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**The Role of Oral Presentations in Reducing EFL Learner's Speech
Anxiety
The Case Study of Second Year EFL Students at Mohamed Kheider
University of Biskra**

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Dedication

*This dissertation is dedicated to the pure soul of my father “**HOCINE**” who is still living in my heart and blood; may he rest in peace. I will never ever forget his everlasting love and support to me.*

*To my beloved mother “**FATIHA**” who gave me life and support.*

*To my lovely sisters **Malak** and **Lyna***

*To my brothers **Sami**, **Zouhir**, **Abdenour**, and **Elyes**.*

*To **Mr. Hocine** who help me and to his family*

*To my aunt **Messaouda** and her husband **Hachemi** for their supports*

To my dear teachers and my friends who gave me their hands to help me.

To everyone 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 essential goal of teaching a foreign language is to make students able to communicate appropriately; however, some of them fail to speak fluently due to having speech anxiety. The aim of this dissertation is to investigate the importance of using oral presentations to reduce speech anxiety. It hypothesizes that if students used appropriate oral presentation strategies, their speech anxiety would be reduced. To achieve the main aim of the study, a qualitative research approach was used. A descriptive method was opted for wherein data was collected through two questionnaires for both teachers and students. The questionnaires were mainly administered to five (05) teachers of Oral Expression and 40 second year students of English at the department of English in Biskra University. After the analysis and interpretation of the collected data, the obtained findings revealed that using oral presentations in the foreign language classroom helps in reducing speech anxiety and enhances students' speaking skill.

Key Words: oral presentation, speaking skill, speech anxiety

List of Abbreviations

CA	Communication Apprehension
EFL	English as Foreign Language
FL	Foreign language
N.S	Number of Students
TL	Target Language
TEFL	Teaching English as a foreign language

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الملخص

General Introduction

Introduction

Language is a tool of communication. Through speaking we express our thoughts and ideas; it is a significant skill that we need to send messages. EFL learners learn the target language (TL) for the sake of speaking fluently. Although learners know the linguistic rules of the language, they encounter some difficulties when performing orally. Anxiety is considered as one of the speaking problems which prevent learners to communicate effectively. Teaching methods provided a numerous speaking activities which give the opportunity to learners to practice language and interact with others

1. Statement of the Problem

The ability to communicate effectively and appropriately is the main aim of learning a foreign language. Speaking is considered as the most difficult among the four skills. English as a foreign language (EFL) learners encounter some speaking difficulties which are caused by fear of negative evaluation, fear of facing audience, fear of public speaking and other negative factors.

The fear of public speaking is called speech anxiety. This factor is believed to have a serious negative impact on students' performance. It is observed that EFL students show poor achievement in oral expression especially in using and communicating in the foreign language. Many students of English branch at the University of Biskra are not able to speak English adequately due mainly to the lack of practice. We have focused on second year students of English because they have learnt the basic rules of this language and it is time to develop their speaking skill effectively. These students display some levels of speech anxiety despite their awareness of the language grammatical rudiments. In most cases, it was speech anxiety which prevents learners to communicate successfully.

It is important to consider that EFL learners have limited opportunities to practice the foreign language outside the classroom. In this respect, the present study suggests the use oral presentations as an activity to reduce learners' speech anxiety and to improve their speaking performance.

2. Research Aims and Objectives

This study has been designed to investigate the use of oral presentation by second year student of English branch in Biskra University. The research has three main objectives:

- To make students high self confident and motivated.
- To help students to communicate orally effectively and fluently.
- To provide some strategies which students may use in order to reduce their speech anxiety.

3. Research Questions

The present study seeks to answer the following questions:

- Do students face some speaking difficulties when they deliver speech in front of a group?
- Does speech anxiety have negative impact on students' oral performance?
- How can oral presentation as a technique help students to reduce speech anxiety?

4. Research Hypothesis:

On the basis of the research questions, it has been hypothesized that:

If students used the appropriate oral presentation strategies, their speech anxiety would be reduced.

5. Methodology

5.1 Research Method

As mentioned earlier, the study aims to investigate the effect of using oral presentation in reducing speech anxiety. For that reason, we have opted for the descriptive method and a qualitative approach was adopted. The descriptive method is used in this

research because it seems to be the appropriate one to gain and gather data about this problem.

5.2 Data Gathering Tools

In order to obtain sufficient data for our research, the researcher used two questionnaires one for the students and the other for the teachers at the university of Biskra.

5.3 Population and Sample

The target population of this study is second year LMD students of English branch at Mohamed Khieder University in Biskra. Since it is impossible to deal with all students, we have randomly assigned only (40) students to take part in the study. The researcher also administrated questionnaire for five teachers of oral expression because they are aware about the issue of anxiety that students face especially in this module.

6. Structure of the Dissertation

This research includes a general introduction about the topic. It contains statement of the problem, the aim of the study, the research questions and hypothesis and the methodology used in this research. Also it is basically divided into three main chapters. Chapter one and two will be devoted to the overview of our variables and chapter three will be about the analysis of the results obtained from the teachers and students questionnaires.

Chapter One: Speaking Skill and Anxiety

Chapter One: Speaking Skill and Anxiety

Introduction

Teaching foreign language aims to make learners able to speak and communicate effectively. It emphasizes speaking more than other skills. Many scholars consider speaking as one of the most important production skills because it is a way of expressing one's ideas, thoughts, and feelings. "Speaking skill is an important part of the curriculum in language teaching, and this makes them important object of assessment as well" (Littlewoods, 1981, p.1).

Since the 1970s numerous studies have been undertaken to explore anxiety which is considered as a very significant affective factor. Anxiety is a complex human reaction because most of EFL learners experience anxiety in one form or another and in varying degrees. Its negative effects are felt physiologically, behaviorally, and psychologically all at the same time.

In this chapter we will deal with the term of speaking skill, its definitions, its importance, its characteristics, its types, its classroom activities and approaches to teaching speaking in the EFL classroom. Then, we will discuss speech anxiety from different angles. We will define the term anxiety, which occurs in foreign language learning, in general and speech anxiety which is a very common phenomenon within oral activities. We will deal also with the various types and the sources of speech anxiety by giving a full description for each one of them. We will provide the aspects of learner' speech anxiety, the effect of anxiety on foreign language learning and achievement

1.1 Definition of the Speaking Skill

Chaney (1998,p.13) defines speaking as "The process of building and sharing meaning through the use of verbal and non -verbal symbols in a variety of contexts". Speaking is divided into two components: language as a verbal symbol and as non verbal. The former refers to words while the latter consists of symbols, gestures and body language. It is also defined "an interactive process of constructing meaning" (Brown,

1994). It is a means of social interaction. Thornbury (2005b) sees that speaking is a matter of knowing the elements of language which are pronunciation, grammar and vocabulary; and using it appropriately and correctly. 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 needs accuracy and fluency in order to obtain purposeful communicative competence.

1.2 The Importance of Speaking Skill

“The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (Celce-Murcia, 2001, p.103). Speaking is an important skill because it helps the learners to enhance their vocabulary and grammar. It assists learners to express feelings and ideas. Through speaking, students can display the different functions of language such as informing or explaining and requesting. According to Nunan (1991), mastering speaking skill is the significant factor for learning SL or FL. White (2004) argues that improving learners’ communicative fluency can be achieved by making them speak in FL.

1.3 Characteristics of Speaking Performance in the EFL Classroom

Currently, the communicative approach is the most used in teaching a foreign language. It focuses on designing activities which seek to achieve accuracy and fluency. In communicative activities, fluency and accuracy are the main characteristics of speaking performance in the EFL classroom.

1.3.1 Fluency

According to Hughes (2002), fluency is when a person is able to express oneself in an intelligible, reasonable and accurate way without hesitation; otherwise he will have a communication breakdown. Fluency is also the ability to speak and understand the language as fast and easy as possible. The ability to speak well is related to listening skill.

1.3.2 Accuracy

Ellis and Barkhuizen (2005, p.139) defines accuracy as “How well one’s speech is produced in relation to the rule system of the target language”. In order to make learners speak accurately, the teacher should focus on teaching these elements:

1.3.2.1Pronunciation

Generally, pronunciation of foreign language speakers is different from pronunciation of native speakers. Harmer (2007, p. 61) states, "The way the sentence is spoken will also determine exactly what it means". Pronunciation is the essential of speaking because pronouncing inappropriately influences the meaning of words and causes misunderstanding from the part of the listener and accuracy will not be achieved. Redmond and Vrchota (2007,p.104) argues that “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”

1. 3.2.2Grammar

It is the linguistic rules of language. "The term grammar is often used to refer to the complete set of rules needed to produce all the regular patterns in a given language"(Kroeger, 2005, p.5). The grammar of speech differs of that of writing. Thornbury (2005a) asserts that spoken grammar is featured with:

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

1.3.2.3 Vocabulary

Harmer (2001) states that vocabulary is the appropriate choice of words during speech. EFL learners lack the appropriate vocabulary in their speech. They sometimes use incorrect words like in case of synonyms which do not carry the same meaning in all contexts.

1.5 Types of Classroom Speaking Performance

Researchers had claim that there are six types of classroom speaking performance teachers can use in planning speaking instruction. Brown (1994) lists six possible types of speaking as follows:

1.4.1 Imitative Speaking

Imitative speaking focuses on some particular element of language form. This kind makes the interaction meaningless. In other words, drills in which the learners are required to repeat an utterance, a phrase or structure for the sake of improving pronunciation, accuracy, and getting familiar with the language. Learners practice an intonation pattern, a certain vowel sound and stress.

1.4.2 Intensive Speaking

This type provides learners with the opportunity to go over and use certain forms of language through controlled speech production such as "excuse me" or "can you help me"?

1.4.3 Extensive Speaking

This type deals with extended monologues such as short speeches, oral reports or oral summaries. These activities can be used integrated with one another or separately, depending on the learners' needs and teacher's objectives.

1.4.4 Interpersonal Speaking

This type deals with dialogues to establish or maintain social relationships, such as personal interview, casual conversation or role play. For example, casual register, colloquial language, slang, sarcasm, emotions. Brown (2000, p. 274) claims, “Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in the conversation”.

