.

I have provided an overview of the study's background, purpose, and guiding questions. I also discussed the study's importance for my classroom and other comparable learning environments. I have made a case for investigating descriptive presentations as a teaching strategy by tying together my own experience, the curriculum I use, and the difficulties I have seen my students come across. What other researchers have said about this topic and how my study fits into that larger scholarly discussion will be reviewed in the following chapter.

What I've Learned from Other Scholars and Colleagues

Before I jumped into trying this out in my own classroom, I needed to get a better handle on what other teachers and researchers had already figured out about speaking smoothly, formal English, and using presentations in class. I wasn't just curious about techniques, but also the bigger ideas and theories behind them. Like, what are the real struggles students face when they have to speak formally in a second language? How do presentations actually help, and what do they ask of the students?

This part is kind of about how I tried to connect what I was seeing in my own classroom with what's already known in the academic world. It was important for me to see where my research fit into the bigger picture of language teaching and how it builds on the work of others who've looked at similar stuff.

In this chapter, I'll talk about what this strategy I used actually is and look at the learning theories that support it, like constructivism and social learning theory. I'll also chat about how this strategy connects to thinking critically, getting motivated, and using language in the real world. Then, I'll go over studies that others have done on oral presentations in English learning, especially with students around the same age or English level as mine. By looking at both the theories and the previous research, I wanted to build a solid reason for why I chose to use descriptive presentations to try and help my students speak formal English more fluently.

Definition of the Strategy

Descriptive presentations are structured speaking tasks in which students prepare and deliver a spoken description of a topic of their choice using formal English. These presentations usually involve the use of visual aids such as slides or posters. In this study, students were asked to prepare a 5–7 minute individual presentation in which they organized their ideas, practiced their delivery, and described their topic using accurate grammar and formal vocabulary.

What distinguishes descriptive presentations from other speaking activities is the intentional use of formal language and the emphasis on structure and preparation. Rather than spontaneous dialogue or open-ended discussion, these presentations require students to research, rehearse, and present in a planned manner. They are particularly suitable for A2-level learners, as they bridge the gap between grammatical knowledge and fluent speaking in an authentic, performance-based context.

Educational Roots of the Strategy

Constructivist Learning Theory

Constructivist theory, particularly as articulated by Jean Piaget and Lev Vygotsky, emphasizes the importance of active student involvement in learning. According to Vygotsky's Zone of Proximal Development (ZPD), learners progress most effectively when they are supported just beyond their current level of competence through scaffolding. Descriptive presentations provide that scaffolding by allowing students to rehearse, revise, and receive feedback within a structured format. Furthermore, constructivism views knowledge as something students actively build. Descriptive presentations reflect this idea, as students choose their topics, research independently, and construct their spoken content. The process of planning, organizing, and performing a presentation enables them to internalize formal language patterns, which enhances both fluency and confidence.

Social Learning Theory (Bandura)

Albert Bandura's Social Learning Theory posits that students learn not only through direct experience but also through observing others. In a classroom where multiple students give presentations, peer modeling plays a significant role. Students observe how their classmates speak, organize their content, and use formal English, which reinforces their own understanding and motivation to improve. This vicarious learning is a key component of the descriptive presentation cycle. Students who feel hesitant about speaking benefit from watching peers present successfully, which helps build their self-efficacy, a central concept in Bandura's theory. Through observation, imitation, and internalization, students gradually adopt similar strategies and language forms in their own presentations.

How the Strategy Develops Thinking and Fluency?

these descriptive presentations aren't just about talking; they actually make the students think harder. When they're getting ready, they have to pick the right words to describe things clearly, put their ideas in a logical order, and speak in a more formal way. This really gets their brains working on a higher level – you know, like analyzing stuff, putting things together, and figuring out what's important, which totally fits with that Bloom's Taxonomy thing.

Plus, the way these presentations are set up encourages students to think about their own speaking. They learn to keep an eye on how they're doing, plan how they're going to say things, and fix mistakes as they go. This also helps with their critical thinking, because they have to decide what information is important, how to say it, and what their audience might need to hear. All of this helps them become more fluent in both their thoughts and how they express them.

Impact on Student Motivation

Motivation is central to language learning. Descriptive presentations motivate several motivational factors: autonomy, mastery, and purpose. Students choose topics that interest them, rehearse and improve their skills, and speak for a real audience, their peers.

This aligns with Self-Determination Theory (Deci & Ryan), which highlights the role of autonomy, competence, and relatedness in motivating learners. Because descriptive presentations combine personal interest with a clear goal, students are more engaged and willing to challenge themselves in using formal English.

LITERATURE REVIEW

The purpose of this section is to cover relevant studies on how oral presentations help A2-level English as a Foreign Language (EFL) learners improve their skills in speaking. With a greater focus on communication skills as a component of communicative competence, structured speaking exercises such as classroom presentations are beneficial for language learners and teachers. To address key aspects of the research problem, I organized this section into three sub- sections.

The first looks at research on oral presentations in EFL classes held in schools, emphasizing the impact these tasks have on students' confidence, accuracy, and fluency. The second focuses on A2-level students according to the Common European Framework of Reference for Languages (CEFR), taking into account how presentations can meet the special developmental requirements of this demographic. The third examines oral presentations from the perspective of communicative competence, connecting classroom instruction to theoretical foundations like Krashen's input hypothesis and Canale and Swain's communicative competence theory.

Oral Presentations in School-Based EFL Classrooms

Many studies have looked into oral presentations as a useful teaching tool in EFL classrooms. Their contribution to enhancing students language proficiency and self-assurance and involvement is continuously highlighted by research. For secondary school students who struggle with formal English communication, these studies are especially pertinent.

EFL high school students viewed Oral presentations as both helpful and stressful. When given frequent opportunities to present, students reported improvements in their vocabulary and fluency, despite their anxiety about public speaking (Gürbüz & Cabaroğlu , 2021). Oral presentations boost intrinsic motivation and lessen classroom anxiety when students select their own topics freely. His research with Japanese EFL students highlighted the importance of preparation and independence in delivering effective instruction (King, 2002),

Oral presentations are authentic speaking exercises that imitate real-world communication in a larger classroom setting (Al-Issa & Al-Qubtan, 2010). Additionally, it demonstrated that presentations help students become more aware of the audience, structure, and formal accuracy requirements (Brooks & Wilson, 2014). Additionally, they found that frequent oral presentation practice is associated with enhanced academic vocabulary and speaking confidence (Brooks and Wilson, 2014).

(Hanifa and Yusra, 2018), they emphasized practical issues like time management and an excessive dependence on notes. their results also showed that students who are well-prepared greatly improve in terms of structuring their ideas and speaking correctly. Following structured classroom presentations, other researchers additionally noticed quantifiable improvements in accuracy and fluency (Yahay & Kheirzadeh, 2015). Students often struggle with anxiety or fear of making mistakes and a limited vocabulary (Al-Nouh et al., 2015). These issues are similar to the problems faced by many secondary EFL students in Palestine. Oral presentations could enhance peer learning and academic responsibility in local contexts, in addition to improving speaking skills (El Enein, 2011).

In total, these studies highlight the value of oral presentations as a method for formal speaking development in EFL classrooms. They also stress how crucial topic selection, scaffolding, and instructor assistance are to maximizing their effectiveness.

Supporting A2-Level Learners Through Presentations

While many studies investigate oral presentations in general, a few focus on learners at the Common European Framework of Reference for Languages (CEFR) level A2. These students typically have a basic understanding of English but struggle with fluency. vocabulary selection, and formal language use. According to the studies

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examined, structured oral presentation tasks can help A2-level learners develop their linguistic and cognitive skills.

the gap between learners' perceptions of their own academic abilities and their actual performance is a frequent topic in the studies. Malaysian university investigated this. many A2 level participants overestimated their speaking abilities. Structured presentations help bridge the gap by encouraging self-reflection and formal language production (Alwi and Sidhu, 2013). Despite variation in proficiency, A2-level learners benefited from rehearsal, preparation, and peer support, which helped them manage anxiety and express themselves more confidently in formal contexts (Chen, 2015).

