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Improving Students' Speaking Proficiency in EFL Classes through Oral Presentation Technique

A Case Study of Second Year LMD Students' at Mohamed Kheider University of Biskra

A dissertation submitted to the Department of Foreign Languages as partial fulfilment requirement for the Master Degree in English: Sciences of Language

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Dedication

This work is dedicated to:

*my mother **Saida**, my father **Ali** , my sweet sisters who helped me a lot with support and guidance **Samira, Leila , Nassrin and Imen**. My relative **Fatima**.*

*My brother in law **Fernando**, to my nieces and nephews.*

To my dear teachers and my friends who gave me their hands to help me. To every one who helped me without any exception.. Thanks a billion of times

for your support and encouragement

Thank you for all, who love me

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Abstract

The objective of this study is to find out the relationship between speaking proficiency and oral presentation technique to develop students' speaking abilities. This study aims to show that oral presentation is one of the effective techniques that is used to enhance students' speaking skill. The suggested hypothesis for this dissertation states that if students practice more the target language orally via oral presentation, the better they develop their communicative abilities. This research was conducted with 60 second year students of English at Biskra University to find the effectiveness of this pedagogical technique on students' oral performance. The used data collection tools are the questionnaire for students to find relevant information that reflect experiences and the classroom observation to see the students' attitudes, behaviours and performance. The data gathered were analyzed with the descriptive method to describe students' attitudes. The findings confirmed that oral presentation technique helps students to improve their speaking. So, they have to focus more on speaking by practicing the language orally in order to achieve their purposes. They should learn how to perform an effective oral presentation for their success.

Lists of abbreviations Acronyms

DVD: Digital Video Disk

EFL: English Foreign Language

EFL: English Foreign Language Learners

ESP: English for Specific Purposes

FL: Foreign language

TL: Target Language

VCD: Volunteer Defence Corps

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General

Introduction

General Introduction

Speaking proficiency is the main aim for English Foreign Language learners to achieve. It is a fundamental to human communication but one of the major problems in foreign-language teaching is the way how to prepare learners to be able to speak the language. For learners who learn a foreign language, it is very important to practice the language in real communicative situations in which they will learn how to express their own opinions and views in order to develop their oral performance.

One of the useful and widely used educational strategies to enhance speaking proficiency is oral presentation technique. It plays a great role in the process of teaching English as foreign language. In fact, the role of oral presentation in the process of learning becomes an important factor for English as a Foreign Language learners (EFLs) because it creates opportunities for them in classroom community to develop knowledge and skills. As far as the speaking skill is achieved, it is the skill which is considered the most enjoyable skill to be mastered by the vast majority of EFL. The importance of the role of oral presentation to enhance speaking skill comes from the classroom interaction between teacher and students (teacher-learner interaction and learner-learner interaction), where they can negotiate and practice the language. Effective teachers should know that the learners need to do most of the talk during the course to improve their speaking because this skill needs practice to be developed. EFL teachers should reduce their time of talking during the course, this does not mean that they have no role to play in classroom but they have to be facilitators for their learners in order to involve all of them in the speaking activities. They must apply some of the teaching and speaking tasks including oral presentation technique in order to make all of students participate. So, they have to reinforce their communicative activities.

Finally, Oral presentation is very effective strategy to motivate EFL learners in classroom to increase their speaking proficiency. So, it is best to reinforce the application of oral presentation skills to students in order to give them the opportunity to speak and to make them responsible to learn more about the target language.

1) Statement of the problem

The main objective of learning a foreign language in EFL classes is to have the ability to communicate with others fluently and accurately. But the main problem is when some learners do not have the willingness to speak inside or outside the classroom. As a personal experience, students who interact and speak in the classroom achieve better in oral expression in most cases than those who always keep silent. Therefore, the main problem in this research is the existing relationship between oral presentation technique and the speaking skill. The main question addresses the learners' ability to enhance their speaking skill through performing orally in the classroom.

2) Aim of the study

The aim of the research is to investigate the relationship between speaking proficiency and oral presentation technique for learners in the classroom in order to develop their speaking skill. Thus, the main objective is to find how and to what extent oral presentation strategy could help EFL learners at Biskra University to activate their speaking proficiency.

This study focuses particularly on students' oral presentation as one of the activities that are used in oral expression to improve their speaking. It aims also to find the obstructions that hold back the learners from improving their speaking level where they can not speak the target language and how to find the best solutions for speaking problems.

In more details, this research aims also to accomplish the following objectives. First, to clarify the concepts of speaking proficiency and oral presentation technique and the relationship between them in teaching-learning process. Second, to examine the principle obstructions that are beyond the failure in developing students speaking skills. Third, the other main objective is to find the new techniques and methods that are used to help the learners to enhance their speaking competences through visual aids, role plays and discussions.

3) Research questions

The research seeks to find relevant answers to the following questions:

1- To what extent can oral presentation strategy enhance students' speaking performance?

2- What are the most important obstructions that stand beyond the failure of EFL learners during the speaking process?

4) Hypothesis

This research is based on this hypothesis: If students perform a well-structured oral presentation in oral expression, then, their speaking will be improved and they will progressively develop their communicative competence. This leads to a success in communicative tasks. So, the more they do oral presentation in oral expression sessions in the classroom the better their speaking proficiency will be. Then, students will use different patterns of oral presentation in different situations.

5) Significance of the study

This study is going to discover the importance of speaking proficiency in EFL classes to develop this latter by applying oral presentation as a pedagogical technique in enhancing the speaking skill. Also it shows the main problems that students face during their speaking process and to find the suitable solutions to motivate them in oral expression and other courses by preparing some activities where they can express themselves and to give them the chance to speak and perform an oral presentation. In addition, this study is crucial for teachers since it will help them to increase students' opportunity to discuss with each other and to find the way how to apply oral presentation technique in classroom. With this study, teachers can diagnose speaking problems that learners suffer from. So, this work is significant for both learners and teachers, because it shows the learners the importance of speaking proficiency and how to discover new techniques in order to develop it unless the hypothesis accepted or rejected. Furthermore, it shows the role of the teacher to motivate his/her students to conduct an oral presentation.

6) Resesearch Methodology and Research Tools

This research has been conducted through the descriptive method as an appropriate method to conduct the study.

6.1 The choice of method

The descriptive method seems to be appropriate for this study to investigate the hypothesis because it leads to testable hypothesis and can allow us to study the observed phenomena. It is limited for making accurate predictions unless the hypothesis accepted or rejected which states that using oral presentation would raise

students' speaking proficiency. This later would increase if teachers apply oral presentation strategy to EFL.

6.2. Research Tools

This latter tools that are chosen for this study are a questionnaire and a classroom observation. Both of them are helpful in gathering the sufficient and the reliable data for this study. The questionnaire will be for students of second year in the Division of English at the University of Biskra as a case study and classroom observation will be conducted by attending oral expression sessions of to see students' performance and interaction during the course.

6.3. Population and sampling

The study deals with second year students at the English Division of Mohamed Kheider University of Biskra as a sample for gathering the suitable data. As a population there are 426 students of second year divided into ten groups. Our sample is composed of 60 students who are chosen randomly to answer the questionnaire.

7) Structure of the dissertation

This study consists of two theoretical chapters as a literature review. The first chapter deals with speaking proficiency and the second one introduces the oral presentation technique. In addition, the third chapter represents the field work and the research findings of the study which are obtained from the questionnaire of students and the sessions of classroom observation in oral expression module.

8) Limitation of the study

The study will be limited to the importance of speaking proficiency in EFL classes for second year LMD students and how can oral presentation technique helps learners to enhance their communicative competence. Due to time constraints, the subject of the study is limited only to 60 students of second year LMD students because they started to develop their level in the target language since they wish to build their speaking proficiency. Moreover, The results of the current study can not be generalised because of the time constraints. i.e the time was limited that is why we wished if more sessions were attended in order to obtain more relevant data that may enrich the study and give it more validity. But even the attended sessions helped us to examine the students' attitudes about the effectiveness of oral presentation technique during their learning process. The researcher also wished if other groups of students were included in the sample of the study to observe the largest possible target and have a wider image of the way how oral presentation technique is proceeded.

Chapter One

Speaking Proficiency

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Chapter one: Speaking Proficiency

Introduction

In foreign language teaching and learning , speaking is one of the most important skills.It is the means by which learners can communicate; it is the language skill that most learners wish to master as soon as possible.This chapter deals with the development of speaking proficiency.First, it states different definitions of this skill that is needed for learners to deal with to be skillful speakers in English language.Then , it examines the great importance of such skill for English foreign language learners to develop their communicative competence.The categories will be emphasized according to the different situations of speech.Next, it describes speaking levels.Then, it deals with speaking problems that learners face during learning process.In addition, it explains speaking and other skills relationship.Next, it describes some speaking activities that enhance speaking skill.Finally, it deals with speaking accuracy and fluency in improving speaking proficiency during the learning process.

1. Definitions of speaking skill

Speaking has been investigated by many linguists and mentioned in various dictionaries. So,speaking is defined as “ the process of building and sharing meaning through the use of verbal and non -verbal symbols in a variety of contexts.” Chaney (1998,p.13).According to this definition,speaking is divided into two elements.The former which is verbal language which is represented by words and the later element which deals with body language,gestures and symbols.But both of them are used to convey a specific message or to share meaning in different situations and contexts. Speaking is defined also as “an interactive process of constructing meaning.”(Brown.1994,Burns & Joyce.1997).It is a means of social interaction where people can interact in different situations.According to Burns

&Joyce (1997) both the form and meaning of the speech are dependent on the context itself and the participants and the physical environment in which it occurs.

It is important that speaking requires that learners should not only know how to use linguistic competence, but they have to be aware about sociolinguistic competence (where, when and in what ways) to produce spoken language correctly.

Another definition of speaking states that ,speech has its own skills,structures and different rules from written language.Burns &Joyce (ibid).It means that speech is limited to specific structures ,it should take them in consideration when the speaker wants to speak and then produces the expected patterns of specific discourse situations.Speaking is defined also by Hadfield(1997) as a kind of bridge for learners between classroom and world outside.That is to say,speaking is the appropriate communicative means for learners where they can express their ideas,feelings, and share thoughts in social interaction.

Bygate (1997,p.viii) claims that it is necessary to push learners to act their knowledge of grammar,vocabulary ,and the use of their linguistic knowledge can be realized by speaking practice.So, the need to master language rules leads to a success in linguistic competence.However,Thornbury (2005) sees that speaking is not only a matter of knowing a language in terms of grammar and forming well –structured sentences,but it is a matter of social interaction and should take into consideration speaking turns and contexts.

According to Hedge (2000, p.261) speaking is “a skill by which they [people] are judged while first impressions are being formed.”It means that speaking is the suitable way for people to express their impressions, feelings, and ideas.

Luoma (2004, p.1) claims that“speaking a foreign language is very difficult and competence in speaking takes a long time to develop.”The speaking skill is quite different

than other skills. This skill needs much of accuracy and fluency at the same time to get the purposful communicative competence.

In addition, speaking is defined by Floz (1999, p.01) as “an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking.” She explained that learners should demonstrate a degree and the combination of linguistic competence and a corresponding awareness of sociolinguistic competence.

Finally, speaking was defined from a mental perspective by (Brown, 1994, Burns & Joyce, 1997) as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is crucial part of foreign language teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the purpose of teaching speaking should improve students communicative skills since only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

2. The Importance of speaking skills

Language is a tool of communication used with the members of society to share ideas. Communication takes place with the interaction between members of the society where they can speak together in different topics. Communication and speech are interrelated and the importance of speaking proficiency comes when English foreign language learners try to achieve it. The use of language is an activity which takes place within transactions with others because language is used in various situations. So, learners are supposed to speak correctly and effectively in the target language in order to develop their communicative

competence. The speaker of any language needs to be trained in speaking with specific purposes while using the language because the ability to master speaking skill provides the speaker with advantages. Then, the ability to express one's thoughts and opinions with speech helps the speaker to enhance his personal life by expressing what he feels. So, by speech speakers can express their opinions, ideas, and what they have in their minds.

Furthermore, Brindly (1978) makes specification about speaking skill. He believes that speaking is the way to express intelligibility, convey intended meaning accurately with sufficient vocabulary and use the language appropriately according to the context in order to interact with other speakers fluently. So, speech expresses human social interaction to convey the intended meaning in specific contexts and use it appropriately in various situations. It is the appropriate means that people interact with.

White (2004) argued that speaking in foreign language helps learners improve their communicative fluency. It helps them also to develop their mental processes creativity, imagination, understanding, critical thinking, and intelligence. In other words, speaking a foreign language contributes a great development in the cognitive process to develop their minds. So the production of speech involves a complexity of processes: social, cognitive and psychological processes where the language serves to express an intended message.

In addition, speech reflects the speakers' identity and relationships with others in discussing life experiences, sharing and exchanging beliefs, traditions, norms, and culture background.

As Mc Donoyly (1993) notes that speaking reflects the linguistic knowledge of a learner and it has an objective to create an oral message for communication and self-expression. Speaking helps speakers to improve themselves as individuals in the society. Speaking is a means in which the learner can communicate in different subjects to

transmit a message for the other people. In addition, the learner can express their attitudes and thinking through speech.

3. Basic types of speaking

Speech is different from one situation to another according to the various purposes, specific contexts and particular participants. Moreover, the speech that the speaker produce is classified into different types. Brown (1994) lists six possible categories of speaking.

-Imitative speaking

This type contains repetition activities and drills in which the learner simply repeats different phrases or structures such as "excuse me" or "can you help me"?

-Responsive speaking

It deals with short replies to teacher or learners' questions or comments, such as a series of answers to "yes/no" questions. For example, do you pass me the book? Do you travel alone? Do you enjoy your holidays?

-Extensive speaking

This type deals with extended monologues such as short speeches, oral reports or oral summaries. Each can be used independently or they can be integrated with one another, depending on the learners' needs.

-Intensive speaking

It refers to drills and repetition focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences. For example, send me this letter, open the door, give me the pen.

-Transactional speaking

It means dialogues conducted for the purpose of exchanging ideas, such as gathering interviews, role plays and debates.

- Interpersonnal speaking

This type deals with dialogues to establish or maintain social relationships such as personal interviews or casual conversations, role plays...ect. There are other types of speaking suggested by researchers:

- Colloquial speaking

This type of speaking is used in informal situations, it is used with casual conversations with friends and members of the family or outside the classroom, and it is not conditioned by specific rules.

- Formal speaking

This type is used in formal and official setting, official meetings and administrations. It is conditioned by using formal spoken language.

- Interactive speaking

It includes face to face conversations and telephone calls, in which individuals frequently listen and speak as they have a chance to ask for clarification, repetition from their conversation partners. So, there is an interaction between the speakers.

- Partially speaking

This kind of speaking situations comes when giving a speech to a live audience, where the conversation is that the audience does not interrupt speech. So, the audience just listens to the speech without intervention.

- Non-interactive speaking

It happens when recording a speech for radio broadcast.

Whatever the diversity of speech, learners should take into consideration all types of speaking in order to provide them to deal with the various situations and how to use the specific language appropriately to the context of discourse. So, learners are supposed to deal

with all kinds of speech to be aware of the usefulness of the appropriate spoken language in the right situation.

4. Levels of speaking

According to Charles (1992), the grade of speaking proficiency is divided into four levels novice, intermediate, advanced, and superior. Each level has its own characteristics as follows.

4.1. Novice

The novice level is characterized by the capacity to communicate in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has a difficulty to communicate and produce language with non-native speakers. So, novice speaker is someone who has a problem while his/her communication with other people.

4.2. Intermediate

At this level, the speaker learns the language in a reactive mode. The intermediate level speaker can initiate, and close basic communicative task. The speaker can speak in discrete sentences on different topics that are related to his or her immediate environment. This level reflects a speaker who has an average level in speaking.

4.3. Advanced

The advanced level is characterized by the ability to converse fluently and in different communicative tasks and describe the capacity to use the language in any situation with organizing that language as a discourse. At this level, the speaker can discuss concrete and real topics of his personal and public interests to non-native speakers. The advanced level reflects someone who has the ability to discuss without any problems in his/her speech.

4.4.Superior

The superior level is characterized by the ability to participate and produce language in both formal and informal conversations on practical, social, professional topics. The speaker can explain details on distinctive topics and have the ability to support or to defend opinions on controversial matters.

5. Psychological Speaking Difficulties

During the learning process, EFL learners face different difficulties that hinder their speaking performance. Without any doubt the psychological problems are the most encountered ones. They make barriers for learners to speak and to use the target language. Those problems are suggested by researchers and psychologists.

5.1.Anxiety

According to Horwitz (2001, p.112)

Anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. Anxiety is something that is related to special situations that can make one feel uncomfortable or nervous. It interferes with learning a foreign language process that affects most speaking activities.

Many researchers have dealt with anxiety since it is one of the main problems that EFL learners face during the learning process. It leads to other difficulties that hinder their speaking proficiency. Scovel (1978) points out that anxiety is the feeling of fear which reflects the learners' behaviours. According to Horwitz (2001, p.121-122) noticed that anxious learners simply have difficulty displaying the language competence they have attained and if this is the case, language anxiety may be a useful tool in explaining differential success in language learning.

According to Arnold and Brown (1999, p.8) "anxiety is quite possibly the affective factor that most pervasively obstructs the learning process." Hence, speaking anxiety is a big

difficulty that EFL learners face since it often makes one experience failure when not being able to speak out.

