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**Investigating the Role of Oral Presentation Projects in Enhancing
EFL Learners' Speaking Skill**

The Case of Third-Year LMD Students of English at Mohamed Khider
University of Biskra

A Dissertation submitted to the Department of English Language and Literature in partial
fulfillment for the requirements of the degree of **Master in Sciences of the Language**

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Dedication

To everyone who believed in me when I needed it most:

The journey was neither short nor easy, the dream was distant, and the road was far from smooth. But, by the grace of Allah, I stand today with a long-awaited dream that has finally become a reality, one that I am proud to share.

To my pure angel and my first and eternal supporter, my mother, **Mebarka**.

This achievement is dedicated to you; without your sacrifices, it would not have been possible.

To my father, **Nourreddine**, who supported me unconditionally and gave without expecting anything in return: thank you.

To the soul of my brother, **Ramzi**, who dreamt of this moment, may he rest in peace. I hope you are proud of your little sister.

To my older sister, **Randa**, who always believed in my abilities:

Thank you for your unwavering faith in me.

To my brothers, **Rafik, Saif, Rami, and Ahmed**, who extended their hands to lift me during my moments of weakness: may Allah guard you as my strong foundation.

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Abstract

This study explores the role of oral presentation projects as a classroom activity in enhancing students' speaking skill. It is based on the premise that if the EFL teachers adopt oral presentations as a teaching technique in the classroom, that will significantly enhance their learners' speaking skill. The study comprises two main components: a theoretical section outlining key concepts related to speaking skill and oral presentations, and a fieldwork section focused on practical investigation. The present research study seeks to answer three core questions: first, it addresses the impact of oral presentations on students' speaking performance; then, the challenges students encounter during oral presentations; and the perceptions of both students and teachers regarding the effectiveness of oral presentations in improving speaking skill. The collected data were obtained through two questionnaires administered to a randomly selected sample of thirty (30) third-year students and ten (10) oral expression teachers from the Department of English at Mohamed Khider University of Biskra. The analysis was conducted using a descriptive method. The findings indicate that oral presentations are widely perceived by both students and teachers as a beneficial tool for enhancing speaking proficiency. Furthermore, the results confirm the hypothesis of the study, stating that the thoughtful integration of oral presentations can effectively contribute to the development of learners' speaking abilities. Finally, the study highlighted a range of challenges faced by students during presentations, in which several suggestions were recommended for both the teachers and students to address these difficulties.

Keywords: *Oral presentation projects; Speaking; learners; EFL teachers; difficulties.*

List of Abbreviations

EFL: English as a Foreign Language.

LMD: License Master Doctorate.

ESL: English as a Second Language.

L1: First Language (Mother Tongue).

L2: Second Language (Target Language).

OHPs: Overhead Projectors.

Q&A: Questions and Answers.

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General Introduction

In today's globalized world, the ability to communicate effectively in a foreign language, particularly in English, has become more essential than ever. Among the four language skills, speaking is often considered the most crucial, as it directly reflects learners' communicative competence. Despite its importance, speaking remains one of the most challenging skills for EFL learners to develop. Many students struggle to express themselves fluently and accurately, even after years of studying the language. This is largely due to the limited opportunities they have to practice spoken English in meaningful, real-life contexts.

In light of these challenges, it becomes imperative to find effective solutions to improve learners' speaking ability. Among these solutions, we find that oral presentations are an efficient way to enhance EFL learners' speaking skill. Through the process of preparing and delivering oral presentations, learners not only enhance their speaking skill but also improve their confidence and motivation levels and promote active participation and interaction among learners. Additionally, it provides teachers with effective suggestions for better use of oral presentations inside the classroom.

1. Statement of the Problem

When learning any foreign language, it is essential to recognize that there are four basic, interrelated skills that a learner must master to become a proficient speaker: writing, reading, speaking, and listening. Among these skills, speaking is often considered the most challenging for EFL learners. During our academic experience in the Department of English at Mohamed Khider University of Biskra, we observed that many learners struggle to speak effectively in a foreign language. The main reason for this issue is the limited

opportunities to practice the language, both inside and outside the classroom. This lack of practice affects their fluency, confidence, and overall speaking abilities. They can not improve their speaking skill simply by observation. Therefore, we believed that using oral presentations as a teaching technique in the classroom could help learners enhance their speaking ability. Moreover, in this study, we investigated students' and teachers' perceptions of the use of oral presentation projects in improving EFL learners' speaking abilities.

2. Research Questions

This study sought to answer the following research questions:

RQ1: What are learners' and teachers' perceptions towards the use of oral presentations in improving EFL learners' speaking skill?

RQ2: Does the use of oral presentation projects help EFL learners to improve their speaking ability?

RQ3: What are the challenges encountered by learners when engaging in oral presentations?

3. Research aims

This study aimed to investigate whether the use of oral presentations can effectively improve EFL learners' speaking skill. More specifically, the aims of this study were as follows:

1. To develop EFL learners' speaking proficiency while performing an oral task.

2. Develop a sense of awareness for both teachers and learners about the role of oral presentations in enhancing speaking skill.
3. To shed light on oral presentations as one of the effective communicative activities used in the classroom within our context.
4. To identify the difficulties that students face during oral presentations and suggest possible solutions.

4. Significance of the Research

The findings of this study aim to clarify the role of oral presentation projects in enhancing EFL learners' speaking skill. It is anticipated that the study will explore the relationship between oral presentations and the improvement of speaking ability, as well as the challenges faced by learners when participating in oral presentations. This study may encourage, hopefully, students to profit from every opportunity to engage in oral presentations in the classroom to develop their speaking proficiency.

5. Resesearch Methodology

5.1 The Choice of Method

As previously stated, this study aimed to investigate the role of oral presentation projects in enhancing EFL learners' speaking skill. To achieve this objective, the descriptive research method was selected, as it facilitated the exploration of the phenomenon within its natural context. A qualitative approach was adopted to allow for the examination of participants' experiences, perceptions, and attitudes toward oral presentations. This approach supported the collection of detailed data and contributed to a better understanding of how oral presentations influenced learners' speaking proficiency.

5.2 Data Gathering Tools

To collect data for this study, two separate questionnaires were developed: one for teachers and another for students. The use of questionnaires was selected as a suitable method for gathering structured responses from both groups, enabling an exploration of their perspectives on oral presentations as a classroom technique. By designing distinct questionnaires, the study aimed to address the specific experiences, challenges, and perceptions relevant to each group. These tools also allowed for a comparison between teachers' and students' viewpoints, which contributed to a better understanding of the role of oral presentations in the development of speaking skill.

5.3 Population and Sample

The target population of this study consisted of third-year LMD students from the English Department at Mohamed Khider University of Biskra. As it was not feasible to include all students, a randomly selected sample of thirty (30) students was chosen to participate. This group was selected because third-year students were generally expected to have prior experience with oral presentations, including preparation and delivery, and were more frequently engaged in such tasks as part of their coursework. Their familiarity with the process provided relevant input for examining the role of oral presentations in speaking skill development.

In addition, ten (10) oral expression teachers were randomly selected to explore their perspectives on the use of oral presentations as a teaching technique. Random selection was employed to minimize selection bias and to allow for a range of teaching experiences and approaches to have been considered. Including multiple teachers aimed to capture

varied insights, contributing to a more comprehensive understanding of the implementation of oral presentations in the classroom.

6. Structure of the Dissertation

This dissertation was divided into three main chapters. The first two chapters were theoretical, presenting a review of the literature related to the study's two main variables, while the third chapter focused on the practical part.

The first chapter provided a thorough overview of the speaking skill. It began with defining speaking and explaining its importance in language learning. It then outlined the main characteristics of speaking performance, followed by a discussion of the various types of classroom speaking activities and tasks used to teach speaking. Furthermore, the chapter highlighted common problems students faced in developing their speaking skill, explored different approaches to teaching speaking, and presented key principles for effective instruction in this area.

The second chapter was dedicated to the study of oral presentations from a theoretical perspective. It explored the definition, types, and importance of oral presentations, as well as their advantages in enhancing students' speaking abilities. Additionally, the chapter examined the structure of an oral presentation, emphasizing the key components that contributed to effective delivery. It also discussed the various difficulties students encountered when preparing and delivering oral presentations, the criteria used for evaluating their performance, and the teacher's role in facilitating and guiding the oral presentation process in the classroom.

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The third chapter presented the fieldwork and practical component of the study. It analyzed the data collected through research tools and discussed the findings in relation to the study's objectives. The data was gathered through two questionnaires: one addressed to oral expression teachers of English and the other to third-year English students at Biskra University. This chapter concluded with an interpretation of the results and offered recommendations and pedagogical implications based on the analysis.

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SPEAKING SKILL

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Introduction

This chapter provides an overview of speaking as a fundamental skill in language learning, particularly in the context of English as a Foreign Language. First, it presents various definitions of speaking and highlights its role in effective communication. Then, it examines the importance of speaking in language learning. Furthermore, the chapter explores the main types and characteristics of speaking performance in the EFL classroom, emphasizing fluency, accuracy, pronunciation, and the different types of classroom speaking activities that can significantly improve EFL learners' speaking skill. The chapter also addresses common speaking difficulties and examines various approaches and key principles to teaching speaking Skill in the EFL classroom.

1.1 Definition of Speaking Skill

Speaking skill are crucial in language learning, particularly for English as a Foreign Language learners, as they enable individuals to communicate effectively in different contexts. Scholars have offered various definitions of speaking, each highlighting different facets of the skill. For example, Chaney (1998, p. 13) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts,” emphasizing its interactive nature. Similarly, Florez (1999) stresses that speaking is “an interactive process of constructing meaning; both its form and meaning depend on the context, the participants, their experiences, the environment, and the purpose for speaking” (p.1). This definition highlights the dynamic nature of spoken communication, emphasizing that meaning is not merely transmitted but co-constructed through interaction. The effectiveness of spoken discourse is shaped by multiple factors, including the speakers' backgrounds, the situational context, and the communicative objectives. Thus, speaking is not a fixed or isolated skill but rather a flexible and context-

dependent process that evolves based on the interaction between interlocutors. According to Hedge (2001), speaking is “a skill by which people are judged while first impressions are being formed” (p.261). It means that speaking ability is a key factor in how individuals are evaluated by others, particularly during initial interactions when first impressions are formed.

Cora and Knight (2006) add that “speaking is the act of producing and generating spoken language in order to deliver a message in a variety of situations and contexts” (p. 261). Moreover, Luoma (2004, p. 1) states that “speaking a foreign language is very difficult, and competence in speaking takes a long time to develop.” This means that mastering spoken communication involves more than just knowing vocabulary and grammar; it requires consistent practice and gradual improvement.

According to Bygate (1987):

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 learned and which, for many, is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.

Burnkart (1998) emphasizes that speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. This means that spoken language is not only a means of conveying information but also a fundamental tool for social interaction, enabling individuals to express ideas, build relationships, and navigate various communicative situations. Speaking involves both linguistic and pragmatic competencies, requiring speakers to adapt their discourse according to the context, audience, and communicative intent.

We can conclude from the definitions discussed above that speaking skills are crucial productive abilities, involving both the production and exchange of information. This process requires fluency, accuracy, and effective interaction in order to achieve successful communication.

1.2 The Importance of Speaking Skill

In the context of teaching English as a second or foreign language, speaking plays a crucial role in supporting success in the higher education journey. According to Baker and Westrup (2003), a student who can speak English well may have better opportunities for higher education, employment, and career advancement.

Nunan (1991, p. p.39) argues that “learning the speaking skill is the most important aspect of learning a second or foreign language, and success is measured on the capacity to engage effectively in conversation using the language.”

Swain (1985) underscores the importance of speaking, stating that speaking enables learners to acquire new forms of language. Along the same path, Littlewoods (1981, p. 1) stresses that “speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.” Ur (1996) asserts that among the four language skills, reading, listening, writing, and speaking, speaking is the most crucial for effective communication. In addition, Howarth (2001) agreed that speaking is the most essential skill a language learner needs.

1.3 Characteristics of Speaking Performance

1.3.1 Fluency

The first characteristic of speaking performance is fluency. Crystal (1987) defines fluency as "a smooth, rapid, effortless use of language" (p. 421). Ellis and Barkhuizen (2005), following Skehan (1998), define fluency as "the capability to produce language in real time without undue pausing or hesitation" (p. 3). This means expressing thoughts naturally and efficiently without struggling to find words or structure sentences. Hedge (2001) elaborates that fluency involves responding in a coherent manner by properly linking words and phrases, articulating sounds clearly, and applying appropriate stress and intonation. Hedge expands on this idea by explaining that fluency involves more than just speaking continuously; it requires coherence. This means that words and sentences should be logically connected so that the message makes sense. Additionally, proper pronunciation, stress, and intonation help convey meaning clearly.

1.3.2 Accuracy

Accuracy in EFL speaking performance refers to the correct use of grammar, vocabulary, and pronunciation. It means that learners produce language that is free from errors in structure and word choice, making their speech more understandable and appropriate. According to Scrivener (2005, pp. 160-162), accuracy is the ability to speak correctly without making significant errors. Similarly, Thornbury (2005) explains that achieving accuracy involves selecting suitable words that fit the given context.

1.3.3 Grammar

Grammar in speaking performance refers to the correct use of sentence structures, verb tenses, word order, and agreement rules. According to Ellis (2006), grammatical competence is a key aspect of communicative competence, enabling learners to produce structurally correct and meaningful utterances. Without sufficient grammatical knowledge,

learners may struggle to convey their intended messages accurately, leading to misunderstandings.

1.3.4 Vocabulary

According to Nation (2001), a sufficient vocabulary range allows learners to express ideas clearly and participate in conversation without excessive hesitation. Harmer (2001) states that “vocabulary accuracy means using the words appropriately in speech” (p. 23). This means that choosing correct words ensures clear communication. With Ur (1996), vocabulary consists of the words that are taught in a foreign language. When learners can select the appropriate words accurately, it demonstrates their precision and correctness in vocabulary usage.

1.3.5 Pronunciation

Thornbury (2005) emphasizes that pronunciation is usually the least focused-on aspect of language learning. To speak English correctly, learners need to understand the rules of pronunciation and be aware of the different sounds and how they are pronounced. Additionally, they must understand aspects such as stress, intonation, and pitch. These elements help learners speak English fluently and effectively.

1.4 Types of Classroom Speaking Performance

According to Brown (2001, pp. 271-274), there are several types of speaking performance in language learning, these include:

1.4.1 Imitative

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A small part of classroom speaking time can be used for practicing “human tape recorder” speech, where learners, for example, focus on intonation patterns or specific vowel sounds. This type of imitation is not meant for meaningful communication but is aimed at concentrating on specific language features.

1.4.2 Intensive

Intensive speaking goes beyond imitation by focusing on practicing specific aspects of pronunciation or grammar. It can be done independently or as part of pair work, where learners practice and repeat certain language forms.

1.4.3 Responsive

This type of speaking involves short responses to specific prompts, often in the form of questions or requests. These interactions may be brief, but they are meaningful and require learners to demonstrate understanding and appropriate reactions in a given context.

1.4.4 Transactional (Dialogue)

In this type of speaking, learners are required to speak, take notes, and then read from a script while presenting their topic. According to Brown (2007), this form of speaking involves the process of gathering and exchanging information.

1.4.5 Interpersonal (Dialogue)

This is primarily used to maintain social connections rather than to exchange factual information. These types of conversations can be more challenging for learners due to the inclusion of various elements such as:

- Informal language.

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- Colloquial expressions.
- Emotionally charged words.
- Slang.
- Ellipsis.
- Sarcasm.
- A hidden “agenda.”

1.4.6 Extensive (Monologue)

At intermediate to advanced levels, students are asked to give extended monologues, such as oral reports, summaries, or brief speeches. The language used is more formal and careful. These speeches can be planned or said on the spot.

1.5 Activities to Teach Speaking

Engaging in speaking activities plays a crucial role in helping EFL learners develop their speaking skill. Examples of such activities are presented here:

1.5.1 Discussion (debate)

Classroom discussion (debate) is widely recognized as one of the most effective and engaging forms of oral expression. According to Thornbury (1998), the most successful discussions often arise spontaneously, either from something personal a learner shares or from a topic in the course material that sparks debate. Building on this, Krieger (2005) highlights that debate, as a structured form of discussion, is particularly valuable for language learning because it engages students cognitively and linguistically. Similarly, Halvorsen (2005) emphasizes that debate encourages learners to explore multiple viewpoints and promotes interaction not only with the subject matter but also with their peers.

1.5.2 Role Plays

It involves students taking on specific roles and acting out situations or scenarios, which can be based on real-life or fictional contexts. Ur (1984) emphasizes that role-playing is one activity to consider when a teacher wants to vary the kinds of spoken interaction experienced in the classroom. Role plays provide an opportunity for students to revise their understanding and perspective by exploring the thoughts and feelings of characters in a given situation. Thornbury (2005) notes that some students may feel uncomfortable acting as themselves in such activities. To address this, Byrne (1986) suggests two main options: learners can either assume their own identity in a fictional scenario or take on the role of an entirely imaginary character in a simulated situation.