Many researchers point out that A2-level students benefit greatly from scaffolding and structured tasks. Tian and Mahmud (2018), for instance, observed that anxiety and a lack of strategy often led even graduate students to produce A2-level speech. They argued that when learners engage in scaffolded oral tasks like presentations, they communicate more smoothly and feel less anxious. Similarly, Ekmekçi (2018) reported that structured presentation activities, especially those connected to classroom content, helped Turkish freshmen at the A2–B1 level improve both their vocabulary and grammatical accuracy.

A significant addition was made by emphasizing the importance of peer evaluation in raising the speaking self-efficacy of A2 students. This study placed more emphasis on the evaluation process than the other studies, which were more concerned with learner techniques or teacher-led instruction. Through peer feedback, students became more aware of fluency and accuracy benchmarks, leading to greater internalization of formal English expectations (Al-khresheh et al., 2025).

When put together, these studies show that oral presentations are highly beneficial for A2-level students when they are scaffolded, practiced, and combined with reflective or peer-driven components. Studies continuously show improvements in learners' self-confidence, linguistic accuracy, and capacity for formal English communication, even in the face of changing educational contexts.

Formal Language, Fluency, and Communicative Competence

Oral presentations in EFL classrooms aim to help students express themselves clearly and formally, especially in academic situations. Researchers have looked closely at how these tasks support language development by bringing together grammar, vocabulary, fluency, and accuracy. This approach reflects the ideas of Canale and Swain's (1980) communicative competence theory, which stresses using language meaningfully in real contexts.

Bailey (2005) pointed out that when students prepare and give presentations, they pay more attention to how they use language, making sure it's accurate, appropriate, and

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clear for their listeners. These moments help students become more comfortable with formal language and build stronger speaking skills over time.

Oradee (2012) compared various communicative strategies such as discussion, role-play, and problem-solving, and pointed out that oral presentations offered a distinct advantage. They pushed students to use more structured and complex language. While spontaneous tasks allowed for free expression, presentations required careful planning, which helped students apply grammar and vocabulary with greater precision.

Unlike spontaneous speaking tasks, presentations encouraged deliberate planning, allowing students to integrate grammar and vocabulary more effectively. Moreover, Oradee highlighted the cognitive strategies involved in presenting, such as audience awareness and logical content organization, which are essential for academic fluency. While both studies affirm the value of formal speaking tasks, they differ in emphasis. Bailey (2005) focused on language monitoring and register control in formal contexts, whereas Oradee (2012) emphasized the development of cognitive and communicative strategies. Despite this, both converge on the idea that oral presentations support communicative competence by combining form, meaning, and function in learner output.

In sum, these findings demonstrate that oral presentations are an effective tool for enhancing formal language use and academic communication. For A2-level students in particular, such tasks provide opportunities to practice structured, fluent speech in context, ultimately reinforcing grammatical accuracy and communicative confidence.

CONCLUSION

From what I've read, it seems like giving oral presentations is a really good way to help students develop their formal language skills, especially for those at the A2 level learning English. It looks like no matter where you are, students tend to benefit from speaking tasks that are structured and help them with things like using new words, getting their grammar right, and feeling more confident when they communicate. Sure, things like feeling nervous or not being super fluent yet can be challenges, but the studies I looked at kept saying that if you give students enough prep time, let them have some control over what they're doing, get support from their classmates, and have the teacher guiding them, things usually go well.

The research also backs up why oral presentations are a good teaching tool, through ideas like the communicative competence theory and Krashen's input hypothesis. Basically, these theories say it's important to have real, meaningful language input and opportunities to actually use the language in context – and presentations have both of those things built right in. For A2 learners especially, these structured chances to

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practice speaking formally can be really helpful as they start to move from just everyday English to more academic language.

This synthesis of literature provides a strong foundation for the current study, which investigates how classroom presentations can improve the speaking fluency of tenth-grade Palestinian students at the A2 level. By connecting empirical findings with theory and classroom practice, the chapter establishes the relevance and necessity of the research.

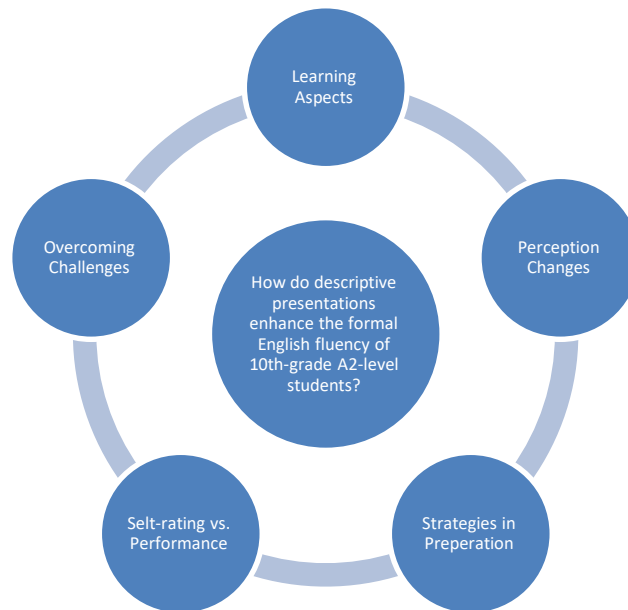
An Inside View of My Research Process: A Roadmap of My Journey

After figuring out the problem and looking into what the books said about it, I needed to find a way to actually see if these descriptive presentations would help my students speak formal English better. This part is all about how I set up the study and did it, trying to keep in mind my goal of helping the students. Every decision I made, from what I used to collect information to how I worked with the students, was based on what I know as a teacher, what I'd learned from reading up on things, and just the reality of what school life is like. I wanted the whole thing to feel real, to make me think about what I was doing, and to be something that someone else could try too. Most importantly, I wanted to make sure it was all about the students and their learning.

In this chapter, I'll tell you about how I designed the research, who the students were, where we did it, and what tools I used to gather information – like questionnaires, speaking tests, and chats with the students. I'll also explain how we did the presentations over eight weeks, how I looked at all the information, and what I did to make sure the research was trustworthy and actually measured what I wanted it to. I'll also touch on what my plan of action was and how I helped the students along the way. This bit is important because it shows how I took the ideas and actually put them into practice in a real classroom.

The methodology chapter explains the steps I followed to answer my research question and sub-questions. The heart of this study revolves around the main research question: **How do descriptive presentations enhance the formal English fluency of tenth-grade A2-level students?** To fully understand and answer this main question, several sub-questions were developed. These sub-questions do not stand alone; instead, they revolve around the central focus, each exploring a specific part of the overall process. To show how each sub-question connects to the main research question, see Figure 1.

Figure 1:



Each sub-question looks at a different side of the experience: how students describe their learning, how their perceptions change, what strategies they use, how their self-perception matches their performance, and how they overcome challenges. Together, the sub-questions paint a full picture of how descriptive presentations work as a tool to improve formal fluency. This chapter describes how I designed the research, who participated, what tools I used to collect the data, and how the intervention was carried out to answer all parts of the research.

Research Question:

How do descriptive presentations enhance the formal English fluency of students in tenth grade, A2 level?

Sub-Questions:

1. How do students describe the aspects of their learning that contribute to the effect of descriptive presentations on their formal English fluency?
2. How do students' perceptions of their formal English fluency change after participating in descriptive presentations?
3. How do students apply specific learning strategies when preparing for and delivering descriptive presentations?
4. How do students' perceptions of their formal English fluency and their actual fluency performance compare?
5. How do tenth-grade A2 level students deal with challenges in giving descriptive presentations, and how do they use metacognitive strategies to overcome them?

Research Design

The whole point of this study was to see if having the tenth-grade students at Ibn Rushd School in Hebron do these descriptive presentations could help them get better at speaking formal English. Since most of them were at that A2 level, I wanted to see if this would make a difference.

I decided to look at things in a couple of different ways, so I collected both numbers (like test scores) and people's opinions (from questionnaires and interviews). That way, I could get a better picture of how the presentations affected their speaking, what they thought about it, and how they went about learning.