Speaking anxiety should be treated by foreign language learning teachers in order to help learners to improve their speaking performance. Teachers should encourage their students to use the language.

5.2. Lack of motivation

It is another psychological problem for some learners. They think that they do not need to learn or to speak English at all. "Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it and how long he perseveres" Little Wood (1984, p.53). The development of communicative skills can only take place if learners have the motivation and take their opportunities to express their own identity and relate with the people around them. Little Wood (1981) noticed that motivation is one of the main factors that helps learners in improving their success in the target language because learners with high motivation tend to be more successful in speaking than learners with low motivation.

Lack of motivation is a common difficulty for EFL learners. Little (2001, p.27) states that "low ability leads to low motivation which also leads to low effort and low achievement". Zua (2008) sees that motivation is an inner energy since learners with strong motivation in classroom achieve better than those with weak motivation. So, when the learners do not participate during classroom tasks, they will not develop their level in order to succeed in learning the target language.

Finally, to overcome such psychological difficulties, teachers play an important role in motivating their learners by selecting interesting classroom activities, creating a pleasant and relaxed atmosphere and promoting learners' autonomy.

5.3. Lack of confidence

Psychological factors affect learners' language learning process positively or negatively. One of these factors is self-confidence that involves self evaluation and judgement about one's own value. It plays a major role for learners to succeed in foreign language learning.

Xiaolu (2006, p11) states that,

Self confidence provides learners with the motivation and energy to become positive about their own learning. It also creates experience real communication... Moreover, it is widely believed that once gain self-confidence, it progressively expresses, in conjunction with experiencing success and satisfaction as well as good relationships.

According to Ebota (2008) who claims that when the learners feel unable to use the target language and the lack of confidence makes EFL learners afraid to use the language at ease which leads to poor speaking performance. So, less self-confident learners can not express their opinions.

Ni (2012, p.1509) states that "lack of confidence, learners are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class."

In other words, lack of confidence is caused by the students' thinking about his/her low ability in speaking activities since they feel that they can not produce the language at all. The best solution to overcome such influence on EFL learners is the encouragement of the teacher to convince them to build strong confidence on their capabilities. In fact, this will help them to rely on themselves to develop their speaking abilities.

5.4. Shyness

It is another emotional and psychological factor that many students suffer from during the language learning. This later, makes a source of problems for EFL especially in their participation in classroom activities. Baldwin (2011) explains that students and their feeling of shyness makes them uncomfortable and they put in their minds that they will forget what to say or their colleagues will laugh on their mistakes. Shyness reflects negatively students' performance. Saurik (2011) sees that most learners who feel shy are afraid of being laughed by their friends; therefore, this negative feeling will affect their speaking performance. Shyness influences the students' performance since they do not participate in speaking activities, or answer questions, besides, they always avoid participation in the classroom. Feeling shy is a common experience that most learners have experienced; however, the magnitude of feelings of shyness vary from one learner to another. (Caspi, Elden, & Bem, 1988).

Teachers should overcome shyness of their learners by creating an enjoyable atmosphere of learning where they can collaborate with each other in work without feeling such psychological obstacle that hinder their speaking proficiency. In addition, the teacher is supposed to encourage them to be more confident in their speaking.

In fact, there are a lot of psychological factors that cause the failure of EFL learners' achievement in speaking proficiency, but those four factors (anxiety, lack-of motivation, lack-of confidence and shyness) are the most encountered ones during speaking.

6. The relationship between Speaking and other skills

Language teaching process is related to the four main skills: listening, reading, speaking and writing. Widdowson (1978, p.57) divides them into two types receptive and productive. Speaking and writing are productive since they deal with language production whereas listening and reading are receptive skills. The four skills have a great importance in

EFL classes because learners should take into consideration all the four skills to get a real language proficiency. Each skill has its value but they are interrelated. Yet, for many learners speaking seems to be the most difficult one of all the four skills.

6.1. Speaking Vs Listening

Teaching English emphasizes speaking and listening relationship. Rivers (1996, p.196) in Osada (2004, p.55) says “speaking does not of itself constitute communication unless what is being said is understood by another person.” This means that the two skills are interrelated and they influence each other because the more the learner gets input from listening, the more he gets fluency in the target language. So, the speaker can learn the language from his/her listening of native speakers.

In addition, students need to listen the target language in order to get comprehensible input that is why learners can not acquire FL knowledge only from the spoken skill but it needs listening comprehension activities. So, speaking and listening are interrelated skills as Osada (ibid, p.56) points out that to integrate information from a range of sources: phonetic, phonological prosodic, syntactic, semantic and pragmatics in order to get the spoken language.

Moreover, effective teacher focuses on giving listening practical activities to help learners get the language input, and this will develop their speaking accurately and fluently. Those listening activities with listening material (visual aids) will assist them to improve their fluency and accuracy, grammar, vocabulary and pronunciation. The expected idea is that EFL learners who get the comprehensible input in listening activities, their speaking will be improved.

6.2. Speaking Vs writing

Speaking and writing are two major aspects of any language which are presented as productive skills because they are used to produce knowledge. Each one has its own

characteristics and its role in helping learners to improve their language competence. Learning process gives a great importance to those skills since EFL learners are supposed to develop their speaking and writing abilities in the target language but this needs practice and performance. So, the more the learner practices the language orally, the better he/she transforms that knowledge into written forms. Writing skill is the way used to express one's thoughts and opinions. Manglesdorf (1989), Blanton (1992), Weissberg, (1994) have claimed that spoken discourses and dialogues may enhance learner's use of the composition process for cognitive growth in producing written text. This means that speaking a language helps to be able to write it since they see that mixing both speaking and writing will be an effective way to enrich their knowledge and their language background. This helps them to gain more conscious knowledge from their writing. Weissberg (2006) points out that teachers should combine both speaking and writing together in order to allow the learner to discover his/her own strength point from one skill to develop the weaker one. Finally, speaking is a difficult skill to master but it needs a combination with other skills to get success in the target language because they are interrelated in the learning process.

7. Speaking activities

Enhancing EFL learners' speaking proficiency needs some strategical activities that instructors give to learners during oral expression course, which encourage practice and performance. Those activities may help them to get the speaking proficiency. These activities include role plays, group work, language games...etc.

7.1. Role play

It is one of the effective activities that give the opportunities for language learners to act and perform different situations. It represents a useful tool for learners to practice a real-life spoken language in the classroom Chen-jun (2006). This activity encourages the learners to act and to speak out the target language to improve their communicative effectiveness.

EFL learners need such enjoyable activities which encourage them to perform the language in the classroom where they can discuss, speak and negotiate with each other. It is a very successful task that encourages students' interaction in the classroom. According to Porter-Ladousse (1987, p.3) "role play activities range from highly controlled guided conversation at one end of the scale, to improvised drama activities at the other from simple released dialogue performance, to highly complex simulated scenarios." Kowalska (1991, p.113) thinks that role play develops learners' speaking fluency because through role-playing activities, they train how to speak in social situations and interactions. It also gives the possibility to develop social relationships. He sees that role plays help learners to develop their creative thinking and imagination. Kowalska (ibid) argues that learners who perform different roles they go beyond those characters as they are in reality and this leads to enrich their creativity and give them the willingness to speak and perform at the same time. This strategy may help them to enhance their communicative competence since they imagine themselves as actors and they try to perform a good role play and this will influence them positively.

7.2. Group work

It is considered as one of the important and useful methods in helping learners to improve their communicative competence. It is also called cooperative work. It is a way for motivating learners to learn and increase their pleasure. According to Gomleksiz (2007) cooperative learning helps learners work cooperatively to achieve specific purposes. Another definition of group work is supposed by Wichadee (2007) who also sees that cooperative learning is a pedagogical method that encourages students' interaction in classroom activities and this would be useful for EFL learners to exchange ideas, opinions, and understanding. Cooperative learning takes the responsibility of learners to learn successfully in the task, it will be as challenging a method for all members of the group to enhance their understanding by performing different activities as a competition between them.

Furthermore, cooperative learning technique affects students' attitudes towards learning since it allows them to express their ideas and opinions. Piaget (1932, in Webb, 2009, p.3) points out that cognitive conflict leads to higher level of learning and reasoning when students notices a conflict between the members of the group and this conflicting ideas lead to good learning results. Group work activities enhance students' challenge to learn the language.

7.3. Language games

It is one of the effective strategies that is used in language learning process. It encourages EFL learners because it leads them to the real communication. Games are procedures that EFL teachers may use to promote student's communicative competence. Amato (1996) sees that games are another useful strategy to promote student's language proficiency by learning new vocabularies with pronounciation of these words. This language games allow students to practice language skills and knowing new vocabularies in the TL.

Ersoz (2000) considers games as a motivating activity for learners to practice the language and it will be used to practice many types of communication. In addition, language games are beneficial for learners cognitive thinking. Chen (2000) states that games make the learners more willing to think creatively about how to use English to achieve the goal. They provide them with motivation and creative thinking.

Language games may overcome the student's speaking difficulties since they encourage them to participate and entertain. They are enjoyable tasks with elements of fun and specific purposes. Hadfield (1996, p.4) sees that language games repeat a funny task for learners that increase their willingness and pleasure to learn the TL. In addition, he divides games into cooperative and competitive games. Co-operative games are those activities in which learners work in cooperation towards a specific goal. A competitive game is when the learner wants to reach a goal. In addition, language games help learners to reduce their anxiety and increase

their motivation. This will promote learner's communicative competence since the main objective to use such activities is to push the learners gaining communicative competence.

There are other advantages of games for learners because they help them to learn new vocabularies. They help them create a meaningful context for language use which reflects positively their speech fluency and accuracy. So, when the learners improve their motivation and reduce their speaking problems. Their communicative competence will be achieved. According to Kim (1995, p.35)

Games are welcome break from the useful routine of the language class, they are motivating and challenging, games provide language practice in the various skills, speaking, writing, listening and reading. they create a meaningful context for the language use.

From the definition, it can be said that games teach and promote students' fluency. Deesri (2002) believes that many teachers see that language games include competition, relaxation, and learning which are useful in promoting speaking proficiency. This means that games are one of the activities that encourage participation, enrich vocabulary and develop learning of the language.

7.4. Songs

It is one of the strategies used to practice communication. Effective teachers should take into consideration that songs can develop speaking proficiency, and it brings enjoyment in the classroom environment. As Scitgepp (2001) suggests that "the enjoyment aspect of learning language through songs is directly related to effective factors". This idea shows the great importance of songs to be as a method for promoting learner's and providing a learning and funny atmosphere at the same time. Songs also help learners to learn the target language.

7.5. Using Authentic Materials

Authentic materials are useful tools that are used in teaching language to promote the speaking process. Harmer (2001, p.10) points out that authentic materials are real texts used by

native speakers, and have been designed for the speaker of the language. So, those materials may change their attitudes about learning since they need new ways and materials of learning.

Authentic materials affect their learning behaviour and how to communicate with various types such as: videos, songs, newspapers, radios, and films. This teaching method should be implemented in EFL classrooms to develop learners' speaking abilities.

7.6. Discussions

Classroom discussion is another teaching technique that is used in order to promote the learners' speaking since it increases their motivation to express ideas and opinions. It helps them talk freely about different subjects. The role of the teacher is a facilitator since he/she gives them a specific topic and allows them to speak freely. Classroom discussion helps learners to be skilled at asking and answering questions in different situations and topics. It seems to be a good technique which is used to promote learners' speaking and thinking about various problems and situations. This is another speaking activity since the teacher gives them a specific topic and allows them to discuss.

According to Cannon (2000), student-centred learning is the best way of thinking about learning and teaching. In other words, student-centred learning includes classroom discussion because the role of the learners in classroom discussion is talking to each other and this results in improving their speaking ability. Classroom discussion is a part of effective learning. Chickering and Gamson (1987, p.3) state that,

Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.

Adler (1982,p.23) adds that “all genuine learning is active,not passive.It is a process of discovery in wich the student is the main agent not the teacher”.So, classroomdiscussion is an effective strategy that isused in teaching and learning a FL.

Finally,speaking strategies should be used with fun and enjoyable way and they should be intrinsically motivating and achieve students’ goals,then they reflect positive impact on their speaking.

8.Speaking Fluency and Accuracy

8.1.Fluency

Is the ability to keep going speaking spontanously.It is the main objective to achieve in speaking.Acoording to Fillmore (1979) fluency is the ability for the speaker to talk with people without thinking of what to say next or how to organize the speech.Brumfit(1984) sees fluency as an effective opearation of the language system.Hence,speaking English fluently is a goal for the learner in order to be able to communicate his/her ideas without having to stop and think about what he/she is saying as native- speakers do.Swain(1985) sees that for getting native-speaker fluency in other language ,learners need to be pushed towards the delivery of a message that is not only conveyed,but that is conveyed preciously,coherently, and appropriately.So, fluency is an objective that is needed in the process of learning the langue to develop learners’ speaking proficiency.

8.2.Accuracy

Speaking accurately means that the one who speaks without errors of grammar and vocabulary.it is important and difficult because needs the correct pronunciation and producing sentences using correct grammar and vocabulary.Learners must be conscious of the structural or grammatical features of the target language in order to speak it correctly.It emphasises on the grammatical accuracy of the language used in the talk. Brown(1994,p.254)defines distinction between fluency and accuracy, “accuratemeans clear,

articulate grammatically and phonologically correct. While, fluent means flowing naturally". He also adds that fluency may be an initial goal in the language teaching but accuracy is gained by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

Fluency and accuracy are two major aspects needed in order to gain success in the target language and improving speaking proficiency.

Conclusion

In conclusion, speaking proficiency has a great importance for EFL learners since it is considered as the difficult skill to master. Therefore, they have to work hard in order to enhance it. To improve this skill, it is needed to overcome some problems and difficulties that stay beyond the students' underachievement and low level of speaking especially the psychological problems. Effective teachers should also motivate their learners with different strategic activities that develop learners' speaking and thinking to have the communicative competence.

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Oral Presentation
Technique

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Chapter two: Oral Presentation Technique

Introduction

The communicative approach has been very popular in many EFL classes which supports speaking and communicative competence. Oral presentation technique is one of the strategies that enhance speaking proficiency and help the learners develop their communicative competence. This chapter deals with the effectiveness of oral presentation as a classroom technique to develop speaking proficiency. First, it defines the concept of oral presentation technique. Second, it explains the major types of oral presentation that is related to the speaker intentions. Next, it explains the role and the importance of using such technique to help the learners improve their communicative competence. Furthermore, it states the essential steps of well-structured oral performance tasks and clarifies the procedures of preparing an effective oral presentation. It also describes the way of teaching oral presentation. The chapter, thus, clarifies the implementation of visual aids to help speakers improve their speech. Finally, it determines the oral presentation and speaking proficiency relationship.

1. Definition(s) of Oral Presentation

Oral presentation technique is seen as an effective strategy that is used to encourage student-centred approach in order to succeed in their speaking proficiency in the target language. Baker (2000, p.115) defines oral presentation as “a formal speaking to group as a natural activity.” People use the language in order to speak and communicate with others, but making an oral presentation which is formal conversation or activity seems a difficult task for many EFL learners.

Mandel (2000, p.8) also defines it as a “speech that is only given in a business, technical, professional, or scientific environment. The audience are likely to be more specialised

than those attending a typical speech events.” This means that presentations are kind of speech that are used in different situations and contexts to survey a message to an audience.

Moreover, Chivers and Shoolbred (2007, p.5) claim that “doing presentation is very good learning experience.” In other words, oral presentation gives the audience new information from the speaker who gives them a learning task and explains new and unclear ideas. Oral presentation is considered as a motivational practice that helps EFL to communicate. Furthermore, oral presentation is an organised and structured activity performed by the presenter to the audience. It passes through different steps in order to succeed in the communication with others. Melooni and Thompson (1980) state that if the presenter organises and makes a well –structured oral presentation, this will help learners to learn and to understand new skills in order to develop their speaking level.

2.The importance of Oral Presentation

Oral presentation technique plays a major role and it has an importance in EFL classes that is why EFL teachers are trying to make their classes more communicative by using different methods which are found behind the communicative approach that supports the socio-cultural theory of Vygotsky, who emphasizes the social aspect of language. So, learners have to communicate and use the target language with others in order to improve it. According to Apple (2006, p.250) “to interact with other members of the discourse community remain outside the language community, and therefore fail to learn the language.” Therefore, effective teachers should apply different tasks of oral presentations to their students in the classroom in order to interact with each other and this will help them to exchange ideas and opinions to succeed in their learning. It is considered as an enjoyable learning experience or activity that allows EFL to express freely their feelings, emotions, and thinking. In addition, this technique allows students to engage in a cooperative work by reinforcing group

presentations that allow them to use the language as much as possible in their negotiation and discussions.

Furthermore, oral presentation helps learners to improve their autonomy. King (2002) states that using oral presentation requires language learners to use the four skills and this strategy supports students to become more active, motivated and autonomous.

In addition, one of the major advantages of oral presentations in EFL classes is that students are required to use all language skills since preparing presentation requires integrating speaking, listening, reading and writing skills.

Then, the learners use their writing skill while preparing their content and in gathering informations about the topic by using Power Point Slides.

Moreover, oral presentation gives the students the opportunity to practice the listening skill by listening to the presenter and asking him various questions about the topic, this interaction during performance will develop their listening skill.