1.5.3 Activities Using Pictures

This type of activity is particularly suitable for beginners who have limited speaking abilities or rarely express themselves. Using pictures encourages them to generate more words within meaningful sentences, enhancing their speaking performance while also fostering creativity. Challahan (1992) emphasizes the importance of using pictures in teaching, as visual media can be more effective and beneficial in the learning process. Similarly, Ur (1996) suggests that learners can achieve greater fluency when exposed to pictures for a second time, as these pictures enable them to produce words and sentences more quickly.

1.5.4 Storytelling Task

Storytelling in EFL refers to a structured oral activity in which learners narrate events, either real or fictional, to develop their linguistic and communicative competence. According to Thornbury (2005), “narration has always been one of the main means of

practicing speaking in the classroom, although this used to take the form of having learners recount folk tales or amusing or dramatic incidents based on a series of pictures” (p. 96). Similarly, Harmer (2008) defines storytelling as a communicative task that enhances learners' speaking skill by encouraging structured speech production, fluency, and interaction through meaningful content.

1.5.5 Communicative Tasks

Communicative tasks are engaging activities that foster a sense of enjoyment in the classroom, benefiting both students and teachers. Additionally, these tasks serve multiple linguistic purposes. According to Thornbury (2005), communicative activities possess the following key characteristics:

- Tasks should be based on real-life situations.
- Language should be used creatively and humorously to achieve specific outcomes.
- Activities should promote student interaction and active practice.
- Students should have the freedom to use language without restrictions. (p. 79)

1.5.6 Academic Presentations

Academic presentations are structured oral performances in which students formally present information on a specific topic, often using visual aids. As a classroom speaking activity, they develop fluency, accuracy, pronunciation, and public speaking skill while fostering critical thinking and academic discourse competence.

1.6 Students' Problems in Speaking

Many learners struggle to speak effectively in a foreign language. This difficulty arises from several factors that hinder their speaking skill development. Zhang (2009) stated that speaking is the most challenging skill for most English learners, as many remain unable to

communicate fluently in spoken English. Similarly, Ur (1996) identified multiple reasons that make speaking difficult, which are outlined as follows:

1.6.1 Inhibition

The first challenge students face in the classroom is inhibition. When they attempt to speak, they often feel hesitant due to fear of making mistakes and receiving criticism. Additionally, they may feel embarrassed by the attention of their classmates. Littlewood (2007) stated that the language classroom itself can contribute to students' feelings of inhibition and anxiety.

1.6.2 Lack of Topical Knowledge

The second challenge is that learners often feel they have nothing to say and lack the motivation to speak. Rivers (1968) suggests that this may happen because teachers choose topics that are not suitable or that students do not know much about. Similarly, Baker and Westrup (2003) explain that learners find it difficult to respond in a foreign language because they are unsure of what to say, which words to use, or how to form correct sentences.

1.6.3 Low Participation

The third challenge in speaking classes is the low level of student participation. In large classrooms, individual speaking opportunities are limited, as only one student can speak at a time while the rest of the class listens. Additionally, some learners tend to dominate discussions, leaving others with minimal opportunities to speak or preventing them from participating at all.

1.6.4 Mother-Tongue Use

The final issue related to speaking ability is the tendency of learners who share the same mother tongue to use it in speaking classes, as it feels more convenient for them. Harmer (1991) identifies several reasons for this behavior. Firstly, when learners are asked to discuss a topic they lack sufficient knowledge about, they resort to their native language. Secondly, the use of the mother tongue occurs naturally, making it the default means of communication. If teachers do not actively encourage students to speak in English, they will instinctively rely on their first language to clarify ideas for their peers. The final reason is that when teachers frequently use their students' first language, it creates a comfortable environment where learners feel encouraged to do the same in their speaking classes.

1.7 Approaches to Teaching Speaking

Kroeker (2009, as cited in Nazara, 2011) identifies three primary approaches to teaching speaking in a second or foreign language: the indirect approach, the direct approach, and the indirect plus approach.

1.7.1 The Indirect Approach

Dörnyei and Thurrell (1994) describe the indirect approach as a communicative method in which students develop speaking skills through interactive tasks, including discussions, role-plays, information-gap activities, and problem-solving exercises. This approach is applied in various language teaching methods, such as the Audiolingual Method, Community Language Learning, and Communicative Language Teaching, based on the assumption that meaningful interaction fosters speaking proficiency (Brown, 2001).

However, Nunan (1999) critiques this approach, stating that while it provides opportunities for communication, it often results in the reproduction of memorized utterances rather than truly spontaneous speech. Additionally, the indirect approach is less structured than other

methods, making it more suitable for upper-level learners who have already developed foundational speaking skills and seek fluency-based practice (Nazara, 2011).

1.7.2 The Direct Approach

Dörnyei and Thurrell (1994, as cited in Nazara, 2011) define the direct approach as a structured method that explicitly teaches micro-skills, communication strategies, and discourse structures essential for oral proficiency. Brown (2001) states that this approach could be very effective if explicit instruction is supplemented with meaningful practice. It allows students to analyze real speech transcripts and recognize deficiencies in their spoken production. Sayer (2005) emphasizes that this method helps students identify common errors by exposing them to authentic speech samples, facilitating a more conscious approach to language learning. However, Skehan (1998) argues that the direct approach over-relies on skills and strategies, often neglecting linguistic accuracy. Similarly, Cook (1989) contends that certain elements of spoken interaction, such as turn-taking, pitch variation, and overlapping speech, are often processed unconsciously and, therefore, cannot be explicitly taught.

1.7.3 The Indirect Plus Approach

Thornbury and Slade (2006, as cited in Nazara, 2011) describe the indirect plus approach as a systematic combination of communicative practice, structured language input, and explicit instruction. This approach shares similarities with the principled communicative approach (Celce-Murcia et al., 1997) and task-based learning (Willis, 2021), as it blends real-world speaking tasks with structured consciousness-raising activities. A key feature of this approach is the systematic sequencing of exposure, instruction, and practice, ensuring that explicit teaching is introduced at strategic points in the lesson. Teaching begins with teacher-student collaboration to determine learners' needs,

abilities, and conversational content (Nazara, 2011). Gibbons (as cited in Thornbury & Slade, 2006) emphasizes that the indirect plus approach demands skilled teachers and motivated learners, as it encourages active classroom participation and decision-making. However, Thornbury (1998) notes that many language classrooms remain heavily grammar-focused, which makes implementing conversation-based methodologies challenging.

1.8 Principles of Teaching Speaking Skill

According to Anuradha et al. (2014), the following principles should be applied when teaching speaking skill:

- Encourage students to speak from the very first day or as soon as possible, rather than waiting until they have acquired a substantial vocabulary or set of phrases.
- Accept that some students may initially rely on repetition as they develop their speaking skills.
- Be patient if a student responds with only a single-word answer, allowing them time to build confidence.
- Allow learners to communicate using whatever English proficiency they currently possess.
- Introduce sentence structures, phrases, and vocabulary, encouraging students to practice and apply them in different contexts through extensive drilling.
- Promote techniques such as back-chaining or forward-building to help students construct longer sentences by combining multiple shorter ones.
- Incorporate role-play and pair-work activities frequently, providing guidance to support active learners and encourage participation from quieter students.
- Ensure thorough lesson planning, including well-structured activities and tasks.

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- Allow students to make errors in the early stages of learning, as frequent corrections and interruptions can hinder fluency and decrease their confidence.

Conclusion

To conclude, this chapter discussed the speaking skill, its importance, and the difficulties learners face in speaking English. It also covered different teaching methods, classroom activities, and principles of teaching speaking skills. Understanding these points helps teachers support students in becoming more confident and effective speakers. This chapter provides a basis for further discussion on how to develop speaking skill in the EFL classrooms.

CHAPTER TWO

ORAL PRESENTATIONS

CHAPTER TWO: OVERVIEW OF ORAL PRESENTATIONS

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Introduction

This chapter encompasses the major features and aspects of oral presentations, starting with their definition and overall importance. It then explores the different types of oral presentations and their advantages. A particular focus is placed on students' difficulties in delivering presentations. The chapter also presents the structure of an oral presentation, outlining its key components and how each contributes to effective communication. Furthermore, it discusses the key evaluation criteria for oral presentations. Finally, it highlights the teacher's role in guiding and supporting students throughout the presentation process.

2.1 Definition of Oral Presentations

According to Baker (2000), oral presentation is like a formal conversation, speaking to a group as a natural activity. Mandal (2000, p. 8) states that "presentations are speech that is usually given in business, technical, professional, or scientific environments." Levin and Topping (2006) define an oral presentation as a carefully prepared and rehearsed spoken address; this form of delivery involves a presenter introducing information to an audience without relying on full memorization or reading directly from a script. This definition highlights the importance of planning and practice while allowing flexibility in delivery. Unlike scripted speeches, oral presentations require active engagement with the audience, enabling presenters to adjust their tone, pace, and content based on listeners' responses. This approach not only enhances communication effectiveness but also helps develop essential skills such as clarity, confidence, and adaptability in both academic and professional contexts.

De Grez (2009) describes oral presentation competence as the integration of knowledge, skills, and attitudes essential for effective public speaking, enabling individuals to inform, express themselves, establish connections, and persuade their audience.

2.2 Importance of Oral Presentations

The use of oral presentations plays a crucial role in the EFL learning and teaching process. According to Chivers and Shoolbred (2007), “doing presentations is a very good learning experience” (p. 5). King (2002, p. 413) adds that “the introduction of oral presentations to EFL classrooms provides a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public.” Hedge (2001) identified presenting as a valuable teaching strategy, as it introduces variety into the classroom and enables students to learn from one another rather than solely relying on the teacher.

Pinar and Trapp (2011, as cited in Brooks & Wilson, 2014) found that integrating oral presentations into the classroom led to increased student interaction and participation, heightened engagement in learning, and significant improvements in communication and presentation skills. Meloni and Thompson (1980) emphasize that “if properly guided and organized, oral presentations provide a learning experience and teach lifelong skills that will be beneficial to ESL/EFL students in all school subjects, and later in their careers” (p. 503). They argue that such presentations not only facilitate learning but also cultivate essential lifelong skills. These competencies are advantageous for ESL and EFL students, not only in their academic pursuits across various subjects but also in their future professional careers.

2.3 Types of Oral Presentations

According to AL-Issa and AL-Qubtan (2010), oral presentations can be divided into three types: controlled, guided, and free.

2.3.1 Controlled

Controlled oral presentations are designed for beginner to elementary-level EFL learners, typically between the ages of 6 and 12. At this stage, teachers limit the selection of topics, grammar structures, and vocabulary to facilitate comprehension and ease of presentation. Due to students' limited familiarity with technology, presentations are often written on paper and read aloud. The primary objectives are to enhance learners' confidence, promote classroom engagement, and develop fundamental language skills.

2.3.2 Guided

Guided oral presentations are intended for lower-intermediate to intermediate EFL learners who require structured support in selecting appropriate topics, grammar, and vocabulary. While their language proficiency is more advanced than beginners, they may still make frequent errors, which can affect their confidence, particularly in accuracy-focused learning environments. Students at this level can incorporate visual aids such as PowerPoint slides or printed handouts to enhance their presentations.

2.3.3 Free

Free oral presentations are designed for upper-intermediate to advanced EFL learners (ages 16–22), providing them with full autonomy in selecting topics, structuring their content, and utilizing complex linguistic forms. They are allocated extended presentation times and are expected to demonstrate a high level of grammatical and lexical proficiency. Students present on diverse and academically relevant topics, including social issues,

cultural themes, and technological advancements, often incorporating visual aids such as PowerPoint slides. They generally exhibit linguistic accuracy and confidence, particularly in responding to post-presentation discussions. Unlike lower-proficiency learners, they can engage in analytical questioning, while question sessions may be excluded for lower-level students to minimize anxiety and comprehension challenges.

2.4 Structure of an Oral Presentation

According to Živković (2014), an effective oral presentation follows a clear structure, typically divided into three main components: introduction, main body, and conclusion. Each section serves a specific purpose and contributes to the overall clarity and impact of the presentation.

2.4.1 Introducing the Presentation

The introduction is the starting point of the presentation and plays a key role in engaging the audience. It should begin with a greeting, a self-introduction, and a clear statement of the topic. The speaker should also briefly outline the main points that will be discussed. A strong introduction not only grabs attention but also prepares the audience for what to expect. It should be simple, clear, and well-articulated, creating a connection between the speaker and listeners from the very beginning.

2.4.2 Main Body

The main body is where the core content of the presentation is delivered. It typically includes the methods, results, or key points related to the topic. Information in this section must be presented in a logical and organized way, whether by order of importance, by theme, or chronologically. Presenters should clearly state their main ideas and support

them with examples or evidence. Visual aids, such as slides or charts, can be used to enhance audience understanding and maintain interest. This section requires good planning and organization to ensure clarity and engagement.

2.4.3 Concluding the Presentation

The conclusion wraps up the presentation by summarizing the key points discussed. It should reaffirm the purpose of the talk and highlight the most important takeaways. A strong conclusion provides closure and often invites questions or comments from the audience to encourage further interaction. According to Živković (2014), this final part should leave a lasting impression and reinforce the value of the presented information.

2.5 Advantages of Oral Presentations

According to Al-Issa and Al-Qubtan (2010, p.228) oral presentations have several advantages, which are presented as follows:

2.5.1 Integrating Language Skills

Oral presentations facilitate the simultaneous development of key language skills, including speaking, listening, reading, and writing. While presenters verbally communicate their ideas, the audience engages with the presentation by reading visual aids, listening attentively, and taking notes. This interaction creates a comprehensive learning experience that reinforces language proficiency in a meaningful and integrated manner.

2.5.2 Practicing Speaking

Speaking is often one of the least practiced skills in EFL classrooms, where traditional methods focus primarily on reading and writing. Oral presentations provide students with an opportunity to develop their speaking abilities in a structured yet interactive way. By

articulating their ideas in front of an audience, students build confidence, improve pronunciation, and enhance their ability to express thoughts fluently and coherently.

2.5.3 Developing Decision-Making Skills

In some cultural contexts, students have limited opportunities to make independent decisions, as choices are often made for them by family members or educators. Oral presentations empower students by allowing them to select their topics, organize their content, and determine how to convey their message. This process encourages autonomy, enhances problem-solving abilities, and strengthens students' confidence in making independent decisions.

2.5.4 Preparing for Real-Life Situations

Public speaking is a crucial skill required in various academic and professional contexts. Presenting in front of an audience helps students develop the confidence and communication skills necessary for real-world situations, such as job interviews, workplace meetings, and academic discussions. Through repeated practice, students become more comfortable speaking publicly, improving their ability to convey information effectively in different settings.

2.5.5 Acquiring Knowledge Through English

Since English is a global language, exposure to authentic materials is essential for students' academic and linguistic development. Oral presentations require students to conduct research, analyze information, and present their findings in English. This process deepens their understanding of various subjects while also improving their comprehension and analytical skills. Additionally, engaging with diverse sources enhances their ability to use English in meaningful and purposeful ways.

2.5.6 Promoting Learner-Centeredness

Traditional teaching methods often emphasize passive learning, where students memorize information without actively engaging in the learning process. Oral presentations encourage students to take responsibility for their own learning by conducting research, preparing materials, and delivering content. This shift toward student-centered learning promotes independence, critical thinking, and active participation, making the learning experience more dynamic and reflective.

2.5.7 Expanding the Teacher's Role

In conventional classrooms, teachers are typically the primary source of knowledge, controlling the flow of information. However, oral presentations shift some of this responsibility to students, transforming teachers into facilitators. Instead of solely delivering content, teachers provide guidance, support, and feedback, fostering a more collaborative and interactive classroom environment. This approach encourages students to take initiative and develop self-directed learning habits.

2.5.8 Enhancing Technological Literacy

Oral presentations encourage students to utilize modern technology, such as presentation software, multimedia tools, and digital resources. This exposure not only enhances the quality of their presentations but also helps them develop essential technological skills. As digital literacy becomes increasingly important in both education and the workplace, learning to effectively use technology for communication and information sharing provides students with a valuable advantage.

2.6 Students Difficulties in Oral Presentations

Fazliza and Shazlin (2016, as cited in Darmansyah, 2018) stated that the difficulties in oral presentation fall into three categories: learners' personal traits, presentation skills, and audience and lecturer.

2.6.1 Students' Personal Traits

Personality traits are generally described as enduring patterns of behavior, thinking, and emotions that characterize individuals. These traits can be categorized into two main types:

2.6.1.1 Anxiety

According to Fremouw and Breitenstein (1990), speech anxiety is defined as "maladaptive cognitive and psychological reactions to environmental events that result in ineffective public speaking behaviors" (p. 445). This means that when individuals experience speech anxiety, their thoughts and emotions interfere with their ability to speak effectively, making them feel nervous, stressed, or unable to communicate clearly in front of an audience.

2.6.1.2 Lack Confidence

Self-confidence is a major issue in the field of learning a foreign language. Nunan (1999) stated that lack of confidence leads to high communication apprehension. Therefore, it is essential for EFL students to build strong self-confidence in order to achieve good speaking proficiency.

2.6.2 Presentation Skills

2.6.2.1 Topic

The first challenge students face is related to the topic. According to Rivers (1968), students' difficulties in presentations often come from the topic itself. When they are assigned a complex or unfamiliar topic, they struggle to comprehend it fully, leading to confusion. Due to their limited knowledge of the subject, they find it difficult to understand the material, which results in uncertainty and fear that their points may be inaccurate.

