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Using Oral Presentation Projects to Help EFL Learners Reduce Speech Anxiety.

**Case Study of the Second year TEFL Students at Mohamed d Khieder University-
Biskra.**

Dissertation Submitted to the Department of foreign Languages as a partial fulfillment for
the Master's Degree in sciences of Applied languages.

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Dedication

I dedicate this work

To

My Parents

My Family

My friends

Acknowledgement



I would like to express my hearty gratitude to my teacher and supervisor **Mrs. Imane Guettal**, who guided me through this and my previous research and gave me her time and expertise. I thank her not only for her comments and valuable suggestions, but also for her encouragement and understanding.

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Abstract

The present work attempts to provide a closer look at Mohamed Khaider university' EFL learners' reluctance to speak and speech anxiety and tries to provide an answer and a solution to this problem by introducing the idea of utilizing oral presentation projects as a vital part of every TEFL course at the English department .The importance of creating orally capable or performance ready EFL learners is what drove the researcher to investigate this phenomenon. With that being said ,It's is of a crucial significant for the TEFL learners to have an adequate speaking practice and be provided with many opportunities to exercise using the target language inside and out of the classroom .With the help of 87 students and 06 teachers in the questionnaire survey and the interviews, the researcher was able to gather as many opinions and views as possible regarding teaching and learning the speaking skill in the EFL classroom, speech anxiety and what's causing it and finally perceptions about the oral presentations activity in the EFL context. This study was carried to point out the beneficial aspects of utilizing oral presentation projects as a helpful technique and a practice to anxious TEFL undergraduates to loosen up, engage and talk more in class. And to help teachers reconsider that with proper preparation and practice, TEFL learners will be able to experience useful and meaningful learning. This research was undertaken as a descriptive research, it is divided to three chapters, two theoretical chapters and a chapter for the field work. Both theoretical chapters include parts about the speaking skill in the EFL classroom, Speech anxiety and Oral presentation projects in the EFL context. As for the third chapter, it is devoted for the field work and to the analyses of teachers' interviews and the students' questionnaires.

List of abbreviations

CLT: Communicative Language Teaching

T L: Target Language

O.P: Oral Presentations

TBL: Task Based Learning

TEFL: Teaching English as a Foreign Language

EFL: English as Foreign Language

ESL: English as a Second Language

FL: Foreign Language

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Introduction

1. Statement of the Problem

The majority of people experience a kind of a speech anxiety when speaking to a group of people in a formal setting. And EFL students all over the world are in no difference when it comes to that. One of the most common problems for EFL teachers is dealing with a passive class, where students are unresponsive, anxious, and reluctant and avoid interaction with the teacher. The learners' reluctance to speak English in class is a world wide problem found in EFL contexts and many teachers complain about it at many levels. As a result; the problem of reluctance and fear to speak had to be tackled and investigated in order to come up with some solutions that may reduce its occurrence among TEFL students at the English department of Mohamed Khieder University in the future. The researcher feels if this problem was not addressed and handled at our TEFL classes at early stages; the students will end up having fewer opportunities to learn from speaking in class and soon develop a negative attitude towards their studies. This will hurdle their learning process and leave them incompetent EFL learners.

3. Aim of the study

Now days EFL teachers strive to make their classes more communicatively dynamic by encouraging students to take initiatives, think beyond textbooks, and use language creatively, purposefully, and interactively. EFL students, and Mohamed Khieder University EFL students are in no difference, face a lot of problems when using speaking skill in class. The major aim of this research is to shed some light on our students' perception of their own oral competencies and speaking skills and the speech anxiety they have and it's levels, this research will examine introducing the use of different oral presentation projects in different EFL courses as a practical way to exploit the learners' full oral potential competence and capacities with the minimum rates of anxiety and better academic oral performance.

4. Research Questions and Hypothesis

Along the current study the researcher seeks an answer to the following Research questions:

- What do the EFL learners think of their speaking skills and communicative abilities?
- How do EFL learners feel about being afraid to speak in class and having to deal with it?
- Could using Oral presentation projects in most TEFL courses, be of a great help for the TEFL students at Muhammad Khaider University, to overcome their reluctance and speech anxiety?

Hypothesis

The researcher hypothesises that using oral presentation projects as a vital part of the EFL courses at the English department, would be a very helpful.

5. Research Methodology

A Descriptive method was chosen to be used, because of the nature of the topic. This method; as it is seen by many researchers around the world does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study, it also refers to the type of research questions, design, and data analysis that will be applied to a given topic.

The research population was limited to the second year TEFL students in the making and a number of Oral Expression course Teachers at the English department of Mohamed Khieder University –Biskra. Due to time constraints, it is neither possible nor desirable to study all the 2nd year population. Dealing with a lot of students in our department will be time consuming. Thus, it was decided to deal with a study sample of a 100 (18, 08 %) student only; out of 553 students of 12 groups of second year (2012/2013). The participant will were chosen randomly out of the groups' members; although it might be helpful to have broaden the scope of the study, it will not be done to allow more depth in understanding the study. Additionally, for the data gathering tools; the researcher is going to use a structured Learner's Questionnaire and structured Teacher's Interviews.

6. Structure of the Study

The dissertation was divided to three chapters; two chapters dedicated to the theoretical background of the study and one chapter for the field work and the analysis of the gathered data. Starting with a general introduction; stating the statement of the problem and the aim of the study; also the research questions, hypothesis, research methodology and tools. The first chapter was parted to two parts, one was dedicated to tackling the speaking skill in the EFL contexts and classrooms and all that is surrounding it in the literature, as for the second part it was dedicated to talking about anxiety and speech anxiety in particular, types, causes, how to overcome it and many more aspects. The second chapter was dedicated to dealing with the oral presentation projects in the EFL contexts, what are they, types, arrangements, assessment, advantages and benefits. As for the third chapter, it was devoted to the field work, and data analysis gathered from the research tools. Finally some practical suggestions were put forward .

Chapter One

Part One

The Speaking Skill in the EFL Classroom

Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to the foreign language skills: reading, speaking, writing and listening. The first and the last aim of acquiring such language skills, is to achieve a high development of abilities of receiving and producing the target language either in oral or written forms. As far as speaking is concerned, it is regarded a major skill to be developed because of its necessity to display the language proficiency, Learners sooner or later are going to be put in situations where communication in English is needed. In this chapter we will shed some light on the speaking skill and Speech anxiety in the EFL contexts and classrooms. This chapter is divided to two parts; the first was dedicated to talking about the speaking skill in the EFL classrooms, approaches to teaching EFL speaking, speaking activities and speaking problems encountered by many EFL learners around the world. The second part was dedicated to talking about speech anxiety as a major problem many EFL learners complain about, its definition, causes, and world wide suggested solutions.

1-Definition of the Speaking Skill

“Speaking is a specific spoken discourse that is primarily social and for social purposes and in social contexts. It entails three areas of knowledge “(Burnkart, 1998). Firstly, the mechanical elements of language such as pronunciation, grammar, and vocabulary; which allows us to use the right words in the right sequence and pronunciation. Secondly, the speaking functions like transaction and interaction (Nunan, 1996.p 27), which enables us to know when a clear message is needed and when a deep understanding is not necessary. Thirdly, the socio-cultural norms such as in turn-taking, rate of speech and relative roles of participants which enables us to realize whom one is talking to, and what is the purpose of speaking. By understanding these elements, an individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

2-Speaking In the EFL Context

As far as speaking is concerned, it is a major skill to be developed because of its necessity to display the language proficiency, Learners, sooner or later, are going to face situations where communication in English is needed, that's why the emphasis on developing learners' speaking skill should have a little more extra attention from the teachers in class. Speaking is a multifaceted construct. Thornbury and Slade (2006) point out that this complexity derives from speaking being so often occurring in our daily language usage (p. 5). In other words, speaking is so intertwined with daily interactions that it is difficult to define. It therefore becomes harder to compile a concise yet comprehensive definition of speaking. The best we can do is to define speaking by its feature, its functions and its conditions.

“Speaking is a linguistic activity which, like language itself, consists of several elements: pronunciation, morphology and lexis, grammar and syntax, semantics, discourse, pragmatics, fluency, in addition to topicality. Teaching speaking involves dealing with all or one and more of the above” (Bygate, 2001.n.p).

It is undeniable that the emphasis has been on speaking proficiency in the last years. This can be attributed to the popularity of audio-lingual methodologies in the 1960s, and the communicative competence movement that began in the 1970s. Many language students consider that developing the speaking skill as one of their primary goals of study, either because they would derive some personal satisfaction from it or because they feel it would be useful in pursuing other interests or goals.

Luoma (2004) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop” (p 1). Speaking skill is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in other language skills. Foreign language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005.n.p).

3- Importance of Speaking In the EFL Classroom

Have you ever noticed when people ask an EFL learner about his study they say: “Do you speak English? Or Do you speak Spanish?” but they never ask “Do you write in English? Or Do you write in Spanish?” .Well that says it all ; Speaking ability in foreign

language learning is majored and linked to being proficient in that target language. Non-Native Speakers tend to perceive their speaking ability as an important criteria of their success. Thus, they may attempt to pursue it more seriously rather than other aspects of foreign language learning. Ur (2000,p12) declares that out of all the four skills ,listening, speaking, reading and writing, speaking seems the most important, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing a target language .

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Most people take speaking and knowing a language as synonyms. Celce-Murcia (2001.p103) argues that for most people “The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.” The importance of speaking is best shown with the integration of the other language skills. For instance, speaking can help students develop their vocabulary and grammar and improve their writing skill. With speaking, learners can express feelings, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, students can display the different functions of language. According to Harmer (2007), teaching speaking can be beneficial for three raisons:

First, it gives students the opportunity of speaking the S L or FL to known people namely teachers and classmates within the classroom. Second, in teaching speaking, students are given tasks where they take the advantage to express their knowledge freely, in order, to explore their strengths and weaknesses. Third, teaching speaking makes all of the information about language grammar structures practiced by learners and that leads them to speak fluently and without difficulty.

4-Integration between Speaking and Listening

According to Widdowson (1978.p 59), Speaking is a part of a process where reception and production play a part. In this sense the skill of speaking involves both receptive and productive participation. Speaking and listening are two basic skills in acquiring communicative competence in any language learning. Anderson and Lynch (1988.p15) posit that “A carefully prepared l2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the l2 learner in conversation, he needs to be skilled as both speaker and listener”.

So, being a good listener is a part of being a proficient speaker, because listening to oral language and understanding what is said is what assures that your responses will be accurate. A speaker needs a listener since speaking cannot often be carried out in isolation; Redmond and Vrchota (2007. p120) add that “speakers are at the mercy of listeners”. The listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reacting .Therefore, listening will not occur in isolation as well, there must be a speech to be listened to.

Jones (1996. p12) comments that “In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.”

5- Characteristics of Speaking Performance in the EFL Classroom

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001, p 157) mentioned that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”.

5. 1. Fluency

Hoge (n.d) describes how to become a good English speaker as “to be a fantastic English speaker, you must learn English with your ears, not with your eyes”. In other words, listening is the key to better speaking abilities. Tricia (2000, p54) adds that “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation”. So, fluency is being able to speak and comprehend English as fast and easy as possible without the need for any translation. Hughes (2002.n.p) defines it as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise one will have a communication breakdown. Because; listeners will lose their interest if one doesn't have a mastery over the spoken language. Students need to be involved and introduced to activities that aim at developing specific communication skills, such as, Listening skills-which by far is the

most relatable to speaking skill- as well as, the ability to understand main points of a talk identify particular details and evaluate critically what is being said.

5. 2. Accuracy

Skehan (1996b, p 23) defines accuracy as “how well one’s speech is produced in relation to the rule system of the target language” (cited in Ellis and Barkhuizen 2005, p 139). Therefore, learners should pay great attention to a number of things, the grammatical structure, vocabulary and pronunciation and completeness of the language form.

5.2. A Grammar

According to Hughes (2002.n.p) the grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure, which involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005.n.p) asserts that spoken grammar is featured with:

- * Clauses: the basic unit of construction and are usually co-ordinate.
- * Use of Head+ body+ tail construction.
- * favoring of Direct speech.
- * The use of ellipses.
- * The use of many question tags.
- * A lot of Performance effects appear (hesitation, repeats, false starts, incompleteness, syntactic blends).

5.2. B Vocabulary

According to Harmer (2001.n.p) “the knowledge of the word classes also allows speakers to perform well formed utterances”.

Being accurate in terms of vocabulary refers to appropriately choosing words during speech. EFL Students often find it hard when trying to express their ideas, they lack the appropriate vocabulary, and they sometimes use incorrect words like in case of synonyms which do not carry the same meaning in all contexts.

5. 2. C Pronunciation

English language has long been considered, by both native and non native English speakers, as a difficult language to master because of its pronunciation (word sounds). Learners who want to develop their speaking skill in English should practice pronunciation overall, with the help of teachers and textbooks or on their own with authentic materials. (Gilakjani, A. P. Vol. 5, No. 4; April 2012)

6- EFL Speaking Performance Difficulties

6.1. Redundancy

The FL is redundant in the sense that students tend to rephrase, repeat, and use “I mean” or “you know” from time to time during their oral performance.

6. 2. Clustering

Students tend to divide their oral production into words or phrases when there is a memory limitation or when stressed. For that reason, teachers should aid their students produce fluent speech and get rid of this difficulty.

6. 3. Colloquial Language

It is a bit hard for EFL learners to get used to the colloquial language such as: idioms, slang, and cultural knowledge .The teachers and the course designers’ duty here is to encourage students to utilize and communicate using these forms.

6. 4. Performance Variables

All FL learners are subject to hesitation, pauses, false starts, and correction from the teachers when performing orally.

6.5. Reduced Forms

The FL’ reduced forms range from being phonological to morphological, syntactic, or pragmatic. Such language reductions make it hard to learn, for students who have been studying the “full forms” of the target language.

6. 6. Stress, Rhythm and Intonation

All these language elements are crucial to the English language learning since they convey meanings alongside the words meanings.

6.7. Rate of Delivery

The most important aim of FL learners is to communicate fluently when using the target language. The teachers' duty here is to help the students reach an acceptable rate of fluency.

7-Classroom Speaking Activities

7. 1. Role Playing and Simulation

Role play and simulation are the most known activities in developing the speaking skill. Students are expected to imagine themselves in a situation which is either simulated from real life or an imaginative one. Usually, in role plays, learners are given cues about the roles that they will adopt. These cues are given in cards which are called role cards. Learners read these cards and take little time for preparation, then meet their mates to act out the scenes which are composed by their ideas and information from the role cards. (Scrivener, 2005.p 155)

For simulation, Scrivener (2005.p159) defines it “a large scale role-play. Role cards are normally used, but there is often quite a lot of other printed and recorded background information”.

7.2. Discussions

“...discussion, whether spontaneous or planned, has the great advantage of provoking fluent language use.” (Harmer, 2008. p128). So, it is one of the main communicative fluency activities. By practicing free discussions, learners will be able to discuss various topics of their interests, give their opinions about these topics and try to convince each other of their opinions. According to Hedge (2000.p 277), this type of activity makes students require interpersonal communication strategies such as how to take and hold turns, introducing or shifting topics , and encouraging responses and other contributions. To get good discussion, Scrivener (2005.p150- 151) gives some keys that teachers should follow.

a- Frame the discussion well: teachers should not start directly the discussion by giving the title of the topic and say.....talk! There are many ways to give the topic and open the discussion such as giving a picture or speaking about a book that everyone reads or other things alike.

b- Preparation time: students' need some time before the discussion starts in order to think about what to say, to look up vocabulary in their dictionaries and so forth.

c- Don't interrupt the flow: one problem that cuts the smoothness of the discussion is that those classroom management techniques such as rising hands to ask the permission to speak. Because of that, teachers should get other techniques like looking at all the students and noticing who wants to speak then ask him to speak either by a gesture or by calling a student's name.

d- Specific problems are more productive than general issues: teachers should choose specific topics rather than general ones because specific ones are more interesting and realistic. So, teachers should narrow down the topic that has been chosen. For example, oil pollution could be narrowed to "how to minimize the risk of pollution in future".

e- Role cards: giving role cards could help the students in discussion.

f- Buzz groups: it gives learners the chance to discuss the topic in hand in small groups first, in order to raise the students' confidence of their language, to think of ideas...etc., and then they are asked to discuss it in front of the whole class. Even buzz group takes only few minutes, it helps a lot the discussion by giving more energy to the students and the discussion.

g- Break the rules: teachers could go beyond all the rules that are mentioned above according to the nature of the topic, the students...etc.

7.3. Information Gap Activities

Information gap activities are interactive activities where two students have to share two different sets of information in order to get the whole bigger picture. There are many types of them, Lindsay, C. and knight, P. (2006. p 65- 66) mentioned some of them:

- Describe and draw-one: learner has a picture and has to describe it to partner, who draws the picture.

- Describe and arrange: learners have to arrange objects according to instructions from a partner.

- Describe and identify: learners have to identify which picture from a series of pictures is being described by their partner.
- Find the differences-in pairs: each learner has a similar picture but with some. They have to describe their pictures to each other in order to find the differences.
- Asking information-for example, about times of trains, planes, buses. One learner has the information; the other needs to go from to y and asks their partner for the necessary information.
- Asking for and giving directions: one learner has certain places marked on a map; the other learner has different places marked.

7. 4. Acting from a Script

Students sometimes are asked to act out scenes either from their writings or from a play or their course book. Students are supposed to act out these scenes in front of the classroom. Harmer (2001.p 271) gives some directions in order to get effective results:

- Do not choose the shyest students to be the first who act in the front of the classroom.
- Try to create a supportive atmosphere in the classroom.
- Give students time for preparation before they start to perform the dialogue.
- Draw attention to appropriate stress, intonation and speed as if you were theatre directors.
- Ensure that acting out is both a learning and language producing activity by practice the above features before the final performance.

7.5. Problem-Solving Activities

Problem-Solving activities are communicative fluency activities. Learners have to find solutions to problems then discuss them with the whole class. Klippel (1983.p102) suggests that the problem tasks are scaled from imaginary to realistic ones.

7.6. Oral Reports or Presentations

Oral report is a speaking activity that needs from learners to search for information about topics of their interests or topics that are assigned by the teachers. They can bring this information from different sources. These reports are, sometimes, presented individually and other times in groups. After the report is presented, a kind of discussion is raised.

8- Approaches to Teaching Speaking In the EFL Classroom

In relation to language teaching, Applegate (1975) stresses that communication can only be effective when the student is sensitive to the social and cultural aspects of language use and how these differ between his first and second language (p. 271). EFL classes must be guided by the elements of conversation and the means to generate genuine conversation. In other words, to succeed in EFL classes, the uses of correct approach, interesting activities, proper equipments, and high motivation are necessary.

Up to date, there are three well known approaches to teaching speaking in a second or a foreign: the indirect approach, direct approach and indirect approach plus (Kroeker, 2009.n.p).

