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**THE USE OF ORAL PRESENTATIONS TO IMPROVE  
ENGLISH FOREIGN LANGUAGE LEARNERS'  
SPEAKING SKILL :**  
**The Case of First Year Students at the Section of English at the  
University of Biskra**

A Dissertation submitted to the Department of Foreign Languages as a partial fulfillment  
of the requirements for the degree of **Master in Sciences of the Language**

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## **Declaration**

I, Messaoudi Khadidja , do hereby solemnly declare that the work I am going to present in this dissertation is my own , and has not been submitted before to any other institution or university for a degree .

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## **Dedication**

My deepest gratitude goes to my dearest family :

My beloved mother Hana , my dear father Foudil , my brother Aymen

And my sweet brothers Akram and Amani

To my grandmother Rachida and my uncle Rachid

Thank you all for your wishes and encouragement .

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## **Abstract**

The mastery of the speaking skill is crucial for the success and improvement of language learning . However , one basis is when learners judge and evaluate their success on how they effectively use and produce the language . The current study is about the impact of using oral presentations to improve EFL learners' speaking skill . Ultimately , This present study aims to deal with the utility of using oral presentations to develop the speaking performance , also to describe and investigate the effective use of oral presentations to improve EFL learners' speaking skill , in addition to studying the relationship between these two variables . Thus , we hypothesized that the more effective use of oral presentations in oral classes is the well developed speaking performance will be . To confirm this hypothesis we opt for the use of a qualitative descriptive research approach to get the required results . Additionally , two data collection methods were used and these data collection methods included two different questionnaires as tools to conduct this research , one for students and one for teachers . The first questionnaire was administrated to (30) students of First Year LMD at Biskra University Branch of English and the second questionnaire was administrated to (5) Oral Expression teachers in order to study learners' perceptions and teachers' reactions towards the use of this technique in oral classrooms and to study the different opinions about the two aspects of speaking and oral presentations. After the interpretation and analysis of the collected data , the findings indicate that the use of oral presentations can help EFL learners positively develop and improve their speaking skill . In addition , teachers provided solutions that may help learners to enhance their speaking skill using oral presentations . As a conclusion , we can say that the previously stated hypothesis was confirmed and the findings showed a strong relationship between the use of oral presentations and the improvement of learners' speaking skill .

**Key words :** Speaking skill , Oral presentations , EFL learners

## **List of Abbreviations and Acronyms**

**EFL** : English as Foreign Language

**LMD** : License Master Doctorate

**L2** : Second language

**TL** : Target language

**ELT** : English Language Teaching

**SLA** : Second Language Acquisition

**LA** : Language Acquisition

**SLL** : Second Language Learning

**OP's** : Oral presentations

**OHP** : Overhead projector

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الملخص

## **General Introduction**

When learning a foreign language , it is fundamental for learners to master the speaking skill because it is considered as an important skill and it helps them to improve their oral proficiency level and to acquire new knowledge . However , mastering the speaking skill requires persistence and involvement . One way for developing students' speaking is to use oral presentations in the classroom because it is considered as a great opportunity for learners to use the language , make mistakes and learn from them . Additionally , Oral presentation is an activity of sharing and introducing information in front of an audience to promote oral proficiency level . Furthermore , using oral presentations as a technique is very important because of its positive impact on students' speaking skill since it develops their ability to speak and master the language inside and outside the classroom , in addition to the advantage of developing their self- confidence and motivation level . Furthermore , through this technique students will be more trained to become active and confident while speaking in front of public .

As a consequence , the main focus is to study the effective use of oral presentations on students' speaking skill in order to improve it . In our study we aim to figure out the important role of oral presentations to help EFL learners enhance their speaking skill . Also , to make teachers aware of the positive effects of applying oral presentations in their oral courses and suggest some solutions that will be of great help for learners to be more confident and motivated while performing . Consequently , This research seeks to develop various practices and techniques in order to help learners to be competent language communicators .

It is observed that the majority of EFL learners lack motivation and practice when they speak due to various reasons . In addition , their speaking performance lacks accuracy . Thus , it is important to denote that motivating learners to speak fluently is a crucial condition for effective language teaching . However , it is important to consider that EFL learners have limited opportunities to practice the language outside and inside the classroom since English is a foreign language in the community . Thus , it is important to afford meaningful and effective classroom practice for learners . In this respect , the present study suggests the use of oral presentations as a strategy to develop learners' speaking performance and to enhance their motivation and confidence while speaking

## **1. Statement of the problem**

With the increasing number of students who are willing to learn the foreign language, it is essential for them to master the speaking skill fluently and accurately . Nowadays , learners of English face many difficulties when trying to perform orally in front of classroom because they lack enough practice and experience which may result in poor performance . However , it is very important for learners to speak the language because it is an essential skill in the process of learning and acquiring more knowledge . In addition , the technique of using oral presentations may motivate and encourage learners to better practice and perform English in classroom and help them to be more confident . As a result , we tried to implement oral presentations as an effective strategy in classroom in order to improve learners' speaking skill and help them to practice speaking as much as possible for a better production of the language .

## **2. Significance of the study**

The current study aims to shed light on the impact of using oral presentations to improve English foreign language ( EFL ) learners' speaking skill and to raise teachers' awareness to the positive and useful effects of adopting this technique inside the classroom . Furthermore , oral presentations seek to enhance and develop learners' communicative skills such as speaking and listening in addition to the mastery of language and gaining experience due to oral performance . In addition , it attempts to help learners to be motivated ; whenever , they are exposed to an oral task . Additionally , it prepares learners to approach the speaking task for the day and it helps teachers consider feedback from the learners' performance . Thus , oral presentations give learners a sufficient amount of confidence to speak fluently and accurately in public and help them enhancing their oral proficiency level . Consequently , the current technique facilitates the teachers' work in controlling learners' difficulties because it helps them to practice well for any possible task . Moreover , this study is very important for learners' self-confidence and it raises attention to the importance of practice .

### **3. Aims of the study**

The purpose of the current study is to highlight the effects of using oral presentations on students' oral performance in the classroom . More specifically , this study aims to :

- 1- Raising learners' awareness to the importance of using oral presentations
- 2- Investigating the positive use of oral presentations in English classrooms
- 3-Developing learners' self –confidence while performing an oral task
- 4-Motivating learners to be more fluent and accurate in the speaking activities
- 5-Providing teachers with effective suggestions for better use of oral presentations inside the classroom .

### **4. Research questions**

This study seeks to answer the following questions:

- 1: What should EFL learners do to speak more fluently and accurately ?
- 2: What should teachers do in order to improve learners' speaking skill ?
- 3: To which extent can oral presentations help EFL learners improve their speaking skill in classroom ?

### **5. Research hypothesis**

Based on the above research questions, we hypothesize that if teachers use oral presentations as a technique in the oral expression classroom , learners' speaking skill will be improved very effectively .

### **6. Research methodology**

The present study aims to highlight the use of oral presentations to improve EFL learners' speaking skill . Thus , it is appropriate to use a descriptive research method that focuses on the qualitative approach . We decided to use two different questionnaires for both teachers of oral expression and students of English at Biskra University .

## **Population**

We chose First year LMD students at Biskra University , branch of English . Most of them are novice learners and lack the required abilities when performing orally in front of an audience .

## **Sample**

In order to obtain the required results , we chose respondents from Biskra University both teachers and students from the same English branch . For the first sample , we chose ( 5) teachers of oral expression randomly from the total number in order to know their point of views about the use of oral presentations as a technique in the classroom and the different reactions of students toward applying this strategy . For the second sample , we dealt with (30) students of First Year in the department of English at Biskra University who are about (500) students as a whole .

## **Research Instruments**

In relation to the nature of this study , we used two questionnaires for the sake of gathering more detailed information , in addition to the fact that they both save money and effort for teachers and learners . Furthermore , we used a semi-structured questionnaires because it is more appropriate with the qualitative method which contains two types of questions ( closed and open questions ) for the sake of gathering more reliable information .

## **7. Structure of the Dissertation**

The present study is divided into three main chapters . First of all , chapter one and two are the theoretical parts that present both variables , and chapter three is the practical part . The first chapter provides a theoretical general overview of the speaking skill including its definition , importance , characteristics of speaking performance ; in addition , the cognitive processes of speaking , speaking competence . Moreover , it provides different types of speaking tasks , also it raises the various difficulties encountered by EFL learners when speaking and it highlights the relationship between speaking and listening skills .

The second chapter studies the use of oral presentations theoretically by providing emphasis on implementing oral presentations as a useful strategy to improve the speaking skill in classroom . This chapter presents the definition of oral presentation , its types ,

importance and its forms , in addition to the benefits of oral presentations on EFL learners . Moreover , this chapter provides the use of visual aids , its main definition , types of it , also it highlights the relation between oral presentations and the speaking skill .

As for the third chapter , it introduces the field work and data analysis . This chapter analyses and discusses the required data using two data collection methods , namely : Two questionnaires , one for the oral expression teachers of English and the other questionnaire is for first year students of English at Biskra University . Moreover , this chapter studies and discusses the results , and at the end , it illustrates some useful recommendations and pedagogical implications .

# **CHAPTER ONE**

## **A GENERAL OVERVIEW OF THE SPEAKING SKILL**

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## **Introduction**

The present chapter reviews some of the research and discussions that highlight the meaning and role of both skills that are speaking and listening in Second Language Acquisition (SLA). Also, it seeks to have some insights to the definition and importance of speaking for academic learning. In addition, it addresses the factors that hinder EFL learners from improving their speaking skill effectively inside the classroom. Moreover, it investigates the characteristics of speaking in the learning process. Additionally, it attempts to shed light to the functions of speaking. Finally, it tries to investigate the challenges that some second Language (SL) learners face, in an attempt to address the close relationship between speaking and listening and how they influence each other.

### **1.1 Definition and Importance of the Listening Skill**

Listening is closely related to speaking. Being a good listener involves collaborating with speakers and taking an active role in asking for clarifications in the classroom. In fact, listening is considered as an important skill and it is a set of processes that involves perceiving, interpreting, evaluating, retaining and recalling (memory), also reacting to oral messages and their accompanying cues. Moreover, it is a process involving an ongoing, dynamic activity. To begin with, Bulletin (1952) defines listening as 'one of the fundamental language skills, it is a medium through which children, young people and adults gain a large portion of their education'. In addition, Howatt and Dakin (n.d.) comment that 'listening is the ability to identify and understand what others are saying' which involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, as well as grasping his meaning.

The role of listening embedded in the concept that it is a basic component of speaking. One main reason is because of the close relationship between these two skills. Listening is an important skill. It allows one to understand what another person is saying. Language teachers believe that one's oral production ability relies on the good listening of the learner. As stated in Brown (1994) 'it is very important to pay attention to listening as a mode of performance for assessment in the classroom' (p.119), since it helps learners to resolve comprehension problems. Also, it encourages them to develop their confidence and their ability to understand in addition to their competence in listening. Furthermore, learners become aware of the listening problems such as noise, disturbance in grammar or vocabulary. For instance, the ignorance of a meaning of a word. Successful learners are successful listeners who take an active role in avoiding

listening problems . In other words , they know how to control their comprehension and understanding while listening .

### **1.1.1 Types of Listening**

Listening occurs because we believe that we will achieve and acquire something by listening because as humans we listen for a reason . For instance , to understand , to comprehend and retain or make decisions . According to Redmond and Vrchota (1993) , there are four types of listening stated as follows :

#### **1.1.1.1 Comprehensive Listening**

It is listening with the goal of understanding , retaining , and recalling spoken messages , it aims to share understanding with speakers . Its goal is to gain the necessary information for an exam for example or to complete a given assignment .

#### **1.1.1.2 Critical Listening**

It is the ability to analyze and evaluate information , reasoning and evidence ; in other words , it is called “ the critical thinking “ applied to what you hear . Critical listening requires the following criteria : Fidelity , coherence , inclusion , sequence , meaning and intent .

#### **1.1.1.3 Selective Listening**

It is to “scan “ for certain information , the purpose of this type of listening is not to look for global or general information , but to have specific meanings or ideas such as to listen for names , numbers , certain facts or events .

#### **1.1.1.4 Responsive Listening**

It is listening to relatively short stretch of language . For example , greeting , command , question , comprehension check...etc , for the sake of making an equality short response . Its main objective is the recognition of the wh questions and its appropriate response .

### 1.1.2 The process of Listening

As it has been introduced previously , listening is a procedure that includes **perceiving , interpreting , evaluating , retaining** and **recalling ( memory )** and **reacting** to oral messages and their simultaneous cues. The consideration of these processes is crucial for the perception of the progression of listening . First of all , according to Redmond and Vrchota (1993) the initial stage is **perceiving** which comprises selecting and attending to individual stimuli and it involves the ability to operate to precise oral messages . Interestingly , it demonstrates the difference between ‘‘ hearing ‘‘ and ‘‘listening’’. According to Nunan (2003) , he distinguishes between listening and hearing saying that listening refers to the critical conscious process which includes active and immediate analysis of sounds ; whereas , hearing is a physical ability which may take place without attention .

Redmond and Vrchota ( ibid ) The second stage is called **interpreting** which occurs when we assign meaning to what we perceive . It concerns combining the information acquired from different senses in the formation of some meaning ; in other words , the meanings you attribute to what you observe are deduced from your personal experiences , from what you have learned , observed, and remembered . Next is the third stage which is **evaluating** , after elaborating the messages that you understood and perceived , next you can begin evaluating those messages to decide what you should do with the information . The evaluation process is very prominent and is often the base and the focus of one type of listening called ‘‘ the critical listening ‘‘ .

The fourth stage is called **retaining and recalling** which is presented as a part of the listening process in which the information get stored in and retrieved from memory . Recalling is the ability to rephrase the general essence of the message that was sent , it is all about refreshing the memory and remembering the required information that was stored previously in the memory . For instance , in an examination , and it is very important because it involves transferring the information from short-term memory to long-term memory ; so that , we can remember the information and ideas stored in the memory .

The final stage is called **responding** and it represents communication and responding to messages . It indicates an action that obtains the spoken messages from a listener , it reflects attention and understanding such as making sounds or smiles .

### **1.1.3 Extensive and Intensive Listening**

There are two most important types of listening that have a crucial role in developing the learners' vocabulary , grammar , pronunciation called ‘ ‘ Extensive and Intensive listening ‘’. Primarily , Chang and Lu (2012) indicated that ‘ in intensive listening , students are required to listen to a text several times , the students are not asked to understand every sentence or word , but the general aim is to realize the general idea of the message . On the contrary , Extensive listening is to assist formatting the habits to understand the whole content . As a result , Intensive listening is for building basic learning skills while Extensive listening is to functionalize overall listening ability’ ( p .4) . Additionally , Broughton et al . , (2003) state that ‘ listening can be primarily for language items as a part of language teaching program , or it can be principally for general comprehension and understanding’ ( p.72 ) .

### **1.2 Definition of the Speaking Skill**

Burns (1998 , p. 16 ) defined Speaking ‘ as the direct form of the human communication . It results from the articulation of words , the meaning and the impact of those words are modified by variations in tone of voice and the use of the non-verbal cues such as facial expressions and gestures’ . Bygate (1987 , p.3) presented speaking ‘as an important skill in both first and second languages . It is a medium through which much language is learnt . He also views speaking as the production of auditory signals to produce different verbal responses in listeners . It is regarded as combining sounds systematically to form meaningful sentences . Furthermore , Chaney (1998 , p.13) points out that ‘speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts’ ( cited in Kayi , 2006) . In addition , Howarth (2001) defines speaking as two-way process including a true communication of opinions , information or emotions . That is to say that speaking is a priority for many second language learners in order to evaluate their success in mastering the language . Bygate (1987) indicated that :

Speaking is the vehicle par excellence of social solidarity, of social ranking , of professional advancement and of business . It is also the medium through which much language is learnt , and which for many is particularly conducive for learning . Perhaps , then , the teaching of speaking merits more thought (p.1) .

### 1.3 The Importance of Speaking in Learning

In learning , Speaking is accepted by every learner as an essential language - communication skill . It can facilitate language acquisition (LA) and contribute in the academic development of many second language learners (SLL) . It is the most important skill because it is one of the abilities that is needed to perform a conversation . Also it is very useful and helpful because it assists learners to acquire the structure and to use the language correctly . Hatch (1978) emphasized the important role that speaking plays in second language acquisition (SLA) ; he argued that by engaging in talk with more competent speakers , language learners will develop their language ability ; furthermore , learners have a chance to hear a more accurate model of language being used . From a different perspective , Swain (1985) highlight the importance of speaking saying that ‘ speaking enable learners to acquire new forms of language ( p .18)’ . He summarizes various benefits of speaking in learning . It helps learners become aware of the target language that they have not acquired ; in addition , it provides learners with opportunities for developing their knowledge . Speaking is an influential tool for thinking and achieving success . Moreover , Burns (1998) refers to the ability to speak as a sign that is very crucial in learning , he mentioned that ‘ all school learners need to be able to use speech to develop thinking skills that are specific to different subjects in the school curriculum . It empowers learners to engage successfully in their social and physical world’ . That is , speaking as a tool helps learners explore , develop , consolidate and investigate ideas ; also it is one way of promoting cooperative learning which enable learners to develop their speaking skills and to use the spoken English effectively in learning .

Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined . According to Ur (2000) , of all the four skills called listening , speaking , reading and writing , speaking is the most important one that is very necessary for the effective communication . Moreover , Krashen (1988) examined the relationship between listening and speaking skills , he stated that when students speak , their speaking provides evidence that they have acquired the language .

## **1.4 Characteristics of Speaking Performance**

It is clear and correct that in the speaking performance , pronunciation is of a vital importance since young learners repeat what they hear . In the communicative approach , both fluency and accuracy are crucial elements . Under this title , we will highlight the various characteristics of EFL learners' speaking performance in order to improve young learners' abilities in mastering the speaking of English .

### **1.4.1 Fluency**

It is the main aim of teachers in teaching the speaking skill , and the most important characteristic of the speaker performance . Hughes (2002) defines fluency as ‘ the learners' ability to speak in an understandable way for the purpose of not to break down communication because listeners may lose their interest’ . Skehan (1998) argues that fluency is typically measured by speed of access or production and by the number of hesitations . On the other hand , Hedge (2000) expresses that fluency is the ability to answer coherently by connecting the words and phrases , pronouncing the sounds correctly and using stress and intonation . To achieve this effectively , teachers should train learners to use their personal language freely to express their own ideas .

### **1.4.2 Accuracy**

In the learning process , learners should be fluent in learning and acquiring a foreign language . Learners should be accurate while speaking which means focusing on the grammatical structures , vocabulary , stress and pronunciation . Skehan (1998) presents accuracy by the amount of error , and complexity by the presence of more complicated constructions such as subordinate clauses . Thornbury (2005) says that ‘ to gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts’ ; he declared ‘ in order to speak the English language accurately , learners should master phonological rules and they should be aware of the various sounds and their pronunciations . All these elements help learners speak the English language easily and correctly .

### **1.4.3 Grammar**

Grammar forms an essential part of speaking performance . It is determined that if you know the grammatical rules of the language , you would be able to use it for communication . According to Hughes (2002 : 15) , the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involve the length and the complexity of utterances ; in addition , to the ability to use the subordinating clauses . To be considered a competent user of a language , one needs to know the rules of grammar , also the rules that are used in real communication . Furthermore , grammar places an important role in the language curriculum , and without good knowledge of grammar , learners' language development will be severely constrained . Harmer (2001) suggests that the teaching of grammar should be determined by the needs of the students , thus , the selection of grammar items to be taught must depend on learners' aims in learning English .

### **1.4.4 Vocabulary**

Vocabulary teaching and learning were given priority in second language programs . It is a core component of language proficiency and provides much of the basis for how well learners speak , listen , read and write . According to Harmer (2001 , P. 23 ) ' being accurate in terms of vocabulary refers to the appropriate selection of words during speaking' . Students lack the appropriate vocabulary because they find difficulties expressing what they want to say . In addition to the misuse of words like in the case of synonyms which do not carry the same meaning in different contexts . Learners who want to develop their speaking skill in English should practice pronunciation overall . They must be aware of the different sounds and their features , also the stress of words and where to use raising and falling intonation . All these give EFL students a clear overview about how to speak English effectively and help to achieve the goal of a better understanding of the spoken English .

### **1.4.5 Pronunciation**

Pronouncing means to be able to consciously perceive and produce the spoken form . Pennington and Richards (1986) defines pronunciation as the articulation of individual sounds and distinctive features of sounds like voicing and aspiration , voice – setting , stress and intonation . According to Brown (1989) , there are certain criteria for good pronunciation , these criteria include intelligibility in both native and non- native speakers , identity , ease of learning , acceptability by parents and the educational administration ,

the availability of teachers and materials to support the wanted pronunciation . Stevick (1978) considers pronunciation and personal identity to be very closely related , and any teacher who ignores this could spend a lot of wasted effort on an unattainable goal . In addition , Levis (2005) describes the intelligibility principle which accepts accents and sets understanding as the main goal . Jenkins (2002) argues that intelligibility must be the main criterion and describes what she calls ‘‘ the Lingua- Franca core ‘‘ which consists of the phonological and phonetic features that seem to be crucial for mutual intelligibility . It includes consonant sounds , initial consonant clusters , the distinction between long and short vowels and the placement of contrastive stress .

### **1.5 The Cognitive Processes in Speaking ( Levelt’s model of speech production)**

When speaking , language learners often seem to falter and experience different difficulties . But , it is necessary that they engage in various mental processes . However , Understanding the key mental processes can help speakers support their speaking development in an informal manner . These mental processes work interactively , often automatically , and in harmony making optimal use of the limited processing capacity of the working memory . This cognitive model of speech processing was proposed by Levelt (1989) and it is used to explain second language speech production , and it involves underlying processes that are complex and express both form , or structure , and meaning or content . This model presented by Levelt (1989) consists of four interrelated stages that are involved in the production of speech : Conceptualization , formulation , articulation , and self-monitoring .

#### **1.5.1 Conceptual Preparation ( Conceptualization )**

Conceptual preparation , also called conceptualization is the first stage where speech production begins . It is the process by which speakers select the topic or information they wish to express ; in addition , speakers have to select relevant ideas from their long-term memory to construct their message . Nunan and Carter (2001) present that conceptualization as the process wherein the speaker plans the message content . According to Levelt et al., (1999) , the ideas of the speaker will depend on his background knowledge about the world . He expresses that the more knowledge they have about the topic , the more choices there are to work from in choosing which message to deliver .