2.6.2.2 Grammar and Vocabulary

Thornbury and Slade (2006) state that one of the difficulties students face in speaking is consciously transferring their first language (L1) into the second language (L2). This makes it harder for presenters to form correct sentences with proper grammar and vocabulary, as they have to think about the grammar rules while speaking.

2.6.2.3 Visual Aids

Anderson (2004) describes visuals as any elements that can be seen and assist listeners in following, maintaining attention, and staying engaged during an oral presentation. There are various types of visual aids, including whiteboards, flip charts, tables, OHPs, PowerPoint presentations, diagrams, and videos. However, students often struggle with using visual aids, particularly PowerPoint. According to Mandel (2000), students face difficulties in organizing the appearance of slides, with one of the main issues in technical presentations being the excessive use of slides. Chivers and Shoolbred (2007) further support this by stating that an overload of information on slides is a common problem. Additionally, the use of too many font styles and inappropriate images that are not visible from a distance also contribute to these difficulties.

2.6.2.4 Time Management

Chivers (2007) emphasized that time management is crucial for preparing and delivering effective presentations, yet it often becomes a source of stress for students. This suggests that students should plan their time carefully before their turn and manage it efficiently during the presentation.

2.6.3 Audience and Lecturer

Each oral presentation in the classroom involves both the audience and the lecturer. One of the main sources of anxiety for students during presentations is the fear of facing both the audience and the lecturer. Many students are also afraid to make eye contact with the audience, as it increases their anxiety. The room's atmosphere, especially when the presenter faces a large group that includes both the audience and the lecturer, can also affect their performance.

2.7 Evaluation Criteria for Oral Presentations

Oral presentations are widely used in higher education as a means of assessing both content knowledge and communicative competence, especially in EFL contexts. They not only reflect students' ability to organize and convey information but also demonstrate their interaction with the audience and use of language in real-time situations. As proposed by Segara et al. (2018) and further developed by Michelson and Peleg (2021), the evaluation criteria for oral presentations encompass both verbal and non-verbal dimensions, which are outlined as follows:

2.7.1 Content

This criterion focuses on the substance and structure of the presentation. A strong presentation should present accurate, relevant, and sufficiently developed content that

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aligns with the topic and academic level of the learners. Content must be logically organized, beginning with a clear introduction that outlines objectives, followed by a coherent body that elaborates on key points with supporting evidence, and concluding with a summary and possible recommendations. Students are expected to demonstrate critical thinking, depth of understanding, and the ability to synthesize information from credible academic sources. Inadequate content, factual errors, or a disorganized structure often indicate insufficient preparation or surface-level engagement with the topic.

2.7.2 Delivery

Delivery evaluates how effectively the speaker communicates the content. It includes clarity of speech, pronunciation, pacing, and intonation. Fluent and articulate delivery contributes to audience comprehension and reflects a speaker's confidence and preparedness. Pauses, fillers (e.g., "uh," "you know"), and poor articulation may disrupt understanding and reflect nervousness or lack of rehearsal. Visual contact with the audience, appropriate volume, and enthusiasm are also essential aspects of effective delivery. In EFL contexts, instructors may pay close attention to language accuracy (grammar and vocabulary use), as this can indicate the student's language proficiency level. Successful delivery requires balancing accuracy with fluency and adjusting speech to suit the audience's level of understanding.

2.7.3 Collaboration

In group presentations, collaboration assesses teamwork, coherence, and the equitable distribution of speaking roles among participants. A well-coordinated group presentation demonstrates mutual support, turn-taking, and smooth transitions between speakers. Effective collaboration also involves collective responsibility for the project, shared preparation, and conflict resolution skills. Lack of coordination, such as interruptions, overlapping speech, or uneven participation, may indicate insufficient group planning or

dominance by one speaker. Teachers often evaluate how well the group maintains a unified structure and whether all members contribute equally to the delivery and content. This criterion is particularly significant in assessing students' interpersonal and cooperative learning skills, which are essential in real-world professional settings.

2.7.4 Body Posture

Body posture plays a critical role in non-verbal communication. It includes the speaker's stance, movement, gestures, and general physical presence. A confident posture such as standing upright, using open hand gestures, and moving purposefully, can enhance the speaker's credibility and help maintain audience engagement. In contrast, slouched posture, fidgeting, or rigid stillness may signal anxiety or disengagement. Effective speakers use gestures to emphasize important points and navigate between sections of their talk. This non-verbal behavior not only supports the verbal message but also helps manage stage presence and audience interaction. For EFL learners, training in body language is especially beneficial to compensate for linguistic limitations.

2.7.5 Facial Expressions

Facial expressions are powerful tools for conveying emotion, enthusiasm, and interest. Smiling, raising eyebrows, or changing expressions appropriately during a presentation can make the speaker appear more approachable, confident, and engaging. Facial cues support verbal messages by reflecting the speaker's attitude toward the topic and their level of involvement. A monotone or expressionless face may disengage the audience or create the impression that the speaker is unprepared. In EFL presentations, facial expressions can also serve to clarify meaning, particularly when vocabulary may be lacking. Thus, they play a supportive role in enhancing both affective engagement and message clarity.

2.7.6 Acoustic Features

Acoustic features refer to vocal elements such as tone, pitch, volume, pace, rhythm, and stress. These elements influence the intelligibility and emotional impact of the message. A well-modulated voice with variation in tone and pitch helps avoid monotony and sustains the audience's attention. Pace should be controlled, neither too fast to confuse the audience nor too slow to bore them. Proper intonation helps signal the structure of the presentation (e.g., introductions, transitions, conclusions) and emphasizes key ideas. In EFL contexts, appropriate stress and intonation patterns are crucial for intelligibility and listener comprehension. Evaluation of this criterion encourages students to develop their prosodic features, which are often neglected in language learning but vital for effective communication.

2.8 The Teacher's Role in Oral Presentations

According to King (2002), the teacher's role in oral presentations includes providing clear guidelines, organizing groups, assisting students in choosing topics, supporting their research, and helping them use visual aids. The teacher is also responsible for conducting Q&A sessions, giving feedback on the organization of ideas, and evaluating students' performance. The steps to prepare students for successful oral presentations are as follows:

Step 1: Providing Guidelines

Clear guidelines help students prepare effectively for oral presentations. Outlining objectives and explaining the purpose of the activity encourages participation and enhances achievement. Distributing assignment forms (Appendix A) allows students to divide tasks, while emphasizing time limits ensures better time management. Extra time should be

allocated for peer evaluations, and grading criteria must be clearly stated to set expectations.

Step 2: Grouping and Scheduling Student Presentations

Assigning 4–5 students for each group promotes efficiency, collaboration, and reduced anxiety. Scheduling two groups for each week ensures better time management. Allowing students to select their own partners facilitates coordination, while appointing a group coordinator ensures equitable task distribution.

Step 3: Choosing Topics and Gathering Information

Projects allow students to explore topics in detail, enhancing self-expression and creativity. They can select topics from three categories: event-oriented, student-initiated, and in-depth studies. Lower-level students are not required to conduct research but are encouraged to do so. Topic choices often reflect students' language proficiency and interests, with some preferring skits, while advanced students focus on current events or university-related issues. Teachers can support students by guiding them to useful resources such as newspapers, magazines, websites, surveys, and libraries. Additionally, they can showcase topics from previous classes, discussing their strengths and weaknesses, and use past student presentations as examples to demonstrate effective and ineffective presentation skills.

Step 4: Handling Technical Problems

Students should be trained to handle equipment in advance to avoid last-minute technical issues. Teachers should emphasize the importance of checking technical setups

and rehearsals to prevent disruptions. Over-reliance on visual aids can detract from the presentation, so they should be used to support, not to dominate the shows.

Step 5: Holding Q&A Sessions

Q&A sessions help identify potential difficulties early. Teachers should ensure students are familiar with available equipment and troubleshoot possible issues before the presentation. Students should also be encouraged to seek help with technical or language challenges.

Step 6: Preparing Peer and Teacher Evaluation Forms

Peer evaluation forms provide feedback on strengths and weaknesses, while teacher evaluation forms clarify expectations and grading criteria. These forms ensure transparency and accountability, helping to avoid issues such as the “free-rider effect.” Teachers should also ensure equipment, such as microphones, is prepared in advance and advise students on maintaining effective presentation techniques.

Conclusion

To conclude, this chapter has explored the key aspects of oral presentations, including their definition, importance, types, and advantages. It has also examined the structure of an oral presentation. In addition, the chapter addressed common challenges students may face, the evaluation criteria for oral presentations, and the teacher’s role in supporting learners. It has emphasized the significance of oral presentations in language learning. Overall, oral presentations are an essential tool for developing speaking skill and enhancing communication in EFL contexts.

CHAPTER THREE
DATA ANALYSIS AND
RESULTS

CHAPTER THREE: DATA ANALYSIS AND RESULTS

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Introduction

This chapter presents the practical phase of the study, focusing on the collection and analysis of data related to the role of oral presentation projects in developing EFL students' speaking skill. Moving beyond theoretical discussion, the aim here is to gain first-hand insights from those directly involved in the teaching and learning process. To this end, two questionnaires were designed and distributed, one targeting third-year LMD students and the other directed at oral expression teachers within the English Department at Biskra University. These instruments were chosen for their ability to gather a broad range of perspectives, allowing for a nuanced understanding of how oral presentations are perceived, implemented, and experienced in the classroom. The data obtained serves as the foundation for evaluating the effectiveness of oral presentations as a pedagogical tool for enhancing speaking proficiency.

3.1 Research Methodology

The selection of the research method was based on the nature and objectives of the study. Accordingly, the descriptive method was employed to support the collection and analysis of data in a structured and flexible manner. This approach enables a systematic examination of the topic under investigation and allows for the documentation of participants' experiences, perceptions, and behaviors. A qualitative perspective was also integrated to incorporate open-ended responses, which may reveal a range of relevant themes and contribute to a broader understanding of the research focus. This methodological combination aligns with the requirements of educational research, where context and participant input are central to the analysis.

3.2 Data Gathering Tools

To gather data for this study, two separate questionnaires were designed: one targeting oral expression teachers and another aimed at third-year LMD students. The rationale for choosing questionnaires as the primary data collection tool lies in their efficiency, flexibility, and ability to gather a large amount of data from diverse respondents in a relatively short period of time (Dörnyei, 2007). Questionnaires are particularly suitable for research in educational settings because they enable the researcher to obtain both quantitative and qualitative insights into participants' attitudes, beliefs, and experiences (Cohen, Manion, & Morrison, 2002).

In this study, the questionnaires were structured to explore perceptions regarding the role of oral presentations in enhancing EFL learners' speaking skill. By using both closed-ended and open-ended questions. Furthermore, since the study involves a relatively large population of students and teachers, questionnaires provided a practical means of collecting standardized responses that could be systematically analyzed and compared.

3.3 Population and Sample

To gather relevant data for this study, two main groups were selected as the population: third-year LMD students and teachers of oral expression at the English Department of Biskra University. A randomly selected sample of thirty (30) third-year students participated in the study. This group was selected as students at this level are typically expected to have experience with oral presentations, including both preparation and delivery. Moreover, oral presentations are more frequently integrated into their curriculum, which increases their familiarity with related techniques and assessment criteria,

potentially allowing them to provide relevant feedback on the development of speaking skill.

In parallel, ten (10) oral expression teachers were also randomly selected to obtain varied insights into the implementation of oral presentations in EFL classrooms. Random sampling was used to minimize bias and to help ensure a representative selection, as each teacher may bring different perspectives, teaching methods, and professional experiences. Their input is considered important for examining the pedagogical use of oral presentations and identifying any challenges involved in their application.

3.4 The Administration of the Questionnaires

The questionnaires were administered to participants at the English Department of Biskra University over a three-day period. They were monitored in-presence, without deliberate intervention in the choice of answers, to ensure that both students and teachers fully understood the content and to prevent any ambiguity that might affect the clarity or completeness of their responses.

3.5 Aim of the Questionnaires

The questionnaires are designed to collect data on the role of oral presentations in the development of EFL learners' speaking skill. They investigate students' experiences and challenges, along with teachers' perspectives on the use and effectiveness of this classroom technique. By incorporating both viewpoints, the study seeks to explore the potential contribution of oral presentations to speaking skill development. The findings will be used to assess the extent to which the research hypothesis is supported by participants' responses.

3.6 Description of the Questionnaires

This section outlines the description of the two questionnaires used in the study: one for teachers and one for students. Each questionnaire aims to collect valuable data on participants' experiences and perceptions regarding speaking skill and oral presentations in the classroom.

3.6.1 Students' Questionnaire

The student's questionnaire consists of three main sections. The first section, background information, includes five (5) items covering students' gender, age, academic background, their reasons for choosing English studies, and their perceived level of speaking proficiency.

The second section, speaking skill, includes eight (8) questions addressing students' perceptions of the four language skills, with a focus on identifying which skill they find most difficult. It further explores their opinions regarding the adequacy of oral presentation course time in improving their speaking skill, the typical classroom activities they engage in, the activities they find most effective for developing their speaking ability, and the common problems they face when speaking English.

The third and final section, oral presentations, consists of nine (9) questions aimed at investigating students' attitudes toward the use of oral presentations as a classroom technique. It examines whether students enjoy oral presentations and whether they believe this practice helps enhance their speaking skill. Additionally, this section identifies the challenges students encounter during oral presentations, collects their opinions on the potential benefits of integrating oral presentations across all modules, and gathers their suggestions and advice for students who struggle with presentations, as well as recommendations to make oral presentations more effective in the classroom.

3.6.2 Teachers' Questionnaire

The teachers' questionnaire is divided into two main sections. The first section, background information, collected factual data about the participants, including three (3) items: gender, academic qualification, and the number of years they have been teaching English at the university.

The second section, speaking skill and oral presentations, consists of twelve (12) questions focusing on various aspects related to students' speaking difficulties and the use of oral presentations. It first investigates whether students encounter difficulties when speaking English and identifies the speaking activities commonly implemented in the classroom. It also explores whether teachers incorporate oral presentations into their teaching practices and, if so, the types of oral presentations they typically assign and the criteria they use to evaluate students' performance.

It examines the main reasons teachers choose to use oral presentations, the most common problems students face during presentations, and the strategies teachers employ to help students overcome these difficulties. Finally, this section seeks to determine whether teachers believe that oral presentations contribute to enhancing students' speaking skill and gather their advice on how to improve the implementation of oral presentations in the classroom.

3.7 Analysis of the Results

This chapter presents the analysis of the data collected from both the students' and teachers' questionnaires. The aim is to interpret the participants' responses in relation to the research questions concerning the role of oral presentations in developing EFL learners' speaking skill. The data are analyzed to offer a comprehensive understanding of

participants' perceptions, challenges, and suggestions. The results are organized thematically and statistically to highlight key trends and insights.

3.7.1 Students' Questionnaire

This section analyzes the responses gathered from third-year LMD students regarding their experiences and opinions on oral presentation tasks in their Oral Expression courses. The questionnaire includes both closed-ended and open-ended questions, allowing for a combination of numerical data and personal reflections. The results are presented in tables and figures where appropriate, followed by a discussion of the most significant findings.

Section one: Background Information

Item 01: Gender

- 1- Male
- 2- Female

Table 1: Students' Gender

Options	Frequency	Percentage
Male	8	26.67%
Female	22	73.33%
Total	30	100%

Table 1 shows that (26.67%) of the participants are male, while (73.33%) are female. This gender disparity may reflect varying levels of participation or representation within the context of the study.

Item 02: Age

1. 20-22
2. 23-25
3. Over 25

Table 2: Students' Age

Options	Frequency	Percentage
20-22	27	90%
23-25	3	10%
Over 25	0	0%
Total	30	100%

As shown above, out of 30 participants, (90%) are between the ages of 20 and 22, while (10%) are aged within the 23–25 range, and none are over 25 years old. This distribution suggests that most students are within the typical university age group, likely following a standard academic progression without significant delays. The lower percentage of students aged 23–25 may indicate cases of academic interruptions or late starters in higher education. The absence of students over 25 suggests that older individuals might be less inclined to pursue studies in this context, possibly due to professional or personal commitments.

Item 03: What was your educational stream (branch) before university level?

1. Literary
2. Scientific

Table 3: Students' Educational Stream

Options	Frequency	Percentage
Literary	20	66.67%
Scientific	10	33.33%
Total	30	100%

The data show that the majority of participants (66.67%) came from a literary background before entering university, compared to only (33.33%) from a scientific stream. This

indicates that the literary branch is more represented among the respondents than the scientific one.

Item 04: Your choice of studying English was:

1. Personal
2. Imposed
3. Advised

Table 4: Students' Choice of Studying English

Options	Frequency	Percentage
Personal	22	73.33%
Imposed	0	0%
Advised	8	26.67%
Total	30	100%

The results indicate that (73.33%) of the participants chose to study English based on personal interest, while (26.67%) were advised to do so. Notably, none of the students reported having their choice imposed on them. This suggests that the majority of students are intrinsically motivated to learn English, which may positively influence their engagement and academic performance in the subject.

Item 05: How do you describe your proficiency level in speaking?

