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Teachers and Students' Perceptions on the Use of Presentational Aids in Enhancing EFL students Public Speaking

The Case of Students of English at Sunrise Languages School, Biskra.

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Declaration

I, LAIFA Nesrine, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted for any academic institution or University for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified

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Dedication

To my beloved parents.

Thank you for your endless support, you have been always by my side during my whole educational journey.

You taught me how to trust Allah and how to believe in myself.

Thank you for everything!

To the girl who overcomes everything to succeed

"ME "

Thanks To my sisters for your support, guidance, and assistance

To the cute girl who guided and helped me "IKRAM "

Thank you!

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Abstract

Delivering comprehensible and effective speech in front of a considerable number of people (a public) with the help of using technology is regarded as the key to success of public speaking. However, many EFL students face difficulties in making their public speaking intelligible and interesting in front of their audience. This may impact their speech negatively. The purpose of this study was to explore the perceptions of both EFL teachers and students of Sunrise Languages School on the use of presentational aids in enhancing EFL students' public speaking .For that purpose, the mixed method approach was used with a combination of qualitative and quantitative data in order to answer the research questions. In order to gather the necessary and data, two main data gathering tools were used: a semi-structured questionnaire with twenty two (22) students of the Sunrise Languages School, in addition to a semi-structured interview with four (4) teachers from the same school. Both of them were selected purposively due to their experience and knowledge of the skill of public speaking. The results of this study revealed that the majority of students encounter difficulties and obstacles that are related, mainly, to psychological and linguistic factors such as anxiety and lack of linguistic competence. Besides, both teachers and students agreed on the effectiveness and usefulness of using presentational aids " audio-visual aids " during public speaking performance , since they clarify and make the intended message understandable to the audience; however, they believed that it is a means rather than an end. Eventually, some recommendations were suggested based on the obtained analysis and results, most importantly, the necessity of integrating and using presentational aids in public speaking and oral performance.

Key words: public speaking, presentational aids, audio-visual aids, EFL students, EFL teachers.

List of Abbreviations and Acronyms

AA: Aural Aids

AVA: Audio-Visual Aids

EFL: English as a Foreign Language

ICT: Information and Communication Technologies

OHP: Over Head Projector

PS: Public Speaking

VA: Visual Aids

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General Introduction

Introduction

The English language has become the major concern of many people, especially those whose objective is to master it due to its importance for business, science, the media industry, tourism, and education. Thus, at the level of education, learning the language depends not only on the linguistic side, such as grammar and vocabulary, but also on the non-linguistic "paralinguistic" side that includes body language, gestures, and movements. All these elements and features may contribute in building communicative competence that enables students to communicate in real life situations with their teacher and classmates. In this light, numerous teachers in the field concentrate on utilizing some techniques for the sake of first, simplifying the learning process for their students,and second, improving their students' language skills, mainly reading, writing, listening, and speaking. The latter has many forms, most importantly, oral presentation, oral performance, and public speaking. All of them aim to communicate ideas in front of a public.

Public speaking is the act of performing in front of others and communicating ideas with them. Besides, it is a formal presentation by a speaker to an audience. Therefore, mastering the skill of public speaking is regarded as one of the factors that may lead to students' success in their academic and professional career. Nevertheless, the act of delivering a speech before a large number of people is considered as a hard task for many students due to the hurdles that face them when finding themselves in situations where they become the focus of attention as they have to address an audience. This imposes being confident and linguistically competent. Besides, it requires consistent practice in order to get accustomed to it. Moreover, it is really necessary for students to deliver and present comprehensible speech to the audience and this can be achieved through integrating some

technological instruments "Information and communication technologies (ICT) ", in order to help them overcome their speech difficulties .

The integration of the information and communication technologies (ICT) in education leads to transforming learning and teaching practices from the traditional way to the technological. Among these technologies or technological devices are the presentational aids, which are mainly represented in " audio-visual aids " , such as videos, films, dialogues, PowerPoint, slides, which are very important instruments to be used in EFL classrooms since they provide the opportunity to see and hear the communicated message. Integrating and using presentational aids in oral presentation or public speaking could affect positively both the speaker as the sender of the message and the hearer or the listener as the receiver / recipient. However, the utilization of these supporting materials may be neglected by teachers and students, due to their lack of awareness about the effectiveness and usefulness of presentational aids, "audio-visual aids", on students' public speaking / oral performance.

In this light, this current research study aims to explore the perceptions and view points of both EFL teachers and students of Sunrise Languages School about the use of presentational aids in improving and enhancing EFL students' public speaking. It aims, also, to explore whether or not such materials facilitate and simplify the complex information by visualizing it to the audience or learner, and to which extent they help the speaker raise the comprehension of the people in front of him / her

1. Statement of the Problem

Delivering a speech in front of people known as public speaking is one of the crucial skills of communication and . This skill requires having particular abilities namely: linguistic (vocabulary, grammar, pronunciation…), paralinguistic (body language, gestures, movements...) and psychological capabilities such as self confidence and braveness. Having

such abilities make English as foreign language (EFL) learners able to inform, persuade and convey meanings and conceptions to the audience successfully.

Most EFL students encounter remarkable obstacles and difficulties when they are asked to give an oral presentation or a speech in front of their teacher and classmates whose focus and attention are on the speaker. This puts them under pressure and makes them feel that they have to speak without any mistakes. Consequently, they experience fear, shyness nervousness and anxiety which make them feel as if they have lack of vocabulary even if they do not.

All the aforementioned difficulties occur most of the time when delivering a speech without using any presentational aid. For this reason, we believed that employing presentational aids as a tool in educational setting is crucial in improving and enhancing EFL students' public speaking as they may motivate them to give better presentation and helps them deliver comprehensible speeches. Moreover, they could contribute in decreasing students' fear of public speaking.

2 . Resarch Aim and Objectives

The general aim of this study is to explore the effectiveness of utlizing presentational aids in enhancing EFL students' public speaking and making it understandable and comprehensible to the audience.

The Objectives of the Current Study are as follows:

➢ To Discover the major factors that obstruct EFL students public speaking

➢ To Know the various educational tools that can be used in the classroom to enhance EFL students' public speaking and to provide an effective speech

➢ To Determine the proper way of delivering a comprehensible speech

➢ To Explore teachers and students' perceptions towards the use of presentational aids in oral presentation tasks.

3 . Research questions

RQ1. What are the main factors that hamper EFL students from delivering a comprehensible speech in front of public?

RQ2. What kind of educational tools can be used in the classroom to enhance EFL students' public speaking?

RQ 3. How do EFL teachers and students perceive the use of presentational aids in oral presentation tasks?

4. Significant of the Study

The stimulus behind exploring the effectiveness of presentational aids in enhancing EFL students' public speaking is derived from the hurdles encountered by learners when they are asked to give an oral presentation. Thus, this study is significant since it discusses the use of presentational aids as an educational authentic material in the EFL setting "classroom" that is considered as a beneficial strategy in enhancing and improving EFL students' public speaking. This strategy may contribute in reducing their fear of public speaking. Moreover, the current study endeavor to raise EFLstudents awareness about the benefits of employing presentation aids as a technique to make their presentation effective and comprehensible to the audience in which they make sense of what the speaker say and want to convey. The result of this study may be of great benefit to EFL learners who seek to give an adequate, and understandable speech to the audience.

5. Research Methodology

5.1 Research Approach

The present study necessitates an exploratory approach to gather data through exploring EFL teachers and students' perceptions towards the effectiveness of using presentation aids as a way of enhancing students' public speaking and making it intelligible and attractive to

the audience. This was achieved via using the following instruments: a Semi-structred quesrionnaire and a semi structred interview. Consequently, this study was conducted through the combination of both qualitative and quantitative methods.

5.2 Population and Sample

To gather data about the perceptions and view points of both EFL teachers and students, a number of twenty six (26) English students of Sunrise Languages School, who represents the whole population, were selected purposely due to their participation in public speaking tasks. Besides, Four (4) EFL teachers from the same school were chosen purposively, mainly, for their experience as foreign language teachers.

5.3 Data Gathering Tools

As mentioned previously, in order to answer the research questions, two main gathering tools and instruments were used namely: a semi-structured questionnaire for students and a semi-structured interview for teachers. Through the questionnaire and the interview, the researcher sought to know both students' and teachers' perceptions towards the effectiveness of using presentational aids when delivering an oral presentation and their impact on the understanding of speech , in addition to exploring and identifying the hurdles that students face in their public speaking .

5.4 Data Analysis Procedures

Excel software was used to analyze the questionnaire running descriptive statistics. In addition to the thematic analysis method that was used for analyzing and interpreting the qualitative data that was obtained from the teachers' interview.

6. Structure of the Dissertation

The current dissertation is divided into three main parts: the first two parts are concerned with the theoretical background and the third part to the fieldwork. The first chapter includes

the first variable namely, public speaking skills that covers the most important elements that deal with speaking in front of public. The second chapter, was an overview on presentational aids, along with, their types and effectiveness as educational instruments. Eventually, the third chapter that is devoted mainly to the practical side includes data analysis and interpretation of the obtained results followed by the general conclusion and recommendations.

Chapter One: Public Speaking

Introduction

Among the skills that are needed to be practiced and improved by everyone is Public sparking because it is an essential skill for one's professional and educational career. It is considered as one of the ways of communication that reinforce the interaction between individuals. Moreover, in the educational settings, public speaking paves the way for students to express their ideas and thoughts in front of their classmates and teacher. Doing so, leads students to be accustomed to the process of presenting a speech in front of an audience. The present chapter is an overview of public speaking in which the notion of public speaking, its origins, importance, and elements are tackled. Subsequently the researcher presented the three ps of public speaking, its benefits for EFL learner as well as its principles. After that, speech delivery, its components, its types and its methods; Moreover, the researcher emphasized on the way supporting materials help the process of speech delivery in addition to the effective public speech, its difficulties and suggested solutions in order to overcome speech anxiety will be highlighted

1.1 The Notion of Public Speaking

Numerous people think that public speaking implies only delivering a speech in front of public. However it is more than addressing an audience. Tucker, Barton, Burger, Drye, Hunsicker, Mendes,Lehew (2019) defined it "an organized, face to face, prepared, intentional (purposeful) attempt to inform, entertain, or persuade a group of people (usually five or more) through words, physical delivery, (and at times) visual or audio aids" (p.3). This indicates that public speaking is a well-prepared speech whereby the speaker seeks to convey his intended message either via verbal or non-verbal delivery, or through the help of audio- visuals.Within the same perspective, O'hair, Rubenstein and Stewart (2019) highlighted that in public speaking there is always a definite purpose to be delivered. For

them public speaking encompasses an orator with a reason to speak, audience to pay attention to him, and a message to serve a purpose.

Furthermore, Mufanti, Nimasari, Gestanti and Sutanto (1970) noted that "public speaking is oral communication spoken in front of large people that combines the skill of speaking and the art of speaking"(p.1). Hence, public speaking is a way of delivering a message before a public whether it is small or large (Beebe and Beebe, 2012). Additionally, Doyle (2021) mentioned that "public speaking is a soft skill that demands an efficient communication skill, enthusiasm, and the ability to engage with an audience.

All the above definitions of public speaking could be summarized in the definition that is stated by Novakovic, Teodosijevic (2017), in which he pointed that public speaking is also called"oratory" or "oration" which is the oral presentation and performance, face to face speech in front of public for the sake of influencing, informing or entertaining them and usually for persuading the public.

1.2 Origins of Public Speaking

Public speaking is not a recent skill, yet its origins dated back to ancient Greece and Rome 2500 years ago. The term of public speaking at that period of time was indicated as "Rhetoric" that Aristotle, one of the main ancient scholar in public speaking, defined as the faculty to uncover all the accessible means of persuasion in a given situation. Consequently, the art of public speaking for the Greeks was a process of persuasion, for that they adopt it in their speaking to persuade since it was a duty in their civic life mainly in court and legislative assemblies (Decaro, 2013).

Bernard (2018), clarified that Aristotle devided the means of persuasion into three main sections which are: **logos**, **ethos** and **pathos.** Accordingly, he claims that ethos

stands for the speaker's credibility and authority on the topic. In this regard, (Barnet,2011) stated that:

> In addition to understanding how your audience feels about the topic you are addressing; you will need to take steps to help them see you as credible speaker, the audience's perception of you as a speaker is influential in determining whether or not they will choose to accept your proposition (p. 7).

Then, he admitted that logos is linked to the use of logic and deduction in order to support the speaker's arguments and make it adequate by stating facts and using logical reasoning. Finally, pathos which is about creating an emotional connection between the speaker and the audience.

Additionaly, Halishka (2020) claimed that Cicero, one of the most prominent rhetoricians at that time, came up with the theory of **"Five canons of rhetoric"** that is still used nowadays in teaching and learning public speaking. These five canons are: invention which is the step of brainstorming the ideas in order to make the speech interesting , arrangement that represents the organization of the brainstormed ideas, and style that is related to the choice of language by which the speaker influence his/her audience. Last but not least, memory that indicates the memorization of the key points of the topic .In other words, it is about knowing the topic's content that will be presented. Finally, delivery which is the way of presenting the information including tone of voice, body language, and eye contact.

The modern age of the 20th century as Bernard (2018) asserted, has witnessed an emphasis on teaching communication skills in college and universities. Then, in the 21th century and with the development of technology mainly the exposure to internet and mass media have

driven to the rise of the significance of public speaking that is considered as a pillar of success in various domains especially in education and business.

To sum up, we can say that public speaking is an ancient art that has rich history. This art becomes a required skill that many people need for different purposes.

1.3 The Importance of Public Speaking

Public speaking is regarded as an essential soft skill that is required to be mastered especially by students through out life because it is highly needed for their professional life. According to Lucanus (2017), communication skills develop professionalism in the styles of speaking and attitudes toward others, and this in turn will serve students well in their professional lives. It is regarded that the ability to talk successfully in a variety of life settings increases a person's credibility and promotes his career.

The importance of such skill is needed in all fields as teaching and highly specialized fields such as civil and mechanical engineering (Lucas, 2009). He claimed that "public speaking is an opportunity of sharing thoughts and having an influence on the important societal issues (Lucas, 2009.p.5.). In other words, it is an important way of civic engagement. For Lucas, public speaking is a form of empowerment that lies on the idea that public speaking allows people to make a difference, a modest impact in the world on topics that they strongly care about. Each public speech is an opportunity to promote a person's personality, boost his confidence, and develop a successful career. Novakovic and Teodosijevic noted that:

> It is necessary for everyone to master at least the basics of rhetoric and
>
> public appearances, whether you are dealing with public business,
>
> politics, the media, whether you are professor or a manger, whether your

goal is to speak in front of crowds, to appease your professor to give you

a passing grade, or to have a better position in society, mastering

techniques of public speaking and oratory skills is what will make the

difference between your success and failure. (2017, p.39).

Thus, it is very crucial to master public speaking due to its usefulness in all fields, either academically or professionally.

1.4.   Ellements of Public Speaking

In the process of speaking in public, speaker delivers a continuous message to the audience in a unified context. And as a communication process, public speaking ellements are interdependent and harmonious where each element of it relies on the other and work all together to maintain the flow of the mechanism in a natural and regular manner as Balbal (2005) claimed. In this regard, Devito (2015), Steinberg (2007), Dadole and Carreon (2017), and Balbal (2005) agreed on the idea that the process of public speaking implies a speaker, a listener, an audience, a message, channel, noise, feedback, and context. All of which are discussed bellow.

1.4.1   The Speaker

The speaker is the main element of any presentation or speech since he is considered as the source of message and the reason behind assembly. Accordingly, Lucas (2019) stated that "as public speaker you are the center of the transaction: you and your speech are the reason for the gathering." (p.5). The success of the the speech determined by speaker's personal credibility, speech preparation, delivery style, subject understanding, and his sensitivity to the audience as it requires the speaker's enthusiasm in order to make the audience interested in the presentation.

1.4.2   Audience / Listeners

Audience are the ones who receive the communicated message they are the "message receivers". Without listeners, there is no public speaking interaction. Dadole and Carreon (2017) claimed that any successful speaker should analyze his/her audience in order to be aware enough of what to present .This analysis may include: age, gendr, materials, status, race, geographic location, group membership, education, and career, interest, environment, numbers of audience needs , expectations. On the other hand, Steinberg (2007) refers to audience and speaker as "people" and he called them "communicators" and "recipient" instead of message source and message receiver or speaker and hearer. Yet, they all refer to one common idea which is people having part in a communication process.

1.4.3   The Message

The message refers to any thing that is done or said by the speaker both verbaly and non-verbaly. Balbal (2020) reported that the main goal in public speaking is having an intended message. In other words, the message is a set of thoughts and ideas that encompasses the content to be conveyed. This can be achieved by utilizing a particular medium's signs and codes of linguistics.

1.4.4   Noise

Noise is, as (Griffin and Bone, 2017) claimed, anything that prevents the message and the listeners from receiving the information as it is intended to be received. It is the obstacles that the speaker encounters while delivering a speech that impact negatively the understanding of a message. They defined noise as "things that interfere with the transition and reception of a message" (p.10). Verderber and Sellnow (2017) pointed that noise is divided into two types: external noise that comprises sounds, people talking, shifting patterns, temperature, and visual interference. However, internal noise occurs when the speaker is confused or unclear of what to express. As it can occur when the speaker does not know or analyze his audience. Devito (2015) provides some solutions that the speaker may

use in order to reduce the effect of noise through making the language precise, organizing thoughts logically, and reinforcing the speech via visual aids.

1.4.5   Context / Setting

It refers to the situation where the speech takes place between the audience and speaker (Devito, 2015). The setting indicates that each message needs to be communicated at an appropriate time and place. In her short presentation about context, (Steinberg, 2007) assumed that "context refers to the environment; the place or conditions in which the communication encounter takes place"(p.50). Griffin and Bone (2017) pointed to the context as the environment or cultural background where participants interact in certain location.

1.4.6   Channel / Medium

It indicates the means by which it conveyed the message from the sender to the receiver. Auditory and visual channels that are non-verbal communication as body language and facial expression, are significantly important in public speaking. Steinberg (2007) referred to the medium as the physical means and the channel as the message traveling route. Sellnow (2017) developed the concept of channels that function under current time requirements, purpose, recipient, and situation. All these elements consider both media richness and timing.

1.4.7   Feedback

It is the mutual understanding of the intended message that occurs when the sender's message reaches the receiver. It is the reaction of the listeners to the speaker's message that could be verbal or non-verbal. Steinberg (2007) summed up the importance of feedback into three main points:

➢ It assigns communication a feature of dynamism and interactivity

➢ A means whereby meaning and ideas is exchanged and negotiated to reach a satisfactory communication.

➢ It monitors participants' performance (either to continue or terminate the talk).

1.5 The Three P'S of Public Speaking

The success of speech, as Nikitina (2012) asserted, is not solely dependent on the speaker's oratory skill sets. It is the interference of some factors that influence it. She emphasized on the necessity of following the three p's of public speaking in order to deliver a successful speech which are: preparation, practice, and performance.

1.5.1   Preparation

According to Nikitina (2012), the primary step that public speakers accomplish is preparing for their speech. Preparation and planning for the speech help the speaker decreases the level of nervousness and increase the level of confidence as well as it makes the speaker appear more knowledgeable and credible in front of his audience. "…the outcome of the speech is largely predetermined by the weeks of preparation undertaken". Nikitina (2012, p.34).

1.5.2   Practice

As with any other skill, public speaking demands regular practice in order to be improved and developed. Thus, the more the speaker practices the talk in front of people, the more his brain familiarizes with that process with being the main concern. Practicing the speech raises the feeling of self- confidence in the speaker. Practicing the speech before the estimate date of delivery implies many benefits among them: discovering the tongue twisters, reducing nervousness, helping in transforming anxiety into excitement and measuring time (Nikitina, ,2012).

1.5.3   Performance

In performing speech, the speaker has to believe that his presentation will be successful; however, the speaker has to be aware and ready for any hurdle that may occur on the day of the presentation. And in order to attain an interactive speech, the speaker could use humor and entertain the audience. In that way, the audience may unconsciously engage in the speech. Nikitina (2012).

1.6 Benefits of Public Speaking Courses for EFL Learners.

The courses of public speaking for EFL learners provide countless benefits. It is that tasks that help in keeping learners interacted and raised their attention as it helps in enriching almost every area of the speaker's life. Warner and Bruschke (2011) described public speaking as an extracurricular activity in schools that enhances students' speaking performance and increases their willing to learn. Thus, public speaking holds various benefits and the most common ones will be tackled below.

1.6.1   Public Speaking Is an Opportunity to Practice all Four Language Skills

Normnyash (2019) affirmed that preparing oral presentation drives students to use reading and writing skills besides to increasing their knowledge. Thus, public speaking opens the door to the speaker for experiencing the four skills of language.

1.6.2   Developing critical thinking skills

Morgan & Nelson (2015) asserted that "students in public speaking courses become critical thinkers in part by learning about adopting one's message to their audience, "(p.6). To clarify, public speaking contributes to strengthening critical thinking and adjusting one's message to their audience.

1.6.3   Developing verbal and non verbal skills

Public speaking courses can improve students's ability to communicate effectively and build their verbal and non-verbal skills. In addition, it develops their speaking skills and aids them acquire the ability to manage and mastering body language. Harris (2017) highlighted that "Having the opportunity to actively practice communication skills and receive professional feedback will help you become a better overall communicator." (p. 15).

1.6.4   Developing Self Confidence and Overcoming the Fear of Public Speaking

According to Bridon and Scott (2008), public speaking courses increase the level of self-confidence, decrease their speech anxiety, and it ameliorates student's capacity to interact with others. They added that mastering public speaking is an ideal opportunity for enhancing people's professional credibility, such as promoting professional self, and presenting ideas to decision makers.

To sum up, public speaking courses are considered as a way that builds the personal development of EFL learners as well as their professional development, particularly their future career

1.7.   Principles of Public Speaking

Public speaking is considered as one of the language skills that the speaker could improve and master through training himself and working hard for it. Public speaking course is based on certain principles that should be taken into consideration when delivering a speech in order to perform it successfully.

