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Title

**The Contribution of Oral Presentations to EFL Learners' Communicative Competence:
The Case Study of Second-Year Students at Biskra University**

Dissertation Submitted to the Department of English as Partial Fulfillment of the
Requirements of the Master's Degree in Language Studies

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Declaration

I, Chaima BENSAID, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree, I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohamed KHIDER Biskra University.

Algeria

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Dedication

I dedicate this work to

My dear mom who always supports and believes in me

My dear dad who supports me in every step and guides me to what is right

My gorgeous sisters; Hadjer, Amina, Hadil, and Selma who never hesitated to help me whenever I am at my lowest

My wonderful besties Samah and Amel whom I have shared my University life with its lights and shadows

My best friends; Halima, Amina, Noor, Rihane, Suz, and Roufaida who have been giving me positive energy to move forward

Everyone I remember helping me even with the simplest things

To those who love me

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Abstract

The development of communication skills is seen as the core of the teaching and learning process, leading to the emergence of communicative approaches to language teaching. As a result, communicative competence is now regarded as a crucial component of learning English. However, some learners struggle to communicate in a variety of situations using different verbal and nonverbal communication strategies. This study aimed to investigate the contribution of oral presentations to EFL learners' communicative competence. A case study was conducted, using two research tools: a classroom observation accompanied by an observation checklist and a questionnaire for second-year LMD students at the Department of English at Biskra University. In the context of second-year students at Biskra University, it has been predicted that EFL learners who frequently engage in oral presentations exhibit greater communicative competence when compared to those who do not. The data obtained were both qualitatively and quantitatively analyzed. Thus, the main results showed that students were aware of the usefulness of delivering oral presentations as a learning activity as they strived to adhere to its standards. Additionally, it was revealed that classroom oral presentations contributed to the development of learners' communicative competence. Overall, this study highlights the importance of incorporating oral presentations into EFL classrooms to enhance learners' communicative competence. Therefore, teachers should consider implementing this activity to help students improve their communication skills and become proficient communicators.

Keywords: oral presentations; communicative competence; standards; EFL learners.

Tables of Contents

Declaration.....	II
Dedication	III
Acknowledgment	IV
Abstract.....	V
Tables of Contents	VI
List of Tables	IX
List of Figures	X
List of Abbreviations	XI
General Introduction	13

Chapter One: Oral Presentation and Communicative Competence

Introduction.....	17
Section One.....	18
1.1 Definition of Oral Presentation.....	18
1.1.1 Types of Oral Presentations	19
1.1.1.1 Controlled Oral Presentation	20
1.1.1.2 Guided Oral Presentation.....	20
1.1.1.3 Free Oral Presentation	20
1.1.2 Characteristics of an Effective Oral Presentation	21
1.1.2.1 The Process.....	21
1.1.2.1.1 Planning.....	22
1.1.2.1.1.1 Objectives.....	22
1.1.2.1.1.2 Audience.....	22
1.1.2.1.1.3 Organization	22
1.1.2.1.1.4 Setting.....	22
1.1.2.1.1.5 Delivery	23
1.1.2.1.2 Preparing	23
1.1.2.1.3 Practicing.....	23
1.1.2.1.4 Presenting	24
1.1.3 Oral Presentations and Learners' Communicative Competence Development...	24
1.1.4 A Method to Teach Oral Presentation	25

1.1.4.1	The Speech Line Method.....	26
Section Two	.....	26
1.2	Communicative Competence	26
1.2.1	The Concept of Communicative Competence	27
1.2.2	The Characteristics of Communicative Competence.....	29
1.2.3	Theoretical Framework of Communicative Competence	29
1.2.3.1	Canale and Swain’s Model of Communicative Competence	30
1.2.3.2	Bachman’s Communicative Language Ability.....	31
1.2.3.3	Celce-Murcia et al. Model of Communicative Competence	34
1.2.4	Views on the Role of Oral Presentations and Communicative Competence.....	35
1.3	Conclusion	36

Chapter Two: Analysis and Discussion

Section One	.....	38
Introduction	.....	38
1.1	Research design	38
1.1.1	The Sample Profile	39
1.1.1.1	The Learners’ Profile.....	39
1.1.2	Data Collection Tools	39
1.1.2.1	Classroom Observation.....	39
1.1.2.2	Students’ Questionnaire.....	40
1.2	Data Analysis Procedures	40
1.2.1	Quantitative Analysis.....	40
1.2.2	Qualitative Analysis.....	41
Section Two	.....	41
Introduction	.....	41
2.1	Data Analysis	41
2.1.1	Classroom Observation.....	42
2.1.2	Design and Description.....	42
2.1.2.1	Section One: Content.....	42
2.1.2.2	Section Two: Organization of Information	42
2.1.2.3	Section Three: Delivery of Information	43
2.1.3	Analysis of Classroom Observation.....	43
2.1.3.1	Section One: Content.....	43

2.1.3.2	Section Two: Organization of Information	44
2.1.3.2.1	Introduction	44
2.1.3.2.2	Body	44
2.1.3.2.3	Cohesion.....	44
2.1.3.2.4	Conclusion.....	44
2.1.3.3	Section Three: Delivery of Information	45
2.1.3.3.1	Clarity and Coherence	45
2.1.3.3.2	Body Language.....	45
2.1.3.3.3	Language	45
2.1.3.3.4	Visual Aids.....	46
2.1.4	Analysis of Students' Questionnaire.....	48
2.2	Discussion of Results.....	59
2.3	Conclusion	62
	General Conclusion.....	64
	Limitations	65
	Recommendations.....	65
	Reference List	67
	Appendices.....	71
	المخصص.....	79

List of Tables

Table 1 Check-list Criteria Evaluation	46
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List of Figures

Figure 1 The Relationship between Communicative Competence and Linguistic Competence	28
Figure 2 Canale and Swain Model of Communicative Competence	31
Figure 3 Components of Language Competence	33
Figure 4 Schematic Representation of Communicative Competence	34
Figure 5 Students' Delivery of OPs	48
Figure 6 Suggestions of Topics	49
Figure 7 Objectives behind Delivering OPs	49
Figure 8 OPs and Grammar	50
Figure 9 OPs and Vocabulary	51
Figure 10 OPs and Communicative Competence	52
Figure 11 OPs and Visual Aids	52
Figure 12 OPs and Visual Aids	53
Figure 13 OPs and Discourse Development	54
Figure 14 OPs and Speech Production	54
Figure 15 OPs and Discussion in Various Situations	55
Figure 16 OPs and Ideas Expression	56
Figure 17 OPs and Social Communication Skills	57
Figure 18 OPs and Language Mastery	57
Figure 19 OPs and Communication Strategies	58
Figure 20 OPs and Communication Strategies Application	59

List of Abbreviations

OP: Oral Presentation

OPs: Oral Presentations

EFL: English as a Foreign Language

LMD: License Master Doctorate

FLT: Foreign Language Teaching

CLT: Communicative Language Teaching

General Introduction

General Introduction

English has become the dominant language and as such plays a vital role in various fields, including education. The main goal of learning English as a foreign language is to communicate effectively, which contributes to the development of multiple abilities and skills that meet learners' objectives. Therefore, achieving goals for learners is primarily related to their communicative competence. Oral presentations are an essential aspect of developing students' proficiency in learning English. However, learners of foreign languages often need help with their performance in using English, which can be attributed to their lack of competence in the language.

The researcher was motivated to examine how oral presentations improve the communicative skills of EFL students. As a result, the following research questions have been posed:

1. To what extent do EFL learners adhere to the standards of oral presentations?
2. How do oral presentations affect learners' communicative competence?
3. How does the implementation of oral presentations in EFL classrooms contribute to the development of communicative competence among second-year students at Biskra University?

Accordingly, it is predicted that:

In the context of second-year students at Biskra University, it has been predicted that EFL learners who frequently engage in oral presentations exhibit greater communicative competence when compared to those who do not.

This study aims to :

1. Investigate the impact of oral presentations on the learners' communicative competence.
2. Raise learners' awareness of the importance of using oral presentations in improving their communicative competence.

The researcher's desire to achieve the aforementioned objectives resulted in the design of a case study focused on second-year EFL students at Biskra University. The study aims to collect both qualitative and quantitative data, using a classroom observation accompanied by a presentation checklist, as well as a questionnaire for students.

The research methodology used in the case study of "The Contribution of Oral Presentations to EFL Learners' Communicative Competence" involved a combination of tools: classroom observation accompanied by a presentation checklist and a questionnaire for students. The sample size for this study was thirty second-year students from Biskra University. The classroom observation helped in identifying the strengths and weaknesses of the student's oral presentation skills, and the presentation checklist was used to observe and evaluate the oral presentations delivered by the students, while the questionnaire was used to gather information about their communicative competence.

This work is structured into two main chapters. The first chapter is dedicated to the literature review and is divided into two parts. The first part explores the concept of oral presentation, including its definition, types, and characteristics of an effective oral presentation. Additionally, this section delves into the relationship between oral presentations and learners' communicative competence development and offers a method for teaching oral presentations. The second part of the literature review focuses on communicative competence. It begins with a definition of the term and explores its characteristics, as well as various models of communicative competence. This section also examines different views on the role of oral presentations in developing communicative competence.

The second chapter is dedicated to analysis and discussion. The first part outlines the methodology that was followed. It begins by presenting the research design, which includes details about the sample population, research tools, and data analysis procedures. However, the second part of the chapter is concerned with the data obtained from classroom observation and students' questionnaires which were analyzed and interpreted to answer the research questions.

Chapter One

Literature Review

1 Introduction

Learning a foreign language is generally done in the classroom, where learners acquire the necessary skills. The study of another language enables individuals to communicate and take part in real-life situations using the target language. However, with the appearance of the communicative approach to foreign language teaching (FLT), some learners may find it difficult to learn a foreign language. The primary objective is to support learners to engage in more practice to enhance their proficiency level and enable them to communicate effectively. Classroom oral presentations are a common activity to encourage English language learners to communicate and develop their academic skills to be applied in real-life situations.

This chapter is divided into two main parts. The first part delves into the definition of oral presentation as a crucial activity that takes place in language classrooms. It also explores the different types of oral presentations and discusses some essential elements of an effective oral presentation. Furthermore, it examines the relationship between oral presentations and the development of learners' communicative competence.