### **1.5.2 Formulation**

The second stage is formulation . According to Garman (1990) , it is a process by which the ideas that exist in the speaker's mind during conceptual preparation are mapped on to specific words in the speaker's mental lexicon and exist together . This process is the most challenging stage for language learners because learners have to make a number of lexicogrammatical choices . In other words , they have to decide which words and grammatical forms are relevant for their intended message . Levelt et al . , (1999) emphasize that this is the stage where the speaker makes a lexical selection by retrieving words from the mental lexicon . Later , the speaker decides on the grammatical structure and the order of his / her speech .

### **1.5.3 Articulation**

Articulation is when the message is carried in the form of sound waves to the listener . It is a physiological process linked to memory and information processing . In the same vein , Goh and Burns (2012) declare that this process allows competent speakers to have listener's attention to specific details by placing stress in their appropriate places . Furthermore , language learners pay attention to how some sounds are produced ; in addition , to assigning stress and intonation patterns . That is , it is important for learners to be very conscious of their pronunciation of words in the articulation process .

### **1.5.4 Self – monitoring**

This fourth stage is the key metacognitive process during speaking and involves self-monitoring or checking one's speech for accuracy and acceptability . According to ( Levelt et al . , 1999) in this stage , competent language users usually notice errors in pronunciation and grammar ; for example , words and phrases that are restarted and repeated , and other problems commonly associated with speech production . Cohen (1999) observes that native speaker children as young as three years old have been observed to correct their pronunciation and grammar spontaneously during speech production . Nakatani and Goh (2006) said that language learners also monitor their speech , and some may employ oral communication strategies to help them get their meaning .

## **1.6 Speaking Competence**

According to Baker and Westrup (2003 , p. 24) ‘ Being a competent speaker of the language is to master the grammatical rules and the pronunciation of words correctly and fluently’ . It is important for second language speakers to understand what speaking competence entails and this will help to know how it can help students plan and deliver lessons that develop the learners speaking ability in a balanced and comprehensive way . Furthermore , it is clear that good speaking competence simply means speaking fluently and accurately . In other words , being fluent in expressing their ideas .

According to several language teachers , such as Brown (1983, p. 12) who indicated that a competent second language speaker in someone who :

- Has good pronunciation
- Speaks standard English
- Can speak fluently and with few or no grammatical mistakes
- Speaks in a manner indistinguishable from a native speaker
- Is confident when speaking to a large audience
- Knows when to say the right things and says them in the most effective way possible
- Can communicate well with native speakers
- Can be understood easily by others
- Can speak effectively and clearly in various situations
- In bilingual settings , knows how to code-switch from the first to the second language , according to circumstances
- Can speak fluently and clearly on a wide range of topics .

### **1.6.1 Communicative Competence and Speaking**

The concept of communicative competence was adopted by Dell Hymes (1979) and this concept is one way to examine the notion of speaking competence . According to Hymes (1979) , an individual’s communicative competence is his or her ability to use language effectively in actual communication .This ability consists of both knowledge about the language and specific skills in using the language . For Hymes , he believed that individuals with a high level of communicative competence produce utterances that are grammatically accurate , and easy for listeners to process . In addition , the concept of communicative competence was developed by Canale and Swain (1980 , P. 45 ) , they

identified four components that compose communicative competence as follows : Grammatical competence , discourse competence , sociolinguistic competence and strategic competence

- Grammatical competence : refers to knowledge about grammar , vocabulary and phonology .
- Discourse competence : refers to the ability to connect utterances to produce a coherent meaning .
- Sociolinguistic competence : consists of the ability to use language that is accurate and appropriate to sociocultural norms and consistent with the type of discourse produced in specific functions .
- Strategic competence : refers to verbal and non-verbal actions taken to prevent and address breakdowns in communication . ( Canale and Swain , *ibid* )

The concept of communicative competence was highlighted by Johnson (1981) at the beginning of the communicative language teaching era . He mentioned that a competent second language speaker is able to do :

A part from being grammatical , the utterance must also be appropriate on very many levels at the same time ; it must conform to the speaker's aim ; the role relationships between the interactants ; to the setting , topic , linguistic context , etc . The speaker must also produce his utterance within severe constraints ; he does not know in advance what will be said to him ( and hence what his utterance will be a response to ) ; yet , if the conversation is not to flag , he must respond quickly . The rapid formulation of utterances which are simultaneously ‘right’ on several levels is central to the communicative skill ( Johnson 1981 : 11) .

We conclude from Johnson's (1981) summary of what competent second language speaker ability is that being grammatical is what characterizes speaking competence , though accuracy alone is insufficient . Second , competent second language speaker must be able to use speech skillfully to achieve their communicative goals by knowing the social nature of speech . In addition . Johnson's observations highlight the importance of oral communication strategies in second language speaking for instance , problems with vocabulary that most language learners are experiencing which can break down their communication . In order to prevent this break down , learners can use strategies such as asking for clarifications or repetition ; so that , it will help them in their negotiation of meaning . Another characteristic of second language communicative competence is discourse competence . According to Burns (1998 ) ‘ discourse competence comprises

linguistic knowledge about the structure of spoken genres and the skills needed to organize various genres according to sociocultural context'. As a result, second language speaking is a "combinatorial skill" because it involves a high element of doing various things at the same time. (Johnson 1996: 155). For Littlewood (1992), Our aim in teaching speaking is to help learners become better at various skills and processes during language production.

## **1.6.2 Knowledge of Language and Discourse**

In order to speak fluently, learners must have sufficient knowledge of the language. However, the concept of "language" can be vague and too narrowly defined. Under this title, we will have insights to definition of linguistic knowledge that involves knowledge of structure, meaning and use. According to Canale and Swain (1980), it includes the following:

- Grammatical knowledge
- Phonological knowledge
- Lexical knowledge
- Discourse knowledge

### **1.6.2.1 Grammatical Knowledge**

Grammatical knowledge is fundamental to the development of any language skill. Learners need to know how verbs in English are inflected to denote tense. For example, using 'ed' for past tense in regular English verbs. In addition, they need syntactic knowledge; that is, how words are linked together to express specific grammatical structures and meanings. Therefore, it is important to consider that the grammatical knowledge is crucial during the formation of utterances and self-monitoring in speech processing. Rost (2001) emphasizes that 'learners in face to face interaction, need grammatical knowledge to parse utterances they hear, so that they can make further responses' (p.54). In addition, McCarthy and Carter (2001) consider that learners need knowledge about spoken grammar if they are to produce speech that is natural and not modeled on the written language.

### **1.6.2.2 Phonological Knowledge**

According to Brown (2007 , p. 12) ‘ The knowledge of phonology is the system of sounds of the target language that learners need ’ . Phonological knowledge is considered as very important for three levels of production : word , utterance , and discourse . First of all , language learners need to know how the sounds of the target language are pronounced . Also they need to know how to avoid common mistakes or problems about transferring sounds from their first language . All these aspects of knowledge have to do with segmental ( or micro) and suprasegmental ( or macro ) features of speech or pronunciation such as : stress , rhythm , and intonation .

### **1.6.2.3 Lexical Knowledge**

Bygate (1987 , p. 65 ) emphasizes that Language learners’ lexical knowledge develops at two levels : The first is the number of words and their meanings , it is concerned with the learners’ vocabulary size . It is known that learners’ vocabulary knowledge is enhanced by their semantic knowledge of relationships among words . For example , knowledge of lexical sets such as kinship terms ( mother , father , brother , sister..etc ) and the relationships of words to abstract concepts such as denotative and connotative meanings .

### **1.6.2.4 Discourse Knowledge**

The spoken texts are structured in various genres to serve different communicative purposes and social contexts . Furthermore , learners need to use their second language to communicate in the target language contexts . In addition , they need to know how these purposes and contexts influence the structure of the discourse they produce . Also , they need to know what linguistic resources can be used for organizing and structuring the stretches of speech to form coherent spoken texts that are appropriate for the setting and the participants . According to Canale and Swain (1980) , this is a part of second language learners’ sociolinguistic competence that learners knowledge of spoken discourse structures need to be complemented by pragmatic knowledge about speech acts . In other words , learners not only need to know how discourse is constructed , but also need to be aware of the norms in communication in different societies .

### **1.6.3 Communication Strategies**

Broadly speaking , according to Canale and Swain (1980 , p. 21 ) it is clear that speaking in a second language is a beneficial process for language learners . The communication strategies are used by learners to manage their oral interaction with others when they do not have the benefit of preparing everything they want to say in advance or when they do not respond quickly to others , or when learners are easily embarrassed and immediately stop communication . For these reasons , the ability to use the communication strategies appropriately to keep interaction between learners is a reflection of language learners' strategic competence . Additionally , communication strategies are used for two purposes . Firstly , they are used by learners . These strategies are referred as “ reduction strategies “ , because the scope of communication is reduced . These strategies are useful as face- saving devices ; however , they reduce the learners' opportunity to speak the target language . The second reason is that to enable speakers to convey their messages by using whatever resources they have , these strategies are called “achievement strategies “, they help learners maximize the opportunities for speaking in the target language and to achieve their communication aims . Furthermore , the communication strategies are divided as follows : Cognitive strategies , metacognitive strategies and interaction strategies .

#### **1.6.3.1 Cognitive Strategies**

Also called “ psycholinguistic strategies “ , According to Goh (1997) ‘ cognitive strategies are techniques to compensate for gaps in lexical knowledge and related linguistic problems ‘ . During an oral communication , learners may experience difficulties finding the appropriate words for expressing their intended meaning ; in other words , they use various psycholinguistic strategies such as linking words that are similar to each other to have the intended meaning . Kellerman and Bialystok (1997) acknowledge that these psycholinguistic strategies for instance , when learners try to coin new words , paraphrase or even use circumlocution like describing something to get to the meaning , or even use words in their first language . All these strategies are “ cognitive “ in nature , and they are used to mentally manage the information being conveyed .

### **1.6.3.2 Metacognitive Strategies**

Metacognitive strategies are mental operations to regulate thinking and language during speaking . Furthermore , they are strategies that are used to manage thinking and speech production . Cohen (1998) argues that some learners use a second type of mental strategy that has a metacognitive function ; that is to say , learners may decide to plan what they want to say when they are speaking or participating in an interaction . In other words , they prepare the contents and the form of the message . The metacognitive strategies are very important for communication and language learning because learners tend to use them frequently especially in oral communication .

### **1.6.3.3 Interaction Strategies**

Also referred to as ‘oral communication strategies ‘ . The interactional strategies are used by learners to address pragmatic aspects of communication , by negotiating meaning between different participants . In addition , ‘ these are strategic behaviors that learners use when facing communication problems during interactional tasks ‘ ( Nakatani , 2006 ) . As a result , these interactional strategies help learners expressing and comprehending meaning . Also , making comprehension checks , repeating an utterance , giving examples and using gestures and facial expressions . These strategies are very crucial in the context of oral interaction , they help checking comprehension as well as the confirmation of what has been understood .

## **1.7 Functions of the Spoken Language**

The spoken language has a major function of fulfilling speakers’ everyday goals . According to different theorists such as Brown and Yule (1983) , they suggested that the spoken language has two different functions according to the speakers’ intentions : Transactional or pragmatic and interactional or interpersonal .

### **1.7.1 Transactional or Pragmatic Functions**

They involve exchanging speakers’ goods and services . For example , in business meetings or job interviews . According to Eggins (1990) , he says that the language used between people would be affected by the familiarity and the feelings of the speakers . He emphasizes that transactional interactions are easier to teach in the language classroom because it is more predictable and are usually easier to identify , and because of this predictability , the type of grammar and vocabulary is easy to examine for learners , an

example for that is a consultation with a doctor that could be predictable in most cultures and languages .

### **1.7.2 Interactional or Interpersonal functions**

The main focus is creating and maintaining the personal relationships between people . In other words , being friendly and kind to the person you are speaking to . For instance , gossiping in the workplace , or chatting with friends by telling personal stories . Accordingly Brown and Yule (1983) suggest that these interactions show the deep of the relationships between people that might influence the language that is produced . Unlike the transactional interactions , these interactions are difficult to teach because it is less predictable because of the nature of the powerful relations between people . As a result , these conversations are very sensitive and more grammatically complex .

## **1.8 Approaches to teaching Speaking**

According to Burns (1998) , the approaches for teaching speaking are divided into those that focus on developing speaking skills and those that focus on the production of speech during communicative activities . Richards (1992) points out the three approaches as follows : A direct /controlled approach , indirect /transfer and indirect plus approach .

### **1.8.1 A Direct / Controlled Approach**

It is concerned with structural accuracy and emphasizes practice of language forms , for instance pronunciation of the sounds in English , also it aims to raise learners' awareness about the grammar of the target language ; In addition to the discourse structures . According to Bygate (2001) ‘ a direct approach focuses on the development of language form ‘ (p.135) .

### **1.8.2 An Indirect / Transfer approach**

It is an approach that is concerned with fluency of speech , it engages learners in functional language use by letting them talk with other students in class . In addition , teachers use to plan activities to fit common situation in which learners can use spoken English fluently . Bygate ( ibid) observes ‘ an indirect approach gives much importance to the development of fluency that is based on talk that focuses on language elements ‘ (p.136) .

### **1.8.3 The Indirect Plus Approach**

According to Thornbury and Slade (2006) , the indirect plus approach is a combination of learner-centered training , language exposure , interactional activities and teaching speaking as a spoken discourse .

## **1.9 Types of Speaking Tasks**

To master the speaking skill , it is very important for learners to deal with different tasks in order to encourage their ability to speak fluently and accurately . However , it is not easy to choose what type of activities to practice because of the students' different learning styles . According to Willis (2005, p.3) , language learning tasks have various characteristics such as the four below :

- The principal focus is on exchanging and understanding meanings
- There is a clear communicative purpose and a specified goal
- The outcome of the completed task can be shared with other learners in the class
- A focus on grammatical forms typically comes after the task has been completed

### **1.9.1 Information –gap activities**

These tasks are based on the collaborative work between learners through exchanging the amount of the information they have . In addition , the basic role of this activity is to share the knowledge with the participants to bridge the knowledge gap . Also , students work in pairs or small groups possessing pieces of information that the others do not have . Overall , the key objective of an information –gap task is to encourage learners to use the spoken language to complete a task collaboratively . According to Jacobs and Goh (2007) , in order to achieve the outcomes , the learners have to do the following :

- Understand the information that they have
- Explain to one another the type of information they need
- Orally communicate with their partners or members in the group the information they have possessed
- Ask questions to clarify meaning
- Ask for repetition as often as necessary
- Complete the gap in the information in whatever form it is required

### **1.9.2 Dialogues and Role plays**

Dialogues and role plays have an important role in the process of learning basically in developing the speaking skill . First of all , dialogues present the ability of students to perform in front of their classmates in pairs or groups . It involves exchanging ideas and opinions about a chosen topic . Here , it is the teachers' responsibility to choose the setting and roles to be performed . Second , role plays for Brown are very important in developing the learners' self-confidence and it gives them the freedom to choose whatever they say as well as it increases their creativity to perform well (p.174) . However , the learners are likely to be motivated more if they choose the topic of the play to determine the success of the performance .

### **1.9.3 Activities using pictures**

The type of this task is more suitable with beginning learners . It is more beneficial for students from elementary to advanced level . Its core is the use of pictures to produce as many sentences as they can in order to develop their speaking performance and to come up with more creative thoughts . According to Ur (1996) , learners perform better with second pictures for the second time more than when they are exposed to pictures for the first time by producing more sentences rapidly than the first time .

### **1.9.3 Story Telling Task**

During this activity , learners can express themselves freely through this task . They can talk about their families , themselves , their friends and their personal lives . However , they are exposed to different questions from their classmates in order to know more about them . The story telling task is very beneficial because it increases the level of confidence of students and makes the relationship of the learners very strong and connected . Thornbury comments ‘‘ the story telling is a universal function of language and one of the main ingredients of casual conversation ‘’ (p.95) .Through this important task , learners can acquire new vocabulary and grammar when they interact with each other .

## **1.10 Speaking difficulties in Foreign Language Learning**

For language learners , speaking remains the most difficult skill to master for the majority of English language learners , and they are still incompetent in communicating orally in English . According to Ur (1996) , there are many difficulties in speaking that learners struggle with , we mention them as follows :

### **1.10.1 Inhibition**

Students are worried about making mistakes , fear of criticism of people or they are shy . All these factors prevent learners from proceeding in the classroom . Littlewood (1999 : 93) argues that ‘ it is too easy to create inhibition and anxiety’ . These factors express the feeling of shyness and the fear of making mistakes in the classroom because of the feeling of the linguistic inferiority and the problem in the development of the communicative skills of the learner .

### **1.10.2 Nothing to say**

Students have no motive to express themselves , they are not motivated to express their thoughts or ideas and remain silent by avoiding interaction and discussion with others or sometimes because of the chosen topic that can be boring . All these affecting factors demotivate learners to learn correctly . Actually , ‘ motivation is the crucial force which determines whether a learner embarks in a task at all , how much energy he devotes to it , and how long he preserves’ ( Littlewood , 1984, p.53) .

### **1.10.3 Low or uneven participation**

It is one of the main factors that demotivate learners to participate in the classroom , which is the ignorance of teachers to some learners and this may lead to the low participation . ‘ children need both to participate in discourse and to build up knowledge and skills for participation’ ( Cameron , 2001, p. 36) . Additionally , one of the major responsibilities of teachers is directing and motivating learners to participate . So if teachers motivate learners , they will decrease the low or uneven participation .

#### **1.10.4 Mother tongue use**

Learners who share the same mother tongue tend to use it because it is easier and learners feel less exposed if they are speaking their mother tongue fluently . Baker and Westrup (2003 : 12) argue that ‘ barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language’ . However , the use of the mother tongue repeatedly can affect the use of the foreign language correctly , because they keep on being influenced by the use of their mother tongue .

#### **1.11 The Speaking Skills for Effective Communication**

In order to speak effectively and fluently , learners need to have a sufficient and reasonable basic grammar of the target language and an effective working vocabulary . However , it is important to develop a range of skills in four speaking skills of speaking competence . According to Goh and Burns (1997 , p. 14 ) these skills are summarized as follows : Phonological skills , speech function skills , interaction management skills and extended discourse organization skills .

##### **1.11.1 Phonological Skills**

They produce accurate sounds of the target language at the phonemic ( vowels and consonants ) and prosodic ( stress and intonation ) levels . These skills are very important for effective oral communication . Moreover , learners should learn to articulate and blend vowels and consonants ( phonemes ) of the language they are learning .

##### **1.11.2 Speech Function Skills**

These are micro-skills necessary for communication . They use spoken words to perform communicative functions that are considered as important for learners to develop in the target language such as : request , demand , decline , explain , complain , encourage and agree ...etc .

### **1.11.3 Interaction Management Skills**

These are macro- skills for managing face –to –face interactions . they include the ability initiate , sustain and end an interaction , regulating turn-taking , modifying and changing topics , also negotiating meaning to ensure that one understands what the interlocutors mean .

### **1.11.4 Extended Discourse Organization Skills**

They represent another set of macro-skills for expressing the spoken interaction . Furthermore , it is essential because it establishes coherence and cohesion in extended discourse . This requires knowledge of discourse routines ; in other words , how a specific speech genre is structured as well as grammar and vocabulary knowledge .

## **1.12 The relationship between Speaking and Listening**

Research and practice in English language teaching identifies the two skills listening and speaking as paramount importance ( Brown , 1994 : 217) . In addition , many language teachers hold listening as the most important skill in mastering English conversations because listening develops the speaking skill in the classroom .

According to Cross (1992 : 244) ‘‘ it is because of active listening , students acquire vocabulary and syntax , as well as better pronunciation ‘‘ . Yet the lack of listening brings poor speaking skill because speaking and listening usually happen simultaneously . On the same vein , Harmer (1991) argues that ‘‘language users employ combination of those skills and for speech the combination will be speaking as productive skill and listening as receptive skill ‘‘ . Furthermore , there is hypothesis that listening gives the influence to students’ speaking which develops class achievement in speaking . It states that one cannot develop speaking skills unless he or she develops listening skills . Also to have a successful conversation , students must understand what is said to them ( Doff , 1988 : 198) . According to Rost (1994) , ‘‘listening is vital in the language classroom because it provides input for the learner , thus it is fundamental to speaking ‘‘ ( p.141) . As a result , speaking is closely related with listening which is the basic mechanism through which the rules of language are internalized ( Kang , 2002 : 205) . Concerning the central role of listening comprehension , which is nowadays highly accepted in foreign language acquisition process . Supporting the same argument , Kang (ibid) proposes that ‘ listening is acknowledged to play an important position in the development of speaking ability ’ (p.205) . To emphasize this concept is to understand that listening is often implied as a

part of speaking , as one would not be able to speak a language without also listening ( Brown , 2004 :119 ) .

### **1.13 Factors affecting the Speaking Skill**

In order to overcome the difficulties in learning speaking skill , learners need to identify some factors that influence their speaking performance . According to Tuan and Mai (2015) , learners' speaking performance is influenced by factors like performance conditions , affective factors , listening skill , topical knowledge and feedback during speaking tasks .

The first factor is related to performance conditions . According to Nation and Newton (2009) , these conditions are time pressure , planning , the quality of performance and the amount of support . All these conditions impact the speaking performance .

The second factor is concerned with affective ones . Oxford (1990) says that one of the important factors in learning a language is the affective side of students . Furthermore , Krashen (1982) connects the affective factors to second language acquisition and motivation , self-confidence and anxiety .

Thirdly is the listening ability . According to Doff (1998) learners cannot improve and develop their speaking ability unless they develop their listening skill . Moreover , he makes a connection between the two skills . As a consequence , learners should understand what is uttered to them in order to have a successful conversation . That is to say , speaking and listening are closely related . Shumin (1997) represents that when students speak , the other students answer through the listening process .

The fourth factor is topical knowledge . It is the speakers' knowledge of related topical information . Also , students use language with respect to the world they live in . According to Bachman and Palmer (1996) , they define it as the knowledge structure in long-term memory . In addition , they insist that topical knowledge has a great impact on the learners' speaking performance .

Feedback during speaking activities is the fifth factor . Usually learners expect from their teachers to give them feedback on their speaking performance . According to Harmer (1991) , the evaluation of learners' performance depends on different factors such as the stages of the lesson , the tasks , and the kind of mistakes they make . He continues saying that if teachers correct their students' mistakes and problems , they will learn quickly and their performance will improve . Baker and Westrup (2003) argue that teachers should

always correct their learners' mistakes and give them more support and persuasion while speaking .