Deriza (2017) proposed three main principles of public speaking, namely authenticity audience and authority. Regarding the first principle" authenticity ", she pointed that the speaker should make the speech relevant and unique to him as telling a story that he experienced. In the matter of second principle "audience ", the speaker must know about

both the audience and their main intention behind their attendance, besides to their needs in order to make the speaker's speech-related to them. In the last principle "Authority", she suggested that Authority is among the crucial factors that contributes in overcoming public speaking fear. Another perspective set by Zeoli (2017) in which he suggested seven (7) principles of effective public speaking, which are as follows:

> ➢ **Perception "Stop Trying to be Great Public Ppeaker"**

Audience pays attention to the speaker, who is intriguing, easy going and at ease while delivering a speech. He has to be himself, feel comfortable and build a connection with the audience

> ➢ **Perfection "No One Cares but You "**

The speaker should know that committing mistakes is something natural in delivering any speech because sometimes the most skilled public speakers make mistakes.

> ➢ **Visualization " If You Can See It You Can Speak It"**

In order to decrease anxiety and overcome the fear of public speaking, most of the speakers practice the presentation in an empty place where no one else is around imagining that he is before an audience. In that way, the speaker practices visualization to attain his objectives.

> ➢ **Discipline "Practice Makes Good"**

The speaker has to realize that public speaking has nothing to do with perfection. That means public speaker should be effective but not an ideal. Being an effective public speaker achieved only by consistent practice.

> ➢ **Description "Make It Personal and Become a Story Teller"**

Most influential public speakers deliver their speech by relating real and vivid stories which they have experienced by themselves or by others because people prefer hearing about life's victories. Doing so helps in gaining the attention and support of the audience.

> ➤ **Inspiration " Speak to Serve"**

Public speakers have to ensure to keep their listeners top of mind in order to attain their purposes. Consequently, they should be aware that they are on the stage to help, teach, motivate, and entertain the audience.

> ➤ **Anticipation " Always Leave the Audience Wanting More"**

The speaker should keep his speech shortened because many often audience favor public speakers who shortening their talk in order to avoid the ambiguity, monotony and get the audience motivated to listen to him.

To conclude, it can be said that Deriza and Zeoli assured on the necessity of relying on the above principles for a successful speech.

1.8.   Speech Delivery

Speech delivery can be manifested in many forms. The most important ones are verbal delivery and non-verbal delivery. These forms of delivery are regarded as an essential aspect that impact the interpretation of the speaker's message.

1.8.1   Verbal Delivery

It is also known as oral communication. Wrench, Goding, Johnson, and Attias (2012) defined it as "verbal delivery is the way we actually deliver the words within the speech "(p.571). Ralph Nichols (as cited in Thompson, Stehly, and Chandler, 1997) asserted that the linguistic manifestation that is known with language is the primary instrument employed in such delivery. Lyons (as cited in Rodriquez, 2000) claimed that verbal delivery may have

three functions: a descriptive "to explain place, person", expressive" using language tools" and social function "as advising, convincing. The speaker should use grammatically accurate language, have an accurate aim in mind, and share common knowledge to achieve a successful result, which is communication with the audience. Additionally, King, Thomas, and Turner (2021) added another aspect of verbal delivery, which is a vocal delivery that refers to the speaker's voice, namely: the pitch and the articulation.

1.8.2   Non-Verbal Delivery

Non-verbal delivery or non-verbal communication is "the exchange of messages primarily through non-linguistic means, including kinetics (body language), facial expressions and eye contact, tactile communication, space and territory, environment, paralanguage and the use of silence and time." Tortoriello, Blott and Dewine (as cited in Bhardwaj, 2008, p.323).

- **Eye Contact**

While speaking in public, gaining and maintaining eye contact is a crucial behaviour that should be exhibited. King et al., (2012) pointed that eye contact aids in establishing speaker's credibility and keeping the audience's attention. In the same perspectives, (Wrench et al., 2012) asserted that looking directly at audience may support them to concentrate on the speech and listen attentively to the speaker.

- **Gestures**

Second major aspect of non-verbal delivery implies gesturing. According to Boyenga (n. d), "gestures are movements of the speaker's head, arms, and hands "(p.4). This means that the speakers use their whole body in order to transmit the message such as arms, finger point, head or even nods. it is very helpful using body language appropriately for enhancing the speaker's delivery. (wrench, et al., 2012).

- **Body Movements and Facial Expressions**

It is the speaker's movements and facial expressions. "Movement is where the speaker's entire body moves" (Boyenga, n. d, p.13). Body language is regarded as a crucial aspect of delivering and presenting a speech. In which ideas, intentions or sentiments are represented physically through facial expressions, body posture, movement of the eye, appearance face, touch; Moreover, body language may help in establishing a relation between speaker and audience and regulating their interaction as well.

Briefly, verbal and non-verbal aspects of speech delivery are two main functions that play a major role in delivering a successful and comprehensible speech for the audience.

1.9   Components of Speech Delivery

Structuring speeches does not occur randomly yet, it is an organized process as any piece of writing. Franchetti (2015), Lundeberg (2009), and Hashemi & Hakmabodi (2011) provide three main components of speech delivery which are as follows:

1.9.1   The Introduction

According to Lundeberg (2009), introduction is extremely crucial for catching and maintaining the audience's attention and impression. Besides, it gives the speaker credibility in the eyes of his audience. It serves as a preparation for the listener to what is coming. Thus, the introduction has to carry out the objectives of speech and the general points that will be discussed in the body.

1.9.2   The Body

According to Hashemi and Hakmabodi (2011), the body of the presentation is the most crucial element in the speech delivery. It is where the speech is explained and all the information is presented by the speaker. Franchetti (2015) stated that the speaker has to be

relevant to his core message by adding as much detailed information and tales as possible in order to demonstrate the points to be made.

1.9.3   The Conclusion

The conclusion is the final part of the speech delivery, where the speaker summarizes and highlights the major points that have been made. To put it differently, the speaker has to restate the core message and to be compelling without repeating the mentioned points in the body or adding new information. Franchetti (2015).

However, Verderber, Sellnow and Verderber (2015) added another three different components of an effective speech. Which are **content**" the information and ideas delivered by the speaker", the "**structure**"the framework which organizes the speech" and **delivery** "how the body and the voice are used by the speaker in order to transfer and convey the message to the audience."

All in all, the components of speech delivery are the key to provide an effective speech.

1.10. Types / Genres of Speech Delivery

The common genres of delivering speech that are based on their purposes will be discussed bellow.

1.10.1   Narrative Speech

Narrative Speech as Mufanti, Nimasari, and Gestanti (2017) claimed an entertaining, amusing or sharing General experiences of the speaker. Also, Labove, as cited in (Gries, 2006) stated that "narrative speech is a speech telling a story" (p.4). In that kind of speech, the story is delivered to reinforce itself, so the whole speech is told only to narrate a story.

In this type of speech, the speaker should be able to master delivering both the story and the content, besides having a sense of the story. In that way, they can convey the meaning of the story to the audience (Mufanti, et al., 2017).

1.10.2   Demonstrative Speech

According to Garies (2006), demonstrative speech is the speech conveyed in order to exhibit how something is work or done. In this matter, (Mufanti et al., 2017) assured that making the demonstration intelligible and effectively significant for the listeners or audience could be through utilization of audio-visual aids which are needed for the demonstration that is hard to be explained or understood.

1.10.3   Informative Speech

Schreiber and Hartranft (2013) asserted that the common purpose and the essence of informative speech is informing and sharing thoughts, information, and knowledge with the audience. They stated, "In an informative speech, the presenter will share information about a particular person, place, object, process, concept, or issue by defining, describing or explaining' (p.7). Garies (2006) added that the aim of informative speech is educating the audience in which the speaker plays the role of teacher and delivers new ideas and information.

1.10.4   Persuasive Speech

Webster (2012) pointed "Persuasion requires providing the audience with enough information to understand the topic under discussion, appealing to the emotions, attitudes, values, and good sense of the listeners to encourage support for the speaker's stance" (p.97). The speaker in this type of speech is in charge of making the audience convinced about his perspective and viewpoint via potent arguments that address their emotions.

1.10.5   Special Occasion Speech

This type of speech is frequently strengthens the relationship between audience members by recalling a shared experience or trying to entertain audiences with humor, storytelling or illustration, such as , motivational speeches or graduation speech. (Schreiber and Hartranfit, 2013).

1.11   Methods of Speech Delivery

Selecting an appropriate method of speech delivery regarded as a major factor in the successful of public speaking. Four Main methods should be taken into consideration when delivering a speech, namely impromptu speaking, speaking from memory, extemporaneous speaking, and speaking from manuscript

1.11.1 Impromptu Speaking

Kline (1989) claimed that impromptu speeches are those given by the speaker in non-formal as, when they asked to give a word or to deliver toasts, greeting, salutation, at a particular event in which a concise message is produced with no previous planning or preparation (Wrench, et al., 2012). In the same regard, Kline (1989) asserted that this method could be utilized only by expert public speaker who have a full image about the subject and the capability of organizing their ideas.

1.11.2 Speaking From Memory

Capecce (2017) declared that memorized speech is the rote recital of a written massage committed by the speaker to a memory. Wrench et al. (2012) mentioned that memorization can be useful, especially when the speaker needs to convey an exact message without being confined by notes. Hence, this kind of speech requires memorizing the written document or paper of the speech cautiously with no changes.

1.11.3 Extemporaneous Speakig

Extemporaneous speech as (wrench, et al., 2012) claimed, is the presentation of a well rehearsed and planned speech in a form of conversation using brief notes in order to support the speaker. They confirmed that this style of speech permits the speaker to establish an emotional attachment with the audience. This type of delivery emphasizes preparing and revising the performed speech and addressing the audience by giving significant notes.

1.11.4 Manuscript Speech

A manuscript speech is a speech that is delivered from a written text. Manuscript speaking necessitates a written text that is typically, but not always, given word for word. It is suited for official occasions and events as political occasions where the speech must be recorded (Mufanti et al., 2017). In other words, the speaker focus on carefully reading and repeating prepared and panned speeches. Kelley and Brennan (2014) claimed that in this method of speech, words can be chosen, managed, and revised wisely.

To sum up, the method of delivering the speech is not restricted to one method in which the choice of it relies on the speaker himself, the purpose and the occasion of the speech.

1.12. How Supporting Materials Help the Speech Delivery?

In delivering a speech, it is tremendously significant for the speaker to bring materials in order to support his speech. According to Tucker, Barton, Burger, Drye, Hunsicker, Mendes, & Lehew (2019), using visual aids help the speaker communicate the message and transmit it clearly to the audience, make it more dynamic and professional, and improve persuasiveness and makes it easier and simpler to remember and recall. For them, presentation aids make the speaker's thoughts, arguments, assertions, concept, tangible, concrete, and real. Moreover, Bridon and Scott (2008) provide four major benefits for the effectiveness of using visuals during presentation. First, **Communicating organization.** "People find it easier to pay attention and remember when they are provided with a road map

that visualizes what they're hearing and seeing "Bridon and Scot (2019, p.321). This implies that visuals help the audience in following the speech, as well as the speaker in staying on task and it helps in organizing the communicated message. Second, **illustrating spoken word.** They believe that visual aids provide sufficient detail that expresses the message appropriately. Hence, the more abstract or uncommon something is, the more it demands and requires to be visually depicted. Moreover, **simplifying the spoken words.** Some complicated information requires visual representation to be moreclear. Eventually, **complementing the spoken message.** Visual aids may be used to illustrate what the speaker says and to visually supplement the overall content of the speech.

In nutshell, using visual aids wisely could be a great instrument to the speech in which it it empowers the speaker's message, excites and develops audience's emotional response and working effectively in the presentation's physical settings.

1.13 Effective Public Speech

Preparing speech content is an essential stage in public speaking yet, speaking in public involves more than just providing credible information to the audience. It necessitates close interaction with the audience, efficient use of language, the capacity to control the time provided for the speech and the ability to entertain the audience (Gelula, 1997). A good public speaker can reach out the audience and keep them as interested as possible. Lucas (2009) claimed that public speaking transmits the speaker's thought engagingly, with no distraction from the audience. Accordingly, Chivers and Schoolbred (2007, 21-22) mentioned some qualities that students need to follow in preparing a speech which are: careful planning and preparation, good time management, relevant and interesting content, good communication skills, appropriate use of technologies, Clear supporting documentation and suitable audience participation.

To sum up, preparing any kind of speech requires wise planning and the aforementioned techniques could be used to achieve an effective speech.

1.14 Public Speaking Difficulties

Delivering a speech in front of a huge number of people is not an easy task. Numerous students face difficulties when addressing an audience. This in its turn prevents them from providing an effective or at least a clear. Harwitz et al., (as cited in Wahyuni, Rismaya, & Endang, 2013) highlighted three main linguistic obstacles that obstruct the performance of students in public speaking. These obstacles comprise the lack of vocabulary, pronunciation, and grammar. Besides other psychological issues as the lack of self-confidence and the fear of committing mistakes. Moreover, Ryan (2014) provided six problems of public speaking performance namely, fear, anxiety, panic attacks, insomnia, posttraumatic stress and depression. He pointed that the fear and anxiety are two main common problems of public speaking. For him, anxiety is the over feeling of fear and stress. Then, he clarified that panic attacks might occur when people are nervous; whereas, post-traumatic stress usually happens when the speaker has a traumatic experience that has a relation with public speaking and still affects him. Brown (2017) mentioned another obstacle and problems that may encounter any public speaker, which are: lack of self-confidence, lack of organization, lack of preparedness, lack of training and practice and lack of time of management.

1.15 Solutions to Overcome Speech Anxiety

Many researchers agree that most people suffer from speaking before the audience because of the speech anxiety that they encountered. Griffin (2008) highlighted various techniques that contributes in controlling, minimizing and overcoming speech anxiety. These techniques include, relying on self interests in choosing a topic, planning ahead of

time, avoiding unrealistically high expectations about the performance. Besides becoming familiar with the setting and employing relaxation techniques. On the other hand, Redmond and Vrchota (2007) emphasized that the speaker has to employ some some suggestions in order to manage speech anxiety. Beginning with the first suggestion, the speaker should be himself since non-verbal communication such as gestures, facial expression, as well as his voice and how he appears can all help in making the audience more interested and engaged. The second suggestion they provide is taking breath before and during the speech in order to boost and raise the level of confidence, so that the speaker can deal with many feelings or emotions that may arise while speaking before an audience.

Briefly, the fear of public speaking could overcome through practice, constancy and by applying the aforementioned techniques and suggestions.

Conclusion

To conclude, although public speaking is regarded as a hard task for EFL learners, it is a vital skill for the learning process in which it has a great impact on one's success since it touches almost all the domains of life. In which presentation skills and public speaking skills are very beneficial in many aspects as work, business, selling, training, teaching, and lecturing that develops confidence and other social situations. Hence, public speaking is a required skill that should be practiced constantly in order to master it and to become a better presenter and communicator, because it is a way of conveying and transmitting messages. Achieving such a thing paves the way to the learners to be successful in their academic and professional career.

Chapter Two: Presentational Aids

Introduction

The growth and development of technological devices spread all over the world and touched all the aspects of life and every domain of everyday life, such as the educational establishment. This technology has a great and positive impact on teaching and learning since it is regarded as the key to one's success when it is implemented well. Despite the usefulness of technology in our life, the majority of students use only the traditional instruments as they are not aware of the influence of technological devices as audio visuals especially when they are required to deliver a speech or give an oral presentation in front of their classmates and teacher or in front of an audience. Hence, the use of presentational aids "audio-visual aids" is one of the aspects that influence the learning process that is regarded as a way of illustrating and facilitating hard concepts and making them easy for understanding. In other words, using such devices may contribute to the improvements of oral presentation and make it more interesting to the audience.

This directs us to assign this part chiefly to presentational aids, "audiovisual aids" that will discuss the following important elements:

2.1 Presentational Aids

Many researchers and scholars defined presentational aids in different ways. Tucker, et-al., defined them as "the resources beyond the speech words and delivery that a speaker used to enhance the message conveyed to the audience (2019, p. 157). This means that they are a means of conveying a message that the speaker uses for the sake of making his /her speech accurate and improved. They added that the most common types of presentational aids most students use are the audio-visual aids such as pictures, graphs, diagrams, charts, videos, audios. In the same perspective, Devito (2015) pointed that presentational aids are visual or auditory instruments for clarifying a message or idea. Additionally, Coopman and Lull (2018) claimed that "presentational aids are a range of software programs such as power

points and keynote to flip charts, music and handouts that speakers used to highlight, clarify, and complement the information they present orally" (p.216). Thus, for them it is a set of effective equipments that is used for highlighting and supplementing the speakers' information to their audience. Bridon and Scott (2008) highlighted that presentational aids are channels of communication that boost the five basic senses and the natural means of communicating with voice and body. Therefore, German (2017) stated that "visual media are illustrative and persuasive materials that rely primarily on sight". Visual materials enhance your presentation in two ways: (1) they aid listener comprehension and memory, and (2) they add persuasive impact to your message" (p.226). In this regard, visual materials serve as a tool of persuasion and illustration that helps in improving one's presentation on the one hand and making the audience grasp the speech on the other one.

2.2 Audio-visual Aids

Audio-visual aids is a combination term that consists of two words which are: audio that refers to what we can hear and visual that refers to what we can see. Hence, they are crucial equipments in teaching and learning that involves hearing and seeing (Edgar, 1946). In this perspective, Shabiralyani, Hasan, Hamad and Iqbal (2015) stated that "Visual aids are those devices which are used in classrooms to encourage students' learning process and make it easier and interesting "(p.226). This means that visual aids are set of instruments that are used to make the learning experience more real, more accurate and more active. Burton, as cited in (Ghulam, 2015), claimed that visual aids are those sensory objects or images which initiate or stimulate and support learning.

(Edgar 1946) asserted that "Audiovisual aids must be understood in their relationship to teaching as a whole and to the learning as a whole" (p. 6). It is based on multimedia based education. Therefore, Neerja (2003) highlighted that audio-visual aids are educational

devices that allow the information to be both heard and viewed. He believes that audio-visual aids are sensory objects or images that stimulate and reinforce learning; they enhance the learning process mainly, motivation, categorization, and stimulation. In the same line of thought, Nyati (2017) claimed that audio-visual aids are training or educational materials that are aimed at the senses of sight and hearing; their functionality is to enhance the learning experience through the use of handouts, photos, whiteboards, flip charts, PowerPoint slide shows, microphones, music, and films and so on.

From all the above definitions it can be said that, presentational aids" audio-visual aids" are important resources in the process of education, which enhances students understanding, gains their attention and interests because most of the learners grasp better new information or idea when they can see it and hear it.

2.3 Functions of Presentational Aids.

The use of supporting materials such as presentational aids during oral performance or presentation can impact the delivery of the speech positively. For that reason, many researchers and scholars as (Harris, 2017), (Hamilton, 2015) and (German, 2017) believe that presentational aids help the speaker provide and convey a clear, memorable and believable message to his/ her audience. For them, presentational aids fulfill several functions: improving audience understanding and memory, clarifying the message, improving speaker'scredibility, increasing speaker's dynamism and confidence.

2.4 The Significant of Presentational Aids In Education

Audio-visual aids are among the technological devices that are becoming widespread, especially in educational establishments as colleges, schools, and universities. Such devices have a great impact in enhancing the teaching-learning process, as Muliana (2018) claimed.

According to Muliana (2018), using various sorts of audio-visual aids in the classroom can assist instructors in saving time and energy and allow them to pay more attention to the substance of the oral sessions. She pointed that audio-visual aids are powerful instruments that can provide learning opportunities for all, which in its turn paves the way to serve the demands of this century's work, communication, learning, and living. Nicole (2006) added:

> The importance of audio visual aids in education should not be underestimated. There are two reasons for this; one, learning via AVA create stimulative and interactive environment which is more conductive to learning; two, we live in an audio-visual age, which means that having the skills to use AV equipment is integral to future employment prospects. Therefore, exposure to audiovisual technology in education is imperative (p.277).

From the above quotation, we can understand that when audio-visual aids are employed as an educational instrument, they produce a realistic and pleasant atmosphere in the classroom, motivate students and assist them in learning. Visual aids assist the audience to understand and remember the information they are receiving as they make learning more engaging and practical for learners.

2.5 Types of Presentational Aids

Presentational aids are forms of audio-visual aids that are classified into three main categories namely: visual aids in which they rely on visual sense and it is divided into projected and non-projected, aural aids that depend on the hearing sense, and audio-visual aids which depend on both the hearing and the visual senses.

2.5.1   Visual Aids (VA)

A. Non-Projected Aids

- **Blackboard**

The blackboard is the common aid that is used in classroom settings, as Reddy (1992) claimed. It is also known as chalk-boards since it is available in green and white. This type of tool is used for writing words and summaries or drawing picture, map, and diagrams. However, the blackboard is not a visual instrument in its self because it does not convey any message when it is empty. Rather, it is a piece of equipment that may be used to deliver a visual message. For him, the blackboard's key feature is that it is always available, and it does not need any special abilities or equipment. Besides, it is adaptable to the needs of any subject**.**

- **Flannel-Boards and Magnetic Boards:**

Flannel and magnetic boards serve the same purpose as the blackboard, but the images and phrases shown on them are prepared in advance. Students can create their own items and present them to the class through the use of flannel and magnetic boards. These kinds of aids are frequently utilized for presenting dialogue, vocabulary teaching and simple actions. Pictures on the flannel board might be cut from magazines or sketched and colored by the educator. This type of aid can be used in an oral presentation, in which the items can be progressively placed on the board to create a story or keep the audience informed about the points to be discussed (Reddy, 1992).

- **Pictures / Photographs**

Photographs may frequently serve as a suitable substitute for the actual thing, as German (2017) asserted by which Color, form, texture, and connections may all be depicted using photographs. Such visual elements help gain listeners' attention to the presented ideas. In the view of Reddy (1992), pictures can add a variety to the teaching and learning process and it can be used with individual, small groups, or large audience. Shastri (2010) pointed out that "pictures where words cannot describe, pictures succeed because of their visual impact"

"(p.52). He believes that pictures reinforce the discussion and interpretation as it improves learners' creativity among each other. Pictures can be used for various purposes as narrating, describing an event, writing a dialogue or a story. They are ideal for oral presentations, question, and so on. Pictures are significant because they allow learners to express themselves in ways that words cannot. However, Jaffe (2014) claimed that pictures are useless if they are only for decoration or if the audience can not see them.