8.1. The Indirect Approach

Speaking skill is considered to be formed through student's active participation in the interactive activities of the classroom such as discussions, role-plays, information gaps, and problem-solving activities (Dornyei &Thurrell, 1994, p.41). This approach is a part of some language teaching methods, such as the Audio-lingual Method and Communicative Language Teaching. It is assumed that the interactions carried out in class should be meaningful for students speaking proficiency to grow (Brown, 2001, p.276). Nevertheless, Nunan (1999, p.240) states "interactive activities tend to bring up reproductions of utterances rather than meaningful expressions". The indirect approach is considered less structured and more appropriate for upper level EFL students. All the same, this approach is able to meet the student's desire to practice the speaking skills they already master.

8.2. The Direct Approach

Is based on" information about a systematic program of micro skills, communication strategy, language input, and processes that lead to fluent speaking, which is informed by speaking analysis, second language acquisition and discourse analysis" (Dornyei and Thurrell, 1994, p.40). Brown (2001, p. 277) adds on "the direct approach could be very effective if the explicit teaching of aspects of speaking is combined with the opportunity to practice". This approach includes recording speaking to recognize student deficiencies in observing real speaking transcripts (Sayer, 2005, p.15), good speaker (Cane, 1998, p. 36), and the differences between non-native and native speaking (McCarthy, 1991, p.121). In Skehan's view, however, this approach seems to over-rely on skills and strategies at the

expense of linguistics and the teaching of unnecessary functional language in particular contexts (as cited in Thornbury and Slade, 2006, p. 222) . Cook (1989) adds “That not everything about speaking can be taught because some mechanisms are only unconsciously accessible like pausing, overlapping, and pitch rise to signal turn-taking (p. 117).

8.3. The Indirect Plus Approach

Is a combination of learner-centered training, language exposure, interactional activities and teaching speaking as a spoken discourse (Thornbury and Slade, 2006, p.295) . Seeing from its elements, this approach looks similar to the principled communicative approach (Celce-Murcia et al, 1997, p.148) and Willis’ Task-based approach. They are characterized as highlighting specific language input and exposure to real speaking with consciousness-raising time in systematically sequenced activities. Explicit teaching is punctuated at strategic points in the lesson. Rearrangements of exposure, instruction and practice are its underlying elements. Teaching starts with teacher-student collaboration on concerns, needs, and abilities that generate the conversational content. This approach is seen to demand much teacher practice and skill nurturing (Gibbons, as cited in Thornbury and Slade, 2006, p.313), learner-centered training and much motivation to collaborate in classroom decisions. However, Thornbury (1998, p.110) remarks that classrooms and textbooks are still widely grammar-driven, and that makes the conversational approaches difficult to apply in classrooms. In addition to the right approach, speaking classes also require a variety of facilities (textbooks and audiovisual media), activities, adequate training, and opportunities to interact with the target language.

8.4. The Communicative Approach

The Communicative Approach is firmly grounded into two main methods, a weak one and a strong one. Using English for communicative purposes and designing activities for the same purpose is the first method. The second method is based on the acquisition of the FL by its direct use. According to Howatt (1984. n.p) “If the former could be described it is as ‘learning to use English’, the latter entails ‘using English to learn it’”. (Cited in Richards and Rodgers, 1986. p 66) .The main characteristics of CLT approach are summarized in the following:

- * Language is a system for expressing meaning.
- * The primary functions of language are interactions and communication.

* Language structure reflects its functional and communicative usage.

* The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards and Rodgers, 1986. p71).

9- Learners and Teachers Classroom Interaction and Speaking Skill Development

It's known that the main aim of learning any language is communication. Classroom interaction is the key to reach that aim. It is a collaborative exchange of ideas, thoughts and feelings between two or more people, leading to a mutual effect on each other as Rivers explain:

“... Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges ...” (Rivers, 1987-.p 4-5)

According to Angelo (1993), classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching:

“Create an active learning environment; focus attention; connect knowledge; help students organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty- student and student-student interaction and communication; and help students to productively manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning.”

Motivating students in EFL classrooms is not an easy magical process that happens over night, teachers have to include many strategies and activities that attract students' attention and interest to the lessons. As Peck (1978, p.139) states “Activities need to be child centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to” (as cited in Celce-Murcia, 2001).

He also outlines couple of points that teachers may consider in the teaching /learning process: a focus on meaning and value, not correctness; a focus on collaboration and social development; the provision of a rich context, and teaching the four skills through a variety of integrative activities (Peck 1978 as cited in Celce-Murcia. 2001, p.139). A good teacher

encourages his or her students to speak English as much as possible inside and outside the classroom .Also to use it for social interaction in the classroom with him/her or their peers. Brown (1994.n.p) advocates that if students get enough opportunities to practice the language it will help them acquire the language in a more natural contexts. Interaction allows learners to build their own EFL conversations and meanings that they understand and this is considered of a great support and help for them. Krashen & Terrel (as cited in Lightbown & Spada, 1999.n.p) find that “communication provides students with opportunities to focus on using the language rather than learning the structure of the language”. So, Teachers’ emphasis according to many experts should be on making meaning, capturing their attention and encouraging them to take initiatives and interact more with each other and not strictly on error correction.

The strategies that teachers use can be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers’ and students’ time. Good & Brophy (2000, p30) state that "learning should be fun and motivating. Problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery." It can be concluded that interesting and fun strategies and methodologies can be used to promote speaking in the EFL classroom. According to Brown (1994.n.p), if strategies are intrinsically motivating and appeal to students’ goals and interests then it can have a positive impact on their speaking. It is known that although learners can participate in memorized conversations easily and with out any efforts, hardly any can produce at length fluent variations from the basic material, and none could talk on unrehearsed topics without hesitation” (Rivers, 1992,p41). Murphy adds “Teachers should design “activities that provide students opportunities for improving oral fluency through interpersonal communication” (Murphy .1991, p51)

Conclusion

To sum up, in this past chapter we have reviewed many concepts related to the speaking skill in the EFL context, over view of it in the EFL classrooms, it's importance , it's relation with other language skills, characteristics of it's performance, what makes it difficult and how to get over this difficulties . Speaking in the target language, in our case EFL, is surely not an easy task for every learner because of all the elements related to this skill whether in teaching or learning it. What can be concluded from the literature provided above is that one can't master the language just by knowing all the theoretical back ground of it, it needs practice to put all this knowledge in action and to get the best of it. It should be although noted that, the learners shouldn't take it so hard on them selves when trying to better their levels, because they will always face some kind of a difficulty or a problem in one element or another , after all we are not native speakers of the language.

Chapter One

Part Two: Speech Anxiety

Introduction

Although nowadays teaching speaking to the EFL learners has been necessary as it has never been before, teachers have come across various obstacles, attempting to get students talk and engage in classes. The main hurdle has been cited as ‘speaking anxiety’; which is potentially the trigger of other factors such as lack of motivation, unwillingness, reluctance and low self-esteem. Researches all over the world have dealt with this issue by identifying sources, impacts and developing instruments to measure anxiety levels of EFL learners, but solutions of anxiety-reduction have so far remained unsatisfactory to most teachers. In this next part of the 1st chapter FL learning anxiety and speech anxiety in particular will be tackled in details according to what the literature on this subject had provided us with.

1-Overview on Anxiety

Anxiety in its broad meaning is a kind of a troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986.n.p).With the shifting of research focus from teachers to learners in SLA (Second Language Acquisition), affective factors, such as attitudes and motivation, were thought to account a lot for language learning outcomes. Anxiety, as a very important affective factor, has been considered very important, and many studies have been undertaken to explore it since the 1970s.

From time to time, most of us experience anxiety in one form or another and in varying degrees. Anxiety is a very complex human reaction that has both physical and mental elements to it. Anxiety involves a pattern of physiological and psychological reactions like feeling stressed and overwhelmed with negative emotions, sweaty palms, accelerated heartbeats, queasy stomach, self-doubts and constant worry about things. As it has been defined by many researchers and scholars, Anxiety in general is “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous

system” (Horwitz, Cope .1986, p 125). MacIntyre adds “Anxiety is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (1995, p 28) .Anxiety, as a particular affective factor, is of great importance in accounting for the individual differences in language and learning outcomes. Mussen concluded that:

“Anxiety is not a pathological condition in itself but a necessary and normal physiological and mental preparation for danger ... Anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results.”(Mussen et al, 1974,p 387).

2-Overview on Foreign Language Anxiety

From the learning perspective, researchers identified three types of anxiety: trait anxiety, state anxiety and situation-specific anxiety. Well, Trait anxiety is "a more permanent predisposition to be anxious" (Scovel, 1978, cited in Ellis, 1994, p.479), it is mainly related with personal characters. However, “State anxiety is experienced in relation to some particular event or act” (Brown, 2000, p.141). Situation-specific anxiety generally refers to the anxiety caused by some particular events or acts such as public speaking or classroom participation in case of EFL classes. Horwitz and Cope (1986.n.p) proposed that Situation Specific Anxiety, that they coined a term for is “Foreign Language Anxiety”, is held accountable for most students' uncomfortable experiences in language classes. It has considerably been paid attention in SLA researches. All over the world; it seems to be a common learning problem manifestation that non-native EFL learners experience when learning and using a second or foreign language. So, Horwitz (1988) defines it as “A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning; arising from the uniqueness of the language learning process” (p. 125).

According to Horwitz (1998.n.p) foreign language anxiety would take place only in foreign language learning contexts, such as in an EFL or ESL classrooms. This means that this “anxiety is a kind of situation-specific anxiety” (Foss & Reitzel, 1988; Ellis, 1994). It clearly explains why some approaches and methods in foreign language teaching, such as “suggestopedia” and “the natural approach” all emphasize the importance of reducing anxiety in foreign language learning contexts (Lee. M, p171)

3-Sources of Foreign Language Learning Anxiety

Many researchers and scholars agree upon Horwitz' (1996.n.p) definition of foreign language Learning Anxiety sources:

“Sources of Foreign Language Learning Anxiety are communication apprehension, fear of negative evaluation and test anxiety, Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process” (cited in Dörnyei 2001, p 364).

3.1. Communication Apprehension

On one hand, is quite relevant to the conceptualization of foreign language anxiety. Speech is the core modality of language; for EFL learners the proficiency in a target spoken language is an important part of training and maintenance of language skills. Horwitz asserts that learners who show a communication apprehension do not feel comfortable communicating in the target language (TL) in front of others, due to many factors such as their limited knowledge of the language, shyness or fear. Speech Anxiety has a great influence on students' communication competence. Learners who typically have difficulty speaking in front of other people are likely to be less able to learn a second language and develop their communicative skills. (1996.n.p)

3.2. Fear of Negative Evaluation

Or as Watson and Friend (1969.n.p) noted “apprehension about others' evaluations” is the Learners “stress over their negative evaluations and the expectation that others would evaluate them negatively”. Learners who experience fear of negative evaluation fail to consider their made language mistakes as a natural occurring features of language learning, but rather as a threat provoking act (Huimin, Z. Apr 2008). That's why they keep silent and refuse to participate in the language classroom activities. MacIntyre and Gardner (1991.n.p) propose that fear of negative evaluation is closely related to Communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt their ability to make a proper impression. The inability either to express one's self or to comprehend another person leads to frustration and apprehension.

3.3. Test Anxiety

Performance anxiety, apprehension over academic evaluation is in which the learners feel the fear of failure and badly doing a task. It affects the learners 'thinking ability; it can cause a person to blank out or have racing thoughts that are difficult to control. It relates to students' self-esteem and directly to their fears of negative evaluation, defensiveness, and other forms of anxiety. Learners who experience test anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to practice and improve their communicative competence and speaking skills (Horwitz et al, 1986, cited in Dörnyei, 2001).

Other scholars suggest many other causes of EFL learning anxiety such as Bailey who, as early as 1983, through the analysis of the diaries of 11 learners, had found that competitiveness in relation to self-esteem can lead to anxiety, "the competitive nature of L2 learning can lead to anxiety when learners compare themselves to others or to idealized self-images" (Bailey, 1983.n.p). Besides, he found that learners' perceived relationship with their teachers also contributed to learners' anxiousness. Krashen (1985.n.p) also suggests that anxiety can arise according to one's degree of self-esteem. Different social and cultural environments are also considered to be one of the anxiety causing elements, particularly the environments where L1 and L2/FL learning takes place. Also, the target language is a representation of another cultural community; there is a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like (Gardner cited in Horwitz & Young, 1991, p8).

4-The Effect of Anxiety on Foreign Language Learning and Achievement

Up till now, most studies have shown that there is a clear negative relationship between anxiety and language learning achievement. Anxiety is considered in most times as a debilitating factor in language learning. Krashen (1985.n.p) emphasized in his 'affective filter hypothesis' that high anxiety will prevent input that learners receive in the classroom from reaching the language acquisition device. Horwitz (1986.n.p) also asserted that language anxiety can cause students to postpone language study indefinitely or to change majors. MacIntyre and Gardner (1994.n.p) based on a study of 97 college students that learn French, concluded that those with anxiety find it more difficult to express their own views and tend to underestimate their own abilities in comparison to the more relaxed

learners. They also found that in the three stages of language acquisition, input, processing and output, anxiety and learning achievement are negatively correlated.

There have been some undeniable studies conducted to find the negative correlation between anxiety and the four aspects of language learning, especially speaking and listening. For instance, MacIntyre and Gardner (1991.n.p) found that speaking is by far the main agent of anxiety arousal, and that students with high anxiety perform worse than those with low anxiety. MacIntyre (1995) argues that speaking anxiety often interferes with language learning. As a result, “anxious students might fail to focus on the actual task since they are usually more worried about avoiding making mistakes” (1995, p. 93).

Nevertheless, there have been some studies which found neutral and positive relationships between anxiety and second language achievement. Also, in Bailey’s (1983.n.p) study of competitiveness and anxiety, it was found that anxiety worked as a facilitator to success, and it was closely related to competitiveness. In Zhang Baoyan’s (1996.n.p) study of English learners in Taiwan, the results showed that there was no relationship between anxiety and learning achievements. So, from these studies we can conclude that the relationship between anxiety and achievements is probably not that simple linear relationship.

5- Speech Anxiety in the EFL Classroom

Speech anxiety is quite relevant to foreign language anxiety in terms of concepts as a whole. It is a really common problem among EFL learners and it can pretty much be an academic hurdle for them, and to top it all; it may affect them at a professional level too.

-“I felt I was ready for the speech, but when it started my mind just went blank.”

-“Before the speech started I felt sick; I just wanted to get out of there.”

-“I kept thinking to myself what would happen if I did poorly in this class; I just knew it would be awful because I was going to fail again.”

-“I thought I did just fine, but when the grade came back it was a ‘D’; I don’t know what happened.”

-“I am always feeling under pressure; my life is just too hectic.” (David B. Ros. 1992)

Many of us have been in one or more of the above mentioned situations, as language learners when we were asked a question and our minds immediately go blank! Or probably our eyes follow the teacher around the class as we nervously await our turn to speak, barely listening to other students' output to see which "unfortunate victim" will be chosen to speak next. At other times we shut communicative opportunities altogether. Others avoid talking because they are unprepared, uninterested, or unwilling to express themselves, most anxiety originate from feelings of alienation in class, from a lack of confidence, or because the students fear communication itself (Daly, 1991 cited in Burden.2004.Vol.8, p 4).

According to Zhu Huimin Speech anxiety refers to EFL students' mature thoughts and ideas in their native language but immature foreign or second language vocabulary with which to express them (Huimin.2008.n.p). The inability either to express themselves or to comprehend others in communication paves the road to anxiety. EFL students, who suffer from high speech anxiety rates, report that they are afraid to speak in the foreign language, showing feelings of nervousness, confusion and in severe cases even panic (Horwitz, et al. 1986.n.p). Oral classroom activities are the most problem causing and anxiety provoking of all tasks for foreign language learners (Horwitz et al. 1986.n.p). Anxious students are often concerned about the impressions they leave in others minds. Such students if confronted in a classroom with an uncomfortable learning situation, they may choose to pullback from the activity believing they cannot perform in English and consequently form negative expectations, and attitudes which in turn lead to decreased effort and avoidance of enormous opportunities to enhance their communication and interaction skills.

6- Types of Speech Anxiety

According to Stewart (Oct, 28 2009. Types of Anxiety) Speech anxiety can be divided to three main types according to its occurrence rates:

6.1. Anticipatory Anxiety

For some students' anxiety is at its peak with the anticipation of speaking in public. This type of speech anxiety can actually prove productive in some situations, as the individual is likely to prepare to the point of near perfection for the event -making the actual speech prone to be successful.

6. 2. Mild Anxiety

It can be normal to have mild anxiety when faced with public speaking. Some symptoms linked to mild speech anxiety are shaky voice, fidgeting, trembling and forgetfulness. Often, are so mild that they aren't really noticeable. Mild speech anxiety can be overcome relatively easily with practice. Practicing makes the person more familiar with the content of the language and speech.

6.3. Severe Anxiety

In some cases of speech anxiety produces severe symptoms. People with severe speech anxiety, also called 'high anxiety', often avoid public speaking situations entirely. When in a situation where speaking publicly cannot be avoided, symptoms can manifest in prominent ways. Sweaty palms, increased heart rate, dizziness also may occur, "Freezing" and becoming unable to perform the required task may occur, even fainting in some severe cases.

7-Speech Anxiety Triggering Factors

The question arises what is it that learners of EFL find so anxiety provoking about their English classes? What is it that brings out the negative emotions and bodily reactions they report to experience? Why do they dread speaking up in their target language? The causes reportedly (Horwitz 1996, Al-Issa 2010, Knight2006, Celce Murcia 2001) are:

7.1. The Audience

7.1.A The Teacher

No doubt that, speaking up in the classroom is an anxiety provoking action for students and learners, not only, because they are aware of their error and mistakes in the TL use but also, because they believe that to fail in matching to expectations or meeting the teacher's standards would affect their grades. Adding to that, the anxiety caused by the feeling of being always tested and monitored for their TL performance, and being publicly corrected.

7.1.B The Classmates

As embarrassing and frustrating teachers' corrections and negative remarks may be, many EFL learners do not link or give as much importance to teachers in creating anxiety as to their peers and classmates. These peer-related fears and worries, are not the

consequences of actual negative experiences with classmates, such as being laughed at, rather they seemed to be induced by the mere presence of fellow students,

7.2. Self Perception on EFL Competence

Besides the perceptions concerning the language-learning situation (required standard, teachers' expectations, peers' challenging proficiency), FL learners perceptions of their own TL competence is found to be an important source of anxiety for them. Many EFL learners express dissatisfaction with their FL proficiency, particularly their speaking skills.

7.3. Language Class Vs Real-Life Situations

EFL learners tended to see their English classes as an ongoing language exam in front of an audience, where they constantly need to prove that their TL competence was up to standards. Judit (p10 Cited in Tóth, Z. Vol. 5, 2011) explained an explicit comparison between the two situations of using the TL in and out of class, saying, "In the classroom you are supposed to speak differently from the way you normally do outside the classroom". Meanwhile, things such as making mistakes, hard time finding the right words, or resorting to body language, etc, is considered by most students as normal and acceptable when speaking the TL outside class, the same things are believed to be unacceptable, or at least, undesirable, in their classes.