The second section delves into the theoretical background of communicative competence. This includes a definition of the concept, its various characteristics, components, and pragmatic aspects. Additionally, we will explore some of the leading models of communicative competence, with a particular focus on Canale and Swain's model. We will also examine the application of this model to oral presentations, and the impact that such presentations can have on the development of learners' communicative competence. Generally, this section aims to provide a thorough understanding of the theoretical foundations of communicative competence and its practical implications for language learners.

Section One

1.1 Definition of Oral Presentation

Effective classroom activities are essential for both learning and teaching. It is crucial for learners to feel comfortable while engaging in any activity. One such activity that holds great importance is the oral presentation, which helps learners develop the necessary skills to achieve the objectives of a well-communicated classroom oral presentation. According to Baker, A. (2000, p.115), “oral presentation is like a formal conversation, speaking to a group as a natural activity”. Therefore, speaking and presenting in front of an audience requires consistent practice to master the art of delivering a presentation.

According to King. J. (2002), “the oral presentation provides a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confidence in presenting in public”. Moreover, oral presentations help learners to gather, analyze, organize, and present information. This combination of skills allows learners to deliver presentations clearly and effectively.

An oral presentation is a combination of spoken and visual communication. Mostly, this form of communication is time limited and takes place in organizational contexts. Fundamentally, oral presentations are a vital activity for conveying information, persuading the audience, and achieving academic objectives. According to Ming (2005, p.118), an oral presentation is a “(...) typically and partly spoken, partly visual form of communication”, and it is normally limited in time and occurs in organizational settings.

Oral presentations provide a collaborative platform for learners to enhance their skills and knowledge. Additionally, they can develop the topic at hand and introduce new information to the audience. Furthermore, learners tend to maintain information better when

it is presented particularly. Teachers can also benefit from the perspectives of their students, as this can aid in delivering impactful lessons.

“Presentations offer opportunities for developing skills and knowledge together. This process can strengthen learning and enthusiasm for further knowledge. If the presentation is effective, the audience should have learned something new and increased their interest in the topic. We sometimes remember information when we have heard it from an unusual or one that is different. Tutors can learn new ideas from student perspectives, influencing their teaching and delivery” Chivers and Shoolbred (2007, p.8).

Bhati (2012, p.6), asserts that utilizing oral presentations is an effective method for addressing issues of plagiarism, as students are required to present their work in person. These presentations serve as a platform for learners to display their knowledge on a particular topic, either assigned by the teacher or chosen by the students themselves. The presentations are conducted one by one in front of the class, allowing for discussion and the transmission of information.

1.1.1 Types of Oral Presentations

Oral presentations can be divided into various formats, including individual, paired, or group presentations. Furthermore, Al-Issa and Rheda (2010) have identified three distinct types of oral presentations: controlled, guided, and free. The type of presentation chosen depends on several factors, such as the topic selected, the time devoted, and the proficiency level of learners.

1.1.1.1 Controlled Oral Presentation

When it comes to controlled oral presentations, it's important to consider the varying levels of English proficiency among learners. From beginners to elementary levels, learners may face different challenges when it comes to presenting. To ensure success, teachers should limit topics to those found in textbooks or those that they believe learners can effectively deliver. Additionally, vocabulary, grammar, and time allotment should be adjusted to the learner's ability. For young learners, direct tools such as a piece of paper can be used to deliver their presentations. Through providing a safe and supportive environment, learners can develop their skills and become more comfortable with public speaking.

1.1.1.2 Guided Oral Presentation

During guided oral presentations, learners are divided into two categories based on their English proficiency level: lower-intermediate or intermediate. This allows for appropriate themes to be assigned to each group, ensuring that learners are not overwhelmed with complex lexical or structural elements. Instead, they are directed towards proper grammar and vocabulary usage, with enough time to practice. It is important to note that intermediate-level learners should not be expected to speak for an extended period, as this may lead to grammatical errors. Through incorporating memorization techniques, learners can further enhance their language skills and become more proficient speakers.

1.1.1.3 Free Oral Presentation

In the free oral presentation, learners are expected to possess upper-intermediate to advanced levels of English proficiency. At this level, learners should be granted the freedom to select their preferred topics, structure their work in any way they desire, and use advanced vocabulary. It is crucial to note that the free oral presentation is a platform for learners to show their language proficiency and communication skills. Therefore, it is important to ensure that learners possess the necessary language skills to deliver a convincing

presentation. Furthermore, allowing learners to choose their topic and organize their presentation allows creativity and critical thinking. It enables learners to explore their interests and express their ideas effectively (Al-Issa and Redha, 2010).

1.1.2 Characteristics of an Effective Oral Presentation

A successful presentation establishes a connection between the presenter and the audience, resulting in the audience being fully engaged, gaining a thorough comprehension of the topic, and feeling motivated. It is crucial for presenters to take into account the needs of their audience. As Nickols (2003, p.2), an effective presentation meets its objectives. It follows that an effective presentation has a definite set of objectives; in other words, a presentation that achieves its goals is considered effective. Therefore, a well-planned presentation should have a clear set of objectives. Additionally, a presentation that is considered effective is characterized by high-quality visuals and flawless delivery. The content of the presentation, along with any supporting visuals or handouts, should be relevant and valuable to the audience. Thus, following these guidelines, presenters can ensure that their presentations are both informative and attractive.

1.1.2.1 The Process

An effective presentation is a blend of four interrelated activities, commonly referred to as the "Four P's" of an effective presentation. These activities include planning, preparing, practicing, and presenting. The first three activities are essential in laying the base for a successful presentation, while the final activity involves delivering the presentation to the audience.

1.1.2.1.1 Planning

When planning a presentation, it is important to consider several main elements. These elements will help learners organize their thoughts and create a visually appealing presentation that will captivate their audience as follows:

1.1.2.1.1.1 Objectives

The primary emphasis lies in the results and objectives of oral presentations, regardless of other elements that may not hold significant importance. Learners should take a good look at the results that their presentation will give.

1.1.2.1.1.2 Audience

It is essential to understand the audience when preparing a presentation. The presenter should consider the interests of the audience because the audience plays an important role in motivating the presenter. There are two factors to consider when presenting to an audience. Firstly, the importance and usefulness of the content to the audience; therefore, the audience often attends presentations on topics of their interest. Secondly, the content presented should serve the presenter's academic aims so that she or he is aware of the tackled information.

1.1.2.1.1.3 Organization

The structure of a presentation typically consists of three main parts. An introduction should include the title of the presentation and provide an overview of what will be discussed. A main body should be organized logically and coherently, following the order of the elements presented. Finally, the conclusion should provide a general summary of the main points covered in the presentation.

1.1.2.1.1.4 Setting

To ensure a successful presentation, it is crucial to consider several major factors that contribute to creating a suitable atmosphere. These factors include:

- Seating arrangements.
- Lighting and heating.
- Size of the room.
- The number of people in attendance.

1.1.2.1.1.5 Delivery

When delivering a presentation, the presenter needs to take into account several major factors. These factors encompass the pace of the presentation, its organization, the key points being conveyed, the allotted delivery time, and the roles of each presenter in the case of a group presentation (Nickols, 2003).

1.1.2.1.2 Preparing

According to DRHEA (2010), preparing presentations can be a simple task if the presenter has carefully planned the presentation and developed a logical outline. Typically, presenters use slides to create their presentations. However, several key elements can enhance the effectiveness of a presentation, including:

- The presenter's notes.
- Further detailed information handouts and sources.
- Visual aids provide help to the presentation and excite the audience to be active.

1.1.2.1.3 Practicing

"Practice makes perfect." There are several reasons why practicing a presentation is crucial. Firstly, practicing alone can help the presenter become familiar with the key points to be delivered. Secondly, if there are multiple presenters, practicing together can ensure a smooth delivery. Finally, practicing in front of an audience can help identify any possible issues that may arise during the actual presentation.

1.1.2.1.4 Presenting

Many learners experience anxiety when asked to give a presentation which makes them feel uneasy. This happens particularly for presenters who are new to presenting. However, this problem tends to go away with time and a lot of experience. Alternatively, self-confidence increases over time and practice. Therefore, there are many aspects of delivering a presentation that the presenter should be aware of and most of them can only be mastered through practice including the following:

1. The presenter's facial expression.
2. Voice (intonation, pronunciation).
3. Body language (gestures, movements).
4. Use of a pointer (classic wooden pointer, or laser).
5. And roles (in case of more than one presenter) (DRHEA, 2010).

1.1.3 Oral Presentations and Learners' Communicative Competence Development

English is a subject that covers four fundamental language skills: listening, reading, speaking, and writing. Among these skills, speaking is one of the most important and challenging to master. It involves communicating with others and constructing meaning through the exchange of information. As Cunningham (1999, p.3), notes speaking is an interactive process that requires both producing and receiving information. Furthermore, speaking is not a simple skill to acquire. It requires the application of various other skills to improve one's speaking ability. On the other hand, from a communicative point of view speaking has many different aspects. These aspects can be divided into two major categories: accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. This can be achieved through controlled and guided presentations. Fluency, on the other hand, is "the ability to keep going when speaking spontaneously" according to

Gower et al. (1995),. It involves being able to express oneself without hesitation or stumbling over words.

Spoken language holds several essential features that distinguish it from written language. According to Cole et al. (2007, p.12), there are three primary characteristics of spoken language. The first characteristic is that it occurs in real-time and space, meaning that it is produced and received in the present moment. The second characteristic usually involves face-to-face communication, allowing for nonverbal cues and gestures to enhance the message being conveyed. Lastly, the third characteristic involves speakers and listeners adapting to the context of the conversation, such as considering who is involved, when it is taking place, and where it is occurring.

According to David P. Harris (1969, p.81), there are five essential components to consider when analyzing speech: pronunciation, grammar, vocabulary, fluency, and comprehension. These components are critical in developing learners' communicative competence. Thus, learners should focus on all five components of speech. Through practicing these components, learners can enhance their speaking skills and become more confident and effective communicators. It is essential to note that communicative competence is not just about speaking correctly but also about understanding the context and using language appropriately.

1.1.4 A Method to Teach Oral Presentation

When teaching English, it is common to meet learners who struggle with expressing themselves and their ideas. They may also have difficulty defending their thoughts when faced with criticism or questions. Additionally, many learners lack confidence when speaking in front of an audience due to limited vocabulary and a lack of important keywords. Consequently, teachers should act as an auxiliary factor to help learners deliver effective oral

presentations. This can be achieved through the use of new, practical, and creative teaching methods that encourage learners to feel more interactive.