1.4.4 Transactional Speaking

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

1.4.5 Responsive Speaking

It deals with short replies to teacher or learners' questions or comments. Examples of responsive speaking tasks are picture description or elicitation of directions (how do I get the post office?), question and answer (how do you like the weather?), paraphrasing (a short narrative, a phone message, report).

1.5 Classroom Speaking Activities

There are numerous types of speaking activities that can enhance EFL learners' speaking skills:

1.5.1 Role Play

It is the most known activity in developing the speaking skill. In role play, language learners have to act and perform in different situation. It provides the opportunity to have, approximately, a real life spoken language 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.”

1.5.2 Discussions

Classroom discussion is another teaching technique in which a teacher gives to his/her learners a specific topic and allows them to discuss and speak freely. It promotes the learners' speaking skill as well as their thinking about various problems and situations. This activity motivates EFL learners to express their opinions and ideas.

1.5.3 Language Games

It is one of the effective strategies used in language learning process. Chen (2006) states that games make the learners more motivated and creative thinker. When learners use language games, they will learn new vocabulary. In addition, their speech fluency and accuracy will be enhanced. Learners' motivation is more likely to be promoted, their speaking problems will be reduced, and therefore, their communicative competence will be achieved.

1.5.4 Songs

Songs are considered as one of the widely used strategies to practice communication. Effective teachers should take into consideration that songs can develop speaking skill because they bring enjoyment in the classroom environment. As Scitgepp (2001) suggests, "The enjoyment aspect of learning language through songs is directly related to effective factors". The learners learn language through singing.

1.5.5 Oral Presentations

Oral presentation is a speaking activity that needs from learners to search for information about topics. The selection of the topic can be free or assigned by teacher. They can bring information from different sources. Oral presentation can be done individually or in groups. Different kinds of discussion are generally raised after presenting.

1.5.6 StoryTelling

In storytelling activity, students may tell stories about themselves, their families or friends; they may also tell about a film they watched, a book they read, or a place they visited. Their classmates would ask them different questions to know more about what happened. However, teachers should recognize that students need some time to think about what they are going to say in front of their peers. Storytelling task has many advantages such as practicing of grammar rules, acquiring of new vocabulary and interacting during this activity.

1.6 Approaches to Teaching Speaking In the EFL Classroom

According to Applegate (1975, p.271), “Communication can only be effective when the student is sensitive to the social and cultural aspects of language use and how these differ between his first and second language”. Choosing the appropriate approach leads to the efficiency of language learning process. There are three well known approaches to teaching speaking in a second or a foreign: the direct approach, the indirect approach, and the communicative approach.

1.6.1 The Direct Approach

It is based on “Information about a systematic program of micro skills, communication strategy, language input, and processes that lead to fluent speaking, which is informed by speaking analysis, second language acquisition and discourse analysis” (Dornyei & Thurrell, 1994,p.40). This approach includes recording speaking to recognize student deficiencies in observing real speaking transcripts, good speaker, and the differences between non-native and native speaking (McCarthy, 1991). This approach focuses on the development of new techniques of the language such as demonstrations of pictures, dictation and imitation.

1.6.2 The Indirect Approach

The indirect approach is considered less structured and more appropriate for upper level EFL learners. This approach meets the learners, who have already mastered the language, and desire to practice the speaking skills. It is assumed that the learners' speaking proficiency develops through classroom interactions (Brown, 2001, p. 276).

1.6.3 The Communicative Approach

The Communicative approach is firmly grounded into two main methods, a weak one and a strong one. The first method is the use of English language for communicative purposes and designing activities for the same purpose. The second method is based on the acquisition of the FL by its direct use. Richards and Rodgers (1986, p.71) lists the main characteristics of communicative teaching approach are in the following:

- Language is a system for expressing meaning.
- The primary functions of language are interactions and communication.
- Language structure reflects its functional and communicative usage.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

1.7 Learners and Teachers Classroom Interaction and Speaking Skill Development

Classroom interaction is the key to reach communication. Teacher is the main element in classroom because the way of teaching influences learning process. According to Angelo (1993), classroom interaction is the combination of teacher-learner and learner-learner interaction. Active learning environment should be created. Teacher should grab learners' attentions by provide timely feedback, organize their knowledge, enhance their motivation to learn, encourage student to interact and communicate. Learners will learn knowledge from the lessons when they participate in classroom.

A good teacher encourages his or her students to speak English as much as possible inside and outside the classroom. Krashen and Terrel (as cited in Lightbown & Spada, 1999) discovers that “Communication provides students with opportunities to focus on using the language rather than learning the structure of the language”. Moreover, the strategies that teachers use can be fun and enjoyable, and achieve academic goals simultaneously. Murphy (1991, p.51) states that “Teachers should design activities that provide students opportunities for improving oral fluency through interpersonal communication”. Interaction is a mutual exchange of ideas, thoughts and feelings between two or more people, leading to a common effect on each other as Rivers explains:

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

1.8 Speaking Difficulties

Since English is non native language, EFL learners encounter various speaking difficulties. These problems prevent them to speak and communicate effectively. (Munjayanah, 2004, p.17) introduced four (4) main difficulties which hinder learners to speak in the foreign language in the classrooms.

1.8.1 Nothing to Say

When the teacher provides an oral task to his or her learners, some of them are unmotivated to speak in a given topic and they keep silent. River (1998, p.192) declares, “The teacher may have chosen a topic uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language.” Sometimes learners have nothing to say about a given topic because of the limited vocabulary.

1.8.2 Inhibition

Ur (2000) claims that learners are inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism, losing face, or simply feel shy of the attention that their speech attracts (p.111). In other words, learners are anxious and afraid of making mistakes when they speak in front of group. According to Littlewood (1999, p. 93), “It is too easy for a foreign language classroom to create inhibition and anxiety”. Fear of making mistakes prevents learners to communicate in classroom.

1.8.3 Mother Tongue Use

Learners use their mother tongue to fill the gaps in the target language. According to Baker and Westup (2003, p. 12), “Barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”. Learners who used their mother tongues would be unable to use FL correctly.

1.8.4 Low Uneven Participation

According to Bowman et al (1989, p. 40) “Traditional classroom seating arrangements often work against you in your interactive teaching”. This problem occurs particularly in large classes where learners practice only when the teacher motivates them.

1.9 Overview on Anxiety

The term anxiety in general is an emotion characterized by an unpleasant state of inner turmoil. Anxiety is regarded as one of the most negative significant affective variables which prevent students to learn a foreign language successfully. It makes language learners nervous and anxious, which may contribute to poor oral performance. “Anxiety is something that is related to special situations that can make one feels uncomfortable or nervous. It interferes with learning a foreign language process that affects most speaking activities” (Horwitz, 2001, p.112). It means that anxiety is described as the main problem which EFL learners face during learning process.

1.10 Definition of Speech Anxiety

Several researchers defines speech anxiety from different perspectives. Ayres and Hopf (1993) claim that speech anxiety appears through three important elements which are thoughts, emotions, and behaviours. When a number of foreign language students deliver a speech in front of a group, the negative thoughts and feelings will occur to influence their performances badly. “Speech anxiety is defined as maladaptive cognitive and psychological reactions to environmental events that result in ineffective public speaking behaviours” (Fremouw & Breitenstein, 1990, p.455).

Although a number of EFL learners are able to speak English adequately, their negative ideas contribute to poor oral performance. Walker (1997) affirms that Beliefs and thoughts have a great impact on learners’ speaking performance. Speech anxiety is also called foreign language anxiety which is defined by Sadighi and Dastpak (2017) as feelings of fear, hesitation and concerns with settings where English is learned as foreign language. In addition, both teachers and students strongly indicate that anxiety deals with the conditions in which the language is spoken (Horwitz, Horwitz & Cope, 1986).

Several surveys such as Young (1990) confirms that speaking is the most anxiety - provoking activities in the foreign language. Phillips (1992) states that speech anxiety has negative impact at all stages of foreign language learning and production. “I think my English level is not so good, so I am shy to talk English...I hate English very much because I think English is quite difficult to learn...” (Tsui, 1996, p.145) are recognizable statements to many FL students and teachers.

1.11 Types of Speech Anxiety

Speech anxiety is usually divided into three different types which are anticipatory anxiety, mild anxiety and severe anxiety (Stewart, 2009)

1.11.1 Anticipatory Anxiety

Anticipatory anxiety is the negative predictions about the event or situation. People with anticipatory speech anxiety experience specifically focus on what they think might happen. Some learners' anxiety is at its peak with the anticipation of speaking in public.

1.11.2 Mild Anxiety

Mild speech anxiety, which is not really noticeable, is described as shaky voice, fidgeting, trembling and forgetfulness. It can be normal to have this kind of speech anxiety when performing a public speaking. Mild anxiety will reduce relatively through practice.

1.11.3 Severe Anxiety

Severe speech anxiety is also called 'high anxiety'. Its features can be observed in prominent way as sweaty palms, increased heart beats, dizziness, "freezing" and becoming incapable to perform the required task, even fainting may happen in some severe cases. Because of severe speech anxiety, people often avoid public speaking situations entirely.

1.12 Sources of Foreign Language Learning Anxiety

Many researchers and scholars agree upon Horwitz' (1986) definition of foreign language learning anxiety sources: "Sources of foreign language learning anxiety are communication apprehension, fear of negative evaluation and test anxiety, self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process" (cited in Dörnyei, 2001, p. 364).

1.12.1 Communication Apprehension

Communication Apprehension (CA) is defined as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" (McCroskey, 1977, p. 28). It is the fear a person experiences in oral communication (Daly, 1991). For EFL learners the proficiency in a target spoken language is an important part of training and maintenance of language skills. Horwitz (1986) claims that learners with communication apprehension do not feel comfortable communicating in the target language (TL) in front of others because of their limited knowledge of the language, shyness or fear. CA contributes incapable to learn a second language and weaken their communicative skills.