8-Improving Students' Oral Performance by Reducing Anxiety

Iakovos Tsiplakides (2006.n.p) suggested the following interventions which were implemented in a variety of educational institutions to help learners overcome anxiety:

8. 1. Project Work

Students are more personally involved, so they usually have increased motivation. They do not feel that they are constantly assessed.

It is easier for them to focus on communication, rather than on accuracy, and is less concerned with language errors and the consequences of "imagined failure». An additional advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the affect of perceptions of low ability in the target language.

8. 2. Establishing a learning community and a supportive classroom atmosphere

Creating a learning community that provides the environment for optimal motivation and a collaborative atmosphere can help reduce fear of errors.

8.2.A Teacher and students relations

Teachers are ought to keep a good relationship with their students at all times, classes where the students and teachers have friendly relationships are reported to have the lowest rates of learning anxiety.

8.2. B Providing Indirect Rather Than Direct Correction

Avoid direct, on the spot correction in speaking activities, since it can undermine student's confidence and because it discourages learners, especially anxious learners. (Lightbown and Spada, 2006.n.p).

8.2.C Teacher Immediacy

Both Verbal (use of humor, use of student first names) and Nonverbal (eye contact, positive gestures) types of immediacy behavior were employed, since they can reduce anxiety and impact positively on motivation to learn.

8.2.D Provision of Praise

Providing students with positive praise proved in many cases a good result in lowering students' anxiety of participating in class. Teachers can praise their students not just verbally but also none verbally by just using a smile or a head node.

Conclusion

To sum up this past chapter, Speech anxiety is a part of all the affective hurdles that EFL learners face during their studies and FL learning experiences. Teachers are supposed to give more attention and help their anxious students at least to cut down of this problem and allow them to feel better about being engaged with their peers and involved in their FL learning process. Speech anxiety is not just one time appearing problem or with a snap of a finger can go away, with some students it lasts a life time. It's undeniable that teachers' efforts are not sufficient without the students helping themselves first, through taking the responsibility for their own learning and with the proper preparation and cooperation in class, positive results will be noticed.

Chapter Two

Oral Presentations Projects

Introduction

Just as any language skills, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997; Kayi, 2006; Richards & Renandya, 2002). Speech has its own structures, conventions and skills that are different from the written language (Carter & McCarthy, 1995.n.p). Therefore, learners should be provided with opportunities where they can learn and experience the language through communicative tasks (Stone, 1991; Lavine, 1992; Rathet, 1994; Quinn, 1994). And Oral presentation projects offer that and more for the EFL learners. In the next chapter Oral presentation projects will be discussed in more details. In this next chapter; different aspects of the Oral Presentation technique will be tackled from an overview of it in the EFL contexts to its types, arrangements, assessment and advantages. And last but not least the relation between oral presentations and speech anxiety and how can it help students overcome this anxiety.

1-Overview on the Use of Oral Presentation in the EFL Context

It is known that EFL presentations, written or oral, are a part of the Task-Based Learning (TBL) method, which was advocated by Jane Willis (1996, p7). TBL is based on sound theoretical foundations and it accounts for the need of authentic communication in the language classroom. TBL is a goal-oriented activity with a clear purpose. Learners get exposed to the language at first, and next have opportunity to use it. Motivation is provided by the need to achieve the task's objectives. Finally, the focus on the language which benefits in developing learners' accuracy in language use through consciousness-raising processes (Thornbury, 2005.n.p). The main advantage of TBL is that language is used for a genuine purpose of communication.

Nowadays an important feature of the EFL classroom in different parts of the world is oral presentations. Though Limited literature has been published about oral presentations in the English language classroom (King, 2002; Otoshi & Heffernen, 2008; Schcolnik & Kol, 1999; Webster, 2002), these writers chose to focus on discussing certain theoretical and practical aspects pertaining to oral presentations in the EFL classroom. Oral

presentations are of crucial significance especially in higher education contexts, they are typically a partly spoken, partly visual form of communication which is designed to inform an audience, and it occurs in organizational setting (Xianming .Apr 2005.n.p). Commonly, oral Presentations involve giving a prepared and time limited speech in English .It is often emphasized that different types of performance projects have the same common features; students' collaboration, interaction; involvement, and responsibility. They imply cooperative learning and task-based activities.

It is nonnegotiable that the more students get used to the English language use, the more natural it seems for them to think in English and transform those thoughts into spoken and written English. To simplify the process of learning, variation is a key word in this case; if a teacher uses the same writing and speaking exercises over and over again the students are less likely to learn than if the lessons are varied. (S. Brindley, p55).

“It is well known that giving oral presentations in English is not a simple matter of learning language and following instructions; rather, it is a skill requiring complex sociolinguistic as well as cognitive understandings, especially for learners of English as an Additional or Foreign Language (EAL/EFL) “(Cited in Morita, 2000; Adams, 2004).”

2- Types of Oral Presentation Projects in the EFL Classroom

There are many different types of presentations, or” awareness raising activities”, as coined by Thornbury (2005, p 41), that learners can give in the EFL classroom. Oral presentations can be divided into three types: controlled, guided, and free. This depends on a number of factors such as choice of topic, time allocated to the presentations, grammar, vocabulary, method of presentation, and, most important, learners’ proficiency levels.

2.1. Controlled Oral Presentations

In controlled oral presentations; the topics should be restricted to either what is in the textbook or something the teacher feels the students can present with ease. Learners can be asked to prepare their short oral presentations and present them to their classmates. The aim behind implementing the controlled presentation should be to provide opportunities for students to gain confidence in taking the floor first, practice the target language and to maximize the student’s classroom participation in a meaningful way. This type could really work in courses such as English literature, civilization, grammar and many other EFL courses. (Al Issa , July 2010 .n.p)

2. 2. Guided Oral Presentations

As far as guided oral presentations are concerned, the students can be guided in terms of the topics that would suit their language level. They should not be expected to use Very complex structural and lexical items higher than their proficiency level. Students can also be guided to prepare their works using visual aids. This type helps teachers in working with lower level classes and students of first or second year.(Al Issa , July 2010.n.p)

2. 3. Free Oral Presentations

In the free type of oral presentations, students expect to be given the freedom to choose the topic they would like to deal with, plan the topic the way they feel most appropriate, and use any kind of language level. This should be the case as long as the students have had prior practice in oral presentations during the earlier (guided) stages. Such students are usually capable of demonstrating ability to use complex language and can be designated longer presentation times. (Al Issa, July 2010.n.p)

3- How to Arrange Oral Presentation Projects

Oral presentations can be arranged in different ways: individually, in pairs, or in groups of three or more students. This depends on the size of the class, the topic, and the aims and objectives to be achieved. “Working individually helps raise learner’s autonomy and privacy, and trains him/her to work independently; whereas; pair and group work positively influences “social integration” and “negotiation of meaning” (Schcolnik & Kol, 1999.n.p), which can directly and positively impact the process of language and knowledge acquisition and the quality of language output. Many scholars advice teachers to start with pair or group presentations and move on to those that are conducted individually , because working with others helps students gain experience and confidence. (Al Issa, 2006a). Moreover, oral projects can be spontaneously presented or arranged ahead of time. For example, teachers can ask students to present a topic closely related to the previous day’s lesson in order to emphasize the practice of the language presented in the context of that lesson.

4- Topics in Oral Presentation Projects

Topics of oral presentations vary as the teaching subjects and courses vary. In Each Course in any TEFL program teachers can utilize this technique and with the massive growth of knowledge and information technologies at present, the choice of topics available to students is infinite. Teachers can limit students to topics that are parallel to what is found in the textbook and course books, “which is particularly helpful for students at the beginner level. But, students above this level can look for various topics such as stories, summaries, current affairs, national and international events, social phenomena and Literature subjects.” (Al Issa, 2006a. n.p). Whichever topics are chosen can be presented in numerous ways such as narrative, descriptive, comparative, instructional, analytical, critical, or a combination of all the above.

5- How to Assess Oral Presentation Projects

It is not sufficient simply to ask a student to make an oral presentation. Students need feedback on their performance and work in order to improve. A mark along, without any comment or assessment criteria, will not tell a student what he/she should do to improve. The task of the oral presentations will often be the subject matter of current modules. However, if it simply the skill of presentation that is important, then the student may be asked to pick any topic. Oral presentations can be assessed by teachers, peers and the presenting students themselves. Oral presentations skills take time to develop, so teachers need to be positive non damaging critics of the Learners projects and avoid harming the student’s self-esteem leading him/her to develop a speech anxiety.(Al Issa, 2007b. n .p)

Oral presentations regardless of their types can be assessed in many ways; it can be assessed objectively or subjectively depending on the teachers’ formed impression of the oral presentations. O.P can also be assessed formally or informally, depending on what the teacher is assessing students for, grads and marks or other aspects of the performance such as: the use of visual aids, body language, eye contact with the audience, voice projection, modulation, vitality, adherence to presentation and Question and answer time, natural delivery of the topic with using memory, rate of speech, fluency and accuracy, the structure of the presentation, choice of the topic, the way the topic was handled, and how did the student handled the questions after his/her presentation. (Al Issa, 2007b. n.p)

6-Advantages of Oral Presentation Projects in the EFL Classroom

Nunan (1999, p241) emphasizes that in EFL classrooms, learners should be given the maximum number of opportunities to practice the target language in meaningful contexts and situation. It makes an integral part of speaking classes. Phillips (2008, p 95) argues that Oral presentations' give all that and more; and their advantages range from:

Interpersonal, Students engage in conversations, provide and Obtain information, express feelings and emotions, and exchange opinions. Interpretive, Students understand and interpret written and spoken language on a variety of topics. Presentational, Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics” Many researchers and scholars agree upon certain obvious advantages such as:

6.1. The Integration of Language Skills Giving Emphasize to Speaking

Oral presentations help integrate the language skills; speaking and writing from the part of the presenter and listening and reading from the part of the audience (classmates and peers).

Al-Mutawa and Kailani, stress that “learning to speak is a lengthy, complex process” and “is more effectively achieved by speaking in living natural English” (1989, p104–105). Therefore, oral presentations are an efficient way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening. EFL teachers and textbooks should not be considered the only or most dominant source of exposure to the target language, as is the case in many traditional EFL classrooms and top-down systems round the world (Al-Issa, 2006a, 2006b, 2007b). The most important advantage of Oral presentations as a project work is that projects comprise integration of all language skills through communicative approach: translation from mother tongue into English (using knowledge of subject matter), reading (in order to collect extra information), writing (note-taking), speaking (team/class discussion), listening (to other learners).(Kavaliauskienė, 2004.n.p) .

6.2. Learning How to Make Decisions, Promoting Learner-Centeredness and Autonomy

According to Mizuki oral presentations help “students become learner-independent rather than teacher dependent” (2003, p144). Oral presentations help facilitate the decision-making process for students. When giving the students the freedom to choose a topic to

present they are indirectly asked to take initiative and make decisions. (Al-Issa, 2006b.n.p) Moreover, giving oral presentations helps promoting and encouraging learning through discovering and researching and also helps in replacing memory-based learning, with more interactive, dynamic, reflective, and independent learning and critical thinking. It Places them at the heart of the learning process (Al-Issa, 2007b.n.p). Kavaliauskien (2003.n.p) adds that the most noticeable advantages are working in a team, developing students' creativity, and building confidence, increasing motivation, and fostering communicative skills – negotiating, agreeing, disagreeing, and making compromises.

6.3. Acquiring Knowledge of the Language and Preparing For Real Life Situations

Standing in front of one's classmates, to present a work is a challenging thought because it requires a lot of confidence and courage. When you ask to research a topic they are definitely using the language meaningfully and purposefully and are varying their exposure to sources of knowledge via the genuine use of the target language, which has its implications for their language improvement. "One of the important sources of language acquisition is authentic materials, and presentations help activate reference to this source". (Al-Issa, 2005.n.p).

Cotter (2007.n.p). Speaking well - four steps to improve your ESL EFL students speaking ability.) explains, training in oral skills which helps them communicate and interact in a meaningful and fruitful form, (e.g. exchanging information, negotiating meaning, supporting ideas, facing oral defenses), is a good way to motivate students to perceive the foreign language as a tool for social interaction. As Thornbury also discussed that

"Whether or not learners will have to give presentations or talks in 'real life', the experience of standing in front of their colleagues and speaking for a sustained turns is excellent preparation for real speaking .This is especially the case if they also have to respond to questions from the floor ."(2005, p94)

6.4. Expanding the Teacher's Roles and Giving More Interaction Space

In an oral presentation class, teachers delegate autonomy and leadership to students and facilitate cooperative learning on the contrary to what Teachers in traditional EFL classrooms used to do from exercising authority over class to transmitting, controlling information and knowledge, and classroom activities. In other words, oral presentation projects give the teacher a role of a facilitator, supporter, organizer, and guider to students'

learning process. These are significant teacher roles that are emphasized by the communicative language teaching approach (Larsen-Freeman, 1986.n.p).

6.5. Acquiring Presentational and Interactional Skills

Oral presentation project set a ground for acquiring oral presentation skills, which are important and demanded in a world where people are judged on their ability to present their ideas in a coherent and articulate way in a range of situations (school, workplace, or society). Interaction skills are also important; hence, in classroom discussions or in group work, oral presentation can teach students how to start a topic, to include others, to shift topics, to repair communication breakdowns, to use language to solve problems, and how to end a discussion. (Castrillón Ramirez, V.A. 2010.n.p)

6. 6. Learning How to Use Technology

Oral presentations are ideal tools for introducing students to advanced and sophisticated technology and training and encouraging them to use it to bring change into the classroom which breaks monotony and adds new flavour (Al-Issa, 2007a.n.p).

Other advantages can be added to the above mentioned that were suggested by other teachers having a long time experience in dealing with oral presentations like:

- * The favourable effect on group dynamics.
- * The fostering of learner 'autonomy and empowerment.
- * The recognition of individual differences and multiple intelligences.
- * Performance assessment.
- * The link between learner 'motivation and interest.
- * Developing expertise in a topic through a sequence of complex tasks.
- * It develops learners' knowledge of the world and valuable study skills such as note-taking, summarizing and finding key information in available materials (Peachey, 2003.n.p).

7- How Can Oral Presentation Projects Help Reduce Speech Anxiety

“Standing in front of a group and presenting and talking can be a daunting task for even the most confident one’s, and even more so for language learners” (Essberger, J. (n-d) Speaking to yourself can be dangerous! the importance of speaking practice for ESL learners, Englishclub.com). It is undeniable that Oral presentation projects are some how

frightful and anxiety provoking activities for a lot of non native EFL learners. According to Josef Essberger, It may be necessary to introduce the idea of presentations with tact. Imposing presentations on a class of unreceptive students will probably be counter-productive. Teachers should try Asking, suggesting, implanting the idea and this more likely to be a productive approach. (Essberger, J.2004. English Speaking Practice through Presentations .TEFL.net)

Many researchers have stressed the importance of learner input and involvement in shaping students' classroom language learning experiences (Houston, 2005; Rivera & Matsuzawa, 2007.n.p). Moreover; they agree that "practice makes perfect"; and in terms of getting over your speech anxiety in class; there's no difference what so ever. Eckard & Kearny argue that "Many learners of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express them selves naturally and spontaneously more often" (Eckard & Kearny, 1981.n.p).

The simplest way to overcome fear is to do "The thing" you are afraid of as many times as you can, that it just stops being frightful. As Ross adds that "the key to success in reducing speech anxiety is practice. Your anxiety didn't develop overnight and it will take considerable effort on your part to undo its effects, but you can make a difference!" Making the task much easier takes you along way in; so instead of giving long individual presentations that learners hate to keep waiting for and may cause them some added anxiety, students can start with short presentations individually or in pairs, and lots of them in different EFL courses such as Literature, Grammar, Methodology. Practice will really help, even though some students may balk at the idea because they think it's not needed or because they are anxious to avoid all performances. Start them practicing in smaller presentations with peer and work your way through to bigger complex projects.

"Oral language has a key role in classroom teaching and learning it helps encourage creativity, understanding, and imagination; it is a means of solving problems, speculating, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction. In order to do that, students need to develop skills and strategies that contribute to the effective use of speaking and listening, as interaction skills, oral presentations skills ..." (Cotter, 2007. Speaking well - four steps to improve your ESL EFL students speaking ability.)

Cotter (2007.n.p) also argues that Language is part of communication, after all, and the only way to get that proficiency in oral English is practicing it by having conversations

as much as possible, with native and non-native speakers, but the main point here is that students should interact in and with the target language with other people, since conversations involve using the language, listening to the language, processing the information, and then responding to it (Speaking well - four steps to improve your ESL EFL students speaking ability. <http://ezinearticles.com>). Lenny Laskowski (an international professional speaker) argues that "He who fails to prepare is preparing for failure" (1996.np). He also adds speech anxiety when presenting or speaking to a group of people can be managed whether for students or for other people by considering this simple steps:

- * Know the place/classroom/stage.
- * Know the audience.
- * Know your materials and use visual aids.
- * Learn how to relax.
- * Visualize yourself speaking confidently.
- * Always keep in mind that people want you to succeed and don't ever apologies for making a mistake or for being nervous.

Conclusion

The researcher had noticed; and not only from the literature provided in the past chapter but from a prior experience within oral expression courses. Most teachers don't give a lot of importance to utilizing oral presentations and if it happens; the students are controlled most of the time. Students on the other hand show some interest than soon lose it and end up picking the simplest easiest subjects and topics to present. Oral presentations were proven to give outstanding results if properly structured, guided and organized and whether free, guided or controlled, given on one or multiple topics, assessed by teachers or students them selves, can be of great help and be an enjoyable activity for both, learners and teachers, it will definitely be more of a fresh break away from the textbooks and traditional teaching methods.

Chapter three

Field Work

Analysis of Students' Questionnaire and Teachers' Interviews

Introduction

In order to investigate the idea of utilizing more of the Oral Presentation Projects in the Courses of TEFL, at the English department of Mohamed khaidar university –Biskra, to help determine whether or not this technique would be of a great help in reducing students' speech anxiety .The researcher found it necessary to include the 2nd year students at the same English department and their Oral expression course teachers, these students represent an important sample because at this stage they are not anymore beginners nor they are at an advanced level. The participants' viewpoints (Teachers and Students) were collected in form of a questionnaire and a structured interview to determine whether or not they welcome the idea of using Oral Presentations in all of their TEFL courses and how they feel about the whole process of having to develop their speaking skill and the speech anxiety related to it

1-Design and Description of the Data Collecting Tool “Students' Questionnaires”

The students' questionnaire was administered to the second year students out of 12 groups a 100 student where chosen randomly from two sections as our questioned sample. The procedure took about 3 hours during 2 of their lectures. After wards, students' responses were collected in order to be analysed.