#### **1.14 A teaching cycle for developing students' speaking**

The speaking activities are very crucial in the learning process . However , learners may not recall or understand the aim or the purpose of the speaking activity because there is a little attention paid to the process of learning about speaking . So , learners may not even say what they have learned . According to Harmer (2001) ' it is very important to provide learners with a series of learning activities in which the teachers' role is crucial in facilitating practice and learning in addition to providing input and feedback' (p. 15) . Furthermore , collaboration and dialogue between peers are involved in these activities that learners have the opportunity to work together and to speak . According to Hatch (1978 , p. 52 ) all these speaking activities are summarized in stages as follows :

##### **Stage 1 : Focus learners' attention on speaking**

At this stage , the teacher raises learners' metacognitive awareness about learning to speak in a second language , in addition to self- regulate performance and overall development . Hatch (ibid) said that ' this activity helps learners have better control over how to learn to speak in another language' . Furthermore , it encourages them to plan for overall speaking development in which learners are given different types of prompts to encourage students to speak in a second language and how they can prepare themselves for it . All of this activity can be better done at the beginning of a course or a unit of learning .

##### **Stage 2 : Provide input and / or guide planning**

It is well known that when speaking in a second language , learners feel anxious and worried and they may experience cognitive overload when they speak . For these reasons , this activity is useful for learners to receive some support when performing the speaking task or when they are given the time to plan what they are going to say and how they are going to say it . According to Skehan (1998) , the purposes of this preparation are :

- Introducing or teaching new language
- Acquire appropriate vocabulary and accurate language form relevant to speaking needs

- Understand social and linguistic conventions of speech and speakers' roles and relationships for particular contexts
- Produce a wide range of utterances to express meaning more exactly
- Pushing learners to interpret tasks in more demanding ways and use language to express more complex meanings .

### **Stage 3 : Conduct speaking tasks**

According to Hatch ( 1978 , p. 54 ) , the main purpose of this activity is to provide learners with context where they can practice speaking through a communication task . This task encourage learners to express their meaning with any linguistic knowledge , skills ,and strategies they have . In addition , it motivates learners to develop fluency of expression without having to pay too much attention to accuracy of form . As a result , these speaking tasks involve learners in pair or group interaction . However , there must be situations where learners are motivated to talk to one another and communicate freely .

### **Stage 4 : Focus on language / skills / strategies**

The aim of this activity is creating opportunities for learners to improve language accuracy , as well as enhancing the students' effective use of skills and strategies . Furthermore , it aims at highlighting the important parts of fluency task they have completed . According to Brown and Yule (1983) ‘ these parts include language features such as pronunciation , grammar and text structures in addition to vocabulary’ ( p.15) . For example , learners can focus their attention to the structure of genre , discourse markers or intonation features which are very important for performing the speech .

### **Stage 5 : Repeat speaking task**

Learners have a chance to analyze and practice the language items or skills of the previous stage in order to enhance their performance . Moreover , repeating tasks can be carried in various ways . Bygate (2005) recommends repeating parts of the original task or repeating the entire task which can be done by having students change groups or partners . As a result , the benefits of task repetition is rehearsal which can facilitate automatically in combining various types of linguistic knowledge and skills . Also it motivates learners to be more confident while performing .

### **Stage 6 : Direct learners' reflection on learning**

Hatch (1978 , p. 62) indicated that this activity encourages learners to self –regulate their learning through monitoring and evaluating what they have learned . In addition , it is an opportunity for learners to consolidate their new knowledge about language , skills and strategy use . Furthermore , reflection has a positive effect for learners who feel stressed or anxious .

### **Stage 7 : Facilitate feedback on learning**

In this final stage , the teacher provides learners with important feedback on their performance . However , it is impossible in larger classes to monitor students' learning and provide them with feedback . But , nowadays it is possible to offer some personal feedback , and this feedback can take different forms and it is presented in two types : Teacher –learner feedback and learner-learner feedback . According to Harmer ( 2001 ) , Feedback can take the form of :

- Comments or grades about an individual students' skills and performance
- Exchange of written individual learner reflections and comments on each other's progress and achievements
- Consolidated comments from the teacher , based on written reflections from the class ( p.45) .

### **Conclusion**

We can deduce from this chapter that we have provided a general overview of the speaking skill and highlighted the speaking process including its definition and importance in the EFL context , in addition to its characteristics such as fluency , accuracy , grammar and vocabulary . Speaking is considered as a very important skill that helps to evaluate learners' proficiency in second language because it helps learners to express their thoughts , opinions . So , it requires learners to make active use of the language that should be correct in its grammar , vocabulary and pronunciation . As a result , it is very important for learners to develop and improve their speaking skill through practice to get the required

# **CHAPTER TWO**

## **THE USE OF ORAL PRESENTATIONS**

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## **Introduction**

The focus of the present study is on whether the use of oral presentations can develop English foreign language ( EFL ) learners' speaking skill . First of all , the present chapter is about the different and various definitions of oral presentations , types of oral presentations , in addition to its importance . Furthermore , we will mention the different forms of oral presentations that can be either in groups or individual . Also , we will shed light on the benefits of using oral presentations inside the classroom and focus on how to prepare the appropriate structure and deliver an oral presentation fluently . Moreover , we will mention the use of visual aids that can help in presenting orally in front of public . Finally , we will address some problems that students may face in addition to the teachers' role in preparing and evaluating learners to better perform an oral presentation .

### **2.1 Definition of Oral Presentation**

An oral presentation is defined as a kind of a short talk on a specific topic and addressed to a tutorial or a seminar group . It is usually presented by one or more students and they give different views on the selected topic according to their previous readings on that topic . In addition , usually an oral presentation means to deliver an address to a public audience in order to impart knowledge or to stimulate discussion with the audience . Ming (2005 : 118 ) defines an oral presentation as ‘ .... typically and partly spoken , partly visual form of communication ‘ , and is characterized by limited time and occurs in an organizational setting . Furthermore , Mallette and Clare (2011 : 161) state that Oral Presentations are ‘ ..... the most common method for presenting information and are usually done with a computer and projector ’ because visual aids help in improving the oral presentation .

An Oral presentation simply includes explaining something in front of an audience . Also , in the case of classroom , teachers evaluate learners' oral presentations based on both the quality of information they use ; in addition to the type of method used in presenting this project . As a consequence , usually effective and successful presentations require a prior good preparation in order to see the formality of the performance and it contains using one's voice , body language and visual aids such as videos or slideshows to perform the presentation more effectively and to get the required results . According to King (2002) he indicates that oral presentations provide a rewarding and stimulating experience for both teachers in developing skills and for students in training themselves to be confident in front of public .

In other words , it is very beneficial for teachers and students to use oral presentations because they help them to be more confident and to have more sufficient experience while performing in front of public . Furthermore , Girard and Trapp (2011) observe that students can have extra knowledge and experience , not only from research they have and other students' performance , but by observing and evaluating other learners' strengths and weaknesses in order to develop their presentation abilities .

## **2.2 Types of Oral Presentations**

The choice of the type of oral presentations can differ according to various factors such as the style of the presentation used , the topic , time , grammar and vocabulary ; in addition to the method of presentation and the learners' level . However , according to Al – Issa and Al- qubtan (2010) , oral presentations can be divided to two different types : Guided and free oral presentations .

### **2.2.1 Guided Oral Presentations**

Learners in the guided oral presentations have an intermediate level of language proficiency . In other words , they can be guided in terms of choosing a topic that is suitable for their level of language . Furthermore , they are guided in terms of grammar , lexical items and time allocated for them . In addition , learners are guided when they prepare their work using overhead projector (OHP) slides or PowerPoint and learners can also prepare handouts for the listeners in the classroom to follow them .

### **2.2.2 Free Oral Presentations**

As for free oral presentations , learners have an advanced level of language proficiency. Learners have complete freedom to choose the topic they want to present . In addition to the way they plan for it and the kind of language level they choose . While making a free oral presentation , learners are capable to answer any type of questions from their classmates after completing the presentation . However , in guided oral presentation , learners face difficulties to answer their classmates because they didn't handle these topics before and are using for the first time .

## **2.3 Forms of Oral Presentations**

When performing an oral presentation , learners can decide whether to perform individually or in groups . It is well known that both strategies have different characteristics summarized as follows :

### **2.3.1 Individual Oral Presentations**

This form of oral presentations is very beneficial for the presenters because it helps them to acquire confidence while speaking on their own using their own words in front of a large class or a group . In addition , Norris (1991) argue that learners as presenters will become more responsible about understanding their subject more critically and they will also respond to the different questions from other learners whom they are listening to . As a result , learners as presenters will become more expertise ‘ experts’ on the subject matter .

### **2.3.2 Group Oral Presentations**

It is considered as the most beneficial form used by learners in oral presentations . Using groups to present a task encourage learners as a team to incorporate with each other and help them to exchange their own personal thoughts , also they get feedback from each due to the process of preparing the presentation . As Norris (1991) observe that groups can find time to prepare presentations ; whether , inside or outside class . Furthermore , teachers find it as an opportunity to prepare questions to the group in order to test and evaluate their understanding and to evaluate learners as listeners to be acknowledged and familiar with the content of such topics and questions .

## **2.4 Importance of Oral Presentation**

Oral presentations are very important for learners because they enable them to participate fully in their learning , also demonstrate their ability to communicate and assist them to develop competencies in their future working places . According to Hutchinson and Waters (1987) “ oral presentations demonstrate one of the most successful way to get the students’ attention , encourage curiosity , create challenges “ . Furthermore , the study of oral presentations provide learners with a chance to gain insight into knowledge and skills that create a good lecturer . Moreover , the mastery of the subject topic and the interaction with others will allow lecturers to enjoy sharing his knowledge both for the audience and themselves with a well structured planning and organization of the oral presentation .

As for Girard and Trapp (2011) , they observe that learners can gain knowledge and learn better by observing the other presenters ‘ strengths and weaknesses to develop and perform better communication and presentation skills . In addition , it allows learners to present their thoughts and ideas confidently in front of public in order to deliver an effective oral presentation . According to Girard and Trapp (2011) , oral presentations are important because they include :

- Greater class interaction and participation
- Increased interest in learning
- New perspectives not covered otherwise
- Improvement in communication and presentation skills
- Development of real world communications as well as leadership skills .

## **2.5 The benefits of Oral Presentation**

Oral presentations are very successful in improving learners’ L2 skills , in addition to increasing their autonomy . Girard , Pinar and Trapp (2011) found that oral presentations in classroom lead to greater class interaction and participation and it increases interest in learning , also it improves students’ communication and presentation skills and abilities . Furthermore , King (2002 , p . 202) observes that oral presentations help bridge the gap between language study and language use ; in other words , the presentations require students to use all four language skills in a naturally integrated way . Moreover , oral presentations encourage and motivate students to become active and autonomous learners . Additionally , another benefit of using oral presentations in the language classroom is that they can provide learners with additional motivation to study English , because they don’t only give students an opportunity to practice language skills , but also be able to work independently to produce an effective presentation which can lead to higher levels of motivation for learners .

Zivkovic ( 2014 , p .16) also shows that oral presentations improve students’ abilities in a way that can be beneficial for their future employment where there is a much higher chance that students will be asked to use English to present in their future jobs ( Bruce , 2011) . However , there must be some experience with oral presentations which can be very beneficial to students’ future careers . Thornbury (2005, p. 91) says that ‘ presentations provide a more authentic way of practicing English than simple speaking drills ‘ , because they require students to use their L2 to understand the topics they are presenting on and communicate this understanding to others . This benefit gives students

an opportunity to develop their critical thinking skills as well as linguistic and communicative skills .

Emden and Becker ( 2004 , p. 23) state a variety of benefits of oral presentations that can be summarized as follows :

- **Student- centered participation in their learning**

Students learn from the poor and good performances of their peers than from their tutors because these kinds of presentations help learners to discover their weaknesses and strengths . Also , presentations can be used as an effective form of peer learning .

- **Develop new knowledge and perspectives on a topic**

Oral presentations provide opportunities for learners to develop their skills and knowledge together . For example , the topic of the presentation can strengthen learning and knowledge , if the presentation is successful , the audience should have acquired and learned new knowledge and increased their interest about the topic .

- **Practice in a known environment / Situation**

Presentations help students to practice performing in a safe environment . When learners prepare several presentations on a course , they will need the proper academic environment to be familiar with it .

- **Increasing confidence to speak and present in front of an audience**

A well- managed presentation helps learners to improve their confidence to speak and present in front of an audience . These presentations help them to demonstrate their personality and can make learners to be noticed by others and the learner will show his individuality , and he will face his fear and anxiety when performing orally .

- **Improving marks earned for a module assessment**

Many presentations provide students with opportunities for earning a higher percentage of marks than for written work alone . In other words , students who prefer to speak rather than write maybe successful and better communicators and presenters in their use of speech or even visuals than in a written work .

- **Developing a wide range of communication and presentation skills**

When the presenter practices the oral presentation , he may gain new skills and preferences when he communicates . Additionally , Presentations can help learners to communicate using different skills , also it gives them opportunities to practice performing in public and develop their speech .

- **Preparation for skills needed in the workplace**

Preparing and delivering presentations can help students to be more competent and confident candidates for interviews , because many schools and organizations seek confident candidates and use presentations as a part of their selection procedures . Furthermore , they offer opportunities to develop their team working and project management skills .

## **2.6 The principles of effective oral presentation**

In order to have an effective and successful oral presentations , it is necessary to provide and use some principles and it must be followed by the students . According to Zivkovic (2014, p . 16) , he listed twelve (12) principles for good and effective oral presentations summarized as follows :

### **2.6.1 Clear pronunciation**

In order to obtain the required results of understanding what is said by the speaker , clear pronunciation is the main factor that needs to be applied when performing orally in front of public . So that learners can exactly understand what is said by the speaker . If the message is not clear , the goal of the message may not be achieved .

### **2.6.1 Preparation**

It is very important for learners to prepare what they are going to perform earlier before communicating orally . Also , it is very essential for the speaker to prepare himself physically and mentally in order to achieve success .

### **2.6.2 Unity and Integration**

The speech or the content of the oral presentation must be unified and coherent , also the ideas must be well organized and selected . These are all the elements that are needed to be used in a good and successful oral presentation .

### **2.6.3 Precision**

Precision is needed to make oral presentations more effective . It is to use specific words that contain a specific meaning related to the content of the presentation .

### **2.6.4 Natural voice**

The speakers' voice must not be fluctuated at the time of oral presentation , and it must not be stressed or worried . On the contrary , there should be a natural confident voice that will attract the listeners to concentrate with what is presented . In other words , artificial voice must be avoided .

### **2.6.5 Planning**

An organized plan is a must for effective oral presentation . The speaker should take proper plan for delivering speech .

### **2.6.7 Simplicity**

The speaker should use simple and understandable words in oral presentations , also it should be easy , simple and at the same time an academic language .

### **2.6.8 Legality**

The speakers' speech should be legal and logical at the same time of oral presentation .

### **2.6.9 Avoiding emotions**

At the time of oral discussion , excessive emotions can divert a speaker from main subject so , the speaker should be careful about emotions . The speech must be emotionless .

### **2.6.10 Acting**

Many people lose concentration after listening for a few minutes . So , the speech must be full of action by using gestures to maintain the speakers' attention .

### **2.6.11 Efficiency**

Speakers' efficiency and skill are necessary for effective oral communication . So the speaker needs to have skillful abilities while performing orally in front of students .

### **2.6.12 Vocabulary**

Words bear different meanings to different people in different situations . So , in oral presentations , a speaker should use the most familiar words to the receiver of the message to avoid any confusion in the meaning of words .

### **2.7 The oral presentation objectives**

In order to understand your presentation clearly , you need to know and to be clear as a presenter about your oral presentation objectives . In other words , what you want the presentation to achieve , which will affect the way you present it . Thornbury ( 2005 , p . 26 ) mentioned common objectives which are :

- To inform or educate the audience on a topic
- To convince the audience that your topic is valid
- To assure the audience of your knowledge or expertise
- To persuade the audience to take a particular action

### **2.8 The three essential parts of an oral presentation**

According to Siddons (2008 : 1-2 ) , there are three essential parts of an oral presentation :

1. The audience
2. The presenter
3. The presentation itself

Each of these three parts is vital for a successful and effective presentation . However , no matter how well – constructed the presentation is , if it is badly delivered it will fail . Most importantly of all , even if the presentation is perfect and the presenter inspired , if the audience isn't interested or engaged , then the presentation will certainly fail . Thus , it is important to prepare the presentation in advance to get the best results from it . Jacobi cited in Siddons (2008 : 1 ) wrote about the necessity for preparing an oral presentation :

Ninety percent or more preparation is typically devoted to content . Countless hours go into creating and fine- tuning the preparation materials , and whatever time there , if there is any time left over – is reserved for practice how you practice can literally make or break your presentation . Keep in that a lot of presentations die on the vine because they aren't rehearsed properly , or they're never rehearsed at all .

## **2.9 Constituents of a professional presentation**

Wallwork (2010 : 4 ) clarifies that ‘ A professional’ presentation is one where the learner puts the audience first . The learner predicts about how the audience would most like to receive the information he is delivering . In addition , the key to an effective oral presentation is that the presenter mentions a few main points that he wants the audience to remember and that he highlights these main points during the presentation in an interesting and enthusiastic way . Furthermore , the important thing for the presenter is to be relaxed . The key is to prepare well and concentrate on the content , not on English . Moreover , the student presentation is not an English examination , so his English does not have to be perfect . As a result , the student ought to be realistic and does not aim for 100 % accuracy ; Otherwise , he will be more worried about his English than about communicating the value of his academic presentation .

## **2.10 Purposes of student presentations**

Chivers and Shoolbred (2007 : 14) say that ‘ there are many reasons why learners are asked to give presentations and these will be influenced by your academic course and situational and organizational factors ‘ . In addition , to the purpose and circumstances of the oral presentation that will influence its style , content and structure . Chivers and Shoolberd (ibid) also add that students’ oral presentations may be given for the purpose of :

### **2.10.1 Advocacy / Persuasion**

The presentation usually involves persuading members of the audience to take some action or make a decision . For example : Support a cause or join a student society .

### **2.10.2 Training**

This type of presentation is where the students may demonstrate their skills when they use equipment and also they train their skills as a trainer or a teacher . Furthermore , these types of presentations are used for practice , demonstrate and eventually assess the level of the students’ skills .

### **2.10.3 Teaching and learning**

Almost all presentations should have some elements of teaching and learning as an essential part of the academic life of the students . Moreover , this type is very common

in the Universities and the majority of the professors and students use the presentations for this purpose . So , it includes :

1. Developing a deeper understanding of a topic or text
2. Covering specific areas of the curriculum in more details

#### **2.10.4 Informing**

This type of presentation could be similar to teaching ; however , the aim of this type of presentation could be to communicate as much information as possible in the time available . Moreover , the purpose of the presentation is to :

1. Describe a new policy
2. Outline a set of instructions
3. Give a progress report on some research or development

#### **2.10.5 Assessment**

Students' presentations are frequently assessed and may be awarded a percentage of the marks that contribute to the overall module mark . However , some presentations may not be assessed but used as an opportunity for students to practice and develop their presentation skills and abilities .

#### **2.11 Steps for the preparation of an oral presentation**

In order to have a good presentation , it is very important to have a well-prepared presentation . Emden and Becker ( 2004 : 67 ) show that ‘ Good preparation and planning are essential for successful presentations’ . Furthermore , the quality of your presentation usually reflects the amount of preparation the student has done . Many students feel nervous and afraid with the work needed for a presentation and may not know how to approach the task . So , students underestimate the amount of preparation needed to give their academic presentations . However , Emden and Becker ( 2004 , p . 26 ) indicate that the students should follow these steps for planning their presentation :

- Read and re-read the briefing details for the presentation
- Create a task list or mind map
- Create a time chart
- Review your existing knowledge of the topic
- Research and read to gain new knowledge
- Decide on the balance of the content
- Find relevant examples

- Identify your audience
- Create the content , visual aids and documentation
- Rehearse the presentation

## 2.12 Structuring an oral presentation

Having a clear , organized structure of an oral presentation requires an introduction , body and conclusion . In addition , these three essential elements need to fit together and to be linked clearly in order to have a clear and well – structured presentation . According to Chivers and Shoolbred ( 2008 : 22 ) ‘ A clear structure usually helps the audience to gain a quick understanding of the content of the presentation’ . Storz et al (2002 : 5) decide that there are three parts of a presentation ; in other words the presentation should have the following structure :

### ➤ **Introduction**

An introduction is like a road map that tells your audience the direction your presentation will take . Furthermore , the introduction should capture the attention of the audience and hook them into your topic , so you could start with an image , an anecdote , or a problem that will not only introduce your topic , but also engage your audience’s interest . In this vein , Anderson , Juan and Tony ( 2004: 39) affirmed that an ideal structure of an introduction includes :

- State your topic and tell the audience what your presentation will cover
- Outline the main points : A good introduction will capture an audience’s attention
- Start your talk by greeting the audience and introducing yourself
- State your topic clearly , for example :  
‘I’m going to talk about ....’  
‘Today , I’d like to discuss ....’
- Provide an outline of the main points
- Provide any necessary background or definition of terms

### ➤ **Body**

The body of the presentation is where you develop the main points and present examples and evidence . Also , the information in the body needs to be well -structured and it could be by chronological order , theme or order of importance . It is very essential to provide clear links between main points , explanations and examples . In addition to

the use of visual aids to engage the interest of the audience and “show” instead of just “tell”. As a presenter, it is important to emphasize the important information and tell the audience when information is particularly important or interesting. Storz (2002, p. 16) asserts that these are important elements that need to be included in the body of the presentation:

- Use verbal ‘Sign posts’ to guide your audience through the presentation
- Highlight key points and indicate the different sections of your presentation
- Move from one point to another using these expressions:

‘ Firstly, secondly .... Finally’

‘ Another point is .....’

‘ A contrary view to consider is ....’

‘ In conclusion .....’

- Introduce supporting evidence:

‘ For example .....’

‘ [ Author name ] states that .....’

The body of the presentation develops the topic by expanding the plan in a logical sequence. Because the listeners’ attention can fluctuate, it is important to regularly remind the audience of the structure of the talk and where you are within the structure. Also, you should verbally mark transitions, key points and examples ...and others.

### ➤ **Conclusion**

The conclusion is usually a summary of the main points made in the body of the talk. The conclusion should be clearly linked to the introduction showing how it has addressed the issue. According to Storz et al (2002, p. 11) ‘ The end of the conclusion of your talk should include several parts:

- Restate the main points and re –answer the question
- Do not introduce any new information in the conclusion
- Take the opportunity to show that you have covered all the points you made in your introduction
- You can signal the conclusion with the phrase ‘ in conclusion’
- Restate the purpose of your talk and say that you have achieved your aim: ‘ I think it is now clear that ...’

Furthermore , A brief reminder of what you tried to show in your speech and how you tried to do so , a short conclusion , make comments , or open a discussion' . At the end of the presentation , the presenter tries to answer all the audience's questions . As a conclusion , he thanks the audience .