1.1.4.1 The Speech Line Method

The speech line technique is a powerful teaching method that can significantly improve learners' speaking skills. This approach allows rapid, effective, and individual participation in particular speeches, while also developing learners' oral presentation abilities. Unlike other methods, the speech line technique is purely oral and does not include any written materials. Instead, it puts the learner in a live performance to allow free expression using body language and individual voice. To begin, the teacher asks learners to stand up and form two lines. The starting point is to ensure that every two learners form a face-to-face oral communication in which they can speak about a chosen topic.

Speaking in front of a large group of people can be difficult for many learners, but addressing only one person can be handled without getting nervous. Therefore, learners focus on persuasively delivering their message without feeling lost. The speech line method uses a person-to-person approach so that learners can develop their performance and deliver a well-understood content of the speech. The actual expression in this method is being developed on foot, just like where learners usually stand and talk, and all gestures are understood from the starting point to achieve better communication (Troelsen, 2016).

Section Two

1.2 Communicative Competence

In modern times, language teaching has evolved to prioritize communicative competence. This means that the ultimate goal of language acquisition is to be able to use a language effectively and accurately to achieve communication objectives. To do so, the learner should have a comprehensive understanding of the linguistic, sociolinguistic, and

sociocultural aspects of a language. With this knowledge, the learner can select the appropriate language for a given situation and purpose, making the learner a proficient communicator.

Mainly, communicative competence is the ability to use language in a way that is both effective and appropriate. It involves not only understanding the grammar and vocabulary of a language but also the cultural and social norms that govern its use. A communicatively competent person can navigate different social situations and contexts with ease, using language to convey their intended message accurately.

Noam Chomsky's concept of grammatical competence, introduced in (1965), and Dell Hymes' suggestion of communicative competence in (1972), shed light on language. Hymes' work, in particular, is worth noting, as it emphasizes the importance of not only understanding the rules of grammar but also being able to use language in a way that is appropriate for a given context.

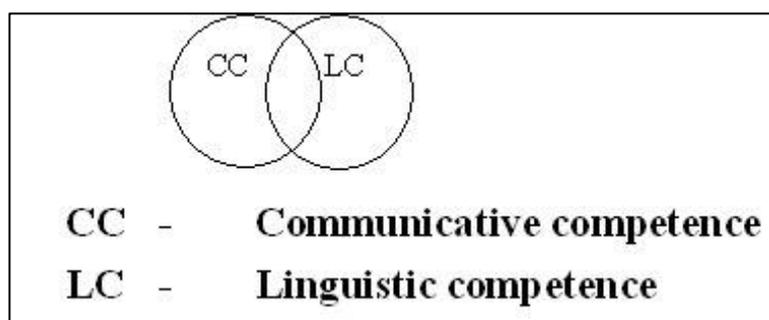
1.2.1 The Concept of Communicative Competence

The concept of communicative competence was first introduced by Chomsky in his differentiation between competence and performance. In a speech community that shares a common language, Chomsky defines competence as the collective knowledge held by an ideal speaker-listener. This knowledge enables language users to generate and comprehend an endless number of sentences using a limited set of rules. Performance, on the other hand, refers to the practical application of this knowledge in real-world situations. However, for descriptive linguists, performance is not relevant to language theory as it cannot accurately reflect competence. Chomsky's distinction between competence and performance is crucial in understanding the complexities of language use. Communicative competence refers to the ability to use language effectively in various social contexts, taking into account factors such

as the speaker's intentions, the listener's interpretations, and the cultural norms of the speech community. It covers not only grammatical knowledge but also pragmatic and sociolinguistic knowledge, as shown in the following diagram:

Figure 1

The Relationship between Communicative Competence and Linguistic Competence



Note. Adapted from *The communicative approach to language teaching* (p.168) C., Brumfit & K., Johnson (1979). Oxford University Press.

Dell Hymes (1972), an anthropological linguist, coined the term "communicative competence" to highlight the crucial notion that language, in terms of grammatical norms, is not enough for effective communication and message exchange in human interactions. Hymes believed that several non-linguistic dimensions of human competence are necessary to communicate, read messages, and negotiate meanings with others in specific settings. This view contradicts Chomsky's concept of linguistic competence and the distinction he makes between competence and performance.

Hymes' original idea of communicative competence challenged Chomsky's notion and paved the way for many linguists to propose the relevance of the social significance of an utterance. In other words, the ability to use the language system effectively is not solely determined by adherence to grammatical norms. However, the idea of communicative

competence has been widely used to justify and explain communicative language teaching. It has also received significant interest from discourse analysts who believe it is useful for studying human speech.

Overall, Hymes' concept of communicative competence changed the field of linguistics by emphasizing the importance of non-linguistic dimensions in human communication, this idea has been widely adopted and applied in various fields including language teaching and discourse analysis Hymes (1972, p.270-280).

1.2.2 The Characteristics of Communicative Competence

According to Savignon (1983, p.8-9), communicative competence is a dynamic concept that relies on the negotiation of meanings between individuals who share a similar symbolic and cultural system. This ability applies to both written and spoken discourse and is context-specific; meaning that successful communication in a particular situation depends on the understanding of its context. Furthermore, communicative competence is not just about knowledge but also the awareness of sociocultural conventions. It is the underlying ability that manifests itself through verbal and non-verbal behavior. This ability is relative and not absolute, as it depends on the cooperation of all participants involved in the act of communication.

1.2.3 Theoretical Framework of Communicative Competence

Dell Hymes, a well-known linguist, introduced the term "communicative competence" in (1972). This concept marked a significant move in the field of linguistics, moving away from the traditional approach of studying language as an isolated system, as seen in Chomsky's work (1965), towards a focus on language as a means of communication. Afterward, researchers such as Canale and Swain (1980), Canale (1983), Buchman (1990), and Celce-Murcia et al. (1995), further developed Hymes' concept of communicative

competence. They aimed to identify specific components that contribute to building communicative competence. Therefore, communicative competence refers to the ability to use language effectively in different social contexts. It includes not only linguistic knowledge but also an understanding of cultural norms, social conventions, and the ability to adapt to various situations.

1.2.3.1 Canale and Swain's Model of Communicative Competence

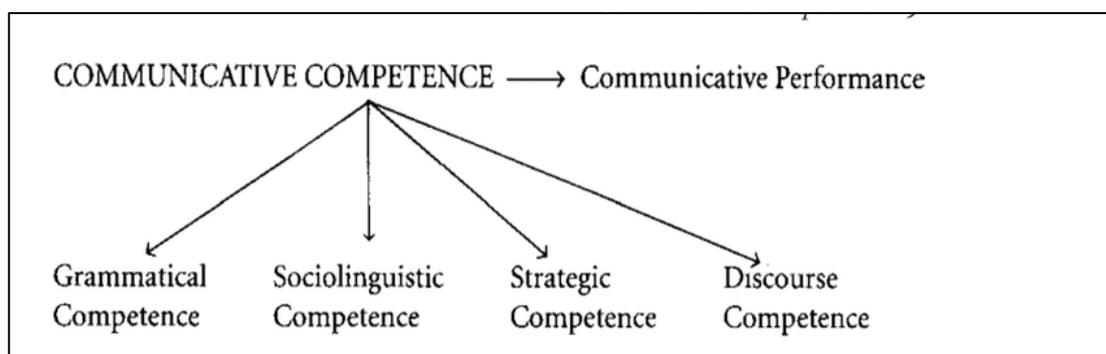
Communicative competence is a term that has been defined by several linguists. Canale and Swain (1980) defined it as the underlying system of vocabulary and skill with the sociolinguistic standards for a particular language. They believed that communicative competence involves skill and knowledge that deals with previous knowledge. To further develop this concept, Canale and Swain (1980) suggested a communicative competence model that included grammatical, sociolinguistic, and strategic competence. Grammatical competence refers to the mastery of linguistic rules, including the syntactic-morphological and semantic rules that make up grammar. Any communicative strategy that aims to teach learners to communicate effectively is concerned with grammatical competence. Sociolinguistic competence is made up of two sets of rules: sociocultural rules of use and rules of discourse.

Sociocultural rules engage knowledge of the social rules and norms of interaction between individuals and within institutions, including knowledge of cultural history and the relations between social objects. Rules of discourse, on the other hand, focus on discourse norms and the combination of utterances rather than the grammatical correctness, social significance, or appropriateness of a single utterance. Besides, rules of discourse are likely to refer to ideas.

Strategic competence is the knowledge of verbal and non-verbal behaviors and communication strategies that allow the learner to overcome obstacles and difficulties when communicating with others so that no misunderstanding occurs, which may lead to communication breakdown. Palmer et al. (1981) emphasized the importance of strategic competence in effective communication. Canale (1983) later reorganized the model and created a four-dimensional model that included discourse competence. This dimension combines several different linguistic elements to obtain innovative types of meanings and texts, as shown in the following diagram:

Figure 2

Canale and Swain's Model of Communicative Competence



Note. Adopted from *Theoretical bases of communicative approaches to second language teaching and testing* (p.31) M., Canale & M. Swain (1980). *Applied Linguistics*.

1.2.3.2 Bachman's Communicative Language Ability

According to Bachman (1990, p.81), communicative language ability involves both knowledge and competence in the language, as well as the ability to use this competence. Bachman's model of communicative language ability is more comprehensive than that of Canale and Swain, as it provides a detailed and organized structure for the basic components of communicative competence. The three basic components of communicative language

ability are language competence, strategic competence, and psycho-physiological mechanisms. Language competence, also known as linguistic competence, refers to the understanding and ability to use language resources to create coherent communications. This includes subcomponents such as lexical, grammatical, semantic, phonological, and orthographic competencies, as well as organizational and pragmatic competencies Bachman (1990, p.84).

Organizational competence involves the abilities required to organize language, including those used to produce or recognize grammatically correct sentences, comprehend and understand their propositional content, and arrange them into texts. This includes two types of abilities: grammatical and textual knowledge. Grammatical knowledge covers competencies involved in language use, such as morphology, syntax, and phonology. Textual knowledge, on the other hand, involves conversational language use, such as the ability to distinguish between formal and semi-formal discourse styles, turn allocation techniques, and topic selection Bachman (1990, p.87-88).

Pragmatic competence is a crucial aspect of effective communication. It goes beyond just grammar and focuses on conveying meaning in a way that is appropriate for the situation. As Bachman (1990, p.89) notes that it is the ability to use language to express meaning beyond the limits of words.