Once the questionnaires were collected, they were filtered and checked to remove every invalid copy or incoherent answers, 10 copies were eliminated because they were incompletely answered or unanswered at all; and 3 copies were not brought back by the students. Students' questionnaire was made up of 4 sections. These sections aimed at providing the learners with the opportunity to express their view points about their Speaking Abilities and Speech Anxiety as well as Oral Presentations. The information retracted form these sections are going to be taken into consideration as a basis data for the study. The questionnaire contains 20 items divided into four sections. Each one represents different but a related area of the research. The questionnaire sections are as follows:

1.1. Section one

Entitled “Background information” contains 04 questions; it namely represents students profile and gives a general over-view about the students’ age, gender, their English language levels and self description.

1.2. Section two

Entitled “Speaking the Target language” contains 05 questions; it states students’ perception on their Target Language use and importance.

1.3. Sections three

Entitled “Feeling Anxious in Class”, it contains 04 questions, this section seeks to collect students’ opinions and thoughts about their fear and anxiety of speaking the target language and its causes and frequency rates.

1.4. Section four

Entitled “Oral Presentation Projects”; it includes 07 questions; this section seeks to collect students’ opinions and thoughts about using and performing Oral Presentation Projects in class.

2- Data Analysis for Students ‘Questionnaires

Section one: ‘Background information’

Item 01: Students’ Age Distribution

Age range	Participants	Percentage
19→22	77	88,50%
23→26	08	9,19%
27→35	02	2,29%

Table 01: Students’ age distribution.

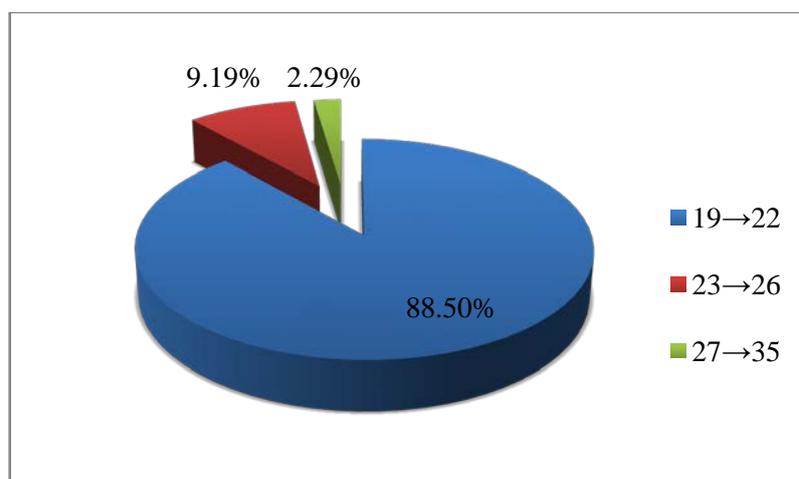


Figure 01: Students’ age distribution.

According to the first table, it is noticeable that this population sample is relatively young. This implies that our respondents may show more desire to get better in their speaking skill learning and be motivated to accept and adopt to new changes in teaching and learning techniques. The second year students age ranges between 19 to 35, the most impressive thing in this sample is that there are some students who aren't young but are continuing their studies. Age rang had been divided to three categories, first is from 19 to 22 which represent the majority of our study sample (88, 50%) and from 23 to 26 representing (9, 19%) and the last category is from 27 to 35 representing (2, 29%).

Item 02: Gender Distribution

Gender	Participants	Percentage
Male	16	18,39%
Female	71	81,60%

Table 02: Student's Gender Distribution

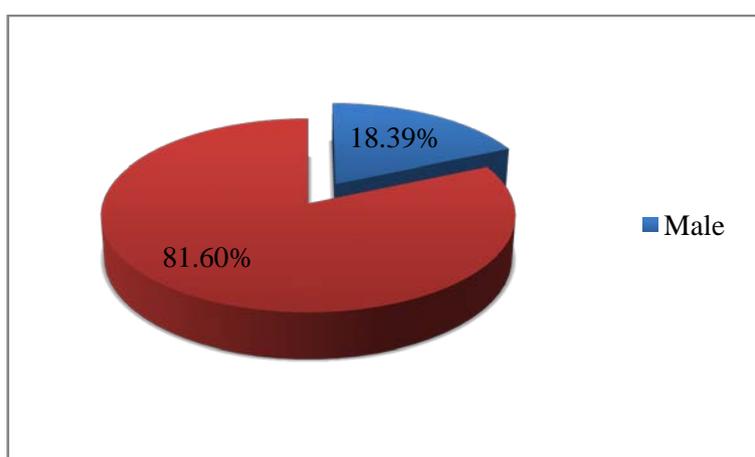


Figure 02: Student's Gender Distribution.

This table shows the over representation of females on our sample. Out of 87 participant, 71 (81, 60%) are females, and 16 (18, 39%) are males. We noticed that girls are showing more interest in studying English as a foreign language, then the boys.

Item 03: How is your Level in the English Language?

Perceptions	Participants	Percentage
A-Good	21	24,13%
B-Average	54	62,06%
C-Less Than Average	03	3,44%
D-I don't Know	09	10,34%

Table 03: Students perception of their English Language level.

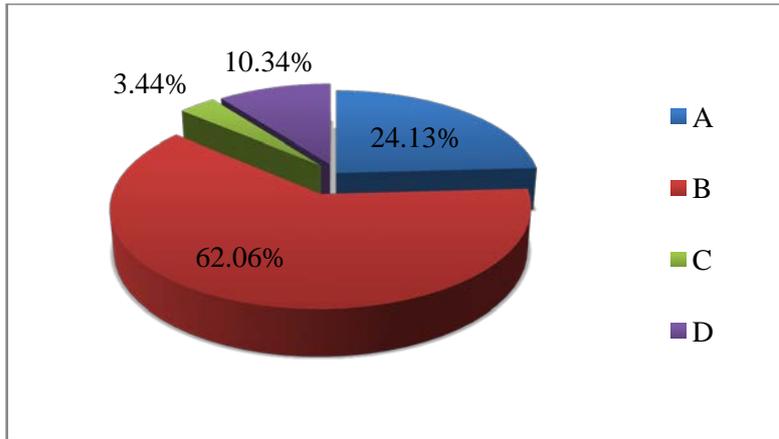


Figure 03: Students perception of their English Language level.

The analysis of the participants answers have shown that most of our sample feel that their English language level is acceptable, 21 students (24, 13%) said that their level is good and 54 other students (62, 06%) said it is average, 03 other (3, 44%) students think that their level is less than average .09(10, 34%) remaining students said that they are not sure of their level just yet.

Item 04: How Do You Describe Your Self?

Description	Participants	Percentage
A-Talkative Learner	31	35,63%
B-Shy Learner	56	64,36%

Table 04: Students' Description of Them Selves.

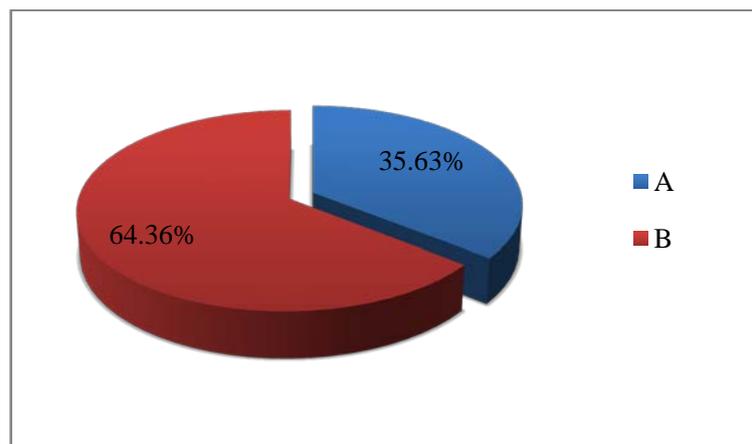


Figure 04: Students' Description of Them Selves.

In this item 31 students (35, 63%) have answered as being talkative students and engaging ones , and a majority of 56 students (64, 36%) have answered as being shy

learners and quit ones in class. This really shows how most of TEFL students are reluctant to share and participate or simply speak English.

Section Two: “Speaking the Target Language”

Item 05: Do you agree that in order to learn the language you have to speak it?

Opinions	Participants	Percentage
A-Strongly agree	60	65,96%
B-Agree	27	31,03%
C-Disagree	00	0%
D-Strongly disagree	00	0%

Table 05: Students’ Opinions on the Importance of Speaking in learning EFL.

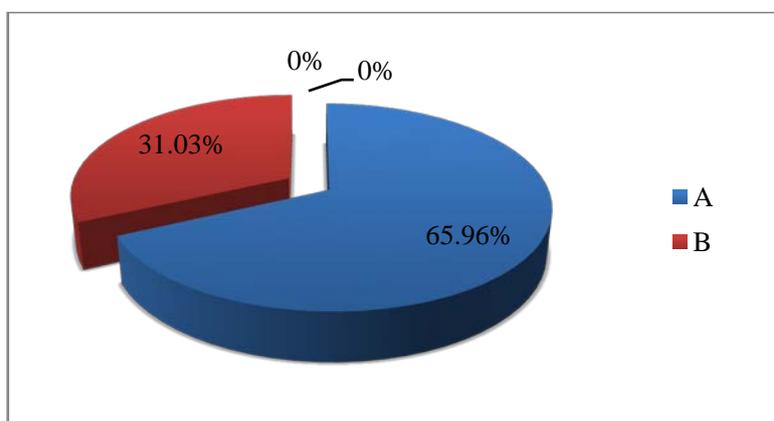


Figure 05: Students’ Opinions on the Importance of Speaking in learning the language.

In this item, all the students agreed with the importance of speaking the language to learn it, 60 students (65, 96%) answered as strongly agreeing and 27 other students (31, 03%) answered as agreeing also to the importance of speaking. No one disagreed with this item which shows students’ awareness of the significance of talking in the target language to better master it.

Item 06: Who Does Most of the Talking In the Classroom ?

Choices	Participants	Percentage
The Teacher	64	73,56%
The Students	23	26,43%

Table 06: Students’ Perception on Who Does Most of the Talking In the Class.

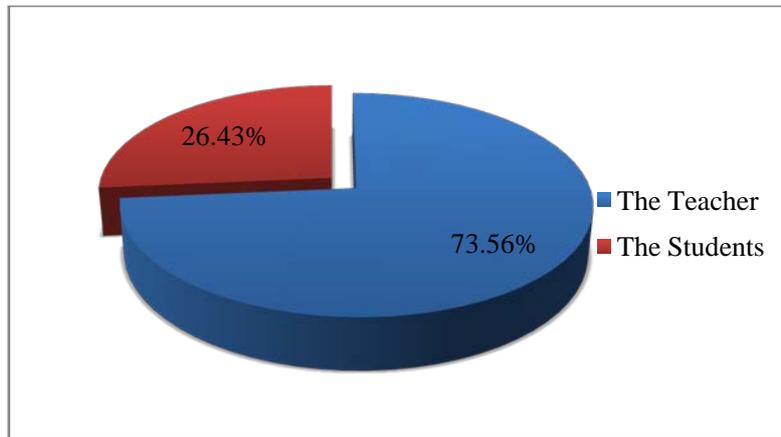


Figure 06: Students' Perception on Who Does Most of the Talking In the Class.

In this item, students were asked to tell us who do they think does most of the talking in class, 64 students (73, 56%) have answered the teachers do most of the talking in classroom, other 23 students (26, 43%) think that most of the talking in their classes is done by students themselves. One can obviously notice that teachers are still the boss figure in many classes and that needs to be changed, whether because students aren't taking parts in those classes or that the teachers are teaching in the old fashioned way of "I'll talk and you right down".

Item 07: Do You Take Advantage Of Every Chance You Are Given To Talk?

Choices	Participants	Percentage
Yes	56	64,36%
No	31	35,63%

Table 07: Taking Advantage of Speaking Opportunities in class.

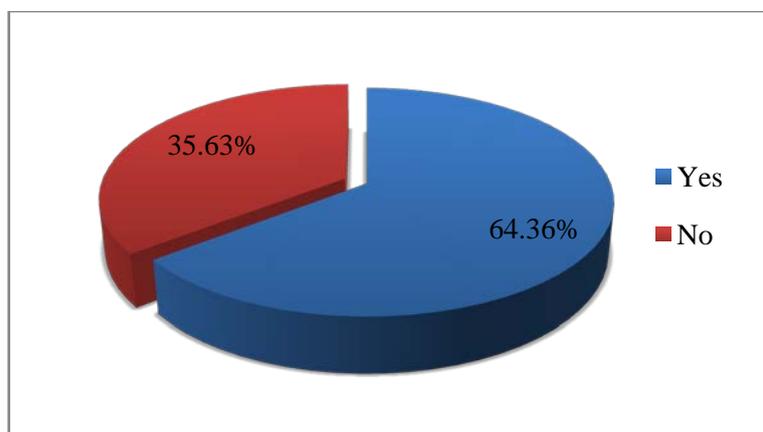


Figure 07: Taking Advantage of Speaking Opportunities in class.

In this item students were asked to say whether or not they take every chance they are given to talk, 56 students (64, 36%) have answered by “Yes” to taking every chance to talk, which shows that the students are really trying to get more and more opportunities to express themselves and use the target language, other 31 students (35, 63%) said “No” we don’t take advantage of the speaking opportunities that we are given in class.

Item 7.1: If No, Why?

Justifications	Participants	Percentage
A-You Are Not Talkative	07	22,58%
B- The Topic Or The Activities Are Not Interesting	05	16,12%
C- The Teacher Does Not Motivate You	03	9,67%
D- You Fear To Make Mistakes	16	51,61%

Table 08: Student’s Justification for Not Taking Advantages of Speaking Opportunities in Class.

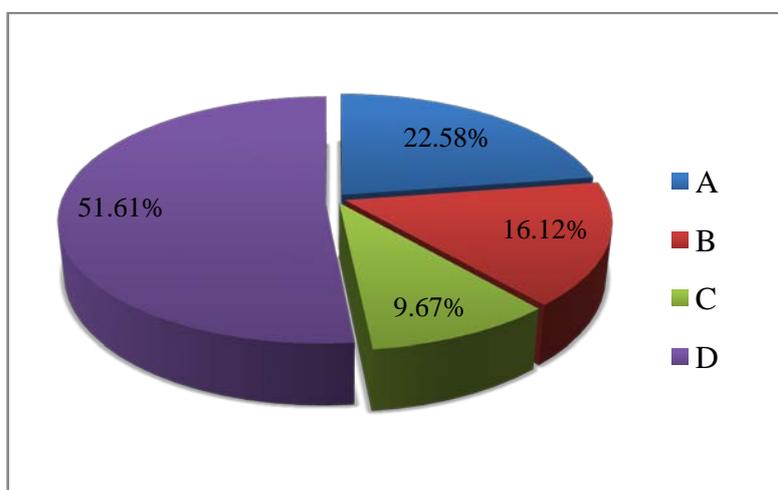


Figure 08: Student’s Justification for Not Taking Advantages of Speaking Opportunities in Class.

Going back to the 31 students who answered in the past item by “No” to taking chances to talk, they were provided with choices as to what makes them reluctant to speak and participate in class, 07 (22,58%) students said they don’t speak because they are not talkative persons and they are really shy.05 (16,12%) other students said that it is because the topics discussed or the activities utilized in class aren’t that interesting nor appealing

to them, 03 (9,67%) more students said it was because the teachers don't motivate them to participate and speak up. A majority of 16 (51, 61%) students said that they don't speak because of their fear of making mistakes in front of teachers and peers. Although reasons behind not speaking the language are various, the outcome is the same, second year students at some point end up having a speech anxiety and miss out on many opportunities to learn. Here the teachers' should think how to pull their students over to their side.

Item 08: How Often Do You Speak In English With Your Classmates Inside And Outside The Classroom?

Frequency	Participants	Percentage
A-Always	03	3,44%
B-Sometimes	78	89,65%
C-Never	06	6,89%

Table 09: The Frequency of Students' English Usage inside and outside the Classroom.

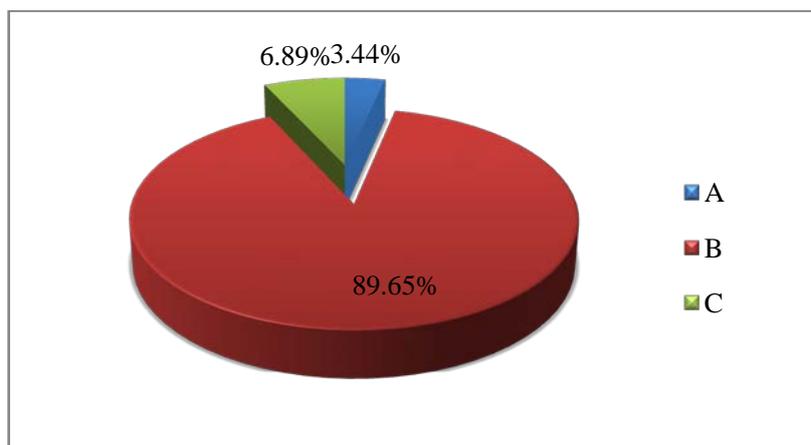


Figure 09: The Frequency of Students' English Usage inside and outside the Classroom.

In this item 03 (3, 44 %) students have answered “always” to the frequency of their English language usage inside and out side of the class, a majority of 78 (89, 65%) students have answered as to using it “sometimes”. 06 students said that they never use English and speak it in or outside the class. This date actually made us happy to see that the students are aware of the importance of getting used to using the language in various situations and not only in class with teachers.

Item 09: How Do You Describe Your Speaking Ability?

Perceptions	Participants	Percentage
A-Very well	5	5,74%
B-Well	45	51,72%
C-Not so well	35	40,22%
D-Bad	02	2,29%

Table 10: Students' Description of Their English Speaking Ability.

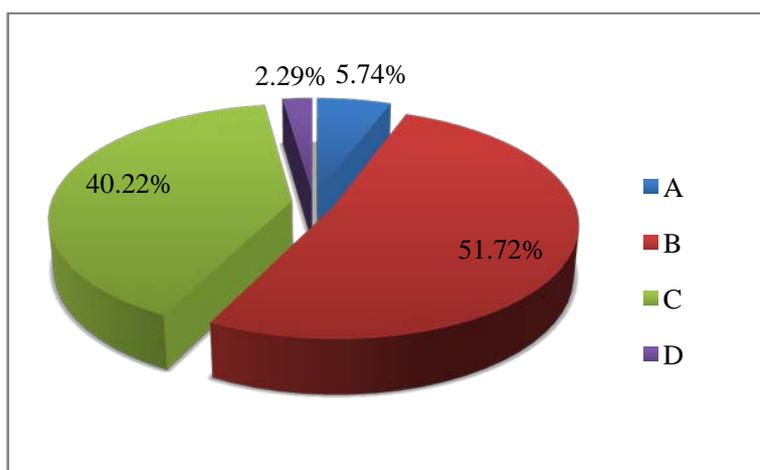


Figure 10: Students' Description of Their English Speaking Ability

In this item the students were asked to describe their English speaking ability, 05 (5, 74%) students have answered as speaking the target language very well. A majority of 45(51, 72%) students answered as speaking it well although they may not use it as much, 35 (40, 22%) more students said that their speaking ability is not so well and they are aware of that. 02 (2, 29%) remaining students came clean and admitted as to having a bad speaking ability. This really shows how our students are suffering when it comes to speaking, it is really a shame for a TEFL graduate to not be able to express him/her self in the target language, even in class with peers, this really calls for some drastic measures to turn this situation around, such as utilising many new teaching activities that will draw students attention and provide them with some genuine practice, such as Oral Presentation projects.