Another benefit of oral presentation is that it motivates to participate in different tasks to learn English. It also helps the learners develop their self-confidence and autonomy.

Furthermore, another advantage is that communicative language teaching aims to accomplish the students' ability to interact correctly and effectively in the real world since they are obliged to improve their level in speaking and to get the capacity to communicate and practice the target language by giving an oral presentation. According to Hutchinson and Waters (1987), students need to increase their challenge in learning and encourage their curiosity. This means that to put them in the real-situation by encouraging them to participate and practice in different oral communication tasks that will support their competencies and making a sort of challenge between them in the learning process.

To sum up, oral presentation skills have many benefits:

- 1 - It helps learners to be autonomous and active.
- 2 - It increases their ability to use the four skills.
- 3- Oral presentation technique develops the learner's thinking and problem-solving.
- 4 -It enhances their communicative competence.
- 5- It develops fluency in EFL language and ESP (English for specific purposes).

In addition, Oral presentations help the learners to develop their communicative skills which lead to involve them in the real – world.Reich (1991) states that students enhance their skills and capabilities by improving their means of linking their skills and capacities to the world market.

Moreover,oral presentation has another benefit for learners that encourages cooperation and collaboration among them by practicing activities in pairs or making small groups.It could help them to evaluate each other for making an assessment of their work.According to Otashi (2008, p.65) “ Peer assessment is considered as an important activity to develop students' learning and to facilitate autonomy among learners.” In details,oral presentation helps learners to improve their autonomy in learning.Besides, oral presentation assists students to learn from each others' errors to develop their communication.Otashi (ibid, p.75) states that “by taking part in peer evaluation activities,learners gain a firm knowledge of the form and process of what makes an effective presentation. ” It means that peer evaluation is a good technique for learners to obtain new knowledge and skills through the assessment of their performance in order to perform a good presentation.

King (ibid) states that oral presentation is bridging the gap between language study and language use by using different language skills to obtain information that help them become motivated and autonomous learners.

Hence, students have to learn how to prepare and deliver a well-structured and organised presentation by focusing on those aspects: how to use the verbal language (pronunciation, intonation) , non- verbal language(eye contact,gestures) and the rhetorical language such as(organization,logic,support) by using audio-visual aids for example,posters and MicroSoft PowerPoint.

Additionally, according to Murphy (1991,p.51), presentations are “activities that provide students opportunities for improving oral fluency through interpersonal communication.” So, this technique allows the learners to develop their fluency in speaking the target language.

In addition, according to Chivers and Shoolbred (2007, p.8) clarifies that the benefits of students’ presentations provide opportunities for:

- *Student-centred participation in their learning.
- *Developing new knowledge and different perspectives on a topic.
- *Practice in a known environment/situation.
- *Increasing confidence to speak and present in front of an audience.
- *Improving marks earned for a module assessment.
- *Developing a wide range of communication and presentation skills.
- *Preparation for skills needed in the work place.

*An exchange of roles and perspectives from audience to presenter.

3. Benefits of collective presentation

Group presentation has a great influence on learners' achievement since they work in groups this which supports cooperative work in the classroom. According to Chivers and Shoolbred (ibid, p.49), students need to work individually and in groups to accomplish the following benefits:

3.1 Team work can be motivating

Working in group presentations develop students' motivation in different tasks more than working individually since they help each other to perform a good presentation since every one has a specific point and purpose to explain to the audience.

3.2 Wider range of skills and knowledge available

Group work presentations are the effective means for learners to get new skills and knowledge since they help each other in their performance with different views and ideas that will support them to improve their speaking skill and develop their communicative competence. According to Chivers and Shoolbred (ibid), "a wider range of skills and knowledge is available in a group than from one individual and new skills from the other members can contribute what they are best fit and learn."

3.3 Group performance can be higher than individual performance

Students should perform their oral performance in groups because this practice increases their motivation and challenge during the course. When EFL practice collectively, they will achieve better than working individually. Chivers and Shoolbred (ibid) suggested this way "partly due to increased motivation but also because group presentations offer opportunities to rehearse in front of others."

In addition, Chivers and Shoolbred (ibid) state other benefits:

*Group work offers social opportunities.

*The group event can be more enjoyable than an individual performance.

4.Types of oral presentation

Oral presentation strategies are divided into two categories: informative and persuasive. In addition, the objective that the speaker decides which kind of presentation he/she will use.

4.1 Informative presentation

An informative speech may explain a concept, instruct an audience, demonstrate a process and describe an event in an academic setting. With this type the speaker aims to inform his audience about something new. The main objective of the learner is to give his audience information about a particular topic from the choice of the speaker. According to Chivers and Shoolbred (ibid, p.5) “this type of presentation, informative presentation is used in many organizations where students or employees are expected to report progress at key stages of a project.” This means that the speakers' aim is to inform and explain new topics to the audience.

4.2 Persuasive presentation

This kind of speech is used to influence the audience's thinking. The speakers' aim is to convince the listener about a particular topic and specific point.

According to Chivers and Shoolbred (ibid, p.3), “Persuasive presentation is a very complex process in which the speaker needs to be logical in his delivery also he/she uses his/her emotion to influence the audience.” This type of presentation is used to persuade and convince the audience about a particular topic in order to change his/her thinking.

4.2.1. The elements of persuasive presentation

According to Baker (2000,p.76) who states (3) different elements of persuasive presentation: Ethos,Logos and Pathos.

4.2.1.1 Ethos

It refers to the way of establishing the credibility of the speaker.According to Tracy (2008, p.9)

This [Ethos] refers to your character, ethics, and your believability when you speak.Increasing your credibility with your audience before and during your speech increases the likelihood that listeners will accept your arguments and take action on your recomondations. it is related to ethics since the speaker should use his/her own character to convince the audience with persuasive arguments.

4.2.1.2 Logos

It refers to the logic to persuade the argumentscoherently.Tracy (ibid), the speaker should organise his speech from the general to the particularand from the start to the conclusion to form a persuasive argument.It means that the speaker's topics should be explained in a logical way to persuade the audience.

4.2.1.3 Pathos

Pathos is the emotional content of persuasion. Tracy (ibid), Pathos is the only way to make the audience change their thinking. So, and it is an appeal to make the listeners support the speaker's intentions.

5. Steps of oral presentation

Oral presentation involves three important steps: planning, practice, and presenting. Taken from (Oral Presentations from <http://twp.duke.edu/uploads/media-items/oral-presentation-handout.original.pdf>)

5.1. Planning

Oral presentation technique needs a good plan. Researchers' findings find that approximately 50 % of all mistakes in an oral presentation occur in the planning step (students do not plan well their presentations). This step represents the most important one for students before delivering their presentations. The major important step in the preparation stage is planning, the speaker should be very careful since a well plan leads to better achievement. So, learners should keep in their minds that the good preparation of the presentation leads to perform an effective and persuasive oral performance.

5.2. Practicing

The next stage is practice which is very essential in order to overcome the mistakes before delivering the presentation to be an effective one. This step of practicing the performance many times makes the presenter more comfortable in the next step.

5.3.Presenting

It represents the most important step for the presenter to make the audience enjoyed with the content and the materials of the presentation.The speaker should:

- *Maintain eye contact.
- *Be aware of the body posture.
- *Slow down your speech.
- *Use gestures to emphasize points.
- *Act as natural and relaxed as possible.
- *Use visual aids.

It is the last step in which the speaker has to improve his/her speaking proficiency in order to succeed in the oral presentation.Good speakers should follow all those elements while delivering the presentation in order to persuade the audience.

6.Effective oral presentation

Giving an effective oral presentation is the main objective of EFL.L.This effectiveness needs a relevant planning of the material.However, some students when they are asked to prepare an oral presentation,they do not know how to organise their work.According to Tracy(ibid, p.18) “in speaking you must read and research 100 words for every word you speak, a listener will know that you are speaking off the top of your head. ”In other words, the speaker have to understand his ideas and what he gives to the audience, he must also organise his ideas and make the audience understand the objective of his study.Chivers and Shoolbred (ibid, p.22) state, “effective presentations achieve their objective and usually bring some benefit and learning to all the people involve them whether presenters audience or

tutors. ” Effective oral presentation helps all the learners to get new information from the presentations of others.

Therefore, an effective presentation is one that matches the message to the audience and it matches the content and delivery to the purpose, it should be delivered in a clear manner from the speaker to be understood.

6.1 Preparation of oral presentation

A good oral presentation comes from planning, preparing, and organizing the content. Tracy (2000,p.18) said that “fully 90 percent of your success as a speaker will be determined by how well you plan your speech.” Every presenter should well-plan and prepare his/her topic; this will help the audience to understand better the information given to them.

6.1.1.Planning and preparing the presentation

The planning stage is related to the time given to the preparation of the presentation. Chivers and Shoolbred (ibid, p.22) declare, “much time you are given to prepare, you may find it useful to create a time plan or a chart of your intended progress.” Hence, students should take into consideration the appropriate time how to organise and plan presentations for a wide development and progress.

In addition, the speaker needs to use the appropriate time for the preparation and delivering the presentation in front of his/her teacher and his/her classmates. If students plan their work properly, they will effectively perform their presentations.

6.1.2. Relevant and interesting content preparation

The speaker should prepare his/her content before delivering his/her presentation. The topic should be very interesting and relevant. Chivers and Shoolbred (ibid, p .23-24) said that in order to create a useful content should be as the following

6.1.2.1 Decide what to include and what to leave out

Chivers and Shoolbred (ibid,p.23) state “ you will need to set your chosen content within the context of the module studied and make sure that is relevant, accurate and interesting to the audience.” So, the speaker should choose topics of their interests and relevant to what they studied from their personal experience.

6.1.2.2 Choose examples to improve understanding

The preparation of the content should contain examples. Chivers and Shoolbred (ibid,p.24) “there is a lot of research evidence that shows how using examples improves understanding and learning.” Hence, examples are part of understanding the topic since the presenter gives examples related to the content, they will grasp the topic easily. Chivers and Shoolbred (ibid) claim that examples help the speaker to explain and understand the ideas and the same for the audience. The speaker should apply examples in his performance since they help both the speaker to transmit the message and the audience to grasp the idea.

6.1.2.3 Provide links to sources of information

The speaker should inform the audience about the source of the information used in the content of the topic. Chivers and Shoolbred (ibid, p.24), “these sources could relate to content that you have not been able to include but can be used for further reading and knowledge development.” So, the audience can benefit from those sources in the future.

Good presentation needs well organization and preparation in order to fit the intended purposes.

6.1.3. The structure of oral presentation

Oral presentation needs an organised outline or structure so that the listeners understand well the key points. According to Chivers and Shoolbred (ibid), “a clear structure usually helps the audience to gain a quick understanding of the content of the presentation.” It means that the content should be well-structured in order to help the audience to understand easily and to pay more attention to the topic. When the presentation is structured, it makes the listeners more interested with the topic. Hence, the good structure of the presentation contains an introduction, body and conclusion. Taken from (oral presentation. Content and Structure from www4caes.hku.hk/epc/presentation/content-and-structure.asp)

6.1.3.1. Introduction

Introduction is the essential part in the presentation since it introduces the topic and gives a short explanation about the content to the audience. A good introduction has four points:

- *Attracts and focuses the attention of the audience
- *Puts the speaker and audience at ease
- *Explains the purpose of the talk and what the speaker would like to achieve
- *Gives an overview of the key points of the talk

6.1.3.2. Body

The body should be presented in a logical order that is easy for the audience to follow and natural to the topic. The speaker tries to explain his/her main ideas about the topic with a clear explanation for the audience in order to understand the content and the message conveyed.

6.1.3.3. Conclusion

The speaker has to finish his speech with a conclusion to the presentation. According to Storz and Al (2002, p.11), “ The end of the conclusion of the talk should include four parts : a brief reminder of what the speaker tried to show in his/her speech and how he/she tried to do so, a short conclusion makes comments or opens a discussion.”

The presenter makes his/her conclusion as a chance for the audience to ask questions at the end or giving comments on the topic. The conclusion deals with two points:

*Reinforcing the audience about the key points

*Reinforcing the message

7. Teaching oral presentation

Teaching oral presentation is very important in the communicative approach which supports proficiency in oral communication skills. Effective teachers in EFL classes should focus more on student-centred approach which allows them to be more active and motivates them to do oral presentation. Teachers of FL act as facilitators in the classroom for students' activities. Hence, they should let them speak as much as possible in order to develop their speaking skill. According to Harmer (2007, p.351) , “ give the students the necessary time to[...] prepare their talks (and help in preparing them, if necessary).”

In addition, oral presentation must be guided by the teacher in order to facilitate the work for the students. Moreover; teachers have to breakdown students' speaking anxiety while performing in order to develop their level of oral performance.

7.1 The teacher's role

The teacher's role is to motivate their learners in speaking activities and make them more comfortable in the classroom. This helps learners to improve their autonomy. According to King (2002, p.207), “teacher moves from the traditional role of teacher as an authorities expert to the new role of facilitator of learning.” So, the instructor plays a new role as a facilitator to the learner in his/her classroom by giving him/her the chance to guide his/her work freely.

In addition, the teacher should help the students to prepare an effective oral presentation in order to improve their speaking abilities. Moreover, he should assist them to breakdown their obstacles and speaking anxiety during performing their presentations. Besides, the teacher should support the learners to increase their confidence. In addition, the teacher's task is to engage learners in the learning activities to make them enjoy the classroom tasks with each other.

8. The implementation of Visual Aids in oral presentation

Some students prefer to use visual aids especially computers in their oral presentation since they see that they will increase their success when they perform and increase the credibility of the presenter and persuasion to the audience. According to Beebe and Beebe (2007, p.321), “a presentation aid is any object that reinforces your point visually so that your audience can better understand it.” Thus, the speaker finds that using those aids will make the message more interesting and the listener will grasp it more easily. Next, visual aids can demonstrate almost every aspect of a speech. According to King (ibid, p.402), “with the

availability of technology video cameras,slide,project,power point,VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones.”

So, the speaker who uses visual aids will come across as better prepared, more credible, and more professional than a dynamic speaker who does not use visual aids.In fact, implementing visual aids in oral presentation will succeed the performance.

8.1. The value of presentation Aids

Using different visual aids in presentation is very helpful for the speaker to convince the audience about his/her topic and to gain more attention from them. So, visual aids have values for the success of the presentation as follows.

8.1.1. Presentation Aids enhance understanding

Visual aids help the audience to understand the message because when they see something visual,they give more attention to the topic.According to Beebe& Beebe (ibid,p.322) using aids is helpful ,“because your audience is accustomed to visual reinforcement, it is wise to consider how you can increase their understanding of your speech by using presentation aids.” It means that good oral presentation based on the visual aids in order to succeed in the process of performing.

8.1.2.Presentation Aids enhance memory

Visual aids can enhance the memory of the audience since they will remember what the speakere says as a result of visual reinforcement.Beebe and Beebe(ibid),“ your audience will not only have an improved understanding of your speech,but will also better remember what you say as a result of visual reinforcement.”Visual aids are very helpful to remember better the topic.

8.1.3.Presentation Aids help listeners organize ideas

When the presenter gives a well- planned oral presentation, this will effects on listeners' organization of ideas and well understanding of the topic.Beebe& Beebe (ibid) state that visually presenting the major ideas in the introduction of the topic allow the audience to understand the body, and the conclusion help them to summarize the ideas of the message.

When the speaker gives a structured oral presentation with a good outline of organization, this will help the audience so much to make a clear image and understand the ideas of the topic.

8.1.4.Presentation Aids help gain and maintain attention

Visual aids are very helpful for the presenter to maintain the audiences' attention on the topic.According to Beebe &Beebe (ibid) “presentation aids not only grab the attention of your listeners but also keep their interest when words alone might not.” Hence, those visual aids help the audience to pay more attention to the topic when they see visually.

8.1.5.Presentation Aids help illustrate a sequence of events or procedures

If the presenter wants to inform the audience about a process and how something functions, it is better to use with a series of visuals and diagrams that can help the listeners understand and visualize the process.Beebe (ibid) state that when the speaker wants to explain a process or a procedure ,the use of series of diagrams can help listeners understand and visualize the process.So, the listeners understand better the topic when they see something visual, it is very effective tool for them.

8.2 Types of presentation Aids

The learners use various categories of visual aids in their presentations. Beebe (ibid,p.325) classified the most common presentation aids drawings, photographs, slides, maps, graphs,charts...etc

8.2.1 Drawings

They are popular and often-used because they are easy and inexpensive to make in order to illustrate something for the audience. Beebe (ibid), “as a rule, large and simple line drawings are more effective for stage presentations than are detailed images.” So, those drawings are useful to explain a point or to illustrate something for the audience.

8.2.2 Photographs

They can be used to show or to illustrate objects or places that can not be illustrated with drawings or that an audience can not view directly. They will help them to have a clear image about certain points on the topic. The presenter should enlarge the photograph to make sure that all the audience see it. Beebe (ibid), “photograph will be effective as a presentation aid for a large audience.” Therefore, the speaker should enlarge the photograph for the audience in order to understand better the ideas.

8.2.3 Slides

Slides can help the speaker illustrate his/her talk if he/she has access to a screen and a slide projector. Charts and graphs that the presenter develops on a computer can be made into slides. Beebe(ibid),“ slides can help illustrate your talk if you have access to a screen and a slide.” Slides also are an effective visual tool for illustrating the speech for the audience.