- **Flashcards**

Flashcards, according to Reddy (1992), are short visual messages printed on poster board cards that are flashed in front of the audience to emphasize key points in a presentation. It is the simplest visual aid that can be used by both the teacher and students. Flashcards are ideal for quick and dynamic reviews. Additionally, these cards have to be clean and uniform in size and the legends should be cleanly and simply lettered in black ink, large enough to be seen easily by everyone in the class. Flashcards may also include images or simple outline sketches. Furthermore, these cards are simple to produce and keep in which the letters should be large, tidy, clear, and capitalized, so that everyone in the class can see them and both sides of the card can be used as well. Flashcards are used to practice structure and word order, to merge vocabulary and to play various games. They are easy to use and effective. However, they need meticulous and careful planning and preparation ahead of time. Also, flashcards, as the name implies, are flashed only for a short moment as Shastri (2010) pointed

- **Models and Objects**

Objects are real sized things that learners enjoy bringing to the class in order to show them to their classmates. They can be used by teachers as well in their classroom (Jaff, 2014). He pointed out that the model is a depiction of an object at a scale that could be shaped from a paper or cotton that is bigger or smaller than the real object. Models can be used in oral practices. These aids are more easily recalled and remembered than those learned just

through the learner's sense of sight. A model is characterized with being easily moved from one location to another or totally removed. Moreover, German (2017) claimed that models, like other visual media, must be manageable, visible to the audience, and easily integrated into the speech. Hence, model or models are visuals that are used when the actual object or objects are unavailable.

- **Specimen**

Based on the view of Reddy (1992), a specimen can be a part of an object or a representative of a whole group or class. It is also called specimens, and it plays a major role in the educational programme. Specimens are beneficial because they are real and supply a direct experience to the students; it is a technique that helps to show new varieties in the field. This kind of visual aid should be collected in a natural condition.

- **Charts**

All of Jaff (2014), German (2017) and Reddy (1992) agreed on one idea that is charts are images of changes or relationships. They are a graphic representation of information and visual symbols that summarize, compare, perform, or explain a subject or a certain phenomenon. Reddy (1992) pointed out that charts could be a helpful means of communicating the hard subject in an efficient and interesting way, as well as making facts and figures clear. There are many types of charts; However, Reddy (1992), Jaff (2014) and German (2017), highlighted the most common types of charts which are as follows:

➢ **Bar Charts**

A bare chart is made up of a sequence of bars that run along a measured scale. They are used to compare quantities at different points in time or under different conditions Jaff (2014).

➢ **Pie Charts**

Pie charts are circular diagrams that used to show how many parts combined to form the whole.They may display percentages, proportions. Jaff (2014)

> ➢ **Tabular Charts**

Tabular charts are charts that is used to bring a large amount of data in an compact format such as time table. Reddy (1992).

> ➢ **Tree Charts**

Tree charts are used to depict a thing's development or growth. The origin is shown by a single line, while the different developments are represented by branches, Reddy (1992)

> ➢ **Flow Charts**

Jaff (2014) asserted that flowcharts use arrows to depict directional movement to show the sequence in which the processes occur. As it shows relationships among ideas or facts on a single sheet, as German (2017) claimed. Therefore, Reddy (1992) explained flow charts as charts that are represented by lines, arrows, and other symbols. They depict the organizational structure of departments, institutions.

> ➢ **Flip Charts**

Reddy (1992) affirmed that Flip charts contain a succession of ideas that are organized successively. Individual charts are tacked to a support and the teacher or the user of it flips them one after the other. This type of chart exposes the audience to parts of the subject in order, and it keeps their attention remarkable and for a long time. Hence, flip charts are as German (2017) pointed they reveal ideas on a separate sheet one at a time.

> ➢ **Pictorial Chart**

Pictorial chart uses graphic messages as cartoons and illustrations to generate a vivid picture and a quick association for the audience. Each visual sign represents a quantity. This type of chart is more appropriate for an ignorant audience. Reddy (1992)

> ➢ **Over-lay Chart**

Over-lay charts are made up of a series of sheets that can be placed on top of each other. A part of the whole is drawn on each individual sheet in which it allows the spectator to see not only the different parts but also how they appear when one is put on top of the other. Then, the finished product is shown after the final over-lay applied. This kind of presenting is more dramatic and effective. Reddy (1992)

➢ **Pull Charts**

Pull charts are composed of written messages on a large sheet. These messages covered by strips of a thick paper secured in place. By removing the covered strips, the messages can be revealed to the viewer one at a time; it makes the viewer enthusiastic. Reddy (1992)

➢ **Strip Chart**

Strip chart are similar to pill charts in that messages, text, drawings, and so on are hidden by utilizing strips of thin paper rather than thick paper. At both ends of the message, the ends of thin paper strips are pasted. Whenever the message is to be revealed, one end of the paper strip is removed. This has the advantage of creating a sense of surprise or anticipation. Reddy (1992).

▪ **Posters**

According to Reddy (1992), Poster are large size picture. It intended to make a public statement of a specific idea, and it is usually comprises only few words accompanied by an illustration. It is designed to attract the attention of the viewer, impress a fact or an idea on him, motivate him to support a thought, and make him gain more information.

▪ **Diagrams and Drawings**

Diagrams are line drawings or graphic designs that describe an object or process rather than physically depicting it. Drawings or diagrams can be used on their own as it can be added to lists or other visuals as supplements. Jaff (2014).

▪ **Graphs**

According to German (2017) and Jaff (2014), graphs depict relationships between distinct parts of a whole or between variables through time. They are particularly useful for expressing numerical data and are classified into many types:

> ➢ **Bar Graphs**

German (2017) asserted that Bar graphs depict the relationships between two or more sets of figures. In which basic bar graphs are considered as the most effective technique for expressing statistical comparisons because bar graphs depict numbers visually. Hence, Jaff (2014) stated, "bare graph compares data from several groups by using bands of various lengths" (p. 169).

> ➢ **Line Graphs**

Line graphs depict correlations between two or more variables throughout the study. German, 2017). In the same perspective, Jaff (2014) mentioned that "line graph displays in a linear form one or more variables that fluctuate over a time period" (p.169).

> ➢ **Pie Graphs**

According to German (2017), pie graphs express percentages by splitting a circle into the proportions displayed. Thus, "represents parts of the whole or divisions of a population by circles divided into portions". (Jaff, 2014, p.169).

> ➢ **Pictograph**

Pictographs serve the same as bar graphs; However, pictograph use symbols instead of bars to depict and show size and numbers, as German (2017) claimed. Additionally, Jaff (2014) highlighted that a pictograph is called also picture graph, and it "presents data in pictures, each representing a certain number of individual cases" (p.169).

B. Projected Aids

 The projected visual-aids that will be explained bellow based on projection aids instead of the printed ones.

- **Silent Motion Pictures**

Silent motion pictures, as Kenny (1982) claimed, are ones which they can only view as images hearing nothing because no sound is followed by them. The learners may comprehend from the image without hearing any   word, discussion. This type of image is regarded as a representation of any actual thing, and it can be used as a substitute for it. They might be a tremendous help in the teaching and learning process; nevertheless, they are only useful if employed at the appropriate time and location. Discussing the content of the picture makes it known to the viewer or learner. Doing so allows the viewer learned to interpret what they observe, respond to it, form views, and activate their schema**.**

- **Over Head Projector (OHP)**

In the recent years, the overhead projector has become a commonly used tool, tool, especially in technical conferences and in the teaching and learning as well. According to Mattoo, Patel, Wani, and Puju (2016). The term "over head projector" refers to the fact that the projected image is behind and above the speaker's or teacher's head. In over head projector, a transparent visual is put on a horizontal stage on top of the source of light. This light goes through this transparency and reflected on the screen at the speaker's back. Kenny (1982) highlighted some techniques in using over OHP. First, the presented image should be large and clear enough in order to be seen by the audience. Second, the speaker should address the audience, not the screen, in order to not catch the attention of the audience. Third, the speaker should stand in the right position so that he does not obstruct the audience's view.

- **Film Strips**

According to Mattoo, Patel, Wani, and Puju (2016), a filmstrip is a short film. It can be used to convey message, teach reading, or as a tool for speech understanding and written composition. They might be pictures or drawings, with or without captions. Thus, film strips

are strips of film with a fixed sequence of images printed on them. An experienced instructor can use these film strips with a simple camera and photographic equipment. Some of these film strips accompanied by audio comment that are recorded on a tape recorder.

- **Slides / Transparencies**

From the perspective of Mattoo, Patel, Wani, and Puju (2016), a slide is a piece of film in a frame that is used to pass bright light through or to display a picture on a surface. The slide is separately fixed in a projector and a strong light is crossed through it so that it can be seen by the viewer. They believe that slides attract the class's attention to the screen, as well as to the image and text on it. As it can help in presenting situations more rapidly than the speaker can act on them.

2.5.2 Aural Aids (AA)

- **Tape Recorder / Record Player**

A tape recorder is an effective recording equipment that relies on aural senses to communicate educational messages to students. It primarily consists of three components: a microphone (receives sound input), an amplifier (increases the volume), and a reproducer. It consists of two major processes: sound recording and reproduction. Mattoo, Patel, Wani, and Puju (2016). Therefore, Shastri (2010) claimed that in classroom situation, the tape recorder can be used for the sake of strengthen and enrich communication skills among the learners, improve their pronunciation and it can be used as well in listening comprehension.

- **Radio**

According to Mattoo, Patel, Wani, and Puju (2016) Radio, as an efficient audio aid instrument in the process of teaching and learning, may provide essential support to teachers in the classroom by giving vital information and learning experiences to many students at the same time. In the same line of thought, Shastri (2010) highlighted that there are many kinds of radio programmes. One of them is termed "education radio broadcasts". It serves as

a complement to educational activities, in which teachers and students may listen to the program and take notes.They review the program, the key events, the material, the conversation, the characters with the students as a follow-up activity in order to assess and solidify their learning.Those programs that teachers believe would be beneficial to their students can be filmed and utilized to augment their presentations in the classroom.

2.5.3 Audio-visual aids

- **Videos**

Based on the view of Shastri (2010), video is a useful teaching and learning instrument that motivates students' learning process. Watching video presentation for the purpose of language learning should be an active process for the students. Moreover, Reddy (1992) pointed out that effective approaches and procedures, combined with a wide range of activities, promote active viewing and participation from the learners. Additionally, the use of videos allow teachers to convey communicative situations appropriately. In the FL classroom, the combination of sound and visual displayed in context is a valuable and effective tool. In which Students can create their own video performances and their own tales, video clips, and dialogues with the use of video camera. Shastri (2010) highlighted the main purposes of viewing videos for students, in which he claimed that videos can be used to introduce new linguistic concepts in context and it allows for the development of listening and speaking skills, as well as integrating writing and reading abilities. Also, it helps in the development of role-playing and other language game group activities.

- **Television**

Another-audio-visual aid that can be used in the educational settings is television. Mattoo, Patel, Wani, and Puju (2016) asserted that it is a strong medium of communication that requires learners to employ both their aural and visual senses when getting information. This program allows learners to send every spoken or written word, picture, sights and

sound, and action of events as they take place. It has an advantage over radio because it appeals to both the ear and the sight. It provides learners with both audio and visuals at the same time. It offers vividness and newness, which in its turn attracts attention, generates curiosity, and stimulates a desire to learn. In the same line of thought, Shastri (2010), considered television as a stimulating means of communication and it is one of the most powerful and significant aspects of a person's life. Hence, it is used as an enrichment medium or for direct instruction.

2.6 Using Presentational Software

Presentation software has evolved into the most adaptable and dynamic tool for most public speaking needs. Coopman and Lull (2018) claimed that presentation software allows the speaker to present and display information on a screen as slides, video, and audio by utilizing a personal computer, laptop, tablet, or smartphone, as well as a projector. When presentation software is utilized properly, audience pay more attention to presenters, comprehend major ideas more thoroughly, and remember knowledge more efficiently. The most common and popular presentational software that is used in presentations is PowerPoint. According to Beeb and Beep (2011), Power points are popular software tool that help in creating and presenting pictures, photographs, phrases, word, charts, and graphs. PowerPoint is as any other computer-generated graphics tool that can be overused and distract the content of the speech if it is used incorrectly. Additionally, one of the most serious issues with PowerPoint presentation is that the speaker may provide a huge amount of information without respecting the extent of the audience's attention. Hence, the speaker should always keep the audience in his/her mind when creating the visual imagery in order to support the spoken or the verbal message. Video clips as well as digital picture images could be integrated into PowerPoint. However, as with any presenting tool, the selected pictures or clips to be displayed must be contributed to the development of the speech key

point and central idea; otherwise, they will distract the audience from it. Beeb and Beeb (2011) provide some key points for an effective PowerPoint which are: making the slides simple, keeping the presentation professional, making the visuals unified, choosing fonts carefully, choosing colors carefully, devoting plenty of time to create visuals, and finally controlling attention with PowerPoint slides. Hollingsworth, Weinland, Hanrahan and Walker (2021) agreed that PowerPoint is a popular presentation software that speakers depend on to deliver their speech and presentation with. However, there are several others, such as 280 Slides, Prezi, Think-Free Show, Key note.

German, (2017) provided some key steps in order to make the slide effective that implies keeping the slides simple in which the speaker has to limit the number of lines of type on a slide to six or fewer, trying not competing with the PowerPoint slides. In other words, the speaker should not insert all the information at once so that the audience do not get ahead of the speaker's words.

In short, In order to achieve a better presentation through the use of audio-visual aids, the speaker has to take into consideration the aforementioned points; however, there should be a balance between the use of those materials and the verbal delivery

2.7 Characteristics of Good Audio-Visual Aids

According to Sharma and Chandra (2016), and Sharma and Sharma (2012), Audio-visual aids could be used in various aspects of life, such as in the educational settings or in presentations as Sharma and Chandra (2016). However, in order to make these materials good means and use them appropriately for a speech or for classroom purposes, the speaker should apply and follow some characteristics that make the audio-visual aids useful and good for the audience. For that reason, Dahiya (2016) highlighted some criteria for useful audiovisual aids in order to be an effective aid for teaching and learning processes. She listed the most important characteristics which are:

- Meaningful and purposeful; it can be considered good only when it serves these two aspects.

- Motivate the learners: it must motivate the learner to achieve learning swiftly, quickly and promptly.

- Accurate in every aspect: it must have some rules and principles in preparation and use during the teaching learning processes

- Simple and cheap: the simplicity and cost effectiveness are very essential to promote broader popularity and enhances its acceptability and practicability.

- Appropriate size: it must not be too large or too small, neither to create problems of handling nor to cause poor sense triggering ability.

- Up to date: science and technology is a sensitive field that develops everyday, where the old products are becoming outdated it is the same thing with educational media and technology

- Easily portable: it must be easily handled and transported where required for better access, as well as to prevent damage and discomfort during the transportation.

- Customized to the type of educational materials: not every tool is appropriate for the education so a teacher must select the appropriate tool to promote the teaching learning processes.

- Suitable to the mental level of learners: the intellectual ability of the learners must be considered to achieve the objectives of the teaching learning processes

- Variety: it must provide a variety of experiences to the learners so that actual learning can be achieved more swiftly and promptly. (p.237)

To conclude, implementing audio-visual aids in speech either in educational situations or in official presentations should be used wisely and based on what the speaker seeks to convey because not any audio-visual aids can serve any topic or with any subject.

2.8 Advantages of Audio-Visual Aids in EFL Classroom

Many educational establishments rely on the use of audio-visual aids in their classrooms for the sake of better achievements. For that many researchers as (Dunn, 2000), Curtis (2000), Fatunmbi (2005), Mathew and Alidmat (2013) suggested integrating audio-visual aids in EFL classroom.

Dunn (2000) asserted that the usage of audio-visual in the EFL classroom stimulates students to work hard and make an effort in order to improve their speaking capacities. In the same line of thought, Chapple and Curtis (2000) believed that films have several aspects that assist and inspire students to improve their oral communication skills. In other words, when students hear and see, they are more likely to pay attention, they may acquire correct pronunciation, and they can get experience in a variety of learning domain. Moreover, Fatunmbi (2005) believe on the usefulness of integrating visual aids in EFL classroom in which he mentioned that using audio-visual aids may enhance the process of teaching and learning practically in all learning domains because it is easy, real and concrete. Hence. Through their study, Mathew and Alidmat (2013) discovered that integrating audio-visual materials in EFL classroom are very significant for both teachers and learners. In which, the process of learning and teaching will be boring and not interesting to the students without using such materials. From another perspective, Ozaslan and Maden (2013) thought that the availability of visual aids, such as PowerPoint, is the greatest method for students to learn. They argue that it has a variety of positive benefits for both the presenter and the audience, in which it aids the presenter to reduce anxiety, makes the content more interesting and attractive.

All in all, the use of audio-visual aids as a pedagogical equipment in EFL classroom is a helpful means for maintaining discipline in the class.

2.9 Challenges to the Effective Utilization of Audio-Visual Materials

Although there are characteristics and ways for implementing good visual aids, these techniques might not be applied due to the interference of some factors that hinder the utilization of the audio-visual materials. Many obstacles and challenges lead to the absence of such materials in the education process and make the process somehow difficult. Hence, students may not use audio-visual aids due to of some reason that are suggested by Nwakil (2018) and Agrwall (2009) which are: students' inability to use audio-visual aids. Some teachers they do not demand or force their students' attention to utilize an aid in order to increase their capacity to complete the activity or task, inability to improvise audio-visual materials. Students and instructors' inability to improve audiovisual materials results negative attitude toward learning and teaching. (Nwakile2018) lack of funds. The usage of technological materials in school are hampered by the lack of funds, apathy of students one of the hurdles that prevent students from using audio-visual materials in the classroom is their lack of awareness of the function of that materials in accomplishing a task, absence of electricity. One of the significant hurdles that EFL students encounter is the absence of electricity that in its turn leads students troubled of doing tasks that entails using audio-visual materials, language difficulty or problem. It is difficult to identify the right material for a task since some materials do not exist in the foreign language, lack of adequate time. It is not always enough for students and teachers to communicate their topic or content alongside with efficient use of the materials illegibility of some teaching materials. Some materials are not clear and are illegible enough to be seen by everyone, and finally space. Students will struggle to keep up with speaker content if the space is too vast for everyone to see the visual material

All in all, the obstacles that students face when trying to deliver a presentation are the reason behind not using visual materials that are regarded as a useful aid in enhancing one's presentation.

2.10   Strategies and General Guidlines for Selecting and Using Visual Media

The decision of choosing which visual can be used in order to suit better the content of the speech based on some main considerations as German (2017) stated them , which are: (1) the characteristics of the audience and occasion, (2) the ability to integrate verbal and visual materials effectively.

2.10.1   Considering the Audience and the Occasion

The speaker should take into consideration the people who are going to talk with while selecting the audio-visual material. Before deciding which kind of visual will be used in the speech, the speaker should have background knowledge about the audience. Also, he should also consider the response he seeks to achieve with his/ her visual materials in order to intensify the engagement of the audience to the speaker's words. Moreover, while the process of preparing the visuals, the speaker should consider the speaking occasion. So, the speaker has to Plan to supply the visual media demanded by the situation. German (2017).

2.10.2   Integrating Verbal and Visual Materials Effectively

Visual aids should supplement speaker's verbal content to be effective. Using visuals should save time, increase the impact of your speech, clarify difficult relationships, and enhance the presentation. Yadav (n. d) and German (2017) suggestions for getting the maximum benefit from using visuals as Yadav (n. d) and German (2017) pointed which are: using color to create interest: to emphasize information in an organizational chart or to differentiate the segments of a pie graph or bars of bar graphs, use contrasting colors (red on white, black on yellow) German (2017), keeping visual aids clear and simple: speaker should

guarantee that the important information is clear from the background audience. Making visuals large enough to be seen easily. Figures should be large enough for everyone, so that the audience could easily see the aids Yadav (n. d). Making visuals neat. Speaker has to make sure to spell words accurately and that diagrams, charts, graphs, and any digital pictures appear properly (German, 2017). Deciding in advance how to handle your visual media. Speaker should determine how to deal with actual objects and other graphics. (Yadav, n. d). Coordinating visual, verbal, and electronic messages. So, the speaker has to make sure that visuals are well integrated into the oral presentation. German (2017). Remembering that the message is more important than your visual media. The visual channel should support, rather than overshadow, your main argument or point. (German, 2017). Eventually, testing the presentation ahead of time: the speaker has to check that everything is in the right sequence and that it is simple to read from a distance. (Yadav, n. d)

Conclusion

   All in all, this chapter is discussed presentationalaids as a notion, their fuctions, significance, and their types. In addition to the advantages, characteristics, challenges and strategies of audio visual aids.

   Presentational aids such as slide projectors, videos, pictures are significantly important in the learning process. Hence, audio-visual aids, as their name implies, are helpful instruments that facilitate the learning as they make the hard concepts and notion clearer and more intelligible. Using such devices in oral performances stimulates the communicated message and makes it more comprehensible to the audience. They raistheir level of attention and interest about the content of presentation along with vivid image which makes the process of interpretation easier. However, the use of audio-visual aids in oral performance is just an aid that helps the verbal message of the speaker to be clearer to

the audience. So, he/she should be very selective of both the type of audio-visual aids, the

content of the speech and the way it is will be presented.

Chapter Three: Data Analysis and Interpretation of the Results

Introduction

The following chapter deals with the research study from a practical perspective. It is completely devoted to the presentation of the fieldwork in terms of analysis and interpretation of the obtained results. Therefore, it is divided into two main parts that deal with the methodological aspects, that is the basis foundation for any systematic research study, including research methodology, population and sampling, and data gathering tools and procedures. The first part includes a detailed explanation of data collection tools, their aims, their description, validation, and administration. On the other hand, the second part is devoted to the analysis and interpretation of the gathered and obtained data, mainly "the interview and questionnaire". The ultimate goal of this study is to explore both teachers and students' perceptions on the use of presentational aids in enhancing their students' public speaking and how using such devices aid students in providing a comprehensible speech or presentation.