Section Three: “Feeling Anxious In Class”

Item 10: Do you feel quite sure of yourself when you are speaking in classroom?

Frequency	Participants	Percentage
A-Very often	15	17,24%
B-Sometimes	58	66,66%
C-Rarely	12	13,79%
D-Never	02	2,29%

Table11: Students’ self confidence when speaking in class.

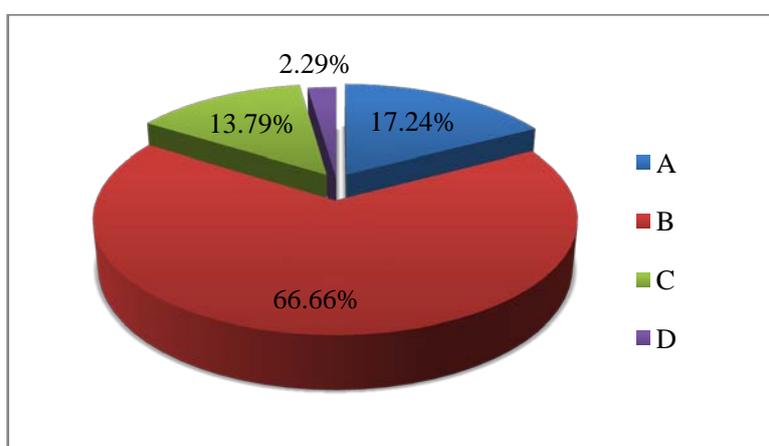


Figure 11: Students’ self confidence when speaking in class.

In this item students were asked to express how frequently they feel confident when speaking in class, 15 (17, 24%) students said that they very often feel confident, a majority of 58 (66, 66%) students said that they sometimes feel confident when speaking in class .Other 12 (13, 79%) students said they rarely feel confident speaking in class and 02 (2, 29%) remaining students said that they never feel any confidence when talking in the target language. This data really shows how most 2nd year students feel anxious when learning r speaking ,and this might be because, as the previous analysed items showed, lack of self confidence and some times self esteem , fear and inhibition of making mistakes and worry of not reaching what the teachers are expecting of them.

Item 11: How Often Do You Think That Other Students Are Better Speakers Than

You?

Frequency	Participants	Percentage
A-Very often	21	24,13%
B-Sometimes	50	57,47%
C-Rarely	11	12,64%
D-Never	05	5,74%

Table 12: Students' Self and Peers Evaluation.

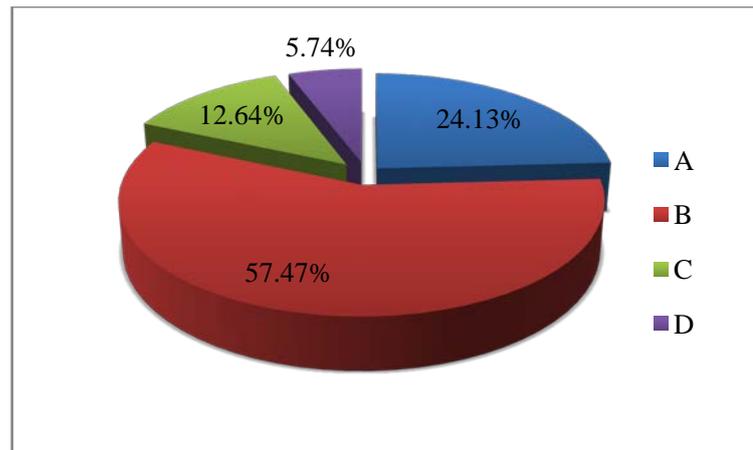


Figure 12: Students' Self and Peer Evaluation.

In this item, students were asked how often they think and evaluate their peers' abilities as better than their own. 21 (24, 13%) students said that they think this way very often, 50 (57, 47%) other students said that they sometimes feel that their peers are better speakers than they are. 11(12, 64%) other students said that they rarely think that other students are better speakers than they are, 05(5, 74%) remaining students said that they never think this way, which is impressive to have such confidence in one's own ability. It is not that unusual to find your self some times comparing your self to others, after all we are humans and we have a sense of competitiveness, competitiveness and self evaluation can be a great motive to be better at something, but if it exceeds the limits it could ruin one's self esteem and hurdle his learning process.

Item 12: Do You Stress Out When You Have to Speak Without Preparation or Practice in Class?

Frequency	Participants	Percentage
A-Very often	28	32,18%
B-Sometimes	46	52,87%
C-Rarely	10	11,49%
D-Never	03	3,44%

Table 13: Students Stress Frequency When Speaking With No Preparation.

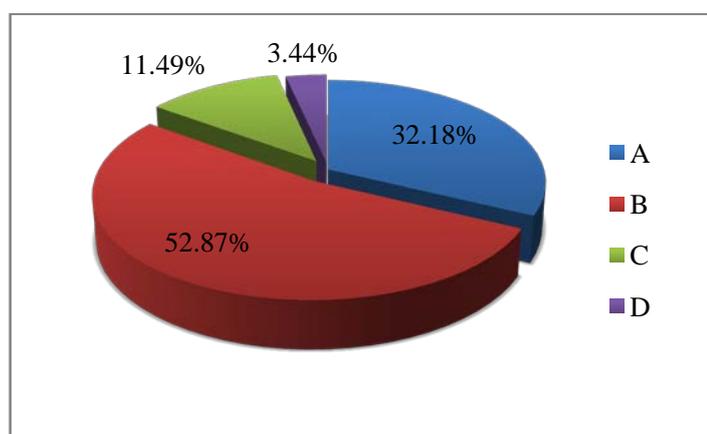


Figure 13: Students Stress Frequency When Speaking Without Preparation.

In this item students were asked whether if they feel anxious when it comes to speaking with no preparation or not, 28(32, 18%) students said that they feel stressed very often if they had to speak with out preparation, 46(52, 87%) students reported that they sometimes feel stressed if they had to speak unprepared .10 (11, 49%) more students said they don't really get stressed very often; it is rare. 03(3, 44%) students denied feeling stressed if not prepared to speak, at all. This implies that preparation before hand in any thing concerning the target language matters, gives students more room to move and be confident.

Item 13: Do You Worry About Speaking English in Front of Your Teachers and Classmates?

Frequency	Participants	Percentage
A-Very often	20	22,98%
B-Sometimes	39	44,82%
C-Rarely	15	17,24%
D-Never	13	14,94%

Table 14: frequency of Students' performance worries.

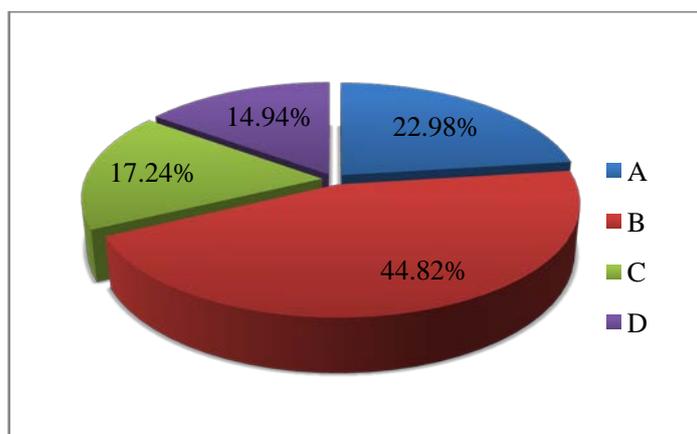


Figure 14: Frequency of Students' Performance Worries.

In this item, students were asked if they feel worried when speaking in front of their classmates and teachers, from the data analysed it has been proven that these worry feelings are universal and common between all EFL learners. 20 (22, 98%) students admitted that they feel worried very often when speaking in front of others in class, 39 (44, 82%) other students said that this feeling of worry sometimes crosses their minds.15 (17, 24%) students said that they rarely feel worried when talking to their teachers or classmates, 13 (14, 94%) remaining students actually said they have no worries and it never crosses their minds and they feel comfortable when speaking with others, which is hard to believe, because every learner have some worries about one thing or another. There is nothing wrong with feeling worried when approaching others; it's letting it take over one's mind that is wrong. Worries can prevent any one of making the best out of his abilities.

Section Four: "Oral Presentations"

Item 14: What Are the Main Activities Used By Your Teacher To Present His Oral Expression Course?

Activities	Participants	Percentage
A-Oral Presentations	14	16, 09%
B-Topic Discussion	40	45,97%
C-Role plays	55	63,21 %
D-Telling Stories	31	35, 63%

Table 15: Main Stated Activities Used By Teachers to Present Oral Expression Courses.

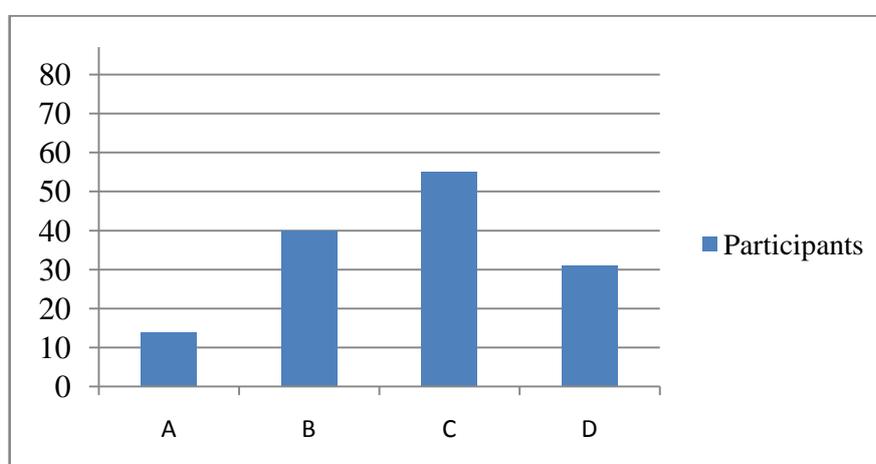


Figure 15: Main Stated Activities Used By Teachers to Present Oral Expression Courses

In this item, students were asked to tell us what are the main activities used by their teachers in the oral expression courses, role plays was the most mentioned activity by the students 55(63,21 %) students said it's their teachers favourite activity, next comes topic discussion activity, it has been mentioned by 40 (45,97%) students as one of the main speaking activities used by teachers. Telling stories was mentioned by 31(35, 63%) students as one of the main activities used by their oral expression teachers, on the other hand 14(16, 09%) students listed Oral Presentations as an underrated speaking activity, it's not that popular among the teachers and they don't base their work upon it. Although oral presentations are such an underrated activity and speaking practice among teachers in our English Department, many EFL teachers around the world have shared their experience with this activity, and recommend using oral presentations and adopting it to every class's

situation helps really in changing the class's atmosphere, students and teachers relations, along with getting learners to speak the target language.

Item 14.A: Which activity you prefer the most and why?

Activities	Students Justifications	Participants
A-Oral Presentations	*It helps me master more vocabulary and be a good listener. *It helps me know allot about different topics in English. *Work in groups, share responsibility	40
B-Topic Discussion	*I feel free to say what I want. *It helps us exchange thoughts and opinions using English.	35
C-Role plays	*It helps me learn English through acting different roles. *It helps us get better in vocabulary and pronunciation.	37
D-Telling Stories	*I like to hear about others lives and experiences. *It helps me collect more and more vocabulary.	11

Table 16: Students' activity preferences justification.

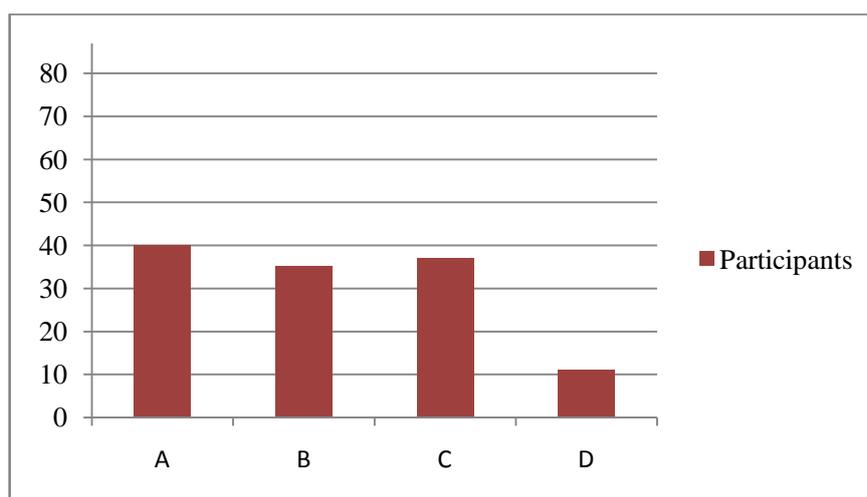


Figure 16: Students' activity preferences justification.

In this item students were asked to justify why they prefer an activity over another one. 40(45,94%) students who preferred Oral presentations said they like it because it helps

them be good listeners and collect a considerable amount of vocabulary as it helps them know a lot of things about different topics and all in English as well as it helps them learn team work. 35(40,22%) students, who said they prefer Topic discussions, feel that this activity gives them room to be individuals and say what they want in the target language as well as sharing and exchanging ideas and opinions. 37(42,52%) students who preferred Role plays, say that it helps them learn English usage, vocabulary, pronunciation, grammar; through role playing and acting different parts. 11(12,64%) students who said they preferred Telling stories, feel that this activity helps them to know how to talk and master English vocabulary along with their personal love of stories . this data show that oral presentations are really popular among students and many of them have positive attitude towards it , although the literature present this activity as one of rising learning anxiety , along with role plays , it seems there is some thing about presenting for many people and showing off what you are capable off, that's very appealing for this students.

Item 15: Honestly How Do You Feel About Oral Presentation Projects?

Perceptions	Participants	Percentage
A-Interesting/Fun	22	25%
B-Good/Helpful	48	55,17%
C-Frightening	12	13,79%
D-Indifferent	05	5,74%

Table 17: Students' feelings towards Oral Presentation.

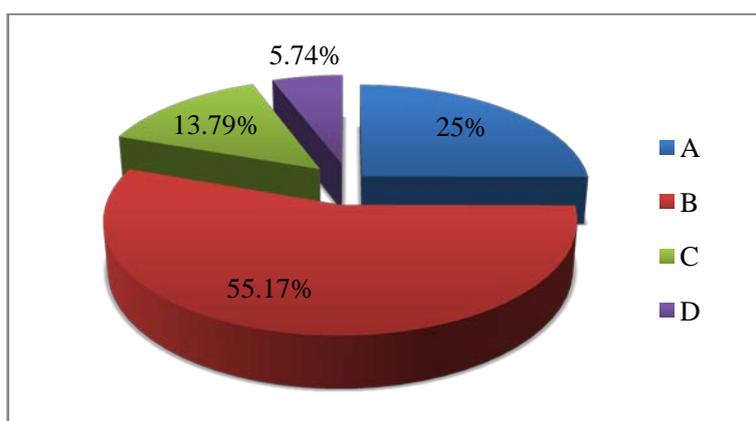


Figure 17: Students' feelings towards Oral Presentation.

In this item students were asked to give their opinions honestly and say ho do they feel about Oral expression, the literature says that a lot of EFL learners fear Oral presentations and don't prefer performing it. There was a lot of positive views towards oral

presentations, 22 (25%) students think that O.P are fun and enjoyable, other 48 (55, 17%) students said that O.P is a good activity for them. 12 (13, 79%) students answered as O.P being frightful for them, 05(5, 74%) students reported as indifferent to the whole activity. This data implies that Students changing attitudes towards O.P should be taken advantage off as soon as possible in order to get the best of this great teaching activity.

Item 16: During Your Oral Presentation Project, How Do You Feel?

Feelings	Participants	Percentage
A-Anxious	35	40,22%
B-Comfortable	52	59,77%

Table 18: Students’ Feelings during Oral Presentations.

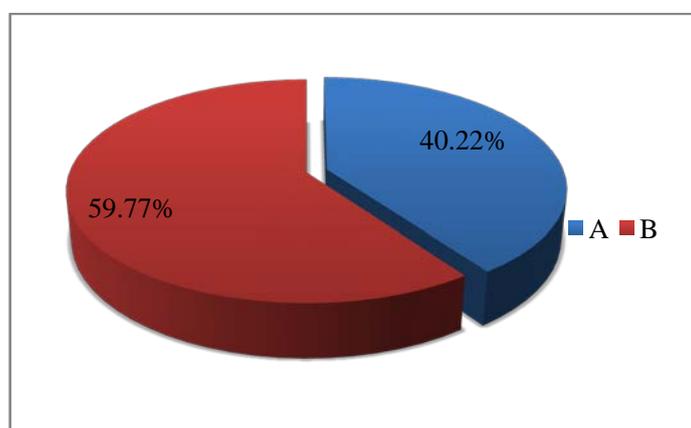


Figure18: Students’ Feelings during Oral Presentations.

In this item students were asked to describe how they feel during their oral presentations, 52 (59, 77%) students reported as being comfortable and some how relaxed while presenting their oral works. 35(40, 22%) students have reported that they feel quit anxious doing their oral presentation in the classroom. It is undeniable that O.P are considered as an anxiety provoking activity, but with nowadays advancement in particularly every aspect of teaching EFL , oral presentations can be adopted to the students levels and each class’ specificity to lower any chances of creating anxiety filled atmosphere .

Item 16.A: why?

Choices	Students' justifications	Participants
A-Why anxious	*I always wish to be better. *I think about a lot of things, how I look, how I sound, how I act... *I fear making mistakes. *I'm naturally a shy person.	35
B-Why confident	*Because I prepare a lot, and preparation helps me. *I'm a student, so making mistakes doesn't bother me. *I have confidence in my self and I believe in my abilities.	52

Table 19: students' justifications for being either anxious or confident in O.P.

In this item students were asked also to clarify why they feel anxious or confident when presenting. The answers provided by the 35 students who answered as feeling anxious while presenting, ranged from personal issues to others related to classmates and teachers. Many have answered as their feeling of anxiety is derived from their self fulfilment need, they are always seeking for perfection; so making mistakes or looking foolish in front of others is not an option for them. Other students insisted on the fact that they are just shy persons and really don't know how to deal with that. As for the other 52 confident students, their answers ranged from their high self esteem and belief to being well prepared ahead of the work presentation.

Item 17: Would You Participate In The Oral Presentation Projects In Your Class?

Choices	Numbers	Percentage
A-On Your Own	33	37,93%
B-Unless The Teacher Asks	54	62,06%

Table 20: The Motive behind Participating in the Oral Presentations.