1.12.2 Fear of Negative Evaluation

Watson and Friend (1969) notes that “Apprehension about others’ evaluations” is the learners ‘stress over their negative evaluations and the expectation that others would evaluate them negatively’. When learners are unsure of their speech, fear of negative evaluation happens; therefore, they may doubt their ability to make a proper impression. MacIntyre and Gardner (1991) propose that fear of negative evaluation has a close relation with Communication apprehension.

1.12.3 Test Anxiety

Although foreign language process particularly oral production is considered as an opportunity to practice and improve learners’ communicative competence and speaking skills, for learners who experience test anxiety regard as a threatening situation, rather (Horwitz et al, 1986, cited in Dörnyei, 2001). Test anxiety is related to academic evaluation is in which the learners feel the fear of failure and badly doing a task. It relates to students’ self-esteem and directly to their fears of negative evaluation.

Other scholars such as He (2018) suggests many other causes of EFL learning anxiety:

- Lack of vocabulary or background knowledge of the foreign language (FL).
- Speaking a FL on an unfamiliar topic.
- Worry about the fluency of speaking a FL.
- Fear of being tested orally in a FL.
- Having little time to think before speaking in a FL.
- Worry about the poor pronunciation and intonation.
- Worry about failing to get a decent job in future for being unable to speak English well.
- Lack of confidence when speaking a FL.
- Worry about being looked down on for making mistakes in speaking a FL.
- Fear of speaking a FL.
- Fear of speaking a FL with others.
- Fear of speaking a FL in public.
- Fear of speaking a FL on the phone.
- Worry about having to give important information orally in a FL.

1.13 Learner's Manifestations of Anxiety

The aspects of anxiety help us to discover if a learner feel anxious or not. When learners perform public speaking, we may distinguish these characteristics from their reaction. Bailey (1983) states that anxiety of learners can be observed through their behaviors which are seen as signs of competitiveness, such as:

- Nervous laughter.
- Avoiding eye contact.
- Joking.
- Short answer responses.
- Avoiding activities in class.
- Coming unprepared to class.
- cutting class.
- avoiding to speak in FL in class.

1.14 The Effect of Anxiety on Foreign Language Learning and Achievement

Krashen (1985) emphasizes in his 'affective filter hypothesis' that high anxiety level will prevent input that learners receive in the classroom from reaching the language acquisition device. The most studies have shown that the relationship between anxiety and language learning achievement is negative apparently. Anxiety is considered in most times as a debilitating factor in language learning. Horwitz (1986) also asserts that language anxiety can cause students to postpone language study indefinitely or to change majors. "Anxious students might fail to focus on the actual task since they are usually more worried about avoiding making mistakes" (MacIntyre,1995, p. 93). Anxious learners find more difficult to express their own opinion and tend to underestimate their own abilities.

Conclusion

To sum up, in this past chapter we have reviewed many concepts related to the speaking skill, its importance, its characteristics, its types, its classroom activities and approaches to teaching speaking in the EFL classroom. In addition, we have mentioned the definition of speech anxiety, its types, its sources, its aspects and its effect on foreign language learning and achievement. Speaking fluently is what the learners' desire but the intervention of some psychological factors such as speech anxiety prevents them to achieve it. Speech anxiety affects learners' oral performance negatively. The next chapter will tackle oral presentation and its effects on speech anxiety.

Chapter Two: Oral Presentations

Chapter Two: Oral Presentations

Introduction

Recent foreign language teaching methods especially the communicative approach has put much emphasis on teaching speaking. It mainly attempts to push learners to speak and interact in the target language in and out the classroom. Teachers provide different oral activities for the sake of enhancing learners' speaking skill and increasing their motivation.

Among these activities is oral presentation which is seen as an efficient task that can help learners to communicate effectively. In this chapter, we will shed light on the definition of oral presentation, its types, and, more importantly, the effectiveness of oral presentation. In addition, we will focus on how to prepare structure and how to deliver a successful oral presentation. Some visual aids that can be used in giving oral presentations are also presented. Finally, we will discuss the teachers' role in raising learners' awareness of the importance and appropriate way to make an oral presentation.

2.1 Definition of Oral Presentation

Oral presentation is one way for communication skills. It refers to communicative activity which is the ability to deliver a speech in front of audience. According to Nikitina (2011) oral presentation is described as a process in which you express your thoughts orally and affect your listeners' views. Giving oral presentations by learners in front of the class is considered as one of the most popular activities in student-centered approach (King, 2002).

Oral presentation competence described as "The combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade" (De Grez 2009, p. 5). Oral presentation requires oral communicative skills and other language competences in order to explain and inform an audience. Baker (2000, p.115) defined it as "A formal speaking to group as a natural activity." Although the

language is a tool of communication, an oral presentation which is formal conversation seems a difficult task for many EFL learners.

Miles (2009) also claims that this type of communicative activities is a very significant part of language teaching and learning in the university context. In the same vein, Mandel (2000, p.8) also defines it as a “Speech that is only given in a business, technical, professional, or scientific environment. The audience is likely to be more specialized than those attending typical speech events.” This means that oral presentations are type of spoken language that are used in different situations and contexts to present a message to an audience

2.2 Types of Oral Presentations

There are many different types of presentations that learners can use in the EFL classroom. Oral presentations can be divided into three types: controlled, guided, and free. This depends on a numerous factors such as choice of topic; time allocated to the presentations, grammar, vocabulary, method of presentation, and, learners’ proficiency levels.

2.2.1 Controlled Oral Presentations

In this kind of presentations, the choice of topics is restricted to either what is in the textbook or something the teacher feels the learners can present with ease. The teacher role is controller because learners have a limited knowledge of English. The aim is to offer students an opportunity to achieve self-confidence and practice the target language in context. This type could really work in courses such as English literature, civilization, grammar and many other EFL courses (Al-Issa & Redha, 2010).

2.2.2 Guided Oral Presentations

Unlike controlled, in the guided presentation the teacher guide learners use relevant grammatical structures and lexical items (Al-Issa & Redha, 2010). Even at this stage learners are expected to make language errors. “Research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional i.e., more effective than presentations without such aids” (“Select and Use

Visual Aids Effectively,” Rice University, Para. 1).The instructor can guide his learners to prepare their projects, using materials if they are available .Besides, memorization can help learners obtain confidence and speak fluently. Good memorization is “To learn by heart with deep understanding and proper application in use for communication” (Duong & Nguyen, 2006, p. 14).

2.2.3Free Oral Presentations

In this type of presentations there is a freedom in choosing a topic and using the language. Learners are expected to have an advanced level of proficiency and increased self-esteem. At this stage, they are able to use complex language and deliver longer presentation. There is a question-answer process triggered over the topic and learners are expected to answer the questions asked either by the teacher or by their peers (Al-Issa & Redha, 2010).

2.3 The Steps of Oral Presentations:

Oral presentation consists of three significant steps: planning, practicing, and presenting. (Thompson writing program, n.d.) :

Planning

Plan is needed in any speaking activity oral presentation technique also needs good plans. Researchers findings show 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. When the speaker plans carefully, they are more likely to present well. So, learners should keep in their minds that the good preparation of the presentation leads to an effective and persuasive oral performance.

2.3.2 Practicing

Through practicing, the learners can 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.

2.3.3 Presenting

It is the most important step for the presenter to make the audience interests 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 speaking proficiency should be improved in order to deliver oral presentation successfully. Good speakers should follow all those elements while delivering the presentation in order to persuade the audience.

2.3 The Structure of Oral Presentation

Oral presentation needs to be structured in order to help the audience comprehend well the key elements. According to Chivers and Shoolbred (2007) “A clear structure usually helps the audience to gain a quick understanding of the content of the presentation”. It means when the content of oral presentation is well-organized, the audience will understand easily and be more interested in the topic. Therefore, the good structure of the presentation contains an introduction, body and conclusion. (Taken from: Oral Presentation Contented Structure: www4caes.hku.hk/epc/presentation/content-and-structure.asp)

2.3.1 Introduction

It is the opening part of presentation in which the presenter introduces the topic and lists the key element of the content. A good introduction has four points:

- Attracts and focuses the audience's attention.
- Puts the speaker and audience at ease.
- Explains the purpose of the speech.
- Gives an overview of the key points of the speech.

2.3.2 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 clearly and gives the details about the topic. Clear explanation helps the audience to understand easily the content.

2.3.3 Conclusion

It is the last part of presentation. According to Storz et 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 that makes comments or opens a discussion”. In the conclusion, the presenter gives a chance for the audience to ask questions at the end or giving comments on the topic. The conclusion deals with two elements:

- Reinforcing the audience about the key points.
- Reinforcing the message.

2.4 Effective Oral Presentations

When student have to prepare and give an oral presentation on any topic, most of them do not know how to deliver a speech correctly. Tracy (2008, p. 18) Says, “In speaking ...you must read and research 100 words for every word you speak, or the listener will know that you are speaking off the top of your head.” When audience achieve

the new information and the speaker's research objectives, this means the effective oral presentation is done. Chivers and Shoolbred (2007, p21-22) identifies some crucial characteristics of the effective oral presentation, Careful planning and preparation

- Good time management.
- Relevant and interesting content.
- Good communication skills.
- Appropriate use of technologies.
- Clear supporting documentation.
- A suitable audience participation.

2.5 Arranging Oral Presentations

Oral presentations can be prepared and arranged in different ways; they can be done individually, in pairs or in groups. Most of the time, it depends on the size of the class, the topic and the objectives of the teacher. Presenting individually raises learner's autonomy and trains the learner to be independent. Whereas, pair and group work is highly productive; and positively influences interaction and negotiation of meaning (Schcolnik & Kol, 1999). According to Al-Issa & Redha (2010), it is better, for teachers, to start dealing with group or pair presentation before assigning individual ones. This provides time for students to increase self esteem and experience in the matter.

2.5.1 Group Presentations

Assigning presentations in groups has considerable advantages as it supports teamwork and helps learners to obtain feedback. In groups, learners exchange opinion, thoughts and ideas. Groups' presentations can be prepared during or outside of class. Group presentations raise learner's self-esteem and decrease speech anxiety.

2.5.2 Individual Presentations

The benefits of individual presentations are numerous. They make students confident while expressing their ideas in front of a group. They also assist learners to understand

critically and to respond confidently to questions. It is also believed that, presenting individually help students become experts on certain subjects.