1. Excellent
2. Good
3. Average
4. Poor

Table 5: Students' Description of their Speaking Proficiency

Options	Frequency	Percentage
Excellent	2	6.67%
Good	13	43.33%
Average	14	46.67%
Poor	1	3.33%
Total	30	100%

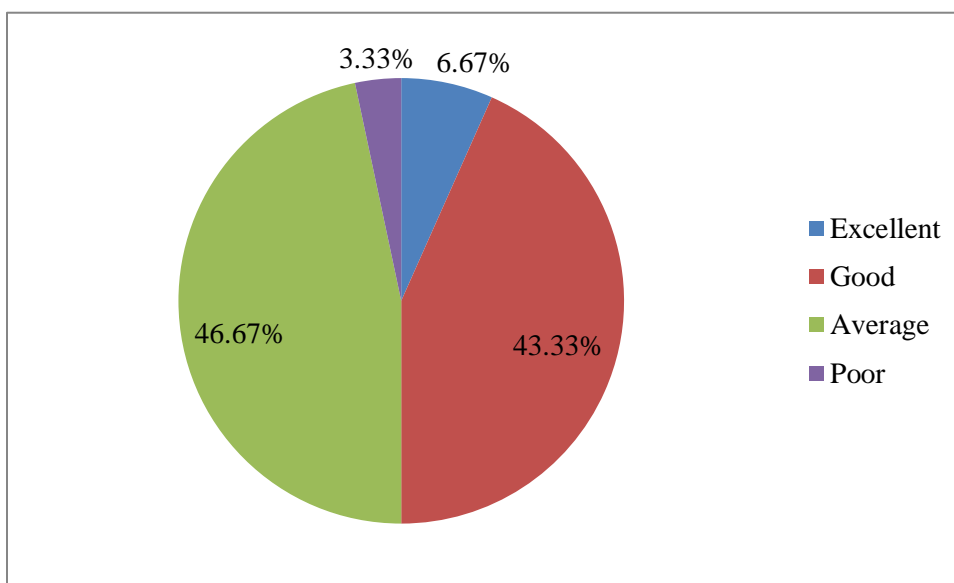


Figure 1: Students' Description of their Speaking Proficiency

From Table 5, it is observed that (6.67%) of students consider themselves excellent speakers, while (43.33%) rate their proficiency as good. The majority (46.67%) believe their level is average, and only (3.33%) see themselves as poor speakers. This variation in responses suggests that students have a clear awareness of their speaking abilities.

Section 2: Speaking Skill

Item 06: Which of the following language skills do you find most challenging to develop?

1. Listening

2. Reading
3. Writing
4. Speaking

Table 6: Students' Perceptions of the Most Difficult Skill

Options	Frequency	Percentage
Listening	2	6.67%
Reading	2	6.67%
Writing	11	36.67%
Speaking	15	50%
Total	30	100%

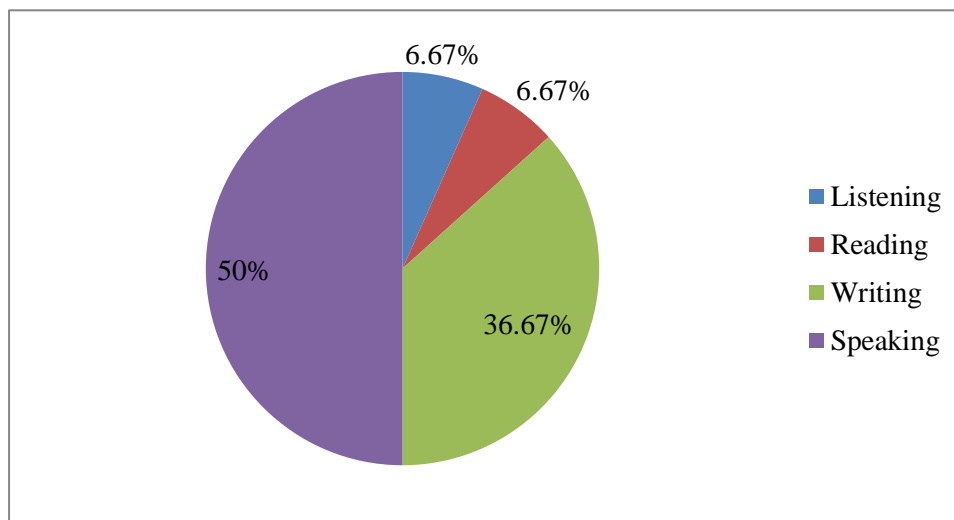


Figure 2: Students' Perceptions of the Most Difficult Skill

As shown in Table 6, speaking is the most challenging skill for students, with (50%) reporting difficulties in developing it. Writing follows with (36.67%), while fewer students struggle with listening (6.67%) and reading (6.67%).

Item 07: Do you like the oral expression module?

1. Yes
2. No

Table 7: Students' Attitudes Towards Oral Expression Module

Options	Frequency	Percentage
Yes	26	86.67%
No	4	13.33%
Total	30	100%

Out of 30 participants, (86.67%) enjoy the oral expression module, while (13.33%) do not. This suggests that most students have a positive attitude toward the course, which may reflect their interest in improving their speaking skill and engagement with the activities.

Item 08: How often do you participate in oral expression sessions?

1. Very often
2. Sometimes
3. Rarely
4. Not at all

Table8: Students' Participation in Oral Expression Sessions

Options	Frequency	Percentage
Very often	4	13.33%
Sometimes	21	70%
Rarely	5	16.67%
Not at all	0	0%
Total	30	100%

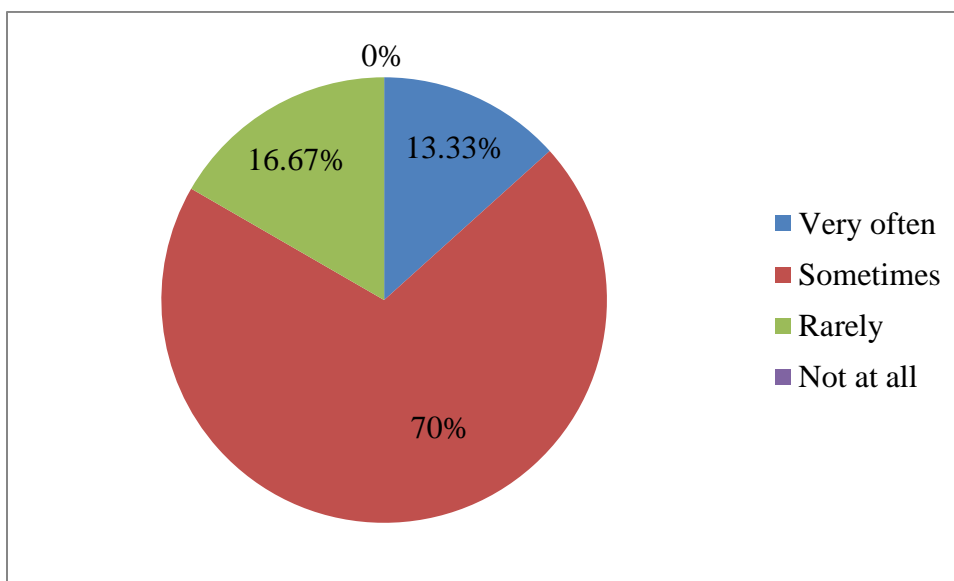


Figure 3: Students' Participation in Oral expression Sessions

From the analysis of students' responses, we noticed that the majority of students (70.00%) participate in oral expression sessions sometimes, while (13.33%) do so very often. A smaller percentage (16.67%) rarely participate, and none reported avoiding participation entirely.

Item 09: Do you find the allocated time for oral production sufficient for developing your speaking skill?

1. Yes
2. No

Table 9: Students' Views on Time Allocated to Oral Production

Options	Frequency	Percentage
Yes	10	33.33%
No	20	66.67%
Total	30	100%

As it is shown in the table, the majority of students (66.67%) believe that the allocated time for oral production is insufficient for developing their speaking skill, while only (33.33%) find it adequate. This suggests that most students feel the need for more opportunities to practice speaking in order to improve their proficiency.

Item 10: Do you find difficulties when speaking English?

1. Yes
2. No

Table 10: Students' Perceptions of Speaking Difficulties

Options	Frequency	Percentage
Yes	19	63.33%
No	11	36.67%
Total	30	100%

We can notice that the highest percentage of students (63.33%) face difficulties when speaking English, while (36.67%) do not encounter such challenges. This indicates that many students struggle with spoken communication.

Item 11: If yes, what are the main challenge you face when speaking English?

1. Inhibition
2. Lack of Topical Knowledge
3. Low Participation
4. Mother-tongue use

Table 11: Main Difficulties Faced in Speaking English

Options	Frequency	Percentage
Inhibition	6	20%
Lack of topical Knowledge	9	30%
Low Participation	10	33.33%
Mother-tongue use	5	16.67%
Total	30	100%

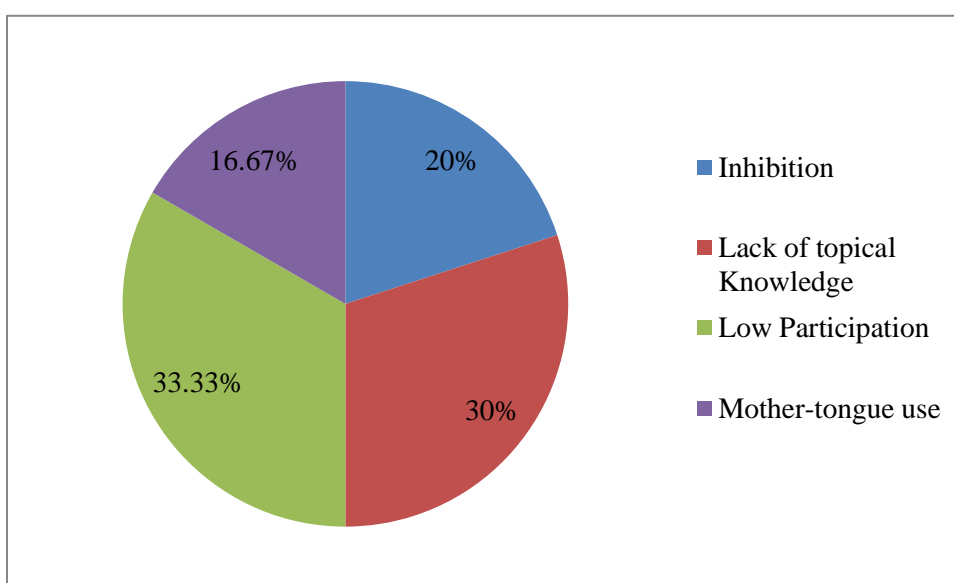


Figure 4: Main Difficulties Faced in Speaking English

As we can see in the table, low participation emerges as the most significant challenge in speaking English, affecting (33.33%) of respondents. Lack of topical knowledge follows at (30%), suggesting that limited familiarity with discussion topics hinders students' ability to express themselves effectively. Inhibition is another notable barrier, reported by (20%) of participants, indicating that anxiety and self-consciousness play a role in restricting spoken communication. Lastly, (16.67%) of respondents struggle with mother-tongue use, highlighting the difficulty of maintaining English as the sole medium of expression. These

findings suggest that both psychological and contextual factors influence students' speaking performance.

Item 12: Which of the following activities does your oral expression teacher use most often?

1. Discussion (debate)
2. Role plays
3. Activities using pictures
4. Storytelling Task
5. Communicative Tasks
6. Academic presentations

Table 12: Common Activities Used by Oral Expression Teachers

Options	Frequency	Percentage
Discussion (debate)	12	40%
Roleplays	4	13.33%
Activities using pictures	0	0%
Storytelling Task	3	10%
Communicative Tasks	5	16.67%
Academic presentations	6	20%
Total	30	100%

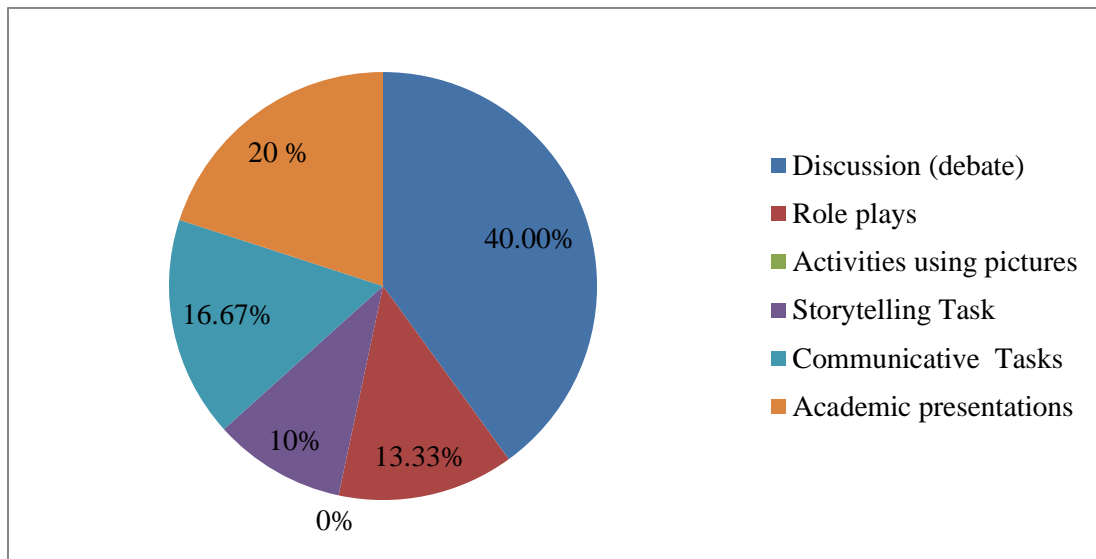


Figure 5: Common Activities Used by Oral Expression Teachers

The data reveals that discussion and debate are the most frequently used activities in oral expression classes, with (40%) of respondents identifying them as the primary method. Academic presentations follow at (20%), indicating a focus on structured speaking tasks. Communicative tasks account for (16.67%), while role-play and storytelling tasks are used less frequently at (13.33%) and (10%), respectively. Notably, activities using pictures are entirely absent (0%).

Item 13: Which activity do you feel helps you improve your speaking skill the most?

1. Discussion (debate)
2. Role plays
3. Activities using pictures
4. Storytelling Task
5. Communicative Tasks
6. Academic presentations

Table 13: Activities That Help Students Enhance Their Speaking Skill

Options	Frequency	Percentage
Discussion (debate)	6	20%
Role plays	5	16.67%
Activities using pictures	0	0%
Storytelling Task	1	3.33%
Communicative Tasks	3	10%
Academic presentations	15	50%
Total	30	100%

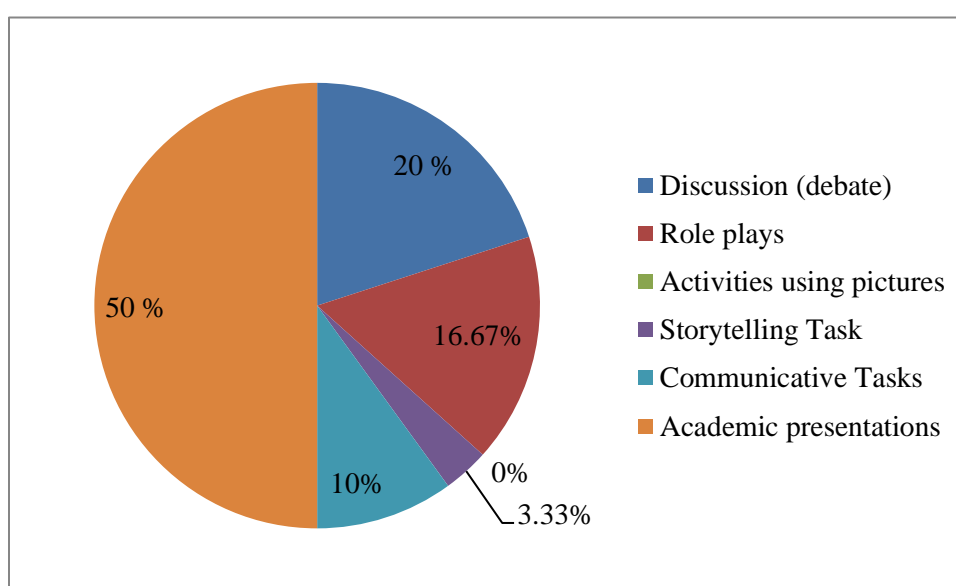


Figure 6: Activities That Help Students Enhance Their Speaking Skill

As shown in the table, academic presentations are perceived as the most effective activity for improving speaking skill, with (50%) of respondents selecting them. Discussion and debate follow at (20%), highlighting the value of interactive exchanges. Role plays account for (16.67%), suggesting their role in enhancing spontaneous communication. Communicative tasks (10%) and storytelling tasks (3.33%) are less frequently favored, while activities using pictures receive no preference (0%). These results indicate that structured and formal speaking activities are viewed as the most beneficial for skill development, whereas visual and narrative-based tasks have minimal impact.

Section 3: Oral Presentations

Item 14: Do you find oral presentations enjoyable?

1. Yes
2. No

Table 14: Students' Attitudes towards Oral Presentations

Options	Frequency	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

We can observe that the majority of students (80%) find oral presentations enjoyable, while a smaller percentage (20%) do not share the same enthusiasm. This suggests that most students have a positive attitude toward oral presentations, possibly viewing them as a beneficial and engaging learning experience.