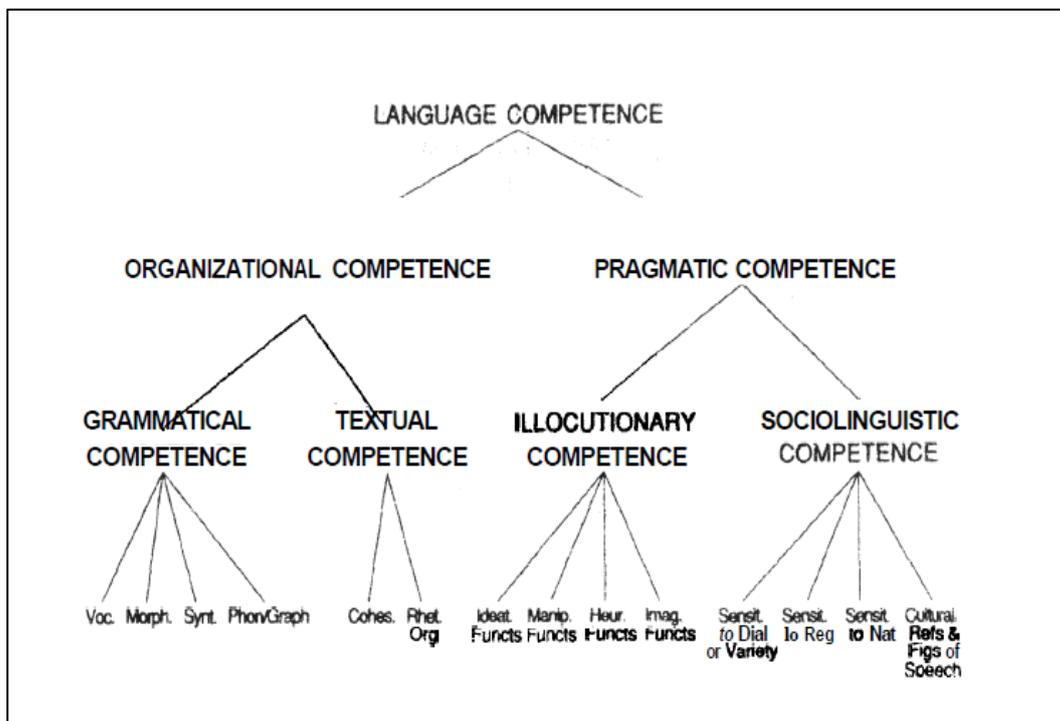
Illocutionary competence is another important component of communicative competence. It involves understanding the different functions of language and being able to interpret the intended meaning of utterances or conversations. As Bachman (1990, p.91) explains these functions can vary depending on the language being used.

Sociolinguistic competence is also essential for effective communication. It involves understanding how to use language appropriately in different social contexts. According to Bachman (1990, p.94), this includes knowledge of cultural norms and expectations.

Bachman's model of communicative competence also includes strategic and psychophysiological mechanisms. Strategic competence is the ability to apply language skills in context, while psychophysiological mechanisms refer to the psychological and neurological factors that affect language use.

Figure 3

Components of Language Competence



Note. Adopted from *Language assessment in practice: Developing language assessments and justifying their use in the real world*. L. F., Bachman & A. S. Palmer (2010). Oxford University Press.

Since then, the significance of this competence has been upheld, illustrated by the pedagogically motivated model of communicative competence put forth by Celce-Murcia et al. (1995).

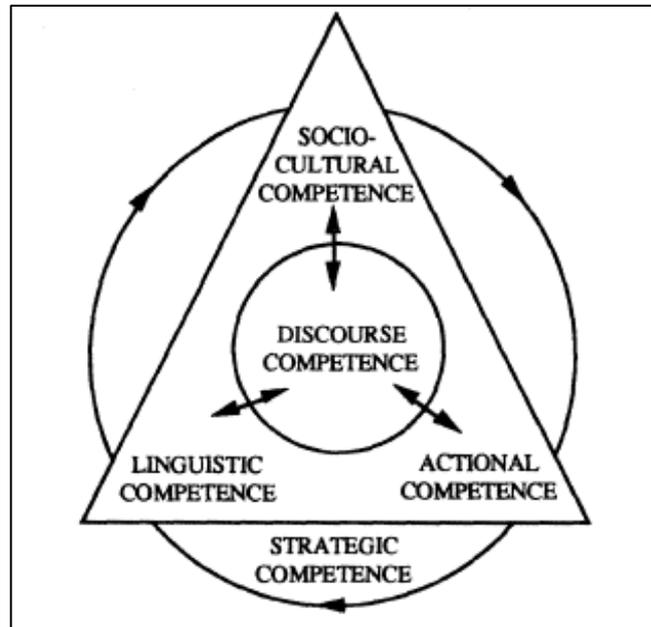
1.2.3.3 Celce-Murcia et al. Model of Communicative Competence

Celce-Murcia et al., (1995) presented a comprehensive model of communicative competence that differs from earlier models. This model divides communicative competence into five distinct categories: linguistic, social-cultural, strategic, discourse, and actional competencies. Through examining these components, Celce-Murcia et al. have represented the model of communicative competence as a pyramid enclosed by a circle and surrounded by another circle. The circle within the pyramid, known as "the core" (1999, p.13), is discourse competence, which deals with the choice of words and sentences to create a coherent spoken or written text. According to this construct, discourse competence is situated in a context where linguistic, actional, and sociocultural competencies all interact to shape this competence, which in turn shapes the other three competencies. The fundamental components of communication, such as sentence, lexical, and morphological structures, as well as phonological and orthographic systems, are all included in linguistic competence. Actional competence, on the other hand, refers to the ability to communicate and comprehend communicative intent through executing and interpreting speech acts.

Sociocultural competence is the ability to convey the right ideas within the social and cultural framework of communication, taking into account pragmatic considerations. Strategic competence allows the speaker to compromise the message and solve problems using communication strategies. This model provides a clear vision of the relationships between all components, making it easier to understand the complex nature of communicative competence.

Figure 4

Schematic Representation of Communicative Competence



Note. Adapted from Teaching pronunciation: A reference for teachers of English to speakers of other languages. M., Celce-Murcia, D. M., Brinton & J. M Goodwin. (1995). Cambridge University Press.

Thus, this model provides a comprehensive understanding of how all the different components are interconnected.

1.2.4 Views on the Role of Oral Presentations and Communicative Competence

Good communication is a vital component in ensuring that messages are transmitted and received with shared meaning. This necessitates mutual comprehension between the sender and the receiver, and it is particularly crucial in communicative language teaching

(CLT). Effective communication is defined as the process of ensuring that others receive the intended message or information (Training Program on Effective Communication, p.55).

To facilitate successful oral communication, learners require effective activities that allow them to express themselves freely. Oral presentations are one of the most suitable activities for achieving this goal. Accordingly, “oral presentations are an excellent way to capture students' attention, encourage curiosity, create challenges, and master the situation” (Hutchinson and Waters, 1987).

Therefore, when delivering oral presentations, learners naturally use various components of communicative competence, such as pronunciation, grammar, vocabulary, appropriate social styles, and approaches to avoid communication breakdowns. As such, oral presentations have become an integral part of language teaching, particularly at universities.

1.3 Conclusion

Effective communication is a vital aspect of language teaching, as it focuses on the development of communication strategies. Therefore, language learners should be aware of and actively work towards improving their communicative competence by practicing oral presentations to enhance their proficiency level. This chapter aims to define the concept of oral presentation and its various types, along with highlighting key elements of an effective oral presentation. Additionally, the second part of this chapter delves into the concept of communicative competence, its definition, characteristics, models, and some views on the role of oral presentations and communicative competence. In conclusion, this chapter emphasizes the importance of oral presentations and communicative competence in language teaching.

Chapter Two

Analysis and Discussion

Section One

1 Introduction

The second chapter focuses on the practical framework. In the first part of this chapter, we aim to collect data on the effectiveness of using oral presentations to enhance learners' communicative competence. Our goal is to investigate how second-year learners at Biskra University see the role of oral presentations in improving their communicative proficiency level. Additionally, we will explore how teachers view the use of oral presentations as an activity to enhance their learners' communicative competence. To achieve these objectives, we have used research tools that include classroom observations accompanied by a presentation checklist, and a questionnaire for students.

This chapter provides a detailed description of the research design and methodology, as well as the participants involved in the study. We will also describe the research tools used to gather the necessary data. Furthermore, this chapter will provide a clear understanding of the procedures used to analyze the data collected. By doing so, we hope to gain valuable insights into the effectiveness of using oral presentations as a means to enhance learners' communicative competence.

1.1 Research design

A research design is a strategy developed by researchers to address research questions. It is often defined as a set of guidelines for data gathering and analysis. The researcher should make informed decisions regarding the study design, respondent selection, data collection methods, data analysis techniques, and presentation of findings using a research design. Case studies are often described as an investigation in real life context that can be examined to gain deeper insights. In this regard, we will be conducting a case study on second-year LMD students at Biskra University. This study aims to provide an understanding of the challenges

faced by these students. Thus, we hope to identify possible areas for improvement and develop effective solutions to enhance their learning outcomes.

1.1.1 The Sample Profile

When conducting a study, it is important to select a population sample carefully. The population refers to the group of individuals that the study aims to investigate, while the sample is a subset of individuals that the researcher analyzes in an investigation. It is essential to ensure that the sample is representative of the population to obtain proper results.

1.1.1.1 The Learners' Profile

This section of the study focuses on second-year LMD students at Biskra University. To gather data, a random sample of thirty students was selected to complete the questionnaire and they were informed that their answers would only be used for the study's objectives. It was found that the majority of these students have been studying English for a total of nine years, starting from their first year of middle school.

1.1.2 Data Collection Tools

This case study used two research tools to investigate the research questions. The first tool was a classroom observation, which was accompanied by a presentation checklist. The second tool was a questionnaire that was distributed to students. Through utilizing these tools, the researcher was able to gather comprehensive data and insights into the subject matter.

1.1.2.1 Classroom Observation

The researcher conducted observation sessions in two second-year LMD classrooms at Biskra University to examine the impact of oral presentations on the communicative competence of EFL learners. The purpose of this study was to determine the extent to which

oral presentations contribute to the development of EFL learners' communicative competence.