2.6 Advantages of Using Oral Presentation Projects

Many scholars have emphasized the benefits of performing oral presentations in the language classroom. According to Girard and Trapp (2011), the potential benefits of learners' oral presentations include:

- Classroom interaction and students' participation and involvement in language learning.
- Increase in students' motivation and interest in foreign language learning.
- Remarkable improvements on presentation skills and communication performance.
- Allowing for new perspectives not covered elsewhere.

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

- Student-centered 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.

Furthermore, Nikitina (2011, p.9) mentions that public speaking has personal advantages to include:

- Raising self esteem.
- Enhanced communication and organizational skills.
- Improved listening and persuasion ability.
- Greater control over emotions and body language.
- Lesser anxiety and fear when speaking in front of audience.
- Improved memory.

2.7 How Can Oral Presentations Help Reduce Anxiety

Many researchers such as Houston (2005) stresses the significance of learner input and involvement in shaping students' classroom language learning experiences. Cotter (2007) also argues that learners should interact in and with the target language with other people. They also should be involved in oral classroom activities.

Ross (2007) argues, "The key to success in reducing speech anxiety is practice. Your anxiety did not develop overnight and it will take considerable effort on your part to undo its effects, but you can make a difference!". In other word, practicing continuously is a helpful way to decrease speech anxiety. It is claimed that "He who fails to prepare is preparing for failure" (Laskowski, 1996, p.11). He also mentioned some simple steps that one should take into account of consideration in order to control anxiety when presenting or speaking to a group of people:

- Know the place, classroom and stage.
- Know the audience.
- Know your materials and use visual aids.
- Learn how to relax.
- Visualize yourself speaking confidently.
- Always keep in mind that people want you to succeed and do not ever apologize for making mistakes or for being nervous.

2.8 Visual Aids in Oral Presentation

Using visuals properly provides support for both speaker and audience. For the presenter, it catches the audience's attention and makes the topic interesting. The audience will understand the message easily. "The presentation that uses visual aids effectively is more persuasive, more professional, more interesting, and more informative" (Ming, 2005, p. 119-120). Visual aids are an important part of oral presentation because they reduce speech anxiety. 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."

The advantages of visuals as suggested by Wilson and Brooks (2014):

- Cover many points of the content in a short time
- Making the presentation look more clear, professional and interesting.
- They link the different sections of the presentation
- Show the reality when words cannot (maps, photographs, plans...)
- Summarize information through key words, tables and graphs
- Less boring and grabbing the attention
- The subject is more interesting.
- The presentation will be more memorable

2.9 Types of Presentation Aids

There are various types of visual aids that are used by learners in their presentations. Beebe and Beebe (2007, p.325) categorize the most common presentation aids drawings, photographs, slides, maps, graphs, charts...etc

2.9.1 Drawings

Drawings are useful to explain a point or to illustrate something for the audience. “As a rule, large and simple line drawings are more effective for stage presentations than are detailed images” (ibid).

2.9.2 Photographs

Photograph is a clear image about certain points on the topic. “Photograph will be effective as a presentation aid for a large audience” (ibid). It is used to show objects or places that cannot draw it or that an audience cannot view directly.

2.9.3 Slides

The speaker uses Slides to 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. “Slides can help illustrate your talk if you have access to a screen and a slide” (ibid).

2.9.4 Maps

The maps are used when information are invisible to the audience. It is better to use a large map to make the information easy to comprehend. Beebe and Beebe (2007, p.326) find that maps are useful to explain details to the audience while performing orally.

2.9.5 Graphs

The graph represents the statistical data in an easy format. Speaker explains the statistical data with more details by using graphs to the audience who will understand the points easily. Graphs are believed to be “Particularly effective in showing overall trends and relationships among data”(ibid).

2.9.6 Charts

Chart is a graphical representation of data which present a great deal of information in a small amount of space, charts must be simple. Learners should not try to put too much information on one chart.

2.9.7 Chalk Boards and White Boards

They are often used to offer visual support for spoken words. They are simple to use. According to Beebe and Beebe (2007, p.330), “Chalkboards and white boards are often used to offer visual support for spoken words.” It means that the speaker writes a few elements of the subject in the board before performing orally for the sake of supporting his/her speech visually.

2.9.8 Power Point

It is another tool in which the computer is used. Power point helps the speaker to use visual slides about the necessary information. Mallette and Clare (2001, p.161) describes

power point oral presentation as [...] The most common method for presenting information and are usually done with a computer and projector.” It is seen that power point is the most useful and easy way to deliver speech.

2.10 Teacher’s Features

According to He (2018) FL teachers can take some initiatives to help minimize students’ speech anxiety. The important teacher’s personal qualities are as following:

- Friendly
- funny
- Patient (tolerant of errors),
- Easy going

2.11 The Role of the Teacher in Preparing Oral Presentations

According to Xinaming (2005, p.120), “Teachers... still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement.” EFL teacher requires much effort and time for planning and preparation because oral presentation activity is not an easy task in EFL classroom. According to King (2002) teacher is responsible to assist learners to develop their interaction skills, their cooperative learning skills, and the use of technology and to create a relevant learning atmosphere. King (2002) lists the teacher’s active role in preparing successful presentations in classroom as the following:

2.12.1 Providing Guidelines

According to King (2002), teachers should be clear in explaining and listing the desired objectives in order to raise learner’s receptiveness to oral presentations.

- The teacher organizes learners by providing assignment forms and helps them share tasks among them.
- He should stress on the time limit of the presentations (e.g. 25 minutes)
- He should clarify clearly the grading criteria and his expectations from the Presentation.

2.12.2 Grouping and Scheduling

When the teacher has a large class, presenting individually is considered as a challenging job. Planning presentations in groups of 4 or 5 is seemed as the best strategy to save time and increase cooperative skills and reduce anxiety (King, 2002).The teacher has to cope with this situation and make efforts to familiarize with different cooperative techniques. It is advisable that the teacher gives students freedom to choose the partners to work with.

2.12.3 Selecting Topics and Gathering Information

In oral presentation, the learners are allowed to choose freely the topic they think is the most appropriate for them. The teacher should respect their choice and encourage them to conduct their research. However, low-level students may face some difficulties in dealing with a topic which needs research, so the role of teacher is to help them to choose a topic and Relevant resources related (King 2002).

2.12.4 Handling Technical Problems

The presenters need to know in advance how to handle the material in order to avoid surprises and panic at the moment of the presentation. Explanations and discussions about technical problems that may occur are necessary to prepare the students to cope with such situations. Students generally focus on the content of the presentation and the performance they deliver forgetting then about technical problems. Such technical issues cause to waste time and disturb the students and this affect badly the students' performance (King 2002).

2.12.5 Managing Question-Answer Sessions

They are generally short sessions designed to help learners have their queries and concerns discussed together with their peers and teacher. It helps in identifying possible difficulties that prevent students from providing a successful presentation.

2.12.6 Preparing Peer and Teacher Assessment

Students should be knowledgeable in advance about the evaluation criteria to help them know teacher's expectations. In other words, the teacher should provide an evaluation form for students to receive feedback from their classmate. Their deficiencies are identified consequently they will correct or improve them. The teacher can use another assessment as a reference or guideline (King 2002).

Conclusion

In this chapter, we have tried to review some concepts related to the oral presentation. This communicative activity is assumed to promote speaking quality and reduce speech anxiety. EFL learners need to prepare and practice well in order to succeed in delivering a speech.

Chapter Three: Field Work

Chapter Three: Field Work

Introduction

In this chapter the researcher aims to investigate the role of oral presentations in reducing speech anxiety of EFL students at the Department of English in the University of Biskra. Since the teachers and the learners are the main participant of this study; their views and opinions are very important to test our hypothesis. For that, we have conducted a questionnaire for both second year students of English and oral expression teachers.

3.1 Research Methodology

3.1.1 The Choice of Method

The choice of the method has been determined by the nature of the study. This work adopted the descriptive method because it can determine the facts about the actual situation (what are the aspects of speech anxiety on students) and thereby to clarify that the use of oral presentations can reduce speech anxiety and enhance their speaking skill. In addition, oral presentation is one of the best and appropriate solutions to deal with students' problems when speaking English. We dealt with 40 students and 5 teachers.

3.2 Questionnaires Description

This questionnaire was administrated to second year LMD students of English branch of Mohamed Khieder University in Biskra. It consists of (21) questions, these questions are divided into three sections: section one "Back ground Information" it includes (03) simple questions, section two "Oral Expression" with (04) questions, section three "the aspects of anxiety" includes (09) questions, section four "Oral Presentation". In all the sections, the questions are either closed questions requiring the students "yes" or "no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring them to give their own answers and justify them.

The other questionnaire was assigned to EFL teachers of oral expression at Mohamed Khieder university of Biskra. It includes (10) questions, these questions are divided into two sections: section one "Back ground Information" it contains two questions, section two "Speech Anxiety and Oral Presentations" it consists of eight questions.

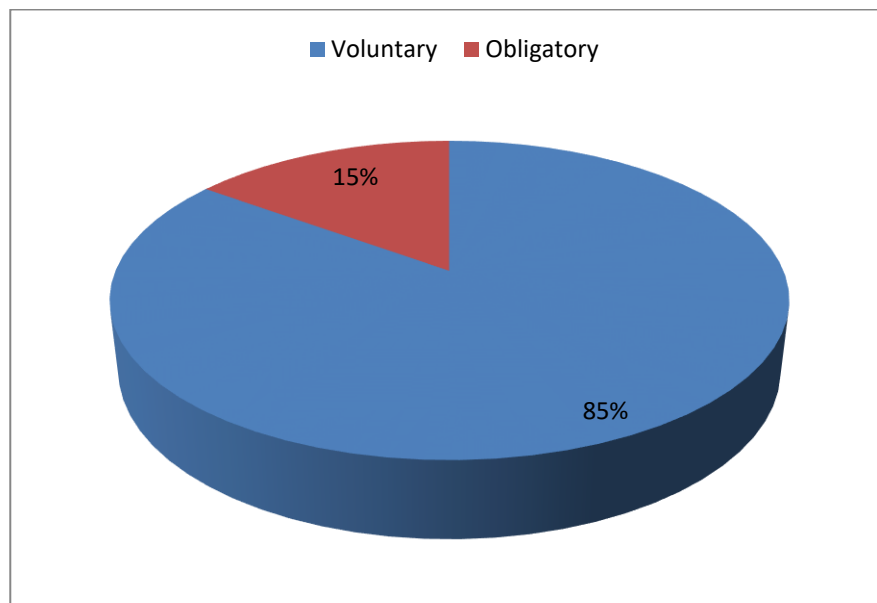
3.3 Analysis of the Students' Questionnaire

Section One: "Background Information"

Item 01: Is the choice of studying English?