## **2.13 Learners' Learning Styles**

Chivers and Shoolbred (2007 , p . 137 ) indicate that learning theory is an essential evolving area . They indicate that learners differ in terms of styles and the majority of students experience the world in different ways and they use their senses differently when they learn . According to these two scholars , the following are different sorts of learners that the presenter of oral presentations need to know :

### **2.13.1 Visual learners**

Wallwork ( 2010 , p . 123 ) clarifies that visual learners like to see visual explanations for example using PowerPoint , charts or diagrams . Also , they are very aware of what is going on around them , and the place in which they are learning . Moreover , they enjoy seeing colors being used for instance with posters , flipchart , or videos . As a result , they like learning using oral presentations presented by their classmates .

### **2.13.2 Auditory learners**

According to Wallwork ( 2010 , p . 125) some learners are auditory , that is they understand and focus more through their sense of hearing . In other words , they remember sounds , and enjoy having explanations told to other students , they like discussions , conversations and certain kind of music in the classroom . However , these auditory learners are very sensitive and react badly to external noises .

### **2.13.3 Read / Write learners**

Siddons ( 2008 , p .76 ) shows that those learners like and enjoy with words . They take notes , make lists , underline , and they support the idea of using handouts . Furthermore , they like working with manuals and work-books and they are disturbed and annoyed when they are told not to take notes . When they are presented with visual oral presentations , they might change diagrams into words to make understanding easier for learners .

#### **2.13.4 Kinesthetic learners**

Chivers and Shoolbred (2007 , p . 140 ) explain that there are students who are kinesthetic . They are active in classroom and want to do things to move , to touch , or to experiment . They believe in learning by doing and these learners appreciate any kind of tactile activity in the presentation . To conclude , these learners are very energetic and like acting than others .

#### **2.14 Delivering the presentation**

Delivering an oral presentation can be a challenging task for many students , because a well-planned and well-structured presentation can be ineffective because of the delivery . In other words , the delivery can either make or ruin a presentation . However , the way of presenting should be well organized in order to make the audience understand the objective of the work , and keep them engaged and interested from the start to the end of the presentation .

Chivers and Shoolbred (2007 , p . 3) explained that oral communication is an important and an effective factor when delivering a presentation :

Oral communication is the ability to explain and present ...[one's] ideas in clear English [or in any language ] , to diverse audiences ...using appropriate styles and approaches , and an understanding of the importance of non-verbal cues ... It requires the background skills of presenting , audience awareness , critical listening and body language .

Thus , in order to run the presentation smoothly , Chivers and Shoolbred (2007 , p . 86) clarify that the presenter must include the quality of the voice , his rapport with the audience and the use of notes , gestures , body language and visual aids .

##### **2.14.1 Voice**

Voice quality involves attention to volume , speed and fluency , clarity and pronunciation . Furthermore , the quality of your voice in a presentation will improve dramatically if you are able to practice beforehand in a room similar to the one you will be presenting in .

##### **2.14.2 Rapport**

Rapport with the audience involves attention to eye contact , sensitivity to how the audience is responding to your talk and what you look like from the point of view of the audience . These can be improved by practicing in front of one or two friends or video –taping your rehearsal .

### **2.14.3 The use of notes**

Good speakers vary a great deal in their use of notes , and it is better for presenters to use notes with headings and points to be covered . They may also want to write down key sentences and notes on paper or cards . Moreover , the use of notes may help the speaker shifting his attention from the audience for too long .

### **2.14.4 Body language**

Much of what you convey to your audience will not be via your words or visual aids , it is through the use of body language . In addition , the way you use your body will say a lot about you too .

### **2.14.5 The use of Gestures**

It is important for the presenter to use his hands to help emphasize a point , but exaggerated hand movements are distracting . Certain gestures like finger pointing can appear rude while presenting .

### **2.14.6 Be yourself**

If the presenter has an ongoing personality , there is no need to suppress it . Your enthusiasm can help the audience engage with a topic that may not initially interest them .

## **2.15 Four methods of delivery**

During the oral presentation , the learner should present himself professionally . It means being prepared to use language correctly and appropriately for the audience and the topic , also to make eye contact with the audience and to look like you know your topic very well . Wallwork (2010 , p . 212 ) introduces four methods of delivery that can help make the balance between too much and too little formality when giving a public speech .

### **2.15.1 Impromptu speaking**

It is the presentation of a short message without advance preparation . Impromptu speeches often occur when someone is asked to say a few words in informal , conversational settings . Another example of impromptu speaking occurs when you answer a question such as , ‘ what did you think of the documentary ? ‘ . Additionally , the advantage of this kind of speaking is that it is spontaneous and responsive in group context . Furthermore , the disadvantage is that the speaker is given a little or no time to contemplate the central theme of his or her message . As a result , the message maybe

disorganized and difficult for listeners to follow . For Wallwork (2010 , p . 126) , here are some steps that maybe useful in giving impromptu speech in public :

- Take a moment to collect your thoughts and plan the main point you want to make
- Thank the person for inviting you to speak
- Deliver your message , making your main point as briefly as you can while still covering it adequately and at a pace your listeners can follow

As a consequence , impromptu speeches are generally most successful when they are brief and focus on a single point .

### **2.15.2 Extemporaneous speaking**

It is the presentation of a carefully planned and rehearsed speech and speaking in a conversational manner using brief notes . Generally , the extemporaneous speaker can establish and maintain eye contact with the audience and assess how well they are understanding the speech as it progresses . Moreover , speaking extemporaneously has some advantages . The audience is likely to pay better attention to the message because it is engaging both verbally and non- verbally . Furthermore , the disadvantage of it is that it requires a great deal of preparation for both the verbal and non- verbal components of the speech . Consequently , extemporaneous speaking is the style used in the great majority of public speaking situations .

### **2.15.3 Manuscript speaking**

Manuscript speaking or speaking from manuscript is the word for word interaction of a written message . In a manuscript speech , the speaker maintains his or her attention on the printed page except when using visual aids . Also , the advantage to reading from manuscript is the exact repetition of original words . However , there are some disadvantages involved in manuscript speaking . First , it is typically an uninteresting way to present because the speaker needs to keep eye contact with the audience because they must be already interested in the message before the delivery begins .

#### **2.15.4 Memorized speaking**

Memorized speaking or speaking from memory is the rote recitation of a written message that the speaker has committed to memory . Memorization can be useful when the message needs to be exact and the speaker does not want to be confined by notes . In addition , the main advantage to memorization is that it enables the speaker to maintain eye contact with the audience throughout the speech . Moreover , being free of notes means that you can move freely around the stage and use your hands to make gestures . However , the speaker can end up speaking in monotone and emphasize the most important points .

#### **2.16 The use of visual aids in the presentation**

Visual aids are considered as an important part of oral presentations for both speakers and listeners . They provide support during the presentation which can help to reduce stress and stimulate interest and make the presentation more successful . Ming (2005, p.119) stated that ‘ because we live in time where communication is visual and verbal , visual aids are as important to oral presentation’ .

Anderson et al . (2004 , p. 65 ) define visuals as anything that can be seen and help listeners to follow , pay attention and interest to the oral presentation . Furthermore , ‘ research has shown that oral presentations that use visuals are more persuasive , more interesting , more credible , and more professional i.e., more effective than presentations without such aids’.

Additionally , Remond and Vrchota (2007, p . 119) prove that visuals help in reducing nervousness in the sense that they lead the presenter towards making warming-up before beginning the presentation . Also , they are used for avoiding total dependence on notes , and providing a feeling of confidence for the presenter . However , there should not be a total dependence on visuals . According to King (2002 , p .410 ) ‘ the basic rule is to use visual aids to support the presentation , not to dominate it’ . In addition , visual aids are very crucial and necessary in the oral presentation . According to Xianiming (2005, p . 119) who clarifies the importance of visual aids as follows :

- It helps the audience to more understanding of the topic
- It is used to help the audience make a relationship between the ideas
- Visual aids make the presentation to be more professional , interesting , informative , and persuasive .

## **2.17 Types of visual aids**

Learners have the availability to use different and various visual aids in their presentations . According to King ( 2002 , p . 402) ‘ with the availability of technology , video cameras , slides project , PowerPoint , DCD / DVD and other visual aids could be much more exciting and interesting than traditional ones’ . There are different types of visual aids which are available to speakers and help them make the topic more interesting and effective . According to Baker (2000 , p . 127) there are various types of visual aids summarized as follows :

- **Maps , charts and graphs**

They are widely used and very effective tools because the audience get a large amount of information from these visuals . Also , they are very formal tools . In addition , the presenter can attract audience’s attention using different colors .

- **Slides , PowerPoint**

Microsoft PowerPoint is probably now the most commonly used form of visual aids . If it is used well , it can really help the presenter in his presentation . Moreover , it is dependent on the use of computer , and it enables the presenter to create visual slides which speakers want to use .

- **Handouts**

They are sheets of paper that include a summary of information that speakers will tell and present to their audience . Handouts represent one of the most effective forms of visual aids ; However , they may include a brief explanation about the topic .

- **White or black board**

White or black boards can be very useful to help explain the sequence of ideas , they can be used to clarify a title or to record some key points while introducing the presentation . Furthermore , the audience will follow the spoken description of a process to help the audience take accurate notes .

## **Conclusion**

We conclude that oral presentations can be successful and effective for learners and they simply involve explaining something to an audience . Oral presentations can be a beneficial and crucial activity if they are well prepared and structured in an academic and simple way . In the classroom , teachers grade these oral presentations based on the quality of the information presented as well as the method used in presenting it . Moreover , oral presentations can be given as an individual or as part of a group , it might also add components of technology such as slide show , video clip or audio recording . Furthermore , most oral presentations require the presenter to use a combination of spoken words and visual aids to perform an idea or explanation to their audience . As a result , Oral presentations are effective teaching tools for learners because they add a variety to the classroom and allow learners the opportunity to teach and gain experience , also they can learn a new skill while preparing visual and auditory aids for the presentation as well as the research skills when studying the topic .

# **CHAPTER THREE**

**FIELD WORK**

**AND**

**DATA ANALYSIS**

## **CHAPTER THREE : FIELD WORK AND DATA ANALYSIS**

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## **Introduction**

This third chapter will deal with the practical part of this study and the analysis of data . It aims to gather data and information about the use of oral presentations to improve English Foreign Language Learners' speaking skill . In order to achieve better results in the learners' communicative skills , we have investigated how students of First year at Biskra University consider the impact of using oral presentations as a useful technique to enhance their speaking in the classroom . Furthermore , this study has investigated how teachers judge and evaluate the use of oral presentations as a practical method to improve and develop the learners' speaking skill . In order to conduct this research , answer the research questions and confirm the predicted hypothesis , we collected data from both teachers' questionnaire and students' questionnaire . First of all , students' questionnaire was addressed to 1<sup>st</sup> year LMD students at Biskra University branch of English to collect data about their opinions , also we have used teachers' questionnaire as a second tool to have more reliable data about teachers' opinions about the use of oral presentations to improve English Foreign Language Learners' speaking skill .

### **3.1 The analysis of Students' Questionnaire**

#### **3.1.1 Description of the Sample**

In order to get answers for this questionnaire , this study dealt with (30) students , those students were selected randomly among the total number of the First Year LMD students' population of (500) at University of Biskra . Furthermore , this selection was based on the level of First year learners in the speaking skill because they lack the skill and they experience fear and become anxious when they express themselves orally in front of their classmates and teachers . However , those learners need to practice and use oral presentations as a useful technique to improve their oral proficiency level .

#### **3.1.2 Description of the Questionnaire**

This questionnaire was administrated to First Year LMD students at Biskra University , branch of English . It consists of (23) questions which are divided into three sections : Section one " Background information" it includes ( 05) simple and clear questions ; moreover , section two " Speaking skill " with (10) questions , and section three " Oral presentation " also includes ( 10) questions . All the included questions were either closed questions requiring " yes" or "no" answers or to tick the appropriate

answer from a number of choices or open questions requiring from learners to give their own personal opinions and to justify them .

### 3.1.3 The analysis of the results

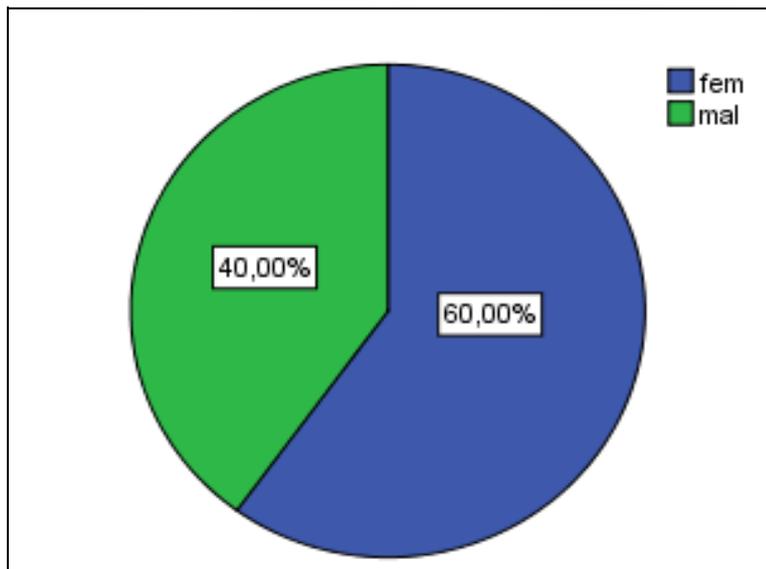
#### Section one : Background information

##### Item 01 : Gender

1 – Male

2- Female

Gender	Number	Percentage
Female	18	60%
Male	12	40%
Total number	30	100%



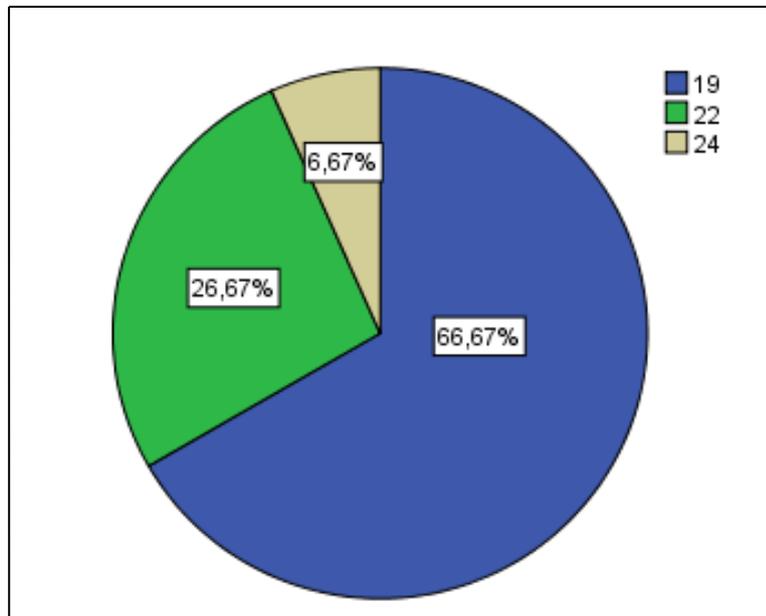
**Figure 3.1: Students' Gender Distribution**

It is obvious from this distribution that females with a percentage of (60%) are more than males with a percentage of (40%) . So girls tend to be more interested in studying English as a foreign language than boys .

**Item 02: Age**

- 1- 19-20
- 2- 20-26
- 3- More than 26

Age	Number	Percentage
19-20	20	66.7%
20-26	8	26.7%
More than 26	2	6.7%
<b>Total number</b>	<b>30</b>	<b>100%</b>



**Figure 3.2 : Students' Age Distribution**

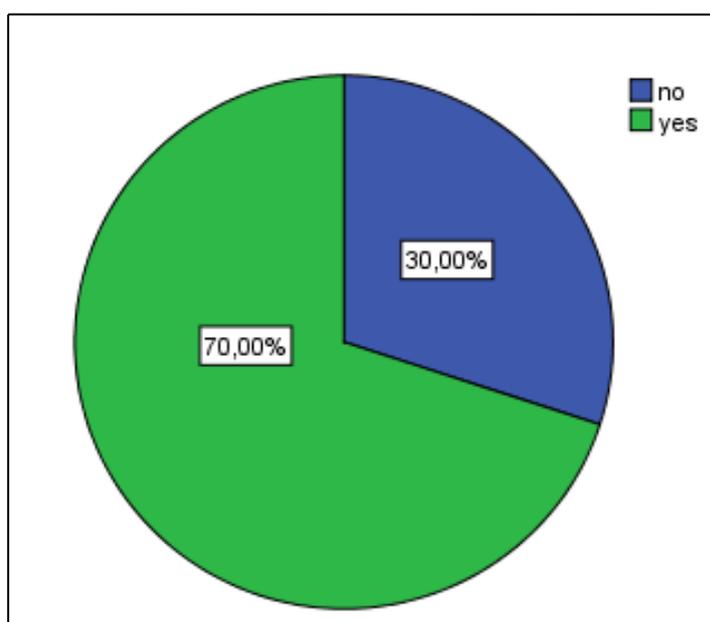
As it is shown in figure 3.2 from the age 19 to 20 years old we have (66.7 %) of students . While from 20-26 years we have ( 26 7%) and more than 26 years takes only ( 6.7%) of the total percentage . We observe that the majority of learners are teenagers and adults ; however , old people are few because most of them prefer to work than to study .

**Item 03 : Was English your first choice ?**

1- Yes

2- No

Choice	Number	Percentage
Yes	21	70%
No	9	30%
Total number	30	100%



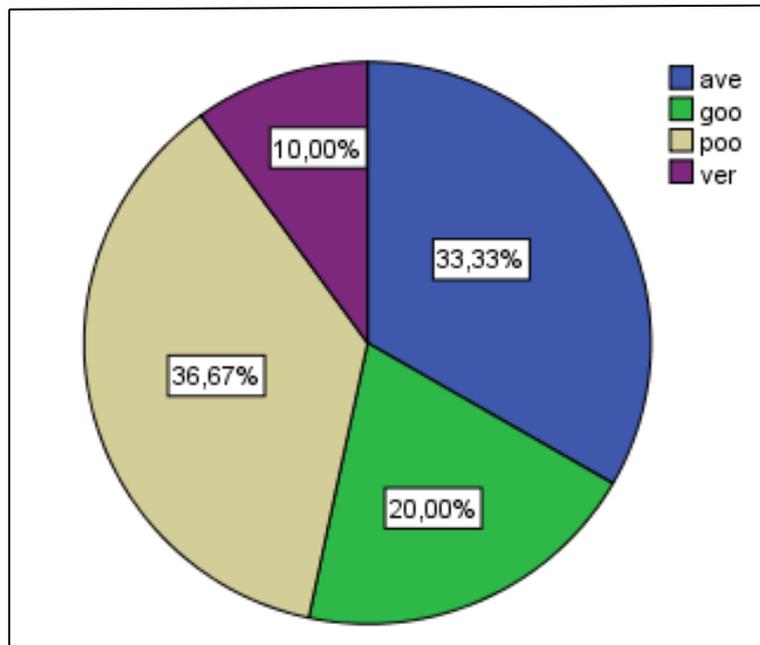
**Figure 3.3 : Students' Choice of Studying English**

The choice of studying English as a language was personal for (70%) of the participants while (30%) were obliged to choose this language and it can be due to certain purposes such as : It may be their parents' choice or that their average didn't allow them to follow their speciality , so they have chosen this language .

**Item 04 : How do you consider your level in English ?**

- 1- Poor
- 2- Average
- 3- Good
- 4- Very good

Level	Number	Percentage
Poor	11	36.67%
Average	10	33.33%
Good	6	20%
Very good	3	10%
Total number	30	100%



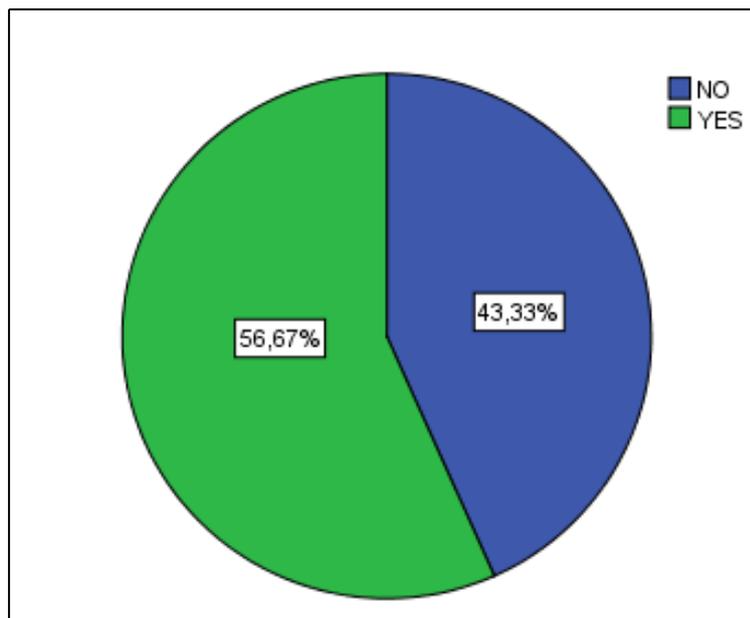
**Figure 3. 4 : Students' Level of English**

From the analysis of Students' answers , we noticed that most of them (36.67%) have poor level in English because they are first year and their level still didn't improve yet . However , ( 33.33%) of students think that their level is average and (20%) of students are good at English and the last (10%) think that they are very good at English .

**Item 05 :** Does your level in English enable you to express yourself orally in the classroom ?

- 1- Yes
- 2- No

Ability	Number	Percentage
Yes	17	56.7%
No	13	43.3%
<b>Total number</b>	<b>30</b>	<b>100%</b>



**Figure 3.5 : Students' Description of their speaking ability**

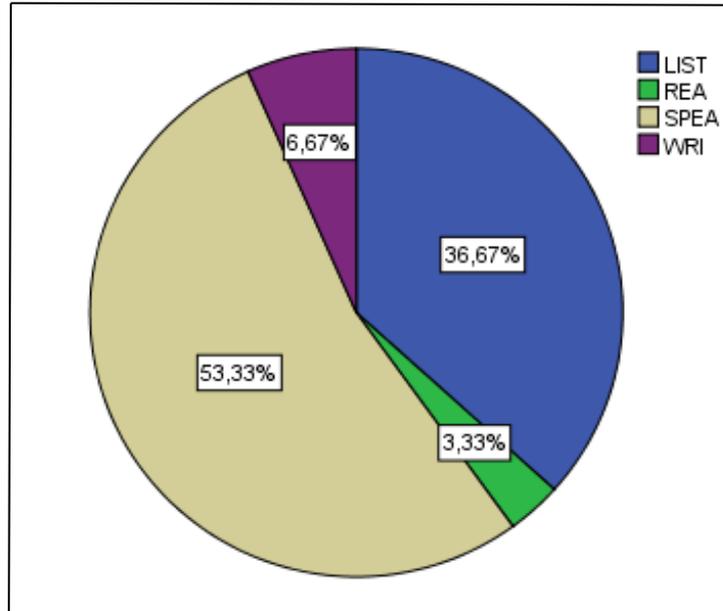
Most of the participants (56.7%) chose ‘ yes’ their level in English enable them to express themselves orally in the classroom because they do not feel anxious and are more confident while performing . However , (43.3%) chose ‘ no ‘ because they felt that they lack the proper skills and abilities while expressing themselves orally in front of their classmates . The participants who chose ‘no’ as an answer were asked to explain why , so they answered negatively because they feel anxious and afraid in front of their classmates and they hesitate and always try to avoid such practices in the classroom .