Item 15: What type of oral presentations do you enjoy most?

1. Controlled
2. Guided
3. Free

Table 15: Preferred Types of Oral Presentations

Options	Frequency	Percentage
Controlled	7	23.33%
Guided	6	20%
Free	17	56.67%
Total	30	100%

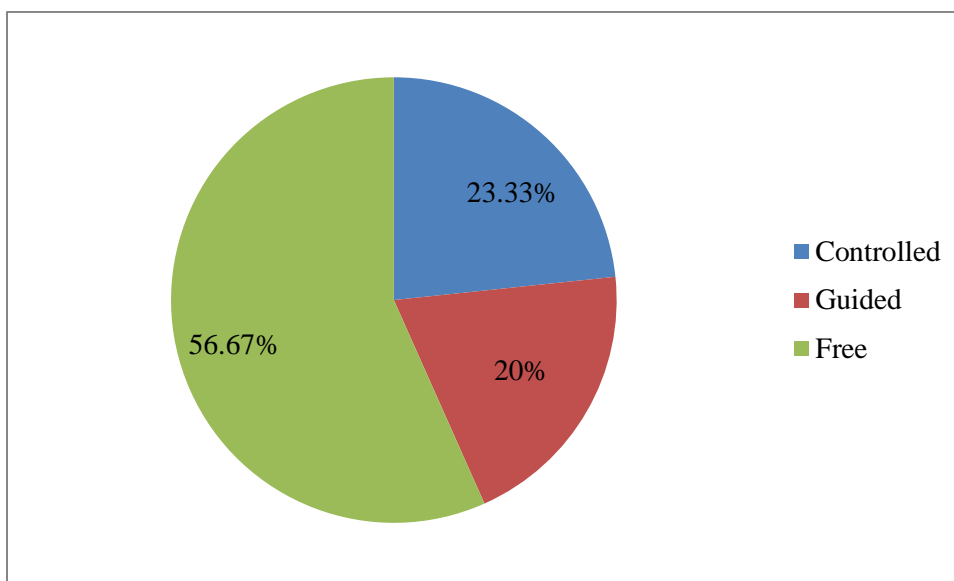


Figure 7: Preferred Types of Oral Presentations

According to the results of Table 14, the majority of students (56.67%) prefer free oral presentations, indicating a greater interest in expressing their ideas independently without strict guidelines. A smaller percentage (23.33%) favor controlled presentations, while (20%) prefer guided ones. This suggests that most students feel more comfortable and engaged when given the freedom to structure their presentations.

Item 16: How often do you prepare an oral presentations in your EFL classes?

1. Always
2. Sometimes
3. Rarely
4. Never

Table 16: Students' Preparation of an Oral Presentations

Options	Frequency	Percentage
Always	8	26.67%
Sometimes	20	66.67%

Rarely	2	6.67%
Never	0	0%
Total	30	100%

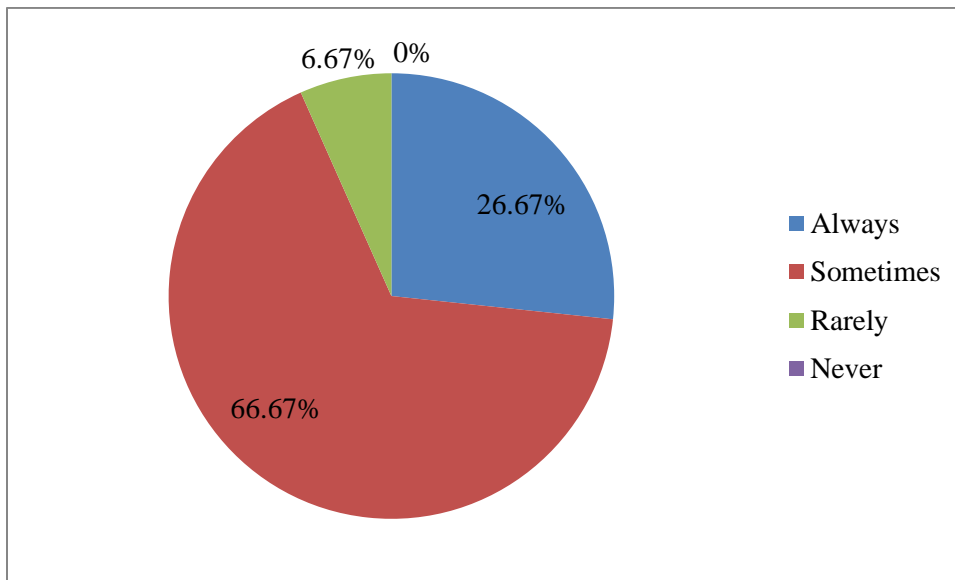


Figure 8: Students' Preparation of an Oral Presentations

The data indicates that (66.67%) of respondents sometimes prepare oral presentations in their EFL classes, while (26.67%) always do so. A smaller proportion, (6.67%), reported rarely engaging in oral presentations, and none (0%) indicated never preparing them. These figures suggest that oral presentations are a regular but not constant practice in EFL classrooms, with the majority experiencing them on an occasional basis.

Item 17: Do you believe oral presentations help improve your speaking skill?

1. Yes
2. No
3. Not Sure

Table 17: Students' Views on Oral Presentations' Effect on Speaking

Options	Frequency	Percentage
Yes	26	86.67%
No	1	3.33%
Not Sure	3	10%
Total	30	100%

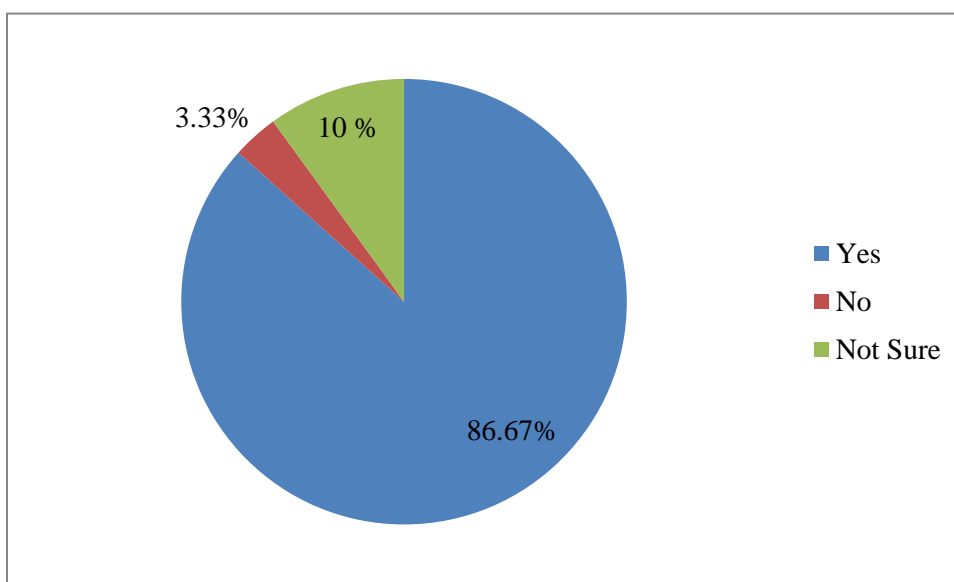


Figure 9: Students' Views on Oral Presentations' Effect on Speaking

According to the table above, we see that the majority of students (86.67%) believe that oral presentations help improve their speaking skill. This indicates a strong positive perception of oral presentations as a beneficial tool for language development. Only one student (3.33%) disagrees, suggesting that very few students find oral presentations ineffective in enhancing their speaking abilities. Meanwhile, (10%) of the students are unsure, which may indicate that they have not experienced noticeable improvement or are uncertain about the direct impact of oral presentations on their speaking skill.

Justifications of Students

- Students Who Believe that Oral Presentations Improve their Speaking Skill

The majority of students (86.67%) stated that oral presentations significantly contribute to the development of their speaking skill. They explained that these activities provide regular opportunities to practice English, which enhances their fluency and confidence. Additionally, they emphasized that oral presentations help them overcome anxiety when speaking in front of both their peers and teachers. The structured nature of presentations creates a supportive learning environment where they can gradually build confidence and refine their speaking abilities.

Furthermore, students highlighted that oral presentations expose them to a variety of topics, allowing them to expand their vocabulary and improve their ability to articulate ideas on different academic subjects. They also stated that this exposure strengthens both their listening and speaking skills simultaneously, as they engage with their classmates' presentations. Some students added that preparing for oral presentations encourages them to research and organize their thoughts more effectively, reinforcing their ability to express themselves clearly and coherently in English.

- The Student Who Does Not Believe Oral Presentations Improve Speaking Skill

One student (3.33%) expressed the opinion that oral presentations do not contribute to the improvement of their speaking skill. This student argued that the structured nature of presentations limits the ability to speak spontaneously, making the practice less effective for real-life communication. Additionally, they reported experiencing extreme anxiety, which hinders their ability to perform well and prevents them from gaining the intended benefits of the activity.

The Role of Oral presentation Projects in Enhancing EFL Learners Speaking Skill

Moreover, this student explained that oral presentations focus more on memorization rather than genuine speaking practice. They stated that when students prepare scripts and simply recite them, they do not truly engage in spontaneous speech, reducing the effectiveness of the activity in enhancing their speaking skill. The student also believed that more interactive speaking tasks, such as debates or discussions, would be more beneficial in developing fluency and confidence.

- **Students who Are Unsure about the Impact of Oral Presentations**

A small percentage of students (10%) were uncertain about whether oral presentations significantly improve their speaking skills. These students acknowledged that while presentations help with organization and pronunciation, they were unsure if they lead to overall fluency improvement.

Additionally, some students in this category reported that they had not participated in enough oral presentations to assess their effectiveness. They stated that due to their limited exposure to such activities, they had not yet experienced noticeable progress in their speaking skill. Others believed that oral presentations alone are insufficient for language development and should be supplemented with more interactive speaking exercises, such as role-plays, group discussions, or conversational practice.

Item 18: Which aspect of speaking has improved the most due to oral presentations?

1. Fluency
2. Accuracy
3. Grammar
4. Vocabulary
5. Pronunciation

Table18: Aspects of Speaking Improved by Oral Presentations

Options	Frequency	Percentage
Fluency	14	46.67%
Accuracy	3	10%
Grammar	4	13.33%
Vocabulary	4	13.33%
Pronunciation	5	16.67%
Total	30	100%

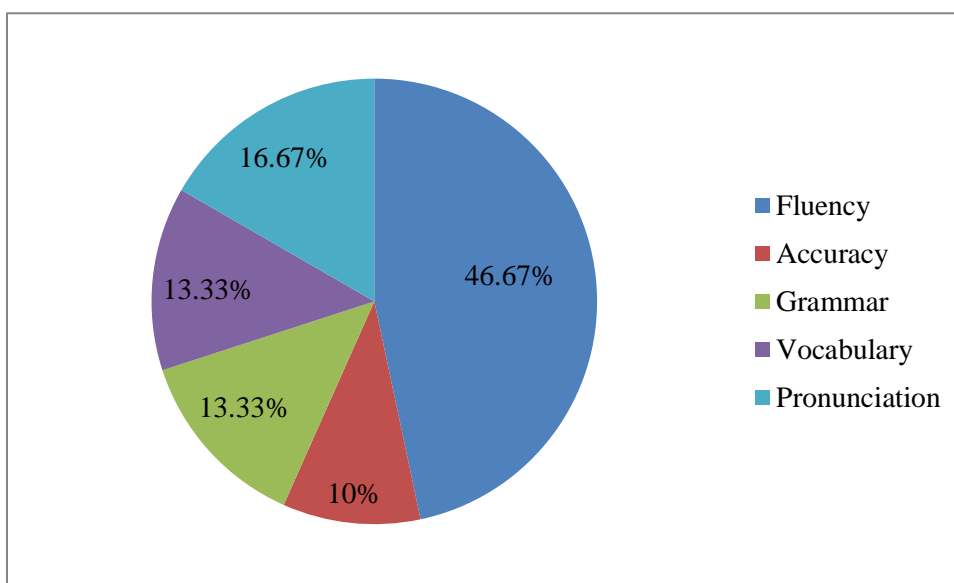


Figure 10: Aspects of Speaking Improved by Oral Presentations

The findings indicate that fluency has seen the most improvement due to oral presentations, with (46.67%) of respondents identifying it as the primary area of development. Pronunciation follows at (16.67%), suggesting that frequent speaking practice contributes to better articulation. Grammar and vocabulary each account for (13.33%) of responses, highlighting moderate gains in linguistic competence. Accuracy, however, shows the least improvement, with only (10%) of respondents reporting progress in this area.

Item 19: Which of the following challenges do you encounter when delivering an oral presentation?

1. Anxiety
2. Grammar and vocabulary difficulties
3. Lack of confidence
4. Struggles with visual aids
5. Difficulty with topic selection
6. Time management issues
7. Difficulty engaging with the audience and lecturer

Table 19: Difficulties in Students Presentations

Options	Frequency	Percentage
Anxiety	7	23.33%
Grammar and vocabulary difficulties	3	10%
Lack confidence	5	16.67%
Struggles with visual aids	4	13.33%
Difficulty with topic selection	5	16.67%
Time managment issues	3	10%
Difficulty engaging with the audience and lecturer	3	10%

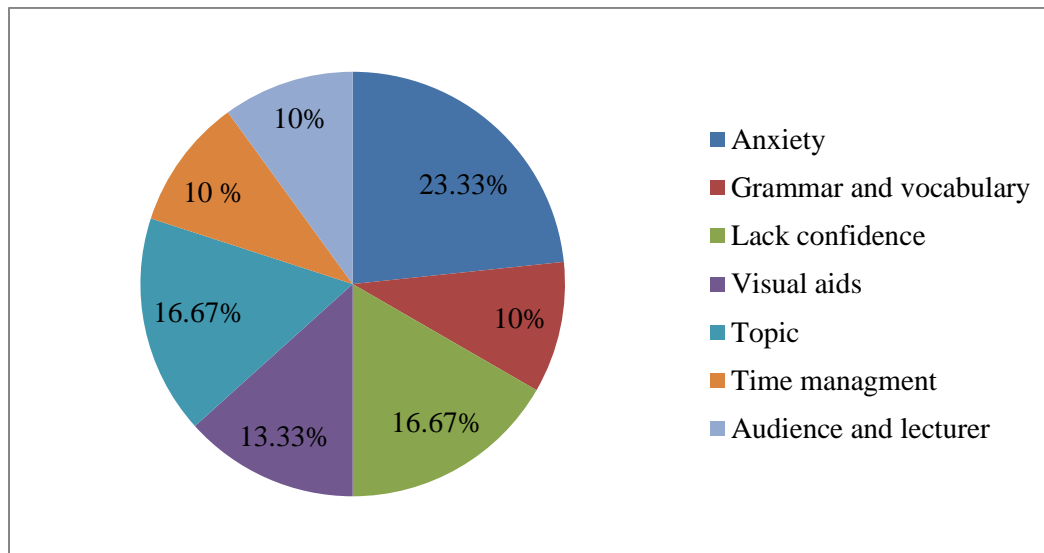


Figure 11: Difficulties in Student Presentations

The distribution of responses highlights anxiety as the most frequently reported challenge, affecting (23.33%) of respondents. Lack of confidence (16.67%) and topic-related difficulties (16.67%) follow closely, suggesting that psychological and content-related factors play a significant role in presentation challenges. Issues with visual aids account for (13.33%) of responses, while grammar and vocabulary difficulties, time management struggles, and audience or lecturer-related concerns each represent (10%). These findings indicate that both linguistic and psychological factors contribute to students' challenges, with anxiety emerging as the most pressing obstacle in oral presentations.

Item 20: Do you think that practicing more oral presentations in different modules would be beneficial?

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

Table 20: Students' Views on Oral Practice Across Modules

Options	Frequency	Percentage
Strongly agree	12	40%
Agree	16	53.33%
Strongly disagree	0	0%
Disagree	2	6.67%
Total	30	100%

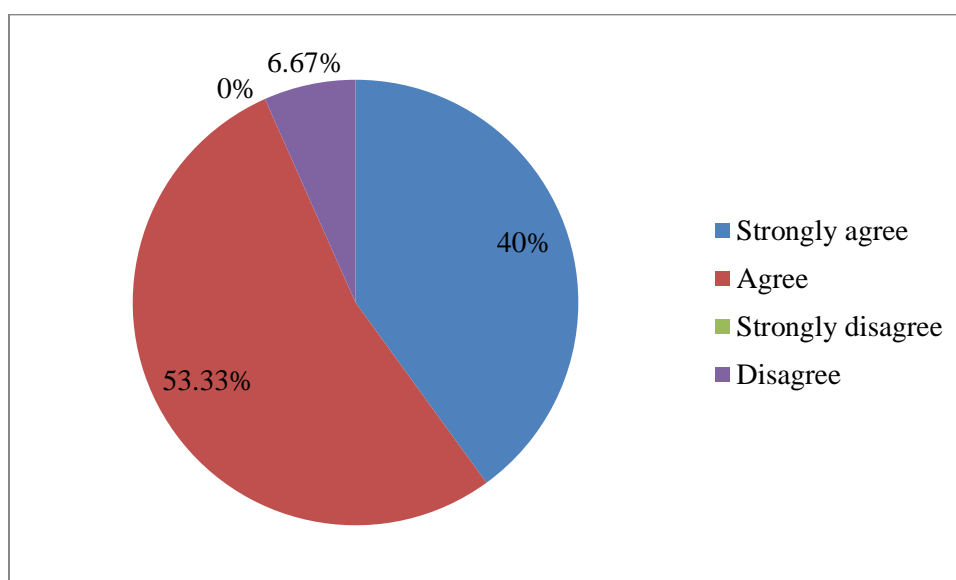


Figure 12: Students' Views on Oral Practice Across Modules

As illustrated in the table, the majority of respondents express a positive outlook on incorporating more oral presentations across different modules. A significant (53.33%) agree with the idea, while an additional (40%) strongly agree, indicating a widespread recognition of the benefits of increased speaking practice. In contrast, only a small fraction (6.67%) disagrees, and none (0%) strongly oppose the notion. These findings suggest that students generally perceive oral presentations as a valuable tool for enhancing their speaking skill and academic performance.