8.2.4 Maps

The details and information on most maps will not be visible to the audience. It is better to use a large map to make the information easy to understand. The presenter can use different colours to maintain the audiences' attention. Beebe (ibid, p.326) find that maps are useful to explain information to the audience while performing orally.

8.2.5 Graphs

The graph represents the statistical data in an easy format to understand, most listeners find that graphs help to make the data more concrete. According to Beebe (ibid), “graphs are particularly effective in showing overall trends and relationships among data.” So, graphs explain the statistical data with more details to the audience in order to facilitate to them understand the points.

8.2.6 Charts

Charts present a great deal of information in a small amount of space, charts must be simple. Students should not try to put too much information on one chart. Beebe (ibid, p.329) claim that charts summarize the information in a small space to explain data. So, charts also have several advantages for transmit the ideas of the topic for the audience since they are very easy to use.

8.2.7 Chalk boards and White boards

They are often used to offer visual support for spoken words. They are inexpensive and simple to use. A lot of presenters do not like to use them since when they write on the board, they have their backs to their audience, they do not have eye contact with them. Some presenters try to avoid that problem by writing on the board before their speech starts. According to Beebe (ibid, p.330), “chalkboards and white boards are often used to offer

visual support for spoken words.” It means that the speaker writes a few points or elements of his/her speech in the board before starting the performance in order to support his/her speech visually.

8.2.8 Power point

It is another tool which is related to the use of computer. Power point helps the speaker to use visual slides about the necessary information. Mallette and Clare (2001, p.161) see oral presentation as “[...] the most common method for presenting information and are usually done with a computer and projector.” They see that power point is the most useful and easy way for the presenter.

9. Oral presentation and speaking skills

Students have to master the speaking skill to get the communicative competence in the target language. Oral presentation is the one of the recommended way, to improve speaking, it gives the chance for them to speak individually or collectively. According to Thornbury (2008, p.94) “whether or not learners will have to give presentation or talks in real life, the experience of standing up in front their colleagues and speaking for a sustained turn is excellent preparation for real life speaking.” It means that giving an oral presentation in front of classmates improves speaking. So, students have to perform oral presentations in order to support themselves to talk. Tracy (2008, p.01) state that when someone speaks to the listeners, he/she will help them to improve their speaking skill and to develop their thinking. In addition, oral presentation represents a learning activity which gives the students the confidence to speak fluently in front of others. Moreover, the learners need to perform an oral presentation as much as possible in classroom to develop their levels in speaking. So, speaking proficiency needs that students should deliver a well-planned oral presentation.

Conclusion

Oral presentation is one of the effective techniques for the development of speaking proficiency. It should be well-organized, structured and prepared. It represents a learning activity that students can use to enjoy learning with each other. Also, it will be very beneficial for them since they will express their attitudes and opinions with a high self-confidence. Students have to know how to perform a good presentation within the implementation of different materials for their success at speaking and for the comprehension of their classmates. Hence, Oral presentation is one of the methods used that helps learners' to enhance their speaking skill.

Chapter three

Field Work

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Chapter three: Field Work (Data collection, Analysis and Findings)

Introduction

The third chapter of the present research focuses on the practical side of the study that aims to collect data ,discuss and analyse the findings.This chapter tries at first to know the role of oral presentation in enhancing students' speaking level.Then,the research tries to investigate the students' perception on the effectiveness of oral presentation as a classroom technique used to improve the students' communicative competence.Hence, to conduct this study,find answers to research questions,and accept the hypothesis,the data will be collected from two major tools,the students' questionnaire and the classroom observation in order to see the attitudes and behaviours of EFLL towards this technique.

1. Research Design

This section explains the way how this research is conducted; the method used, the population, the sample of the study, and data gathering tools that are used to collect the reliable data.

1.1. Research Method

The method of this research is the descriptive method since the study aims to describe the situations and facts about the inability of the students' to speak English in order to develop their communicative competence and the reasons behind this problem.It is the appropriate method to describe students' opinions towards the effectiveness of oral presentation to enhance their speaking and to clarify the collected data.

1.2. Population and Sampling

From a population of 426 students of English at Mohamed Kheider University of Biskra, 60 students of second year were selected randomly as a sample for this research.

1.2.1 The sample

Second year students seem the appropriate sample of this research since they are in the course of developing their level in English. They become familiar with learning the target language to build their speaking skill. So, they try to improve their speaking proficiency not like the first year students who are beginners that is why they face problems in speaking because they have no sufficient exposure to English in its oral context.

1.3. Data Gathering Tools

The first data gathering tool is the questionnaire which was administered to second year students at Biskra University. The aim is to help the researcher to see the students' opinions about their participation in oral presentation. Next, the second tool was the classroom observation that helps to observe the students' situation in performing an oral presentation in classroom. This tool was used to collect reliable information during oral expression course. The classroom observation was conducted during oral expression courses with different groups.

The tools used for gathering the data of the research are the questionnaire and classroom observation. At first, they aim to obtain the reliable and sufficient information about the reasons that make the students can not perform orally. Second, they are used to give an evidence that EFL learners need the maximal of practice of the TL. So, they have to work on themselves as much as possible.

1.3.1 Questionnaire for students

The questionnaire is the first tool which aims to find out the relationship between speaking proficiency and oral presentation technique. The questionnaire administered at the English Division of Biskra University with different groups during four days period from 21st February, 2016 to 24th February, 2016. The questionnaire was distributed to 60 students of second year students at the beginning of the courses, we have administered it personally to them and we have been given students 15 minutes to answer it. The responses were taken at the end of the course.

1.3.1.1. Description of the questionnaire

The questionnaire was divided into three sections as follows:

Section one: Background Information

This section contains five (5) questions in order to gather data about: students' gender, their choice to learn English language and the reasons behind their choice. Then, the students' order of the four skills according to their importance is explored. Next, they describe their level of speaking proficiency. In addition, the last question aims to know if they practice English in classroom and what are the major reasons behind their lack of practice.

Section two: Speaking Proficiency

It contains six (6) questions about the speaking proficiency. It aims to find out information about the students' perception to master the speaking skill compared to other skills. In addition, according to their opinions what is the importance from developing speaking skill. Next, the study seeks to investigate the major difficulties that the learners face during their learning process. Moreover, it aims to know if the students could perform orally inside or outside the classroom and their feelings while performing. Finally, the questionnaire

attemptsto find out the type of speaking activity that they enjoy to perform in oral expression course.

Section three: Oral Presentation Technique

The last section consists of seven questions aiming to know whether the teacher asks students to perform an oral presentation. Also, it seeks their ability to do an oral performance in classroom and if they can not do that what are the reasons that make them unable to do so. Next, the third question is about the students' attitudes to perform individually or collectively and if they use visual aids to support their presentations. In addition, this section looks for the stage that is the most difficult for them and the aspect they give it more attention during their performance. At last, this section ends with a question about their attitudes if oral presentation really helps them to improve their speaking proficiency.

1.3.1.2 Aim of the questionnaire

The students' questionnaire aim are to find out the existing relationship between oral presentation and speaking proficiency and its role to make the students' develop their communicative competence. The main objective of the questionnaire is to get reliable data collection about the topic and to know about the students' attitudes and opinions on the application of this technique during their learning process. The data obtained from the learners in this questionnaire will accomplish the objective of the present study to get reliable data in order to accept or reject the hypothesis from the students' responses which reflect their attitudes and experience in learning a FL.

1.3.1.3 Administration of the questionnaire

The students' questionnaire was administered to four groups of second year students at Biskra University. The questionnaire distributed at the beginning of the sessions with our presence. Then, the responses were taken at the end of the courses.

1.3.1.4 Analysis and Interpretation of the students' Responses

Item 01: Gender Distribution

| Gender | N | % |
|--------|----|-----|
| Male | 9 | 15 |
| Female | 51 | 85 |
| Total | 60 | 100 |

Table 01 : Gender Distribution

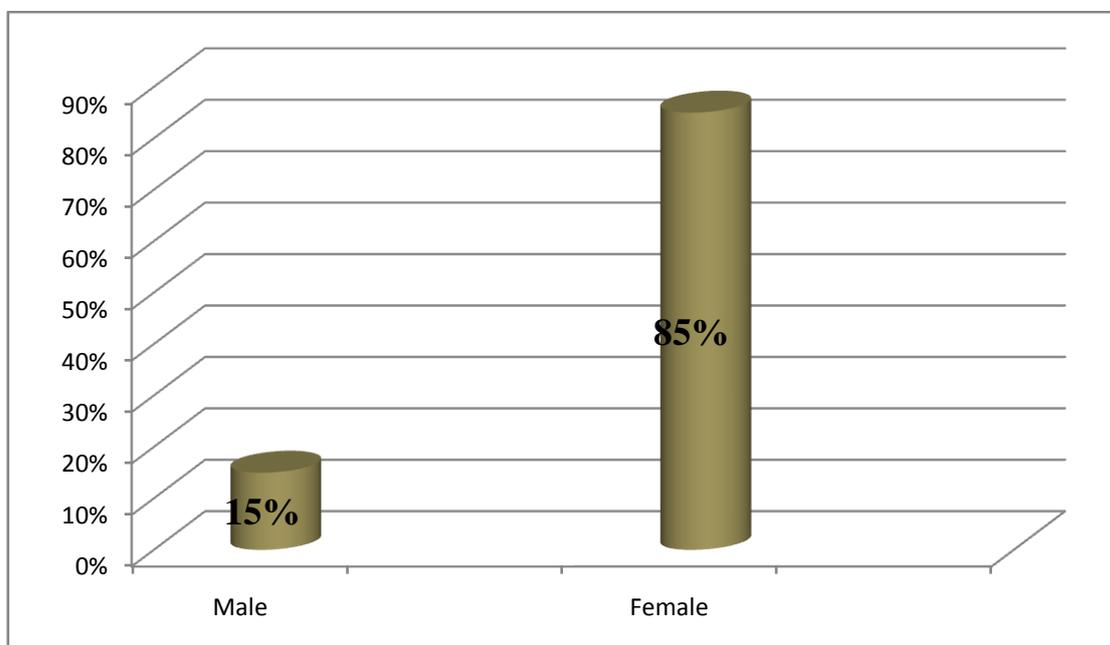


Figure 01: Gender Distribution

From the table, out of 60 participants (15%) are males and (85%) are females. It is noticed that the huge number of females showed that girls are more interested in learning a FL than boys. Hence, females like to study English compared to the male counterparts.

Item 02: Was English your own choice?

| Response | N | % |
|----------|----|-----|
| Yes | 51 | 85 |
| No | 9 | 15 |
| Total | 60 | 100 |

Table 02 : Choice of Studying English

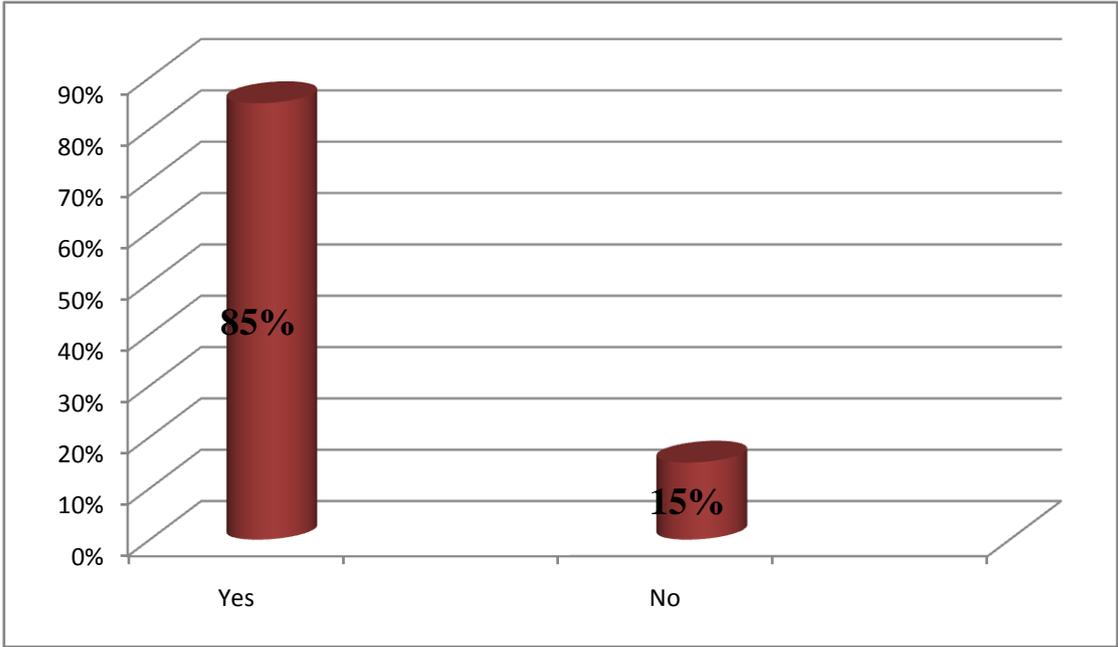


Figure 02: Choice of Studying English

From the above table, it is noticed that 51 students (85%) said that they want to study English from their own choice. However, 9 students (15%) said they could not study the branch they wanted. As a result, students who did not choose to study the language from their own choice, they are not interested to study it.

Students who said yes, justified their choice as follows : 34 students said that they like , love and enjoy to study English and they are very interesting to know more about this language. Others said that this is their dream to study it since it is the favourite language to them. Five students said that they need it in their future work and it gives them the opportunity to use it in different domains. Four students answered that this is the way to improve their level to learn about foreign culture and help them to adapt different cultures and sciences. Eight students see that English is an international language.

Item 03: The order of the four skills according to their importance

| Skills | N | .% |
|------------------|-----------|------------|
| Speaking | 26 | 43 |
| Listening | 16 | 27 |
| Reading | 11 | 18 |
| Writing | 7 | 12 |
| Total | 60 | 100 |

Table03: The Order of the Four Skills

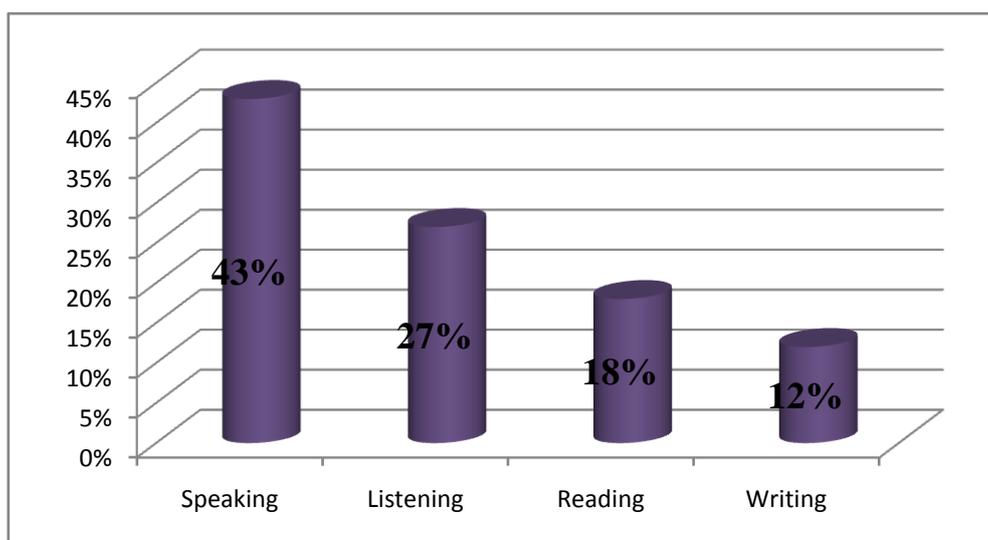


Figure 03: The Order of the Four Skills

From the table 3, it is observed that the majority of students (43%) choose the speaking skill as the most important one than others. Next, it comes listening skill (27%) since some of them think that listening is more important and they have to listen especially to native speakers. Only 11 students (18%) see that reading skill is the important skill that learners should focus on. The last percentage is for writing (12%). They see it as a necessary skill to learn a FL. So, students see the importance of the four skills in different way but all the four skills are important to learn the language since each one accomplishes the other but EFL learners need to focus more on speaking in order to be able to communicate with others.