The idea for the study actually came from something I kept noticing in my classroom. Even though the students were learning grammar pretty consistently, they still seemed to struggle when it came to actually speaking formal English fluently. This difference between knowing the grammar and being able to speak it well was really what got me thinking. So, I came up with five smaller questions to help me focus on different parts of this, like what the students thought, what they did to learn, and how they actually performed.

Then came the part where I had to figure out what to do to try and answer those questions. I landed on descriptive presentations as the main thing we'd do. This involved the students picking a topic they liked and then preparing and giving a 5 to 7-minute formal presentation about it. They had to use formal language, make sure their presentation was organized, and speak in a structured way – kind of like the formal English they were learning in class.

To collect and analyze data, the following tools were used:

- A pre- and post-speaking test based on CEFR A2 criteria to measure growth in formal fluency,
- A Likert-scale questionnaire to gather students' self-assessed confidence and perceptions of their learning,
- Oral interviews to gain deeper insight into students' personal experiences, challenges, and reflections.

By combining these tools, the study aimed to gather both measurable results and meaningful student voices. As an action research project, it was designed not only to observe improvement but also to enhance teaching practice through reflection and adjustment based on classroom needs.

Participants

The students I worked with were 32 guys in the tenth grade at Ibn Rushd School for Boys in Hebron, Palestine. They were all in the same English class, and they were

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mostly around 15 or 16 years old. From what I saw in class, how they'd done before, and what their teacher thought, most of them were at that A2 level in English – you know, the one from that Common European Framework thingy. A few were a little stronger or a little less strong, but overall, they were pretty much at that A2 level.

I picked this particular class because, well, I was their teacher, so I was right there in the middle of their learning. Plus, I'd noticed that they seemed better at writing in English than actually speaking it, especially when it came to more formal situations. Now, even though all 32 students did the activities with the descriptive presentations, I focused on a smaller group of 10 students for a closer look. I just wanted to make sure I could really dig into the data and see how each person was progressing. This small group was pretty diverse – they had different levels of English, some were more into it than others, and their presentations were all different. This way, I could get a better sense of the different experiences and outcomes.

Implementing the Intervention

During the first stage (Weeks 1–2), I introduced students to the idea of descriptive presentations and showed them how to use adjectives to paint clear, formal descriptions. We spent our class time discussing what makes a well-structured presentation, an opening, a middle with details, a closing, and students began choosing topics that interested them. I guided them through basic research steps and helped them outline their ideas, ensuring everyone understood how to organize their topics before moving forward.

In the second stage (Weeks 3–5), students started the preparation and rehearsal. They gathered information, drafted their scripts, and created simple visual aids like posters or slides. I met briefly with some students who needed to model formal language use, correct pronunciation, and suggest clearer transitions.

The final stage (Weeks 6–8) focused on polished delivery and reflection. Students performed their 5–7 minute presentations in front of the class, using powerpoint. After each presentation, I gave quick oral feedback, highlighting strengths and suggesting one or two areas to improve. In our last week, everyone completed the post-intervention questionnaire and took part in short interviews to share what they learned about their speaking fluency and the strategies that helped them most.

Action Plan

The following table presents a summary of how each research sub-question was addressed through specific classroom interventions. It outlines the role of the teacher and students in each stage of the process and identifies the data collection tools used to gather evidence. This structure ensures that each question was explored through meaningful interaction with the learners, practical teaching strategies, and appropriate instruments of measurement.

Table 1 :

Sub-Question	Description of the Intervention	My Role	Student Role	Data Collection Tool(s)
1. How do students describe the aspects of their learning that contribute to the effect of descriptive presentations on their formal English fluency?	Guided discussions, presentation planning, and post-presentation reflection	conduct interviews	Reflect on their learning and express thoughts during interviews	Oral Interviews
2. How do students' perceptions of their formal English fluency change after participating in descriptive presentations?	End-of-project reflection and questionnaire	Distribute and explain the questionnaire	Complete the questionnaire honestly	Questionnaire
3. How do students apply specific learning strategies when preparing for and delivering descriptive presentations?	Topic selection, outlining, researching, rehearsal	Provide models and support, monitor preparation	Research, organize, and practice presentations	Oral Interviews
4. How do students' perceptions of their formal English fluency and their actual	Pre- and post-speaking tests + final questionnaire	Administer tests and survey; evaluate performance	Take tests; reflect through the questionnaire	Pre/Post Speaking Tests + Questionnaire

fluency performance compare?				
5. How do tenth-grade A2 level students deal with challenges in giving descriptive presentations, and how do they use metacognitive strategies to overcome them?	Throughout: discussions, rehearsal, delivery, interviews	Observe, support students through challenges; ask reflective questions	Recognize difficulties, use strategies, reflect during interviews	Oral Interviews

Data Collection Tools

To explore the effects of descriptive presentations on students' formal English fluency, three research tools were used: a pre- and post-speaking test, a questionnaire, and oral interviews. Each tool served a distinct purpose and contributed to answering specific sub-questions of the study. Together, they provided both quantitative and qualitative data to measure student performance, perceptions, and reflections.

Pre- and Post-Speaking Test

The speaking test was administered **twice**, once at the beginning of the intervention (pre-test) and once at the end (post-test). In both instances, students were asked to speak for 1–2 minutes about a familiar topic (e.g., describing a person, place, or event). The aim was to assess their ability to use formal English structures while organizing their ideas clearly and speaking fluently (see **Appendix 1**).

A rubric adapted from the CEFR A2 descriptors was used to assess five key areas:

- Fluency and coherence,
- Grammatical accuracy,
- Vocabulary use,
- Pronunciation,
- Use of formal language and structure.

Each criterion was rated on a scale from 1 to 5. The scores from the pre- and post-tests were compared to determine whether improvement occurred after the eight-week intervention. These results contributed to answering Sub-Question 4: To what extent did students' formal fluency improve after using descriptive presentations?

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To ensure the validity of the speaking test, the scoring rubric was based on the CEFR A2 speaking descriptors, which are widely accepted for assessing English proficiency. The rubric was slightly adapted to include attention to formal language use, a key focus of the study. To enhance reliability, the same teacher-researcher administered and scored both the pre- and post-tests using consistent criteria. Additionally, a second qualified English teacher reviewed a sample of the recordings to cross-check scores. Any discrepancies were discussed until consensus was reached, increasing the trustworthiness of the evaluation.

Student Questionnaire

A structured questionnaire was used to gather student perceptions and attitudes related to speaking fluency and the use of formal English (see **Appendix 2**). The questionnaire included 10 Likert-scale items, rated from 1 (Strongly Disagree) to 5 (Strongly Agree). Sample items included:

- “I can describe topics using formal English.”
- “I feel more confident speaking in front of the class.”
- “I can organize my ideas before I speak.”

The questionnaire was administered at the end of the intervention. The responses were analyzed quantitatively, using simple frequency counts and percentages. The goal was to identify general trends in students’ self-perception of their progress and comfort using formal English in oral contexts. The data primarily informed Sub-Question 3, which explored how students felt about their learning process and outcomes.

The validity of the questionnaire was established through expert review. Two experienced English language educators examined the items to ensure they clearly reflected the intended constructs: formal fluency, organization, and student confidence. Their feedback led to small revisions in wording to improve clarity and relevance to A2-level learners. In terms of reliability, the questionnaire included a balanced mix of positively and negatively phrased items, and it was piloted with a small group of students to confirm their understanding. Consistency in format and administration further supported the reliability of the tool.

Oral Interviews

To complement the quantitative tools, semi-structured oral interviews were conducted with the 10 students selected for detailed analysis (see **Appendix 3**). The interviews were held at the end of the intervention, and each lasted approximately 1 to 2 minutes. The goal was to gain deeper insights into:

How students experienced the descriptive presentation process, what they learned about organizing and delivering spoken content, the challenges they encountered, and whether they felt any improvement in fluency, confidence, or formality.

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The interviews were recorded then analyzed using thematic analysis. Key ideas and phrases were grouped into emerging themes such as:

- Improved fluency,
- Increased confidence,
- Awareness of formal language,
- New strategies for organizing speech.