Choices	Number of Students(N.S)	Percentage
Voluntary	34	85%
Obligatory	6	15%
Total	40	100%

Table 3.1: Studying English



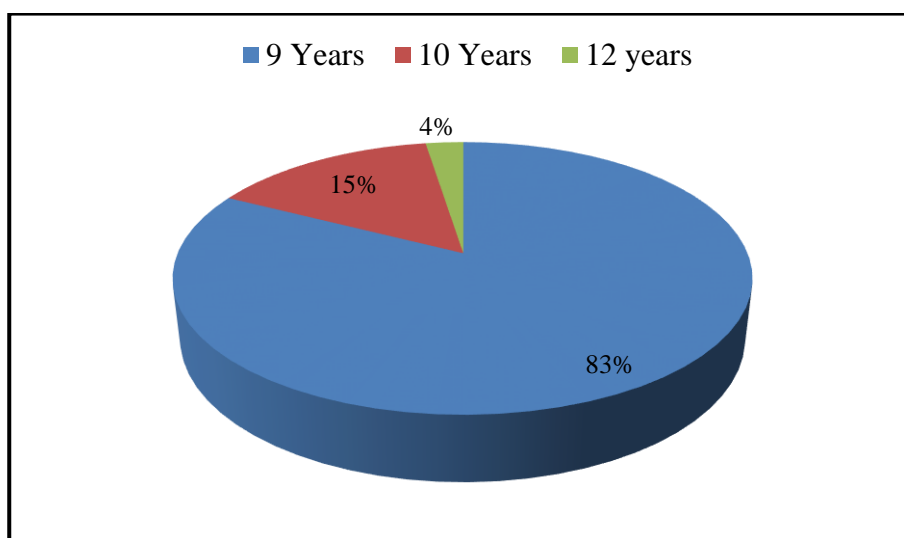
Graph 3.1: Studying English

According to the results, all the participants selected one of the provided choices, obliged or voluntary. The number of those who picked voluntary, which represents the average of (85%), surpasses the number of those who study English obligatory, which represents the average of (15%). This implies that the majority of students are interested in studying English.

Item 02: How many years you spent in English learning?

years	Number of students	Percentage
9 years	33	82.5%
10 years	6	15%
12 years	1	2.5%

Table 3.2: Period Spent in Learning English



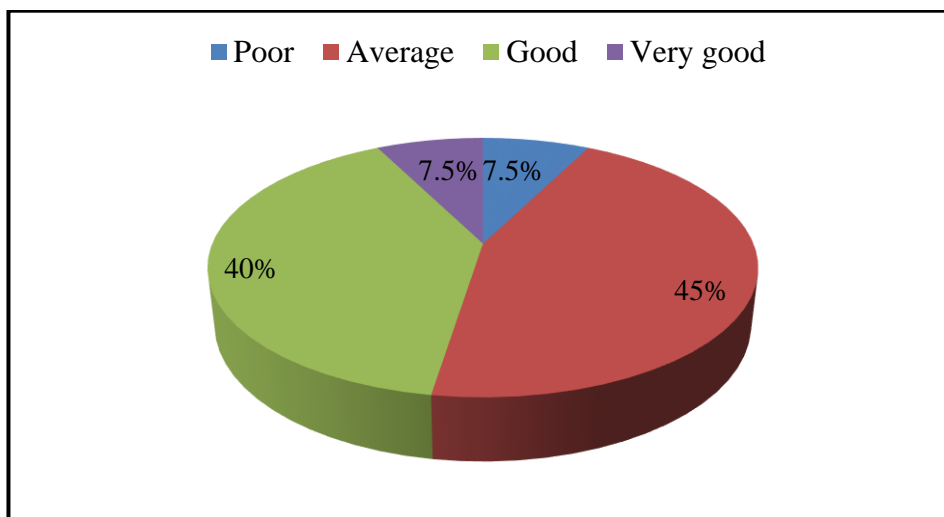
Graph 3.2: Period Spend in Learning English

The displayed results reveal the period that the students spent in learning English. 33 (82.5%) of the participants spent 9 years learning the language; however, 6 of them learned English for 10 years and only one participant spent 12 years. This means that EFL learners approximately share similar learning experience.

Item 03: What is your level in the English language?

Level	N.S	Percentage
Poor	3	7.5%
Average	18	45%
Good	16	40%
Very good	3	7.5%

Table 3.3: Students' Level in English Language



Graph 3.3: Students' Level in English Language

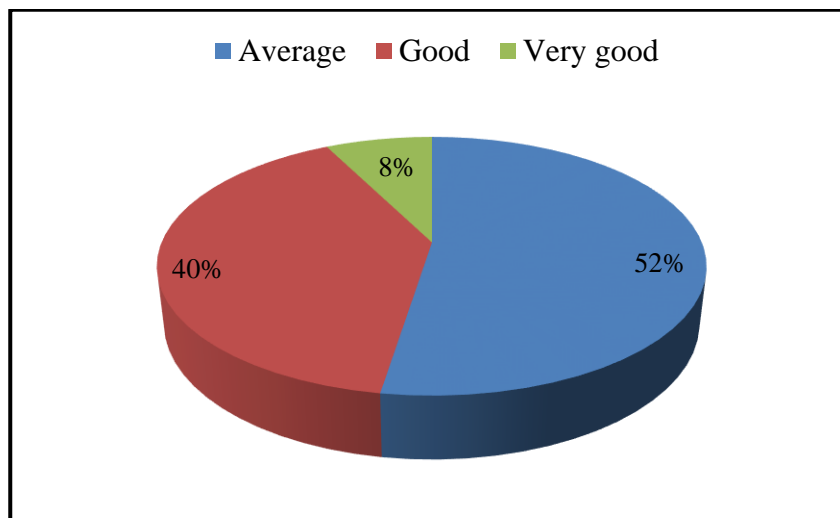
The presented data shows that (40%) of the participants evaluated their level as good; however, less than a half of respondents (45%) find their level in English average. The remained percentage goes for: poor (7.5%) and very good (7.5%). This indicates that the majority of EFL learners are satisfied with their level in English.

Section Two: “Oral Expression”

Item 04: What is your level in speaking English?

Level	N.S	Percentage
average	21	52.5%
good	16	40%
Very good	3	7.5%

Table 3.4: Students’ Level in Speaking English



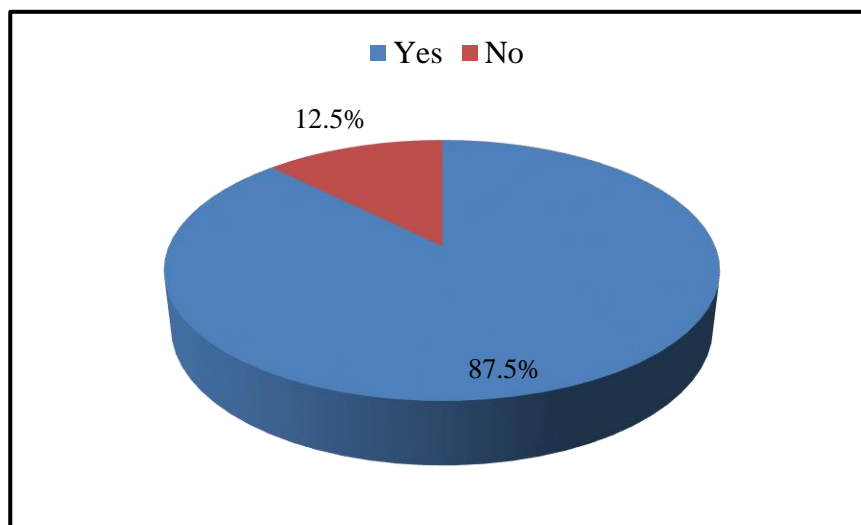
Graph 3.4: Students’ Level in Speaking English

The above table indicates the responses of the participants towards their level in speaking English language. Twenty one (21) participants measured their level as average, which represent the percentage of (52.5%). However, (40%) of the respondents find their level good and only three of them opted for “very good”, with an average of (7.5%). The results indicate that the majority of students need more assistance in speaking skill.

Item 05: Do you like the module “Oral Expression”?

Choices	N.S	Percentage
yes	35	87.5%
No	5	12.5%

Table 3.5: Students’ Attitude towards Oral Expression Module



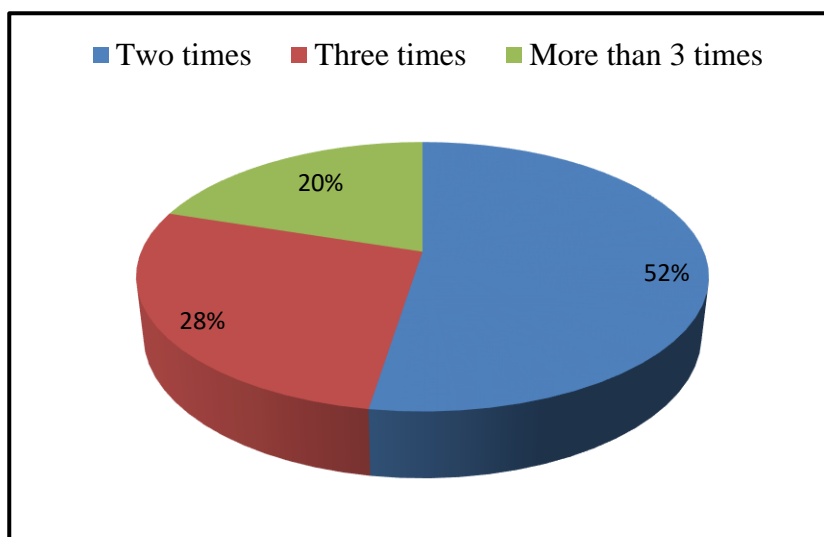
Graph3.5: Students’ Attitude towards Oral Expression Module

This question is sought to know the students’ attitude towards oral expression. (87.5%) of participants have a liking for oral expression; however, (12.5%) of them showed their refusal towards it. This implies that EFL learners are interested in oral expression module and enjoy studying it.

