Improving Speaking Skills Through Class Presentations

Procedure

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Aim

- To help learners improve speaking fluency, organization, confidence and audience awareness through classroom presentations.
- To turn presentations into a complete classroom process: preparation, performance, interaction and feedback.

Suggested seminar/classroom flow

Stage	Teacher / student action
1. Introduce the idea	Explain that presentations are not only a performance. They are a structured way to practise speaking, listening, questioning and responding.
2. Show short models	Use a few photos or short video extracts to show different presentation types: individual, pair and group presentations.
3. Teach the presentation frame	Practise Introduction - Body - Conclusion. Include welcoming, stating purpose, outlining structure, signposting, closing and inviting questions.
4. Assign or choose topics	Let students choose from a topic list or propose their own topics. Match topics to level, time and classroom goals.
5. Collect proposal forms	Students submit title, equipment, materials, resources and a brief summary before the presentation date.
6. Prepare notes and visuals	Guide students to use key words and note cards rather than full scripts. Encourage pictures, posters, slides, objects or handouts.
7. Rehearse	Students practise individually, in pairs or in groups. Check timing, opening, eye contact, voice and visuals.
8. Present	Students present within a clear time limit. The audience listens with a task and prepares questions.
9. Question and answer	Give time for questions. Record who asked and who answered when participation is part of the evaluation.
10. Evaluate and reflect	Use a transparent evaluation form. Combine teacher feedback, audience feedback and student reflection when possible.

Recommended presentation types

Type	Examples	Approximate time
Individual	Free speech, informative speech, poem reading, picture description, independent speaking, book review, graduation speech	45 seconds to 8 minutes
Pair	Interview, debate, YES/NO competition	3 to 15 minutes
Group	Panel discussion, drama, sketch	10 to 30 minutes

Teacher reminders

- Give the criteria before students prepare.
- Make it clear that the objective is speaking: key words and notes are acceptable, but reading a full text should be avoided.
- Use short tasks first and build gradually toward longer presentations.
- Keep videos short in the seminar; use still images and brief explanation when time is limited.
- Protect student privacy before publishing any photo or video online.