This tool was essential in answering Sub-Questions 1 and 2, which focus on what students learned from the experience and how they described the learning process in their own words. The validity of the oral interviews was supported by the use of clear, open-ended questions designed to allow students to express their thoughts in their own words. The questions were piloted beforehand to ensure they were age-appropriate and aligned with the research goals. To support reliability, all interviews followed the same guiding structure and were either recorded or carefully documented. Thematic analysis was applied consistently across responses, and coding procedures were reviewed to ensure that key themes emerged from the data in a dependable and accurate manner.

Conclusion

The research design and instruments and methods, and moral issues used to investigate the effects of descriptive presentations on the formal English fluency of A2-level tenth graders have been described in this chapter. I was able to collect quantitative and qualitative data that included students' performance also their thoughts and learning strategies by combining oral interviews, a structured questionnaire, and a speaking test. All tools were chosen to address the sub-questions, making sure that the information gathered would be important and related to actual teaching approaches.

The chapter also talked about the eight weeks step by step implementation of the intervention, from classroom preparation to students giving their own presentations. The action plan was created to give students new opportunities to use English formally and actively while also fitting into the school's current curriculum. This chapter puts up the plan for the study's execution and prepares the reader for the presentation of the actual results in the following chapter by mixing reflective research with classroom practice.

What I Have Learned as Related to My Intervention: My Story in the Field

This chapter presents the findings that emerged from the data collected during the intervention. Each sub-question is explored using the tools designed for it, such as the questionnaire, speaking tests, and student interviews. The results are organized thematically and supported by both numbers and student voices, giving a clear picture of how the students responded to the descriptive presentation strategy. This chapter does not yet interpret or judge the results, it focuses on showing what happened, how

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students changed, what strategies they used, and how their perceptions and performance developed over time.

Sub-Question 1: How do students describe the aspects of their learning that contribute to the effect of descriptive presentations on their formal English fluency?

Tool Used: Oral Interviews

Table 4.1: Key Learning Aspects Described by Students

Student	Key Learning Aspect Described	Key Insight from Interview
Student 1	Formal idea structuring	"I now start with an introduction and then elaborate my ideas clearly."
Student 2	Use of formal vocabulary	"I improved my clarity by organizing my thoughts before speaking."
Student 3	Importance of transitions	"I include transitions and clear details, which makes my delivery more formal."
Student 4	Logical sequencing in vocabulary	"I now prefer descriptive language that follows a logical order."
Student 5	Focus on key points	"Focusing on key points has made my presentations more academic."
Student 6	Step-by-step speaking process	"I follow a step-by-step process that makes my speech clear."
Student 7	Use of logical connectors	"Using logical connectors has improved my fluency."
Student 8	Structured sentence construction	"I now elaborate my ideas in a well-organized sequence."
Student 9	Predefined presentation steps	"I use predefined steps to ensure my presentation is coherent."
Student 10	Full presentation structure	"I build descriptions by following a clear structure, from introduction to conclusion."

To answer this sub-question, oral interviews were analyzed thematically. The results revealed four key themes describing the aspects of learning students connected to their improved formal fluency during the descriptive presentation process.

First, almost all of them mentioned that they now understood how important it is to structure what you're saying. They talked about learning to start with an intro, build their ideas in a way that makes sense, and then wrap it up with a conclusion. For example, Student 1 said, "I now start with an introduction and then explain my ideas clearly." And Student 10 mentioned, "I describe things by following a clear structure,

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from the beginning to the end." It sounds like the presentations really pushed them to think about organizing their speech in a more disciplined way.

Another thing a few students mentioned, like Students 2 and 4, was that they got better at using more formal vocabulary during their presentations. They said they made a conscious effort to choose more descriptive and academic words, which they thought made them sound clearer and more professional. Student 2 shared that organizing his thoughts beforehand helped him be clearer, and Student 4 noted how valuable it was to use vocabulary that followed a logical order. It seems like they became more aware of using language that fits the situation.

Students 3, 6, and 7 also pointed out that having a logical flow and using transition words helped them speak more fluently. Student 3 explained that transitions helped him connect his ideas smoothly, while Student 6 used a step-by-step approach to make sure he was clear. Student 7 emphasized how using connecting words improved his delivery. It sounds like they realized that being fluent isn't just about talking fast, but about being coherent and clear.

And even though they didn't always say it directly, it seemed like most of the students felt more confident because of the structure and the tools the presentation format gave them. Student 5 mentioned that focusing on key points helped him sound more academic, and Student 9 found that having predefined steps helped him keep his ideas together. It looks like having that structure made them feel more in control and sure of themselves when they were speaking.

Overall, what the students said in the interviews shows that doing these descriptive presentations really helped them think more about what goes into formal speaking. Instead of just talking off the cuff, they described how they thought about structure, vocabulary, transitions, and putting things in a logical order – all the key ingredients of formal fluency. Even though they had slightly different ways of saying it, these common themes show that the project helped them grow in a lot of different aspects of their speaking.

change after participating in descriptive presentations?

Tool Used: Pre/Post Questionnaire

Table 4.2: Average Pre/Post Questionnaire Scores per Student

Student	Pre-Average Score	Post-Average Score	Change
Student 1	2.2	4.0	+1.8
Student 2	2.4	4.2	+1.8
Student 3	1.8	3.6	+1.8
Student 4	2.0	2.8	+0.8

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Student 5	1.6	4.6	+3.0
Student 6	3.0	4.0	+1.0
Student 7	2.2	4.4	+2.2
Student 8	3.2	4.0	+0.8
Student 9	2.0	3.6	+1.6
Student 10	2.4	4.2	+1.8

This sub-question aimed to measure how students perceived changes in their own fluency after participating in descriptive presentations. The questionnaire, using a 5-point Likert scale, assessed student self-perception on key indicators such as clarity, confidence, and ability to use formal English.

the results pretty clearly show that the students felt better about their formal speaking overall. Like, nine out of ten of them said they felt more confident, and for some, the change was pretty big. Student 5, for example, went from feeling not so great (1.6) all the way up to feeling pretty good (4.6) – that's a huge jump of 3 points! It seems like this project really clicked with them and made them believe in their speaking abilities a lot more.

Then you had students like 1, 2, 3, 7, and 10, who each improved their self-ratings by about 1.8 to 2.2 points. These students started out feeling kind of in the middle and showed steady growth in how clear they felt, how prepared they were, and how well they could deliver things formally. Take Student 1, who went from a 2.2 to a 4.0 – that really shows they gained some serious confidence and felt more in control of the formal language.

Even the students who started out feeling pretty good, like Student 8 (who started at 3.2), still showed improvement after the presentations (going up to 4.0), though it wasn't as dramatic. It's like the project helped them fine-tune what they already knew and maybe gave them more structure or helped them polish their skills.

Student 4 had the smallest jump (from 2.0 to 2.8), which might mean they took a bit longer to really take the new stuff to heart, weren't as motivated, or just found it harder to turn what they learned into feeling more confident. But even then, they still moved in the right direction.

So, all in all, it looks like these descriptive presentations really do help students feel more self-assured and aware of their abilities when it comes to formal speaking. The way the project was structured, with the rehearsals and the focus on using specific language, probably gave the students both the tools they needed and the experience of succeeding, which made them feel more capable in English.

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Basically, even though the students started with different levels of confidence, almost all of them ended up feeling better about their formal speaking skills, and that's what their self-assessment scores show.

Sub-Question 3: How do students apply specific learning strategies when preparing for and delivering descriptive presentations?