Item 06: How much do you want to study oral expression per week?

Choices	N.S	Percentage
a-Two times	21	52.5%
b-Three times	11	27.5%
c-More than three times	8	20%

Table 3.6: Studying Oral Expression per Week



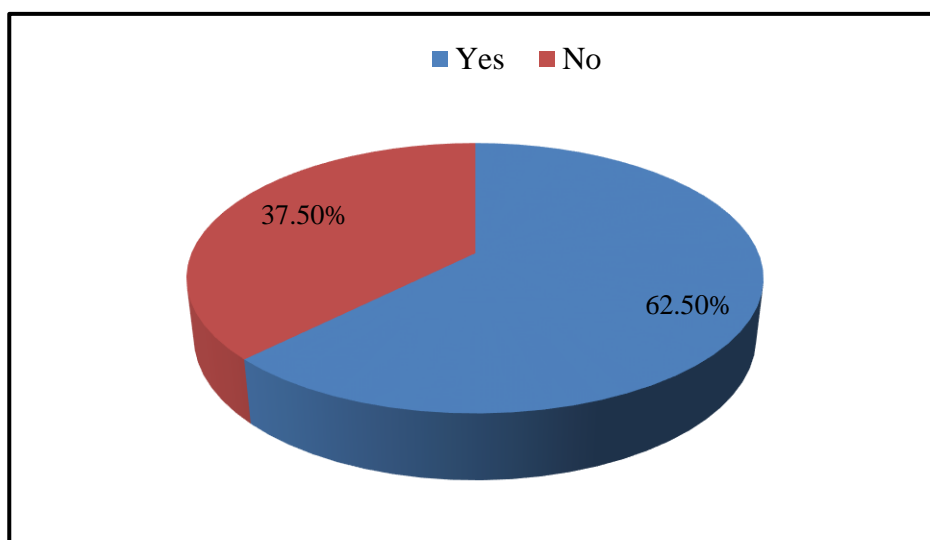
Graph 3.6: Studying Oral Expression per Week

21 participants (52.5%) reported that they prefer oral expression module to be held two times per week; however, 11 participants (27.5%) chose only three times. The remained respondents would rather to have oral expression more than three times, which represents the average of (20%).

Item 07: Do you face any difficulties when you do classroom oral activities?

Choices	N.S	Percentage
Yes	25	62.5%
No	15	37.5%

Table 3.7: Difficulties when Performing Oral Activities in the Classroom



Graph 3.7: Difficulties when Performing Oral Activities in the Classroom

The above table indicates that out of 40 participants, (62.5%) of them declared that they encounter difficulties when they perform oral classroom activities; however, 15 out of the sample face no problems in oral tasks. In order to know the reason behind their answers, students were asked to explain. According to the results, shyness, anxiety and being afraid seemed to be the most common issues among the participants for not performing effectively inside the classroom; however, some other stated that they face hardness in oral expression tasks because of the stress and the unexpected questions proposed by the teacher. Another reason to be mentioned, some of EFL learners do not

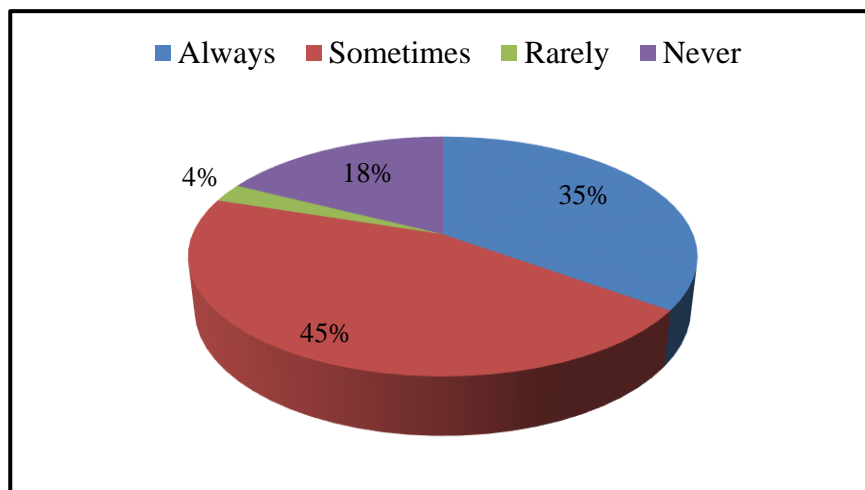
produce well in English due to the negative comments they get from peers; in addition to the lack of vocabulary. Whereas, a different answer reported by a participant “Teacher’s style”, this means that the style of the teacher sometimes do not help the learner to function efficiently inside the class.

Section Three: “The Aspects of Speech Anxiety”

Item 08: Do you feel anxious when you speak in front of your classmates even if you are well prepared for it?

Choices	N.S	Percentage
Always	6	15%
Sometimes	10	25%
Rarely	07	17.5%
Never	0	0%

Table 3.8: Feeling Anxious in Front of Peer



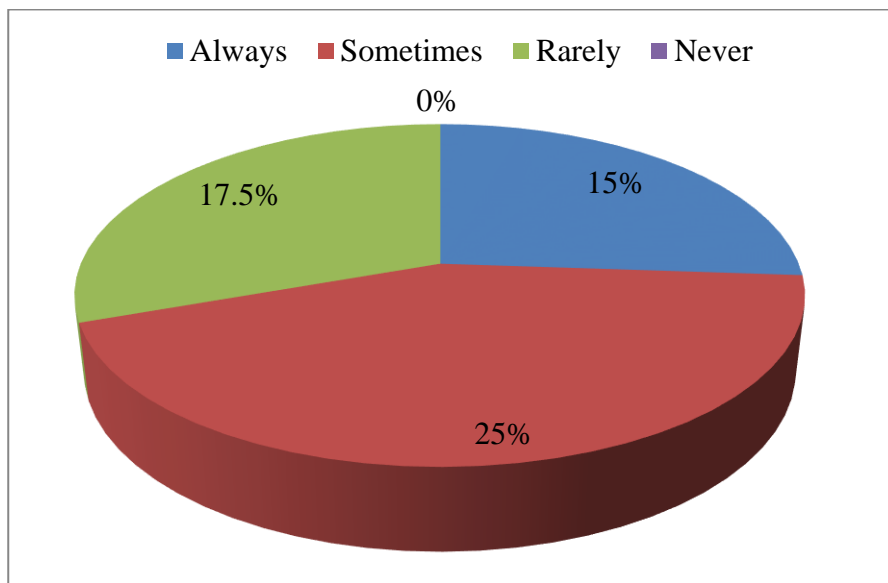
Graph 3.8: Feeling Anxious in Front of Peers

When asked to provide the researcher with opinions, out of 40, 18 participants (45%) said that they sometimes feel anxious when speaking in front of their classmates; however, although a considerable quantity of participants prepares themselves for the activity, yet, they still feel anxious when producing a task orally. The latter outlines (35%) of the sample. Compared to the previous answers, (17.5%) of the respondents do never experience any kind of emotions in oral activities, whereas, a participant reported to rarely feel worry and emotional than the others, which represent the average of (2.5%)

Item 09: Do you feel that your classmates will laugh at you while speaking in oral activity?

Choices	N.S	Percentage
Always	6	15%
Sometimes	10	25%
Rarely	07	17.5%
Never	0	0%

Table 3.9: The Reaction of Students' Classmates while Speaking



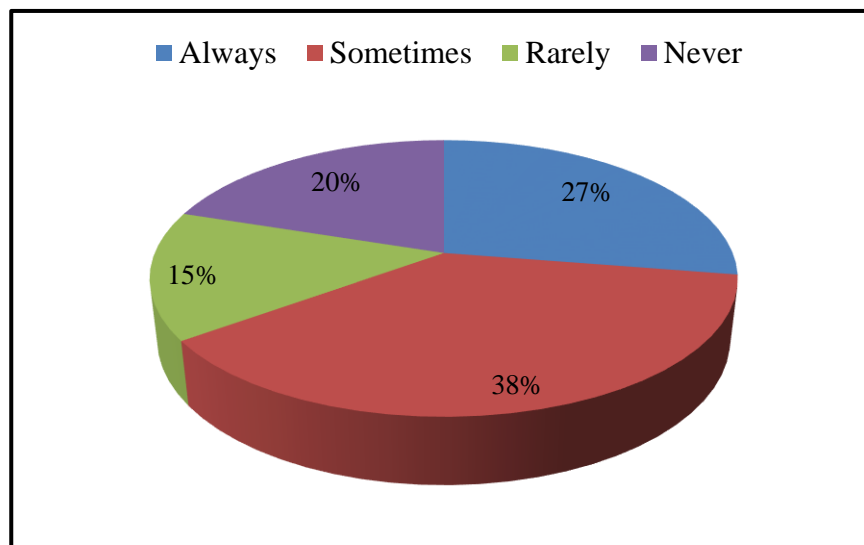
Graph 3.9: The Reaction of Students' Classmates while Speaking

The displayed results in the graph 9 illustrates that the majority of the participants (25%) do not engage themselves in oral activities because they sometimes feel that their peers will laugh at them; however, (15%) of the respondents do always think that their classmates will laugh at them when performing orally in specific task. The least percentage (17.5%) stands for those who rarely feel afraid to be laughed at.

Item 10: Do you feel nervous when the teacher or students ask questions that you have not prepared?