Item 21: If you could change one thing about oral presentations to make them more effective for learning English, what would it be?

Participants provided various suggestions for improving oral presentations to make them more engaging and effective. One common concern, mentioned by six students (6), was the tendency to read directly from papers, which they felt made presentations monotonous. They suggested incorporating dynamic and interactive elements, such as using videos, microphones for clearer speech delivery, and images to maintain audience interest.

Additionally, four students (4) noted that presentations were often too long, leading to a loss of attention. They recommended making them more concise and interactive to sustain engagement. The learning environment was another key aspect highlighted by three participants (3), who emphasized the importance of a more comfortable setting. They believed that physical surroundings could influence both the presenters' confidence and the audience's attentiveness.

Furthermore, five students (5) suggested that presentation topics should be more engaging and closely related to their field of study, as they felt this would enhance relevance and motivation. However, not all participants felt changes were necessary. Two students (2) believed that the effectiveness of oral presentations depended primarily on the teacher's approach. They argued that a skilled and engaging instructor could make any session enjoyable and beneficial, regardless of the format.

Item 22: What advice would you give to other EFL learners who struggle with oral presentations?

Participants provided various recommendations for their peers who face difficulties with oral presentations. The most common advice, mentioned by eight students (8), was to

remain comfortable and confident while presenting. They acknowledged that nervousness is natural but suggested that overcoming it requires consistent practice and a positive mindset.

Additionally, six participants (6) emphasized the importance of thorough preparation. They recommended practicing extensively at home to become more familiar with their content and improve delivery. According to them, proper preparation helps reduce anxiety and increases confidence when speaking in front of an audience. One student noted, "The more I practice, the more comfortable I feel during my presentation."

Another key piece of advice, cited by four students (4), was to embrace mistakes as part of the learning process. They advised their peers not to fear making errors, as oral presentations offer valuable opportunities for improvement. One participant stated, "Mistakes help me learn; I just remind myself that everyone is here to improve."

Finally, five students (5) highlighted the importance of active participation. They recommended engaging in oral presentations as much as possible to build confidence and fluency over time. According to them, regular participation helps students become more comfortable and proficient in speaking English effectively.

3.7.2 Summary of the Results of Students' Questionnaire

The findings from the students' questionnaire provide valuable insights into their experiences, perceptions, and challenges related to speaking skill and oral presentations in the EFL classroom. The demographic data show that most of the participants were female and between the ages of 20 and 22. Most students were from a literary stream, which denotes that they have studied more English classes; this may explain their choice to pursue English studies. However, other factors for their choice of English may exist.

The Role of Oral presentation Projects in Enhancing EFL Learners Speaking Skill

A notable observation is that the majority of students reported choosing to study English based on personal interest rather than obligation. This intrinsic motivation likely contributes to their engagement with the subject. However, despite this motivation, students reported that speaking is the most challenging language skill, followed by writing. This aligns with their self-assessed speaking proficiency, where most of them estimated themselves as average or good, and very few considered themselves excellent speakers.

Students' attitudes toward the oral expression subject were generally positive, with most expressing enjoyment of the course. However, only a small percentage reported participating very often. Moreover, a large percentage of students indicated that the time allocated for oral production was insufficient, which highlights a potential gap between curriculum design and students' practical needs for speaking practice.

Most students admitted to facing difficulties when speaking English. The primary issues included low participation, lack of topical knowledge, and inhibition, pointing to a mix of psychological and contextual barriers. Mother-tongue interference was also mentioned, though to a lesser extent. These findings underline the importance of not only increasing speaking opportunities but also providing supportive conditions that help students build confidence and prepare effectively.

In terms of classroom activities, students reported that discussion and debate were the most commonly used by teachers, while academic presentations were less frequent. However, when asked which activity most helped improve their speaking skill, academic presentations were ranked highest. This suggests that although students may not practice them as often, they find them particularly effective for language development. Most students preferred free oral presentations over guided or controlled types, showing a desire for more autonomy and freedom to express themselves.

The majority of participants believed that oral presentations improved their speaking skill, especially in terms of fluency. Pronunciation, vocabulary, and grammar also showed some improvement, but accuracy was the least affected. This implies that while oral presentations help students become more comfortable and fluent, they may not be as effective in refining grammatical precision. Students identified anxiety, lack of confidence, and difficulties with topic selection as the most common challenges during oral presentations. Despite these challenges, almost all students supported the idea of incorporating more oral presentations across different modules, recognizing their value in enhancing language use and building confidence.

Finally, students shared thoughtful suggestions for improving the effectiveness of oral presentations. They recommended using interactive elements like videos or images, making presentations shorter and more focused, and allowing more relevant or interesting topics. They also stressed the importance of teacher guidance and a comfortable learning environment. For peers who struggle, their advice focused on preparation, practice, confidence, and not being afraid to make mistakes, all of which reflect a learner-centered and encouraging perspective.

3.7.3 Teachers' Questionnaire

This section presents the teachers' questionnaire, which was designed to gather insights from EFL instructors regarding their perceptions and experiences with students' oral presentation projects. The questionnaire aims to explore how oral presentations are integrated into language teaching, the challenges teachers observe, and the perceived impact on students' speaking skill. The collected data will contribute to understanding the pedagogical value of oral presentations from the educators' perspective.

Section one: Background Information

Item 01: Gender

1. Male
2. Female

Table 21: Teachers' Gender

Options	Frequency	Percentage
Male	3	30%
Female	7	70%
Total	10	100%

As we can clearly see in the table, female teachers constitute the majority at (70%), whereas male teachers account for only (30%). This distribution indicates a higher representation of female educators in the surveyed sample.

Item 2: What is your academic qualification?

1. License degree
2. Masters' degree
3. Magister degree
4. Doctorate degree

Table 22: Teachers' Academic Qualification

Options	Frequency	Percentage
License degree	0	0%
Masters' degree	0	0 %
Magister degree	6	60%
Doctorate degree	4	40%
Total	10	100%

From the analysis of the results, we found that the majority of respondents (60%) hold a Magister degree, while (40%) hold a doctorate degree. Notably, none of the participants reported having a license or master's degree (0%). This indicates that the surveyed the majority of teachers hold higher studies academic qualifications to teach at university.

Item 3: How many years have you been teaching English at the university level?

Table 23: Years of University-Level English Teaching

Teacher	Years of Experience
Teacher 1	12 years
Teacher 2	5 years
Teacher 3	16 years
Teacher 4	8 years
Teacher 5	17 years
Teacher 6	7 years
Teacher 7	25 years
Teacher 8	16 years
Teacher 9	11 years
Teacher 10	7 years
Total Number of Teachers: 10	The Average: 12.4 years

The results reveal a wide range of teaching experience among the surveyed instructors, spanning from 5 to 25 years. The majority of the surveyed teachers have a long teaching experience across all participants with an average of 12.4 years. The mostly experienced teacher has 25 years in the field, while the least one has 5 years. This indicates a well-established faculty with considerable expertise in the EFL context.

Section 2: Speaking Skill and Oral Presentations

Item 4: Do your students face difficulties when speaking English?

1. Yes, most students face difficulties.
2. No, the majority do not face significant difficulties.

Table 24: Teachers' Views of Students' Speaking Difficulties

Options	Frequency	Percentage
Yes, most students face difficulties	10	100%
No, the majority do not face significant difficulties	0	0%
Total	10	100%

According to these results above, all the surveyed teachers (100%) agree that most students face difficulties when speaking English, while none (0%) believe that the majority do not encounter significant challenges. This unanimous response highlights the prevalence of speaking difficulties among EFL learners.

Item 5: Which of the following speaking activities do you incorporate in your classroom?

1. Discussions / Debates
2. Role Plays
3. Activities Using Pictures
4. Storytelling Tasks
5. Communicative Tasks
6. Academic Presentations

Table 25: Speaking Activities Used by Teachers

Options	Frequency	Percentage
Discussions / Debates	7	21.88%
RolePlays	5	15.63%
Activities Using Pictures	3	9.38%
Storytelling Tasks	3	9.38%
Communicative Tasks	7	21.88%
Academic Presentations	7	21.88%
Total	32	100%

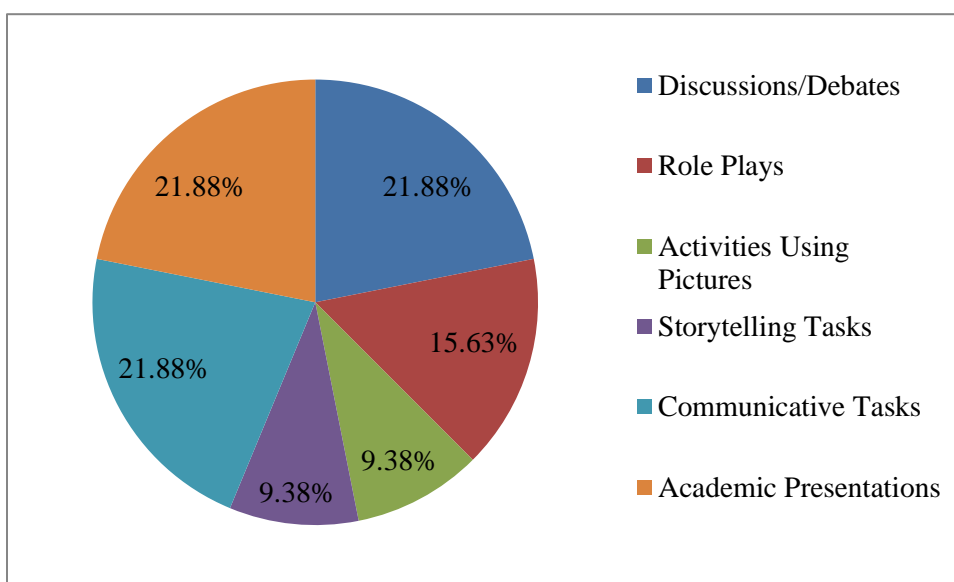


Figure 13: Speaking Activities Used By Teachers

The table above summarizes the speaking activities incorporated by teachers in their classrooms. Discussions and debates, communicative tasks, and academic presentations are the most frequently used, each selected by (21.88%) of respondents. Role plays follow at (15.63%), while activities using pictures and storytelling tasks are the least utilized, each accounting for (9.38%). These results suggest that teachers prioritize interactive and structured speaking activities to enhance students’ oral proficiency, while visual and narrative-based tasks receive comparatively less emphasis.

Item 6: How often do you incorporate oral presentations in your EFL classroom?

1. Always
2. Sometimes
3. Never
4. Rarely

Table 26: Teachers' Use of Oral Presentations in EFL Classroom

Options	Frequency	Percentage
Always	7	70%
Sometimes	3	30%
Never	0	0%
Rarely	0	0%
Total	10	100%

The results indicate that the majority of teachers (70%) consistently incorporate oral presentations in their EFL classrooms, while (30%) do so occasionally. Notably, none of the respondents reported never using this activity (0%).

Item 7 : What type of oral presentations do you typically assign to your students?

1. Controlled
2. Guided
3. Free

Table 27: Types of Oral Presentations Assigned by Teachers

Options	Frequency	Percentage
Controlled	0	0%
Guided	6	60%

Free	4	40%
Total	10	100%

The data reveals that guided oral presentations are the most commonly assigned, with (60%) of teachers incorporating them into their instruction. Free presentations follow at (40%), while controlled presentations are not utilized at all (0%). These results suggest that teachers prefer a structured yet flexible approach, allowing students some autonomy while still providing necessary support to enhance their speaking skill.

Item 8: What are the main reasons for incorporating oral presentations in your teaching?

1. To improve fluency and Accuracy
2. To enhance vocabulary and pronunciation
3. To encourage collaboration and teamwork
4. To assess speaking proficiency

Table 28: Teachers’ Reasons for Incorporating Oral Presentations

Options	Frequency	Percentage
To improve fluency and Accuracy	6	30%
To enhance vocabulary and pronunciation	5	25%
To encourage collaboration and teamwork	3	15%
To assess speaking proficiency	6	30%
Total	20	100%

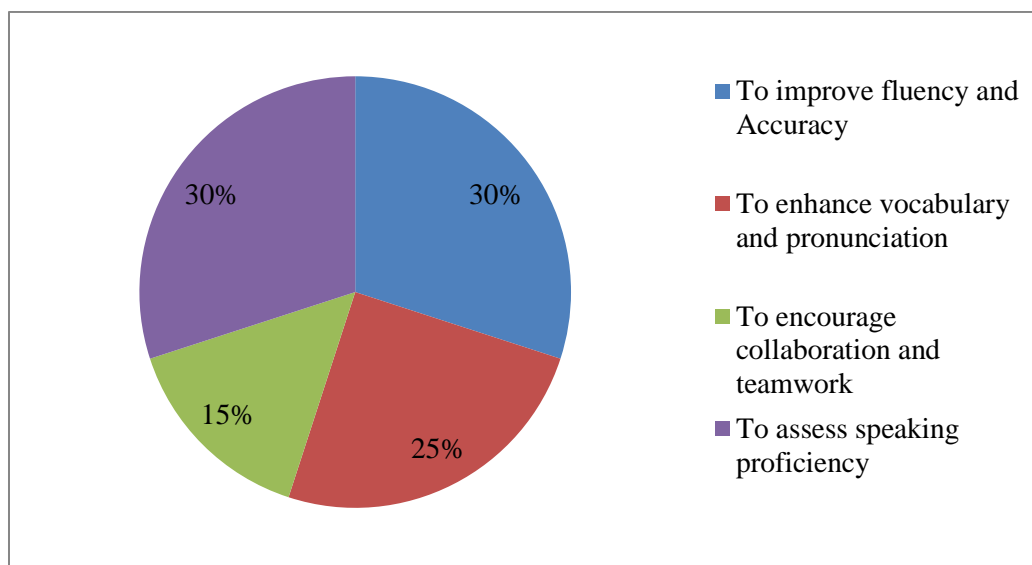


Figure 14: Teachers' Reasons For Incorporating Oral Presentations

The data in Table 27 presents teachers' reasons for incorporating oral presentations in their teaching. The most common reasons are improving fluency and accuracy and assessing speaking proficiency, each selected by (30%) of teachers. Enhancing vocabulary and pronunciation was chosen by (25%) of respondents, while (15%) indicated that they use oral presentations to encourage collaboration and teamwork. These findings highlight the varying priorities among teachers when integrating oral presentations into their teaching.

- Additional Reasons for Incorporating Oral Presentations in Their Teaching

In addition to the listed options, some teachers provided additional reasons for incorporating oral presentations in their teaching. One teacher emphasized the importance of building students' confidence and encouraging them to speak, even if they make mistakes, as a way to enhance their learning. Another teacher highlighted the role of oral presentations in motivating students to speak. Others mentioned that presentations help students overcome their fears and shyness, develop greater confidence, and face their social anxiety, ultimately enabling them to speak more comfortably in front of an audience.

Item10: What are the most common challenges students encounter during oral presentations?