Tool Used: Oral Interviews

Table 4.3: Strategies Used by Students

Student	Strategy
Student 1	Mirror practice
Student 2	Bullet-point outlines
Student 3	Cue cards for key vocabulary
Student 4	Reviewing vocabulary lists
Student 5	Repeated full-run rehearsals
Student 6	Audio recording and playback
Student 7	Timed mock presentations
Student 8	Group rehearsals with peers
Student 9	Flashcards for difficult terms
Student 10	Serial practice in quiet spaces

To clarify the patterns observed in students' strategy use, four overarching themes are defined:

First, there was what I called "really practicing on purpose." This was all about running through the whole presentation over and over to get comfortable and confident. Things like practicing in front of a mirror, doing full run-throughs, and even timing themselves. Then, there was the "using notes and stuff" method. This was where they used things like bullet points, cue cards, and flashcards to help them remember what to say without having to memorize every single word. After that, there was the "tech it out" approach. This involved using things like audio or video recordings to watch or listen back to themselves so they could see where they needed to improve things like pronunciation, pacing, and even their body language.

And finally, there was the "team up" method. This was about practicing with friends, family, or in small groups to get feedback right away and just feel more supported. Basically, these four themes show the different ways the students found helpful to get ready and give their descriptive presentations. Under that first one, "really practicing on purpose," all ten students said they did some kind of full rehearsal to get ready for the real thing. Student 1 mentioned using a mirror to check out their posture and gestures, while Student 5 did a bunch of full run-throughs until it felt natural. And

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Student 7 even timed his practice sessions to make sure he'd fit within the 5 to 7 minutes. This kind of focused practice really helped them remember things, feel more confident, and speak more smoothly.

When it came to "using notes and stuff," most of the students – like eight out of ten – used some kind of visual or written prompts. Student 2 used short bullet points so he wouldn't just read word-for-word, and Student 3's cue cards had the key vocab on them to help him use the right words even if he was a bit nervous. Student 9 using flashcards for tricky words is a good example of how these little aids can make you feel less worried about forgetting what to say. These things let the students focus on actually delivering their presentation instead of just trying to recall everything, which made them clearer.

The "tech it out" method was a big one for four of the students. Student 6 would record his voice and listen back to catch any pronunciation mistakes and work on his intonation. Student 4 took it a step further and used video so he could also see his body language, like his eye contact and posture, and fix those things too. These tech-based ways of doing things show that these students were really taking charge of their own improvement.

Lastly, the "team up" method shows the social side of getting ready. Students 3 and 8 practiced with each other and gave each other feedback on how their presentations were structured and how they transitioned between points. Student 5 got input from his family, which gave him both practical advice and made him feel more supported. And Student 10 would switch between practicing alone and practicing with a group, so he got both his own thoughts and more objective feedback. This teamwork aspect helped students feel more connected and less anxious about presenting.

So, all in all, it looks like the students used a whole mix of strategies, from practicing on their own to getting feedback from others, to tackle both the mental and the practical sides of giving these descriptive presentations. This variety of ways they prepared really highlights how many different things go into learning a language and how helpful these kinds of presentations can be for students to become more independent and strategic learners.

Sub-Question 4: How do students' perceptions of their formal English fluency and their actual fluency performance compare?

Tools Used: Pre/Post-Questionnaire and Pre/Post Speaking Test (CEFR A2 Rubric)

Table 4.4: Comparison Between Student Perceptions and Test Performance

Student	Pre-Q Avg	Post-Q Avg	Change (Q)	Pre-Test	Post-Test	Change (Test)	Interpretation
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Student 1	2.1	3.8	+1.7	9	15	+6	Matched
Student 2	2.3	3.0	+0.7	10	13	+3	Matched
Student 3	2.0	3.5	+1.5	8	14	+6	Matched
Student 4	2.5	3.6	+1.1	11	16	+5	Matched
Student 5	2.0	3.2	+1.2	9	12	+3	Slight mismatch
Student 6	2.4	3.0	+0.6	8	14	+6	Underestimated
Student 7	2.6	3.4	+0.8	10	13	+3	Matched
Student 8	2.2	3.7	+1.5	7	13	+6	Matched
Student 9	2.5	3.3	+0.8	10	12	+2	Overestimated
Student10	2.3	3.5	+1.2	8	13	+5	Matched

let's break down how the students' own opinions of their progress matched up with how they actually did, in a more chatty way:

So, I wanted to see if the students had a good sense of how much they were actually improving. I compared how they rated themselves with how their test scores changed. Basically, I looked for three scenarios: where they saw their improvement the same way the test showed it (which I called "Matched"), where they improved a lot but didn't realize it as much ("Underestimated"), and where they thought they improved more than the test showed ("Overestimated").

For most of the students, it was a "Matched" situation, which was pretty cool. For example, Student 1 felt like they improved quite a bit in their self-rating (went up by 1.7 points), and their test score also jumped up a good amount (by 6 points). Same thing with Student 3 – they felt they got better, and their test showed they did too. Students 4, 7, and 10 were also in this boat, showing they had a pretty good handle on how much they were actually growing.

But then there were a couple of interesting cases. Student 6, for instance, only rated their improvement a little higher (up by 0.6), but their test score went way up (by 6 points!). It seems like this student didn't fully realize how much they'd actually improved – they "Underestimated" themselves. On the flip side, Student 9 felt like they improved more than their test showed. Their self-rating went up by 0.8, but their test score only went up by 2. So, they seemed to have "Overestimated" their progress a bit. Overall, it was cool to see that for most of the students – like, 7 out of 10 – how they felt they were doing lined up pretty well with how they actually performed. This makes me think that doing these descriptive presentations might have helped them get a more realistic idea of how their language was developing. The few students who either over- or underestimated themselves? Well, that's pretty common with self-assessments and could be down to things like how confident they are, their personality, or just what's going on in the classroom.

Sub-Question 5: How do tenth-grade A2 level students deal with challenges in giving descriptive presentations, and how do they use metacognitive strategies to overcome them?

Tool Used: Oral Interviews

Table 4.5: Challenges and Metacognitive Strategies Reported by Students

Student	Challenge Mentioned	Strategy Used to Overcome It
Student 1	Nervousness on stage	Deep breathing and increased practice
Student 2	Forgetting parts of presentation	Rehearsed repeatedly and used cue cards
Student 3	Pronunciation issues	Focused on repetition of difficult words
Student 4	Stage fright	Visualization and mental rehearsal
Student 5	Panic before speaking	Practiced with peer support
Student 6	Timing anxiety	Timed rehearsals to build pacing comfort
Student 7	Forgetting key points	Prepared prompt cards and reviewed them
Student 8	Anxiety due to audience size	Conducted mock presentations to simulate audience
Student 9	Losing concentration mid-presentation	Refocused by following structured outline
Student 10	Intonation and voice control issues	Recorded and replayed practice sessions

when I looked at how the students talked about dealing with the challenges of presenting, some patterns popped up. It seemed like they had a few main ways of coping, which I kind of grouped together.

First, there were the "keeping calm" techniques. This was all about handling nerves or stage fright. Stuff like taking deep breaths, picturing themselves doing well, and giving themselves pep talks. Then, there was the "remembering stuff" category. This was how they tried not to forget what they wanted to say, like practicing a lot, using little cue cards, and mentally running through their presentation.

Next up was "checking themselves." This was about how they figured out their own weak spots, like with their fluency, pronunciation, or pacing. They'd reflect on it or use things like recordings to help them hear themselves better.

And finally, there was the "getting help from others" bit. This included things like getting feedback from classmates or doing practice runs with them to get a feel for presenting to an audience. It turned out that all ten students I talked to faced at least one bump in the road when they were getting ready for or giving their presentations. The

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kinds of challenges were different, but they usually fell into feeling emotional, having trouble remembering things, or struggling with the actual performance.

Under that "keeping calm" umbrella, quite a few students mentioned feeling nervous. Student 1 said they used deep breathing to stay cool before presenting. Student 4 would picture the whole thing going well in their head, which helped them feel less scared. And Student 5 mentioned they tended to panic, so they'd talk themselves through it beforehand and practice with friends.

When it came to "remembering stuff," Students 2 and 7 both talked about using cue cards and just practicing a lot to help them not forget. Student 2, for example, went through his presentation a bunch of times and kept notes handy. Student 9 said they followed a structured outline so if they blanked for a second, they could quickly get back on track.