3.1 Research Method

Research method or research approach is the strategies and processes for research that include the stages, from general assumptions to specific and detailed techniques of data collection, analysis, and interpretation (Grover, 2016). In the present research study was conducted through the combination of both qualitative and quantitative methods "the mixed-method approach "for the sake of answering the research questions that is relevant to the actual topic under exploration especially "Question number three", as well as exploring EFL teachers and students' perceptions towards the effectiveness of utilizing presentation aids as a way of enhancing students' public speaking and making it intelligible and attractive to the audience. Thus, the researcher opted for this method, which is the mixed method, because it is suitable for the nature of the present study, as it helps to get more detailed responses. It

gives the chance to dive deeply as it enables the researcher to understand and discover the teachers' and students' viewpoints concerning the effectiveness of public speaking as a skill, as well as, the use of presentational aids as instruments in improving and making the process of public speaking better. Clark and Creswell (2014) asserted that integrating a mixed-method approach "qualitative and quantitative "study provides better results for the research than using one of them alone.

3.2 Population/ Sample

In order to gather and obtain the needed information and for answering the research questions, the researcher dealt with EFL teachers and students to collect their view point and perceptions for the sake of feeding the study.

The researcher interviewed four (04) EFL teachers, who teach in a private school called "Sunrise Languages School "since they use various tasks and activities for their students with the help of technology. In other words, they offer technological instruments in their classes for their students' learning process. In addition, they have organized public speaking events three times for their students. All these factors led the researcher to select and choose Sunrise Languages School's teachers as participants in the study to benefit from their knowledge and teaching experience as EFL teachers

In addition, twenty-six (26) students from the same school were selected purposely to be part of the study. There are numerous reasons behind choosing this population and these reasons go back to the fact that they participated in public speaking events many times using visuals during which a considerable number of people were present.

3.3 Data Collection Methods

For the sake of answering the research questions, two main gathering tools and instruments were used namely: a semi-structured interview and a semi-structured questionnaire. The semi-structured interview was conducted with EFL teachers at Sunrise Languages School, while the questionnaire was administered to the students selected sample.

✓ The Interview

The interview, as Easwaramoorthy, Fataneh and Zarinpoush (2006) defined it, is a conversation for gathering information. A research interview involves an interviewer who coordinates the process of the conversation and asks questions, and an interviewee who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. Hence, it is a verbal conversation and contact between the researcher and the respondent

✓ The Questionnaire

A questionnaire is an established method for collecting data about participants' opinions, attitudes, and perceptions on certain subjects or topics that are under investigation or study. Questionnaires are defined as any written instrument that presents respondents with a sequence of questions or statements to which they reply, either by writing down their replies or picking from among existing answers. (Dornyei 2003). Various kinds of questions may be utilized based on how organized the questionnaire is and the nature of the study. Hence, a wide range of items can be included in a quantitative, qualitative, or mixed-methods research study's questionnaire; but what is appropriate for one research design may not be appropriate for another. Additionally, Likert scale, rating scale, multiple-choice, rank order, and open-ended questions are common forms of questionnaire items.

3.3.1 Teachers' Interview

3.3.1.1 Aim of the Teachers' Interview

The following research instrument that was used, falls within the category of semi structured interview that was conducted face to face with four teachers who are accustomed to practicing public speaking with their students. The major aim of the interview was to gather data about teachers' perceptions towards the use of presentational aids in enhancing EFL students' public speaking and how this aid helps students deliver a comprehensible speech. More specifically, it mostly addresses the third research question, "How do EFL teachers and students perceive the use of presentational aids in oral presentation tasks? ".This kind of data gathering tool was selected for its importance and usefulness in providing and gaining rich and detailed data.

3.3.2.1 Description of the Teachers' Interview

The interview consists of thirteen (13) questions, mainly open questions that are divided into four (04) sections.The first section, which is titled "general knowledge" aimed to collect information about teachers' years of experience and the oral tasks and activities they use with their students. The second section titled "the practices of public speaking" attempted to discern teachers' opinions and views about the importance of public speaking courses for students, their ability to perform in front of others and the key factors that help students give an effective delivery. Moreover, the third section entitled "challenges and struggles of students' public speaking" sought to identify the main difficulties that are faced by students in public speaking and the reasons behind them. Then, we asked teachers to suggest solutions to decrease their students' speech anxiety. Finally, the fourth section that was concerning" the utilization of presentational aids" entails five questions mainly (Q 9, Q 10 , Q11, Q12 , Q13). On this basis, questions (9) and (10) attempted to find out kinds of supporting

materials offered by teachers in the class and the most used ones by students. Question (11) and question (12) intended to discern teachers'opinions about the use of presentational aids as a tool to enhance students' public speaking and the the effectiveness of technological aids (audio-visual aids) in comparison to the traditional ones.Finally, we left the teachers the opportunity to add whatever they want (comments, suggestions).

3.3.1.3   Validating the Teachers Interview

After having designed the early first draft of the interview, it was sent to the supervisor via email to check its validity and to eliminate any redundancy or inadequacies. The supervisor saw that the questions of that interview's early first draft was not suitable for a semi-structured interview. Therfore, it was designed and edited again based on the remarks of the supervisor.Then, the edited version of the interview was sent to her to check it again. Thus, she suggested some modifications and some questions were eliminated. The supervisor's remarks and modifications were taken into account in the final draft.However, the interview has not been piloted since the whole number of English teachers of "Sunrise Languages School"is four (04).

3.3.1.4   Conduction of The Teachers' Interview

After getting the interviewees consent, they were interviewed face-to face in their free time trying to create a comfortable atmosphere to make them at ease. The interview took between 10 to 20 minutes depending on each teacher.All of the teachers gave provided adequate responses and rich information.

3.3.1.5   Analysis of The Teacher's Interview

The interview was recorded, then the data were analyzed thematically after having transcribed, coded and summarized them into themes.

Section One: General Knowledge

Q1. How long have you been teaching English?

Table 3. 1 Teacher's Years of Experience as an EFL Tutor

Interviewers	Years of experience
1	3 years
2	4 years
3	About 10 years
4	3 years

From this question, we aimed at recognizing the teacher's years of experience as an EFL tutor, since teachers have an influence on learners' learning outcome and the choice of pedagogical method. Via inspecting the **table3.1**, it can be noticed that both teacher one and four have three years of teaching English; whereas, teacher two has four years of experience as an EFL English teacher, on the other hand teacher three stated that she has been teaching English for about ten years. Thus, it can be deduced that the period in which those four teachers have been teaching English ranges from three to ten years.

Q2. What kinds of activities do you use with your students to improve their oral performance?

Table 3. 2 Kinds of Activities Used by Teachers to Improve Their Students' Oral Performance.

Interviewers/ teachers	Kind of Activities

1	Role plays, debates, songs, short presentations
2	I use videos and debates mostly.
3	Roundtable disscussion, watching movies, presentations , make as much mistakes as possible , pronunciation activities
4	Games, watching movies, dialogues

Section Two: Practices of Public Speaking

By asking this question, the researcher sought to know the types of activities that teachers use in class for their students in order to enhance and level up their oral presentation or performance. Hence, as the above table shows, all the interviewed teachers try to provide an active atmosphere for their students through applying a wide range of activities and tasks for the sake of improving their student's oral presentation or performance. It can be observed, that some oral activities have been mentioned more than once due to their positive impact on students. Besides they imply that they are common and mostly used by those four teachers (1-4) in their class namely: presentations, movies, and debates. To illustrate, interviewee (1) expressed that she uses role plays, debates, songs and short presentation in her oral class, that in turn, promote them to deliver a presentation or speech in front of their teacher and classmates. As for interviewee (2), he pointed out that the main tasks and activities he uses the most with his students are videos and debates. In this regard, he declared that he gives and plays them a video to watch in order to discuss different subjects and make debate about them. According to him, debates are the key that gives students the courage to speak freely,

especially when the topic is interesting to the students. Hence, we can deduce that besides to the techniques and methods teacher use to improve his students'oral performance, the interest of students in the topic plays a major in fostering them to communicate. Similarly, teacher (3) claimed that the most activities that she uses for improving her students'oral presentation are: Roundtable discussion, watching movies, presentation, making as much mistakes as possible, pronunciation activities. She emphasized that the tasks of roundtable discussion, watching movies, and pronunciation activities build a basis for students so that they can provide and deliver oral presentations. So, it paves the way for students to practice the language's tasks and in turn leads to boosting their oral performances. Teacher (3) believed that students' mistakes are the stimulus behind the success of the learning process. This implies that the more students make mistakes, the more they learn and get things done easily, especially when they supplied with feedback by the teacher.

On the other hand, the teacher (4) mentioned other types of activities that she usually uses, namely games, watching movies, and dialogues. She pointed out that these kinds of activities create an active and positive atmosphere for the students where they can share their thoughts and ideas. Besides, she believes that games and dialogues contribute in enriching students' vocabulary and building their oral fluency. Hence, all the interviewed teachers use different tasks and activities that may help their students to learn to present in front of others.

Q3: Why do you think that public speaking courses are important to your students?

In this question, the interviewer strived to know the perception of teachers towards the importance of public speaking course for EFL students. However, before we dove deeper into the way teachers perceive the importance of public speaking on their students, they generally believed that public speaking is a crucial skill that students have to master by time. Consequently, they clarify and provide reasons from their own perspectives as an EFL

teachers that makes public speaking essential in the students' learning process.beginning with teacher (1) and teacher (2) who said the following:

➢ **Teacher (1):** public speaking course is important because they help students overcome their anxiety and practice the language they have in mind as they help them build a strong self confidence.

➢ **Teacher (2):** Well, there are several factors. Most importantly, it consolidates learner's awareness of his own .pace and performance through the feedback that the teacher provides him with. Thus, it leads to gaining more confidence, which is an essential element in language learning as emphasized by Krashen in his effective filter hypothesis.

From teachers'responses, the interviewer deduced one common theme between teacher (1) and teacher (2), which is "self confidence". In this regard, teacher (1) claimed that public speaking helps students to build a strong self-confidence on the one hand, and teacher (2), on the other hand, stated that "public speaking leads to gaining more confidence, which is an essential element in language learning as emphasized by Krashen in his effective filter hypothesis". Hence, we can understand that public speaking could be a great self-esteem booster for learners and, by learning the way to speak in front of the public, their self-confidence will be increased. Additionally, teacher (1) mentioned other reasons for the importance of public speaking that can also be summarized in two different themes, "overcoming anxiety" and "practicing language". In which she pointed out that public speaking course is important because it helps the students overcoming their speech anxiety.Hence, public speaking is an aid for students to overcome their fear of adressing group of people through practicing and getting comfortable speaking in public. The same perspective was highlighted by teacher (4) who said that "public speaking is important

because it is the only way students tend to express themselves freely and be creatively. Thus, she confirmed that public speaking leads students to be expressive and creative and this motivate them to create their own presentation based on what they have experienced before or based on their interests where they can share their thoughts, ideas, beliefs, and interpretation on a certain subject and this in turn rises their level of creativity.

Another theme regarding the importance of public speaking, which is improvement of "academic performance" and communication skills that is extracted from the response of teacher (3) who added that" from my experience in teaching, I do believe that the importance of public speaking lies in that it helps students improve their academic performance. In other words, the outcomes of public speaking classes affect positively on different areas of students' life; however, most importantly is that it affects their academic life in school, college ,or university .

Besides, proficiency in public speaking can improve students' communication skills either verbally or non-verbally. We can deduce from the response of teacher (3) that the courses of public speaking has an impact on their education, "their academic level" as well as their communication skills and this, in turn, leads to improve their language proficiency as well. Again, from the response of   teacher (2), the interviewer extracted another theme concerned with the importance of public speaking that is "the reinforcement of learners' awareness", in which he said "it consolidates the learner's awareness of his own pace and performance through the feedback that the teacher provides him with". It can be noticed that teacher (2) mentioned an essential factor that makes the learning process successful which is feedback, the same matter with public speaking. It is via the feedback that teacher provides for his learner, students' public speaking could be enhaced because this feedback as he claimed reinforces or consolidates their awareness about their performance

through recognizing their weaknesses .In other words, feedback stimulates students to be more aware of their performance as well as their pacein which they will learn the way of dealing with public speaking performance. Hence, feedback is significantly crucial for students' public speaking achievements.

Q4 To what extent do your students have the ability to perform in front of others?

Teachers stated different responses, yet some of them fell within the same stream of thought as teacher (3) and teacher (4) used the ajectives **"Quite Good"** and **"Good "**to describe their students' level of public speaking whose exact words were as follows:

- **Teacher (3)**: In fact, my students are able to communicate and express their ideas in front of their classmates and teacher "me" and they have already participated in two public speaking events that we have organized, where they publicly a speech in front of their parents and friends . Generally, they have the ability to perform in front of others. I can describe their level of public speaking as good, in fact they are good public speakers.
- **Teacher (4)**: Well, they do have the capacity to speak in public and they are quite good in that.However, they would not achieve a good level of public speaking without consistent instruction and practice.

Based on the above expressions of both teacher (3) and teacher (4), we can deduce that their students can perform before an audience and this is because they are accustomed to the practice of delivering a speech. The instruction of teacher as well impacts enhancing and improving students' public speaking.

The same perspective concerning the ability of students to speak in front of others was highlighted by teacher (1) but in a different manner, in which she divided her students' public speaking level into two main categories, the ones who can deliver a **"good performance"** and those who still have **"lack of performance".** These could be the two major themes that are extracted from the response of the teacher (1) whose exact answer was: it depends on the student, some got really used to performing confidently while others still have that fear and that's because they don't practice enough as those who perform well. We can understand that among her students, there are the ones who confidently present their own speech while others still struggle with the fear of the public, and this is due to the lack of practice. Thus, practicing the way of delivering a speech in front of the public is the matter that decreases the psychological interference such as fear or anxiety; meanwhile, it raises their level of confidence, which in turn leads to the ability and success of speech delivery.

Along with the perception of teacher (2) whose answer was not too far from the other teacher in which he pointed out that they have the ability to perform communicative tasks, in which he puts it in that way: "I would describe it as practical, since they are now able to perform a communicative task with the necessary rules and have a sense of cultural competence ". From his answer, we can say that his students can practically deliver a speech before an audience because they can deal with communicative tasks whereby they can speak about various topics.

Q5 What are the key factors that help students give an effective delivery?

Each one of the four teachers mentioned various and different factors that contributes in producing an effective speech or presentation.For teacher (1) she highlighted three main factors that can be classified under three main themes which are:

- ➢ trust their (students) abilities

- ➢ overcome the fear of being judged

- ➢ using tools as an aid

Based on the aforementioned points that were stated by the teacher (1), we can deduce that she believed that if students trust their abilities, overcome the fear of being judged by others, and use helpful aids in their speech, they will achieve effective speech. To clarify more, teacher (1) said "from my own experience, I believe that the major effective factors that affect students' presentation and make it productive are the psychological factors. Students have to believe and trust their abilities because most of them feel fearful of being judged by their classmates or teacher. That is why I always try to create a comfortable atmosphere for students in order to feel free when they speak". However, she noted out that these two factors are not the only ones. There are several other factors which help in delivering a speech, like using tools such as visual aids like pictures, videos, PowerPoint that simplify conveying the message. Thus, for her, using supporting materials and being psychologically fearless of the judgement of others, besides self-trust, are the key for a successful presentation and effective delivery.

Additionally, teacher (2) and teacher (4) have the same point of view as teacher (1) concerning the use of visual aids and self-trust. In this regard, teacher (2) shed light on the benefits of using such equipment in delivering a speech in which he stated "Communicative competence and cultural competence. Visual aids can be very handy in such objectives as they help put the learner in a simulation of a real-life situation". Thus, for him, using visual aids for a presentation is essential, since it facilitates the process of communicating and conveying the message appropriately to people in front of them, even if they are culturally

different. Besides, visual aids bring students or learners to a real-life situation where they can display the hard concepts into visuals to be clearly understood by the audience.

On the other hand, the other shared factor between teacher (4) and teacher (1) is self-confidence, which teacher (1) called self-trust. Teacher (4) claimed that self-confidence is the influential factor that leads the speaker to provide an effective performance because if the students let negative thoughts and bad expectations of their presentation control them, they will not perform well and this negativity will prevent them providing an effective presentation in front of their teacher and classmates. For that, it is important for students to be confident and know what they can attain. And the more a student is confident, the more the audience is interested in his performance. Another factor that was highlighted by teacher (4) is "thinking in English ". She pointed out that in order for students to master speech delivery or at least present a piece of information in front of others, they should communicate by thinking in English and not in the first language.

Along with teacher (3), she admitted that the fundamental key of a successful delivery is "rehearsal and practice". According to her, consistent and continuous practice is the matter that creates a successful speech delivery. In that concern, students should rehearse and practice the process of delivering a speech or presentation in front of several people, in order to make it a habitual process and get into it.

Section Three: Challenges and Struggles of Public Speaking

Q6 What are the main difficulties faced by your students in public speaking?

This question sought to reveal the utmost difficulties of public speaking encountred by students based on the view of teachers whose answers were summarised in the following table.

Table 3. 3 Public Speaking difficulties Faced by Students

Interviewers	Students' Difficulties
1	The fear of making mistakes, the fear of getting judged by their classmates, the lack of vocabulary.
2	The main problem is inhibiting a positive attitude to it.
3	Fear and hesitation
4	Thinking in English

The above table illustrates different teacher's perspectives concerning the obstacles faced students in public speaking or while presenting an oral performance before others. Starting with teacher (1), she spotlighted three main difficulties of public speaking, two of them related to the psychological interference which are "the fear". More specifically, the fear of committing mistakes and the fear of being judged by their classmates. In fact, we can deduce from these two difficulties is that students' fear of making mistakes is derived from their fear of being judged or criticized either by their classmates or teacher. This matter is pointed by teacher (2) who believed that the main problem of public speaking difficulties is inhibiting a positive attitude to it. In which he said, "the main problem is inhibiting a positive attitude to it. In addition, the teacher ought to find a way to facilitate feedback and make the learners view it in a positive way; rather than a criticism". This indicates that the teacher should not make his feedback on students' public speaking performance as criticism. Instead, he has to adopt a positive attitude about it as giving students instruction and correcting their mistakes instead of inhibiting their willingness to present by criticizing them. The other factor spotlighted by teacher (1) is related to linguistic difficulties, mainly "lack of

vocabulary" that implies the limitation or insufficiency of vocabulary knowledge. Hence, having limited vocabulary would affect negatively communicating the message properly and most of the time it leads to misunderstanding and misinterpretation of the intended message that the speaker seeks to convey. Along with the perspective of teacher (3), the difficulty and obstacles that students face in public speaking is "fear and hesitation". Fear and hesitation are the biggest obstruction for conveying a message appropriately, and it is the fear that leads students to hesitate to present in front of others because some students feel fearful of not being expressed in what they seek to convey in an appropriate manner. Thus, fear comes from hesitation.

Teacher (4) admitted that the major problem faced by students in public speaking is the difficulty of" thinking in English", in which they rely on translating what they want to express in their mother tongue. She said that "40% of my excellent students (C1) have no difficulties with public speaking whereas 60% of them still have some difficulties with thinking in English and they still translate". We can come up with the idea that language proficiency of students, in fact, could influence either positively or negatively on their level. Thus, the more it influences them negatively, the more obstacles and difficulties appear.

Q7 What do you think are the reasons behind students' public speaking difficulties?

Since there are obstacles and difficulties facing students with their public speaking, there are tremendous reasons behind them. Teacher (1) provided three main reasons behind public speaking difficulties that can be classified into three main themes, starting with the first theme, which is related to an external factor which is "the lack of motivation". To clarify more, she emphasized that what leads students experience difficulties in their learning process is that they are not willing to learn or the teacher does not reinforce them to learn and the same thing is applied to public speaking. In which students feel unmotivated to

engage or participate in oral tasks as presentation, role plays, public speaking. The reason behind that may refer to the lack of teachers' encouragement to their students, or students themselves are not motivated due to the lack of a positive atmosphere. Hence, the last mentioned reason, "lack of positive atmosphere", was highlighted by the teacher (2) who maintained that "Reading leads to writing and listening leads to speaking. I would start from listening moving to inter-linguistic features such as culture and context, which in turn affect language use. It is noteworthy that all of that can't happen without a positive learning environment". Shortly, he admitted that a positive learning environment is the matter that affects language use and without it, nothing can occur. Thus, it is significantly important for teachers to create a positive environment and a good atmosphere for their students in order to be motivated. Thus, we can deduce that one of the key to students' motivation is the positive environment. Motivation plays a major role in the learning process. Its absence shapes a difficulty and impacts negatively on the learners' success.

Another reason was stated by teacher (1), which is "The fear of not transmitting information well". She assumed that the main reason that hinders students' public speaking is their fear of not conveying their message properly to people in front of them. Along with teacher (3) and teacher (4), whose responses were similar and carry the same perspective, it implies one theme, which is "thinking in mother language". In which both of them asserted that most of the students think in Arabic, their first language, and translate their thoughts into English, which is a totally wrong habit because the culture and language structure of the two languages are tremendously different.

Q8 What do you suggest as a solution to decrease students' speech anxiety?

Teachers' responses were different; however, two of them suggested similar solutions. In this respect, teacher (1) and teacher (4) suggested the same solution that can be highlighted

under the theme of "speech practice". In which they pointed out that, in order to decrease the level of students' anxiety while speaking, they should practice the way of performing in front of people for the sake of becoming accustomed to it. Teacher (1) said "the more they practice, the more they get used to it."; however, teacher (4) claimed that everyday practice is the key to overcome speech anxiety, and it is not a task that can be done night before; it is an essential step for boosting students' confidence as a speaker and ease potential anxiety.

Teacher (2) suggested four main solutions in order to decrease students' speech anxiety. He stated "Making the class less stressful and focus on the ideas rather than the language itself and use some visual aids or directions by the teacher". This indicates that the first solution he provides is creating a quiet atmosphere in the class that is less stressful. Second, teacher should not concentrate only on the language, instead he has to focus also on the ideas and information students provide. Third, he proposed the use of some visual aids during the speech in as a technique to increase their speech anxiety. Fourth, taking some instruction from the teacher.