1. Anxiety
2. Lack of confidence
3. Difficulty with topic selection
4. Grammar and vocabulary difficulties
5. Struggles with visual aids
6. Time management issues
7. Difficulty engaging with the audience and lecturer

Table 29: Teachers' Views on Students Oral Presentations Challenges

Options	Frequency	Percentage
Anxiety	8	38.10%
Lack of confidence	5	23.81%
Difficulty with topic selection	2	9.52%
Grammar and vocabulary difficulties	4	19.05%
Struggles with visual aids	0	0%
Time management issues	2	9.52%
Difficulty engaging with the audience and lecturer	0	0%
Total	21	100%

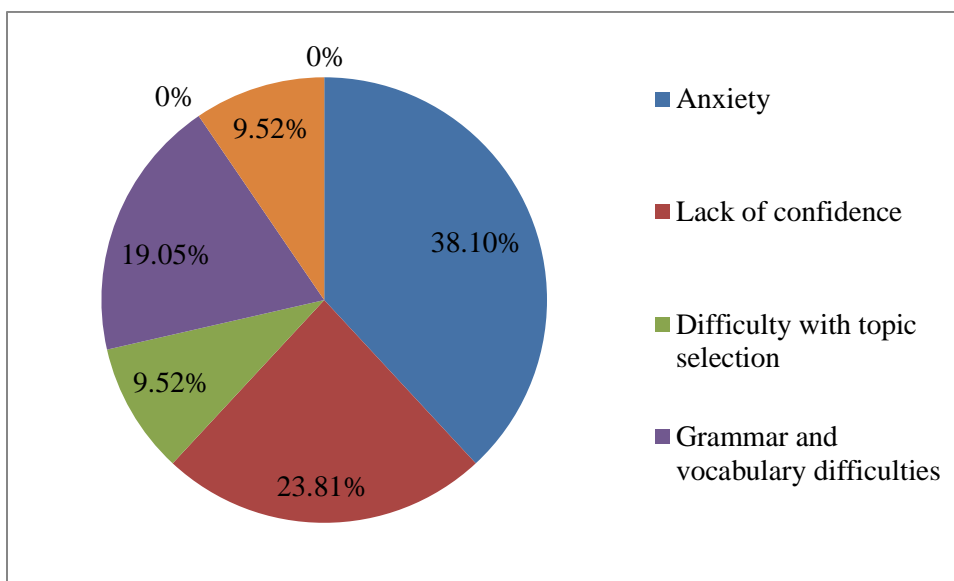


Figure 15: Teachers' Views on Students Oral Presentations Challenges

The findings indicate that anxiety is the most prevalent challenge, affecting (38.10%) of students during oral presentations. Lack of confidence follows at (23.81%), highlighting the psychological barriers students face when speaking in front of an audience. Grammar and vocabulary difficulties account for (19.05%), while issues with topic selection and time management are reported by (9.52%) of respondents each. Notably, no respondents identified struggles with visual aids or audience engagement as significant difficulties (0%). These results suggest that psychological and linguistic challenges are the primary obstacles students encounter, emphasizing the need for targeted support to enhance their presentation skills.

Item 11: How do you usually support students in overcoming these challenges?

Teachers employ various strategies to help students overcome the challenges associated with oral presentations. One teacher stated, "I usually ask them to write down the presentations while reflecting on their ideas about the suggested topic of discussion. I advise them to learn it by heart before presenting it orally in front of the whole class."

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Another teacher emphasized the importance of guidance, stating that they support students by "helping them through guiding them using questions, ideas, and providing a comfortable atmosphere." Motivation and different forms of support were also highlighted, as one teacher mentioned "motivating them and giving them support (psychological and material)."

Peer learning was another approach adopted by some teachers, with one explaining, "I limit my intervention, and sometimes I ask the students to help each other (peer learning)." Additionally, some teachers focus on building students' self-confidence through positive feedback, emotional support, and teaching effective presentation techniques. As one teacher stated, "Boost their self-confidence using positive feedback and emotional support, teaching effective presentation techniques, and giving constructive criticism."

Finally, two teachers highlighted the role of immediate feedback, noting, "By providing immediate feedback and shedding light on positive points in the presentations as well as negative ones, and trying to provide alternative solutions."

Item12: What criteria do you use to evaluate oral presentations?

1. Content
2. Speaking Proficiency
3. Delivery skills
4. Collaboration
5. Body Posture and gestures
6. Facial Expressions
7. Acoustic Features

Table 30: Teachers' Criteria for Evaluating Oral Presentations

Options	Frequency	Percentage
Content	10	29.41%
Speaking Proficiency	6	17.65%
Delivery skills	5	14.71%
Collaboration	1	2.94%
Body Posture and gestures	5	14.71%
Facial Expressions	4	11.76%
Acoustic Features	3	8.82%
Total	34	100%

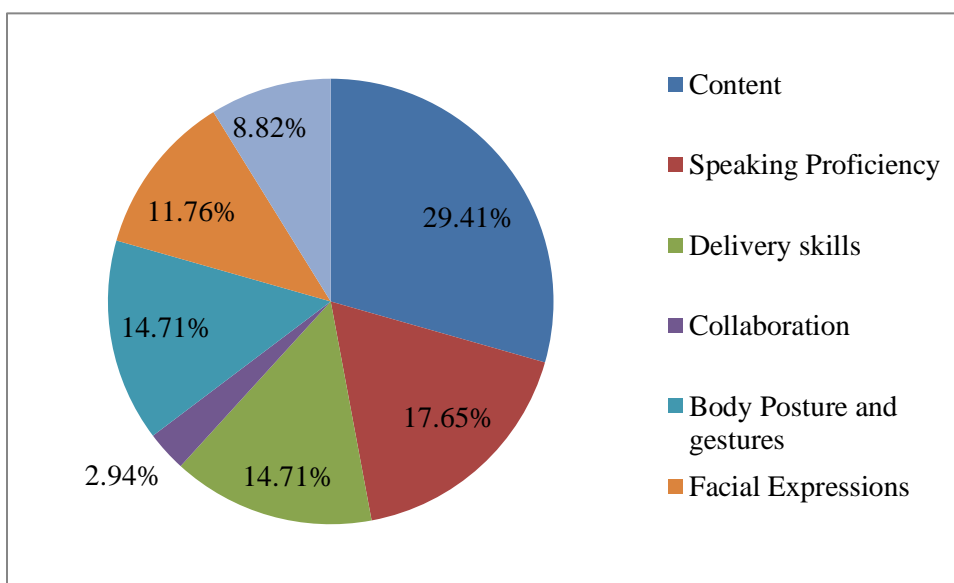


Figure 16: Teachers' Criteria for Evaluating Oral Presentations

As we can observe, content is the most frequently used criterion for evaluating oral presentations, with (29.41%) of responses indicating its significance. Speaking proficiency follows at (17.65%), highlighting the importance of linguistic accuracy and fluency in assessment. Delivery skills and body posture and gestures are each selected by (14.71%) of respondents, emphasizing the role of both verbal and non-verbal communication in

effective presentations. Facial expressions account for (11.76%) of responses, while acoustic features are considered by (8.82%) of teachers. Notably, collaboration receives the lowest percentage (2.94%).

Item 13: What role do you play as a teacher during oral presentations?

1. Providing clear guidelines
2. Organizing groups
3. Assisting students in choosing topics
4. Supporting their research
5. Helping them use visual aids.

Table31: Teachers' Role During Oral Presentations

Options	Frequency	Percentage
Providing clear guidelines	7	35%
organizing groups	2	10%
Assisting students in choosing topics	6	30%
Supporting their research	3	15%
helping them use visual aids	2	10%
Total	20	100%

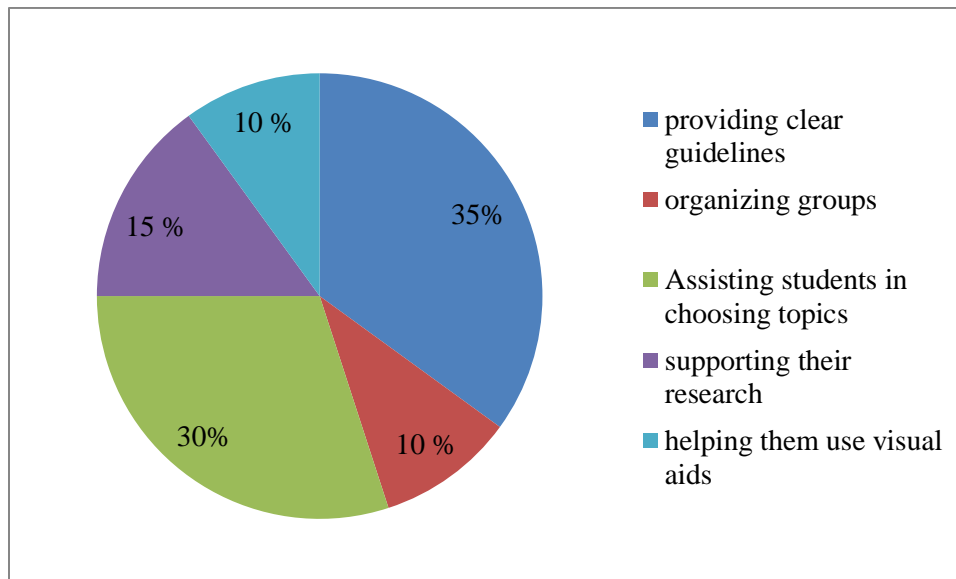


Figure 17: Teachers' Role During Oral Presentations

Among the reported roles, (35%) of teachers focus on providing clear guidelines, making it the most common responsibility. (30%) assist students in choosing topics, while (15%) support their research. Additionally, (10%) organize groups, and another (10%) help students use visual aids. These findings suggest that teachers primarily emphasize structuring the presentation process and guiding students in topic selection, while aspects like research support and visual aid assistance receive comparatively less attention.

Item 14: In your opinion, do oral presentations enhance students' speaking skill?

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree

Table32: Teachers’ Views on Oral Presentations' Effect on Speaking

Options	Frequency	Percentage
Strongly Agree	5	50%
Agree	3	30%
Strongly Disagree	0	0%
Disagree	2	20%
Total	10	100%

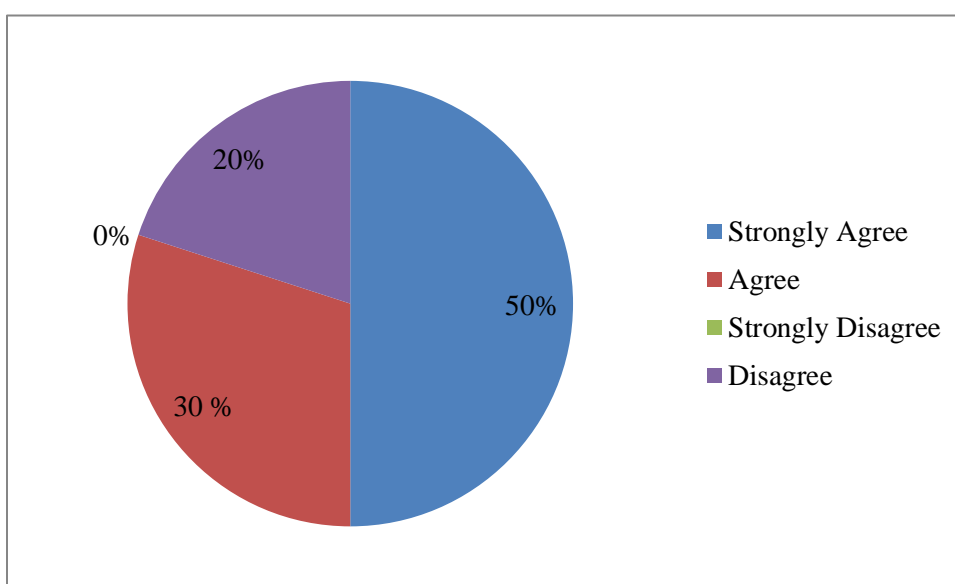


Figure 18: Teachers' Views on Oral Presentations' Effect on Speaking

The data in Table 31 illustrates teachers’ opinions on whether oral presentations enhance students' speaking skill. The majority of respondents (50%) strongly agreed that oral presentations contribute to improving students' speaking abilities, while (30%) agreed. In contrast, (20%) of teachers disagreed, and none strongly disagreed. These findings suggest that most teachers recognize oral presentations as an effective method for developing students’ speaking skill, though a small percentage remains unconvinced.

Justifications of Teachers

- Teachers Who Strongly Agree

Teachers who strongly agree that oral presentations enhance students' speaking skill emphasize that these activities provide a safe and supportive environment for students to practice their skill. They believe that oral presentations help learners overcome anxiety and self-confidence issues while increasing their motivation to speak. Additionally, they highlight that oral presentations enrich students' vocabulary and allow them to engage more actively with the language. One teacher specifically pointed out that in Algeria, students have limited opportunities to practice English, and oral classes serve as their best chance to speak in front of an audience.

- Teachers Who Agree

Teachers who agree that oral presentations enhance students' speaking skill argue that these activities provide students with the opportunity to use English in an appropriate context. They emphasize that when students freely choose topics related to Algerian society, they can better express their ideas and sharpen their communication abilities. Another teacher added that repeated engagement in oral presentations helps students improve their speaking skill over time.

- Teachers Who Disagree

The teachers who disagree believe that oral presentations alone are not sufficient to enhance students' speaking skill. They argue that while these activities may be beneficial, students must make additional efforts on their own to further develop their proficiency.

Item 15: Do you agree that Oral presentations should be used in all EFL modules?

1. Strongly Agree
2. Agree
3. Strongly Disagree
4. Disagree

Table 33: Teachers' Views on Using Oral Presentations in All EFL Modules

Options	Frequency	Percentage
Strongly Agree	5	50%
Agree	2	20%
Strongly Disagree	0	0%
Disagree	3	30%
Total	10	100%

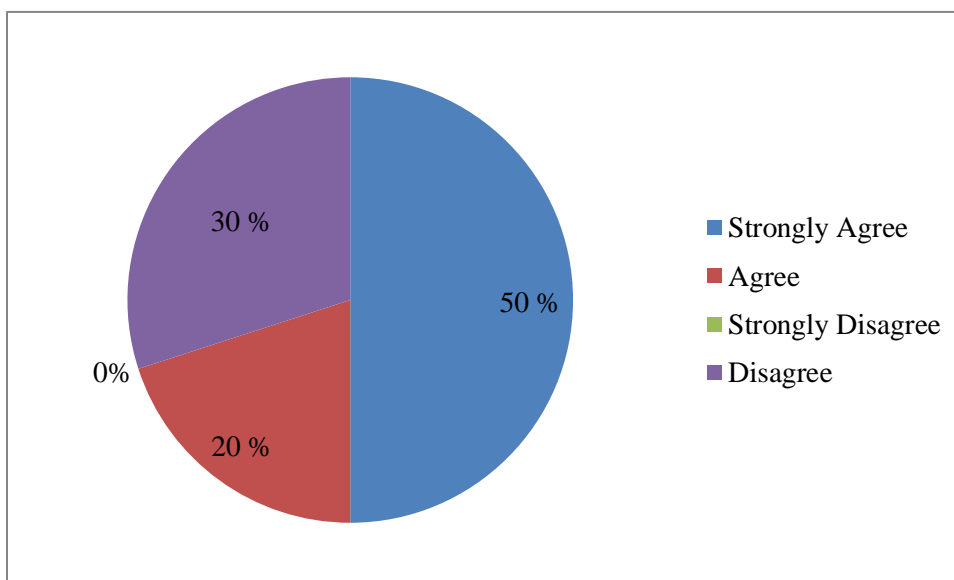


Figure 19: Teachers' Views on Using Presentations in All EFL Modules

The data in Table 32 illustrates teachers' perspectives on incorporating oral presentations across all EFL modules. A majority of respondents (50%) strongly agree with this practice,

while (20%) agree, indicating that a substantial proportion of teachers support the use of oral presentations. Conversely, an equal proportion (30%) disagree, while no respondents strongly disagree. The absence of strong disagreement suggests that, although some teachers may have reservations, outright opposition to oral presentations is minimal.

Justifications of Teachers

- Teachers Who Strongly Agree with Using Oral Presentations in All EFL Modules

Five teachers strongly agree with the integration of oral presentations in all EFL modules, emphasizing their significance for both academic and professional development. One teacher highlighted that oral communication is a fundamental skill required in life and the workplace. Given that EFL students are language learners, they must develop strong command over language skills, making oral presentations a valuable tool for achieving this goal.

Two teachers emphasized the necessity of language practice, stating that speaking activities should be a core component of language learning. They argued that requiring students to engage in oral presentations compels them to use the target language, which is essential for improving fluency and communicative competence.

Another teacher pointed out that oral presentations assist students in articulating and consolidating their knowledge. By verbally expressing what they have learned, students reinforce their understanding and enhance their ability to convey ideas effectively.

Additional teacher noted that oral presentations contribute to building students' confidence and improving their overall communication skills. They argued that regular

practice in public speaking fosters not only linguistic proficiency but also essential soft skills, such as critical thinking and effective self-expression.

- **Teachers Who Agree with Using Oral Presentations in All EFL Modules**

Two teachers agree that oral presentations should be integrated into all EFL modules, emphasizing their role in fostering research skills and language development. The first teacher highlighted that research is a fundamental aspect of learning, and presenting research findings benefits both the presenter and their peers. They argued that students not only reinforce their own understanding through presentation but also contribute to their classmates' learning, as peer-to-peer knowledge sharing can sometimes be more effective than traditional instructor-led teaching. Additionally, they pointed out that in the digital age, learning is a continuous and accumulative process. Without the opportunity to present their research, students risk stagnation and may rely on outdated information rather than engaging with evolving knowledge.

The second teacher emphasized the importance of language practice across all courses, stating that consistent exposure to speaking activities enhances students' speaking, listening, and presentation skills. They argued that by integrating oral presentations into various modules, students develop their ability to communicate effectively, improving not only their fluency but also their overall linguistic competence.

- **Teachers Who Disagree with Using Oral Presentations in All EFL Modules**

Three teachers expressed disagreement with the integration of oral presentations in all EFL modules, arguing that their effectiveness depends on the nature of the course. Two teachers stated that certain modules, such as writing, grammar, and linguistics, prioritize written expression and academic tone rather than spoken communication. They argued that

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in these subjects, the focus should be on mastering formal writing conventions rather than oral expression, making oral presentations less relevant to the learning objectives.