For "checking themselves," the students were pretty active in figuring out what they needed to work on. Student 3 mentioned his pronunciation was tricky, so he'd practice those tough words on their own. Student 10 worked on how his voice sounded by recording himself and listening back to see where he could improve. And Student 6 was all about the timing, using a stopwatch to make sure he stayed within the time limit. Lastly, with "getting help from others," Student 5 practiced with a classmate for both emotional support and to get feedback. Student 8 described practicing with friends in a way that felt like being in a classroom, which helped them feel less surprised and anxious when it was the real deal. It shows they knew that the situation and practicing beforehand could make a difference.

Overall, it sounds like the students were using a bunch of different ways to think about their own learning, not just to get over specific problems but also to plan, keep an eye on how they were doing, and adjust as needed. It seems like they were getting better at knowing what they needed and finding ways to make it work for them in different situations.

Conclusion

This chapter presents the detailed findings of the study based on the five sub-questions that guided the research. Students described improvements in organizing ideas, using formal vocabulary, and speaking more clearly and confidently. They also demonstrated growth in fluency, as shown by the comparison of pre and post test scores, and they applied a variety of strategies to overcome challenges during presentations.

By analyzing questionnaire responses, speaking test results, and oral interviews, I was able to explore how students responded to the intervention from different views. Themes such as improved confidence, awareness of structure, and the use of metacognitive strategies emerged clearly across the data. The next chapter will discuss these results in

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greater depth, connect them to the literature, and reflect on what they mean for teaching practice.

Chapter 5: Bringing It Together: A Discussion of the Major Finding of My Research

In this chapter, I present the discussion and interpretation of the findings of my study. The purpose of this research was to explore how descriptive presentations could enhance the formal English fluency of tenth-grade students at the A2 level. By using a combination of questionnaires, oral interviews, and speaking tests, I gathered data that provided insights into students' perceptions, learning strategies, challenges, and actual language performance. This chapter discusses the results in relation to the research questions, connects them with previous literature and theories, and reflects on their meaning within my classroom context. It also offers recommendations for teachers, students, and future researchers based on the findings. Finally, it addresses the limitations of the study and suggests directions for further research.

Sub-Question 1: How do students describe the aspects of their learning that contribute to the effect of descriptive presentations on their formal English fluency?

from the results I had with the students, it came out that they felt a few things really helped them speak more fluently in a formal way. A lot of them mentioned how important it was to get their thoughts organized before they started talking, to actually think about using more formal words, and to deliver their descriptions in a way that flowed logically.

The fact that they focused on getting ready and organizing their thoughts shows how these descriptive presentations kind of pushed them to think more consciously about using formal language. Students were saying that planning out an introduction, having clear points to make, and using words to connect those points really helped them speak more confidently and accurately.

This totally lines up with what Brooks and Wilson (2014) found. They said that oral presentations can really boost students' English skills, especially when it comes to how structured their delivery is and how they use vocabulary. Also, Hanifa and Yusra (2018) noticed that students who really put effort into preparing their presentations showed big improvements in how organized they were, how smoothly they spoke, and how well they chose their words.

Plus, King (2002) pointed out that when you guide students through structured steps to prepare, they tend to get more confident and speak more fluently. Here in my classroom, where students are used to doing grammar exercises on paper but don't get many chances to just speak, these structured descriptive presentations seemed to be a really

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good way to help them take what they know about grammar and actually use it when they speak.

So, what the students said really backs up the idea that if you give English language learners clear ways to prepare and encourage them to do structured speaking tasks, it can really help them use formal English more effectively when they're actually communicating.

Sub-Question 2: How do students' perceptions of their formal English fluency change after participating in descriptive presentations?

looking at the questionnaires, you could really see a difference in how the students felt about their formal English speaking after doing the presentation thing. Beforehand, a lot of them were like, "Yeah, my speaking is just okay, maybe even not so great." But afterwards, it was cool to see them rating themselves way higher. They seemed to go from feeling a bit unsure to feeling much more confident about speaking formally and clearly.

It makes sense, right? Actually getting up there and doing these structured speaking tasks, like the descriptive presentations, probably helped them get better with the language and also feel more self-assured. Just having to prepare, practice, and then perform gave them a bunch of chances to use more formal language, and that probably made them feel like they knew what they were doing.

This reminds me of what Brooks and Wilson (2014) found – they said presentations don't just help with the language itself, but they also make students feel more confident and more willing to speak English. And Gürbüz and Cabaroğlu (2021) also found that when students practiced giving presentations regularly, they got less nervous about speaking and felt better about themselves. You know, those students who were shy about speaking at first? This kind of structured prep and getting used to speaking in front of others seemed to help them get over that fear and feel more comfortable with formal communication.

Plus, Chen (2015) made a good point about how in-class presentations can actually make students feel less anxious about the language and have a better image of themselves as English learners. I definitely saw that in my class – those students who used to clam up started participating way more by the end of it all. Thinking about where we are, in Palestinian secondary schools, where English classes often focus on grammar and getting ready for exams, these findings are pretty important. They show that giving students a structured and supportive way to practice speaking formally, like with these descriptive presentations, doesn't just help them with their language accuracy. It also really boosts their confidence and how capable they feel as English speakers.

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Thus, the shift in students' self-perception reflects not only linguistic development but also emotional growth, showing how targeted speaking strategies can empower learners to see themselves as more capable users of English in formal contexts.

Sub-Question 3: How do students apply specific learning strategies when preparing for and delivering descriptive presentations?

So, when I talked with the students afterwards, it turned out they used all sorts of ways to get ready for their descriptive presentations. A lot of them mentioned practicing with their families, which I thought was really sweet. Others recorded themselves so they could see how they were doing, used little note cards to keep on track, set aside specific times to practice, and even practiced with each other. It really showed how they were taking charge of getting ready and understood that being organized, practicing a lot, and thinking about how they were doing was important for getting better at speaking formally.

What I found really interesting was that the students came up with things like recording themselves and then watching it to see what they could improve. That makes me think they were becoming more aware of how they learn. Instead of just waiting for me to tell them what was wrong, they were actively figuring things out for themselves and trying to make their speaking better.

This actually lines up with what some other researchers, Hanifa and Yusra (from 2018), found. They said that when students prepare carefully, practice, and use specific speaking techniques, it really helps them speak better. Similarly, Brooks and Wilson (in 2014) talked about how practicing in a structured way and getting feedback from classmates can really boost students' confidence and help them organize their thoughts better.

Plus, Oradee (back in 2012) pointed out how activities where you plan, practice, and then give presentations can really help with speaking more fluently. In my own class, the students who really put effort into getting ready were often the ones who improved the most, not just in how well they spoke, but also in how confident they seemed. The findings suggest that structured preparation not only helps students organize their ideas but also encourages them to engage critically with their own learning processes. In a context where students were previously more focused on passive grammar exercises, adopting active learning strategies like rehearsal, recording, and self-correction marked an important step toward greater autonomy and fluency in formal English speaking.

Sub-Question 4: How do students' perceptions of their formal English fluency and their actual fluency performance compare?

when I looked at how the students rated themselves after everything and compared it to how they did on the speaking test, I noticed three main things. For most of them, what they thought about their improvement matched pretty well with how much they actually

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improved on the test. Like, if a student said they felt they got a lot better (scoring themselves a 4 or higher), they usually did show a big jump in their test score, like going up 4 to 6 points. That seemed to show they had a pretty good sense of how they were actually doing.

But then there were a few students who thought they improved more than they actually did. Student 9 was one example; he gave himself a pretty high rating (0.8, though I think there might be a small typo there and it should be a rating on a different scale!), but his test score only went up a little bit (+2). Maybe they just felt more confident after giving the presentations, even if their actual speaking didn't improve as much. On the other hand, some students seemed to underestimate how much they'd grown. Student 6, for instance, didn't rate their improvement very high (0.6), but they actually improved a lot on the test (+6). Maybe they still had some doubts about themselves even though they'd clearly made progress.