Choices	N.S	Percentage
Always	11	27.5%
Sometimes	15	37.5%
Rarely	06	15%
Never	08	20%

Table 3.10: The Feel of Nervous in the Classroom



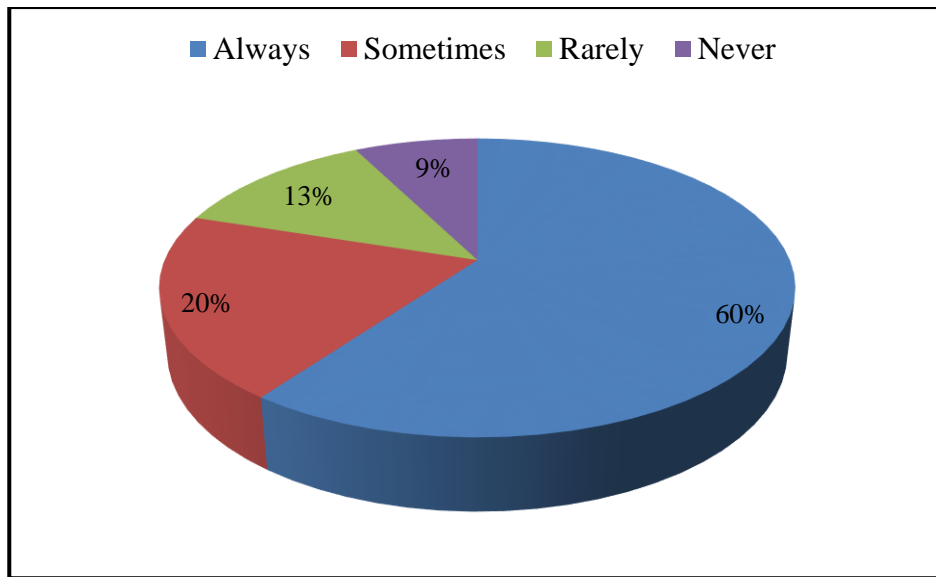
Graph 3.10: The Feel of Nervous in the Classroom

The results shown in the graph 10 illustrates the frequency of the participants' feeling towards answering questions while not prepared. The majority seem to feel sometimes nervous when they are asked some questions, which represent the average of (37.5%); however, 8 (20%) of them do never experience nervousness when performing. On the other side, the least percentage (15%) represents the participants who rarely experience anxiety in the classroom; whereas, (27.5%) of them opted for "always".

Item 11: Do you feel that other students speak English better than you do in oral class?

Choices	N.S	Percentage
Always	24	60%
Sometimes	08	20%
Rarely	05	12.5%
Never	03	7.5%

Table 3.11: Students' Attitude towards other Students who Speak Better English



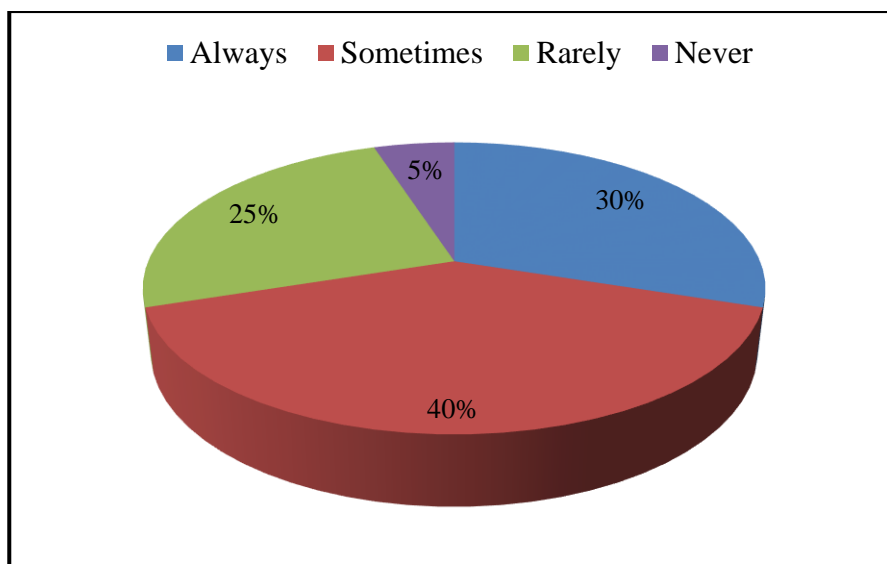
Graph 3.11: Students' Attitude towards other Students who Speak Better English

The displayed results reveal that the majority of participants, with rate of (60%) always find their peers better than them in performing an oral activity; however, 8 (20%) of them do sometimes find the other learners superior than them in speaking the language. The remaining percentages stand for: those who chose “rarely” with an average of (12.5%) and those who opted for “never”, which represent the rate of (7.5%). This indicates that the majority of EFL students compare themselves with their peers, which in return will affect their speaking performance.

Item 12: How often does your teacher invite you to speak?

Choices	N.S	Percentage
Always	12	30%
Sometimes	16	40%
Rarely	10	25%
Never	02	5%

Table 3.12: Frequency of Students' Opportunity to Speak in the Classroom



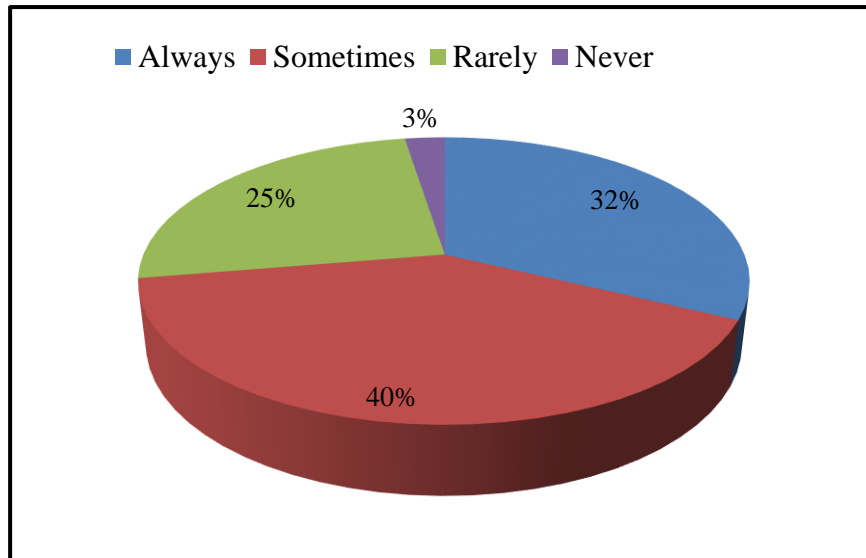
Graph 3.12: Frequency of Students' Opportunity to Speak in the Classroom

The results in the table 12 reveal the frequency of students' opportunity to speak in the classroom. (40%) of the participants do sometimes have the chance to use the language inside the classroom; however, 12 (30%) of them do always participate when the teacher asks them to join the activity. On the other hand, the respondents who rarely have opportunity to speak outlines (25%) out of the sample; whereas, the minority of them opted for "never", who form a percentage of (5%). This indicates that the majority of EFL learners have at least a single chance to participate in classroom's tasks.

Item13: How often do you feel afraid to make mistakes in speaking English?

Choices	N.S	Percentage
Always	13	32%
Sometimes	16	40%
Rarely	10	25%
Never	01	2.5%

Table 3.13: The Frequency of Feeling afraid to Make Mistakes in Speaking



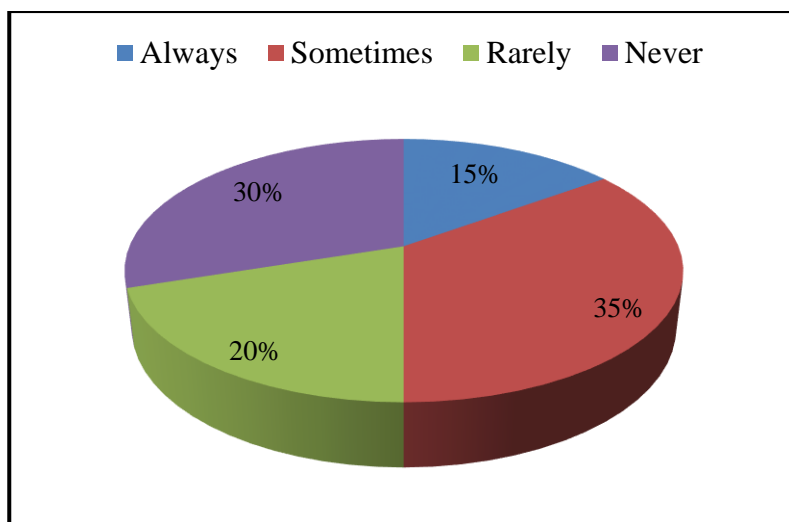
Graph 3.13: The Frequency of Feeling Afraid to Make Mistakes in Speaking

The presented data shows that (40%) of the participants sometimes feel afraid to make mistakes in speaking English. Less than half of the respondents (32%) always fear to perform incorrect when speaking the language; however, 10 (25%) of them do rarely experience the fear of being mistaken. The last percentage stands for the participants who opted for “never”, which form the rate of (2.5%). This implies that the learners of English encounter difficulties to speak due to the fear of performing inaccurate.

Item14: Do you feel that you are not capable to speak English in front of your classmates?