The third teacher also emphasized that the necessity of oral presentations varies depending on the module. They explained that some courses require direct explanation from the instructor, as the complexity of the content may not be effectively conveyed through student presentations. In such cases, teacher-led instruction is more appropriate for ensuring clarity and accuracy in delivering subject matter.

Item 16: What suggestions do you have for improving the use of oral presentations in EFL classrooms?

Teachers provided several suggestions to enhance the use of oral presentations in EFL classrooms. One teacher suggested allowing students to choose their own topics to encourage them to speak more naturally and practice continuously. Another emphasized the connection between speaking and listening skills, recommending that students engage with recorded materials to develop accurate pronunciation and acquire proper language accents.

The learning environment was also identified as a crucial factor, with one teacher stressing the importance of access to technological tools, such as language labs, to facilitate effective presentations. Another teacher focused on content quality, suggesting that enriching students' vocabulary and encouraging pair and group work would enhance collaboration and improve overall performance.

The integration of artificial intelligence (AI) in presentations was also proposed as a means to support learning and improve delivery. Additionally, one teacher recommended dedicating more time to the speaking module to ensure that all learners, particularly those

with lower proficiency levels, receive adequate support. Another suggested incorporating trending and real-life topics to increase student engagement by making presentations more relevant to their everyday experiences. Finally, three teachers emphasized the importance of providing clear and detailed instructions, including explicit grading criteria, to guide students effectively.

3.7.4 Summary of the Results of Teachers' Questionnaire

The analysis of the teachers' questionnaire offers helpful details about their experiences, perceptions, and practices related to oral presentations in EFL classrooms. The findings suggest that the majority of participating teachers possess significant professional and academic experience, with most holding Magister or Doctorate degrees and having taught English at the university level for over a decade. This highlights a highly qualified and experienced faculty, which lends credibility to their responses.

All teachers unanimously agreed that EFL students face notable difficulties in speaking English. This underscores the persistent challenges in oral communication that learners encounter. Teachers identified discussions, communicative tasks, and academic presentations as the most commonly implemented activities, suggesting a pedagogical focus on interactive and real-world speaking tasks.

The majority of respondents reported regularly integrating oral presentations into their teaching, with a strong preference for guided presentations. Most teachers cited the development of fluency and accuracy, the assessment of speaking proficiency, and the enhancement of vocabulary and pronunciation as the main objectives behind incorporating oral presentations, indicating their dual role in both instruction and evaluation. Additionally, some teachers mentioned other reasons for incorporating oral presentations

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in their teaching, such as helping students overcome fears and shyness, develop greater confidence, and manage social anxiety, ultimately enabling them to speak more comfortably in front of an audience.

Challenges faced by students during presentations were predominantly psychological, with anxiety and lack of confidence being most frequently mentioned, followed by grammar and vocabulary difficulties. Teachers reported using a variety of supportive strategies, including positive reinforcement, peer learning, structured preparation, and immediate feedback. These practices aim to reduce anxiety and build students' self-confidence, helping them gradually overcome their speaking-related challenges.

Regarding evaluation, the most emphasized criteria were content, speaking proficiency, delivery skills, and body posture and gestures, illustrating that both substance and performance are key components in assessing presentations. Teachers also highlighted their roles in providing guidance, supporting topic selection, and assisting with research, indicating an active involvement in scaffolding student success.

A large majority of teachers believed that oral presentations enhance students' speaking skill, by offering opportunities to use English in an appropriate context. However, a minority expressed reservations, emphasizing that oral presentations must be part of a broader skill-development strategy. Additionally, while many advocated for using oral presentations across all EFL modules, others pointed out that the nature of certain courses may not align with this approach.

Finally, teachers offered practical suggestions for improving oral presentations, such as allowing topic choice, integrating AI tools, emphasizing vocabulary enrichment, using trending topics, and improving assessment clarity. These recommendations reflect a

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progressive and learner-centered outlook, aiming to make oral presentations more engaging, effective, and supportive.

Conclusion

This chapter focused on analyzing and interpreting the data collected through student and teacher questionnaires. The results were presented both statistically and descriptively, offering insights into the role of oral presentations in EFL learning. The findings indicate that oral presentations contribute to improving learners' speaking skill. Overall, the results support the hypothesis that oral presentations positively influence students' speaking performance in the classroom.

GENERAL CONCLUSION

General conclusion

The ability to speak effectively in a foreign language remains one of the most important skills for EFL learners, especially in communicative classrooms. However, speaking continues to be a challenging skill for many learners to master. To address this difficulty, oral presentations have been increasingly used as a classroom technique to help students enhance their speaking proficiency and overall communication skills. In this context, the present study aimed to investigate the role of oral presentation projects in improving the speaking abilities of third-year EFL students at the Department of English, Mohamed Khider University of Biskra.

The research focused on three main questions: (1) Did the use of oral presentation projects help EFL learners improve their speaking skill? (2) What were the challenges faced by learners during oral presentations? (3) What were the learners' and teachers' perceptions of using oral presentations to improve speaking skill? Based on these questions, it was suggested that using oral presentations as a teaching technique would have a positive effect on students' speaking skill.

To answer these questions, the study used a descriptive method with a qualitative approach. Two questionnaires were given to a randomly selected sample of thirty third-year EFL students and ten oral expression teachers. The analysis of the collected data revealed several key findings. Students and teachers perceived oral presentations as an effective tool for improving speaking ability. Despite recognizing the benefits of oral presentations, participants highlighted several challenges students encountered when delivering an oral presentation, including anxiety, difficulty with topic selection, lack of confidence, and struggles with grammar and vocabulary, all of which negatively affected their performance.

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To help students overcome these challenges, teachers suggested several practical solutions, including boosting learners' self-confidence through positive feedback and emotional support, offering guidance by helping them generate ideas, creating a comfortable classroom atmosphere, and encouraging peer learning through collaboration and shared experience.

In terms of perceptions, most students and teachers supported the integration of oral presentations into different modules, believing that regular practice would lead to improved speaking abilities. Still, a few teachers argued that oral presentations should mainly be used in modules where speaking was the primary focus.

Despite the important results, the study faced some limitations. The number of participants was reduced because some students chose not to participate, and others gave incomplete answers, which were not included in the final analysis. Also, the planned classroom observations could not be carried out due to the limited time available for data collection, combined with the difficulty in finding a cooperating teacher willing to allocate class time for observation. For future studies, it is recommended to include a larger number of participants and to add classroom observations to better understand the process and effects of oral presentations.

Based on these findings, the suggested hypothesis that adopting oral presentation projects as a teaching technique would significantly enhance learners' speaking skill, was confirmed. The study concluded that oral presentations, when thoughtfully implemented and supported by a positive learning environment, represented an effective strategy for developing EFL learners' speaking proficiency. These results highlight the importance of interactive and student-centered approaches in fostering communicative competence in

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EFL contexts. Future research may further explore how variations in presentation formats or evaluation methods could impact learners' speaking development.

Limitations of the Study

Several limitations were encountered during the course of this study:

Firstly, the number of student participants decreased from the initially intended 50 to 30. This reduction was due to a combination of factors: some students either declined to participate in the study or failed to complete the questionnaire seriously, providing incomplete responses. As a result, those entries had to be excluded from the final analysis.

Secondly, although classroom observation was initially planned as part of the data collection tools to gain deeper insights into students' oral presentation performance, this was not implemented. The limited time available for data collection, combined with the difficulty in finding a cooperating teacher willing to allocate class time for observation, rendered this aspect unfeasible.

Future studies are encouraged to include a larger sample size and incorporate classroom observations to gain a more comprehensive understanding of the oral presentation process and its effects.

Recommendations

To conclude this study, we present the following pedagogical implications and recommendations to support the effective use of oral presentation projects in EFL classrooms:

For Students:

Students are advised to:

- Prepare a clear outline before delivering a presentation to ensure a structured and focused delivery.
- Rehearse presentations multiple times, either alone or with peers, to reduce anxiety and improve fluency.
- Start with small group presentations before individual ones to gradually build public speaking confidence.
- Practice speaking without relying heavily on written scripts, aiming for a more natural and engaging delivery.
- Incorporate dynamic elements such as images, short videos, or other multimedia tools to maintain audience interest.
- Focus on conciseness and interactivity, keeping presentations focused and engaging to avoid audience fatigue.
- Participate in peer feedback and self-reflection activities after presentations to recognize strengths and areas for improvement.
- Practice with technological tools (like microphones or audio recording apps) to enhance voice clarity and delivery skills.
- Gain awareness of fundamental presentation skills such as organization, clarity, and audience engagement for overall speaking improvement.

For Teachers:

Teachers are recommended to:

- Integrate oral presentations regularly into instruction, especially in modules emphasizing communication and critical thinking.
- Allow students to choose or suggest presentation topics, encouraging ownership and more authentic speaking performances.
- Incorporate recorded materials (such as podcasts or speeches) to strengthen students' listening and pronunciation skills.
- Encourage the use of AI tools (e.g., pronunciation apps, presentation planners) to assist students in preparing more effectively, while supervising appropriate use.
- Dedicate more instructional time to speaking-focused modules, ensuring that all proficiency levels are adequately supported.
- Create a comfortable and supportive physical environment to reduce student anxiety and boost performance.
- Adopt flexible assessment criteria that value fluency, pronunciation, organization, effort, and audience engagement, not just grammatical accuracy.
- Guide students with clear, detailed instructions on project expectations and grading rubrics from the beginning.
- Incorporate trending and real-life topics into presentation assignments to make sessions more relevant and engaging for students.
- Encourage pair and group work during the preparation stage, fostering collaboration, idea exchange, and vocabulary enrichment.
- Offer formative feedback during rehearsals, helping students refine their delivery before the final graded presentation.

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APPENDICES

Appendix 1: Students' questionnaire

Dear Students,

You are kindly requested to complete this questionnaire, which serves as a data collection tool for a master's degree research in Applied Linguistics. Your responses will be valuable for our study titled **“The Role of Oral Presentation Projects in Enhancing EFL Learners' Speaking Skill.”**

Your participation is voluntary, and your responses will remain confidential. If you choose to participate, please answer all questions honestly. Thank you for your time and cooperation.

Miss. Ferial **BEN TAHER**

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Please Tick (✓) The Choice That Corresponds To Your Answer.

Section I: Background Information

Q1. Please indicate your gender:

- Male
- Female

Q2. Please indicate your age group:

- 20-22
- 23-25
- Over 25

Q3. What was your educational stream (branch) before university level?

- Literary
- Scientific
- Other (please specify):

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Q4. Your choice of studying English was:

- Personal interest
- Advised
- Imposed

Q5. How do you describe your proficiency level in speaking?

- Excellent
- Good
- Average
- Poor

Section II: Speaking skill

Q6. Which of the following language skills do you find most challenging to develop?

- Listening
- Reading
- Writing
- Speaking

Q7. Do you like the oral expression module?

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- Yes
- No

Q8. How often do you participate in oral expression sessions?

- Very often
- Sometimes
- Rarely
- Never

Q9. Do you find the allocated time for oral production sufficient for developing your speaking skill?

- Yes
- No

Q10. Do you find difficulties when speaking English?

- Yes
- No

Q11. If yes, what are the main challenge you face when speaking English?

- Inhibition
- Lack of topical knowledge
- Low participation
- Mother-tongue use
- Other (please specify):

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Q12. Which of the following activities does your oral expression teacher use most often?

- Discussions/debates
- Storytelling tasks
- Role plays
- Communicative tasks
- Activities using pictures
- Academic presentations

Q13. Which activity do you feel helps you improve your speaking skill the most?

- Discussions/debates
- Storytelling tasks
- Role plays
- Communicative tasks
- Activities using pictures
- Academic presentations

Section III: Oral Presentations

Q14. Do you find oral presentations enjoyable?

- Yes
- No

Q15. What type of oral presentations do you enjoy most?

- Controlled

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- Guided
- Free

Q16. How often do you prepare an oral presentations in your EFL classes?

- Always
- Sometimes
- Rarely
- Never

Q17. Do you believe oral presentations help improve your speaking skill?

- Yes
- No
- Not sure

Please explain your answer :

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Q18. Which aspect of speaking has improved the most due to oral presentations?

- Fluency
- Accuracy
- Grammar
- Vocabulary
- Pronunciation

Q19. Which of the following challenges do you encounter when delivering an oral presentation?

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- Anxiety
- Lack of confidence
- Grammar and vocabulary difficulties
- Struggles with visual aids
- Difficulty with topic selection
- Time management issues
- Difficulty engaging with the audience and lecturer

Q20. Do you think practicing more oral presentations in different modules would be beneficial?

- Strongly agree
- Agree
- Strongly disagree
- Disagree

Q21. If you could change one thing about oral presentations to make them more effective for learning English, what would it be?

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Q22. What advice would you give to other EFL learners who struggle with oral presentations?

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Thank you for your participation!

Appendix 2: Teachers' questionnaire

Dear Teachers'

You are kindly requested to answer the present questionnaire which serves as a data collection tool for master degree in applied linguistics. Your answers will be very helpfull for our research entitled **“THE ROLE OF ORAL PRESENTATION PROJECTS IN ENHANCING EFL LEARNERS' SPEAKING SKILL”**. We deeply appreciate your efforts. Thank you.

Miss. Ferial **BEN TAHER**

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Please Tick (✓) the Choice That Corresponds To Your Answer

Section I: Personal Information

Q1. Please indicate your gender:

- Male
- Female

Q2. What is your academic qualification?

- license degree
- Masters' degree
- Magister degree
- Doctorate degree

Q3. How many years have you been teaching English at the university?

- years

SectionII: Speaking Skill and Oral Presentations

Q4. Do your students face difficulties when speaking English?

- Yes, most students face difficulties.
- No, the majority do not face significant difficulties.

Q5. Which of the following speaking activities do you incorporate in your classroom?

(You may select more than one option)

- Discussions/Debates
- RolePlays
- Activities Using Pictures
- Storytelling Tasks
- Communicative Tasks
- Academic Presentations

Q6. How often do you incorporate oral presentations in your EFL classroom?

- Always
- Sometimes
- Never
- Rarely

Q7. What type of oral presentations do you typically assign to your students?

- Controlled Presentations
- Guided Presentations
- Free Presentations

Q8. What are the main reasons for incorporating oral presentations in your teaching? (You may select more than one option)

- To improve fluency and Accuracy
- To enhance vocabulary and pronunciation
- To encourage collaboration and teamwork
- To assess speaking proficiency
- Other (please specify):

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Q9. What are the most common challenges students encounter during oral presentations?

(You may select more than one option)

- Anxiety
- Lack of confidence
- Difficulty with topic selection
- Grammar and vocabulary difficulties
- Struggles with visual aids
- Time management issues

- Difficulty engaging with the audience and lecturer

Q10. How do you usually support students in overcoming these challenges?

- Please provide a brief explanation.

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Q11. What criteria do you use to evaluate oral presentations? (You may select more than one option)

- Content
- Speaking Proficiency
- Delivery skills
- Collaboration
- Body Posture and gestures
- Facial Expressions
- Acoustic Features

Q12. What role do you play as a teacher during oral presentations? (You may select more than one option)

- providing clear guidelines
- organizing groups
- assisting students in choosing topics
- supporting their research
- helping them use visual aids.

Q13 In your opinion, do oral presentations enhance students' speaking skill?

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Please explain your response:

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Q14. Do you agree that Oral presentations should be used in all EFL modules?

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Please explain your response :

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Q15. What suggestions do you have for improving the use of oral presentations in EFL classrooms?

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Thank you for your time and valuable insights!

الملخص

تُعتبر مهارة التحدث من أكثر المهارات تحدّيًا بالنسبة لطلبة اللغة الإنجليزية كلغة أجنبية، إذ يواجه العديد منهم صعوبات في التعبير عن أفكارهم بطلاقة. وفي هذا السياق، هدفت هذه الدراسة إلى اقتراح دمج مشاريع العروض الشفوية كإستراتيجية تعليمية تهدف إلى تحسين مهارة التحدث لدى المتعلمين، من خلال منحهم فرصًا منظمة للتحدث والممارسة، وتعزيز أدائهم وتحفيزهم في سياق تعلّم هادف. اتبعت هذه الدراسة المنهج الوصفي القائم على المقاربة النوعية، حيث تم جمع البيانات من خلال استبيانين، وُرِّع الأول على طلبة السنة الثالثة (نظام ل.م.د)، والثاني على أساتذة مادة التعبير الشفوي بجامعة بسكرة، وذلك من أجل معرفة آراء كل من الطلبة والأساتذة حول استخدام العروض الشفوية، فوائدها وتحدياتها. أظهرت نتائج اجماع كل من الاساتذة و الطلاب أن العروض الشفوية تُعدّ أداة فعالة في تحسين مهارة التحدث. غير أن الطلبة يواجهون بعض الصعوبات أثناء تقديمهم للعروض، مثل القلق، صعوبة اختيار المواضيع، نقص الثقة بالنفس، إلى جانب مشاكل في القواعد والمفردات. وللتغلب على هذه التحديات، اقترح الأساتذة المشاركين في هذا البحث مجموعة من الحلول لمساعدة الطلاب في تجاوز هاته العقبات. في الأخير، أكدت نتائج الدراسة صحة الفرضية بأن لمشاريع العروض الشفوية تأثيرًا إيجابيًا على تحسين الأداء الشفوي لدى متعلمي اللغة الإنجليزية كلغة أجنبية.