This kind of matches what some other researchers, like Alwi and Sidhu (in 2013), found. They said that how students rate themselves in English learning often kind of lines up with how good they actually are, but it's not always perfect, and it can depend on whether they've thought about their learning before. Similarly, Yahay and Kheirzadeh (in 2015) found that even though presentations help with speaking more smoothly and being more organized, how students feel about their own progress can be influenced by things like how nervous they get. And Al-Issa and Al-Qubtan (back in 2010) warned about this "feeling" of improvement where students think they're better after an activity, even if they haven't actually improved much objectively.

The fact that most of the students in my study were pretty accurate in how they saw their progress makes me think that these guided presentations not only helped them speak better but also helped them get a better sense of their own abilities. But the few cases where their self-perception didn't match their performance shows how important it is to give students good feedback, like using rubrics and talking with them individually, to help them see how they're really doing.

Sub-Question 5: How do tenth-grade A2 level students deal with challenges in giving descriptive presentations, and how do they use metacognitive strategies to overcome them?

It came out that they faced quite a few hurdles when they were getting ready for and giving their presentations – you know, things like feeling nervous, getting stage fright, blanking out on what they wanted to say, worrying about their pronunciation, stressing about the time, and just losing focus. To deal with all that, they told me they did things like taking deep breaths and picturing themselves doing well (to calm their nerves), practicing over and over and using little notes (to help them remember), recording themselves and watching it back (to see where they could improve), and even practicing with their classmates like it was the real thing.

This actually makes a lot of sense when you look at other research. For example, Chen (2015) found that students learning English as a second language often get really anxious about speaking in front of the class, and that things like breathing exercises and mentally rehearsing can really help them. Similarly, Tian and Mahmud (2018) showed that when graduate students learning English use strategies like practicing with a timer and checking their own work, it makes them less worried about the pacing and feel more in control. And Ekmekçi (2018) highlighted how helpful it is to do practice presentations with classmates, saying that it made beginner English learners more confident and clearer when they spoke, especially when they practiced in a way that felt like the actual classroom.

In my own classroom, it seemed like these strategies helped in a couple of ways. The calming techniques helped with the nerves, while the practicing and self-checking helped them remember things and be more accurate. The mix of things they did on their own (like recording themselves and using notes) and the support they got from each other (like practicing together) seemed to be a good way to tackle both the anxiety and the actual performance of presenting.

Looking at what the students told me and what the research says, it's pretty clear that giving students some tools to handle these challenges – both the mental stuff and the practical stuff – can really make a difference in how well they do with presentations. Plus, the fact that they were doing things on their own, like recording themselves and thinking about their performance, shows that these presentations aren't just helping them speak better; they're also helping them become more independent learners who know how to learn.

Summary of Main Findings

This study aimed to explore the impact of descriptive presentations on enhancing the formal English fluency of 10th-grade students at the A2 level. Based on the data collected from oral interviews, pre/post-questionnaires, and speaking tests, the following main findings emerged: what the students told me was that getting ready for and giving these descriptive presentations actually helped them get their thoughts in order, use more formal language, and structure what they wanted to say in a logical way. They felt like this really helped them speak more fluently overall.

After doing the presentations, the students also felt like their formal English speaking had gotten noticeably better. They said they felt more confident, like they were using grammar more correctly, and that they were speaking more clearly.

It was interesting to see how the students prepared. They did things like practice with each other, use little note cards to help them remember what to say, and even record

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themselves. They said these things really helped them feel more sure of themselves and ready to give their presentations.

When I compared how the students thought they did with how they actually did on the speaking test, I found that for most of them, their own feeling about their fluency lined up pretty well with their performance. However, there were a few students who thought they did better or worse than they actually did.

Of course, it wasn't all smooth sailing. The students mentioned facing challenges like getting nervous, having trouble with pronunciation, and forgetting what they wanted to say. To deal with these things, they used different strategies like trying to relax, practicing a lot, and getting feedback from their classmates. It seemed like these things really helped them manage their presentations better.

The study's findings really reflect some key ideas about how we actually learn and get better at using language in the classroom. One theory that strongly supports is Krashen's idea about 'comprehensible input.' Basically, he said we learn best when we hear or read things we mostly understand, but that also push us a little beyond what we already know. In this study, the students weren't just working on their own stuff; they were also listening to each other give presentations in formal English. This constant exposure to well-structured language really seemed to help their speaking flow more naturally.

Plus, the fact that the students became more accurate and structured in their speaking connects nicely with Swain's Output Hypothesis. It suggested that we gain better control over a language when we have to actually use it, especially for real reasons. These descriptive presentations gave the students a chance to practice, polish, and actively use the grammar and vocabulary they'd learned before, maybe without really using it much. The speaking test results, and what the students themselves said they did, show that they were really thinking about and fixing their language as they spoke, which definitely helped them speak more fluently and correctly.

Recommendations
Based on the findings of this study, the following recommendations are made for **teachers** and **students**:

Recommendations for Teacher

Teachers should regularly include structured speaking activities like descriptive presentations in their lessons. These tasks allow students to connect their understanding of grammar with actual spoken communication. As shown in this study, having a clear format for planning and presenting helps students build both confidence and fluency in formal English.

Students benefit from strategies that help them think about how they learn. Rehearsing aloud, recording their practice sessions, and exchanging feedback

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with peers are all simple techniques that make a big difference. These habits not only improve language skills but also help students become more reflective and independent learners.

Since many students feel nervous when speaking in front of others, it's supportive space. Short, regular speaking tasks or smaller group presentations can ease anxiety and prepare students for larger audiences. Over time, this builds their comfort and confidence.

Giving useful feedback is essential to helping students improve. After each presentation, allow time for students to reflect, identify areas to work on, and set personal goals. Focus feedback on how well they used formal language, how clearly they organized their thoughts, and how confident they sounded. A steady feedback loop supports long-term growth.

1.1.1. Recommendations for Students

Keep using the preparation methods that helped during the project. like rehearsing with family, recording yourself, or practicing in front of a mirror. These strategies really work. Cue cards or short notes can also make it easier to stay focused and remember what to say, especially when you're still feeling nervous. Try to speak in English often, not just during presentations. The more you practice, whether through class discussions, group work, or short speeches, the more comfortable you'll feel. Speaking often helps you use what you've learned and slowly makes public speaking less stressful. Take time to think about how much you've improved and what you still want to work on. Go back and watch your recorded presentations, if possible, and listen for things like fluency, word choice, and pronunciation. When you reflect on your learning and set clear goals, you'll be more confident and in control of your progress.

Limitations of the Study

While this study provides valuable insights into the impact of descriptive presentations on formal English fluency, several limitations must be considered: This study focused on just 10 students from one classroom. Because of time pressures during the semester and the need to finish the school curriculum, it wasn't possible to include more students. Also, the intervention only lasted for eight weeks. While that period gave us useful insight, it might not have been long enough to capture deeper or lasting changes. A longer study with more participants could lead to more reliable and general results.

Although the speaking test used a clear and objective rubric, the research also relied on students' answers in questionnaires and interviews. These self-reports may not always

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reflect actual speaking abilities. Some students might rate themselves higher or lower depending on how confident or anxious they feel. In the future, combining these self-ratings with other tools, like peer or teacher evaluations, might give a fuller picture of students' progress.

All the data came from a single classroom at Ibn Rushd School in Hebron. Because of this, the results might not apply to other schools or different regions. Students in other contexts could have different backgrounds, challenges, or experiences. If the study were expanded to include multiple schools, it could provide a clearer idea of how well this strategy works in other environments. This project only looked at students' progress in speaking fluency. It didn't explore how descriptive presentations might influence other skills like listening, reading, or writing. In future studies, it would be helpful to investigate whether improving speaking through presentations also supports growth in these other language areas

Suggestions for Future Research

Based on the findings and limitations of this study, several areas for future research can be explored to build upon the insights gained and to address some of the limitations encountered:

Future research should involve more students from different schools and regions. This would help determine if the results of this study apply to a broader group of learners. It would also be useful to study students with different levels of English proficiency to see how descriptive presentations affect those at beginner, intermediate, and advanced stages.