1.1.2.2 Students' Questionnaire

A questionnaire is a research tool for gathering data on a certain topic of interest. It typically consists of a list of questions, clear instructions, and space for responses. In comparison to certain other forms of research tools, questionnaires have the feature that they offer a reasonably affordable, quick, and effective manner to collect data from a large group of individuals.

Thus, thirty students were given the questionnaire which attempts to find out students' perspectives on how oral presentations might enhance their communicative competence. The questionnaire is divided into two sections. The first section focuses on oral presentations and investigates how often students deliver them, who suggests topics, and what they hope to achieve through classroom presentations; whereas, the second section is a combination of both oral presentations and communicative competence which attempts to analyze the role that oral presentations play in helping students develop their communicative competence.

1.2 Data Analysis Procedures

The analysis of the data obtained, which is viewed as a research technique to arrive at the results and draw conclusions about the research, comes right after the relevant data that have been gathered. In the current study, the researcher uses a combination of quantitative and qualitative methods to measure and analyze the data obtained.

1.2.1 Quantitative Analysis

Quantitative analysis is the basis of quantitative data analysis, a systematic approach to research that involves the collection of numerical data. Its primary objective is to explain

phenomena through the use of mathematical analysis. The results of this type of study can be applied to the entire population, making it a valuable tool for researchers.

1.2.2 Qualitative Analysis

The qualitative approach records people's attitudes, feelings, and behaviors in deeper detail rather than just counting things to explore and describe events from the perspectives of participants. On the contrary, it is asserted that the findings cannot be generalized to the wider population. Accordingly, the researcher chooses to combine the two approaches of analysis because they are closely related to the research methodology. Although some items in the classroom observation and the students' questionnaire were analyzed using the qualitative technique, the quantitative method was employed in this study to analyze the students' questionnaire.

Section Two

2 Introduction

This part is dedicated to exploring the impact of oral presentations on the development of EFL learners' communicative competence. The data collected for this study was obtained through classroom observations and student questionnaires. Furthermore, this part will provide an analysis of each element accompanied by an interpretation of the gained results and a conclusion.

2.1 Data Analysis

As previously mentioned, the focus is to analyze the data obtained from classroom observations and student questionnaires. This data will provide valuable insights into the learning experience of the students and help identify areas for improvement.

2.1.1 Classroom Observation

To know the degree to which students follow oral presentation standards, a classroom observation was conducted relying on a presentation checklist to gain insight into classroom dynamics. The purpose of this study was to evaluate the effectiveness of classroom oral presentations.

2.1.2 Design and Description

This study was conducted in two classrooms of second-year LMD students at Biskra University. The observation was carried out over six sessions, each lasting an hour and a half, to gather comprehensive data. A total of eighteen students delivered their presentations, which were evaluated using a checklist divided into three sections: content, organization of information, and delivery of information.

2.1.2.1 Section One: Content

The presentation checklist contains two sections. The initial section covers two crucial items. The first item evaluates whether an introduction to the topic has been provided. The second item evaluates whether the topic and content meet the academic context and audience. It is crucial to ensure that the presentation is adjusted to the audience's level of understanding and academic background. Additionally, the introduction should be engaging to capture the audience's attention.

2.1.2.2 Section Two: Organization of Information

This section covers four essential components. The main objective of incorporating these elements is to evaluate whether students are meeting the necessary standards, which include an introduction, body, cohesion, and conclusion. Through assessing these critical components, teachers can decide the level of proficiency and comprehension of their

students. This evaluation process is crucial in ensuring that students are equipped with the necessary skills to excel in their academic pursuits.

2.1.2.3 Section Three: Delivery of Information

This section covers four essential components that are crucial in enhancing students' communicative competence. These elements are clarity and coherence, body language, language, and visual aids. It should be noted that these components play a significant role in improving students' communication skills.

2.1.3 Analysis of Classroom Observation

2.1.3.1 Section One: Content

Regarding the initial aspect of the topic introduction, the eighteen students provided a summary of the subject matter that will be discussed. In addition, they greeted the audience.

2.1.3.2 Section Two: Organization of Information

2.1.3.2.1 Introduction

When discussing the second element, it is important to emphasize the significance of following the outline which is essential in facilitating the following steps. The eighteen students included an outline of their topics as a means of defining the titles. It is worth noting that this criterion should not be ignored.

2.1.3.2.2 Body

The students have shown effort in expanding upon the ideas presented in their topics. Each of them has developed the main points and shortly presented them. The information they have chosen to include has been selected to support their arguments.

2.1.3.2.3 Cohesion

When it comes to cohesion, it's clear that only a few students are good. Out of a total of eighteen students, only five can express their ideas smoothly. These students can connect their thoughts. Unfortunately, the majority of the students are only average in their performance. While they are certainly capable of presenting their ideas, they struggle to make meaningful connections between them. This lack of cohesion makes it difficult to differentiate between one idea and another and can decrease the overall impact of their presentation. To illustrate this point, consider the average students who are struggling to connect their ideas. These students have yet to master the use of linking tools such as "as well as" and "besides," which are essential for creating a cohesive presentation. In contrast, the top-performing students can transmit from one idea to the next, using these linking tools.

2.1.3.2.4 Conclusion

It is always important to know when something has arrived at an end. In conclusion, it appears that only a few students have shown an end to their work. Specifically, only three

students have provided evidence of having completed their presentations, while the remaining fifteen have failed to indicate whether or not they have finished. Rather than offering feedback or insights, these students simply expressed their thanks and moved on.

2.1.3.3 Section Three: Delivery of Information

2.1.3.3.1 Clarity and Coherence

Clarity is crucial for generating logical ideas and maintaining focus. It allows for the flawless organization of thoughts and the ability to present ideas without relying on notes. Unfortunately, sixteen students have struggled at this level, experiencing sudden stops while speaking and relying heavily on notes due to fear. However, during observation sessions, it was evident that two students could deliver acceptable presentations.

2.1.3.3.2 Body Language

Body language is a powerful tool that creates an engaging atmosphere. Students are motivated to achieve a good performance that not only satisfies them but also captivates their audience. Unfortunately, only one student out of the group could effectively embody the appropriate body language that complemented their topic. However, the remaining students failed to master this essential skill. For instance, some students resorted to crossing their arms, placing their hands in their pockets, or relying on their phones or notes. These actions not only failed to convince their audience but also revealed their discomfort and confusion.

2.1.3.3.3 Language

Effective communication is essential in any field, and language is the key to achieving it. As the famous quote goes, "The limits of my language are the limits of my world." Therefore, it is crucial to master the language to ensure that information is conveyed properly. However, upon observation, it becomes clear that there are some errors in question formation and grammar. For instance, the phrase "he make" is grammatically incorrect.

Furthermore, when it comes to the eighteen students, their vocabulary is limited, and there is a lack of creativity in their language. This often leads to difficulty in understanding some words, as some students' voices are unclear, and they tend to speak too quickly.

2.1.3.3.4 Visual Aids

During oral presentations, the primary focus is on the preparation of visual aids. This is because visual aids are an effective tool for retaining information during the preparation process. Therefore, during observation sessions, the eighteen students used visual aids such as mind maps and pictures to support their presentations. While some of these works are somehow good, seventy percent are considered unreadable by the audience due to the over-reliance on handwriting. Thus, it is crucial to prioritize the use of clear and concise visual aids. This not only helps students retain information but also engages the audience and promotes creativity.

Table 1

Check-list Criteria Evaluation

Presentation Elements	Interpretation	Evaluation of Students' Performance
Topic choice	Appropriateness Clarity	100%
Content	Relevance to the presentation objectives	60%

Structure	Introduction, body, conclusion Organization and linking	50%
Language	Presentation skills Grammar and vocabulary	50%
Body language	Natural body gestures Eye contact Self-confidence	30%
Classroom interaction	Smooth transitions between each presentation	50%
Visual aids	Creativity Readable Contain main points to be dealt with	30%

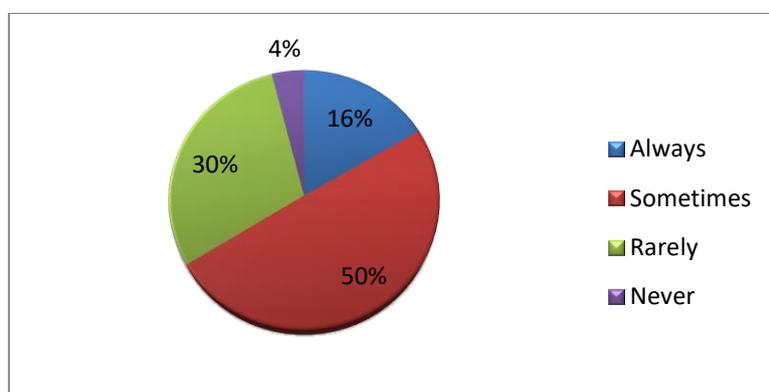
2.1.4 Analysis of Students' Questionnaire

The purpose of this questionnaire is to explore the viewpoints of thirty-second-year EFL students at Biskra University concerning the use of OPs in enhancing their communicative competence.

Question 1: How often do you deliver classroom oral presentations?

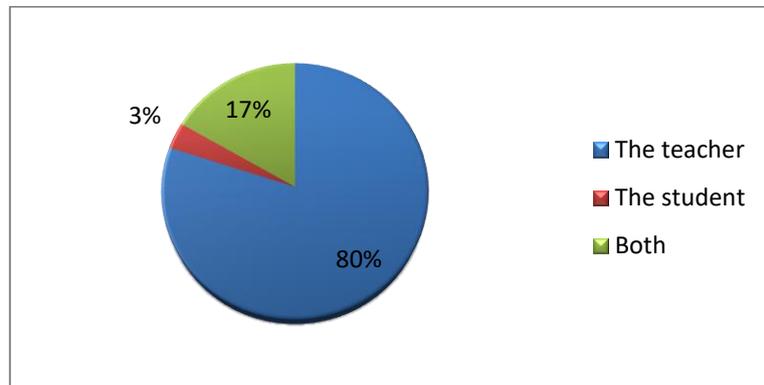
Figure 5

Students' Delivery of OPs



The graph above shows that 50% of students opt to deliver oral presentations, as they are considered one of the most crucial educational activities. These students view oral presentations as a chance to enhance their self-confidence and communication skills, while also facilitating the exchange of ideas amongst their peers.