## **Section Two : Speaking skill**

**Item 06 :** Which of the four skills you think is better to master first ?

- 1- Listening
- 2- Reading
- 3- Writing
- 4- Speaking

<b>Skills</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Listening</b>	<b>11</b>	<b>36.7%</b>
<b>Reading</b>	<b>1</b>	<b>3.3%</b>
<b>Writing</b>	<b>2</b>	<b>6.7%</b>
<b>Speaking</b>	<b>16</b>	<b>53.3%</b>
<b>Total number</b>	<b>30</b>	<b>100%</b>



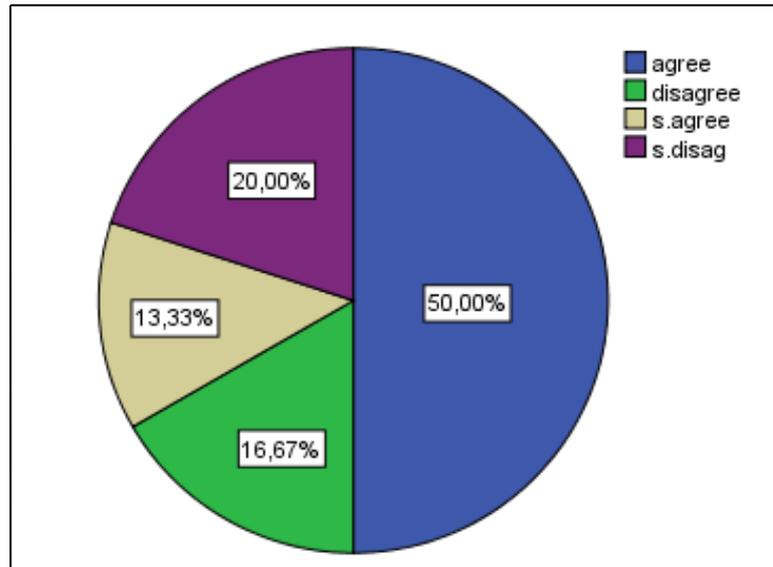
**Figure 3.6 : Students' Opinions about the best skill to master**

The results indicated that ( 53.3%) of the participants agree that the most important skill that learners need to master is the speaking skill because they agree that in order to learn the language , we have to speak it first . Furthermore , ( 36.7%) of participants agree that we have to pay attention to listening because we have to listen to the language first then we speak it fluently . Moreover , ( 6.7%) agree that writing is considered as an important skill to master ; however , only (3.3%) of participants think that reading is the skill to master first .

**Item 07:** Do you agree that in order to learn English language , you have to speak it fluently ?

- 1- Agree
- 2- Strongly agree
- 3- Disagree
- 4- Strongly disagree

Opinions	Numbers	Percentage
Agree	15	50%
S. Agree	4	13.3%
Disagree	5	16.7%
S. Disagree	6	20%
Total number	30	100%



- **Figure 3.7 : Students' Opinions about the Importance of Speaking**

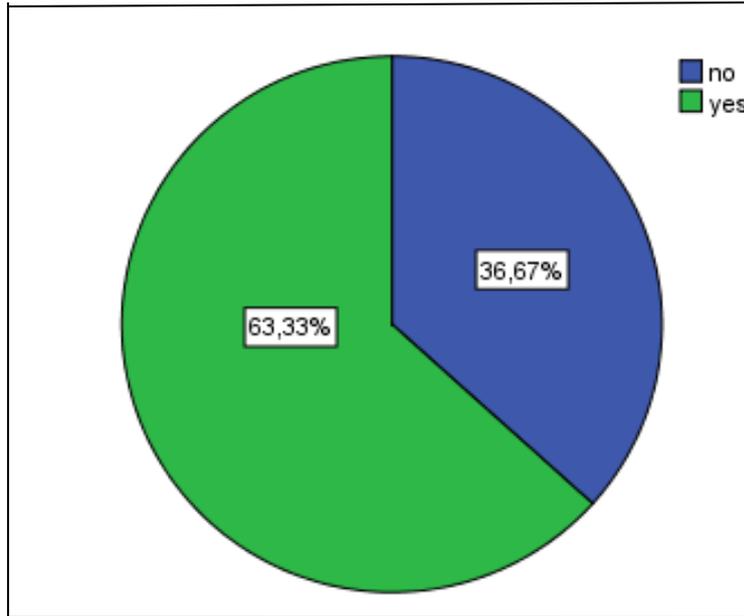
The results indicated that ( 50%) of the participants agree that in order to learn the English language we have to speak it fluently , ( 13.3%) of them strongly agree about the significance of speaking in the target language to better master it ; however , ( 16.7%) of them disagree , also ( 20%) of participants strongly disagree and were against this idea and they see that it is not obligatory to learn the English language in order to speak it fluently .

**Item 08 :** Do you face difficulties while speaking ?

1-Yes

2-No

Difficulties	Number	Percentage
Yes	19	63.3%
No	11	36.7%
<b>Total number</b>	<b>30</b>	<b>100%</b>



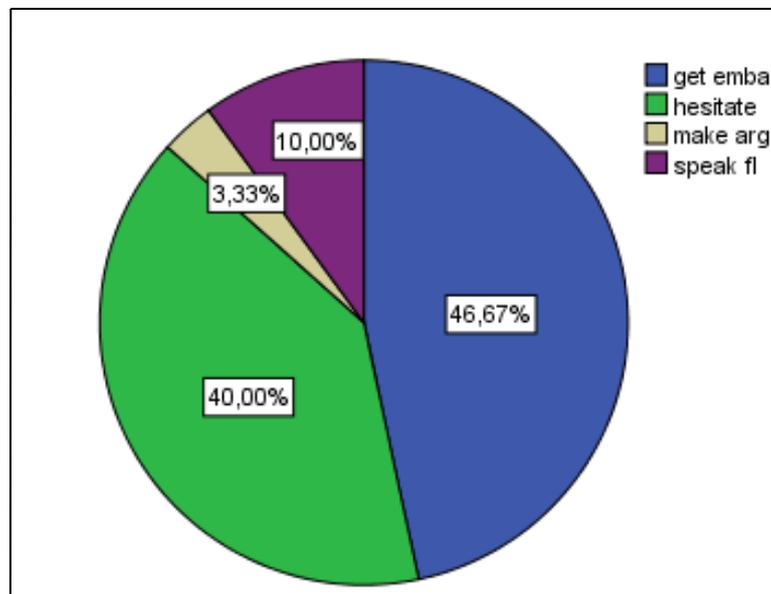
**Figure 3.8 : Students' Opinions about Speaking Difficulties**

The majority of the participants (63.3%) say “yes” and agree that they have difficulties that always face them when speaking ; however , ( 36.7%) of the participants chose “ no “ . The participants who chose “yes” as an answer were asked to mention some of the difficulties , so their answers were that they feel anxious , have fear of teachers’ negative evaluation , fear of speaking in public , and fear of making pronunciation mistakes . These difficulties need to be considered by oral expression teachers in order to help learners avoid it and improve their speaking ability .

**Item 09 :** When you are asked to speak in the classroom , you :

- 1- Speak fluently and clearly without any problem
- 2- Hesitate
- 3- Make some arguments to avoid speaking
- 4- Get embarrassed

Reactions	Number	Percentage
Speak fluently	3	10%
Hesitate	12	40%
Make arguments	1	3.3%
Get embarrassed	14	46.7%
Total number	30	100%



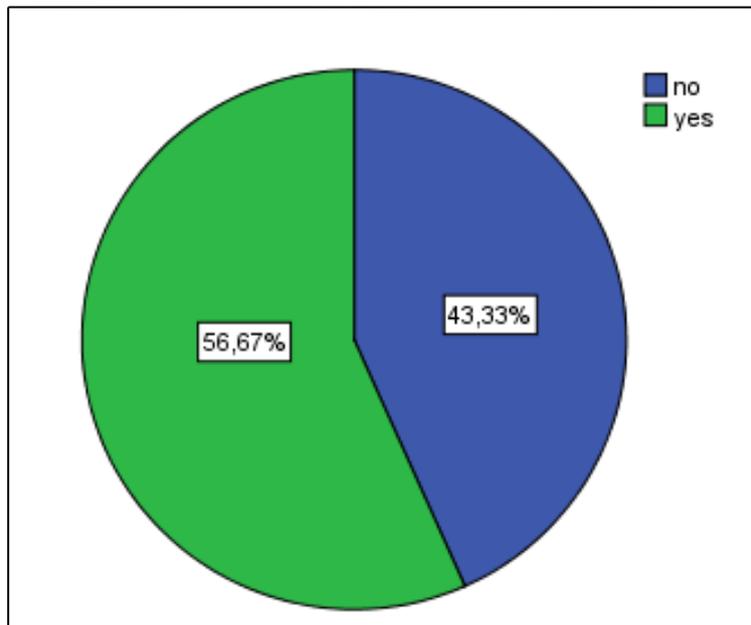
**Figure 3.9 : Students' Reactions about speaking in public**

The results obtained denote that (46.7%) of the participants get embarrassed when they speak in the classroom ; however , (40%) of them hesitate , on the other hand , (10%) of the participants' reactions were that they speak fluently and clearly without any problem because they are self- confident of themselves and they are very motivated to perform better . Also , only (3.3%) of them make arguments to avoid speaking because they feel shy even when they speak orally in the classroom .

**Item 10 :** Do you think that speaking English outside the classroom is beneficial ?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	17	56.7%
No	13	43.3%
Total number	30	100%



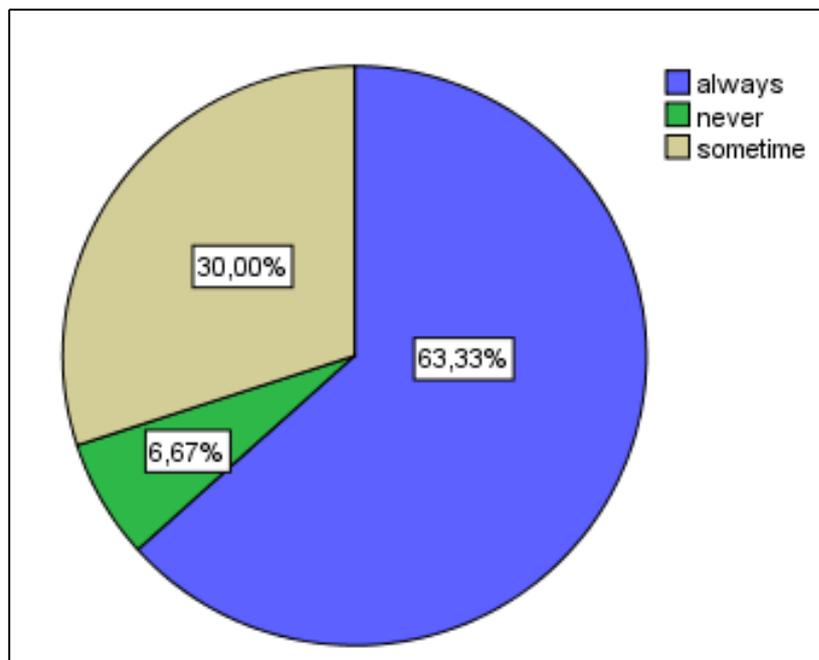
**Figure 3. 10: Students' Opinions about the Benefits of speaking English**

Most of the students (56.7%) say ‘‘yes’’ and agree that speaking English outside the classroom is beneficial the same as it is beneficial inside it because it helps them to practice more by chatting with classmates which make them be more confident and motivated to speak ; however , (43.3%) of the students say ‘‘no’’ because they felt that in order to master the language , they have to speak it inside the classroom , and the learner need to be expert in speaking the language correctly , fluently and accurately .

**Item 11:** How often do you speak English outside the classroom ?

- 1- Always
- 2- Sometimes
- 3- Never

Opinions	Number	Percentage
Always	19	63.3%
Sometimes	9	30%
Never	2	6.7%
Total number	30	100%



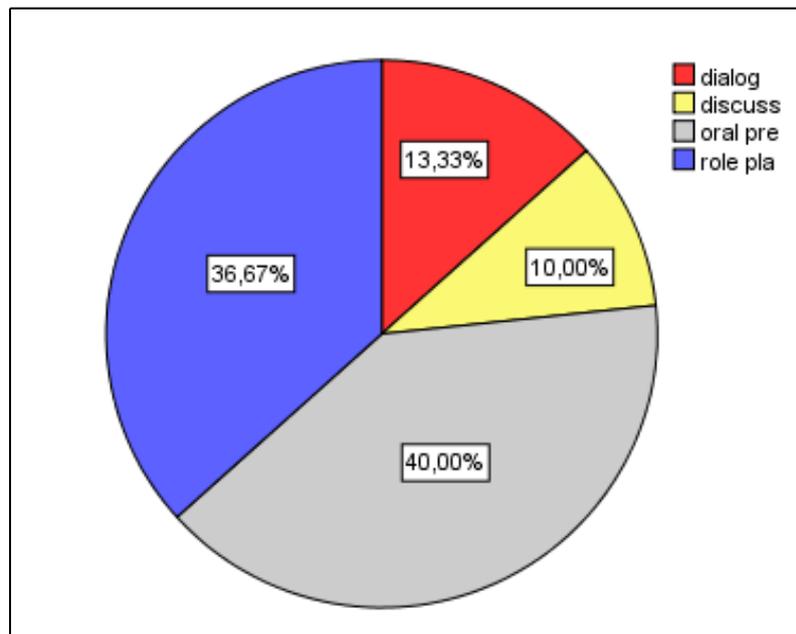
**Figure 3.11 : Students' Reactions towards speaking English outside the classroom**

Most of the Students (63.3%) state that they are always speaking English outside the classroom because it helps them to be more confident and they are less – anxious when they speak overtly ; in addition , to the opportunities to interact with their classmates . Those who say sometimes are ( 30%) because they like to participate and express their ideas . Other ( 6.7%) of them state that they never speak English outside the classroom because they consider it less beneficial for them .

**Item 12:** Which activities your teacher use most in the classroom ?

- 1- Discussion
- 2- Role plays
- 3- Oral presentations
- 4- Dialogues

Activities	Number	Percentage
Discussion	3	10%
Role plays	11	36.7%
Oral presentations	12	40%
Dialogues	4	13.3%
Total number	30	100%



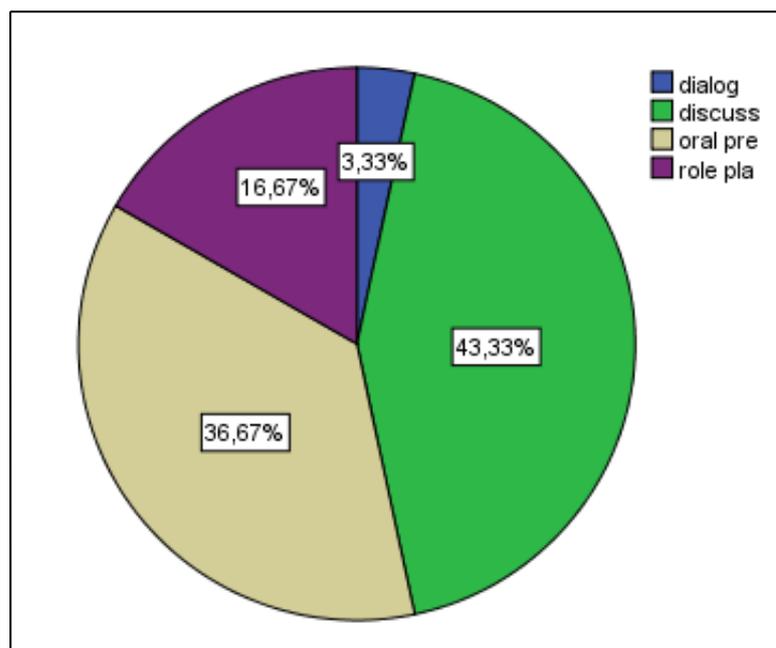
**Figure 3.12 : Students' Classroom Activities**

We can notice that the highest percentage of students (40%) claim that the most used activities in the classroom are oral presentations because they are very important and learners can better focus with the speaker and it attracts the audience' attention to participate and comprehend more . Others ( 36.7%) show that role plays are frequently used to help learners to build their confidence and reduce their anxiety . Furthermore , ( 13.3%) of students say that dialogues are used and are preferable by teachers and they claim that they are the core of oral expression sessions , also (10%) of them agree that discussion is considered as an important activity to improve the speaking skill .

**Item 13 :** Which activity you like most out of these ?

- 1- Discussion
- 2- Role plays
- 3- Oral presentations
- 4- Dialogues

<b>Activity</b>	<b>Number</b>	<b>Percentage</b>
<b>Discussion</b>	<b>13</b>	<b>43.3%</b>
<b>Role plays</b>	<b>5</b>	<b>16.7%</b>
<b>Oral presentation</b>	<b>11</b>	<b>36.7%</b>
<b>Dialogues</b>	<b>1</b>	<b>3.3%</b>
<b>Total number</b>	<b>30</b>	<b>100%</b>



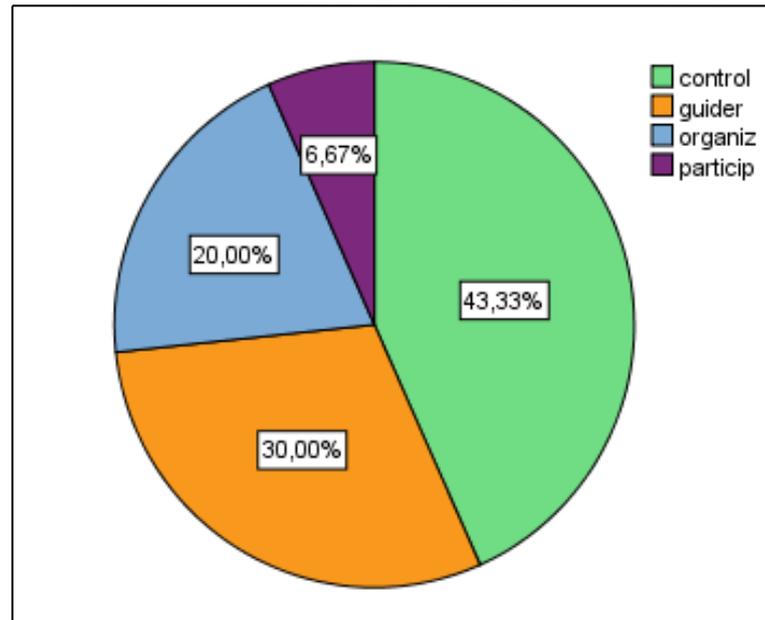
**Figure 3.13 : Students' Most Preferable Activity in classroom**

As we can notice that (43.3%) of students prefer discussion as part of the oral expression module and consider it as the most preferable activity in the classroom . However , (36.7%) prefer oral presentations as reliable and useful method to educate them. Furthermore , ( 16.7%) of students agree that role plays are the most preferred for them because they help in expressing their own skills and abilities , also (3.3%) prefer dialogues to express and improve themselves orally in the classroom .

**Item 14 :** How do you describe your Oral Expression teacher ?

- 1- A Controller
- 2- A Participant
- 3- A Guider
- 4- An Organizer

Teacher	Number	Percentage
A controller	13	43.3%
A participant	2	6.7%
A guider	9	30%
An organizer	6	20%
<b>Total number</b>	<b>30</b>	<b>100%</b>



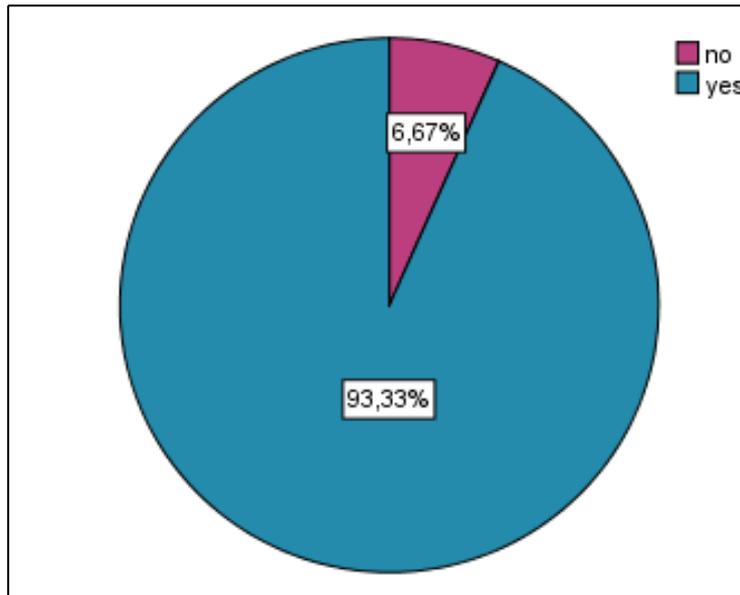
**Figure 3.14 : Students' Description of Oral Expression Teachers**

Most of the participants (43.3%) describe their oral expression teachers as controllers in the classroom because they are experts in their field as teachers and they know how to control learners . Furthermore , ( 30%) of them consider their teachers as guiders who guide learners to better perform and participate daily to improve their own potentials . Moreover , (20%) of them describe their teachers as organizers who know how to organize their lectures and students . However , ( 6.7%) consider their oral expression teachers as Participants and a part of the improvement of the students' oral proficiency level .