Item 04: How do you describe your proficiency level in speaking?

| Response | N | .% |
|-----------|----|-----|
| Very good | 2 | 3 |
| Good | 30 | 50 |
| Average | 24 | 40 |
| Poor | 4 | 7 |
| Total | 60 | 100 |

Table 04: Students' description of their Speaking Proficiency

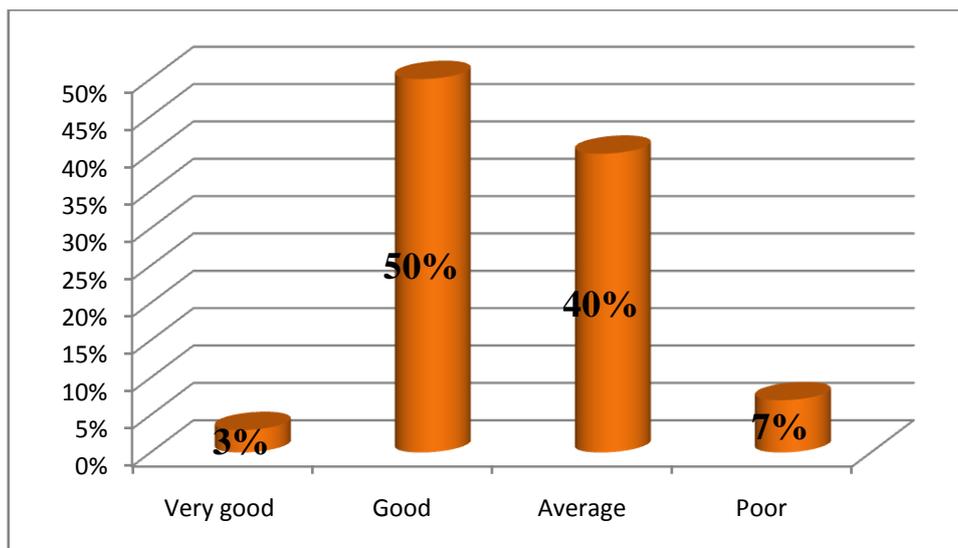


Figure 04: Students' description of their Speaking Proficiency

From the table 4,it is noticed that 2 students (3%) said that they are very good speakers.While 30 students(50%) said that they are good in speaking.Just24 students (40%) who claim an average level in speaking.Only 4 students (7%) answer that they see themselves poor in speaking.

This diversity in students’ responses showedthat every one really knows his/her level of speaking proficiency.

Item 05: Do you practice English in classroom?

| Response | N | % |
|-----------------|-----------|------------|
| Yes | 50 | 84 |
| No | 10 | 16 |
| Total | 60 | 100 |

Table 05: Students’ Practice of English in Classroom

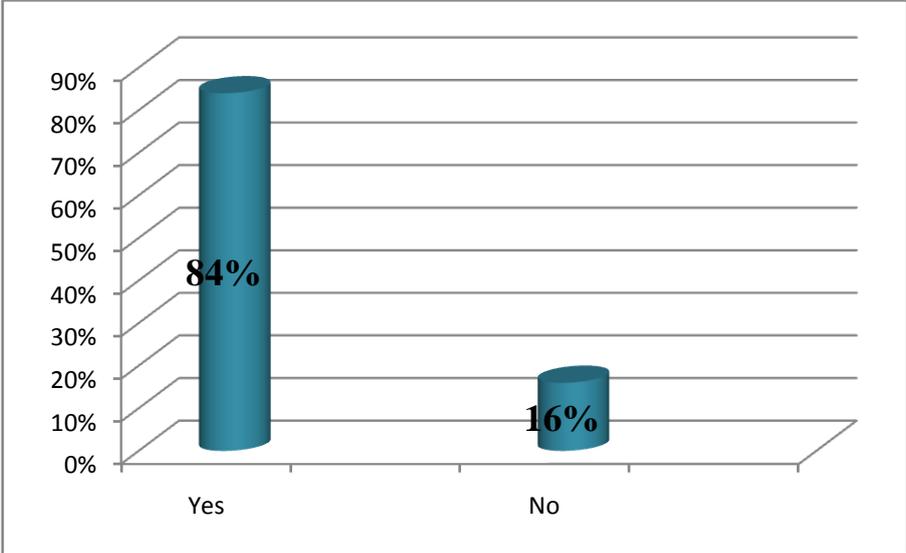


Figure 05: Students’ Practice of English in Classroom

In this result,50 students (84%) confirmed their practice of English in classroom.So,most of them are practicing the language during the course.Few of them about 10 students (16%) who do not practice English in the classroom.So,the majority of the students practice and speak English in classroom.

Justifications of students who said no; three students justified their answer by saying that they do not practice English in classroom because of the fear of making pronunciation mistakes in front of their classmates. Only two students explained their inability to speak because of the fear of negative evaluation. Other five students can not speak because of the fear of speaking in front of others. Students have different attitudes toward their disability to speak. Every students has his/her own problem or difficulty to talk freely in classroom.

Item 06: Do you agree that EFL learners have to master the speaking skill more than other skills?

| Response | N | .% |
|--------------------------|-----------|------------|
| Strongly agree | 12 | 20 |
| Agree | 43 | 72 |
| Disagree | 2 | 3 |
| Strongly disagree | 3 | 5 |
| Total | 60 | 100 |

Table 06: Students’ Perception about Mastering Speaking Skill

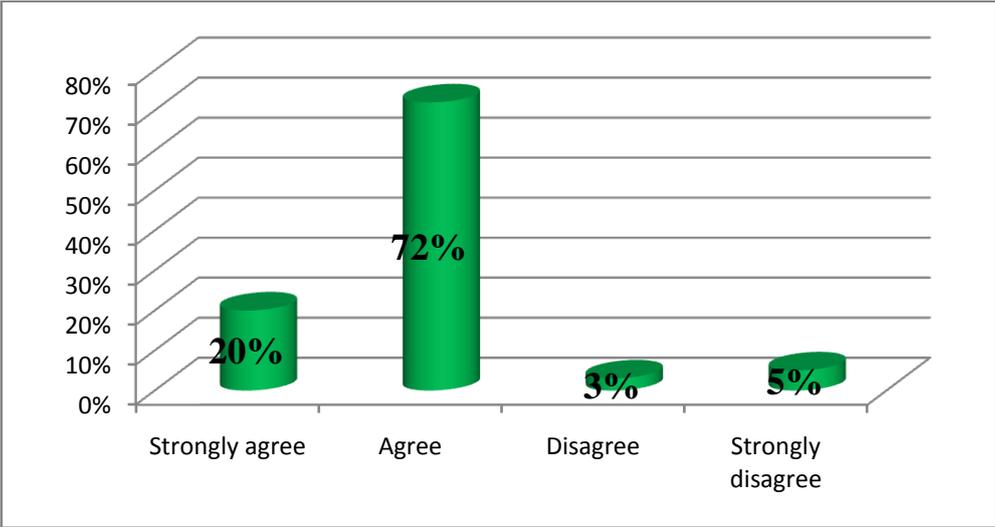


Figure06: Students’ Perception about Mastering Speaking Skill

In this item which aims to determine the students' perception of mastering the speaking skill than other skills. About (20%) students strongly agree that EFL learners are obliged to master speaking skill. The majority of students 43 (72%) agree with this idea since the major reason of studying a FL is to speak it at ease. Two students (3%) disagree with the statement. So, perhaps they can master other skills than speaking according to their own views. Only three students who strongly disagree to master speaking more than other skills. It is observed that the majority of learners agree that they have to concentrate more on speaking skill than the other skills since it gives them the opportunity to express their feelings, attitudes and opinions. They consider speaking skill as the most enjoyable one from the four skills because they feel free while talking with people. So, they wish to master it as much as possible.

Item 07: What is the importance of developing speaking skill?

| Response | N | .% |
|--|-----------|------------|
| To speak at ease with others | 35 | 58 |
| To practice the grammar rules | 15 | 25 |
| To express your feelings and opinions | 10 | 17 |
| Total | 60 | 100 |

Table 07: The Importance of Developing Speaking Skill

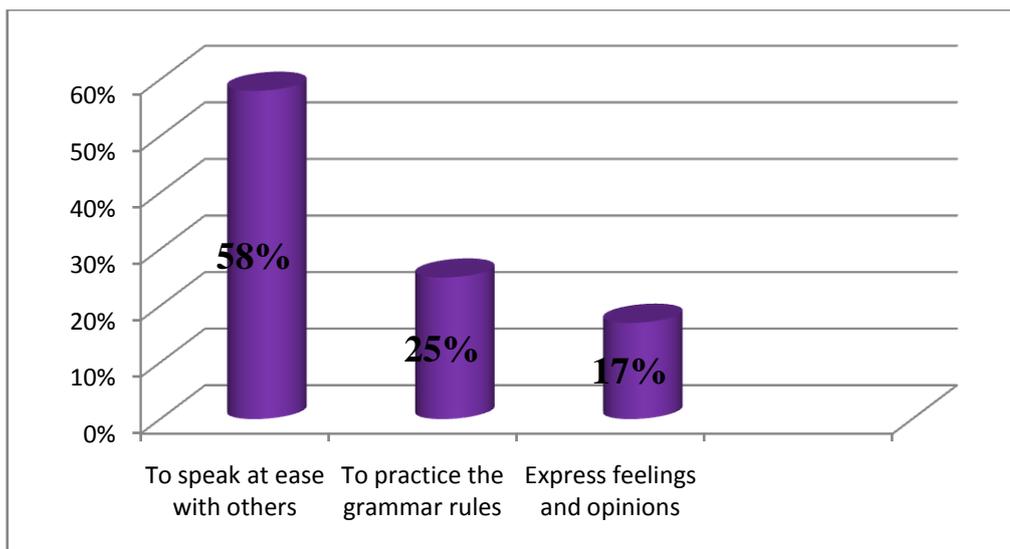


Figure 07: The Importance of Developing Speaking Skill

From the table 07,35 students(58%) said that the major importance of developing speaking skill is to speak at ease with other people to facilitate communication. While 15 students(25%) see that they have to develop speaking to practice the grammar rules to avoid mistakes in order to speak accurately. About 10 students(17%) think that the importance of developing speaking is to give them the chance to express their feelings, ideas and opinions.

There is a big diversity in students' responses but most of them know that speaking is the medium of communication with people. Hence, the speaker must achieve those three purposes together in order to speak successfully.

Item 08: Do you face difficulties in speaking?

| Response | N | % |
|--------------|-----------|------------|
| Yes | 44 | 74 |
| No | 16 | 26 |
| Total | 60 | 100 |

Table 08 : Students' Difficulties in Speaking

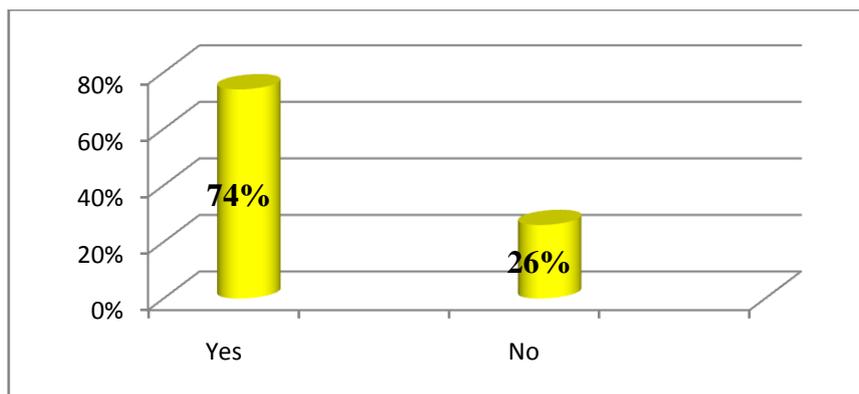


Figure 08: Students' Difficulties in Speaking

As it is showed in the table, the majority of students 44(74%) answered by « yes » ; that they face difficulties in speaking. While 16 students (26%) said « no » that they have no problems or difficulties while speaking.

Students who said yes: most of the students 44(74%) who said « yes »; justified their choice by claiming that they suffer from different difficulties. The major problems are the pronunciation and grammar mistakes besides lack of vocabulary which hinders them to speak in classroom. Few of them justified their responses by the fact that they do not find words while speaking and they suffer from the lack of practice of the target language.

Item 09: When your teacher asks you to speak in classroom?do you feel,

| Response | N | .% |
|--------------|-----------|------------|
| Comfortable | 11 | 19 |
| Nervous | 10 | 16 |
| Anxious | 7 | 11 |
| Shy | 30 | 50 |
| Others | 2 | 4 |
| Total | 60 | 100 |

Table 09 : Students' Feelings while Speaking

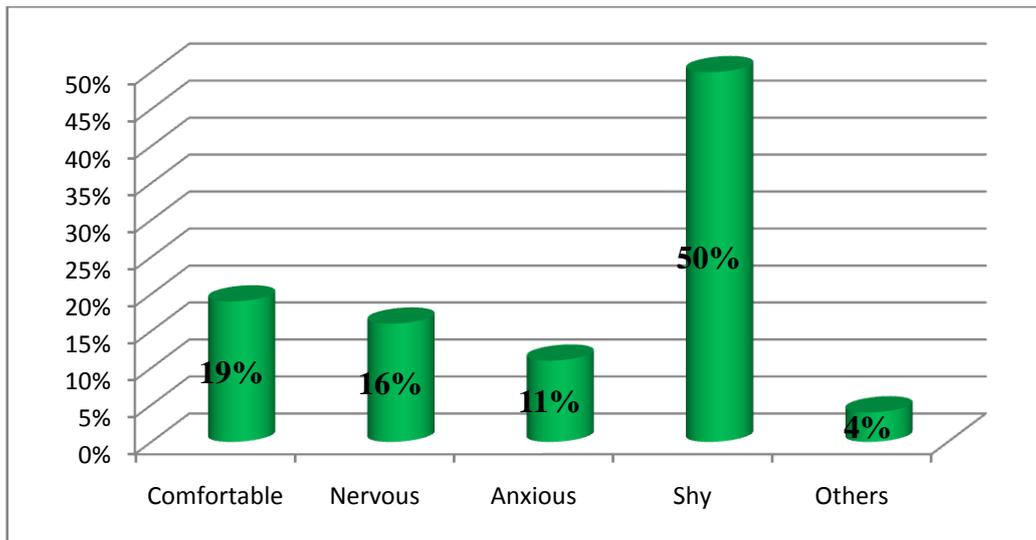


Figure 09: Students' Feelings while Speaking

The results obtained from the table above show that 19% of students are comfortable and have no problems while speaking. 10 students (16%) feel nervous when they are asked to participate in classroom activities. About 7 students (11%) feel anxious while speaking. (50%) is the percentage for those who suffer from shyness when their teacher asks them to speak in classroom. So, half of the sample feel shy while speaking in classroom. Few of them, just 2 students (4%) answer by having other feelings behind their deficiency of speaking.

There is a diversity in students' responses, but the common issue that the majority of them have the negative feelings while speaking since few of them claimed being comfortable while speaking. In addition, students suggested other responses. They claimed that they sometimes have a feeling of boredom and the types of activities make them unable to speak, for example the lack of open discussion. They see that discussions are the most needed activities in classroom to learn and have fun at the same time.

Item 10: How often do you speak outside the classroom?

| Response | N | .% |
|--------------|-----------|------------|
| Always | 2 | 3 |
| Often | 9 | 15 |
| Sometimes | 33 | 55 |
| Rarely | 14 | 24 |
| Never | 2 | 3 |
| Total | 60 | 100 |

Table 10: Students' Speaking outside the Classroom

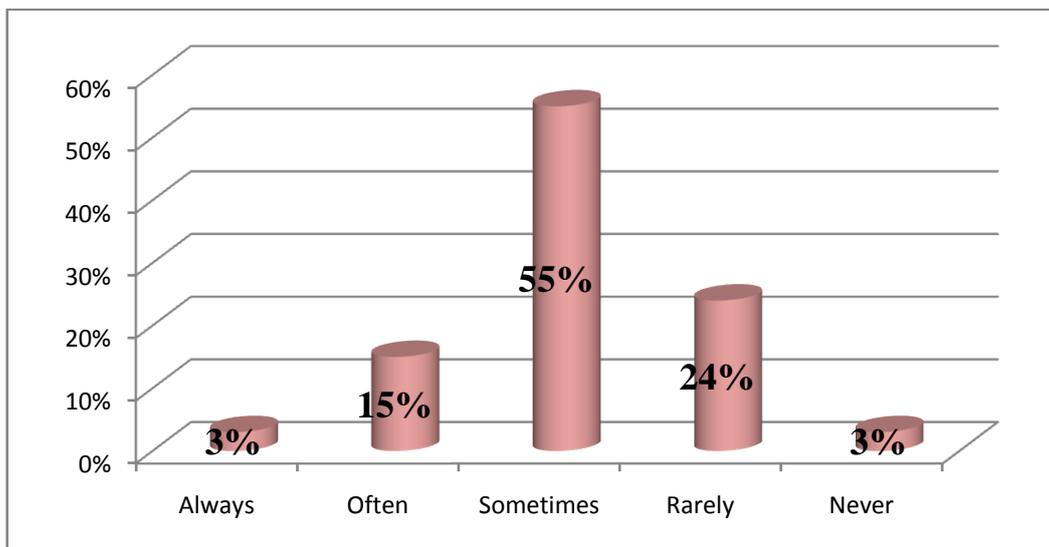


Figure 10: Students' Speaking outside the Classroom

From table 10, 2 students (3%) always practice the language outside the classroom. 15% is the percentage of those who often speak outside the classroom. 55% of students said that they sometimes speak outside the classroom, just 14 students (24%) rarely talk English outside. Few of them; about 2 students (3%) never speak English outside the class.

Students' justification of their responses

Students who answered by " always "

The two students who said that they always speak outside the classroom claimed that the practice of the target language helps them increase their knowledge about the language. They see that it is very important to speak as much as possible.

Students who answered by "often "

Only (9) students often speak English because they think that they have to speak it. They also believe that the practice outside is very good for the improvement and development of their language skills.

Students who answered by "sometimes "

33 students explained why they sometimes speak English outside the classroom. They think that they are not many students who speak English. So, that is why they can not find people who can understand them when they speak. In addition, they see that there is few skilled people in the language to help them practice the target language. In addition, it is not their mother tongue. So, they find problems in speaking English outside the classroom.