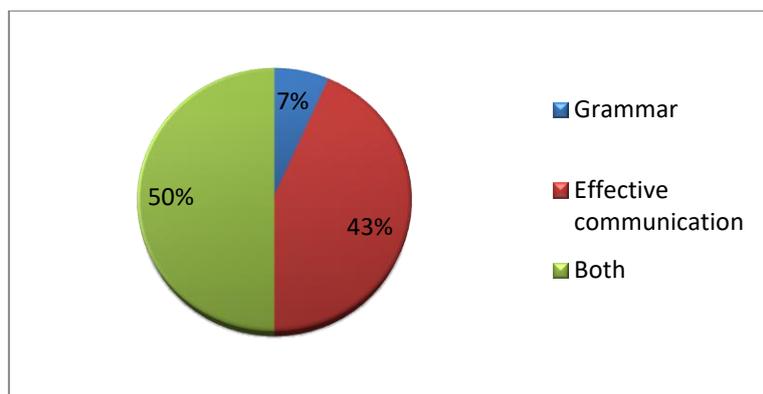
Question 2: Who suggests topics for presentations?

Figure 6*Suggestions of Topics*

The above figure shows that only 3% of respondents indicated that students are responsible for choosing the topic of the OP. On the other hand, 17% reported that both the teacher and students work in choosing the topic. The majority, 80% of the respondents, stated that the teacher is the source of topic suggestions. This is because the teacher is aware of the student's current level of English proficiency and can guide them towards topics that are appropriate for their level and meet their learning objectives.

Question 3: What do you seek to enhance through delivering OPs?

Figure 7*Objectives behind Delivering OPs*

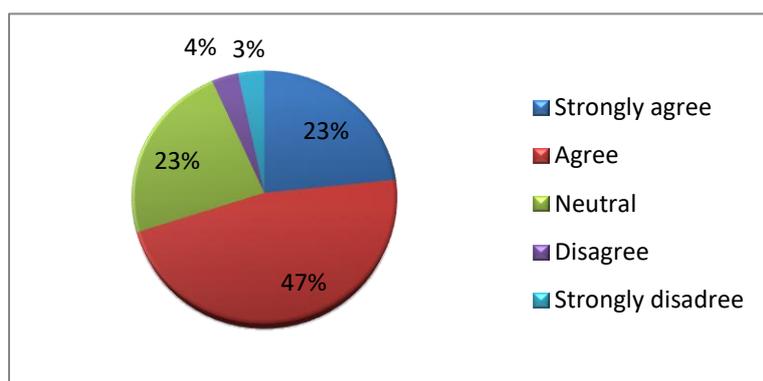


The above figure shows that only 7% of students are working to improve their grammar, recognizing it as the foundation of language. However, the results also indicate that a significant 43% of students are prioritizing the development of their effective communication skills. This is because they understand that these skills are essential for enhancing their overall communicative competence. Interestingly, 50% of students recognize the importance of both grammar and effective communication skills and are working to improve both. This is a wise approach as it ensures mastery of the OP. While grammar is crucial, it is equally important to prioritize the development of effective communication skills.

Question 4: OPs help me learn about English grammar.

Figure 8

OPs and Grammar

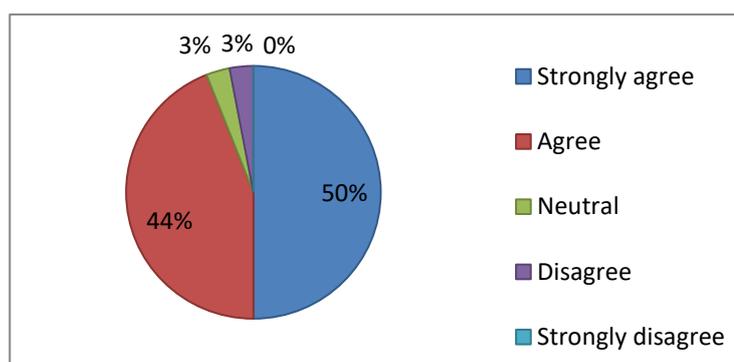


The figure presented above illustrates the effectiveness of OPs in teaching grammar. The results obtained indicate that 47% of students agree with this argument, while 23% strongly agree with the validity of this idea. This is because grammar serves as the foundation of language and is incomparable to the low percentage of rejection rates. It is worth noting that grammar is not just a set of rules to be memorized, but rather a fundamental aspect of language that enables effective communication.

Question 5: Oral Presentations help me acquire more vocabulary.

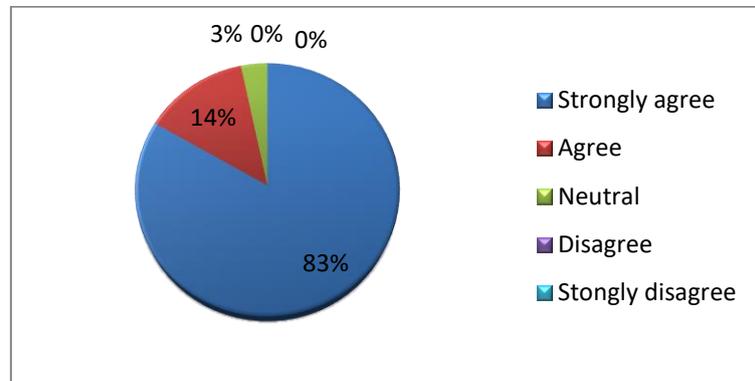
Figure 9

OPs and Vocabulary



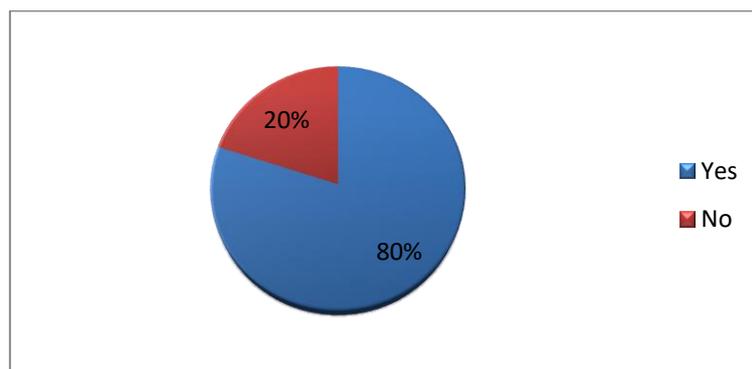
The figure above shows the results indicating that a majority of 50% of students strongly agree that OPs are beneficial in enhancing their vocabulary in the English language. Furthermore, an additional 44% of students agree that OPs aid in the discovery and learning of new words and vocabulary during their preparation. This presents an opportunity for students to develop the skill of searching for new meanings. The results of this study highlight the importance of incorporating OPs into language learning curriculums. As such, students can enhance their vocabulary and improve their ability to search for new meanings. This not only benefits their language skills but also their overall academic performance.

Question 6: OPs help me improve my communication skills.

Figure 10*OPs and Communication Skills*

The above figure indicates that a majority of 83% of respondents expressed satisfaction with the significant role of OPs in developing communication skills, including boosting self-confidence. Interestingly, there were no objections to this idea.

Question 7: When delivering OPs, do you use any kind of visual aids?

Figure 11*OPs and Visual Aids*

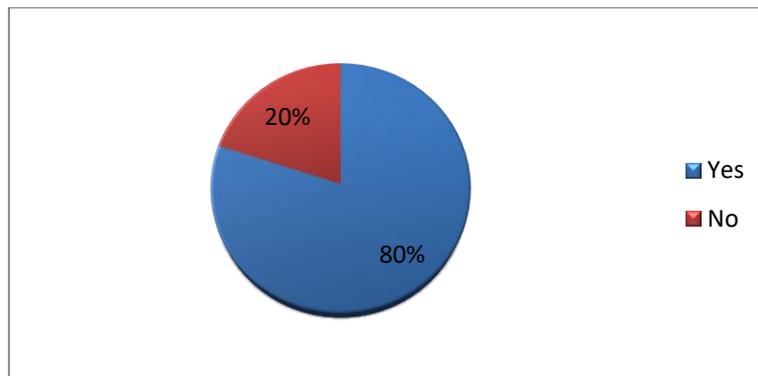
According to the figure above, 80% of students rely on visual aids to enhance their presentations and captivate their audience. These aids serve as a guide, preventing students from feeling lost during their presentations. Additionally, visual aids help students to memorize and recall important information and maintain focus, and ensure that their audience

keeps interested. Unexpectedly, only 20% of students reported that they do not use visual aids during their presentations.

Question 8: Do you think that visual aids help you during your oral presentation?

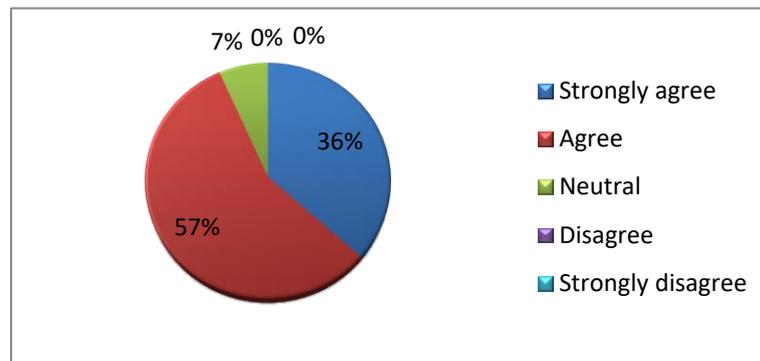
Figure 12

OPs and Visual Aids



The following figure demonstrates findings regarding the utilization of visual aids during oral presentations. 80% of students rely on visual aids to ensure they do not forget important talking points and maintain a logical sequence of information. Visual aids are an essential component of effective communication, particularly in academic settings. They enhance the audience's understanding and retention of information, making it easier to convey complex ideas. As such, presenters should incorporate visual aids into their presentations to ensure an impact and engagement.

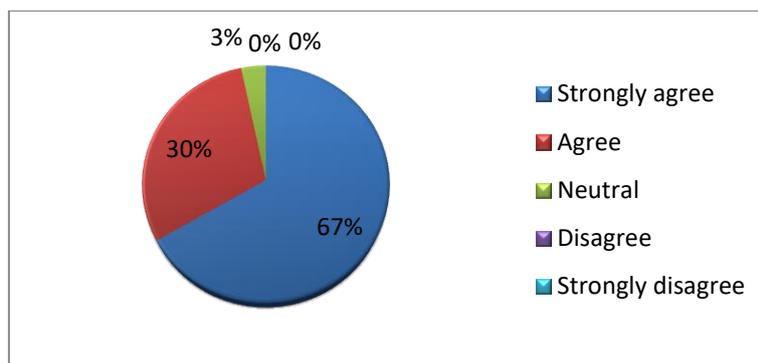
Question 9: Oral presentations help me be competent in how to start, develop, and end a speech or a conversation.