**Item 15 :** Does your teacher invite you to speak in English ?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	28	93.3%
No	2	6.7%
<b>Total number</b>	<b>30</b>	<b>100%</b>



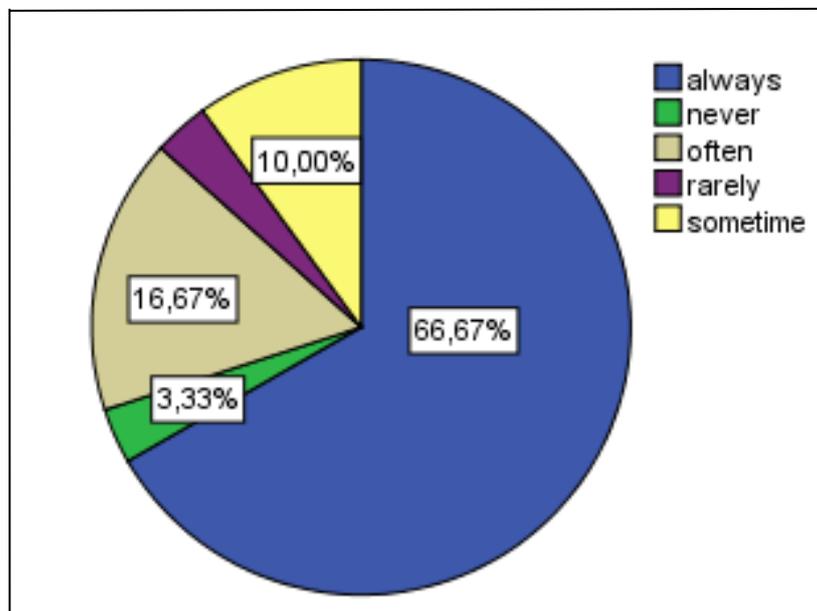
**Figure 3.15 : Students' Opinions about Teachers' Invitation to speak**

Most of the participants with a percentage of (93.3%) say 'yes' and agree that their oral expression teachers invite them to speak in English in order to improve their level in speaking and develop their skills and raise their confidence ; however , (6.7%) of the participants say 'No' and disagree with the idea that their teachers invite them to speak in English .

**Item 16 :** How often does your teacher invite you to speak in English ?

- 1- Always
- 2- Often
- 3- Sometimes
- 4- Rarely
- 5- Never

Reactions	Numbers	Percentage
Always	20	66.7%
Often	5	16.7%
Sometimes	3	10%
Rarely	1	3.3%
Never	1	3.3%
<b>Total Number</b>	<b>30</b>	<b>100%</b>



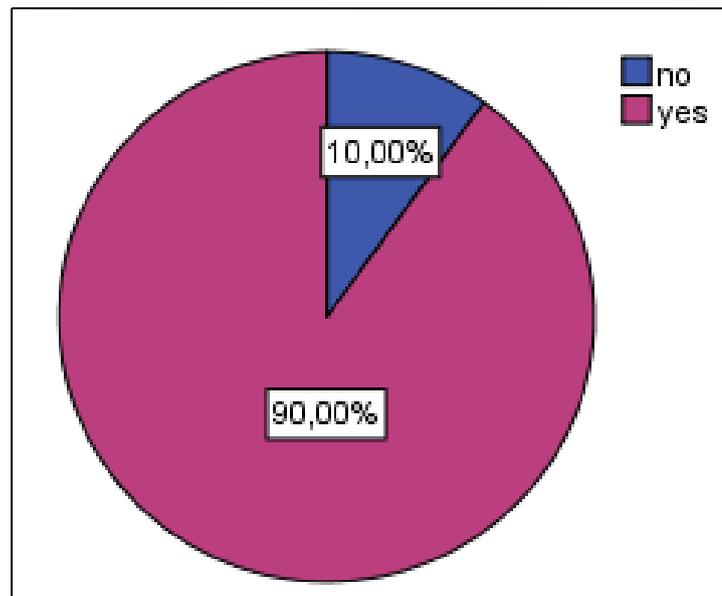
**Figure 3.16 : Students' Reactions towards teachers' invitation to speak**

As it is shown in figure 3.16 , it is noticed that ( 66.7%) of participants are always invited by their oral expression teachers to speak in English because they are active and collaborative while performing . Additionally , (16.7%) are often invited to speak maybe because they are competent enough and they do not want to express their abilities . Furthermore , (10%) of them are sometimes invited to speak because they are anxious and afraid of making mistakes in front of their classmates . Moreover , ( 3.3%) of them rarely and never participate or like to express themselves , but they prefer not to speak because they hesitate and feel shy because of the teachers' negative evaluation .

**Item 17 :** Do you think that the use of oral presentations help in enhancing students' speaking skill ?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	27	90%
No	3	10%
<b>Total number</b>	<b>30</b>	<b>100%</b>



**Figure 3. 17 : Students' Opinions about the impact of oral presentations on the speaking skill**

From the analysis of the participants' answers , we noticed that most of them (90%) say 'yes' that the use of oral presentations help in enhancing students' speaking skill because it helps them in improving their abilities and personalities , also building their self-confidence ; in addition to motivating them not to feel afraid and anxious while performing orally in front of their classmates . However , (10%) of them answered with 'no' saying that oral presentations have no role in enhancing their speaking skill adding that the participants' abilities to speak fluently is something which is found in their personalities and they can build their confidence by their own abilities .

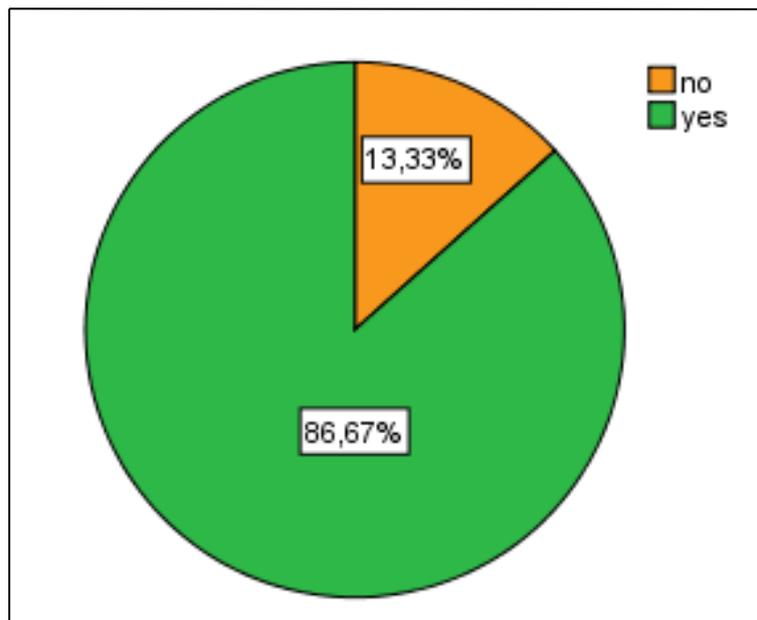
### Section Three : Oral presentation

**Item 18 :** Do you like oral presentations ?

1- Yes

2- No

Opinions	Number	Percentage
Yes	26	86.7%
No	4	13.3%
Total number	30	100%



**Figure 3.18 : Students' Opinions about Oral Presentations**

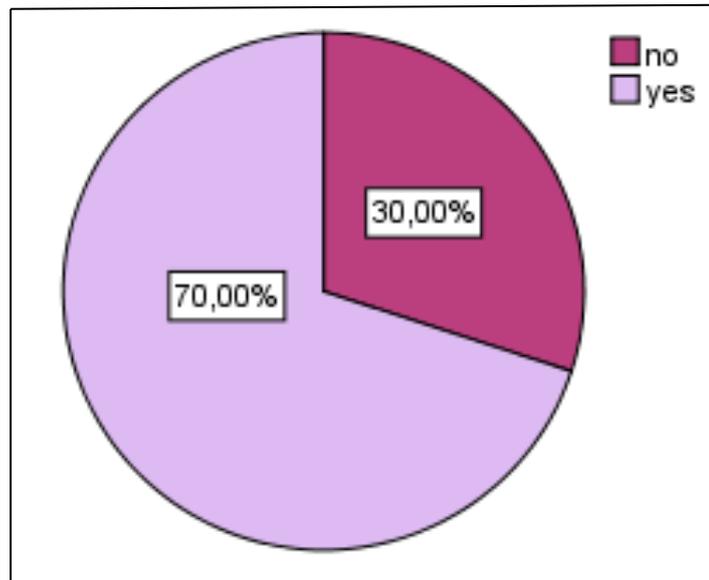
Most of the participants (86.7%) say 'yes' that they like oral presentations because they enable the audience to see visual and auditory lessons and they are very beneficial to build self- confidence and to motivate learners to better explore and express their abilities ; in addition to improving their speaking skill and reduce their anxiety while performing orally in front of classmates . Furthermore , they encourage learners to develop their level of speaking . However , ( 13.3%) say 'no' and do not like oral presentations and they

judge them as something which is additional and that oral presentations are not very important for the continuity of the lesson , also we should not rely on oral presentations all the time and forget the basics of teaching .

**Item 19 :** Do you have some knowledge about what is an oral presentation ?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	21	70%
No	9	30%
<b>Total number</b>	<b>30</b>	<b>100%</b>



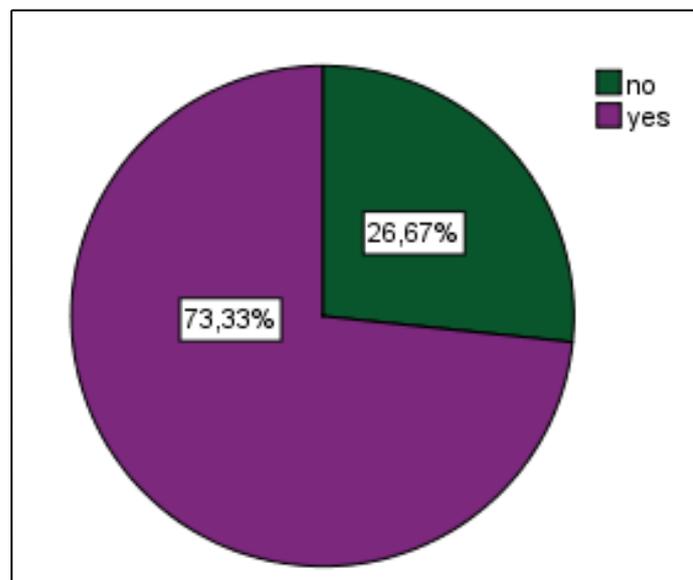
**Figure 3.19 : Students' Knowledge about Oral Presentations**

The results indicated that (70%) of the participants say 'yes' and agree that they have some knowledge about what is an oral presentation saying that they gain this knowledge from different sources such as from their teachers or from the internet or books , journals , articles or even from their classmates ; however , (30%) of them say 'no' that they do not have ideas about what is an oral presentation maybe because they did not hear about it previously or their teachers did not use this technique before when they perform or present a lesson .

**Item 20 :** Does your teacher ask you to prepare an oral presentation ?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	22	73.3%
No	8	26.7%
<b>Total number</b>	<b>30</b>	<b>100%</b>



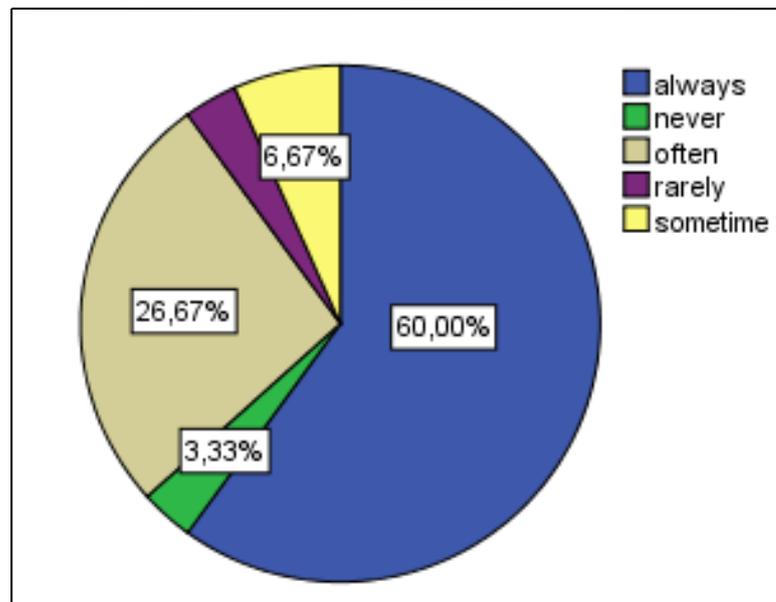
**Figure 3.20 : Students' Preparation of Oral Presentations**

The results obtained denote that (73.3%) of participants answered with 'yes' and agree that their teachers ask them always to prepare an oral presentation because they are very helpful for building their confidence and improving their speaking skill ; in addition to motivating them to practice more and more and have some efforts to present a successful performance . On the other hand , (26.7%) of the participants answered with 'no' that their teachers do not ask them to prepare an oral presentation since those teachers find that oral presentations are not the only technique to help learners build their confidence and improve their speaking skill .

**Item 21 :** How often does your teacher ask you to prepare an oral presentation ?

- 1- Always
- 2- Often
- 3- Sometimes
- 4- Rarely
- 5- Never

Opinions	Number	Percentage
Always	18	60%
Often	8	26.7%
Sometimes	2	6.7%
Rarely	1	3.3%
Never	1	3.3%
Total number	30	100%



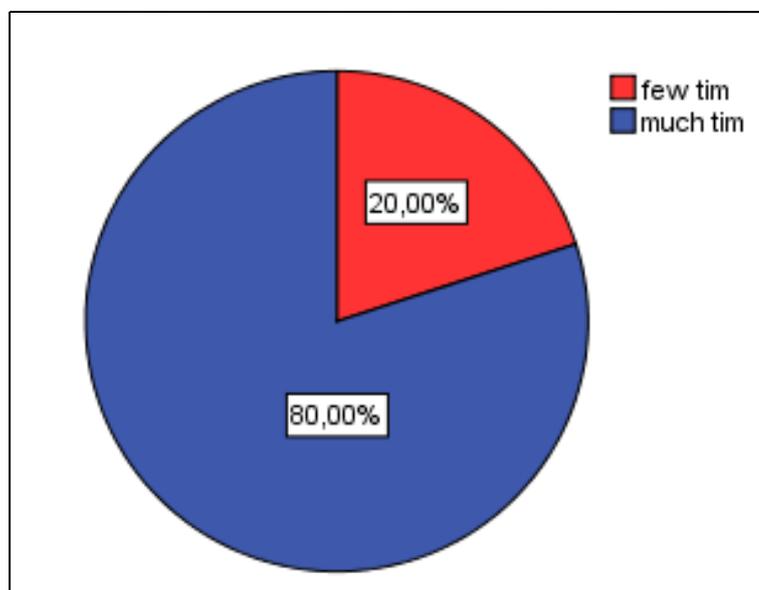
**Figure 3.21 :** Students' Opinions about how often does the teacher ask to prepare oral presentation

Most of the students (60%) state that they are always asked by their teachers to prepare an oral presentation , and those who say often are (26.7%) of students . (6.7%) of participants state that their teachers sometimes ask them to prepare an oral presentation ; however , (3.3%) state that they rarely and never give the opportunity to express themselves using oral presentations because they do not ask for it in the classroom . Furthermore , those students hate to participate in class and try always to hide themselves for this reason teachers do not ask them to prepare an oral presentation .

**Item 22 :** How long does it take to prepare an oral presentation ?

- 1- Much time
- 2- Few time

Time	Number	Percentage
Much time	24	80%
Few time	6	20%
Total number	30	100%



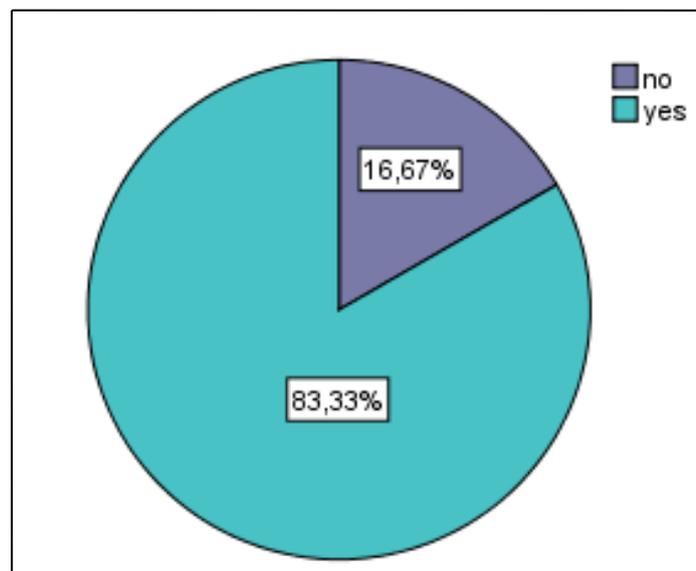
**Figure 3.22 :** Students' Preparation time of oral presentations

Here , (80%) of students say that the preparation of oral presentations take much time because successful oral presentations should follow certain steps and it needs to have a careful planning and preparation starting with the selection of the members of the group whom will present the oral presentation to the preparation of the oral presentation . On the other hand , (20%) of students state that the preparation of the oral presentation can take only few time because they do not follow certain planning when they present oral presentations and they only improvise .

**Item 23 :** In your opinion , do visual aids help you to perform an oral presentation ?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	25	83.3%
No	5	16.7%
<b>Total number</b>	<b>30</b>	<b>100%</b>



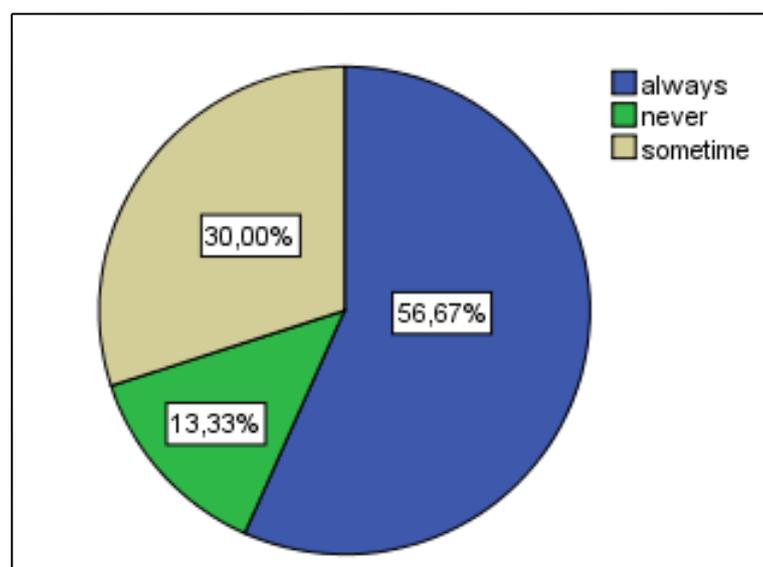
**Figure 3.23: The importance of using visual aids in oral presentations**

We can notice that the highest percentage of students (83.3%) say ‘yes’ and agree that visual aids help them to better perform an oral presentation because they work as supporters for the continuity of the lesson and they add a lot of valuable information to the comprehension of students ; however , (16.7%) of students say ‘no’ that visual aids do not help them to present and perform oral presentations declaring that learners can better understand from their classmates when they present orally the lesson .

**Item 24 :** Do you always use visual aids in your oral presentations ?

- 1- Always
- 2- Sometimes
- 3- Never

Reactions	Number	Percentage
Always	17	56.7%
Sometimes	9	30%
Never	4	13.3%
<b>Total number</b>	<b>30</b>	<b>100%</b>



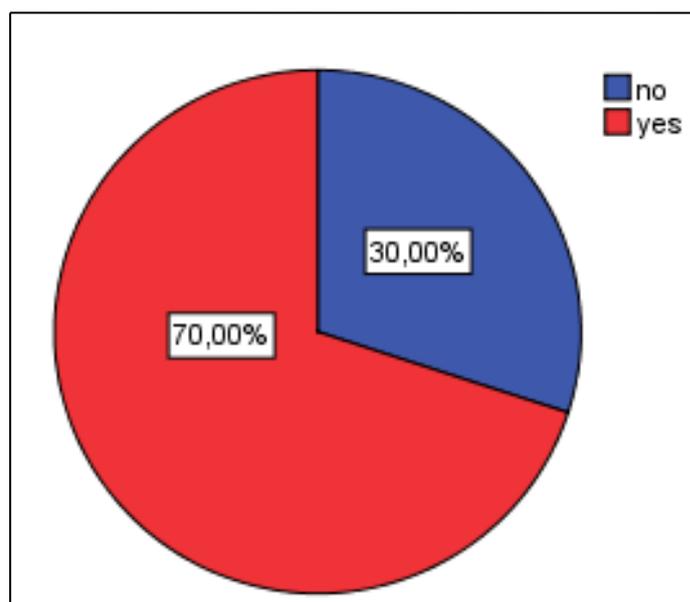
**Figure 3.24 :** Students’ Usage of visual aids in oral presentations

We can notice from the results shown in figure 3.24 that (56.7%) of students say that they always use visual aids in their oral presentations because they are very beneficial and helpful while performing orally in front of their classmates . Other (30%) of students state that they sometimes use visual aids when performing oral presentations . However , those who say never are (13.3%) of students and they consider visual aids as something which is additional and not very important when presenting a good oral presentation .

**Item 25 :** Do you feel afraid and nervous when performing an oral presentation ?

- 1- Yes
- 2- No

Reactions	Number	Percentage
Yes	21	70%
No	9	30%
<b>Total number</b>	<b>30</b>	<b>100%</b>



**Figure 3.25 :** Students' Reactions when performing an oral presentation

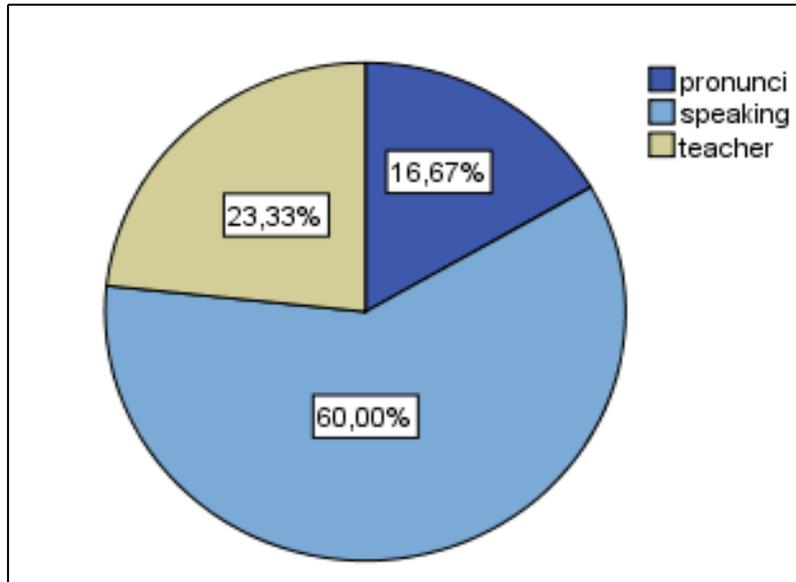
From the analysis of this distribution we notice that (70%) of students say ‘yes’ that they feel afraid and nervous when performing an oral presentation because first of all , they are first year and they have no experience or prior knowledge about how to perform orally and confidently an oral presentation . On the other hand , (30%) of students answered with ‘no’ that they do not feel any fear when performing in front of their classmates because they are active students and they practice daily and always try to avoid their weaknesses and improve their oral abilities .