Along with teacher (3), she highlighted two main solutions, which are "self confidence" and "vocabulary bank". In this regard, she asserted that self-confidence drives the speaker to be less anxious, besides the amount of vocabulary that he or she owns. Hence, these two solutions by teacher (3) are other solutions that may contributes in reducing and decreasing students' speech anxiety.

Section Four: The Utilization of Presentational Aids

Q9 Which types of supporting materials do you offer to your students in their presentations?

We asked this question to teachers for the sake of exploring which kind of materials that are provided by teachers in order for their students to deliver presentations. Their answers are summarized in the following table:

Table 3. 4 Types of Supporting Materials Teachers Offer for Students' Performance.

Interviewers / teachers	The provided Supporting materials
1	data show, screen , paper, board
2	Audio recordings and videos mostly.
3	Audio-Visuals
4	Audio- visual Aids

According to the teachers' responses, we can understand that teachers implement supporting materials in their classes where can students use them to deliver their presentations. Based on the responses of teachers, each one of them provides different supporting materials for their students. Thus, teacher (1) stated that she uses data show, screen, papers, and board. As for teacher (2), he pointed out that most of the time uses audio recordings and videos. Moreover, both teacher (3) and teacher (4) use the same instruments, which are audio-visual aids.

Q10 Which one of them do students use the most?

Table 3. 5 The most used supporting material used by students

Interviewers	Supporting materials
1	The screen
2	Videos, they summarise and talk about their content.
3	Photos and videos
4	Videos

From the provided answers that is shown in the **table (3.5),** it can be observed that all of teacher (2), (3), and teacher (4) claimed that their students use videos in their oral tasks besides photos for the students of teacher (3). On the other hand, teacher (1) asserted that their students use the screen in their oral presentations.

Q11 What do you think about the use of presentational aids as a tool to enhance students' public speaking?

This question was asked in order to discover teachers' perceptions towards the utilization of presentational aids as a technique and as an instrument in enhancing students' public speaking and improving its process. Thus, we intended to realize to what extent teachers believe in the outcomes of using supporting materials in presentations. The four teachers responded differently to this question, yet their perceptions corroborated the idea of the positive outcomes of using presentational aids in oral performance. Based on the view of teacher (1), presentational aids benefit students' public speaking in three ways, it reinforces them to provide a higher quality presentation, provide a comprehensible speech to the audience. To clarify more by her saying "presentational aids motivate students to perform better as it helps others to understand the content and even take correct notes when needed".

Thus, presentational aids especially the technological ones regarded as a way of motivation, in which it motivates students to deliver better than using traditional equipments where they can express their intended message for that it helps in making speakers' message understandable to the people in front of him/ her in which they can grasp the information clearly. On the other hand, teacher (2) reported that he uses one of the types of presentational aids, which is "video", in which he asserted that" I believe that it helps them gain authentic input, which they analyse and make structures out of it leading to a reliable competence, leading to performance as agree by Chomsky's conception and the constructivists". From his declaration, we can deduce that presentational aids are a helpful means for communicating ideas properly, in which he believes that it aids students in gaining credible information and authentic input. Whereby they do their own analysis. In other words, it raises their critical thinking "think critically" that in its turn leads them to become able to perform and deliver presentations and speeches competently and in an appropriate manner.

Teacher (3) and teacher (4) agreed on the effectiveness of using presentational aids as a means to enhance students' public speaking. In this respect, teacher (3) declared that presentational aids and mainly visual aids can reinforce and clarify key points in students' presentation as they help in engaging both the eyes and the ears of audience members, which improves both their understanding and their retention. Also, it creates an impact and enthusiasm. As for teacher (4) added that presentational aids enhance a presentation by adding impact and strengthening audience involvement, as it can be helpful to remind the presenter of what she or he wants to say. Hence, the use of presentational aids impact positively the speakers' performance.

Q12 Why is the use of technological aids (audio-visual aids) more effective than traditional ones?

Teachers' responses to this question were supportive of the use of modern technological devices in presentations or in delivering a speech rather than using traditional equipments. However, each one of them presented his/ her own perspective differently on such a matter. Teacher (1) asserted that the thing that makes technological aids more effective than traditional ones is that they make the information more clear and easy to understand as it breaks the boredom one may feel during a presentation. In this sense, presentational aids are regarded as a means of "clarification and comprehension of the intended message" and "overcoming the feeling of bored during presentation". The latter theme was highlighted by teacher (2), who pointed out that presentational aids can be helpful in turning the class vivid and relatable to the learning, i.e. less stress. Thus, they allow them to create an active and dynamic atmosphere far from stress. Additionally, he added that these materials are effective since they provide the previous mentioned elements that were discussed in the question (11). The third teacher, on the other hand, noted that audio-visual aids make complex pieces of information easier to understand, they allow viewers to see concrete and actual objects, rather than having to imagine them from verbal or written descriptions, as they can shorten long expressions and topics into bit-sized concepts. Using multi-media presentations that include written, visual, and auditory methods help to get the message more effective. As for teacher (4), she highlighted that using visual aids during presentation is more persuasive, more interesting, more credible, and more professional. It is more effective than presentations without such aids.

Q13 Is there any thing you want to add?

Only two teachers, T (1) and T (2), responded and gave comments to this question while the two others contended with saying "Thank you and good luck ". Thus, teacher (1) noted that teachers should pay more attention to give their students an opportunity to use audio

visual aids to motivate the students perform more and make the performance appear more rich. From her clarification, we can understand that presentational aids are considered as a motivational tools for students. In this concern, these instruments affect their psychological side. On the other hand, teacher (2) asserted that "I just want to highlight that priority should be paid to the communicative message first, then adapting the visual aid to it. Because they are a means rather than an end". This indicates that audio-visual aids are not the only reason for an effective presentation, the linguistic competence also plays a major role in delivering an effective speech or presentation. So, both the audio-visual aids and the communicated message are the matter that leads to an effective delivery.

3.3.2   Students' Questionnaire

3.3.2.1 Aim of the Students' Questionnaire

This questionnaire was designed for the sake of gaining and obtaining data about the students' perceptions, views, and perspectives on the effectiveness of using presentational aids in their public speaking and how they can help them in enhancing and improving their oral performance. More precisely, the students questionnaire aimed at exploring to what extent the use of presentational aids such as audio-visual aids assist the students to perform a comprehensible speech and gaining the attention of the audience "people in front of him" while delivering a speech or presentation. Moreover , this kind of collecting data assisted the researcher in knowing whether students believe that using presentational aids, especially the technological ones, are helpful means and instruments during presentation or not. Consequently, the researcher sought to answer the research questions.

3.3.2.2 Description of the Students Questionnaire

The semi-structured questionnaire was designed through Google form in which it contains eighteen (18) open-ended and close-ended questions divided into four (04) sections. The first section aimed to know general information about students, mainly, their preferable skills and their speaking ability. The second section entitled " public speaking " contains five (05) questions that combine between yes and no questions, multiple choices, and a likerate scale in addition to some open questions about students' perceptions on public speaking course, its benefits and importance .In addition to their proficiency level (from weak to excellent). On the other hand, the third section intended to collect data about the difficulties students face while delivering a speech and the reasons behind them. Along with Section four (04) , entitled " the use of presentational aids", containing yes and no questions , likert scale, options, and multiple choices , which aimed to gather data and have knowledge obout students' use of presentational aids and their types, besides to the impact of such materials on them. At the end of the questionionnaire, the researcher asked students to identify their level of agreement on some expressions that deals with their feelings during presentation / public speaking.

3.3.2.3   Validating and Piloting the Students' Questionnaire

The questionnaire was validated by the supervisor. Some modifications were made based on her remarks. After that, the questionnaire was sent to eight (08) participants who were among the selected population in order to be piloted. The participants answered all the questions and none of them faced difficulty in understanding the requirement of questions.

3.3.2.4   Administration of the Students Questionnaire

After the questionnaire validation and piloting, it was sent to the sample of Sunrise Languages School via instagram group. This online questionnaire was created through the survey software Google forms.Thus, the whole number of population that was supposed to

respond to the questionnaire was twenty six (26); however, only twenty two (22) students responded after a period of three (03) weeks.

3.3.2.5 Analysis of the Students' Questionnaire

For the sake of answering the research questions , the researcher collected and gathered the data that is obtained from the students' responses to the questionnaire.This data were analyzed statistically through the services of excel software.

Section One: General Information

Item1. Which one of the following skills do you prefer to improve the most?
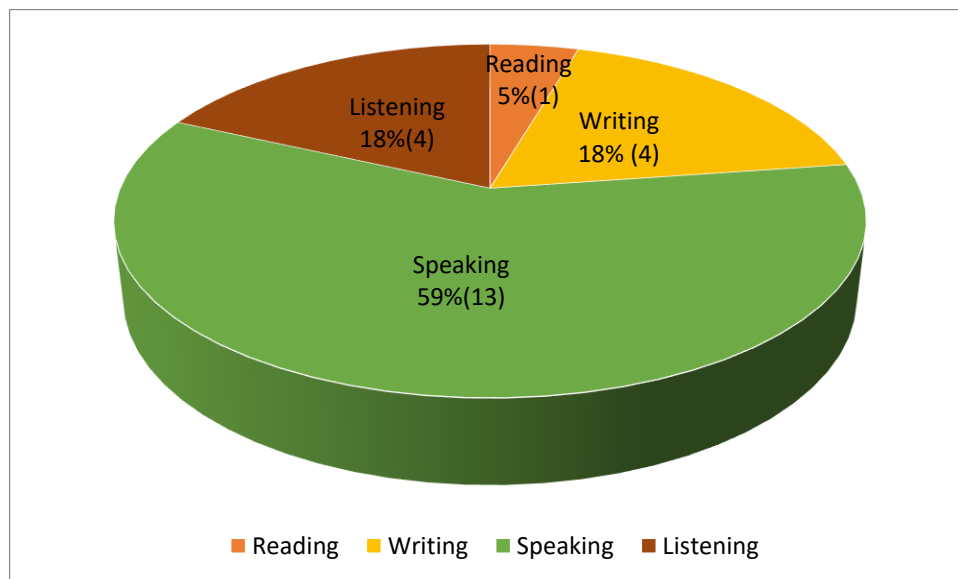
Figure 3. 1 Students' Preferable Skills

This question aims at having an insight on the skill students prefer to improve the most. **Figure 3.1** demonstrates that the majority of students prefer to improve the skill of speaking as thirteen (13) of them claimed with percentage (59%). While (18%) that represents four (04) students who prefer to improve their listening and writing skills. However, only one (01) student who prefers to improve his/ her reading skill with a percentage of (5%).

Item2. Do you have the ability to speak in front of people?

Table 3. 6   Students' Abilities to Speak in Front of People

Option	Frequency	Percentage
Yes	21	95%
No	1	5%
Total	22	100%

Through asking this question, the researcher intended to know whether or not students have the ability to speak in front of number of people. **Table 3.6** indicates that (95%), 21 students who answered with **"yes"** and asserted that they have the ability to speak in front of people. Whereas, only one student who represents the percentage of (5 %) answered with **"no"** meaning that they do not have the ability to speak in front of others.

Section Two: Public Speaking

Item3. Have you experienced speaking in front of others before?

If yes, would you please identify where? (You may choose more than one option)

Table 3. 7 Students' Experience in Public Speaking

Option	Frequency	Percentage
Yes	22	100%
No	0	0%
Total	22	100%

This question was asked to students in order to have knowledge about their experience in public speaking. As it appears in **table 3.7**, percentage of (100 %) of students who claimed that they have experienced speaking in front of others before by choosing the option of **"yes"**, meaning that, all the (22) students practiced public speaking. Thus, the researcher

asked the respondents to identify where exactly they have practiced public speaking.In this regard, **figure 3.2** displays their responses.
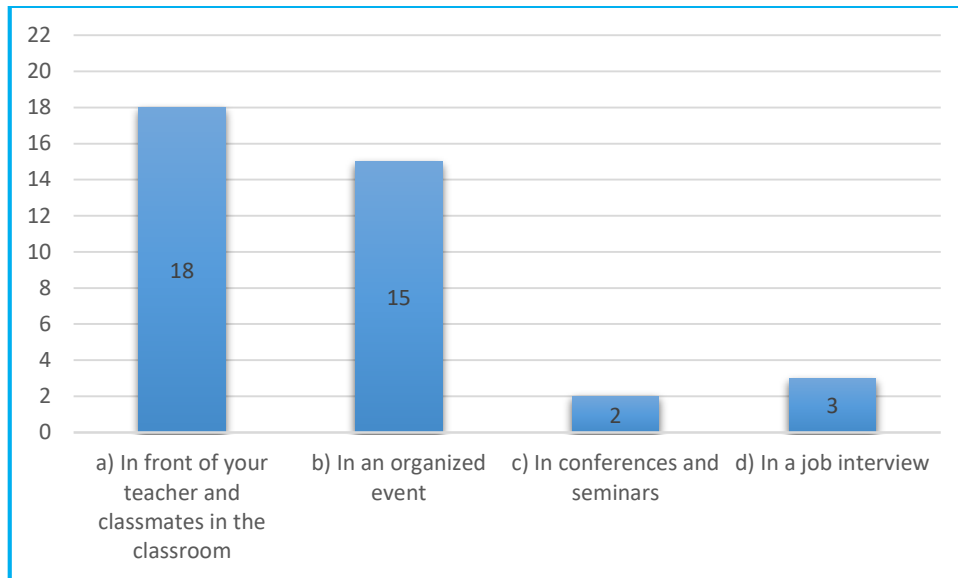
Figure 3. 2 Locations Where Students Practiced Public Speaking

The question of   (If yes, would you please identify where?) was meant to reveal the location where students have practiced public speaking. Hence, **figure 3.2,** shows that eighteen (18) students practiced public speaking in classroom in front of their teacher and classmates. Along with fifteen (15) students who claimed that they have participated in an organized event and that is what one of them pointed out when we asked them if they have any additions concerning this matter, he /she mentioned "in public speaking event organised by Sunrise Languages School". Hence, it can be noticed that the majority of students experienced public speaking in class and in an orgnized event. On the other hand, only two (02) respondents who experienced public speaking in conferences and seminars; whereas, the three (03) others have experienced it in job interview.Thus, the options of " in conferences and seminars" and " in job interview " were the least chosen.

Item4. How do you evaluate your public speaking proficiency?
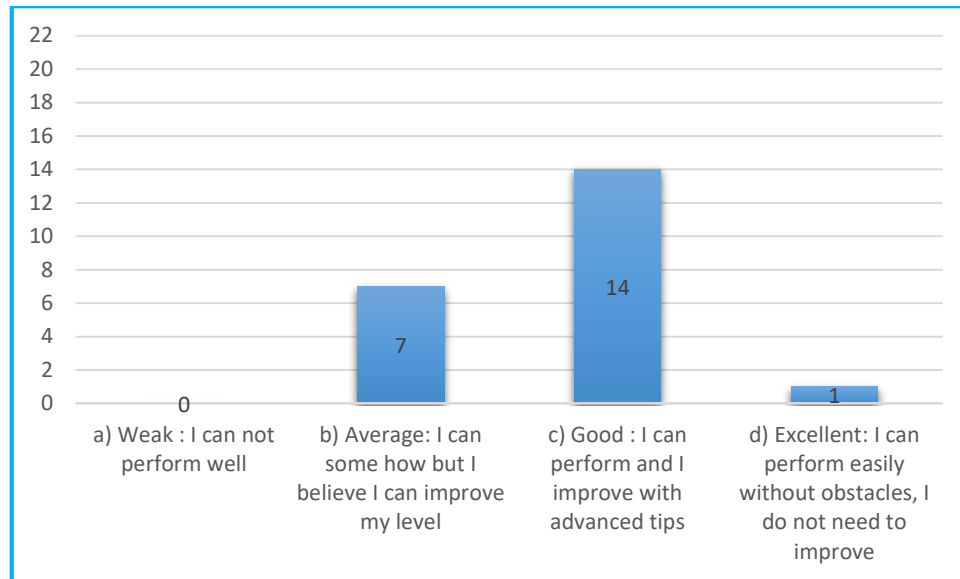
Figure 3. 3 The Degree of Students' Public Speaking Proficiency

Since students claimed that they have the ability to perform in front of others and since they have been experienced public speaking. The researcher's aim by asking this question was to rate their proficiency level as public speakers. As **figure 3.3** demonstrates, the majority of students (14) rated themselves as a good public speaker in which they can perform and they improve with advanced tips.While seven (07) students who claimed that their level is average, they are some how able to perform but they believe that they can improve better their level. Except one (01) student who affirmed that his/ her public speaking proficiency level is excellent in which she/ he can perform easily without obstacles and she/ he believes that no need to improve more.

Item5. As an EFL learner do you consider public speaking an important skill to be enhanced?

Justify your answer please!

Table 3. 8 Students'Perception on the Importance of Public Speaking

Option	Frequency	Percentage
Yes	22	100%
No	0	0%
Total	22	100%

The aim of this question was to determine whether students consider public speaking as an important skill to be enhanced or not. As **table 3.8** indicates 22 (100 %) claimed that they consider public speaking an important skill that should be enhanced.Meaning that, the whole population agreed that public speaking is a crucial skill and none of them (0%) considered the reverse.

Hence, we asked students to justify their answers and since their responses supported the importance of public speaking, they pointed out that It gives them more confidence and higher esteem as it indirectly Urges them to improve their skills, one of the students said: "I believe that I have to practice it more so I will be used to it as if it is my native language (arabic) so I can speak English without being fearful or embarrassed and I believe it's the best way to improve my speaking skills in any language and my communication skills".

Other respondents claimed that with words they can communicate with others as they can communicate their ideas and convince others with their opinions. In this regard one of the students said "because without public speaking you can't defend yourself and your personal opinion and your message to others ". Additionally, another respondent believed that the importance and benefits of public speaking touches not only students' academic life but also the professional life in which she/ he said "not only as an EFL learner but also as a person who need improvement, public speaking is a communication skill that are highley required from any simple employee to be of help for the company they work for." Other students believed that public speaking is a learning's prove and it is a way of practicing the

speaking skill. On the other hand, some respondents asserted that" Public speaking is an effective way to improve the individual's charisma and develop the character , self esteem and to get knowledge by researching and preparing different topics to discuss with the audience" .

Item6. Public speaking courses could be beneficial for you as an EFL learner because
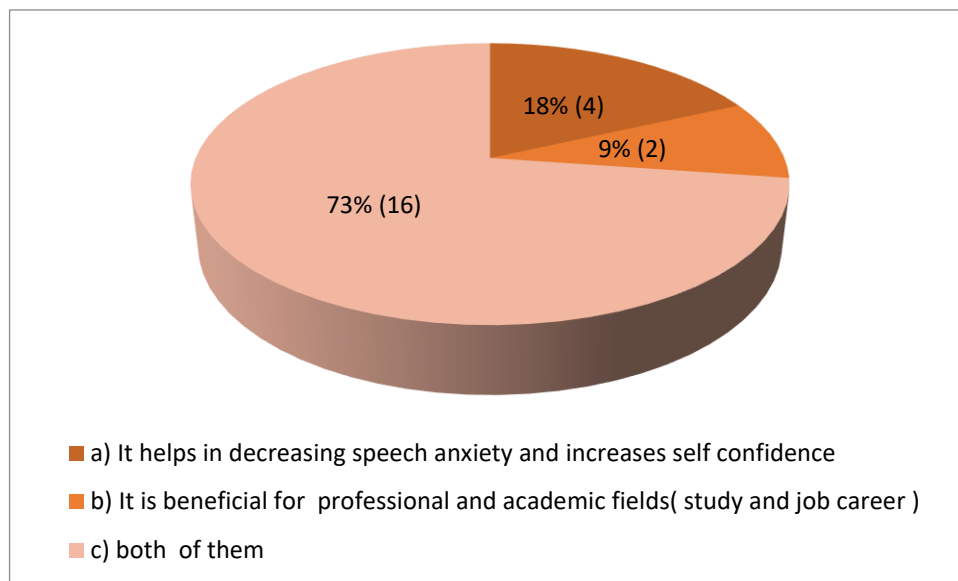
Figure 3. 4 The Benefits of Public Speaking Courses

This question was designed to allow the respondents to exhibit their perceptions on the reasons behind being public speaking beneficial. Clearly in **Figure 3.4**, (73%) which represents a total number of sixteen (16) students who claimed that public speaking courses help them in two ways , on one hand, it helps them decreasing speech anxiety and increases self confidence. And on the other hand, they saw it beneficial for their professional and academic fields mainly study and job career. However, only few students with (18%) 04 believed that public speaking courses help them in decreasing speech anxiety and increasing self confidence. (9%) that represents the number of two (02) students who claimed that public speaking courses are beneficial for their personal and academic fields.

Thus, the researcher asked the respondents if they have any additional benefits concerning the courses of public speaking and one of them stated that she / he consider public speaking courses as way to help him/ her to be used to the stage. In other words, it makes her/him accustomed to the process of performing in front of others.

Item7. How do you perceive speaking in front of a large number of people?
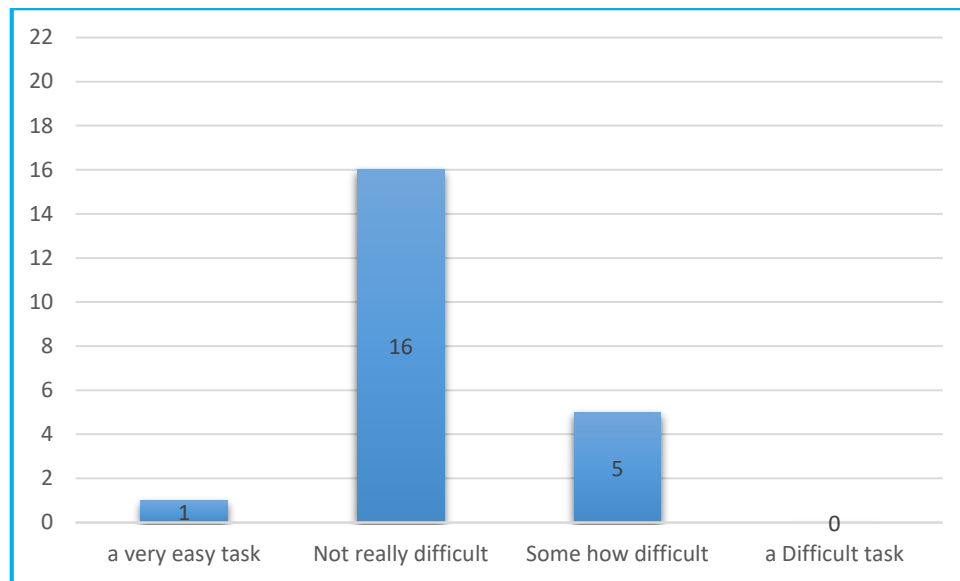
Figure 3. 5 Students' Perceptions on Speaking in Front of a Large Number of People

As it demonstarted in **Figure3.5**, the majority of students, more precisely (16) respondents saw that public speaking is not really difficult task .Whereas, five (05) students asserted that public speaking is some how difficult for them and only one student who claimed that public speaking is a very easy task. Hence, for him/ her speaking in front of large number of people is not an obstacle or hard task.