Students who answered by " rarely "

14 students rarely speak English because some people do not understand this language, and if they will speak it outside, other people think that they show off.

Students who answered by " never "

The two students who never speak English outside classroom said that they have not students or friends to speak with. So, they have not the opportunity to speak. They also said

that they talk only in classroom and people of outside can not understand the FL since their mother tongue is Arabic.

Item 11: Wich speaking activity does your teacher often use?

| Response | N | .% |
|------------------------------|-----------|------------|
| Role plays | 16 | 27 |
| Discussions | 10 | 17 |
| Language games | 0 | 0 |
| Group work activities | 3 | 5 |
| Oral presentation | 31 | 51 |
| Total | 60 | 100 |

Table 11: Students' Speaking Activities

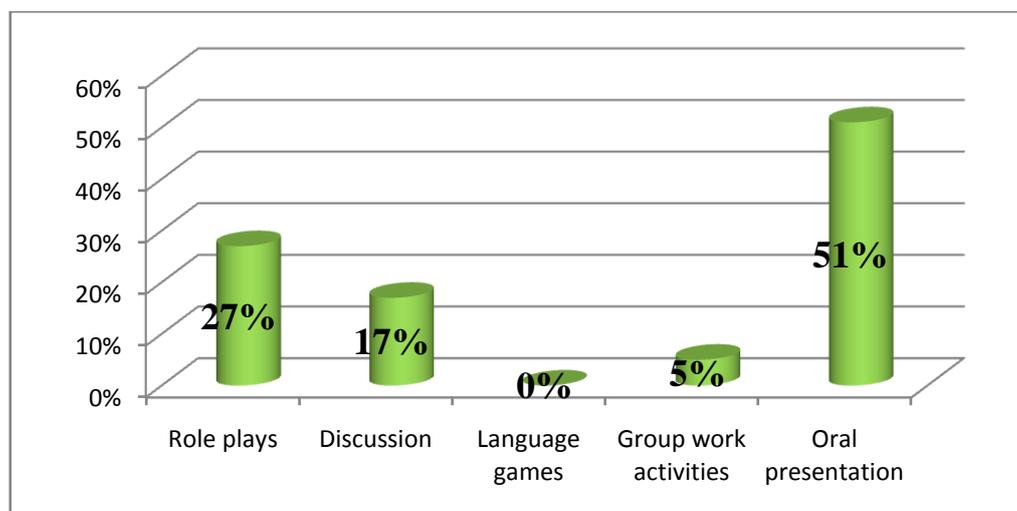


Figure 11: Students' Speaking Activities

From the above information, it is observed that 16 students (27%) said that the speaking activity that is presented most by the teacher is role plays. Then; it comes the percentage of discussions (17%). (0%) for the language games; teachers they do not give them to their students even they are for learning and fun. Then, it comes group work activities (5%). Half of the students (51%) said that their teachers use oral presentation activity. At last, teacher do not

use language games in classroom. So, they give them activities which develop their speaking and giving them the chance to speak.

Justification of speaking activity that students enjoy most:

51 students justified that the speaking activity that they enjoy most is oral presentation because it gives them the chance to express their ideas freely especially when they choose their own topics. They expressed that they feel more comfortable with such activity. Students see that this is the way that allows them to share knowledge. The next enjoyed activity is discussions. Role plays are also preferred by students because they help them to be more skillful in speaking since they imagine themselves as actors. So, they can speak fluently. They see that it is a learning activity that makes them better at speaking. Others said that is the most enjoyable one because it gives them the opportunity to speak at ease, freely and fluently. For those who liked "group work" activities, they see its importance of cooperative work to help each other in learning.

There is a big diversity in students' preferred speaking activities that they enjoy most, every one likes a different technique or activity that he/she feels more comfortable or it helps him/her to learn better.

Item 12:How often does your teacher ask you to perform an oral presentation?

| Response | N | .% |
|------------------|-----------|------------|
| Always | 17 | 29 |
| Often | 17 | 29 |
| Sometimes | 20 | 33 |
| Rarely | 5 | 8 |
| Never | 1 | 1 |
| Total | 60 | 100 |

Table 12: Frequency of performing an oral presentation

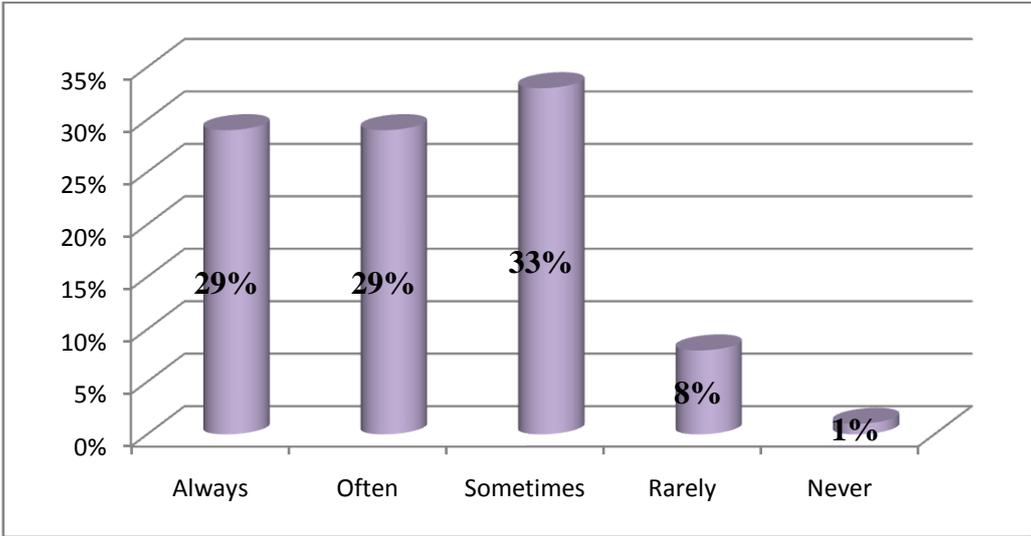


Figure 12: Frequency of performing an oral presentation

The results obtained from the table above show that 17 students (29%) said that their teacher always asks them to give an oral presentation. Other 17 students (29%) said that they are often asked to perform oral presentations. About 20 students (33%) answered that their teacher sometimes asks them to perform orally in classroom. Only 5 students (8%) said that their teacher rarely invites them to talk during the course. Just one student (1%) said that the teacher never asks them to speak.

There is also a diversity in responses since it has been dealt with different groups. So, there is a change between the frequency of performing orally. The teacher has to invite his/her students to speak even with mistakes and to help them to break their fear of making mistakes and to help them overcome speaking problems that make them unable to speak. So, he helps them to build a strong self-confidence on themselves.

Item 13: Have you ever given an oral presentation in classroom?

| Response | N | % |
|----------|----|-----|
| Yes | 52 | 86 |
| No | 8 | 14 |
| Total | 60 | 100 |

Table 13: Students’ Response about Performing Oral Presentation

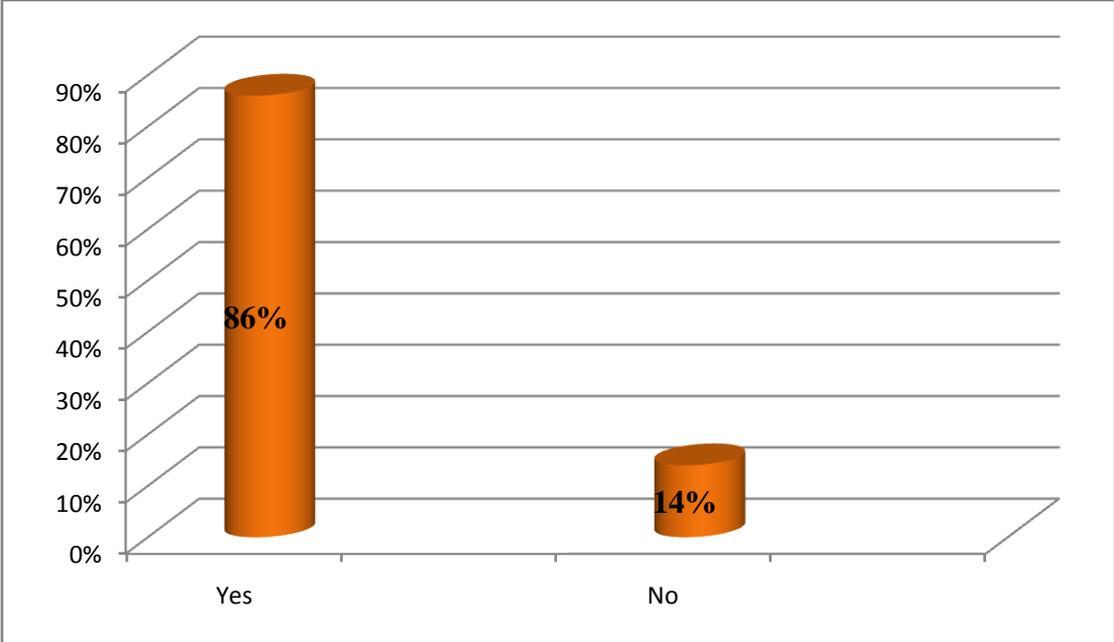


Figure 13: Students Responses about Performing an Oral Presentation

According to the results of table 13, it shows that 52 students (86%) said « yes » that they perform an oral presentation in the classroom. However, 8 of them (14%) said « no ». Those who did not perform an oral presentation justify their response by their feeling of shyness and

they can not speak in front of others. The big problem that EFLL suffer from is shyness. Effective teachers should know how to overcome this problem which stays beyond their failure in learning the target language.

Item 14: Do you enjoy giving an oral presentation individually or collectively?

| Response | N | % |
|--------------------------------|-----------|------------|
| Oral presentation individually | 25 | 42 |
| Oral presentation collectively | 35 | 58 |
| Total | 60 | 100 |

Table 14: Students’ attitudes towards individual or collective

Presentation

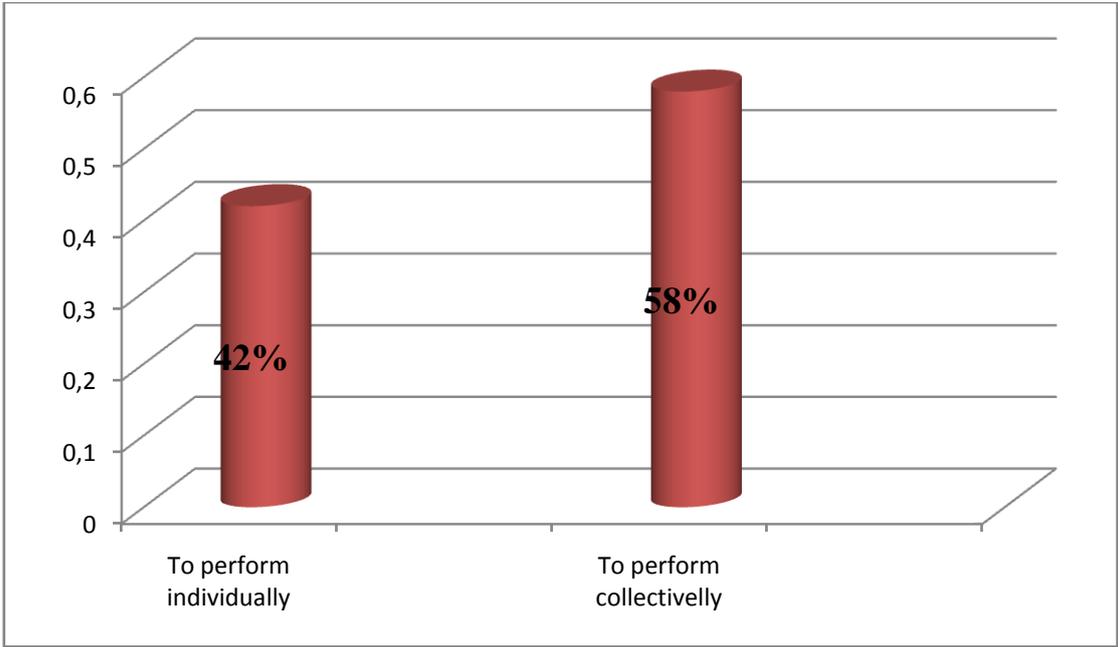


Figure 14: Students’ attitudes towards individual or collective Presentation

The table 14 summarizes the following:

25 students (42%) like to perform individually in classroom activities because they can correct their mistakes and increase self-confidence while performing, They think it is the way to feel free and to correct their pronunciation. Also they can develop their abilities and competencies. So, they can improve their levels when performing individually. As a result, they feel at ease. However, 35 students (58%) enjoy to perform an oral presentation collectively since they like cooperative work, it gives them the chance to help each other. This technique helps them to share the work, gain time and make the work easier, some of them see that it is the best way to feel comfortable and it overcomes shyness. So, they can exchange ideas and help each other and they said that it is a way for enjoyment and fun.

So, each student has his/her own regard to the way how he /she performs an oral presentation. But the majority of students enjoy cooperative work since they perform together the presentations and they find it an effective activity that helps them in their learning process.

Item 15: Do you use Visual Aids in your presentation?

| Response | N | % |
|-----------------|-----------|------------|
| Yes | 34 | 56 |
| No | 26 | 44 |
| Total | 60 | 100 |

Table 15: Using Visual Aids in Oral Presentation

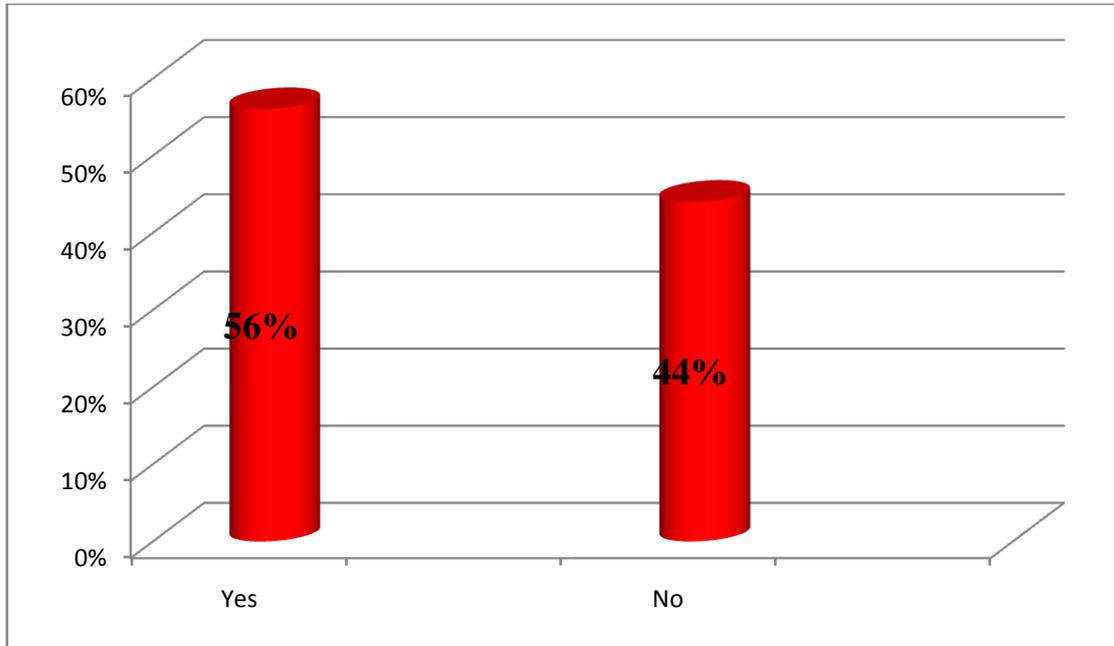


Figure 15: Using Visual Aids in Oral Presentaion

This table shows that most of the students 34 (56%) said that they use different visual aids in performing their oral presentations. While few of them said no; they do not use visual aids in their oral presentations. It means that EFL learners support their oral performance with visual aids since they help them to transmit the idea to their classmates and even the audience pay more attention to the topic visually.