**Item 26 :** If yes , it is because :

- 1- Fear of speaking in public
- 2- Fear of making pronunciation and grammar mistakes
- 3- Fear of teachers’ negative evaluation

<b>Reactions</b>	<b>Number</b>	<b>Percentage</b>
<b>Fear of speaking in public</b>	<b>18</b>	<b>60%</b>
<b>Fear of making pronunciation and grammar mistakes</b>	<b>5</b>	<b>16.7%</b>
<b>Fear of teachers’ negative evaluation</b>	<b>7</b>	<b>23.3%</b>
<b>Total number</b>	<b>30</b>	<b>100%</b>

4-



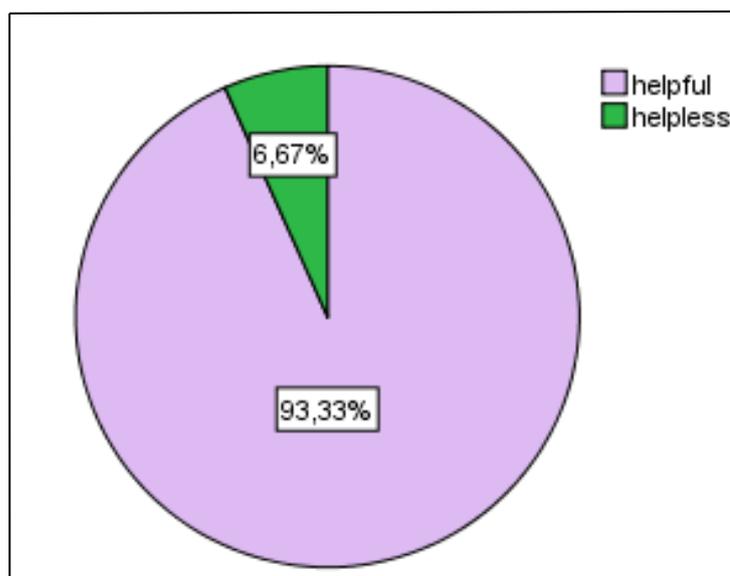
**Figure 3.26 : The causes behind students' fear when performing oral presentations**

As it is noticed from figure 3.26 that students who answered with 'yes' feel afraid and nervous when performing an oral presentation because they were required to clarify and justify their answers . So , (60%) of students say that they have fear of speaking in public and they feel terrified and they lose words when they face the audience . Furthermore , (23.3%) say that they have some fear of teachers' negative evaluation ; however , (16.7%) answered that they have fear of making pronunciation and grammar mistakes when they perform because learners are able to notice their classmates' mistakes when they present orally .

**Item 27 :** What do you think about the idea of practicing more oral presentations in different modules ?

- 1- Helpful
- 2- Helpless

Opinions	Number	Percentage
Helpful	28	93.3%
Helpless	2	6.7%
Total number	30	100%



**Figure 3.27 : Students' Perception about the idea of practicing more oral presentations in different modules and courses**

In this distribution we aimed to know views of students about practicing the oral presentations more in other EFL courses at the English department , most of students (93.3%) said that this idea would be very helpful indeed and they think that doing this would be very good for them . However , (6.67%) think that this idea is helpless and is considered as an unfavorable idea for them . The positive attitude that most students showed towards using oral presentations more is its use in the English department and it is encouraging and should be taken into consideration to apply it in different modules and courses .

### **3.1.4 Interpretation of the Findings**

From the analysis of this data we come up with this conclusion : For speaking skills most of students declared that in order to learn the language they have to speak it . Besides students need to do their best to improve their English level because they may suffer from many difficulties such as : Lack of self-confidence and esteem , lack of

motivation ; however , for oral presentations students really showed some positive opinions about it , which was honestly pleasant for the researcher . These students said that despite the fact that they get worried and stressed while doing oral presentations , they still enjoy it and consider it as a good speaking practice and activity and they were pleasant with the idea of using oral presentations in other modules and courses at the English department and not only confine it to oral expression courses .

## **3.2 The analysis of Teachers' Questionnaire**

### **3.2.1 Description of the sample**

The questionnaire is administrated to five (05) teachers of oral expression at the Department of English , University of Biskra . The selection of such sample was based on the consideration that the teachers of oral expression will benefit and help this current study more than other teachers since they teach students how to develop their speaking skills using oral presentations .

### **3.2.2 Description of the Questionnaire**

The teachers' questionnaire consists of 15 questions which are divided into two main sections : Section one ‘ ‘ Personal information’ ’ and section two includes both ‘ ‘ speaking skill and oral presentations ‘ ‘ . The questions are either closed questions , requiring from the teachers to choose ‘ ‘yes’ ’ or ‘ ‘no’ ’ answers and justify their answers when they are asked to , or to pick up the appropriate answer from a number of choices , or open questions where teachers are requested to give explanation or suggest other alternatives .

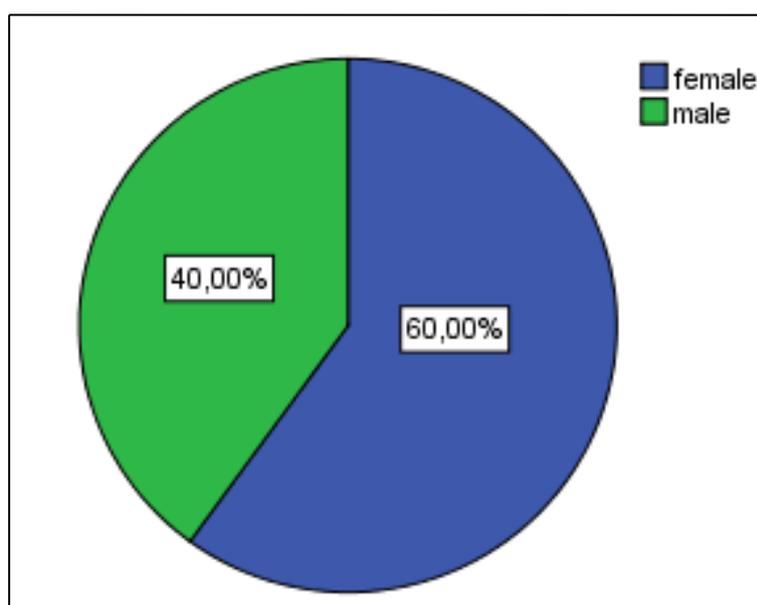
### **3.2.3 The analysis of the results**

#### **Section one : Personal information**

##### **Item 01 : Gender**

- 1- Male
- 2- Female

Gender	Number	Percentage
Male	2	40%
Female	3	60%
Total number	5	100%



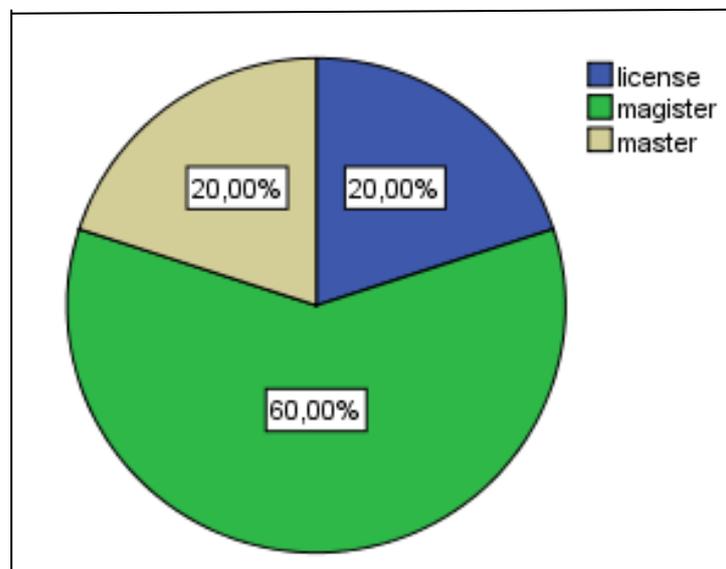
**Figure 3. 28 : Teachers' Gender Distribution**

As we notice that females always take the largest space with (60%) of the teachers' total number , while males are only (40%) of the teachers' total number .

**Item 02 : Degree (s) held :**

- 1- BA ( License )
- 2- MA ( Master )
- 3- MA ( Magister )
- 4- PHD ( Doctorate )

Degrees	Number	Percentage
License	1	20%
Master	1	20%
Magister	3	60%
Doctorate	0	0%
Total number	5	100%



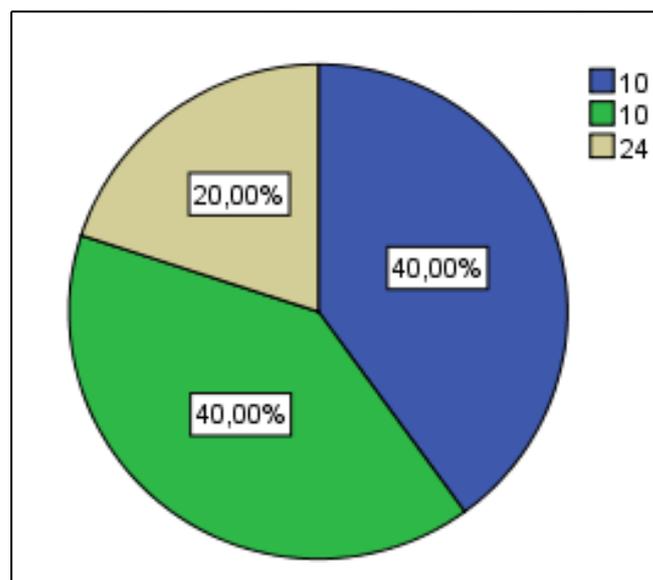
**Figure 3.29 : Teachers' Degree (s) Held**

From the analysis of the results we found that (60%) of the teachers have magister degree and (20%) of them have master degree . Furthermore , (20%) of them have a license degree , while none of the teachers have PHD (Doctorate) degree . This means that the magister degree has a great importance in Higher Education settings .

**Item 03 :** How long have you been teaching oral expression ?

- 1- 02 years
- 2- 10 years
- 3- 24 years

Years	number	Percentage
02 years	2	40%
10 years	2	40%
24 years	1	20%
<b>Total number</b>	<b>5</b>	<b>100%</b>



**Figure 3.30 : Teachers' Years of Experience in Teaching Oral Expression**

In this item teachers were asked to state their years of expertise in teaching oral expression . (40%) of teachers stated that their teaching expertise extents for two ( 2 ) years ; Moreover , ( 40%) of them said it ranges 10 years , while (20%) of teachers extents 24 years . This sample of teachers is mixed of very old and new experienced teachers in teaching oral expression module .

### **Section Two : Speaking skill and oral presentations**

**Item 04 :** What are the different challenges that you face in teaching speaking ?

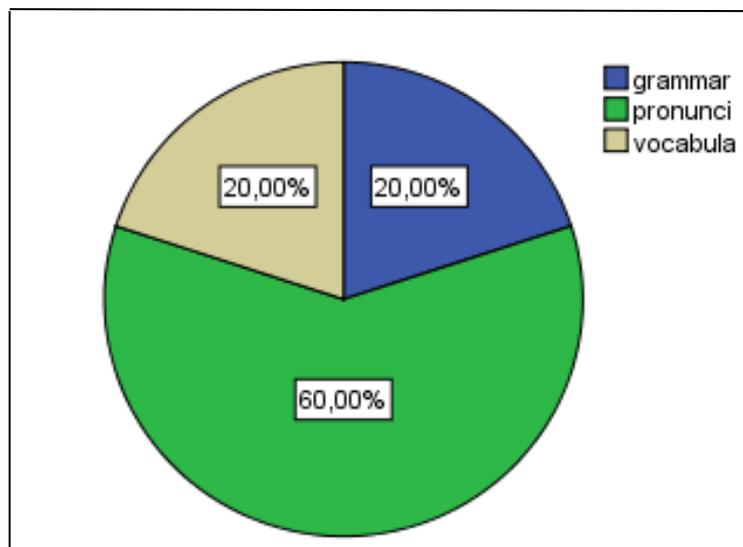
The teachers' answers show that they face many problems in teaching speaking . Out of five teachers , two teachers claimed that they do not have sufficient time and equipments . Furthermore , two other teachers said that the group size of the students when teaching speaking is huge what makes it difficult for the teacher to meet every student's needs . While another teacher assumes that he found difficulties with the lack of

motivation , lack of self-confidence and anxiety on the part of his students as the most problems that he faces when teaching speaking . However , most teachers consider anxiety as the main problem that students are suffering from when speaking .

**Item 05 :** In your opinion , what is the most necessary item for teaching speaking ( oral expression ) ?

- 1- Vocabulary
- 2- Grammar
- 3- Pronunciation

Opinions	Number	Percentage
Vocabulary	1	20%
Grammar	1	20%
Pronunciation	3	60%
Total number	5	100%



**Figure 3. 31 : Teachers' Perception of the most needed item for teaching speaking**

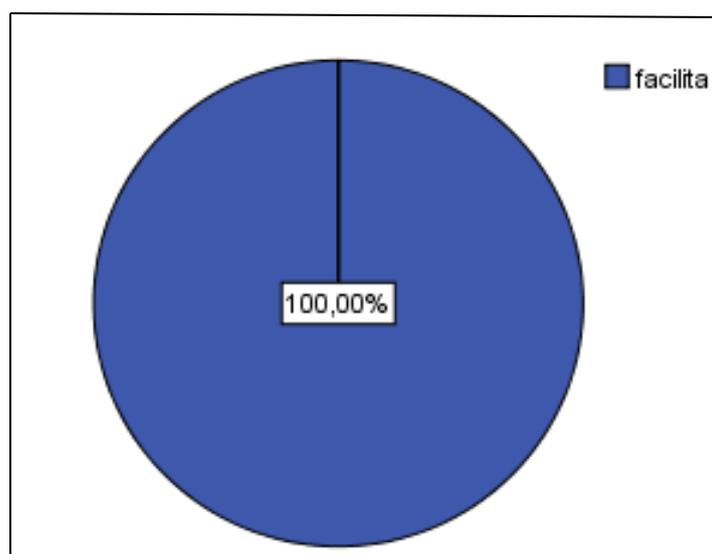
According to these results , the majority of teachers (60%) of them claim that their student's needs in teaching speaking are pronunciation , in addition to vocabulary (20%) . because all teachers agree that vocabulary helps in mastering the language and using it correctly . Furthermore , (20%) of them agree that grammar has an important role in

improving students' level of speaking . Also , the more learners practice , the better pronunciation they will get .

**Item 06 :** Do you think that speaking facilitates or inhibits the learning of English language ?

- 1- Facilitates
- 2- Inhibits

Opinions	Number	Percentage
Facilitates	5	100%
Inhibits	0	0%
Total number	5	100%



**Figure 3.32 : Teachers' Perception on whether speaking facilitates or inhibits the learning of English language**

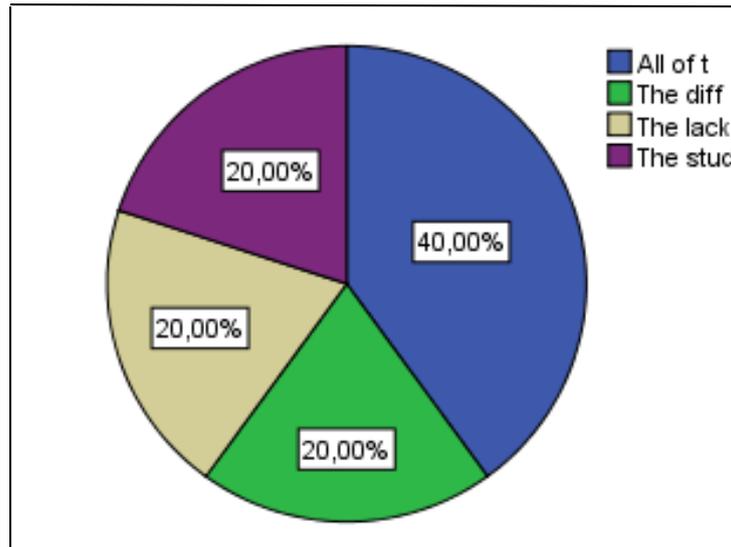
Here in this item teachers were asked about what they think of speaking in general , is it an inhibiting or a facilitating item in learning the English language . (100%) of teachers agreed that speaking facilitates students learning of English , and none of them said that it inhibits . So indeed speaking facilitates the learning process .

Teachers justified their answers by saying that learners are always motivated to speak because speaking helps them to build their self-confidence and improves their level in speaking .

**Item 07:** How do you explain ‘ the failure of students to speak in the classroom ’ is it because of :

- 1- The difficulty of speaking task
- 2- The lack of oral presentations
- 3- The students’ low self esteem
- 4- All of them

<b>Opinions</b>	<b>Number</b>	<b>Percentage</b>
<b>The difficulty of speaking task</b>	<b>1</b>	<b>20%</b>
<b>The lack of oral presentations</b>	<b>1</b>	<b>20%</b>
<b>The students’ low self esteem</b>	<b>1</b>	<b>20%</b>
<b>All of them</b>	<b>2</b>	<b>40%</b>
<b>Total number</b>	<b>5</b>	<b>100%</b>



**Figure 3.33 : Teachers' Perception on the causes of students' failure to speak in class**

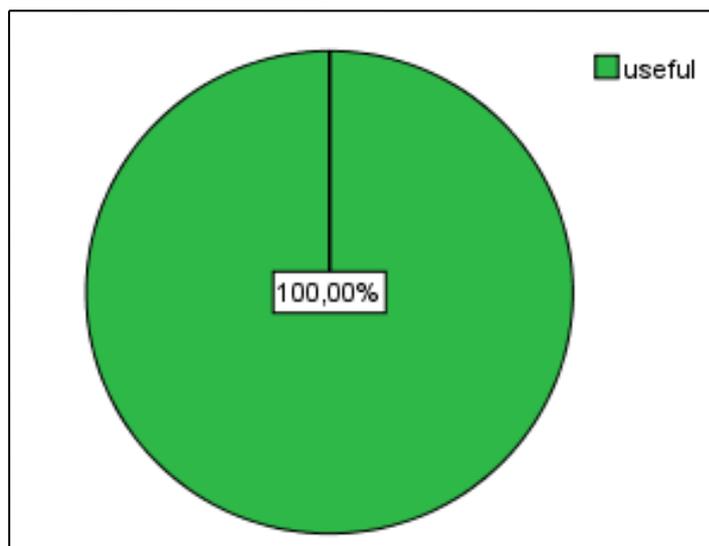
According to this distribution (20%) of teachers said that the difficulty of speaking task is what causes students' failure to speak . The other (20%) of teachers said that students' low self- esteem is what causes this failure ; however , (20%) of them agreed on the fact that the lack of oral presentations has a great part in making the students' fear to speak fluently in classroom . On the other hand , (40%) of teachers think that all of these factors cause students' failure to speak .

Teachers justified their answers by saying that the lack of interest from the learners' part may hinder their learning and speaking of the language . In addition to the fear of making mistakes as a major factor of failure to speak in the classroom .

**Item 08 :** What do you think about using visual aids in the oral presentations ?

- 1- Useful
- 2- Useless

Visual aids	Number	Percentage
Useful	5	100%
Useless	0	0%
<b>Total number</b>	<b>5</b>	<b>100%</b>



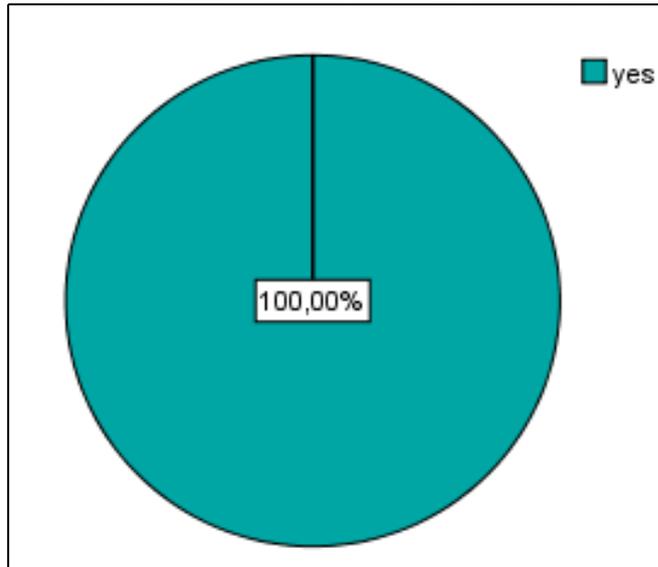
**Figure 3.34 : Teachers' Perception about using Visual aids in Oral Presentations**

It is obvious from these results that all of the teachers (100%) assume that using visual aids in oral presentations is useful, and none of them thinks that it is useless to use it. Using such tools help students to enhance their speaking skill.

**Item 09 :** Do you think that using academic methods such as role plays, oral presentations, discussions and dialogues enhance more the speaking skill?

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	5	100%
No	0	0%
<b>Total number</b>	<b>5</b>	<b>100%</b>



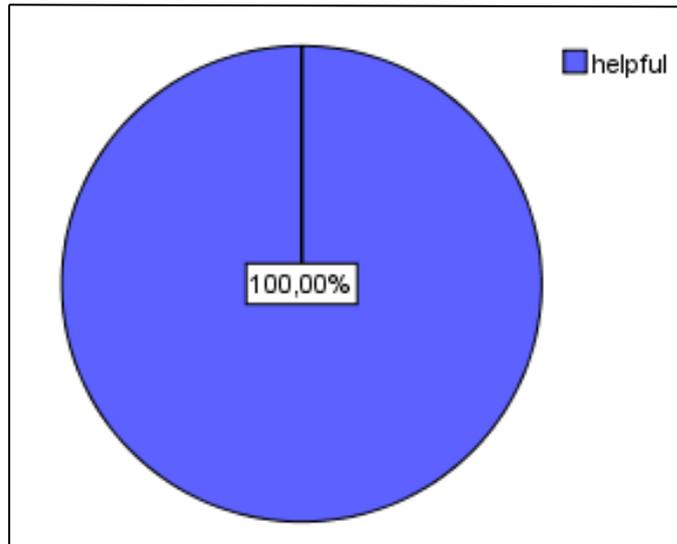
**Figure 3.35 : Teachers’ Perception about using Academic methods to enhance the Speaking skill**

Using academic methods such as role plays , oral presentations , discussions and dialogues are the major methods to enhance the speaking skill . All teachers (100%) say ‘yes’ and agree that they are much better to enhance students’ speaking skill , and none of them said ‘ no’ and were against this . These methods help learners to avoid anxiety and shyness in front of their classmates and improves their speaking skill for better .