Section Three: The Difficulties of Public Speaking

Item8. What are the difficulties you face while speaking in front of public? you may choose more than one option
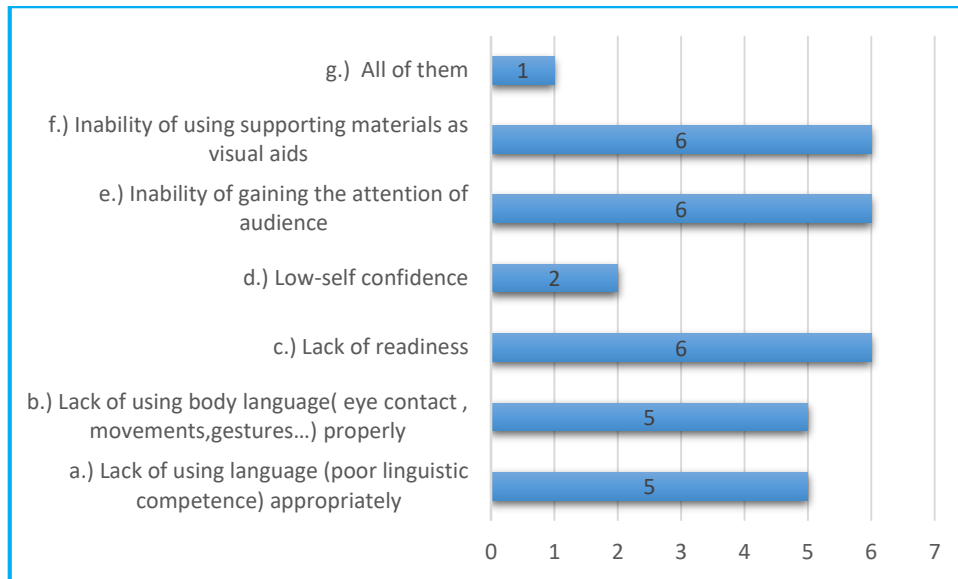
Figure 3. 6 The Difficulties Faced by Students in Public Speaking

By asking this question, the researcher tend to explore the possible difficulties that students face while speaking in front of public. **Figure 3.6** shows that the majority of respondents in the three cases (f, e, and c) that represents six (06) students in each case, stated that the difficulties that they face while delivering a speech or while speaking in front of others are the inability of using supporting materials as visual aids, inability of gaining the attention of audience and the lack of readiness. Thus, the obstacle of not being able to attract or gain the attention of the students can be solved via using visual aids. The other dominant students' public speaking difficulties that represents a total number of five (05) students are the lack of using body language properly such as eye contact, movements, and gestures and the lack of using language appropriately, in other words, poor or lack of linguistic competence. However, the least chosen difficulty was claimed by two students as it appears in the figure **3.6** is low-self confidence. Only one students who selected the option of all the suggested difficulties which means that he /she have been experienced all the suggested obstacles.

Item9. According to you, what are the main reasons behind public speaking difficulties?

Choose just one option
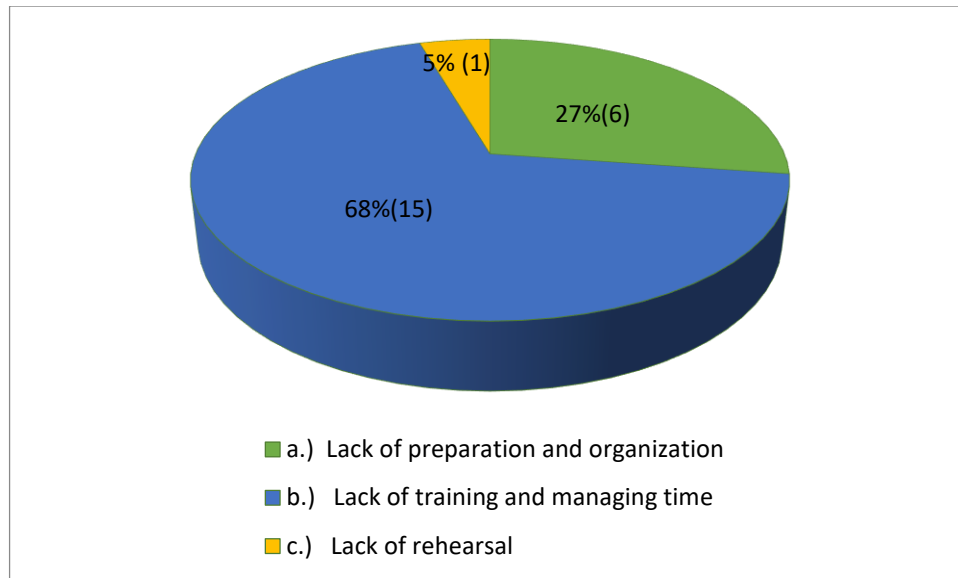
Figure 3. 7 The Main Reasons Behind Public Speaking Difficulties

Since students face difficulties in public speaking, this question targets the main reasons behind public speaking difficulties. Based on the given answers, it can be noticed that that percentage of (68%) that shapes fifteen (15) students who indicated that the main reason behind public speaking difficulties is training and managing time. Others who responded that their main difficulties in public speaking is the lack of preparation and organization constitute (27%) 6 of the population.While, only one student with percentage of (4%) who regarded the lack of rehearsal is the main reason behind being public speaking an obstacle.

Item10. Which one of the following stages do you face difficulties in?
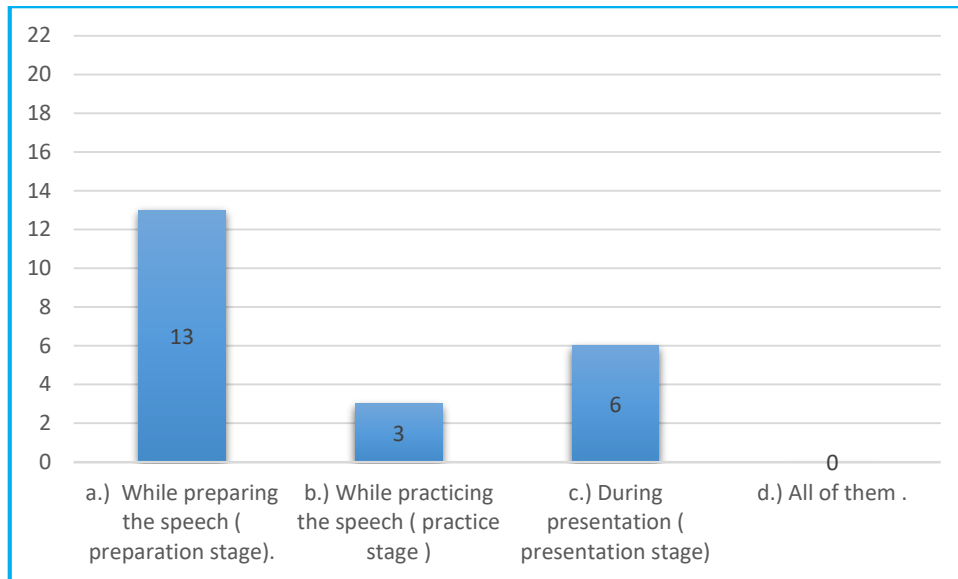
Figure 3. 8 Stages Where Students Face Public Speaking Difficulties

This question attempted to indicate which stages do students face difficulties in public speaking. As **figure 3.8** demonstrates the majority of students (13) selected the option (a), meaning that, the most stage which they face difficulty and obstacle in is while preparing the speech mainly at the level of "preparation stage " and this is back to the lack of preparation and organization as it mentioned previously in the item (09). On the other hand, six (06) students who claimed that they face difficulty during the presentation stage that might be due to some factors. While three respondents asserted that while practicing the speech is the stage when they encounter difficulties and this in turn related to the lack of training that gained the highest percentage in the item (09).

Item11. Would you please choose the expression that describes you when you give a speech (you may tick more than one choice?)
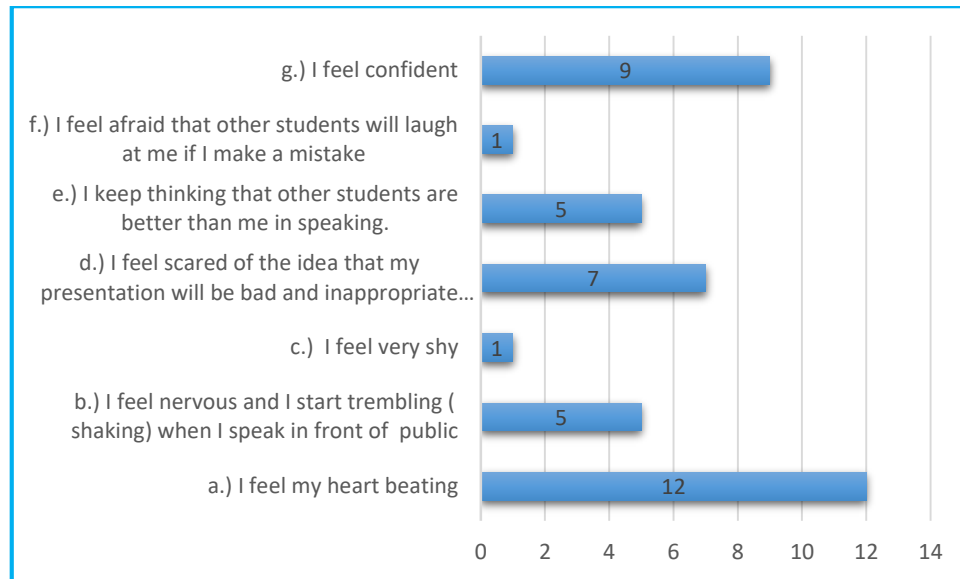
Figure 3. 9 The Expresssions that Describe Students When Giving a Speech

Since some students as it shown previously in item (10), this question was designed in order to understand, explore, and describe the feelings that students sense while delivering a speech or presentation. In **figure 3.9**, twelve (12) respondents, who represented the dominant number of students, highlighted that they feel their heart beating during oral presentation. While seven (07) of them stated that they feel scared of the idea that their presentation will be inferior and inappropriate especially when they are not prepared. Moreover, number of (5) students in both cases (case "e" and case "b") claimed that they keep thinking that other students are better than them in speaking as they feel nervous and start trembling (shaking) when they speak in front of public. On the other hand, only one students in both cases (case "f" and case "c") pointed out that she /he feel afraid that other students will laugh at him/her if she /he makes a mistake during a presentation and the other student claimed that she / he feel very shy while giving a speech. However, nine (09) students declared that they feel confident while delivering a speech. Hence, they have self confidence, this in turn can be due to positive factors as good linguistic proficiency, well preparation and training.

Section Four: The Use of Presentational Aids" Audio Visual Aids" in Public Speaking

Item12. When someone presents information using presentational aids as audios and

visuals, do you understand better than without using them (that visuals)?

Table 3. 9 Students' Perceptios on the Use of presentational Aids in Oral Performance

Option	Frequency	Percentage
Yes, sure	13	59%
No, not necessarly	9	41%
Total	22	100%

This question is an itroductory question to the coming questions. It was designed to

ascertain whether or not the students understand the information that is presented through

the use of visual aids better than not using them. **Table 3.9** shows that out of the total number

(22), 59% that exemplifies thirteen (13) students selected the first choice "yes, sure". This

indicates that the plurality of students declared that when someone uses presentational aids

in his / her presentation or public speaking, they understand and grasp the information better.

Thus, the utlization of presentational aids "audio-visual aids" in public speaking help the

information to be more clear and legible to the listener/ audience. However, (41 %)

represents nine (09) students who contended that it is not necessarly to utilize presentational

aids or its equivalent "audio visual aids" in public speaking in order to make the message

comprehensible and clear.Thus, they do not believe with the idea of using such equipments

to clarify a given presentation to the audience / listeners.

Item13. Have you ever used presentational aids in public speaking?

Table 3. 10 Students Use of Presentational Aids in Public Speaking

Option	Frequency	Percentage
Yes	19	86%
No	3	14%
Total	22	100%

Since students claimed previously that they experienced public speaking, we intended through this question to inspect if they have ever used presentational aids in their public speaking or not. **Table3.10** shows the results that reported by respondents of this study19 (86%) of students declared that they used presentational aids in their public speaking. Thus, these students support the use of visual aids in oral presentation and public speaking; nevertheless, few students 3 (14 %) answered with"no" indicating that they do not use presentational aids in their public speaking and oral presentation.This can be due to the unavailability of equipment "lack of providing equipment by teachers" or because of the students' lack of awareness about the importance of such aids.

Item14. How often do you use presentational aids in your presentations?
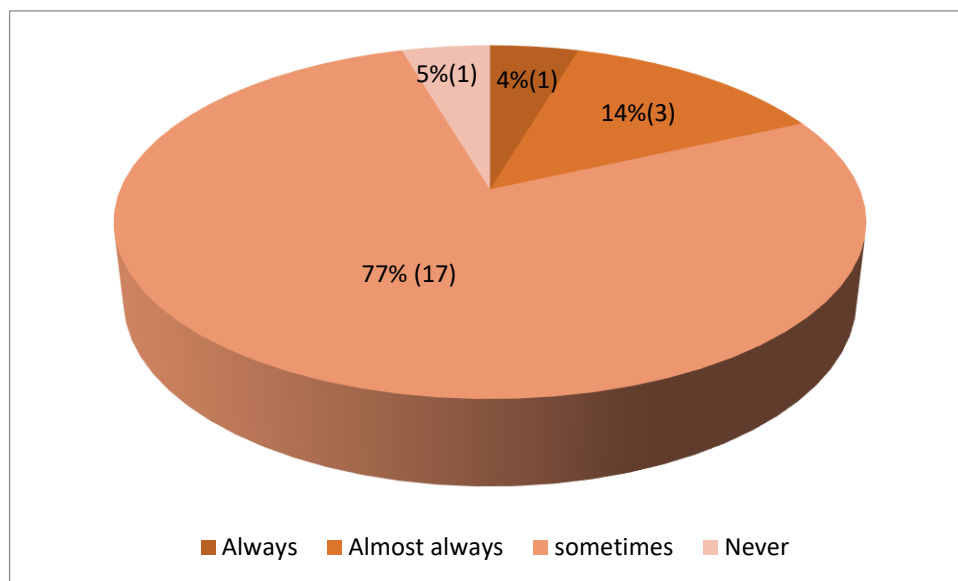
Figure 3. 10 The Frequency of Students Use of Presentational Aids

Figure 3.10 portrays the results of question fourteen (14) that sought to deliminate the frequency in which students use presentational aids in their public speaking or their oral performance. In this regard, the presented figure shows that the preponderance of respondents stated that they have sometimes used presentational aids in their public speaking. While a percentage of (14%) that exemplifies three (03) students claimed that they are almost always use such materials in their performance. However; one student with a percentage of (4%) stated that she/ he always utilize presentational aids for his/ her presentation. This is followed by an approximate percentage (5%) that represents one student who declared that he/she have never utilized presentational aids in their speech.

It can be deduced from the results obtained from this figure is that those who selected the options of "always, sometimes, and almost always"are the students who used visual aids in their speeches.They are probably aware of the importance and the value that presentational aids may add to the presentation. However, the least percentage that represents the option of "never" are those students who do not use presentational aids. This might be due to many reasons as the inability of using such materials, lack of students motivation or because they accustomed to present using traditional ways.

Q15. Which kind do you prefer to use the most?

9% (2)

41%(9)

50% (11)

■ Auditory   ■ visuals   ■ Audio-visuals
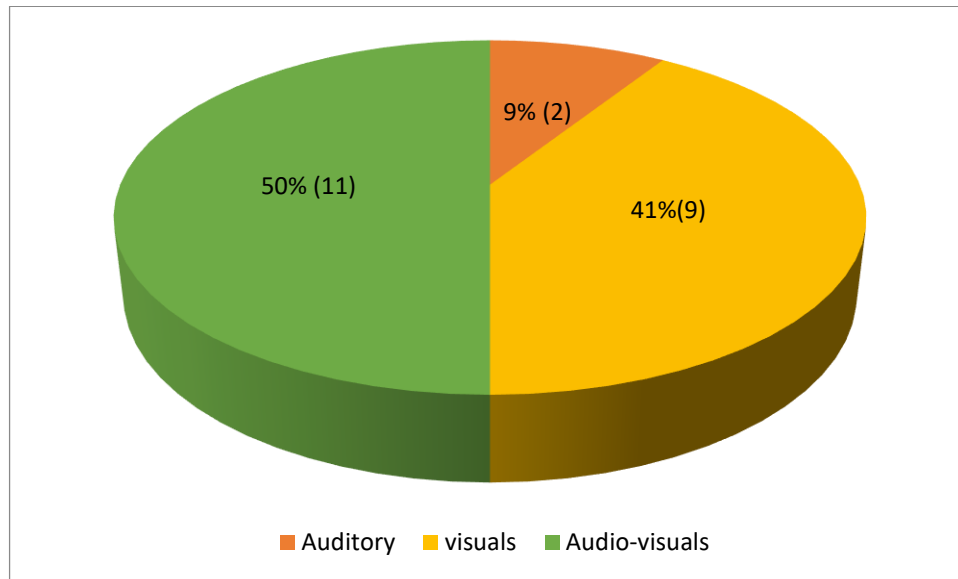
Figure 3. 11 Types of Presentational Aids Student Prefer to Use Mostly

The researcher asked this question to have an insight about which kind of presentational aids that students favor to utilize in their public speaking. As it noticed in **figure 3.11**, 41% (9) students claimed that they use only visuals in their oral presentations such as pictures, posters graphs. While only few student (two students) with a percentage of 9% declared that they prefer to use auditory materials in their performance as audio-tapes. On the other hand, 50% (11) that shapes the majority of students who claimed that they use both the auditory and visual materials.They asserted that they use audio-visual aids in their performance.Thus, the whole respondents (22) used different types of presentational aids that vary from auditory, visual, as well as, audio-visual aids in order to make their presentation legible.

Item16. Would you please specify exactly which type? (You may choose more than one option.)

This question is related to the 15th question, which sought to identify the exact type of presenattional aids that students use in their oral performance by exemplifying them through the **figure 3.12**
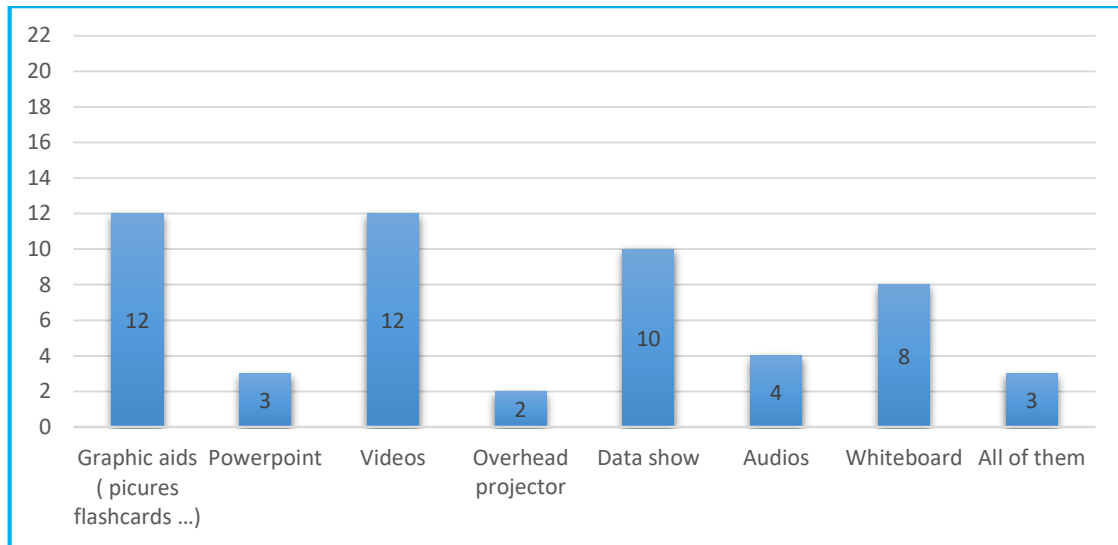
Figure 3. 12 Students' Identification of Presentational Aids

As it appears in the **figure 3.12**, the majority of the respondents use graphic aids, pictures, flashcards and videos for their public speaking .More specifically, twelve (12) students highlited that they use graphic, pictures and flashcards. Similarly, another twelve students who declared that videos are the kinds of presentational aids they used for their public speaking. Another fairly number of ten (10) students claimed that they used data show during presentation.On the other hand, three (3) students shown that they use powerpoint and two (2) others use the over-head projector.In addition to four (4) respondents who pointed out that audios are the used materials in their oral presentation. Whereas, eight (8) students mentioned that they used whiteboard as an aid for their oral performance. Only three (3) students highlighted that they use all the mentioned aids in their public speaking, which means that every time they use different materials by combining and varying between them, for instance, they include pictures and graphs using PowerPoint via data show.