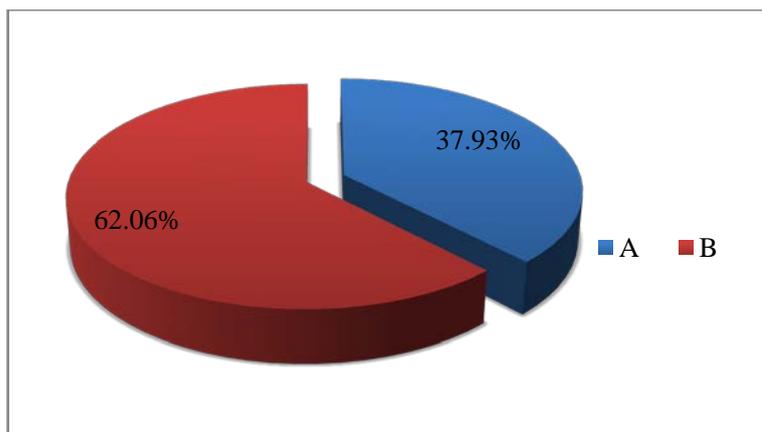


Figure19: The Motive behind Participating in the Oral Presentations.

In this item students were asked to tell answer who takes the initiatives in proposing doing O.P in class, 54 (62, 06%) students said that never take the initiative and it’s always the teachers who ask them to prepare O.P to be presented. 33 (37, 93%) students reported that they are in many cases the one’s who ask their teachers to do some O.P in the oral expression courses. As it is noticed, students still relay heavily on the teachers’ calls, but it is good to see that some students are stepping up and taking the responsibility for their own learning.

Item 18: In Oral Presentation Projects, You Would Like To:

Choices	Number	Percentage
A-Be Controlled	10	11,49%
B-Be Guided	22	25%
C-Be Free	53	60,91%
D-Avoid the Whole thing	02	2,29%

Table 21: Students’ Preferences of How to Do Oral Presentations.

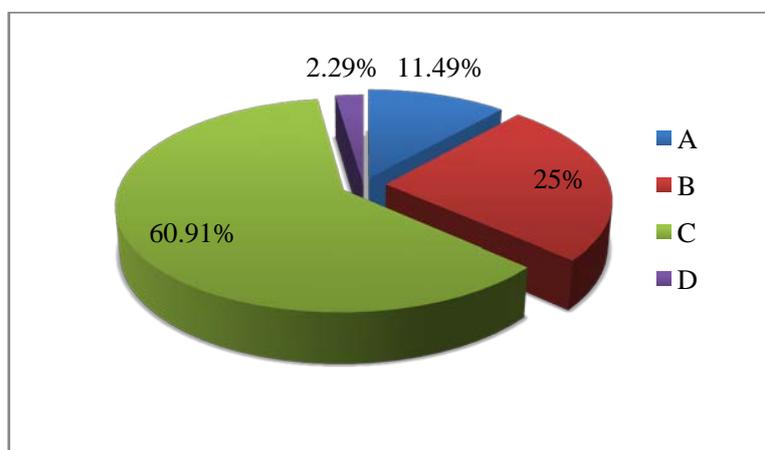


Figure 20: Students' Preferences of How to Do Oral Presentations.

In this item students were asked to state what they prefer when asked to do some O.P in class, 53(60, 91%) students, more than half of our population, as expected said that they prefer to be left free and 22 (25%) students said they like to be guided when doing their works. 10 (11, 49%) other students reported that they like to be controlled in preparing for the O.P, 02 remaining students said that they wish to avoid the whole thing. Most students' preferences involved being given some kind of freedom in doing their works.

Item 18.A: Why?

Choices	Explanations	Participants
A-Be Controlled	*there is so many things to do, if we are controlled it'll give us the chance to focus more on one thing. *It helps me avoid doing wrong things or mistakes.	10
B-Be Guided	*Teacher's guidance gives us confidence. *I can stay on track, but if I'm free, I feel lost.	20
C-Be Free	*I can do what I like. *I can express my self more.	43
D-Avoid the Whole thing	No answer	02

Table 22: Students' justification for their O.P preferences.

In this item students where asked to clarify their choices. The 10(11,49%) students who wanted to be controlled when doing oral presentations explained their choice by saying that when preparing for the work presentations there are a lot of things to consider at once, so with the teachers control students can focus on one thing and avoid doing the wrong things.20(90,90%) students of the 22(25%) who answered as liking to be guided said that teachers guidance gives them confidence, it keeps them on track otherwise they'll just feel lost if left free. 43 (81,13%) students of the 53(60,91%) students who answered yes to being left free to do their presentations, said that being free gives them more room to express them selves and do more of what they like to do.

Item 19: How Do You Feel About the Idea of "Practicing More Oral Presentations in Different Modules and Courses", Would It Be:

Perceptions	Number	Percentage
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A-Very good	22	25%
B-Good/Helpful	46	52%
C-Bad/Unfavourable	08	9,19%
D-I don't Know	11	12,64%

Table 23: Students' Perception about the Idea of Practicing More Oral Presentation in Different Modules and Courses.

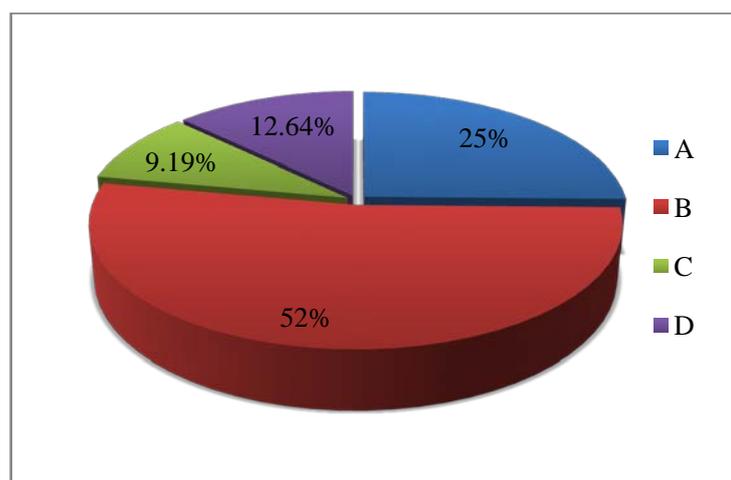


Figure 21: Students' Perception about the Idea of Practicing More Oral Presentation in Different Modules and Courses.

In this item students were asked to give their views on practicing the O.Ps more in other EFL courses at our department, 22 (25%) students said that this idea would be very good indeed, 46(52%) more students think that doing this would be good and helpful for them. 08 (9, 19%) students think of this as bad and unfavourable for them. 11(12, 64%) other students said that they are not sure and they don't know how this idea may turn out to be. The positive attitude that most students showed towards using oral presentations more in our department, is something encouraging and it should be taken in consideration if we to try and help our students practice speaking the target language more

Item 20: What Do You Think About the Role of Oral Presentations in Reducing Your Speaking Anxiety?

Perceptions	Participants	Percentage
A-Very helpful	39	44,82%
B-Helpful	43	49,42%
C-Not helpful	05	5,74%

Table 24: Students' Perception on the Role of Oral Presentations in Reducing Speaking Anxiety.

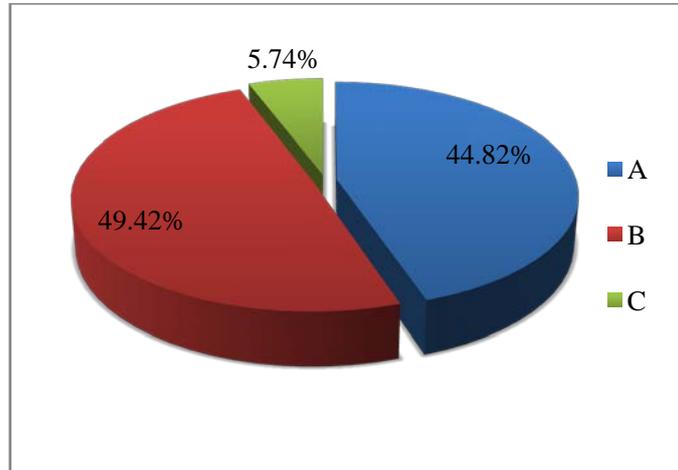


Figure 22: Students' Perception on the Role of Oral Presentations in Reducing Speaking Anxiety.

In this item students were asked what they think about O.P in helping to reduce their speech anxiety, remarkably 43 (49, 42%) students think that O.P is helpful in reducing their speaking anxiety, and other 39 (44, 82%) students actually think that it is very helpful to them. 05 (5, 74%) students reported that they don't think that O.P is helpful in reducing their speech anxiety. This positive attitude expressed by different students gives a lot of room to students and teachers and even researchers to work on integrating the O.P activity in every EFL course to help provide so much more speaking opportunities for the learners.

Conclusion

From the analysis of the data provided by the students' questionnaires, the researcher has come to these conclusions:

This research population was relatively young but that didn't stop them from showing an impressive amount of self awareness and awareness of what's going around them. Most of our population stated that their level in English language and speaking in particular ranges from well and average to below the average , which denotes that there still work need to be done in terms of getting this students to a higher well performing level. From the analyzed items the researcher found out that teachers are still considered as the main pillar of the class and students aren't just yet taking some control over their learning, at the end it's what modern teaching is all about. As for the speech anxiety in class, most students stated that they had suffered from it one time or another, and many are still having it. as for the oral expression projects , students really showed some positive opinions about it , which honestly was a pleasant shock for the researcher because what the literature provided on the oral presentations was many disadvantages , these students said that despite the fact that they get worried and stressed while doing presentations, they still enjoy it and think it is a good speaking practice and activity and they were really welcoming to the idea of utilizing oral presentations in many other TEFL courses at our English department and not only confine it to oral expression courses .

Teachers' Interviews Analysis

1-Design and Description of the Teachers' Interviews

The Teachers' interviews were administered to 06 Oral expression teachers at the Department of English Language of Mohamed Khaider University -Biskra. The researcher's primary intentions were to conduct these interviews orally; but some constrains kept this procedure from happening such as the lack of time allocated to the conduction of this procedures properly from both the researcher's and teachers' part and the absence of some materials and steps to conduct a successful and good interviews. Finally the researcher has chosen to go with structured interviews containing 17 items divided into 03 sections. Each one represents different but a related area of the research. These sections are as follows:

1.1.Section One

Entitled as "background information" contains 03 questions, it mainly serves us the teachers' profiles.

1.2. Section Two

Entitled "Anxiety and Speaking in the language Classroom" contains 08 questions, the teachers here were asked to give their opinions concerning speaking skill and speech anxiety in class and how do they deal with it.

1.2.Section Three

Entitled "Using Oral Presentations" contains 06 questions, it mainly represent teachers 'opinions on using Oral Presentations in class and how they feel about it and how their students react to it.

2- Data Analysis for teachers' Interviews

Section One: "Background Information"

Item 01: Teachers' Gender Distribution

Gender	Participants	Percentage
Male	01	16,66%
Female	05	83,33%

Table 25: Teachers' Gender Distribution

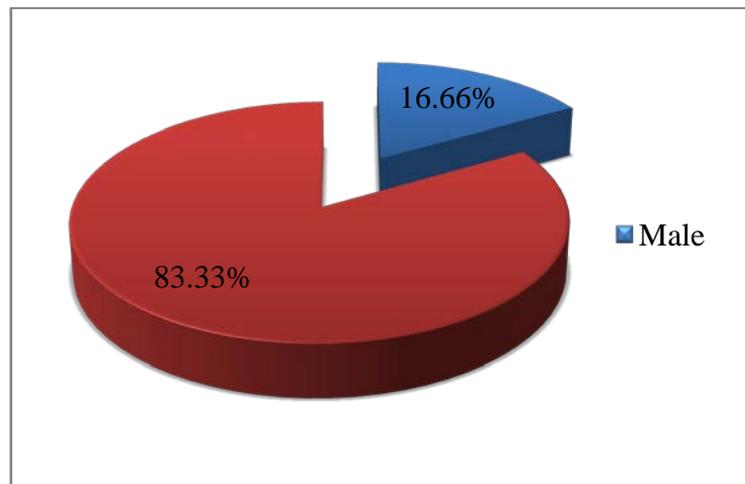


Figure 23: Teachers' Gender Distribution

This item data reveals that our interviewed Teachers were 06, 01 (16, 66%) male and 05 (83, 33%) females. This surely demonstrates the over population of ladies in teaching or even studying foreign languages.

Item 02: Teachers' held Degrees

Degree Held	Participants	Percentage
BA(Licensee)	01	16,66%
MA(Masters/Magister)	05	83,33%
PHD(Doctorate)	00	00%

Table 26: Teachers' held Degrees.

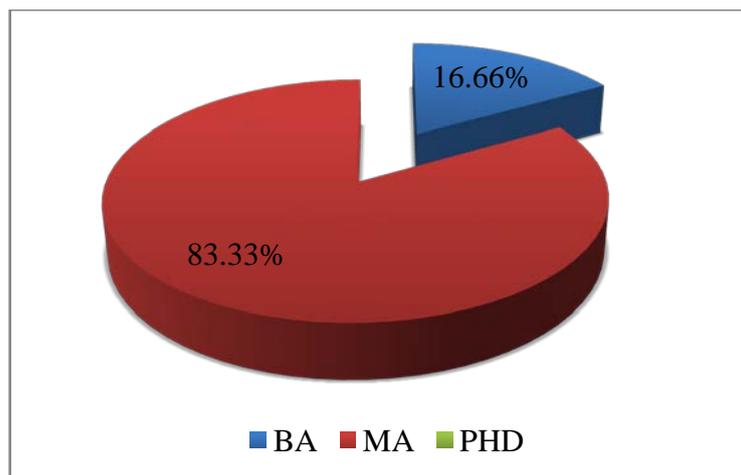


Figure 24: Teachers' held Degrees.

This item reveals that of our 06 interviewed teachers, 05 (83, 33%) are holding an MA degree and only 01 (16, 66%) teacher is holding BA degree. This means that an MA degree is really of a great importance in teaching classes in Higher Education settings.

Item 03: Teachers' Years of expertise in teaching Oral Expression

Years	Participants	Percentage
01-05	03	50%
06-10	03	50%

Table 27: Teachers' Years of Expertise in Teaching Oral Expression.

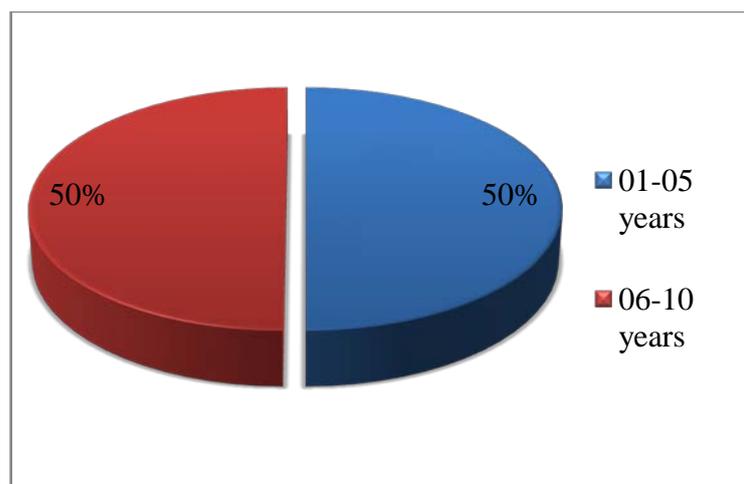


Figure 25: Teachers' Years of Expertise in Teaching Oral Expression.

In this item teachers were asked to state their years of expertise in teaching oral expression courses. 03 (50%) teachers stated that their teaching expertise ranges from 01 to

05 years; 03 (50%) more teachers said it ranges from 06 to 10 years. Our sample of teachers is equally new and experienced teachers in teaching oral expression module

Section Two: "Anxiety and Speaking in the Language Classroom"

Item 04: Teachers' Rating of the Speaking Skill Importance.

Scale	01	02	03	04	05	06	07	08	09	10
Participants	-	-	-	-	-	-	01	01	-	04
Percentage%	0	0	0	0	0	0	16,66	16,66	0	66,66

Table 28: Teachers' Rating of the Speaking Skill Importance.

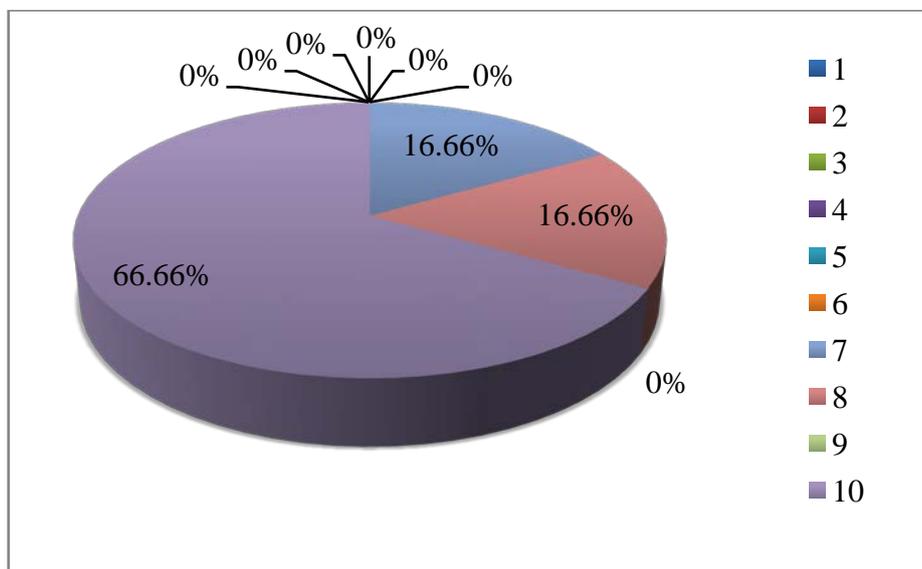


Figure 26: Teachers' Rating of the Speaking Skill Importance.

In this item; teachers were asked to rate the importance of the speaking skill in the EFL classroom according to their believes 04 teachers rated it as a 10 scale, which means that they think it is an extremely important skill to master, and 02 (16, 66%; 16, 66%) other teachers rated it at an 08 and a 07 scale thinking it is important in the EFL classroom. No matter how the teachers rated the speaking skill, it is clearly considered as an important skill to work on with students in the classroom.

Item 05: Teachers' Perception on Whether Anxiety Facilitates or Inhibits the Learning Process.

Choices	Participants	Percentage
A-Facilitates	00	00%
B-Inhibits	06	100%

Table 29: Teachers' Perception on Whether Anxiety Facilitates or Inhibits the Learning Process.

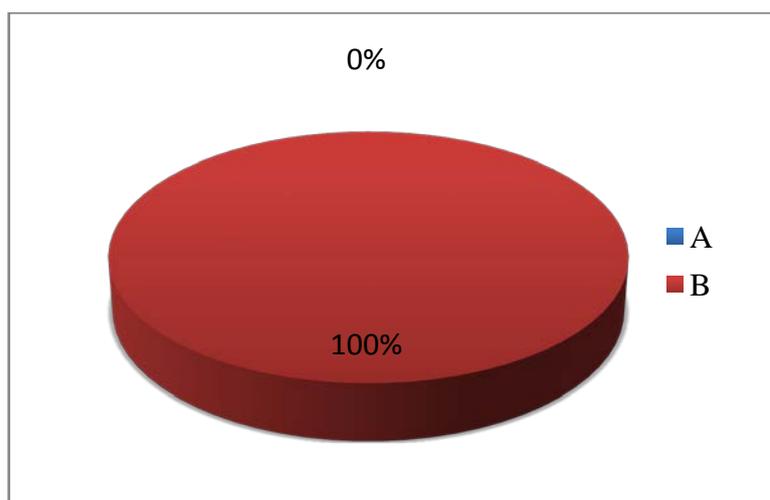


Figure 27: Teachers' Perception on Whether Anxiety Facilitates or Inhibits the Learning Process.