Item 16: Which stage in the presentation is more difficult to you?

| Response | N | .% |
|----------------------------------|-----------|------------|
| Preparation | 17 | 28 |
| Presentation | 22 | 37 |
| Interaction with audience | 21 | 35 |
| Total | 60 | 100 |

Table 16: The difficult Stage in Oral Presentation

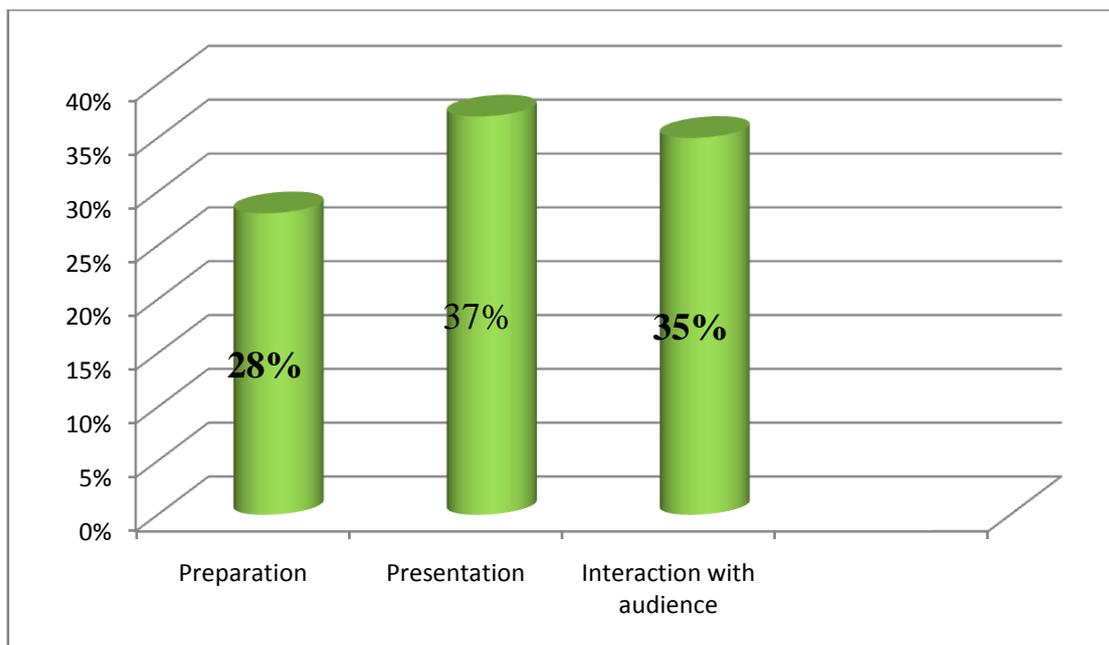


Figure 16: The difficult Stage in Oral Presentation

From the above table, (28%) of students said that the preparation is the most difficult stage that they face when they perform an oral presentation. (37%) of students said that presentation itself is the most difficult to do. (35%) of students suffer from the interaction with the audience. So, they see that it is the difficult stage in delivering an oral presentation.

.Item 17: Wich aspect of the presentation you give much attention?

| Response | N | % |
|--|-----------|------------|
| Form (vocabulary, pronounciation, grammar) | 26 | 44 |
| Content (ideas +topic) | 34 | 56 |
| Total | 60 | 100 |

Table 17: The Most Important Aspect of Oral Presentation

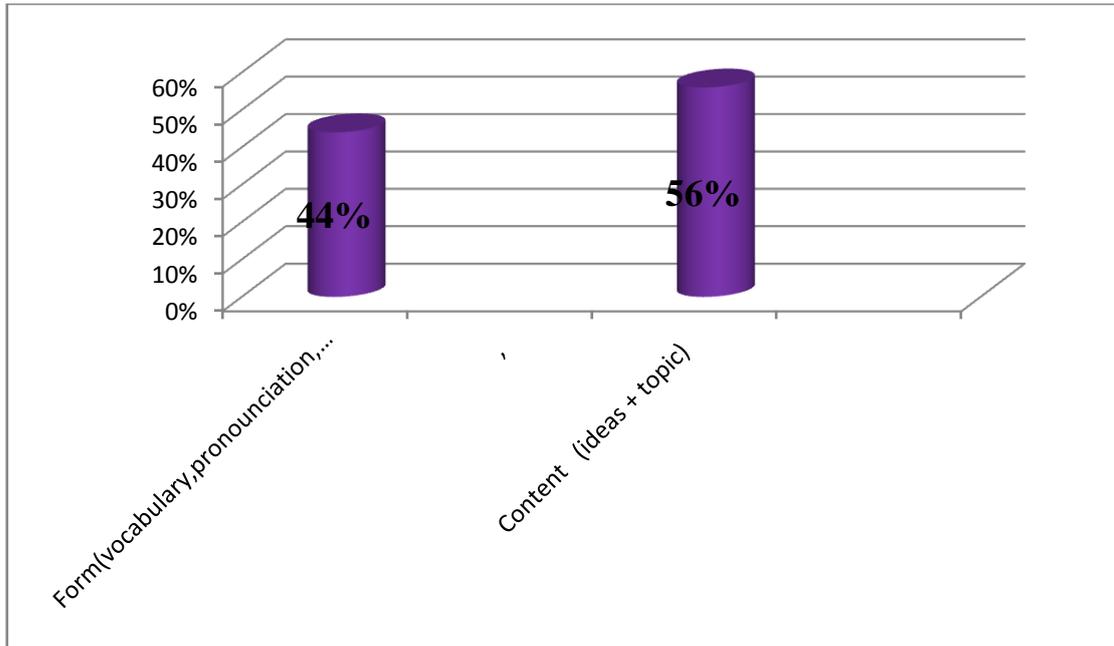


Figure 17: The Most Important Aspect of Oral Presentation

In this item which represents the most important aspect that the students give more attention to it. (44%) of students are interested more on the form of the presentation. It means the use of meaningful vocabulary, and the right pronunciation besides the correct grammar. (56%) is the highest percentage which is obtained from students who said that they give more interest to the content and about the ideas of the topic. Every student has his/her own view about the important aspect when they perform an oral presentation in classroom. However, the two aspects are both important to succeed the oral performance. So, students should focus on the two aspects while delivering their presentations since they are related together with the success of the oral performance.

Item 18: Do you agree that oral presentation assists you to improve your speaking proficiency?

| Response | N | .% |
|-------------------|-----------|------------|
| Strongly agree | 37 | 62 |
| Agree | 22 | 36 |
| Disagree | 1 | 2 |
| Strongly disagree | 0 | 0 |
| Total | 60 | 100 |

Table 18: Students' Beliefs That Oral Presentation Improve Speaking Proficiency

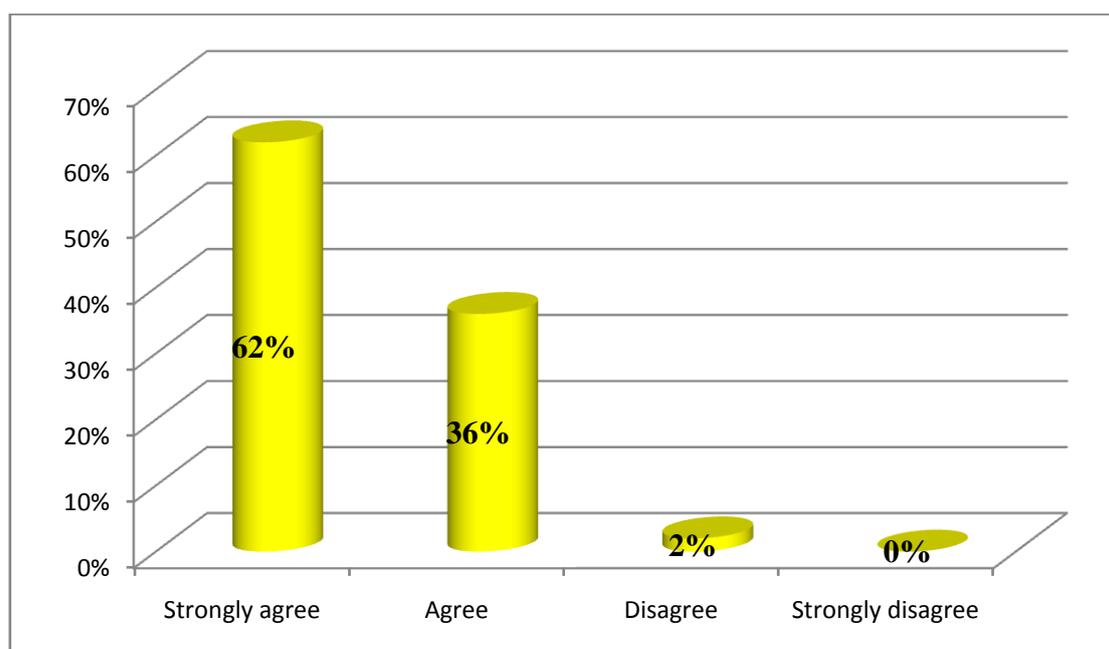


Figure 18: Students' Beliefs That Oral Presentation improve Speaking Proficiency

The above table shows that (62%) of students said that they strongly agree that oral presentation technique helps the EFL learners to improve their speaking proficiency. (36%) of them agree to improve speaking proficiency when they perform an oral presentation. Just (2%) of students disagree. No one of students strongly disagree that oral presentation assists them to enhance speaking proficiency.

As a result, (98%) of students agree that oral presentation is effective to develop speaking proficiency. So, EFL learners confirm that oral presentation is a good technique that helps them to enhance their speaking skill.

1.3.2. Classroom Observation

Classroom observation is the second data gathering tool for this research. The main objective of the classroom observation is to observe the nature, the behaviours and the performance of the students' during the oral expression course. Also, it aims to observe the way of their speaking to develop their communicative competence.

1.3.2.1. Description of Classroom Observation

The classroom observation is conducted with different groups that often perform oral presentations in oral expression module. Classroom observation sessions were attended with four sessions with learners of English at Biskra University. Unfortunately, we aimed to attend more than just four sessions to reinforce the observation during students' oral performance but due to time constraints we could not.

The observation was done directly by observing the students' performance orally through following the structures of the observation checklist. Every session of the observation took one hour and half. The observer tried to seat at the end of the classroom to observe the students' performance and all the classroom events.

The observation checklist relied on four items (the teacher, the classroom environment, oral presentation technique and the students). The observation focused only on the oral presentation activities during the course in order to see whether this technique really helps students to enhance their communicative competence or not. The observer just followed the organization of those items according to what happened during oral expression course.

1.3.2.2.The Classroom Observation Results

| | |
|--|-------------------------------|
| Class observed: Second –year students | Number of students: 30 |
| Teacher’s name: Dr. Rezig | Group: 07 |
| Observer: Fraioui Rima | Time : 11 :20/12 :50 |
| Place : Bettaibi | Date : 03 /03/ 2016 |

In the first observed session, the teacher did not introduce the purpose of the lecture since students already know the type of activity that they will perform from the last session. The teacher informed students to give them an activity as a sort of discussion and for making a test at the same time. She previously gave them six different topics for discussion and every one had to choose one and speak about it orally. The topics suggested as follows : (the notion of change-up to date events-generation problems-imaginative work-individual issues(character and way of thinking)-ambition and perspectives). Those suggested topics were kind of oral presentation that helped them to speak more in classroom. The students passed one by one to speak about their topics, every student had at least 10 minutes to perform and speak. So, the teacher started the test individually by calling students’ names. In addition, the teacher explained unfamiliar words to students and introduced new information, she also corrected their mistakes while performing. She explained the unclear ideas from the students. During the session they performed different activities negotiation, narration and poems.

During the observation, the teacher allowed them to ask questions and giving comments on colleagues’ performance. Even the teacher asked them questions. In addition, when someone of the students performed well, she praised him/her with good words.

The classroom environment was very clean and motivational because there was an excellent students-students interaction and teacher-students interaction, the audience kept silent while classmates' performance. There was no kind of confusion or boredom, they all concentrated on the performances and they negotiated on different topics which talked about the veil and religion traditions, relationship between parents and children. There were some students who were somehow shy. While others gave different comments and logical suggestions and they tried to give their opinions and critic views about others performance. Moreover, it was observed that the presentations were well-organized and performed from the presenters since they clearly explained their topics. But there was of course some students who had lack of vocabulary and grammar but the most important thing was they tried to learn the target language because they spoke about interesting topics. During our observation there was no use of visual aids in the presentations and they spoke freely with their teacher. Few students avoided to ask questions.

It is noticed that students enjoyed their time during discussion and making oral performance since they could express their feelings and opinions. The teacher was very kind with her students since she helped them to express ideas and find words. It was a rich session where there was a good atmosphere of learning and an interaction between the students. As a result, students liked so much the oral performance since they feel themselves free without restrictions to speak and express what is going on in their thinking.

| | |
|--|-------------------------------|
| Class observed: Second –year students | Number of students: 24 |
| Teacher’s name: Dr.Bashar.A | Group: 01 |
| Observer : Fraioui Rima | Time : 9 :40/11 :11 |
| Place : Bettaibi | Date : 14 /04/ 2016 |

At the beginning of this session the teacher gave them the kind of the task wich was a discussion and a translation of short story.He gave them two words that he wrote them on the board and he asked them to find their meanings.Then, he introduced a story of a normal person in a small island where people had a small size and this island called "diminutive lilliput".The teacher wrote the story on the board while the students wrote also the story at the same time on their copybooks.They enjoyed the story from their positive motivation.When he finished, he red the story for his students. Next, he asked his students to read the story one by one.After that he demanded to summarize the general idea of the story from the students.They started to summarize it and they discussed together the main idea of this story and tried to find synonyms of the difficult words.Then, the teacher gave them 10 minutes to translate the passage.The teacher explained unfamiliar words to students and corrected the students’ mistakes during their reading.There was a motivational technique when he started to ask them to discuss about the general meaning of the story.The teacher also asked questions for his students, when they found right answers he rewarded them with good words.

The classroom atmosphere was so motivational and clean,they participated in the explanation and comprehension of the story.There was an interaction between teacher and students. Some students spoke fluently and accurately and other did not.However, there was no use of visual aids during this session .The teacher spoke freely with his students during the course since he made a sort of open- discussion about the topic.After the translation he asked them to read one by one a passage from the story and they started the translation orally .They

had to give the right translation of the unclear words in order to enrich their vocabulary. It was a good way of motivation for the students to speak the language for all of them. Then, they started negotiation together about the short story in English in order to know the meaning of difficult words in order to be familiar with them and to understand the topic easily.

| | |
|---|-------------------------------|
| Class observed : Second –year students | Number of students: 24 |
| Teacher’s name : Mrs.Chriet | Group : 05 |
| Observer : Fraioui Rima | Time : 11 :20/12 :50 |
| Place : Bettaibi | Date :17 /04/ 2016 |

In this session, the teacher came on time to meet her students. First of all, she introduced the purpose of the task which was an oral presentation to make an exam in oral expression module. She asked them to make a presentation orally. The teacher was so kind with them since she asked them who was ready to perform in that day. Students who have prepared their oral presentations, they raised their hands. After they passed one by one to speak about different topics. Next, the first student talked about a good topic which was the benefits of processing to enrich vocabulary, the audience interacted with the speaker because they showed interest with the subject. The presenter showed great self-confidence during the performance. She talked about creativity and competence which were related with academic vocabulary. In addition, the presenter gave them different cards and she asked them to find their meaning in order to enrich their vocabulary. The teacher just observed the students performance for evaluation. She played the role of a facilitator for them which is really a good way for motivation.

The role of the teacher was correcting their mistakes and using various motivational techniques by asking the audience questions about the topic. She allowed the learners to ask

questions and giving comments on performance of others freely. Next, the teacher asked questions for the presenters in order to give them chance to speak and explain more the ideas.

The classroom was clean and there was a motivational atmosphere where the interaction between teacher-students interaction and students-students interaction existed. They kept silent while the speaker was performing, and they discussed together when they find unclear point. It was a very interesting topic since she gave them the common mistake in grasping new words. There was no confusion or boredom in the classroom, they were interested with the module itself. The presentations were well-organized and performed because they clearly explained their topics. Some of students spoke accurately and fluently and few of them did not. All of them used visual aids (data show) to support their presentations and to get more attention from the audience. Furthermore, most students performed confidently and they explained their ideas logically while others were somehow shy. Then, the presenter asked the audience to reexplain if there was an ambiguous point. There was a good motivational atmosphere because students talked freely with their teacher and they negotiated and discussed the subject. The topics were very interested, they discussed about the ways how to learn words from the same root, teaching a FL for beginners, parents, and wars.

The majority of the students used power point and videos to explain the topic. There was a collaboration among them and they learn from each other. For instance, the audience liked so much the topic of how to respect their parents and take care of them. The last presentation was a debate about peace and war. They discussed together how to find solutions for the problems that happen nowadays. The teacher asked them a question: how can we make a war with a peaceful way?

The teacher asked this question in purpose to motivate students to express their opinions about the topic.

The students answered by making cold war, manifestaions.Students gave different suggestions since when pepole did not find solutions peacefully they made wars.They gave logical comments where theyexpressed their own opinions.It was not observed that they were not interested with the speaker or the teacher.

| | |
|--|-------------------------------|
| Class observed: Second –year students | Number of students: 30 |
| Teacher’s name: Dr.Bashar.A | Group: 01 |
| Observer : Fraioui Rima | Time : 09 :40/11 :10 |
| Place : Bettaibi | Date : 21 /04/2016 |

The teacher came on time and he started directly his lesson after he introduced the objective of the lesson wich was oral presentations.The students have prepared before starting the course their visual aids in order to gain time.The first student worked about the topic of war in Syria and the real reasons behind this conflict.She made an introduction about what happened in Arabic countries Tunisia,Syria,and Egypt.Next, she started explaining the steps of this war in a map in the board.It was observed that students liked visuals since they get more attention and interest.She began to explain the beginning of this conflict from Jabhat Annosra and the intervention of Iran to help the president of Syria.She said that Turkey and the Saoudi Arabic supported the rebels.Also how Alkaaida became the Islamic State in Syria and Irak.So, the civil war began in this region.In addition, the presenter looked very confident and interested with the topic.The teacher looked just as an observer and facilitator to his students, he let them free to explain and to talk according to their own views and thinking. The teacher explained new information and he used a bell as a motivational tool to get their attention.Another important thing was that the presenter asked questions for her classmates to get the idea if there was an ambiguous point.The teacher gave them the chance to give their comments on their classmates’ performance.The atmosphere was motivational

where there was an interaction between the teacher and his students. The audience kept silent while the student performed his/her presentation. Any sort of confusion or boredom in classroom was not observed. The presentations were well-prepared and performed since they are logically explained and the type of topics was updated and attractive. They liked to talk about current subjects that happen nowadays. Some students spoke accurately and fluently and others did not because of anxiety. The most important thing that was observed was the use of visual aids (data show) in their presentations. The presenter brainstormed the topic with his/her classmates and they later on discussed it. Furthermore, the teacher explained for his students the major reasons behind this war since it was not behind religious reasons but because of economic reasons (gas and clean energy) that have found in Syria. Some students gave different suggestions and logical comments about the subject and few of them avoided to ask questions or giving their points of view. Students were concentrated with the teacher, the presenters and with topics.