Item17. According to you, do you think that using visual aids in your presentation:
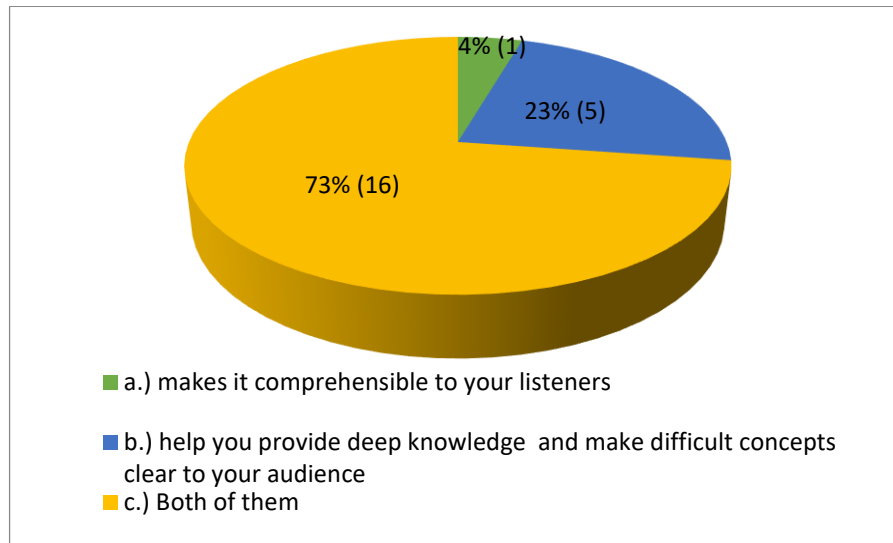
Figure 3. 13 Students Opinions on the Use of Visual Aids During Presentation

This questions intended to know about students' perceptions and opinions about the use of presentational aids in public speaking based on the options that the researcher provided them with. As **figure 3.13** demonstrates, a percentage of 23 % (5) revealed that using audio-visual aids in their presentation helps them provide deep knowledge and make difficult concepts clear to their audience. While 4% (1) mentioned that using such devices in oral performance makes the intended message and the speech comprehensible to their listeners or audience. However, the predominance of students 73% (16) selected the option "both of them" that indicates that students believe that using audio-visual aids for their public speaking and presentation helps them deliver and provide knowledge and make difficult concepts clear to the audience , as well as, it makes the presentation comprehensible to the listeners.

Q18. Would you specify the degree of your agreement or disagreement with the following statements (just put a tick)
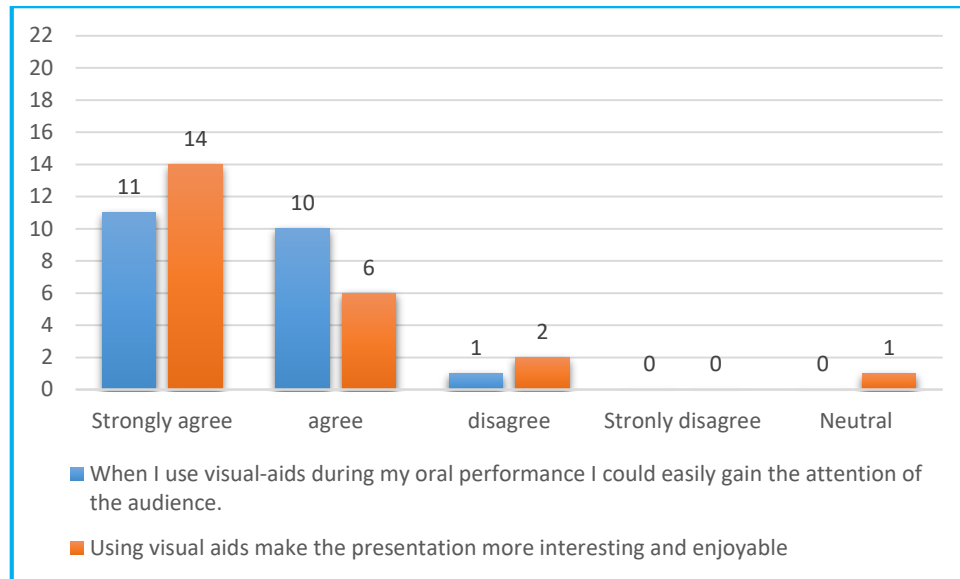
Figure 3. 14 Students Level of Agreement About the Effects of Using Visual Aids on the Audience

Statement 01: "When I use visual-aids during my oral performance, I could easily gain the attention of the audience"

This statement hypothesized that when students use visual-aids during oral presentation, they can gain their audience attention easily. The rates shows that eleven (11) students selected "strongly agree" while an approximate number of ten (10) students chosen "agree". Hence, almost all the students mainly 21 who regarded that using visual aids pave the way for the students to gain and attract the attention of their classmates or audience. However, only one student who was "disagree" with such idea. Yet, none of them selected strongly disagree and neutral.

Statement 02: "Using visual aids make the presentation more interesting and enjoyable "

The second statement declared that the utilization of audio-visual aids during presentation or public speakingmakes it more interesting and enjoyable to the audience. As it appears in the orange parts of **figure 3.14**, the majority of students (14) strongly agreed on the statement that visual aids assist the speaker to provide an interesting and ejoyable

presentation. Whereas, six (6) students were agreed. However, the least number of students (2 students) claimed that they are disagreed about the idea that visual aids impact the audience's interest.Besides to one of them whos opinion was neutral about such idea.

The researcher gathered the two statements in one figure because both statements related to each other.To clarify more, since the utilization of visual aids help in gaining the audience's attention, this in turn, leads them to be interested with the presentation.In other words, the more the attention gained, the more the degree of interest increased. Hence, in both cases" case one and case two" the majority of students claimed such a thing. Only few of them claimed the reverse.
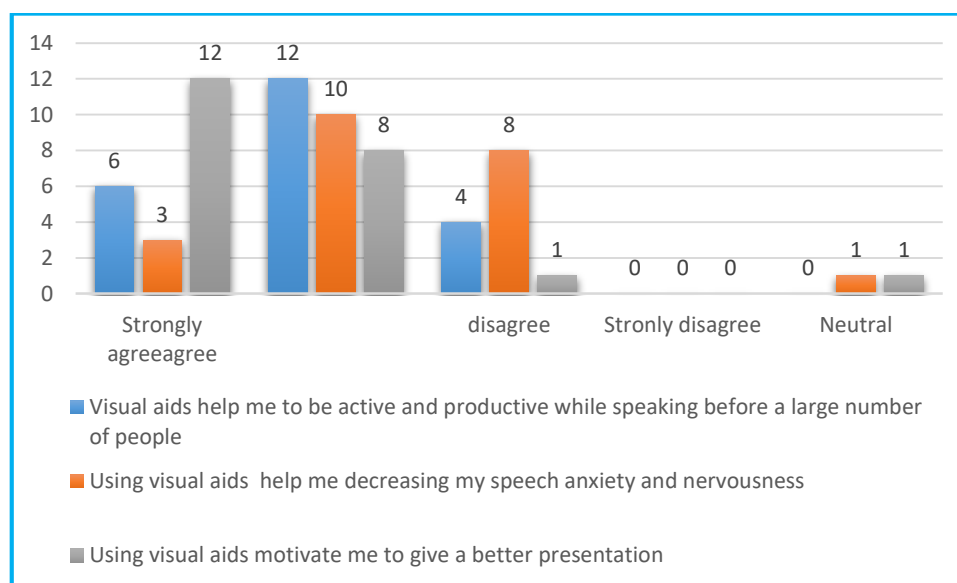
Figure 3. 15 Students' Degree of Agreement About The Use of Visual Aids on Their Psychological Side

Statement 03: "Visual aids help me to be active and productive while speaking before a large number of people"

Statement three reported that using visual aids during presentation help students to be moreproductive and active while speaking in front of others. Based on the displayed results

in **Figure3.15** it can be noticed that the plurality of twelve (12) students agreed that using visual aids during oral performance makes them more active and productive.Another six students agreed strongly on such a matter; nevertheless, four (4) respondents selected the option of "disagree" that implies that these students saw that the use of visual aids have nothing to do with their productiveness and activeness during oral presentation. None of them were strongly disagree or neutral.

Statement 04: "Using visual aids help me decreasing my speech anxiety and nervousness"

   This statement assumed that integrating visual aids in presentation help students decrease their speech anxiety and nervousness. **Figure 3.15** shows that a considerable number of students (10) agreed with statement. Besides to three (3) students responded with "strongly agree". Whereas, eight (8) students were disagree about the idea of using visual aids in order to decrease their speech anxiety and nervousness in which they did not see it as a factor to decrease their psychological feelings during speech as anxiety and nervousness. Only one student was neutral about the statement.

Statement 05 "Using visual aids motivate me to give a better presentation "

   This statement reported that visual aids regarded as motivational tool to provide a better presentation. The displayed results that represented in the **figure 3.15** revealed that the majority of respondents with number of twelve (12) students were strongly agree about the idea that visual aids considered as a motivational factor that helps them provide a better oral performance. Additionaly, another approximate number of eight (8) students agreed on such a matter.Yet, an equal number of one student (1) was given to "disagree" and   "neutral".

Thus, all of the statements (3, 4, and 5) assembled together since, in one hand, they deal with one idea which is the effect of using visual aids on the psychological state of students. On the other hand, each one of the statements affect and led to each other. To clarify, if student feel motivated when using visual aids in public speaking, they will automatically active and productive while performing. This in turn, will decreas their speech anxiety. Hence, based on the results of **figure3.15** the majority of students claimed that they feel motivated, they become more active and productice, and their sppeech anxiety decreased when using supporting materials "audio-visual aids".
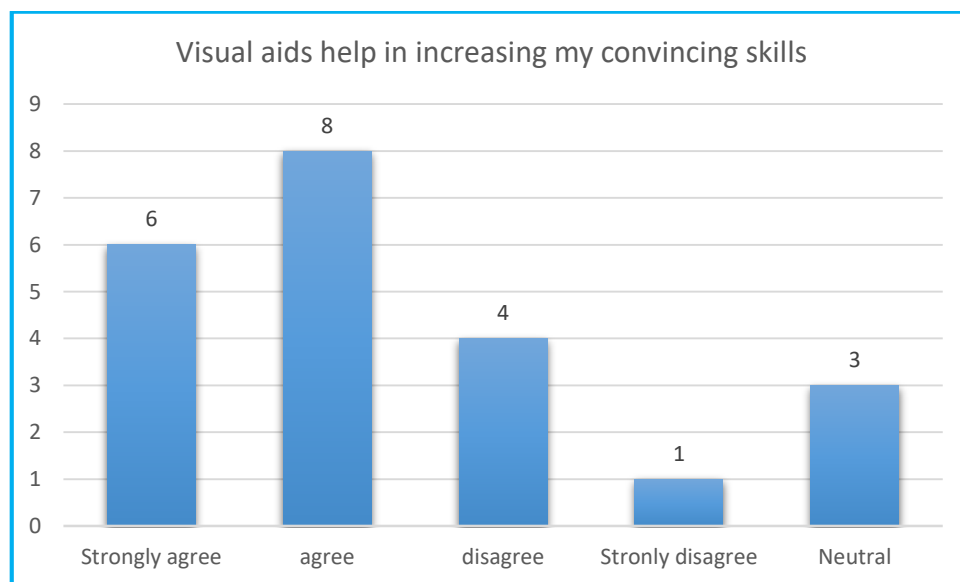
Figure 3. 16 Students' Level of Agreement and Disagreement Whether Visual Aids Increase Their Convincing Skills

Statement 06: "Visual aids help in increasing my convincing skill**s**"

As it shown in the figure 3.16, the statement hypothesized that visual aids help the students increase their convincing skills. Hence, the displayed data in the provided figure uncovered that the predominance number of students answered with "agree" and six (6) others were "strongly agree" with the claim of utilizing visual aids during presentation reingorces convincing the audience. However, four (4) respondents were "disagree"and one

(1) was strongly disagree.This implies that they think that there in no necessity to use visual aids in order to convince the audience, in which they may believe that thay can convince the people in front of them linguistically without any need for such materials; yet three (3) students were neutral about such a matter.
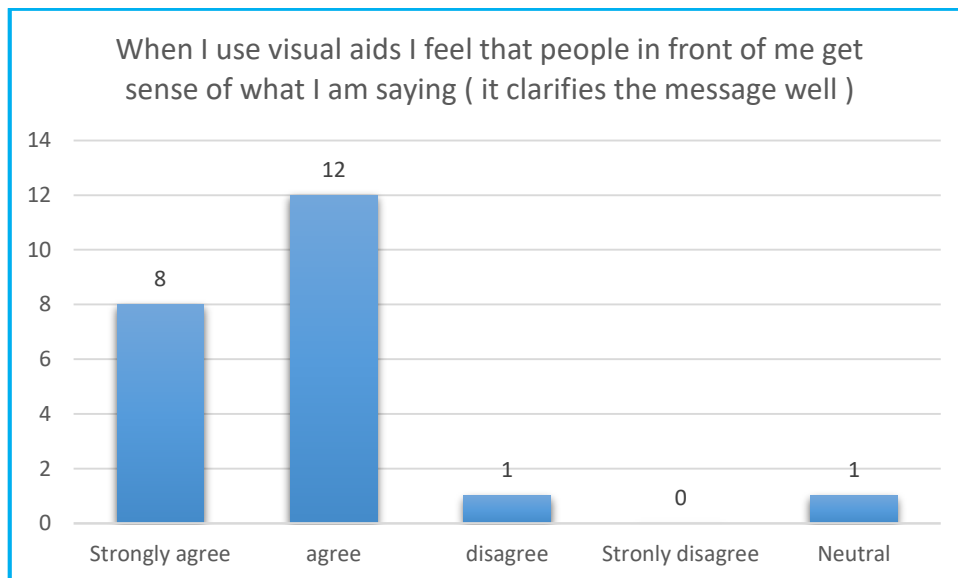
Figure 3. 17 Students Extent of Agreement of the Use of Audio-Visual Aids to Clarify the Messag*e*

Statement 07: "When I use visual aids I feel that people in front of me get sense of what Iam saying (it clarifies the message well) "

This statements indicates that the use of visual aids while delivering a speech assists the speaker"student" to clarify the message. For that, we asked students to select their extent agreement about the statement. Thus, twelve (12) students were "agree" on such idea, as well as, eight of them were strongly agree. In addition to an equal number of one (1) student was "disagree" and the other "neutral". Hence, the plurality of them agreed that using visual aids in presentation clarifies the speech, in which they help audience get sense of the speaker's words, as well as, it provides them with a clear image of hard concepts and notions.

However, only one of the student who was against this idea thinking that it is not obligatory

to use such materials to clarify the message to the audience or people in front of them.

Statement 08: " I believe that my public speaking is improved and enhanced when I use visual-aids
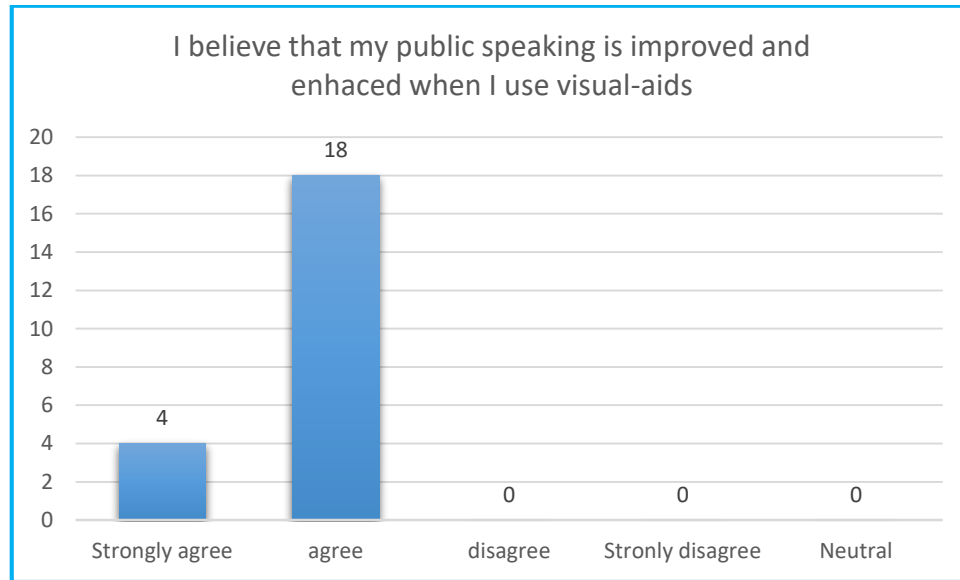
Figure 3. 18 Agreement's Degree of Students on the Use of Visual Aids as a Tool for Enhancing Their Public Speaking

The eighth statement indicates that students' public speaking could be enhanced via

using audio-visual aids. The displayed data that is shown in the **figure 3.18** demonstrates

that eighteen (18) students who represents the dominant number responded with "agree",

four (4) students were"strongly agree" about such statement. However, none of them

dissagreed or were strongly disagree and neutral about the idea. In this regard, all students

revealed that integrating visual aids during presentation help them enhanced and improved

their public speaking .It can be deduced from the students' claim that they realized that when

they implement audio-visual aids or any kind of supporting materials , their intended

message "public speaking /presentation" improved and delivered better .This improvement

in public speaking is due to the positive psychological effects of using audio-visual aids that

was discussed before. In addition to students' attention when supporting materials are

integrated by the speaker "student", as well as, the clarification of the message and so on. Thus, all this factors contributes in making the students agree about the statement (8).

Statement 9: not using visual aids affect negatively on the speech
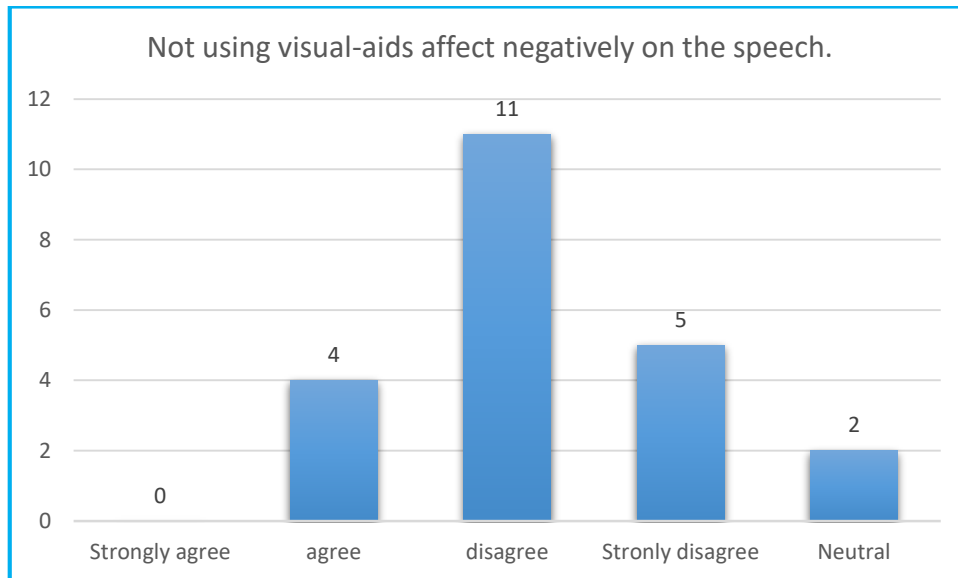
Figure 3. 19 Degree of Agreement and Disagreement on the Effects of Visula Aids on the Speech

In this statement, the researcher hypothesized that not using visual aids afffect negatively on the speech in order to explore the degree of students' agreement concerning such a matter. Thus, figure 3.19 shows that half of respondent's number (11) disagreed on the idea that not implementing visual aids during presentation affects negatively on the speech and Five (5) others were strongly disagree disagreed.However, four (4) students agreed on such a claim while the position of two (2) of them were neutral. Concequently, we can say that the majority of students were against that their public speaking or presentation affected negatively in case they do not use visual aids.

Based on students' claims in **figure 3.18,** we can deduce that, for students, using visual can aids enhance and improve their public speaking and aids them in transmitting the

message clearly and easily. However, they believe that not implementing and integrating these materials, would not impact their performance negatively. Therefore, they see it as an addition to their presentation and not an obligation or necessity, in which its absence does not deficient from the presentation.

3.4 Discussion and Summary of the Findings

✓ Discussion of the Teachers' Iterview

Since teachers claimed that they have a considerable experience in the tertiary domain, their responses to the questions yielded the researcher with deep data that assisted her to answer the research questions, mainly, the third question which entails knowing the teachers' perceptions about students use of presentational aids in public speaking.

Initially, all the four teachers who have been interviewed asserted that they use various activities in order to improve their students' oral performance, among them, role plays, debates, songs, short presentations, videos, roundtable discussions, watching movies, pronunciation activities, games, and dialogues. This implies that those teachers create a stimulating atmosphere for their learners to practice the language freely. Thus, they are conscious about the significance of presenting a piece of information in front of others. Accordingly, teachers believed that public speaking courses are important for students, for that, they pointed out for the necessity of improving students' public speaking skill, claiming that public speaking aids students to gain and build their self-confidence, meanwhile, it overcomes their anxiety, as well as, it is a way for them to practice the language and express their thoughts, ideas, and beliefs freely. Moreover, teachers declared that public speaking courses contribute to improving students'academic career "improve their educational life "as it improves their language proficiency. In addition, public speaking courses reinforce

students' awareness about their performance through teachers' feedback, in which they learn how to transact with public speaking performance.

Teachers was asked to provide their perceptions concerning the ability of students to perform in front of others. In this regard, they claimed that their students have the capacity and ability to speak publicly in a confident way, in which they can deal with different communicative tasks expressing their ideas and interests without being scared or stressed. However, teachers revealed that not all of them are able to do so because of their fear of public and lack of performance. Additionally, one of the teachers highlighted that a consistent instruction and practice contributes to enhancing students's public speaking. Thus, some of their students are qualified to present in front of the public.

Based on the obtained interview findings, teachers assumed that there are some factors that influence one's speech, yet each one of them mentioned different factors. Among the factors that were stated by teachers related to the psychological factors that play a major role in making the speech efficient and this can be achieved when students trust their abilities, overcome the fear of being judged by others, and being confident. This indicates that the more psychological attitudes of students are positive, the more they perform better, and vice verca. Another factor teachers agreed on is the implementation of supporting materials during the speech, since it facilitates the process of the communicated message. Thinking in English is another factor that affects the speech delivery of students because communicating the message thinking in English assists the transmission of the message appropriately, without any interference of the mother language. In addition to rehearsal and practice are two other factors for an effective speech. Meaning that the more students practice, the more they deliver better.