Figure 13*OPs and Discourse Development*

The majority of answers, 57% indicate that students agree that oral presentations are beneficial in developing well-structured and coherent spoken communication. Furthermore, 36% of students strongly agree that oral presentations allow them to effectively start, develop, and conclude any speech or conversation. Only two respondents did not provide an answer, and there were no opposing opinions expressed.

Question 10: OPs help me produce a well-spoken speech conversation.

Figure 14*OPs and Speech Production*

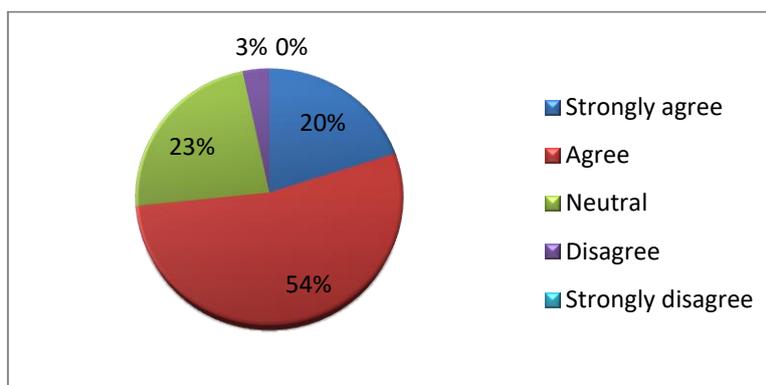


The findings indicate that 67% of students strongly agree that the use of OP contributes to the production of a correct and articulate spoken text. Furthermore, an additional 30% of students support and agree with this notion. Only a small percentage of students, about 3%, did not provide an answer, and there were no objections from the rest. Thus, OP is widely recognized as a valuable activity for improving spoken communication skills among students.

Question 11: When delivering OPs, I can understand the audience's intentions and discuss with them.

Figure 15

OPs and Discussion in Various Situations



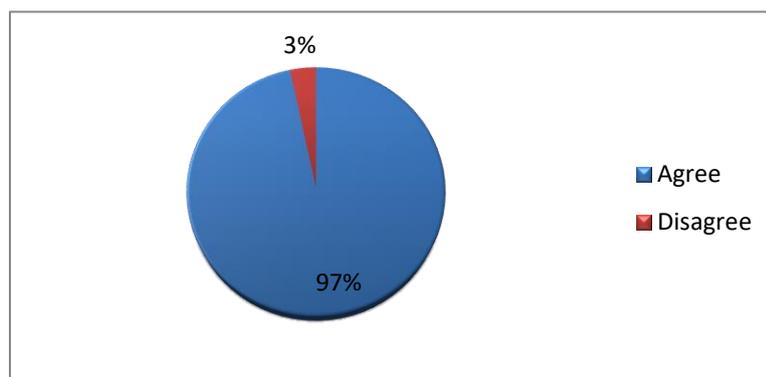
Based on the results, it is clear that 54% of students agree that delivering oral presentations enhances their ability to comprehend the intentions of other speakers and

respond appropriately in various situations. Furthermore, 20% of students strongly agree with this statement. Only 3% of students disagree, while 23% of students did not respond. The data suggests that a majority of students recognize the value of oral presentations in developing their communication skills. It is encouraging to see that a significant percentage of students strongly agree with this notion. However, it cannot be ignored that a small percentage of students are not aware of the benefits of oral presentations.

Question 12: OPs help me express my ideas using the appropriate language.

Figure 16

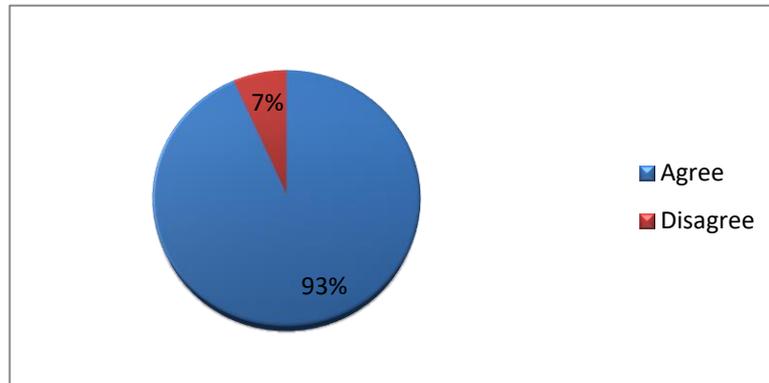
OPs and Ideas Expression



The results above clearly show that 97% of students agree that oral presentations help in self-expression. This is because one of the most significant features of oral presentations is the ability to articulate ideas smoothly without feeling pressured. Additionally, oral presentations facilitate dialogue with the audience and the exchange of useful and effective ideas. Only 3% of students claim to disagree with this notion.

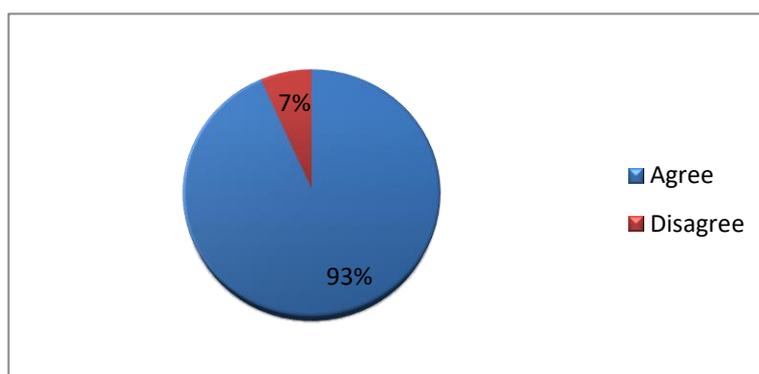
Question 13: In your opinion, do you think that:

- a) Classroom OPs help you improve your social communication skills.

Figure 17*OPs and Social Communication Skills*

The above figure illustrates that 93% of students agree that classroom OPs help to improve social communication skills. Some students have expressed that OPs contribute to the development of social skills and body language, which gradually helps to reduce stress. However, a small percentage of students, 7% disagree with this notion. The figure above highlights the overwhelming agreement among students concerning the impact of classroom OP on social communication skills. As teachers, it is crucial to continue to incorporate OPs to help students develop these essential skills.

b) Classroom OPs help you improve your mastery of the language.

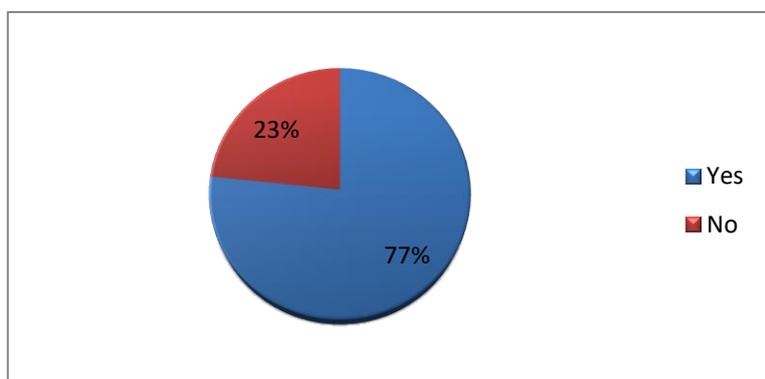
Figure 18*OPs and Language Mastery*

According to the figure, it is clear that a large majority of students 93% agree that utilizing OP is an effective method for enhancing their language proficiency as practice is known to be the key to progress. Through engaging in regular practice, students can learn from their mistakes and work towards correcting them, which leads to improvement in their language skills. However, 7% hold a different opinion and do not believe that OP is beneficial for language mastery.

Question 14: Do you think that delivering OPs help you improve your knowledge of communication strategies (speaking, body language, eye contact...)?

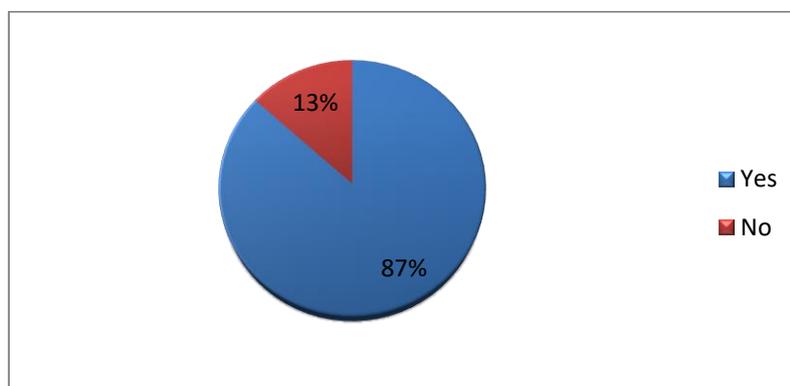
Figure 19

OPs and Communication Strategies



The figure above sheds light on whether OP plays a role in improving the knowledge of communication strategies. The results show that 77% of students agree with that. Some students stated that mastering body language, eye contact, and speaking can help them overcome their fear of public speaking, generate knowledge for better performance, and make communication easier. On the other hand, 23% of students express rejection.

Question 15: Do you apply these strategies to avoid communication breakdowns?

Figure 20*OPs and Communication Strategies Application*

Based on the results shown, the majority of students 87% agree that OPs are beneficial in teaching them how to effectively use both verbal and non-verbal communication strategies to avoid communication breakdowns. These students have reported that these strategies have helped them to deliver engaging presentations and appear more confident in front of their audience. As a result, they are motivated to apply these techniques when presenting in the classroom to ensure that their audience keeps engaged. However, a minority of students 13% disagree with this notion.

2.2 Discussion of Results

The study's major objective is to determine how OPs can help students improve their communicative competence. Therefore, the researcher used two study tools to get the essential data to create a valid piece of research. During classroom observations, it was revealed that students were able to convey the message of their presentations. They covered the important points and tried to communicate their ideas. However, when it came to the organization of their information, we noticed that it was not well-structured or presented. While most students included an outline and developed the body of their presentation, the ideas were not logically connected and the pacing was not appropriate. Additionally, there

was no clear indication that the presentation had concluded, as students often suddenly stopped and only mentioned a quick "thank you". Furthermore, we found that students struggled with coherence and clarity in their delivery of information. While they attempted to engage the audience and maintain their interest, their body language lacked confidence. Despite these challenges, we observed that the use of visual aids helped guide their presentations and keep them focused relying on some keywords.