Since this study lasted only eight weeks, it couldn't explore whether students' improvements were long-lasting. Future research could run for a longer period and check in with students at multiple times, before, right after, and months after the intervention, to see if they keep using and benefiting from the skills they learned.

This study focused only on speaking, but future research could examine how descriptive presentations impact other skills like listening, reading, and writing. It would be interesting to see whether gains in speaking help students in these other areas as well, giving us a more complete view of their overall language development.

Although teacher feedback played a role in this study, future work could explore how peer feedback affects learning. Allowing students to evaluate each other's presentations might deepen their understanding of formal language and help them learn through collaboration and observation.

This study used individual presentations, but future research could try other formats, like group work, interactive tasks, or multimedia-supported presentations, to see which methods most effectively support fluency and confidence. Comparing the impact of

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various formats could help teachers choose the best tools for different students and settings.

Many students feel nervous when speaking in front of others. Future studies could look more closely at the role of anxiety and motivation in oral performance. Researchers could explore how strategies like breathing exercises, group rehearsals, or supportive classroom environments help students feel more comfortable and motivated to participate in speaking tasks.

CONCLUSION

This chapter brought together the key findings of the study and explored how descriptive presentations supported the development of formal English fluency among tenth-grade A2-level students. The data collected through interviews, questionnaires, and speaking tests showed that students not only improved their spoken English, but also felt more confident in using formal language. Many of them learned to express their thoughts more clearly and in an organized way, which was a central goal of this research.

The results confirmed that structured speaking tasks, like the descriptive presentations used in this study, can play a powerful role in helping students move beyond grammar drills toward real, meaningful communication. By preparing their presentations, rehearsing their delivery, and engaging in self- and peer reflection, students were able to connect what they had learned in writing with how they spoke. These steps helped students take greater responsibility for their progress, building both fluency and independence. Overall, the chapter shows that descriptive presentations are more than just a classroom activity; they offer a practical and effective path for helping students use formal English with confidence and purpose.

Lastly, while most students' self-assessments aligned well with their actual performance, some discrepancies were noted, particularly in how students overestimated or underestimated their abilities. This suggests the need for a balanced approach that incorporates both self-reflection and objective evaluation. Overall, this study contributes to the understanding of task-based learning and highlights the importance of integrating purposeful speaking tasks in the EFL classroom to foster improved fluency, confidence, and language use.

Further Reflection on My Journey

This final chapter brings the research back to its personal roots by offering my reflections as a teacher and researcher. It highlights what I learned throughout the journey, not only from the results, but from the entire experience of planning, teaching, observing, and analyzing my own classroom. I share how this process changed the way I see my students, my teaching, and even myself as an educator. This chapter also reflects on the value of doing action research in a real classroom and how it deepened

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my understanding of what it means to support language learning in meaningful, student-centered ways.

Theoretical Reflections

Before I began this research project, I understood theories like constructivism and social learning in a general academic sense. I could define them, reference their main contributors, and even explain how they apply in learning environments. But during this study, something shifted, I began to experience them, not just understand them. As I implemented the descriptive presentation strategy, I saw the constructivist approach come to life. Students weren't just passive recipients of information. They were preparing, planning, revising, and performing. They made decisions about what to say and how to say it. They selected vocabulary, structured their content, and built their own meaning through these choices. I realized that when students engage in speaking tasks that are purpose-driven and audience-focused, they naturally begin to construct knowledge, not simply recall it. The presentations gave them a chance to take ownership of the language they had spent years studying but rarely using in this way. The impact of social learning theory also became clearer as I watched students interact before, during, and after their presentations. They listened to each other, borrowed phrases, adjusted their tone, and asked questions. I saw peer influence at its best, students not competing but supporting, modeling, and learning from one another. These observations made me reflect on how important it is to create a classroom environment that encourages not just individual learning, but collaborative performance. Theory, for me, is no longer just something to cite in a paper. It has become a lens through which I understand what is happening in my classroom every day.

Methodological Reflections

Designing and conducting a full research study within a functioning classroom is more demanding than I had anticipated. From the start, I had to make careful choices about how to structure the research, what tools to use, and how to gather meaningful data without disrupting the natural flow of teaching. This experience taught me the importance of intentionality and flexibility in methodology.

One of the strengths of my study was the use of a mixed-methods approach. I combined questionnaires, speaking tests, and oral interviews, each tool offering a different layer of understanding. The questionnaires gave me clear, measurable data about how students saw their own progress. The speaking tests let me track real changes in their language use. But it was the interviews that opened the deepest window. Through students' words, I saw how they experienced growth, not just as language learners, but as individuals. At first, I found it difficult to balance all these tools. Making sense of numbers and personal stories together was not easy. But over time, I learned to listen to both the data and the voices behind it.

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Perhaps the most valuable lesson I learned was that research doesn't have to be perfect to matter. My project had its limits. limited time, limited scope, and of course, I was still learning how to do this. But what made it meaningful was the effort to keep the process honest. I stayed committed, adapted when needed, and kept the work grounded in the realities of my classroom. That integrity,that connection between the questions I asked and the world I teach in,is what gave the methodology its true value.

Field Reflections

Working in a real school setting, Ibn Rushd School for Boys in Hebron, presented challenges I couldn't fully prepare for until I experienced them. Research in theory assumes time, focus, and controlled conditions. Real classrooms, however, are full of interruptions, curriculum deadlines, student absences, and unexpected behavior. Balancing the research timeline with the required lessons and activities wasn't always easy.

I had to manage 32 students while focusing deeply on just 10 for the data analysis. That in itself was a learning experience. I needed to give all students the opportunity to engage in the descriptive presentations while also collecting focused data in a respectful, non-disruptive way. things didn't always pan out the way I expected. Like, when exams were coming up, I had to put a pause on gathering data, and there were days when a school thing would pop up, pushing a presentation back. It wasn't a walk in the park, but I learned to just roll with the punches, you know? You can't have your hand in every , and honestly, that's alright. The important thing, I think, is to just keep going and try your hardest with whatever you've got.

What really got to me, in a good way, was seeing the shift in my students. At first, a lot of them were pretty reserved, kind of quiet. But slowly, you could see them coming out of their shells , talking more, helping each other out, even cracking a smile when they were presenting. There were students who I'd never seen volunteer, suddenly standing up in front of everyone, speaking their minds clearly. That really did make me feel a sense of pride. It made me realize that something as simple as these presentations could really unlock something in them. It wasn't just about their language skills; it was like their confidence was blossoming too.

Personal Reflections

This research journey wasn't just some school thing; it really got to me on a personal level, changed how I saw things. I started this project because I felt like something wasn't quite right with how my students were learning. But what I ended up realizing was that there was also something missing in how I was doing things. I'd been so focused on getting everything right and sticking to the curriculum that I sometimes lost sight of how important it is to actually use what you know in a real way. This project kind of brought me back to why I started teaching in the first place: helping students use what they know in ways that actually mean something and have an impact.

I also learned something about myself, as someone who's always learning. I often wondered if I was even capable of doing a research study. But as things moved forward – coming up with questions, gathering information, really listening to what people were saying – I realized that I could be both a teacher and someone who researches things. I don't need some fancy lab or a special title. All I really need is to be curious, to think about things, and to be willing to ask real questions. That realization gave me a new kind of confidence and a sense of where I wanted to go. Now, I see research as just another part of teaching, not something separate.

Maybe the most meaningful part of all this was seeing my students really shine in ways they probably didn't even think they could. I remember one student who was just so scared to speak at the beginning. But by the end, there he was, standing confidently and giving a well-organized, formal presentation in English. Just that one moment made the whole study feel worthwhile. It reminded me that when we believe in our students and give them what they need to succeed, they often surprise us. And sometimes, they remind us why we got into teaching in the first place.

So, looking back, what really sticks with me is thinking about everything I learned through this research, not just about my students, but also about myself as a teacher and as someone who's always learning. From planning what to do to looking at the results, every step pushed me to think more deeply about how we teach language and how students grow when they're given the chance to speak with a purpose. It reminded me that good teaching isn't just about giving information; it's about listening, changing things as needed, and finding real ways to help students express themselves clearly and confidently.

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