**Item 10 :** As a teacher , what do you think about using oral presentations to enhance learners’ speaking skill ?

- 1- Helpful
- 2- Helpless

Opinions	Number	Percentage
Helpful	5	100%
Helpless	0	0
<b>Total number</b>	<b>5</b>	<b>100%</b>



**Figure 3.36 : Teachers’ Opinions concerning using oral presentations to enhance Learners’ speaking skill**

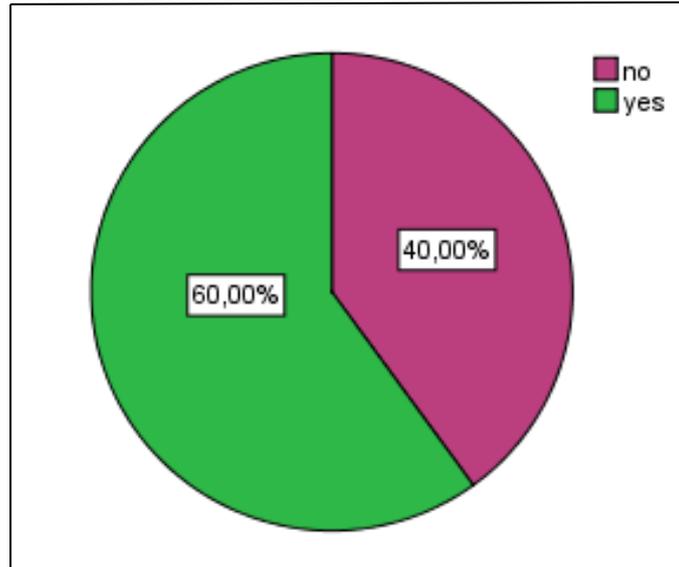
In this item , all teachers (100%) said that using oral presentations to enhance learners’ speaking skills is a good activity and very helpful . However , none of teachers said that oral presentations are helpless for students

As they justified their answers that oral presentations give students the opportunity to speak more fluently and accurately in class and help them to break the wall of being afraid and nervous .

**Item 11 : Do you use visual aids to make oral presentations ?**

- 1- Yes
- 2- No

Opinions	Number	Percentage
Yes	3	60%
No	2	40%
<b>Total number</b>	<b>5</b>	<b>100%</b>



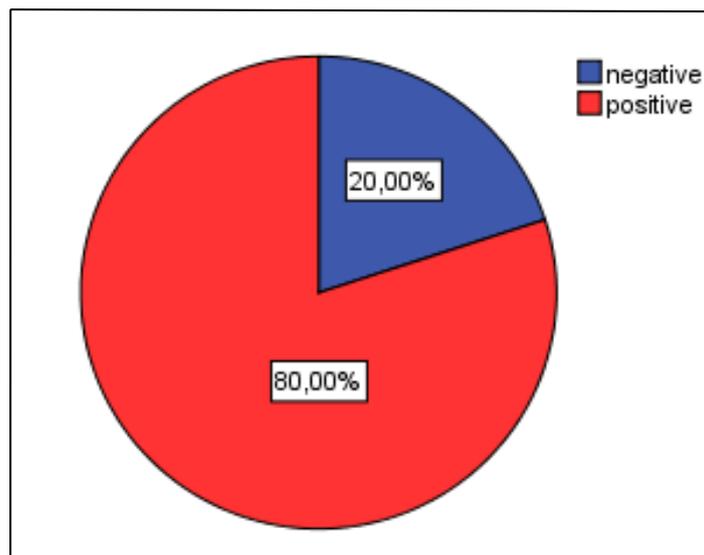
**Figure 3.37 : Teachers' Responses Towards Whether They Use Visual Aids in Oral Presentations**

According to the analysis of this item , (60%) of teachers said 'yes' that they use visual aids in oral presentations when they present their courses . Furthermore , (40%) of them said 'no' to using it .So , we can say that visual aids are an important speaking activity which helps to improve the oral presentations for better according to each teachers' method when teaching his courses .

**Item 12 : How your students react to it ?**

- 1- Positively
- 2- Negatively

Opinions	Number	Percentage
Positively	4	80%
Negatively	1	20%
Total number	5	100%



**Figure 3.38 : Teachers' Opinion About Students' Reaction Towards Using Visual Aids in Oral Presentations**

The majority of teachers (80%) assume that students react positively to the use of visual aids in oral presentations . However , (20%) of teachers describe the reaction as negative . Students feel positively because they express their interest and motivation through their efforts and work ; whereas , some students feel negatively because they feel anxious and afraid and show negative reaction towards using visual aids and oral presentations .

**Item 13 :** How do you describe the relation between the use of oral presentations and its impact on EFL learners' speaking skill ?

In this item , teachers stated that they believe that oral presentations help in developing and improving EFL learners' speaking skill because it serves as a great practice and a good speaking activity , while others said the use of oral presentations is very helpful and useful since it helps learners to express themselves fluently by using the target language . It is well-known that practice makes the performance perfect and it serves the students to make the preparation successful and effective . However , performing orally in front of their classmates or teachers may cause anxiety , and there are certain factors such as : Low self-esteem and fear of teachers' negative evaluation . So , once students use oral presentations and perform their works in front of their classmates , they will be relaxed and will successfully perform better .

**Item 14 :** As a teacher , what would you advise your learners if they are going to use oral presentations to perform orally in front of their classmates ?

Here teachers are asked to give some techniques to help learners to better perform orally in front of their classmates using oral presentations . So , their answers were as follows : Students should be self- confident , have self- control and do not care about making mistakes and to be more motivated to practice and perform orally , and do not have the feeling of anxiety when they present their works .

**Item 15 :** What do you think about the idea of using oral presentations in all modules ?

In this final item , teachers were asked to give their opinions concerning the idea of using oral presentations as a part of all modules , in addition to helping teachers in developing speaking ability at the English department . Some teachers said that they strongly believe in the success of this idea . Others said that they can see the good and the interesting aspects of this idea if it is applied . Furthermore , none of the teachers said or think that it is not a good idea , so teachers were very positive and their positive remarks give extra encouragement for teachers to apply it and they add that any extra ideas about the use of oral presentations will be welcomed and accepted in the future .

### **3.2.4 Interpretation of the Findings**

To sum up with , we have found that the oral expression teachers are totally aware of the positive effects of oral presentations on their students' speaking skill . Furthermore , they give importance to speaking tasks in order to meet their students' needs and reduce their anxiety and fear of making mistakes . Along the data analysis , we found that the use of visual aids in oral presentations help in raising learners' awareness and motivation to better learn and perform orally in front of their classmates . Moreover , teachers admitted that they are facing all kind of problems with their students when it comes to getting them to speak in class from fear of making mistakes to speech anxiety . However , teachers claimed that they use different techniques such as oral presentations to improve EFL learners' speaking skill in addition to motivating them to speak .

## **Conclusion**

This chapter presents the analysis and interpretation of the data gathered from various elements in the research including the theoretical aspects and the literature review of both chapter one and two . Initially , the collected data consisted of two different questionnaires , one for the students in addition to another one for teachers . Furthermore , the results conducted in both of the questionnaires were analyzed , interpreted and introduced statistically and descriptively in figures . From the conducted results , we found that the use of oral presentations help in improving and developing EFL learners' speaking skill in addition to overcome their anxiety when performing . Teachers of oral expression are applying the use of oral presentations as a useful technique to help learners to enhance their oral ability and raising their confidence . As a conclusion , this chapter confirms the hypothesis suggested at the beginning of the research that the use of oral presentations has a positive influence on students' performance in class .

## General Conclusion

Basically , this study was based on the observed impact of the use of oral presentations to improve EFL learners' speaking ability . In an attempt to focus on the teaching and the application of oral presentations in oral classrooms that might help learners to better develop their speaking performance . This study aimed at demonstrating a number of oral presentations as a strategy to help EFL learners to be accurate and fluent speakers of the English language . In more explicit terms , this study directly focused on providing learners with more opportunities and chances to speak and practice the language inside the classroom and to raise their motivation level . Moreover , this current research attempted to investigate the usefulness of oral presentations to improve and develop EFL learners' motivation and speaking competence .

In order to get the required results , a qualitative research approach is used to achieve the intended purposes . Furthermore , this research is composed of three chapters , the first and the second chapters are the theoretical parts ; however , the third chapter is the practical part in which it is used two data collection tools which are two questionnaires one for the students and another one for teachers . Additionally , the first chapter introduces a general overview about the speaking skill and the second chapter provides and discusses the use of oral presentations ; however , the third chapter is concerned with the analysis and interpretation of this issue from the data collected from both students and teachers' opinions about the two aspects of speaking and oral presentations .

From the analysis of the questionnaires , we noticed that the use of oral presentations is very important and has a great impact on students' achievement when performing orally in front of classmates and learners can avoid some difficulties they may face such as lack of self- confidence , lack of self-esteem and lack of motivation , in addition to the difficulty of the oral task . Additionally , from the analysis , teachers of oral expression are aware of the problems encountered by learners and they have suggested a number of possible solutions to solve their weaknesses and help learners to better perform orally in the classroom .

As a conclusion , we can say that the findings confirmed what came in the practical part about the speaking skill and its relation to oral presentations and answered the research questions . We found that oral presentations have a great impact and are very useful for the development and improvement of the speaking skill and it raises learners'

motivation and help them reinforce their communicative ability and make them able to be competent communicators .

## **Pedagogical Implications and Recommendations**

In order to complete this research , we will propose the following implications and recommendations in order to help both teachers and learners at Biskra University enhance the speaking skill using oral presentations in the classroom and these are :

### **For students :**

- Students should know that speaking is an important skill in learning a foreign language .
- Students should focus on developing their speaking skill through the use of practice , good preparation and the use of speaking activities .
- Students should know that the use of oral presentations is useful while performing in front of others and beneficial to improve the speaking skill .
- Students should be aware that feeling anxious is a normal aspect while performing and any student can experience this feeling .
- Students should know that they can make mistakes , errors , so they should not be shy about it and should not mock on others' mistakes .
- Students should know how to be confident while performing in order to ameliorate their oral performance and speaking skill .

### **For teachers :**

- Teachers should provide students with opportunities to encourage them to speak more in class in order to enhance their speaking skill .
- Teachers should be aware of the problems that students face in oral expression courses in order to reduce them .
- Teachers should motivate students to work in pairs and groups in order to exchange ideas and to learn from each other .
- Teachers should prepare the appropriate atmosphere in class for students to feel comfortable and motivated .

- Teachers should be aware of the techniques to help students improve their speaking skill using oral presentations

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# Appendices

## Appendix 1 : Students' Questionnaire : Piloting stage

Dear students ,

I would be grateful if you help me to answer these questions in order to gather reliable information about this study which is the use of oral presentations to improve English Foreign Language Learners' speaking skill in the classroom .

Please tick ( ) the choice that corresponds to your answer

---

### Section one : Background information

Gender : Male

Female

Age : A / 18-20

b/ 20-26

c/ more than 26

1-Was English your first choice ?

Yes

No

2- How do you consider your level in English ?

Poor

Average

Good

Very good

3- Does your level in English enable you to express yourself orally in classroom ?

Yes

No

If No , please explain ?

.....  
.....

---

### Section Two : Speaking skill

1-Which of the four skills you think is better to master first ?

Listening

reading

writing

speaking

2- Do you agree that in order to learn English , you have to speak it fluently ?

Agree

strongly agree

disagree

strongly disagree

3- Do you face difficulties while speaking ?

Yes

No

If Yes , mention some of these difficulties ?

.....  
.....

..

4- When you are asked to speak in the classroom , you :

Speak fluently and clearly without any problem

Hesitate

Make some arguments to avoid speaking

Get embarrassed

5- Do you think that speaking English outside the classroom is beneficial ?

Yes  No

Justify your answer

.....  
.....

6- How often do you speak English outside the classroom ?

Always  Sometimes  Never

7- Which activities your teacher use most in the classroom ?

Discussion  Oral presentations

Role plays  Dialogues

8- Which activity you like most out of these ?

Discussion  Oral presentations

Role plays  Dialogues

9- How do you describe your oral expression teacher ?

A controller  A guider

A participant  An organizer

10- Does your teacher invite you to speak in English ?

Yes  No

11 - How often does your teacher invite you to speak in English ?

Always  often  sometimes  rarely  never

12- Do you think that the use of oral presentations help in enhancing students' speaking skill ?

Yes  No

Please justify your answer ?

.....  
.....  
.

---

### Section three : Oral presentation

1-Do you like oral presentations ?

Yes  No

Why ?

.....  
.....

2- Do you have some knowledge about what is an oral presentation ?

Yes  No

3- Does your teacher asks you to prepare an oral presentation ?

Yes  No

4- How often does your teacher ask you to prepare an oral presentation ?

Always  often  sometimes  rarely  never

5- How long does it take to prepare an oral presentation ?

Much time  Few time

6- In your opinion , do visual aids help you to perform an oral presentation ?

Yes  No

If yes , justify your answer ?

.....  
.....

7 - Do you use visual aids always in your presentation ?

Always  sometimes  never

8- Do you feel afraid and nervous when performing an oral presentation ?

Yes  No

If yes , is it because :

Fear of speaking in public

Fear of making pronunciation and grammar mistakes

Fear of teachers' negative evaluation

9- What do you think about the idea of practicing more oral presentations in different modules ?

Helpful

Helpless

**Thank you in advance for your collaboration**

## Appendix 2 : Students' questionnaire

Dear students ,

I would be grateful if you help me to answer these questions in order to gather reliable information about this study which is the use of oral presentations to improve English Foreign Language Learners' speaking skill in the classroom .

Please tick ( ) the choice that corresponds to your answer

---

### Section one : Background information

Gender : Male

Female

Age : A / 18-20

b/ 20-26

c/ more than 26

1-Was English your first choice ?

Yes

No

2- How do you consider your level in English ?

Poor

Average

Good

Very good

3- Does your level in English enable you to express yourself orally in the classroom ?

Yes

No

If No , please explain ?

.....  
.....

---

### Section Two : Speaking skill

1-Which of the four skills you think is better to master first ?

Listening

reading

writing

speaking

2- Do you agree that in order to learn English , you have to speak it fluently ?

Agree

strongly agree

disagree

strongly disagree

3- Do you face difficulties while speaking ?

Yes

No

If Yes , mention some of these difficulties ?

.....  
.....

..

4- When you are asked to speak in the classroom , you :

Speak fluently and clearly without any problem

Hesitate

Make some arguments to avoid speaking

Get embarrassed

5- Do you think that speaking English outside the classroom is beneficial ?

Yes  No

Justify your answer

.....  
.....

6- How often do you speak English outside the classroom ?

Always  Sometimes  Never

7- Which activities your teacher use most in the classroom ?

Discussion  Oral presentations

Role plays  Dialogues

8- Which activity you like most out of these ?

Discussion  Oral presentations

Role plays  Dialogues

9- How do you describe your oral expression teacher ?

A controller  A guider

A participant  An organizer

10- Does your teacher invite you to speak in English ?

Yes  No

11 - How often does your teacher invite you to speak in English ?

Always  often  sometimes  rarely  never

12- Do you think that the use of oral presentations help in enhancing students' speaking skill ?

Yes  No

Please justify your answer ?

.....  
.....  
.

---

### Section three : Oral presentation

1-Do you like oral presentations ?

Yes  No

Why ?

.....  
.....

2- Do you have some knowledge about what is an oral presentation ?

Yes  No

3- Does your teacher ask you to prepare an oral presentation ?

Yes  No

4- How often does your teacher ask you to prepare an oral presentation ?

Always  often  sometimes  rarely  never

5- How long does it take to prepare an oral presentation ?

Much time  Few time

6- In your opinion , do visual aids help you to perform an oral presentation ?

Yes  No

If yes , justify your answer ?

.....  
.....

7 - Do you always use visual aids in your oral presentations ?

Always  sometimes  never

8- Do you feel afraid and nervous when performing an oral presentation ?

Yes  No

If yes , it is because :

Fear of speaking in public

Fear of making pronunciation and grammar mistakes

Fear of teachers' negative evaluation

9- What do you think about the idea of practicing more oral presentations in different modules ?

Helpful

Helpless

**Thank you in advance for your collaboration**

## Appendix 3 : Teachers' Questionnaire : Piloting stage

Dear teachers ,

This questionnaire is used to collect information about ‘ ‘ the use of oral presentations to improve English Foreign Language Learners' speaking skill ‘ ‘ . I would be very grateful if you help me to answer these questions about my research for the Master' degree in Sciences of the Language .

Please tick ( ) the choice that corresponds to your answer .

**Thank you in advance for your collaboration / Miss . Messaoudi Khadidja**

---

### Section one : Personal information

Gender : Male  Female

Degree (s) held :

a/ BA ( License )

b/ MA ( Master / Magister )

c/ PHD ( Doctorate )

1-How long have you been teaching oral expression ?

.....  
.....  
.

---

### Section Two : Speaking skill and oral presentations

1-What are the different challenges that you face in teaching speaking ?

.....  
.....  
.....

2- In your opinion , what is the most necessary item for teaching speaking ( oral expression) ?

a/ Vocabulary

b/ Grammar

c/ Pronunciation

3- Do you think that speaking facilitates or inhibits the learning of English language ?

a/ Facilitates

b/ Inhibits

- Justify your answer

.....

.....

.....

4- How do you explain “ the failure of students to speak “ is it because of :

a/ The difficulty of speaking task

b/ The lack of oral presentations

c/ The students’ feeling of self-esteem

d/ All the above

- Justify your answer

.....

.....

.....

5- What do you think about using visual aids in the oral presentations ?

a/ Useful

b/ Useless

6- Do you think that using role plays , oral presentations , discussions .... Etc are much to enhance the speaking skill ?

Yes

No

7- As a teacher , what do you think about using oral presentations to enhance learners’ speaking skill ?

a/ Helpful

b/ Helpless

- Justify your answer

.....  
.....  
.....  
.

8- Do you use oral project presentation ?

Yes  No

9- How your students react to it ?

a/ Positively

b/ Negatively

10- How do you describe the relation between the use of oral presentations and its impact on EFL learners' speaking skill ?

.....  
.....  
.....

11- As a teacher , what would you advice your learners if they are going to use oral presentations to perform orally in front of their classmates ?

.....  
.....

12- What do you think about the idea of using oral presentations as a part of all modules , so that all teachers help in developing students' speaking skill ?

.....  
.....

**Thank you for your collaboration**

## Appendix 4 : Teachers' questionnaire

Dear teachers ,

This questionnaire is used to collect information about ‘ the use of oral presentations to improve English Foreign Language Learners' speaking skill ‘ . I would be very grateful if you help me to answer these questions about my research for the Master' degree in Sciences of the Language .

Please tick ( ) the choice that corresponds to your answer .

**Thank you in advance for your collaboration / Miss . Messaoudi Khadidja**

---

### Section one : Personal information

Gender : Male  Female

Degree (s) held :

a/ BA ( License )

b/ MA ( Master )

c/ Magister

c/ PHD ( Doctorate )

1-How long have you been teaching oral expression ?

.....  
.....  
.

---

### Section Two : Speaking skill and oral presentations

1-What are the different challenges that you face in teaching speaking ?

.....  
.....  
.....

2- In your opinion , what is the most necessary item for teaching speaking ( oral expression) ?

a/ Vocabulary

b/ Grammar

c/ Pronunciation

3- Do you think that speaking facilitates or inhibits the learning of English language ?

a/ Facilitates

b/ Inhibits

- Justify your answer

.....  
.....  
.....

4- How do you explain “ the failure of students to speak “ is it because of :

a/ The difficulty of speaking task

b/ The lack of oral presentations

c/ The students’ low self-esteem

d/ All of them

- Justify your answer

.....  
.....  
.....

5- What do you think about using visual aids in the oral presentations ?

a/ Useful

b/ Useless

6- Do you think that using role plays , oral presentations , discussions and dialogues enhance more the speaking skill ?

Yes

No

7- As a teacher , what do you think about using oral presentations to enhance learners’ speaking skill ?

a/ Helpful

b/ Helpless

- Justify your answer

.....  
.....  
.....  
.

8- Do you use visual aids to make oral presentations ?

Yes  No

9- How your students react to it ?

a/ Positively

b/ Negatively

10- How do you describe the relation between the use of oral presentations and its impact on EFL learners' speaking skill ?

.....  
.....  
.....

11- As a teacher , what would you advise your learners if they are going to use oral presentations to perform orally in front of their classmates ?

.....  
.....  
.....

12- What do you think about the idea of using oral presentations in all modules ?

.....  
.....  
.....

.

**Thank you for your collaboration**

## **Glossary**

**Speaking** : is an interactive process of constructing meaning that involves producing and receiving and processing information , it is the act of expressing thoughts and ideas by using the spoken language .

**Oral presentations** : it involves explaining something to an audience and it is graded by teachers based on the quality of information presented as well as the method used in presenting it .

**Visual aid** : a device , such as film , slide , model or blackboard that is intended to supplement spoken information to aid understanding .

## المخلص

تهدف الدراسة الحالية للتعامل مع مدى تأثير استعمال العرض التقديمي الشفهي على أداء طلاب اللغة الانجليزية و كذلك تأثيره على قدرتهم اللفظية بالاضافة الى وصف و دراسة دور هذه الاستراتيجيات في تطوير ثقتهم و عرضهم الشفهي إضافة الى رفع حافزهم . أيضا فإن هذه الدراسة تهدف الى تقوية مهارة الكلام لدى طلبة السنة الاولى ل م د شعبة اللغة الانجليزية بجامعة محمد خيضر بسكرة عن طريق استعمال العرض التقديمي الشفهي و النظر في مدى فعالية هذه الوسيلة في توسيع قدرة الطلبة على التحدث بطلاقة . لهذا فقد إفترضنا انه كلما تم إستثمار هذه الاستراتيجية في حصص التعبير الشفهي بطريقة صحيحة , كلما كان له تأثير فعال على العرض التقديمي الشفهي . و لتأكيد هذه الفرضية فقد سعينا لاستعمال المنهجية الوصفية لهذا البحث للحصول على النتائج المرجوة من إستعمال إستراتيجيات لكل من الاساتذة و الطلبة . بعد الدراسة أظهرت النتائج أن إستعمال العرض التقديمي الشفهي له أثر كبير إيجابي على قدرة الطلاب اللفظية بالاضافة الى إثراء رصيدهم اللغوي , أيضا فقد إفترح الأساتذة عدة حلول لتساعد الطلبة على إستعمال هذه الإستراتيجية بطريقة عملية .