However, teachers affirmed that most of the time students encounter difficulties in the process of public speaking, namely: the fear of making mistakes, the fear of being judged by their classmates, the lack of vocabulary, fear and hesitation, thinking in English. Accordingly, they believed that the reasons behind these difficulties and obstacles are the lack of motivation, lack of positive environment, the fear of inability to deliver the message well and thinking in their mother language. For that reason, teachers highlighted some suggestions to overcome speech difficulties mainly, speech anxiety. These suggestions entail practicing the speech, creating a less stressful atmosphere for students in the class, having self-confidence, and having a vocabulary bank

Therefore, there was a total agreement between teachers on the effectiveness of presentational aids in enhancing students' public speaking mentioning that, it reinforces and motivates students to provide a higher quality presentation, provide a comprehensible speech to the audience, enhances the presentation by adding impact and strengthening audience involvement as it can be helpful to remind the presenter of what she or he wants to say, it clarifies hard concepts and key points, and finally, it creates a vivid and active environment less stressful. Consequently, teachers assumed that using technological aids, mainly audio-visual aids during presentation, is more attractive than the traditional ones because of the aforementioned points.

Eventually, the researcher opened the door to the teachers to add any comments concerning the role of using presentational aids as a means to enhance students' public speaking. First, it was stated that teachers should pay attention to integrate audio-visual aids in the class for their students in order to motivate them to present. Second, it was highlighted that it should first pay attention to the communicative message that implies "the linguistic competence" and then integrating supporting materials. Hence, these

materials can not be effective for the speech without the communicative message because they are only means. Thus, there should be a combination of them.

From the obtained data of both the students' questionnaire and teachers' interview, we can deduce that public speaking is as any other skills that should be mastered due to its importance. However, numerous students encounter many difficulties which are related to psychological and linguistic factors. It was concluded that using presentational aids "audio-visual" aids" as a means during oral performance may decrease students' struggles and obstacles that face them while delivering a speech, and to clarify information to the audience along with the communicated message "language used ".

✓ Discussion of the Students' Questionnaire

Students' questionnaire covered some major points concerning the skill of public speaking, its difficulties, and the implementation of presentational aids during the speech. Hence, from analyzing the results of it, different opinions and viewpoints were raised, as well as precious responses were provided, in which helped the researcher to answer the research questions.

Based on the student's responses, the researcher came up with some interpretations. Initially, the students' questionnaire revealed that the majority of students aimed to improve their speaking skills and this indicates their awareness of the importance of speaking. Consequently, it is discovered that most of them can perform in front of others and express their ideas and thoughts. These proclamations were an introductory phase that the researcher intended to know about the students' interests and capacity to speak publicly.

All the participants in that questionnaire who estimated with 100% students indicate that they experienced public speaking in various locations and occasions, more specifically,

in the classroom in front of their classmates and teacher, in conferences and seminars, in job interview, and in organized event. Thus, most of their participations were in the classroom and in public speaking event. And this explains their capacity of presenting and performing in front of people despite their disparity in terms of public speaking proficiency level. Yet, their level is between average and good.

Another critical point related to public speaking is that students are aware of that public speaking is a crucial skill that should be enhanced because, for them, public speaking trains them to be more confident, as well as, it reinforces them to improve their skills, since it obliged them to read and search about different topics. They regarded it as a way to communicate their ideas to others and convince them with. In the light of this consideration, the results of the students' questionnaire uncovered that public speaking courses benefit and assist students minimize their nervousness during performing, raise their self-confidence, and improve their professional and academic career.

Despite the importance and benefits of public speaking on students' level. Some of them still face difficulties, in which they mentioned that the act of presenting a piece of information in front of a considerable number of people is hard due to many reasons such as lack of linguistic competence, lack of using their body language, lack of readiness, lack of self-confidence, inability to gain audience's attention, and inability of using supporting materials as audio-visual aids. Thus, students encounter a variety of difficulties, which in turn, prevent them from mastering public speaking, as well as delivering a comprehensible speech. Correspondingly, they emphasized that lack of training and managing time is the main reason behind public speaking difficulties, besides lack of preparation and organization, and lack of rehearsal. Each one of these mentioned reasons leads and causes each other, in which, for instance, lack of readiness is due to the lack of training and

managing time. Similarly, lack of self-confidence could be due to the lack of preparation and organization. The majority of students, as they asserted, face difficulties at the level of preparation stage. Also, some other students assured that they encounter obstacles during presentation in which expressions of "I feel nervous, I feel very shy, I feel scared of the idea that my presentation will be bad and inappropriate, I keep thinking that other students are better than me in speaking, I feel afraid that other students will laugh at me if I make a mistake", were the descriptions of students about their feelings while delivering speech that is mainly related to psychological factors.

   Based on the aforementioned considerations, we can deduce that students are aware enough about the significance of public speaking on the academic and professional success. Although, they encounter some difficulties and obstacles in the process of delivering a speech that are related to personal factors as lack of preparation and time management, psychological reasons as shyness, nervousness, and fear, in addition to other external factors as the lack of audience's attention and lack or inability of using supporting materials during the speech as audio-visual aids.

   Thus, the researcher suggested integrating and implement presentational aids during presentation. In this concern, the vast majority of students 59%% pointed out that integrating supporting materials in public speaking contributes in making the message understandable and clearer to the audience, in which they highlighted that they comprehend more and get a sense of the provided information when the speech is accompanied by supporting materials "audio-visual aids ". The predominance of students declared that they sometimes use presentational aids for their public speaking and oral performance, mainly, audio-visual aids such as PowerPoint, videos, graphics, pictures, data show, audios, slides, and whiteboard which considered as a low-tech presentational aids (traditional tool). Therefore, students's

perceptions and attitudes were positive towards the use of presentational aids as a helpful means in conveying the intended message, in which they believed that integrating visual aids during oral performance help them provide profound information and make hard notions clear and legible, as well as, it makes the presentation comprehensible to the audience.

From students' responses to the last question (18) that deal with the students' degree of agreement on the use of audio-visual aids during presentation. Hence, the plurality of them declared that visual aids help them as speakers in gaining and attracting the audience's attention and in turn they lead the presentation to be more interesting and enjoyable to the listeners they claimed that using visual aids during oral presentation affects their psychological side positively, yet not all of them because some participants in that questionnaire were against such claim. In which they declared that using audio-visual-aids motivates them to deliver a better presentation, decrease their speech anxiety, as well as, it helps them to be more active during the delivery the delivery of the speech. They highlighted that using supporting materials reinforce the message to be convinced to the audience. This indicates that visualizing some information via utilizing supporting materials have more influence and impact on the perception and interpretation of the audience than relying only on the linguistic message. Consequently, all the participants claimed their public speaking enhanced and improved when they use audio-visual aids that help them in clarifying the message to the audience and demystifying some ambiguities. However, the majority of them believed that not using such materials during presentation does not affect their presentation negatively in which they can perform without being integrated relying on their linguistic proficiency. This implies two suggestions either students are not aware of the importance of implementing such a thing in public speaking or they believe that the utilization of supporting materials are only an add to the speech. Yet, others declared that not using such devices affect their performance negatively.

Eventually, based on the obtained results of the students' questionnaire, the researcher found the answers to the research question and she reached her research objectives. Therefore, from this questionnaire was revealed that students at Sunrise Language School are aware of the importance of public speaking as an EFL learners. In addition to their obstacles and difficulties they face when delivering a speech. Alog with the effectiveness of using presentational aids "audio-visual "aids in enhancing their public speaking skills and their role in clarifying the message to the listeners. Hence, these devices can be a remedy for students' public speaking difficulties.

Conclusion

The third and last chapter of the present study presented, displayed and analyzed the data of both the qualitative and quantitaive data that was collected via using students' questionnaire and a teacher's interview.

Hence, the analysis and discussion of the findings revealed that students' awareness about the importance of public speaking and presentational aids plays a major role in the success of ones' presentation. Thus, both EFL students and teachers believe in the usefulness of presentational aids in the EFL classroom as a means of clarifying the message, gaining the audience's attention and interest, as well as decreasing students' anxiety and nervousness while delivering a speech.

General Conclusion

General Conclusion and Recommendations

Since public speaking deals with the tasks of oral performance and presentation and due to its necessity for the success of students, this research work was as an attempt to explore the perceptions and view points of both teachers and students towards the utilization of technological devices in such tasks. In other words, using and integrating presentational aids "audio-visual aids" during oral presentation "oral performance" as an instrument in enhancing EFL students' public speaking. Thus, the current study sought to gather the needed data in order to answer the research questions and reach the research objectives that entail discovering the major factors that obstruct EFL students public speaking , knowing the various educational tools that can be used in the classroom to enhance EFL students' public speaking and to provide an effective speech , along with , determining the proper way of delivering a comprehensible speech and exploring teachers and students' perceptions towards the use of presentational aids in oral presentation tasks.

This work is laid out under three parts . The first one discussed the essential elements of public speaking, which was an overview of public speaking as a beneficial skill. The second chapter deals with the notion and importance of presentational aids as a means of clarifying the message, along with, its various types that may be used during public speaking. The third chapter that is devoted mainly to the practical part includes the analysis, interpretation, and discussion of the sum of the interrelated designed instruments, namely, semi-structured students' questionnaire and semi-structured teachers' interview, in which the questionnaire was administered to EFL students of Sunrise Languages School and the interview was done, as well, with EFL teachers of the same school.

The sum of the obtained data revealed that EFL students of Surrise Languages School are aware of the importance of public speaking skills for their academic and professional success, and the necessity of improving it, because they regard it as a way of expressing their

ideas and thoughts. Additionally, another remark from both data was the the ability of some students to perfororm infront of others freely without being stressful ;however, both teachers' interview and students' questionnaire uncovered that public speaking is somewhat difficult for them in which they encounter some obstacles mostly related to psychological factors such as, shyness, anxiety, lack of motivation, lack of self confidence. Besides to the linguistic factors, mainly, the lack of language proficiency. In addition to some other difficulties as the lack of using body language, lack of preparation, lack of practice, and inability to use supporting materials and lack of gaining audiences' attention.

Both students and teachers believed and agreed on the effectiveness and requirements of using presentational aids "audio-visual aids" during oral performance due to their usefulness for both the speaker "students" and the listener "audience". Accordingly, they revealed that it clarifies the conveyed message, in which it assists in demystifying the hard concepts and making them comprehensible and legible to the audience. Additionally, utilizing such equipment contributes in motivating the students to give their best and try to deliver an appropriate speech for their audience. Along with, creating an active environment during the performance. However, some teachers pointed out that presenattional aids are very handy for public speaking, but the language proficiency is important as well for communicating the message. For that reason, we should put the communicative message primarily, then, integrating audio-visual aidsas means and addition to the speech.

In conclusion, thanks to the data collection methods of this study "the students' questionnaire and the teachers' interview" that were analyzed, interpreted and discussed, this research work succeeded to answer the research questions and reaching the research objectives, that is related to the effectiveness of using presentational aids in enhancing EFL

students public speaking and its role in clarifying the hard concepts and notions to the audience.

Limitations of the Study

In any conducted research study, the researcher may face various hurdles that humper his/ her process of the research work. And this is the case in our study, in which the researcher encountered certain limitations and obstacles that hindered the progress of the research study. First, the researcher encountered difficulties finding the appropriate sources for the study, in which the references in relation to the two variables were considerably unavailable at the local library. Another limitation is that the questionnaire was administered to 26 students; however, only 22 of them responded to it.

Moreover, the researcher at first found difficulty to contact students, as well as, it was difficult to schedule date with teachers to be interviewed.

On the other hand, the responses of both students and teachers were not accurate since it was dealt only with the students and teachers' perceptions without observation or test .In addition, this study was general and did not limit or focus on one kind of presentational aids.

Therefore, depending on the findings' of this study and the aforementioned limitations, some major suggestions for further research can be offered. First, one single type of presentational aids can be selected to be under investigation, either to observe or test its effectiveness and usefulness on students' speaking performance. Additionally, further research can be conducted on how audio-visual aids should be used in the classroom to deliver effective speech. Moreover, it can be suggested to conduct a research on the effects of psychological and linguistic factors on students'oral presentation via using classroom observation.

Recommendations and Pedagogical Implications

Based on the results of this research work, the researcher suggests a number of recommendations. These recommendations concern teachers and students, which are as follow

Suggestions for Teachers

> ➢ EFL teachers have to give their students the opportunity to express themselves and use the language through performing in front of others

> ➢ They should know the appropriate way to deal with students' public speaking obstacles and difficulties, especially their psychological and linguistic problems.

> ➢ They are recommended to teach their students the correct procedures for delivering an effective speech before asking them to speak in public

> ➢ EFL instructors are recommended to create a positive atmosphere and environment for their students in order to decrease their speech anxiety

> ➢ Teachers should provide students with accurate feedback about their main difficulties in public speaking performance for better results in the future.

> ➢ They have to use different activities with their students in order to improve their oral perfomance.

> ➢ They should integrate technology in their classrooms in order to make the process of learning more easily.

> ➢ Teachers are highly recommended to reinforce and encourage their students to use audio- visual aids in their public speaking.

> ➢ They are recommended make their students aware of the importance of presentational aids in enhancing their learning process.

For Students /Learners

> ➢ Students should engagede and participated in oral tasks especially oral performance / public speaking.

- ➢ Students have to practice the process of performing befor a large number of people.

- ➢ Students are recommended to know their public speaking weaknesses and try to shift them into strength points and improving them instead of avoiding speaking publicly.

- ➢ They have to focus more on their learning process and how they can improve it .

- ➢ Learners are supposed to be aware of the effectiveness of technological devices in improving their learning skills.

- ➢ Learners should integrate any kind of presentational aids, mainly, the technological ones in their presentation or public speaking due to their positive effects on both the speaker and the hearer.

- ➢ Learners have to express their ideas and thoughts without being affraid of the others' judgement.

- ➢ Students should attempt to overcome their speech anxiety by trying to be confident.

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Appendices

Appendix 1: Teachers' Questionnaire

1. How long have you been teaching English?

2. What kinds of activities do you use with your students to improve their oral performance?

3. Why do you think that public speaking courses are important to your students?

4. To what extent do your students have the ability to perform in front of others?

5. What are the main difficulties faced by your students in public speaking?

6. What do you think are the reasons behind students' public speaking difficulties?

7. What are the key factors that help students give an effective delivery?

8. What do you suggest solution to decrease students' speech anxiety?

9. Which types of supporting materials do you offer to your students in their presentations?

10. Which one of them do students use the most?

11. What do you think about the use of presentational aids as a tool to enhance students' public speaking?

12. Why is the use of technological aids (audio-visual aids) more effective than traditional ones?

13. Is there any thing you want to add?

Thank you for your help and collaboration

Appendix 2: Students' questionnaire

A Questionnaire on the Use of Presentational Aids in Enhacing EFL Students Public speaking

Dear students,

You are kindly requested to respond to the following questionnaire that is devoted to collect data for our Master research work entitled: "**teachers and students' perceptions on the use of presentational aids "audio-visual" in enhancing EFL students public speaking.**Your answers will be beneficial for to reach this research objective.We appreciate your precious collaboration and Be assured that your answers will be anonymous as they will be for the sake of research only.

For each question, please mark your response with a tick (✓) and give full statements where it is necessary.

Prepared by : Nesrine LAIFA

Supervised by : Pr. Saliha CHELLI

2022/ 2021

The Use of Presentational Aids in Enhancing EFL students Public Speaking

1. **Section one : General Information**

Q1. **Which one of the following skills do you prefer to improve the most ?**

Reading ☐   Writing ☐   speaking ☐   Listening ☐

Q2. **Do you have the ability to speak in front of people?**

Yes ☐   No ☐

2. **Section two: public speaking**

Q3. Have you experienced speaking in front of others before ?

Yes ☐   No ☐

If yes , would you please identify where ?(you may choose more than one option)?

   a) In front of your teacher and classmates in the classroom   ☐

   b) In an organized event   ☐

   c) In conferences and seminars   ☐

   d) In a job interview   ☐

       Others please, specify

       ……………………………………………………………………………

Q4. How do you evaluate your public speaking proficiency?

   a) **Weak** : I can not perform well   ☐

   b) **Average**: I can some how but I believe I can improve my level   ☐

   c) **Good** : I can perform and I improve with advanced tips   ☐

   d) **Excellent**: I can perform easily without obstacles, I do not need to improve   ☐
more.

Q.5 As an EFL learner, do you consider public speaking an imoporatnt skill to be enhanced?

Yes ☐   No ☐

Justify your answer………………………………………………………………..

Q.6 Public speaking courses could be beneficial for you as an

EFL learner because

   a.) It helps in decreasing speech anxiety and increases self confidence   ☐

b.) It is beneficial for professional and academic fields(study and job career) □

c.) All of them □

Others please specify, …………………………..

Q7. How do you perceive speaking in front of a large number of people?

a Very easy task   Not really difficult

Some how difficult   □   a Difficult task   □

3. Section three : difficulties of public speaking

Q8.What are the difficulties you face while speaking in front of public?

a.) Lack of using language (poor linguistic competence) appropriately □

b.) Lack of using body language(eye contact , movements,gestures…) properly □

c.) Lack of readiness □

d.) Low-self confidence □

e.) Inability of gaining the attention of audience □

f.) Inability of using supporting materials as visual aids □

g.).   All of them □

Q9. According to you, what are the main reasons behind public speaking difficulties? Choose just one option

a.) Lack of preparation and organization □

b.) Lack of training and managing time □

c.) Lack of rehearsal □

Q10. Which one of the following stages do you face difficulties in?

a.) While preparing the speech (preparation stage). □

b.) While practicing the speech (practice stage) □

c.) During presentation (presentation stage) □

d.) All of them. □

Q11. Would you please choose the expression that describes you when you give a speech (you may tick more than one choice) .

a.) I feel my heart beating □

b.) I feel nervous and I start trembling (shaking) when I speak in front of public ☐

c.) I feel very shy

d.) I feel scared of the idea that my presentation will be bad and inappropriate ☐
especially when I am not prepared

e.) I keep thinking that other students are better than me in speaking. ☐

f.) I feel afraid that other students will laugh at me if I make a mistake. ☐

g.) I feell confident ☐

4. Section four: THE USE OF presentational aids" audio visual aids" IN PUBLIC SPEAKING

Q12. when someone presents information using presentational aids as audios and visuals, do you understand better than without using them (that visuals) ?

yes, sure ☐   No, not necessarly ☐

Q13. Have you ever used presentational aids in public speaking?

Yes ☐   No ☐

Q14. How often do you use presentational aids in your presentations?

Always ☐   sometimes ☐

Almost always ☐   never ☐

Q15. Which kind do you prefer to use the most ?

Auditory ☐   visuals ☐   Audio-visuals ☐

Q16. Would you please specify exactly which type? (you may choose more than one option.)

Graphic aids (picures flashcards …) ☐   Data show ☐

Powerpoint ☐   Audios ☐

Videos ☐   Whiteboard ☐

Overhead projector ☐   All of them ☐

Others, please specify

………………………………………………………………………………………

Q17 According to you, do you think that using visual aids in your presentation: ☐

a.) makes it comprehensible to your listeners

b.) help you provide deep knowledge and make difficult concepts clear to your ☐
audience

c.) Both of them

Q18. Would you specify the degree of your agreement or disagreement with the following statements (just put a tick)

No	Statements	Strongly agree	agree	disagree	Stronly disagree	Neutral
1	When I use visual-aids during my oral performance, I could easily gain the attention of the audience					
2	Using visual aids make the presentation more interesting and enjoyable "					
3	Visual aids help me to be active and productive while speaking before a large number of people"					
4	Using visual aids help me decreasing my speech anxiety and nervousness					
5	Using visual aids motivate me to give a better presentation					
6	Visual aids help in increasing my convincing skills"					
7	When I use visual aids I feel that people in front of me get sense of what Iam saying (it clarifies the message well)					
8	I believe that my public speaking is improved and enhanced when I use visual-aids					
9	not using visual aids affect negatively on the speech					

Thank you for your cooperation

The Use of Presentational Aids in Enhancing EFL students Public Speaking

ملخص الدراسة

يعتبر تقديم خطاب مفهوم وفعال أمام عدد كبير من الناس (الجمهور) بمساعدة استخدام التكنولوجيا هو المفتاح لنجاح الخطابة. ومع ذلك، يواجه العديد من طلاب اللغة الإنجليزية كلغة أجنبية صعوبات في جعل حديثهم العام مفهوما وممتعًا أمام جمهورهم، مما قد يؤثر على كلامهم بشكل سلبي. كان الغرض من هذه الدراسة هو استكشاف تصورات كل من معلمي اللغة الإنجليزية كلغة أجنبية وطلاب مدرسة الشروق للغات حول استخدام وسائل المساعدة في تحسين الخطابة العامة لطلاب اللغة الإنجليزية كلغة أجنبية. ولهذا الغرض، تم استخدام نهج الطريقة المختلطة مع مزيج من البيانات الكيفية والكمية للإجابة على أسئلة البحث. من أجل جمع البيانات الضرورية، تم استخدام أداتين رئيسيتين لجمع البيانات: استبيان مع اثنين وعشرين (22) طالبًا من مدرسة Sunrise للغات، بالإضافة إلى مقابلة مع أربعة (4) معلمين من نفس المدرسة. تم اختيار كلاهما عن قصد بسبب خبرتهما ومعرفتهما بمهارة الخطابة، كشفت نتائج هذه الدراسة أن غالبية الطلاب يواجهون صعوبات وعقبات تتعلق بشكل أساسي بعوامل نفسية ولغوية مثل القلق والافتقارللكفاءة اللغوية. بالإضافة إلى ذلك، اتفق كل من المعلمين والطلاب على فعالية وفائدة استخدام الوسائل التقديمية "الوسائل السمعية والبصرية" أثناء أداء الخطابة، لأنها توضح الرسالة المقصودة وتجعلها مفهومة للجمهور و لكن ، فقد اعتقدوا أنها وسيلة وليست غاية. في نهاية هذه الدراسة، تم اقتراح بعض التوصيات بناءً على التحليل والنتائج التي تم الحصول عليها، والأهم من ذلك، ضرورة دمج واستخدام الوسائل المساعدة في الخطابة والأداء الشفوي.