In this item teachers were asked about what they think of the learning anxiety in general, is it an inhibiting or a facilitating factor in learning a language. All 06 (100%) teachers agreed that the anxiety inhibits students learning in many cases.

Item 06: Do you try to establish a Relaxed Atmosphere in the Class?

Frequency	Participants	Percentage
A-Always	06	100%
B-Sometimes	00	00
C-Rarely	00	00
D-Never	00	00

Table 30: Teachers' Frequency of Establishing a Relaxed Atmosphere in Class.

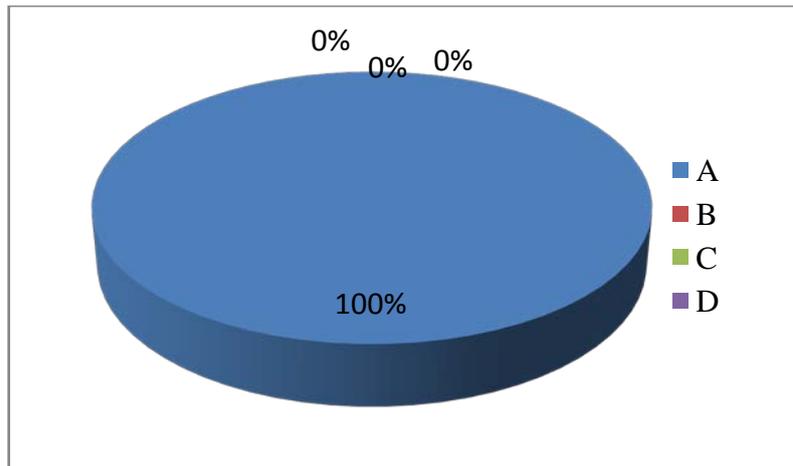


Figure 28: Teachers’ Frequency of Establishing a Relaxed Atmosphere in Class.

In this item, teachers were asked to tell us if they are trying to establish a relaxing atmosphere for their students in class or not. All 06 (100%) teachers stated that they are always doing their best and trying to create and establish a relaxing atmosphere for their student so that the courses run smooth and the learners get the best of it.

Item 07: Teachers’ Perception on What May Hinder the Presence of the Effective Speaking In Class.

Factors	Number	Percentage
A-Interaction	03	50%
B-Motivation	06	100%
C-Self esteem	03	50%

Table 31: Teachers’ Perception on What Effects Speaking In Class.

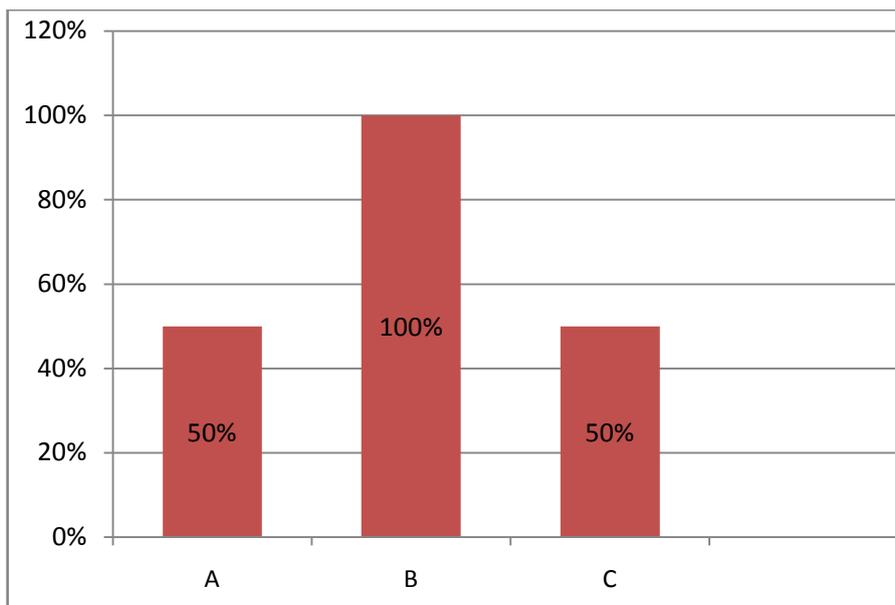


Figure 29: Teachers' Perception on What Effects Speaking In Class.

In this item, teachers were asked to give us their opinion on what may hinder the presence of effective speaking in the class. Of our 06 teachers, 03 (50%) teachers said they think that interaction is what is controlling the amount and the quality of speaking in class. All 06 (100%) teachers agreed that motivation plays a bigger role in controlling all aspects of speaking in class. 03 (50%) teachers stated that self esteem is also an important factor that may hinder the speaking skill learning or even teaching in class.

Item 08: Teachers' Main Focus When Teaching the Speaking Skill.

Choices	Participants	Percentage
A-Learners affective and attitudinal factors	00	00%
B- The appropriate and the effective teaching methodologies	00	00%
C-The necessary materials	00	00%
D-All of the above	06	100%

Table 32: Teachers' Main Focus When Teaching the Speaking Skill.

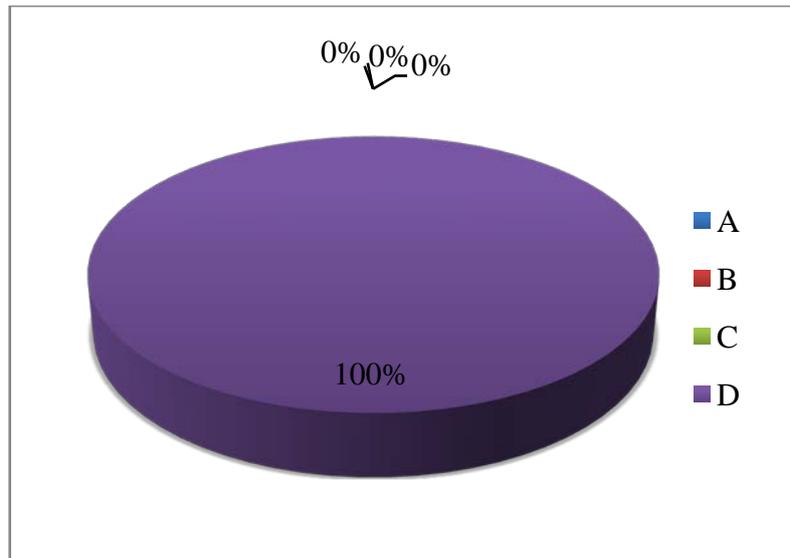


Figure 30: Teachers' Main Focus When Teaching the Speaking Skill.

In this item, teachers were asked to state their main focus when teaching the speaking skill, is it students' attitude, the material needed, or the important methodologies to teach. All 06 (100%) teachers stated that they are focusing on all the above mentioned aspects. this shows that teacher are well aware that all this aspects are integrated in the teaching process and the focus can't only be on one and dismiss the others.

Item 09: Teachers' Perception on What Is Causing Students' Failure to Speak In Class.

Factors	Number	Percentage
A-Speaking is a difficult task	01	16,66%
B-Students' feeling of low self-esteem	04	66,66%
C-student's feeling of anxiety	04	66,66%
D-Lack of interest	02	33,33%

Table 33: Teachers' Perception on What Is Causing Students to Fail to Speak In Class.

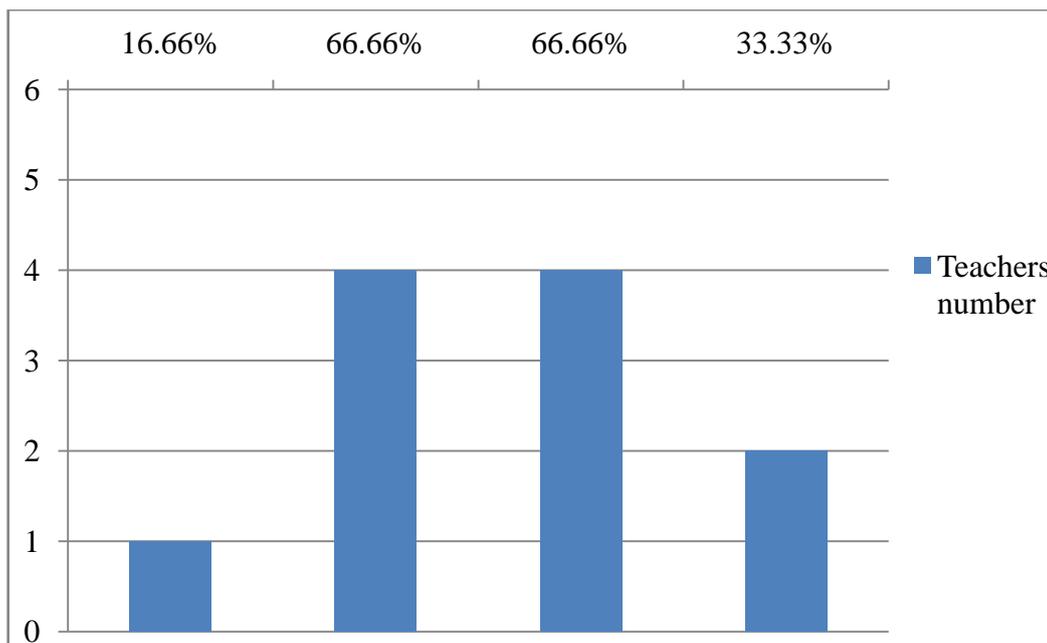


Figure31: Teachers' Perception on What Is Causing Students to Fail to Speak In Class.

In this item, teachers were asked about their perception on what is causing EFL learners to fail in speaking the target language. 01 teacher (16, 66%) said that he thinks that Speaking is a difficult task to start with and it has a part in making the students fear to speak the language. 04 (66,66%) teachers on the other hand said that students' low self esteem is what is causing them this failure. again 04 (66,66%) teachers agreed on the fact that if the learner is feeling anxious, he is unlikely to learn as fast as his more relaxed confident peers .02 (33,33%) teachers press that the lack of interest from the learners' part may hinder their target language learning and speaking.

Item 10: Main Problems Faced by Students within the Oral Expression Courses

Problems	Number	Percentage
A- Inhibition because of shyness, anxiety and stress	06	100%
B- Nothing to say about the chosen topic/lack of interest	02	33,33%
C- reluctant / laziness in participating	05	83,33%
D- Mother tongue interference	05	83,33%
E- Other problems you personally noticed	00	00%

Table 34: Main Problems Faced by Students Within the Oral Expression Courses.

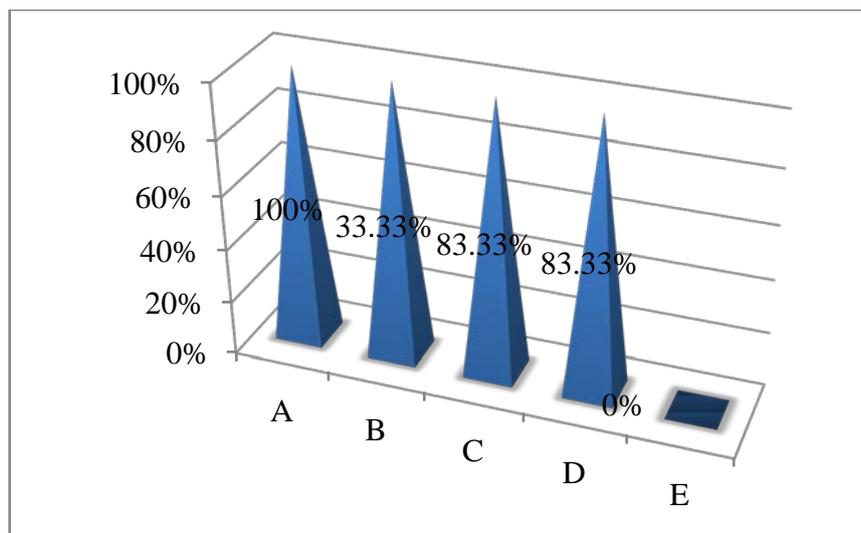


Figure 32: Main Problems Faced by Students Within the Oral Expression Courses.

In this item, teachers were asked to state the main problems their students face during the oral expression courses. All 06 (100%) teachers said that their students have an inhibition because of shyness, anxiety and stress during the courses. 02 (16, 66%) teachers said that they have taken notice of a certain problem which is the lack of interest or having nothing to say in that chosen topic. 05 teachers said that they are suffering from a major problem which is the reluctance and the laziness in participating from the students' part. 05 teachers also listed the mother tongue interference as a big problem faced across the Oral Expression courses. No teacher added any problems, since most of the problems faced in the EFL oral classes range in the scope that the researcher pointed out.

Item 11: Teachers' Main Speaking Activities Used in the Oral Expression Courses.

Activities	Participants	Percentage
A-Oral Presentations	03	50%
B-Topic Discussions	05	83,33%
C-Role plays	06	100%
D-Telling Stories	03	50%

Table 35: Teachers' Main Speaking Activities Used in the Oral Expression Courses.

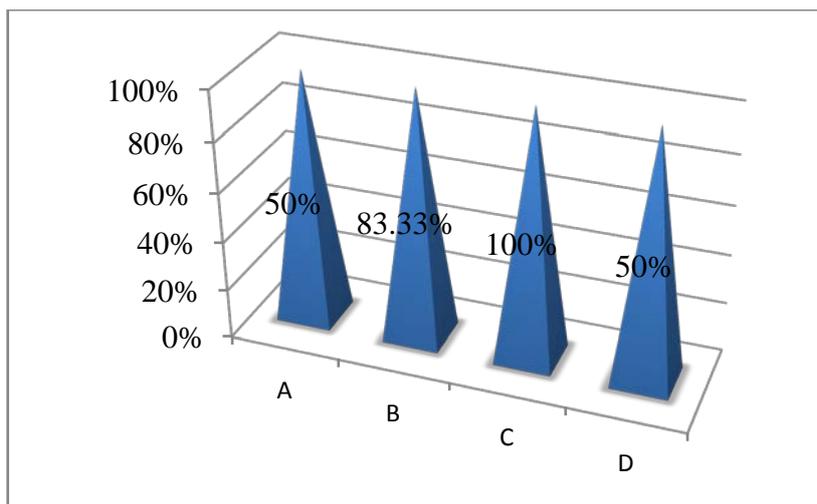


Figure33: Teachers' Main Speaking Activities Used in the Oral Expression Courses.

In this item teachers were asked to point out the main speaking activities they utilize in their courses. Role plays seems to be the most used activity in the oral expression courses at our department, all 06 (100%) teachers said they use it every time. 03 (50%) teachers said they use Oral Presentations and other 03 (50%) teachers said they prefer to use telling stories from time to time. Another popular speaking activity is Topic discussion, 05 (83,33%) teachers said they like to use this activity. All in all, it is good to see that teachers are varying their teaching activities so that their students won't get bored.

Section Three: "Oral Presentations"

Item 12: Teachers' Opinions Concerning Using Oral Presentations in Class.

Perceptions	Participants	Percentage
A- Good/Helpful	05	83,33%
B- Not god/Not helpful	01	16,66%

Table 36: Teachers' Opinions Concerning Using Oral Presentations in Class.

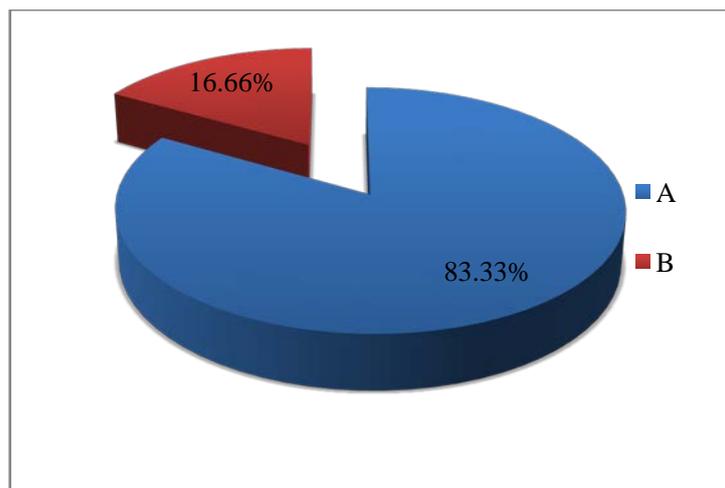


Figure 34: Teachers’ Opinions Concerning Using Oral Presentations in Class.

In this item, the researcher wanted to know how teachers honestly feel about Oral Presentations. A majority of 05 teachers said they think of it as a good activity and a helpful one too. 01 teacher said that oral presentations aren’t really that helpful to him/her.

Item 13: Do you use Oral Presentations in your courses?

Choices	Participants	Percentage
A-Yes	02	33,33%
B-No	04	66,66%

Table 37: Teachers’ Responses to Whether They Use Oral Presentations Or Not.

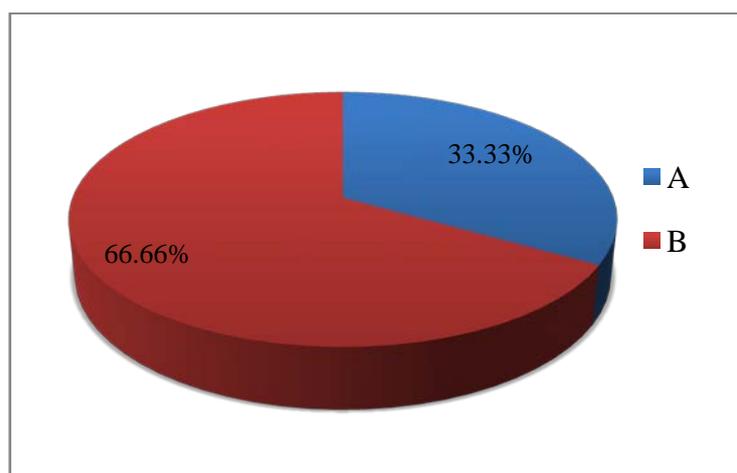


Figure 35: Teachers’ Responses to Whether They Use Oral Presentations Or Not.

In this item, teachers were asked if they use this technique as a part of the teaching methodology in their courses .02(33, 33%) teachers said “yes” to using oral presentations

in their courses.04 (66, 66%) teachers said “no” to using it. From the analysis of this item, one can tell that oral presentation is an underrated activity and speaking practice, it is not given that much important within the department’s teaching curriculums , may be because in many cases a time consuming activity , but as mentioned before, oral presentations can be modified according to each teacher’s methods and each class’s situation .

Item 14: Usually, How Do Your Students React To It?