Based on the analysis of the students' questionnaires, it is clear that students were keen on improving their grammar and effective communication skills. This is particularly noteworthy because they reported that it helped them to develop their communication skills. Besides, the use of visual aids proved to be a vital tool in helping students reflect on ideas and remember keywords, as indicated in question 8. Oral presentations also supported students' discourse development and speech production, as highlighted in questions 9 and 10. Question 12 demonstrated that oral presentations helped students express themselves using appropriate language. In terms of social communication skills and language mastery, students acknowledged the usefulness of oral presentations in developing both of these skills. Question 13 showed that mastering these skills reduced stress and increased their self-confidence. Speaking strategies are also crucial, as students reported the importance of using eye contact and body language in delivering a good presentation and engaging their audience, as shown in question 14. Although they may not have mastered these skills yet, students strongly agree that these strategies helped them deliver effective oral presentations, as seen in question 15.

This study examined the extent to which EFL learners adhere to the standards of oral presentations and how they affect their communicative competence. The data was collected from a sample of second-year EFL learners who were required to deliver an oral presentation in an academic setting. Consequently, the results showed that most EFL learners struggle to

meet the standards of oral presentation, particularly in terms of organization, coherence, and delivery. However, the study also found that regular practice of oral presentation can significantly enhance learners' communicative competence, improving their confidence, fluency, and ability to express complex ideas in English. Students who adhered to the oral presentation standards demonstrated greater confidence. They had clear speaking voices and their presentations were well-presented. However, students who did not adhere to the standards often struggled with structuring their presentations and failed to make eye contact and attract their audience. According to questionnaires, students were aware and reported that adhering to oral presentation standards made them feel more comfortable and confident. They believed that some strategies helped them deliver their presentations more effectively. Unlike, those who did not adhere to the standards reported feeling anxious and uneasy when delivering presentations.

All in all, based on research question 1 which attempted to investigate the extent to which EFL learners adhere to OPs standards, the results demonstrate that EFL learners strive to adhere to a large extent to oral presentation standards, as they face difficulties when it comes to adhering to these standards. Although EFL learners tend to have a background in using the English language, they lack the experience to present different topics academically. Therefore, with lots of practice, EFL learners can improve their adherence to oral presentation standards. Concerning the importance of these standards, research question 2 tried to investigate how OPs affect learners' communicative competence, the results showed that OPs can positively impact learners' communicative competence since they allow learners to do more practice, improve different presentation skills, increase self-confidence through enhancing non-verbal communication skills, and express themselves freely. According to the findings, it is evident that learners' communicative competence improves through OPs when the standards are met. As a result, to confirm the research hypothesis, it cannot be denied that

OPs are a useful activity to improve learners' communicative competence as long as they adhere to its standards.

Overall, adherence to OP standards can positively impact the presenter's confidence as well as the presentation's quality which contributes to enhancing learners' communicative competence. Thus, these results recommend that incorporating oral presentations into EFL teaching can significantly contribute to improving learners' communicative competence, and therefore, should be considered an essential aspect of language education.

2.3 Conclusion

This chapter delves into the analysis and discussion. The findings reveal that OPs play a vital role in enhancing learners' communicative competence encompassing grammatical, discourse, sociolinguistic, and strategic competencies. Research has shown that students recognize the value of oral presentations in EFL classrooms and acknowledge their role in improving their communication skills.

General Conclusion and Recommendations

General Conclusion

At present, the process of teaching English is of utmost importance. This requires communicative competence, as it plays a crucial role in language learning. As such, this modest work aims to determine the extent to which classroom oral presentations improve students' communicative competence.

This study focuses on the contribution of oral presentations to the communicative competence of English as Foreign Language (EFL) learners. The researcher aimed to identify the key factors that contribute to this issue. To achieve this goal, a descriptive case study was used, utilizing both quantitative and qualitative data collection and analysis methods. Therefore, the following research questions were asked:

1. To what extent do EFL learners adhere to the standards of oral presentations?
2. How do oral presentations affect learners' communicative competence?
3. How does the implementation of oral presentations in EFL classrooms contribute to the development of communicative competence among second-year students at Biskra University?

This work contains two chapters. The first chapter dealt with the concept of oral presentations and the notion of communicative competence. Additionally, the first part of the second chapter presented a description of the research design, procedures, and methodology used and the second part included an analysis of the data and an interpretation of the main results using a combination of both quantitative and qualitative approaches.

The results showed that most students strive to adhere to the standards of oral presentations, even if some of them did not master the oral presentation well. It was found that oral presentation has a significant role in improving communicative competence in addition to its pedagogical benefits within the classroom.

In conclusion, for the sake of the credibility of this research, and despite the challenges faced, the researcher hopes that this work will be a reference that can be relied upon in the future to expand this study for the benefit of all researchers.

Limitations

It is important to note that this study has certain limitations. Firstly, the sample size was quite small, which may impact the applicability of the findings to a larger population. Additionally, the data collected from students were self-reported, which may not properly reflect their actual performance in both oral presentations and communicative competence. Some learners' unwillingness to participate and time limits also posed challenges. Despite these limitations, the study provides valuable insights for future research in this area.

Recommendations

This section focuses on oral presentations to help EFL learners enhance their communicative competence.

One of the most important suggestions that should be taken into consideration is that oral presentations should be taught. It is highly recommended to incorporate oral presentations into the curriculum as a means to enhance learners' communicative competence as long as they encourage active engagement and critical thinking. Through this activity, students can improve their public speaking skills, gain a better understanding of effective communication strategies, and develop the ability to express themselves clearly and confidently in various settings.

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Appendices

Appendices

PRESENTATION CHECKLIST

1. Content

Topic

- ✓ An introduction to the topic is provided
- ✓ The topic and content are appropriate to the academic context and audience

2. Organization of information

Introduction

- ✓ A clear statement of thesis or purpose is given
- ✓ Includes an outline or preview of the content

Body

- ✓ The main points are well-developed and contain a description
- ✓ Information is selected carefully to make points clear

Cohesion

- ✓ The different stages of the presentation are introduced using appropriate transition signals (e.g., first, second, third... / as well as, besides, specifically... / in brief, to sum up, finally...)

- ✓ Ideas are logically sequenced

Conclusion

- ✓ An appropriate summary of the main points is made

3. Delivery of presentation

Clarity and coherence

- ✓ The content is coherent and logically presented
- ✓ Information is delivered in a spoken style (minimal reading or reference to notes)

Body language

- ✓ Appropriate eye contact is generally made with most of the audience
- ✓ Natural body posture and hand gestures are used

Language

- ✓ Grammar does not hinder meaning and sentence structures are accurate
- ✓ Vocabulary is used accurately
- ✓ Pronunciation is correct
- ✓ The voice is clear and correctly constructed
- ✓ Intonation and stress on words are natural

- ✓ The pace is appropriate (i.e., make sure that they are not speaking too fast)

Visual aids

- ✓ Visual aids are relevant and used effectively to support the content
- ✓ Visual aids are visible (use an appropriate font, color, and point size)
- ✓ Visual aids are not complicated (may be easily and quickly read with a clear heading)

Students' Questionnaire

Dear student,

I am a Master 2 LMD student. My research aims at investigating **the contribution of oral presentations to EFL learners' communicative competence** at Biskra University. Therefore, I would be grateful if you help me to answer these questions to gather reliable information about this study.

Put a tick (✓) in the appropriate box or explain yourself whenever necessary.

Section One: Oral Presentations

1. How often do you deliver classroom oral presentations?

- a) Always b) Sometimes c) Rarely d) Never

Who suggests topics for presentations?

- a) The teacher b) The student c) Both

2. Through delivering classroom oral presentations, what do you seek to enhance?

- a) The grammar aspects of the English language
 b) The effective and appropriate communication aspects in English
 c) Both

Others?.....

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Oral presentations help me learn about English grammar.					
2. Oral presentations help me acquire more vocabulary.					
3. Oral presentations help me improve my communication skills.					

1. When delivering oral presentations, do you use any kind of visual aids (Whiteboard, paper handouts, flip chart ...)?

a) Yes

b) No

If yes, what do you use?

.....

.....

2. Do you think that visual aids help you during your oral presentation?

a) Yes

b) No

If yes, how?

.....

Section Two: Oral Presentations and Communicative Competence

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Oral presentations help me be competent in how to start, develop, and end a speech or a conversation.					
2. Oral presentations teach me to produce a well-spoken speech or conversation.					
3. When delivering oral presentations, I can understand the audience's intentions and discuss with them.					

1. Oral presentations help me express my ideas using the appropriate language

a) Agree

b) Disagree

Explain?.....

2. In your opinion, do you think that:

- Classroom oral presentations help you improve your social communication skills.

a) Agree

b) Disagree

Justify your answer.

.....

.....

.....

- Classroom oral presentations help you improve your mastery of the language.

a) Agree

b) Disagree

Justify your answer.

.....

.....

.....

3. Do you think that delivering oral presentations help you improve your knowledge of communication strategies (Speaking, body language, eye contact...)?

a) Yes

b) No

Explain your answer.

.....

.....

.....

4. Do you apply these communication strategies (Speaking, body language, eye contact...) to avoid communication breakdowns?

a) Yes

b) No

Explain your

answer.....

.....

Thank you very much!

الملخص

تهدف هذه الدراسة للتحقيق في مساهمة العروض التقديمية الشفوية في الكفاءة التواصلية لمتعلمي اللغة الإنجليزية كلغة أجنبية. لتحقيق هذا الهدف، تم إجراء دراسة حالة، والتي تضمنت حصص ملاحظات داخل القسم و استبيان للطلاب. إلى جانب هذا، لقد أجري هذا البحث في كلية اللغة الإنجليزية بجامعة بسكرة مع طلبة السنة الثانية LMD. تشير نتائج الدراسة إلى أن العروض التقديمية الشفوية تلعب دوراً حاسماً في تطوير كفاءة الطلاب التواصلية طالما أنهم يلتزمون بمعاييرها ويمارسون هذا النشاط باستمرار.

الكلمات المفتاحية: العروض التقديمية الشفوية، الكفاءة التواصلية، معايير، متعلمي اللغة الإنجليزية.