The second topic was about the contradictions between Islam and different religions. The presenter gave them a video which talked about the wonders of God's creation in the world and how he created human from a leech and the greatness of Quran and beauty of all God's creation in the world. The teacher rewarded them with good words that encourage them and give them support. Then, their classmates started the discussion about the importance of the topic and the idea of the video itself.

To sum up, from the classroom observations it was observed that EFL learners were very interested to do oral presentations and oral expression course since they gave them the opportunity to speak. So, they find it very useful to learn the language. Another point was the method of motivation that teachers gave to their students, all the teachers were just facilitators to their students' performance, they gave them freedom in managing their oral

presentations. Moreover, students discuss interested topics using different visual aids to make their ideas very clear for the audience in order to understand the topics.

Discussion of results

The results obtained from this study showed that EFLs consider the speaking skill as the highest concern for them, and their main objective is to master it as much as possible. In addition, students also confirm that oral presentation is one of the successful techniques used to enhance their communicative competence, but they face during their learning process different obstacles that hinder them to learn the language. Those main problems are the psychological factors such as: shyness, lack-of confidence, lack-of motivation, and anxiety. The learners suffer from shyness as the most prominent that influences their achievement and it leads to negative results. This feeling makes them unable to communicate orally. In addition, students suffer from lack of vocabulary, grammar mistakes, and pronunciation. The learners find that the presentation stage is the most difficult step while performing oral presentation technique, this will influence their achievement in classroom. Moreover, students speak English only in the classroom with their classmates and they rarely practice the language outside the classroom since they do not find people who speak English.

In addition, the findings showed that the most enjoyable speaking activity that learners like to perform is oral presentation and role plays because they find themselves free in the whole performance. In contrast, students still feel afraid of speaking in front of others due to the feelings of classmates' negative judgement. Furthermore, the learners enjoy to perform collectively than individually since they share knowledge together and they help each other during the performance. Finally, students like to support their presentations with the use of visual aids which help them to transmit clearly the message for the audience.

Recommendations and pedagogical implications

This study investigates some pedagogical implications of oral presentation for students to perform successfully in class. These implications need to be considered in EFL classes. At first, learners should develop their speaking skill as the major one. So, they have to give more attention and interest to this skill by developing the adequate strategies to present an outstanding oral presentation. EFL learners suffer from different speaking problems especially the psychological ones ; that require teachers to effectively consider them to help learners overcome them with the application of effective speaking activities and techniques. Teachers should make their learners more comfortable in classroom since those problems hinder their speaking achievement. Hence, they should try to create a motivational and interactive atmosphere in order to make them involved in classroom activities.

The suggested recommendations are very helpful for both teachers and students in order to help EFL learners perform an effective oral presentation.

Suggestions for students

- Students have to make good plans before delivering their oral presentations since this stage is very important and they have to be well-structured and planned.

- Students should cope with their psychological factors in the classroom in order to succeed in their oral performance.

- Students should pay attention to their grammatical mistakes and their pronunciation as well as vocabulary because they find them as difficult problems in speaking.

- Students have to choose topics that are related to their interests and personal experiences.

- Students have to build a strong self-confidence to speak easily in front of others.
- Students should not feel afraid of speaking because of negative evaluation; they have to talk and express ideas and they have to think positively in order to achieve success.
- Students should support their oral presentations with the use of visual aids; this will help the audience to understand more the topics.
- Students have to increase as much as possible their speaking in the TL in order to enhance their communicative competence.
- Students should increase their chance to speak with friends inside and outside the classroom to be fluent and accurate speakers.
- Students should clearly explain their oral performance with loud voice and with use of gestures and expressions to persuade the audience.

Suggestions for teachers

- Teachers should create a motivational atmosphere which supports the interaction between students.
- Teachers should teach their students how to give comments and questions and logical suggestions in the assesment of their classmates' performance.
- Teachers should invite his/her students to speak in classroom in order to help them get rid of shyness.
- Teachers should encourage their students to perform orally and give them freedom in managing their presentations which will motivate them and give them the responsibility to work hard on themselves.

- Teachers should reinforce the speaking activities and the motivational techniques for their learners by giving them the opportunity to speak.

In conclusion, oral presentation is an effective technique in improving students' speaking proficiency in EFL classes. So, they should be prepared well –structured oral presentations in order to achieve their objectives. Teachers should reinforce the use of oral presentations in classroom to give the learners the opportunity to speak more the language to develop students' communicative competence which is their purpose. There is an interrelated relationship between oral presentation and speaking proficiency.

Conclusion

The analysis of results obtained from both students' questionnaire and classroom observation confirm the research hypothesis stating that students who perform a well-structured oral presentation in oral expression, their speaking will be improved and they will progressively develop their communicative competence. So, EFL learners give their opinions and attitudes about the improvement of speaking proficiency through oral presentation technique. The findings obtained from the students' questionnaire show that the students' point of view which confirms the important role of performing orally in order to develop their communicative competence in the target language. In addition, they see that oral presentation is an effective way to enhance their speaking abilities. This technique makes them work best to achieve their purposes of learning English through reinforcing their oral performance as much as possible. In addition, the same thing for the results of classroom observation that show the importance of oral presentation in EFL classes to enhance their speaking skill. In addition, students face different psychological problems that stay beyond their underachievement in speaking. The results of this research revealed that second year students of English have a positive perception about the effectiveness of oral presentation to improve the speaking skill. Thus, students need to work on themselves to breakdown their difficulties to speak at ease. This technique allows them to speak and express their ideas. Hence, they have to overcome shyness which is the biggest problem that hinders their achievement. They should speak as much as possible even with mistakes in order to enhance their speaking skill.

General Conclusion

General Conclusion

The objective of this dissertation is to emphasize the great role of speaking skill for EFL learners and the importance of oral presentation technique. The current study aims to confirm this hypothesis : if students perform a well-structured oral presentation in oral expression, then their speaking skill will be improved and they will progressively develop their communicative competence. The research was divided into two major theoretical chapters in a literature review which contained the two variables speaking proficiency and oral presentation technique.

The first chapter was about speaking proficiency and its importance to develop students' communicative competence. The second chapter was about oral presentation technique as a learning activity that helps them to develop their speaking. The two variables are interrelated to the success of students' speaking skill. The third chapter was the field work and the analysis of the students' questionnaire and the classroom observation. From this analysis, EFL learners suffer from different psychological factors that hinder their speaking proficiency such as : shyness, lack-of confidence, anxiety and lack of motivation. The study aims also to investigate those difficulties and find techniques to make students speak easily. The research conducted through the descriptive method in order to describe the students' problems in speaking and to find the suitable way that helps them to speak the TL. The tools which were implemented to gather data are the questionnaire for students and the classroom observation. The sample of this study included sixty EFL learners of second year students at the university of Biskra during the academic year 2015-2016.

Through the analysis of the findings, it was found that speaking is the most important skill for EFL and the majority of learners confirm that developing and mastering this skill can be achieved via oral presentation technique. It was found also that oral presentation is very

helpful to develop their speaking proficiency because of its effectiveness in EFL classes. However, the learners enjoy performing this type of speaking activities.

It is resulted from the findings that students have a positive attitude towards the effectiveness of oral presentation technique to enhance speaking. They think that it is the suitable means to express their ideas and opinions since the majority of them answered that the most used activity that their teachers use in oral expression course is oral presentations. So, EFL teachers give their learners this speaking activity to give them the opportunity to speak. In addition, it is resulted also that there are other problems that prevented learners to talk in pronunciation, grammar, and vocabulary. So, they have to learn how to pronounce the words phonetically and to be aware about the grammar rules and to enrich their vocabulary in order to speak accurately.

Furthermore, they said that they can not practice the language in classroom because of the fear of speaking in front of others. Hence, to overcome this problem they have to build a strong self-confidence in order to achieve their purposes. Other students suffer from the fear of negative evaluation, but they should speak even with making mistakes, they will enhance their speaking and learning from their mistakes.

In addition, students have to perform a well-structured oral presentations in order to be effective in addressing the audience. From the findings, students know well that the use of visual aids are very helpful for their success. Another result, reveals that students like to perform collectively than individually since they enjoy the cooperation and collaboration with each other and they find this way very helpful in presenting orally.

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Appendices

Appendix A

***Questionnaire for students**

Dear students, this questionnaire aims to find out the relationship between speaking proficiency and oral presentation technique. Your answers are very important for the validity

of this research. Please, tick (x) the choice that corresponds to your answer or give full answers if necessary. Thank you for your time and collaboration.

Section one: background information

Gender: male

Female

1- Was English your own choice ?

Yes No

2- If yes, why did you choose to study?

.....
.....

3- Rank from (1) to (4) the following skills according to their importance.

a. Speaking

b. Listening

c. Writing

d. Reading

4- How do you describe your proficiency level in speaking?

a- Very good b- Good c- Average d- Poor

5- Do you practice English in classroom?

Yes No

-If no, is it because:

a- Fear of making pronunciation mistakes?

b- Fear of negative evaluation?

c- Fear of speaking in front of others?

d-Others

Please,specify,.....

.....

.....

.....

Section two:Speaking Proficiency

1-Do you agree that EFL learners have to master the speaking skill more than other skills?

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

2-What is the importance of developing the speaking skill?

a-To speak at ease with others b-To practice the grammar rules c-To express
your feelings and opinions

3-Do you face difficulties in speaking?

Yes No

-If yes,what are the major ones?

.....

.....

.....

4-When your teacher asks you to speak in classroom? Do you feel,

A-Comfortable

B-Nervous

C-Anxious

D-Shy

E-Others , please specify.

.....

.....

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

A-Always b-Often c-Sometimes d-Rarely e-Never

-justify, why?

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

6-Which speaking activity does your teacher often use?

A-Role plays

B-Discussions

C-Language games

D-Group work activities

E- Oral presentation

-Which one do you enjoy most?Why?

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

Section three:Oral Presentation Technique

1-How often does your teacher ask you to perform an oral presentation?

1 a-Always b-Often c-Sometimes d-Rarely e-Never

2-Have you ever given an oral presentation in classroom?

Yes No

-If no,what is the reason?

.....
.....

3-Do you enjoy giving an oral presentation: individually or collectively ?

-In both cases,justify.

.....
.....

4-Do you use Visual Aids in your presentation?

Yes No

5-Which stage in the presentation is more difficult to you?

A-Preparation

B-Presentation

C-Interaction with audience

6-Wich aspect of the presentation you give much attention?

A-Form (vocabulary, pronunciation,grammar)

B-Content (ideas + topic)

7-Do you agree that oral presentation assists you to improve your speaking proficiency?

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

Thank you,

Appendix B:

Classroom Observation Checklist

Class observed: Second-year students.

Number of students:

Teacher's name:

Group: /Observer

| <u>1.The teacher</u> | Well observed | | | | Barely observed | | | | Not observed | | | |
|---|----------------------|----------------|----------------|----------------|------------------------|----------------|----------------|----------------|---------------------|----------------|----------------|----------------|
| | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 |
| Sessions | | | | | | | | | | | | |
| The teacher introduces the purpose of the lecture. | | | | | | | | | | | | |
| The teacher explains unfamiliar words to students and introduces new informations. | | | | | | | | | | | | |
| The teacher corrects the students' mistakes during performance. | | | | | | | | | | | | |
| Teachers use different motivational techniques. | | | | | | | | | | | | |
| The teacher allows the learners to ask questions and giving comments on performance. | | | | | | | | | | | | |
| Teachers appreciate students with good words, when they perform well in the class. | | | | | | | | | | | | |
| The teacher asks questions to students. | | | | | | | | | | | | |
| <u>2.Classroom environment</u> | | | | | | | | | | | | |
| The classroom is clean. | | | | | | | | | | | | |
| The atmosphere is motivational | | | | | | | | | | | | |

| <u>2.Classroom environment</u> | Well observed | | | | Barely observed | | | | Not observed | | | |
|--|---------------|--------|--------|--------|-----------------|--------|--------|--------|--------------|--------|--------|--------|
| Sessions | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 |
| The existence of students' interaction and teacher-students interaction. | | | | | | | | | | | | |
| The students keep silent while classmates perform. | | | | | | | | | | | | |
| The time is enough. | | | | | | | | | | | | |
| Confusion and boredom in the classroom exists. | | | | | | | | | | | | |
| <u>3.Oral Presentation technique</u> | Well observed | | | | Barely observed | | | | Not observed | | | |
| Sessions | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 |
| The presentation is well-organized and performed. | | | | | | | | | | | | |
| The topic is clearly explained. | | | | | | | | | | | | |
| The presenter(s) speak(s) accurately and fluently. | | | | | | | | | | | | |
| The topics are interesting and understanding. | | | | | | | | | | | | |
| The presenter(s) performs confidently and logically. | | | | | | | | | | | | |
| The presenter(s) use(s) different visual aids in the presentation. | | | | | | | | | | | | |
| The presenter(s) ask(s) his classmates to reexplain a point or ask questions | | | | | | | | | | | | |
| <u>4-Students</u> | | | | | | | | | | | | |
| Students speak with the teacher freely | | | | | | | | | | | | |
| They negotiates and discuss about the topic. | | | | | | | | | | | | |
| <u>4.Students</u> | Well observed | | | | Barely observed | | | | Not observed | | | |
| Sessions | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 | S 1 | S 2 | S 3 | S 4 |
| They give different suggestions and logical comments. | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| They avoid asking questions. | | | | | | | | | | | | | |
| The students give their opinions and critic views. | | | | | | | | | | | | | |
| Students are not interested while the teacher speaks. | | | | | | | | | | | | | |

Suggestions and comments.

المخلص

الهدف من هذه الدراسة هو ايجاد العلاقة بين القدرة الكلامية و تقنية العروض الشفوية لطلبة اللغة الانجليزية لتطوير قدراتهم اللغوية. هذه الدراسة تهدف لتبيين ان تقنية العروض الشفوية هي احد اهم التقنيات الفعالة و المساعدة لتحسين المستوى الكلامي لطلبة اللغة الانجليزية. والفرضية المقترحة لهذه الدراسة هي اذا قام الطلبة بالتطبيق المكثف شفويا للغة المستهدفة فهذا ما يمكنهم من تطوير كفاءاتهم التواصلية. تتكون هذه الدراسة من جزئين نظريين. الجزء الاول يتضمن القدرة الكلامية و اهميتها الجزء الثاني يتضمن تقنية العرض الشفوي اما بالنسبة للجزء الثالث فهو يمثل القسم التطبيقي و الحقل العملي لنتائج الدراسة التي اجريت على 60 طالبا من السنة الثانية للغة الانجليزية في جامعة محمد خيضر ببسكرة لايجاد فعالية هذه التقنية البيداغوجية على الاداء الشفهي . الوسائل المستعملة لجمع المعلومات عن هذه الدراسة تمت بواسطة استبيان للطلبة و ملاحظة القسم وذلك بحضور عدد من حصص التعبير الشفهي التي استعملت فيها هذه التقنية و المعلومات المتحصل عليها من خلال ذلك حلت بالمنهج الوصفي وذلك لوصف ارائهم حول فعالية هذه التقنية. النتائج المتحصل عليها اثبتت ان تقنية العرض الشفوي ناجحة في تطوير مستواهم التواصلية لذا يجدر بهم التركيز على العروض الشفوية و التكتيف من تطبيق هذالتقنية لان الاداء الشفوي فعال جدا لنجاحهم في اللغة المستهدفة و في تطوير الكفاءة التواصلية.

Le résumé

L'objectif de cette thèse est de trouver la relation entre la compétence orale et la technique de la présentation orale pour les étudiants à développer leurs capacités dans la compétence communicative. Cette étude vise à montrer que la présentation orale est l'une des techniques efficaces utilisées pour améliorer leurs niveaux. L'hypothèse suggérée pour cette thèse est si les étudiants pratiquent plus la langue cible par voie orale, plus ils développent leurs compétences. Cette étude contient deux parties théoriques qui contiennent deux chapitres comme une littérature review. La première à propos de la compétence orale et la deuxième à propos de la technique de la présentation orale et le dernier a été la partie pratique de la recherche. L'étude a été menée avec 60 étudiants de deuxième année à l'université de Biskra pour trouver l'efficacité de cette technique pédagogique sur l'oral performance. Les outils de collecte de données par des étudiants sont les questionnaires pour les étudiants de deuxième année pour trouver de réelles informations qui expriment leurs expériences et l'observation en classe pour voir les comportements et la performance. Les informations analysées avec la méthode descriptive. Le résultat a été fondé par les étudiants qui confirment que la présentation orale les aide à améliorer leur expression orale et comme une technique appropriée utilisée pour être un bon parleur de la langue cible. Donc, les étudiants doivent se concentrer sur l'expression orale et la pratique de la langue. Afin de réaliser leurs objectifs, ils devraient apprendre comment effectuer une efficace présentation orale pour leurs succès.