Students’ Stated Reactions	Participants	Percentage
A-They show their interest and motivation through their work efforts	04	66,66%
B-They feel afraid and anxious at many times	01	16,66%
C- It depends on the topic and allowed time	01	16,66%

Table 38: Students’ usual Reactions towards Oral Presentations.

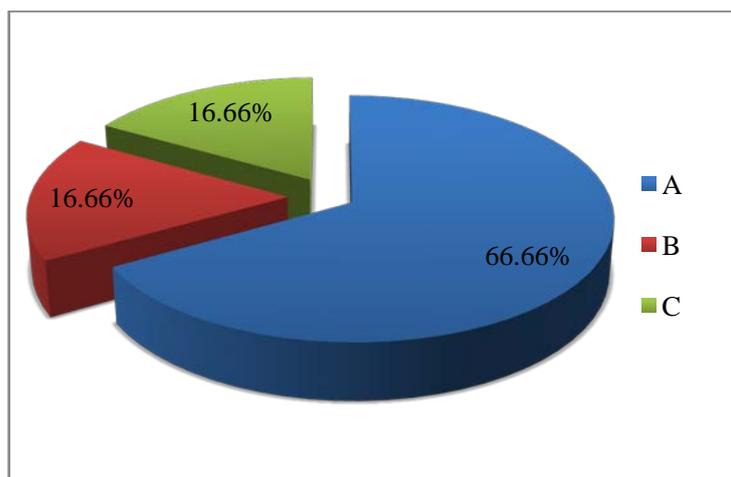


Figure36: Students’ usual Reactions towards Oral Presentations.

In this item, teachers were asked to clarify how they think students feel about oral presentations .01 (16, 66%) teacher said that in many cases students feel anxious and worried about presenting their works.04 (66, 66%) other teachers said that they noticed their students feel motivated and interested in their works and presentations and that it all shows in the effort they made into the preparation of their works.01(16,16%) teacher said that the students feelings change according to the presented topic and the allowed time for preparation.

Item 15: What Are the Positives You Notice in Class When Using Oral Presentations, Would You State Some?

The Noticed positives	Participants	Percentage
A-Showing interest and motivation .and After many presentations, students tend to not feel as much pressured as in their first time and with every presentation they actually let go and enjoy.	01	16,66%
B-Giving their personal touch and taking responsibility for their learning.	02	33,33%
C-Taking this learning experience to the ultimate by trying to work out and better all the deficiency in their language use or even presentation.	02	33,33%
D-No answer.	01	16,66%

Table 39: Positives Noticed by Teachers When Using Oral Presentations.

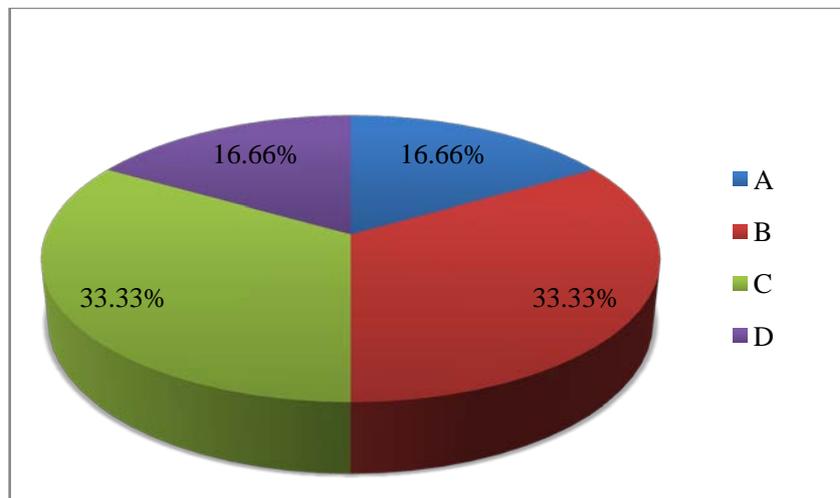


Figure 37: Positives Noticed by Teachers When Using Oral Presentations.

In this item, teachers were asked to state some positives they have witnessed in class when using oral presentations. 01 (16, 16%) teachers stated that one positive he noticed was that the students in many times showed a lot of interest and motivation when doing presentations in class and many of them after presenting for several times tend to let go and enjoy them selves with no pressure or anxiety .02(33,33%) teachers stated that students were giving their personal touch and taking responsibility for their own learning.02(33,33%) other teachers stated that they noticed that students take the learning opportunity to the ultimate by trying to better their performances . 01(16,16%) teacher had nothing to say since he/she doesn't work with presentations in class.

Item 16: How Would You Describe the Relation Between Oral Presentations and Reducing Anxiety in EFL Classes?

Description of the Relation between S.A and O.P	Participants	Percentage
A-Oral presentations raise the Speech Anxiety levels	02	33,33%
B-Oral Presentations help in reducing the speech Anxiety levels	04	66,66%

Table 40: Teachers’ Description of the Relation between Oral Presentations and Speech Anxiety reduction.

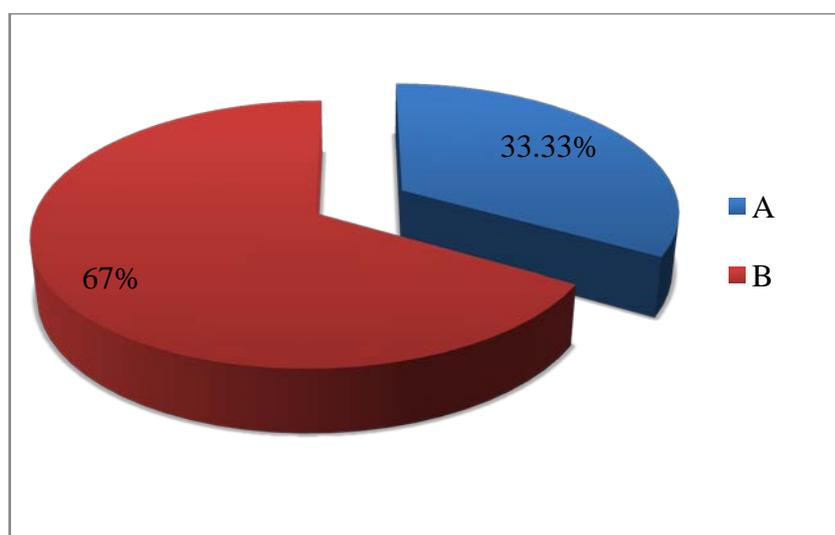


Figure 38: Teachers’ Description of the Relation between Oral Presentations and Speech Anxiety reduction.

In this item, teachers were asked to give an opinion on the relation between oral presentations and speech anxiety reduction. 02(33, 33%) teachers stated that they think that oral presentations with the rate of usage in our department aren’t serving as much help as needed and it is not helping in reducing learners speech anxiety. 04(66, 66%) other teachers stated that they deeply believe that oral presentations if properly guided, prepared and fostered could help in reducing learners speaking anxiety and worry because it serves as a great practice and a good speaking activity. Every one knows that practice makes perfect, and when it comes to oral presentation, it serves the students that and more. Normally students are anxious of speaking and presenting in front of their peers or teachers because of number of factors such as, low self esteem and fear of negative evaluation. Once students get used to talking and presenting their works, they’ll be more relaxed in

their own skin, and they can see that no one is perfect and all who's in class is here to learn.

Item 17: How Do You Feel About the Idea of “Using Oral Presentation Projects More and as a Part of All the TEFL Modules and Courses at Our Department”, So All the Teachers Help in Developing Students ‘Speaking Ability and Not Just the Oral Expression Teachers?

Teachers ‘Opinions on “Using Oral Presentation Projects More and as a Part of All the TEFL Modules and Courses at Our Department”	Participants	Percentage
A-I strongly agree with the beneficiary aspects of this idea	04	66,66%
B-it is quit interesting idea if it will be applied appropriately	01	16,66%
C-I really don’t think it’s going to work	01	16,66%

Table 41: Teachers ‘Opinions on Using Oral Presentation Projects More and as a Part of All the TEFL Modules and Courses at Our Department.

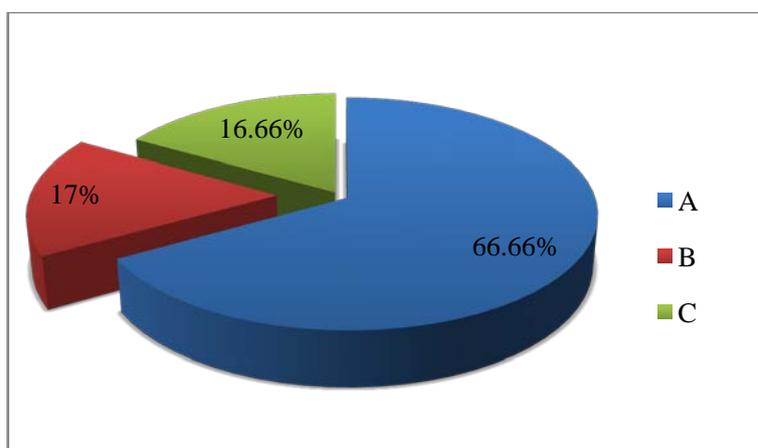


Figure 39: Teachers ‘Opinions on Using Oral Presentation Projects More and as a Part of All the TEFL Modules and Courses at Our Department.

In this item, teachers were asked to give us their opinions concerning the idea of using oral presentations as much as possible and in many courses at our English department. 04 (66, 66%) teachers said that they strongly believes in the beneficiary aspects of this idea. 01(16,66%) other teacher said that he/she can see the good and the interesting aspects of this idea if it is applied appropriately. 01 (16,66%) teacher said that he/she honestly doesn't think that this idea is going to work in our department because of a lot of hurdles.

The teachers' positive remarks give extra encouragement and assure that any changing ideas about oral presentations will be welcomed and accepted in the future.

Conclusion:

According to the analysis of the different items in teachers' interview, the researcher comes to draw up the following conclusions:

Most oral expression teachers at our department of English have different educational backgrounds ranging from BA degree to MA major and have different oral expression teaching experiences ranging from one year to ten years, this lead the researcher to gather different opinions, perspectives and responses towards the different questions within the interview. First, all of the teachers who participated in our interview had rated the importance of the speaking skill a 10 degree; this really shows that most teachers are aware of the responsibility lying on their shoulders about creating orally competent TEFL learners. Along the data analysis the researcher found out that teachers admitted they are facing all kind of problems with their students when it comes to getting them speak in class, from fear of making mistakes to shyness and speech anxiety, reluctance and many other problems, and they stated that they are doing the best they can to help make a relaxed atmosphere for their students' sake. Most activities used by teachers are varied but mostly the one's that make the students talk like role plays and topic discussion, though oral presentations are not given that much importance that it deserves. The researcher had noticed that most teachers have a positive attitude towards oral presentations and they think it is a great technique and activity that helps students practice speaking , and they agree on the benefits of using this activity more and more and in different TEFL courses at our department.

General Conclusion

This study seeks to demonstrate that learning a foreign language is not a matter of developing linguistic competence, but it requires developing the ability of communicating in the target language in different contexts. Enhancing EFL learners' speaking skill is not an easy task, and it is in most cases connected to problems that face the learners at every level, and no one can deny that. And helping the learners overcome some of these problems such as speech anxiety requires a lot of hard work, planning, searching and fostering from the teachers' side and a lot experiencing and regular practice from the students' part, to learn how to produce the language accurately and fluently.

The present dissertation has shed some light on the significance of oral presentation projects in the EFL context and in ameliorating 2nd year TEFL learners' performance level and helping them in getting over their speech anxiety. An oral presentation is seen to be exemplifying the communicative language teaching's main tenants. Overall, the purpose of teaching oral presentation is for communicative purposes as to empower students to investigate, articulate, and directly share their ideas with their teachers and peers.

From the analysis of the findings the researcher noticed all the positive views that the research population showed concerning the use of oral presentations, which opens more doors for future implementations. Also, the amount of self awareness and need for change expressed by the students was outstanding, and the data analysis showed also that most of our 2nd year TEFL learners are suffering from speech anxiety; the only difference is in its rates. The teachers' interviews analysis revealed that most of our teachers are trying their best to help the students master the speaking skill, by varying the teaching methods and activities as well as establishing a relaxed class.

However, like all other studies, the current study is not certainly without any limitations. One of the limitations is that the results of this study have been applicable only to the sample of population in this study; it cannot be generalized to all the EFL learners at the university at all levels. Another limitation, is that this study could be conducted as an experimental research, and this was left to be approached in further future studies.

Suggestions and Recommendations

Based on the main findings of this research and after concluding, the researcher suggests the following recommendations to help improve learners' oral production and reduce speech anxiety in 2nd year TEFL students of Muhammad Khaider University-Biskra.

- * Creating a nice environment is as important as the contents being taught in the class. The teacher is mainly responsible of the class's atmosphere; however, students' attitudes are important as well. It is noted that the learning becomes easier within a relaxed enjoyable class atmosphere.
- * Taking in consideration that not all the students of the same level (2nd year) have the same strengths and personalities and attitude, they differ and this should be taken in consideration more often.
- * Helping students realize that language learning requires a lot of time, efforts, and much practice from their part.
- * Utilizing many task-based activities is important because students feel comfortable not being exposed individually but as a group, and speak more than in topic-based activities.
- * Utilizing activities that have an appealing content, attractive presentation, interesting to students, new, enjoyable and that include a new updated vocabulary.
- * Focusing at least on two areas of the language, such as reading and speaking, or writing and speaking and integrate together.
- * It is advisable to incorporate oral presentation projects as a part of some TEFL courses at the English Department, it will help empower many students and motivate them in the courses they think are boring or have a never changing teaching methods.

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Appendix one: Students' Questionnaire

Questionnaire

“Dear fellow students, thank you so much for your contribution, your answers will be of great help to my work. Be sure that this questionnaire is anonymous and confidential.”

I'm conducting a questionnaire that aims at consulting learners' views on using Oral Presentation Projects in the **TEFL** (Teaching English as Foreign language) courses at the English language Department of Mohamed Khaider University. And the amount of speaking is actually done within this courses and how students feel about the overall experience of having to develop their speaking skill in the Target language.

Section one: “background information”

1- Age:

2- Gender: Male Female

3- How is your level in the English language?

a- good

b- Average

c- less than average

d- I don't know

4- How do you describe your self?

a-Talkative learner b- shy learner

Section two: “Speaking the target language”

5-Do you agree that in order to learn the language you have to speak it?

a- Strongly agree b -Agree c- Disagree d- Strongly disagree

6-Who does most of the talking in the classroom?

a-The Teacher b- the students

7- Do you take advantage of every chance you are given to talk?

a- Yes b- No

-If No; is it because:

a-You are not talkative b. The topic is not interesting

c. The teacher does not motivate you d. You fear to make mistakes

8- How often do you speak in English with your classmates inside and outside the classroom?

a. Always b. Sometimes c. Never

9-How do you describe your speaking ability?

a. Very well b. Well c. Not so well d. Bad

Section two: "Feeling anxious in Class"

10- Do you feel quite sure of yourself when you are speaking in classroom?

a- Very often b. Sometimes c. Rarely d. Never

11- How often do you thinking that other students are better speakers than you?

a- Very often b. Sometimes c. Rarely d. Never

12- Do you stress out when you have to speak without preparation or practice in class?

a-Very often b. Sometimes c. Rarely d. Never

13-Do worry about speaking English in front of your teachers and classmates?

a-Very often b. Sometimes c. Rarely d. Never

Section three: "Oral presentation projects"

14- What Are the Main Activities Used By Your Teacher To Present His Oral Expression Course?

- a- Oral presentations
- b- Topic Discussion
- c- Role Plays
- d- Telling Stories

Which activity you prefer and why?.....

.....

..... **15-** Honestly how do you feel about Oral presentation projects?

- a- Interesting / Fun
- b-Good/Helpful
- c-Frightening
- d-I'm indifferent

16-During your oral presentation project, how do you feel?

- a- Anxious/Worried
- b- Comfortable/Confident

-If anxious and worried why?

.....

.....

.....

-If comfortable and confident; what helps you feel that way?

.....

.....

.....

17-Would you participate in the Oral presentation projects in your class?

- a- One your own
- b-unless the teacher asks you too

18- In oral presentation projects, you would like to:

a- Be Controlled Be guided be free avoid the whole thing

Why:

.....

.....

19- How do you feel about the idea of “practicing more oral presentation projects in different modules and courses”, would it be:

a- Very good b- Good/Helpful c- Bad/unfavourable d –I don’t know

20- What Do You Think About the Role of Oral Presentations in Reducing Your Speaking Anxiety?

a-Very helpful b-helpful c- Not helpful

Thank You for Your Participation.

Appendix Two: Teachers' Written Interview

Teacher's Interview

“Thank you for accepting to participate in this written interview, the researcher is trying to collect as much opinions as possible concerning the teaching of the speaking skill, dealing with speech anxiety and utilising the Oral Presentations in the 2nd year students' classrooms.”

Section one “Background information:”

1-Gender: a- male b-female

2- Degree (s) held:

A- BA (Licensee)

B- MA (Master/ Magister)

C- PHD (Doctorate)

3- How many years have you been teaching Oral Expression?

Section two “Anxiety and speaking in the language classroom:”

4- From a scale of 1 to 10, how do you rate the importance of language speaking or communicating in class?

.....

5- Do you think that anxiety facilitates or inhibits the learning process?

a-Facilitates b-Inhibits

6- Do you try to establish a relaxed atmosphere in the class?

a- Yes b-Sometimes rarely never

7-Do you believe that effective speaking is unlikely to take place in the absence of:

- A-Interaction
- B-Motivation
- C- High levels of student 'self –esteem

8-When you are/were teaching the speaking skill, do/did you focus more on:

- A-Learners affective and attitudinal factors
- B- The appropriate and the effective teaching methodologies
- C-The necessary materials
- D-All of the above

9-Do you think that students' failure to speak in the classrooms" is because:

- A-Speaking is a difficult task
- B-Students' feeling of low self-esteem
- C-student's feeling of anxiety:
- D-Lack of interest
- E-all the above

10-What are the most faced speaking problems by students in the Oral Expression courses?

- A. Inhibition because of shyness, anxiety and stress
- B. Nothing to say about the chosen topic/lack of interest
- C. reluctant / laziness in participating
- D. Mother tongue use
- E. Other problems you personally noticed (please justify):
-

11-What are the speaking activities you focus on the most, to create a successful interactive oral sessions?

A-Dialogues

B-Debates and discussions

C- Project Presentations

D- Role-plays and simulations

E- Telling stories

Section Three: “Oral Presentations”

12-As a teacher, what do you think about “Oral presentation project” as a tool to getting students talk in the target language?

A-Good/Helpful

B-Not good/Not helpful

13-Do you use it in your courses? A-Yes b- No

14- Usually, how do your students react to it?

.....

15- What are the positives you notice in class when using Oral Presentations, would you state some.....

.....

16- How would you describe the relation between Oral Presentations and reducing anxiety in EFLClass?.....

.....

.....

17- How do you feel about the idea of “using oral presentation projects more and as a part of all the TEFL modules and courses at our department”, so all the teachers help in developing students ‘speaking ability and not just the oral expression teachers?

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

Thank You for Your Time