Choices	N.S	Percentage
Always	06	15%
Sometimes	14	35%
Rarely	08	20%
Never	12	30%

Table 3.14: Speaking English in front of Classmates



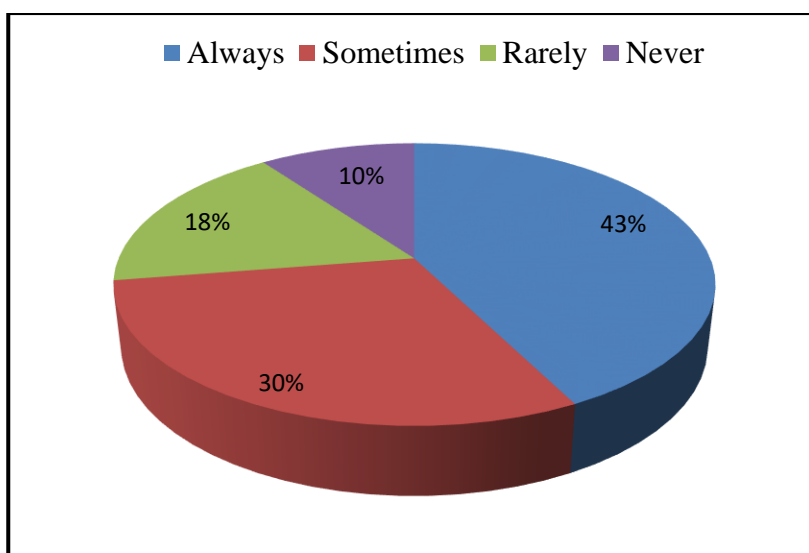
Graph 3.14: Speaking English in front of Classmates

The participants were asked whether or not they feel incapable to speak. The provided opinions lead to the results that the majority of the participants, who represent the average of (35%) feel unable to perform orally in front of their peers; however, sum of (30%) opted for “never”, sum of (20%) picked “rarely”, and the least percentage goes for “always” with the rate of (15%). This indicates that the majority of students do not participate in the classroom due to the feeling of being incompetent to speak in front of others.

Item 15: Do you feel shy and your face becomes red?

Choices	N.S	Percentage
Always	17	42.5%
Sometimes	12	30%
Rarely	07	17.5%
Never	04	10%

Table 3.15: Shyness and Red Face



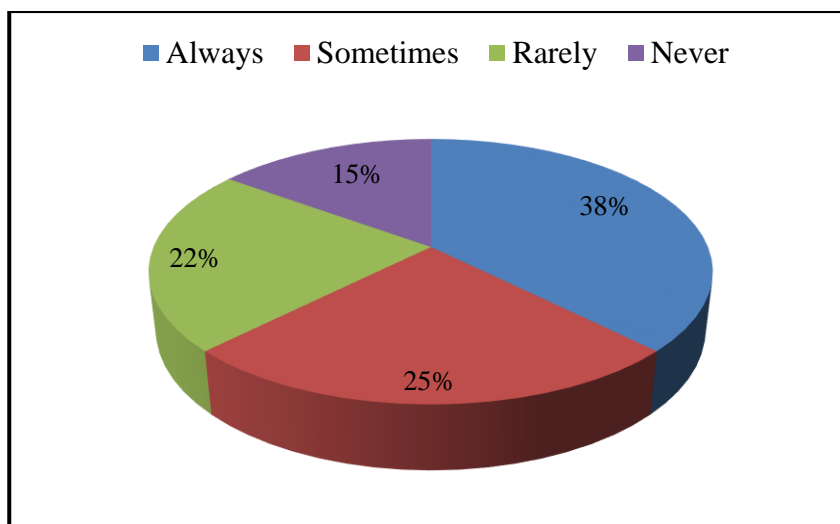
Graph 3.15: Shyness and Red Face

Statically speaking, the difference between the participants who always suffer from physical symptoms (shyness and red face) and the others who never experience that is quite immense. The former represents the average of (42.5%); whereas, (10%) represents the latter. (30%) of the participants out of the sample reported that they sometimes feel shy in the classroom; however, (17.5%) of them do rarely meet with timidity.

Item 16: Do your hands tremble and your heartbeats increase while speaking English in front of others?

Choices	N.S	Percentage
Always	15	37.5%
Sometimes	10	25%
Rarely	09	22.5%
Never	06	15%

Table 3.16: The Increase of Physical Symptoms while Speaking English



Graph3.16: The Increase of Physical Symptoms while Speaking English

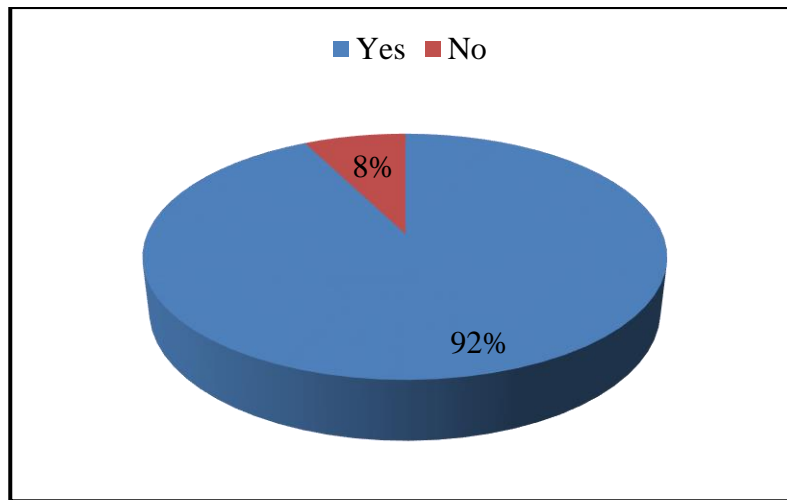
Table 16 portrayed that less than half of the participants (37.5%) do always experience hands trembles and heartbeats when speaking in front of others; however, (25%) of them do sometimes have the aforementioned symptoms. The remaining participants opted for “rarely” and “never”, the former represent the average of (22.5%), whereas, the latter outlines (15%) of the sample. This indicates that students of English language encounter physical symptoms when speaking in front of their peers, which in return may hinder them from performing effectively.

Section Four: “Oral Presentations”

Item 17: Have you done any oral presentation as an activity in classroom?

Choice	N.S	Percentage
Yes	37	92.5%
No	3	7.5%

Table 3.17: Oral Presentation as an Activity in Classroom



Graph 3.17: Oral Presentation as an Activity in Classroom

According to the results, a remarkable quantity of the participants (92.5%) reported that they have done oral presentations as an activity in the classroom, yet the number of those who carried out the tasks exceeds those who have not, which represents the average of (7.5%). This indicates that EFL learners are familiar with oral presentations activities.

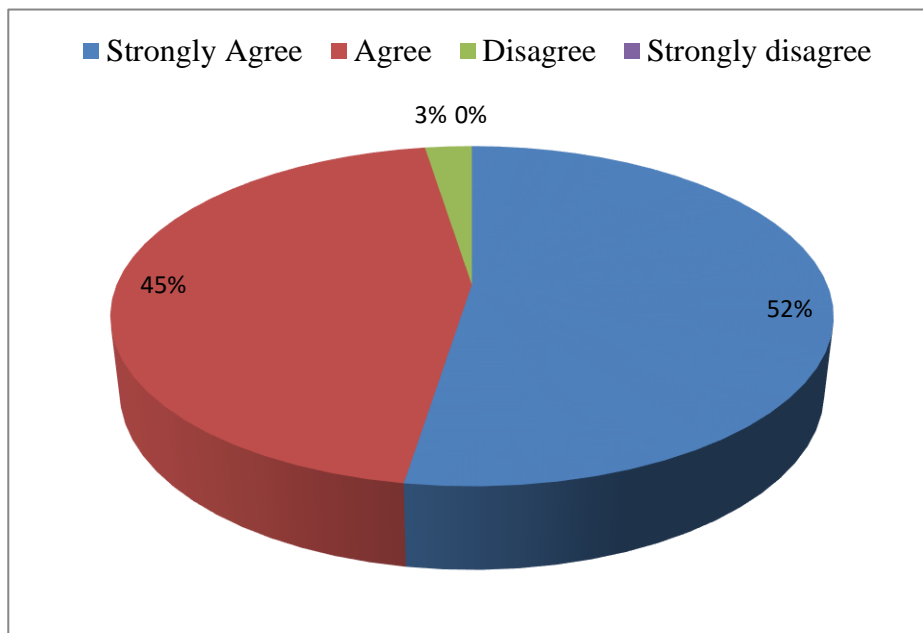
Item 18: What do you think about using oral presentation extensively as a technique to overcome speech anxiety?

This question is sought to identify the participants' opinion towards using oral presentations excessively to overcome speech anxiety. Students' answers were different from one participant to another as follows. Most of the participant claimed that oral presentations are an effective technique to face the difficulties of speaking, to obtain new abilities and to be encouraged to speak. Others mentioned that when performing oral activities more than once, students will be able to speak confidently over time and can face the fear of making mistakes in front of their peers. Meanwhile, some participants added that this technique is helpful only if the teacher guided them to select the topic.

Item 19: Do you think that practicing oral presentations in different modules would help you to reduce speech anxiety?

Choice	N.S	Percentage
Strongly Agree	21	52.5%
Agree	18	45%
Disagree	1	2.5%
Strongly disagree	0	0%

Table 3.18: Students' Attitude towards Practicing Oral Presentations in Different Modules



Graph 3.18: Students' Attitude towards Practicing Oral Presentations in Different Modules

The above table demonstrates that over the half of participants strongly agree with that practicing oral presentation in different modules help to reduce speech anxiety; this quantity represents the average of (52.5%). (45%) of them, however, agree on the idea of that oral presentation should not be limited only to one module but to different ones in

order to decrease speech anxiety. On the other hand, only one participant (2.5%) showed his/her disagreement.

Item 20: What do you think about using visual aids in presenting speech?

This part measures the participants' opinion towards using visual aids in presenting a speech. According to the results, all of the respondents reported that visual aids are helpful materials in reducing stress and make the presentation more interesting, they help also to attract the students' attention to the subject matter; however, others added that visual aids do not waste the time of the lecture and they organize the presentation. Another respondents declared that visual materials can make the audience understand better, as well as, force them to speak and participate in the classroom effectively.

Item 21: What are your suggestions to increase the effectiveness of oral presentations in reducing speech anxiety?

This question sought to know the students' suggestions to increase the effectiveness of oral presentations in reducing speech anxiety. The participants' answers are organized as follows:

- Using different materials such as data show and power point.
- The teacher should be more friendly than strict.
- The teacher should provide his/her students with interesting topics.
- The presentations are better be in groups rather than individuals.
- Provide students with the needed time to express what they want.
- Students need to prepare themselves before presenting the task so that they will not encounter speech anxiety.
- Teacher should give the freedom to students to choose topics, as well as allow them to interact and make open conversations.

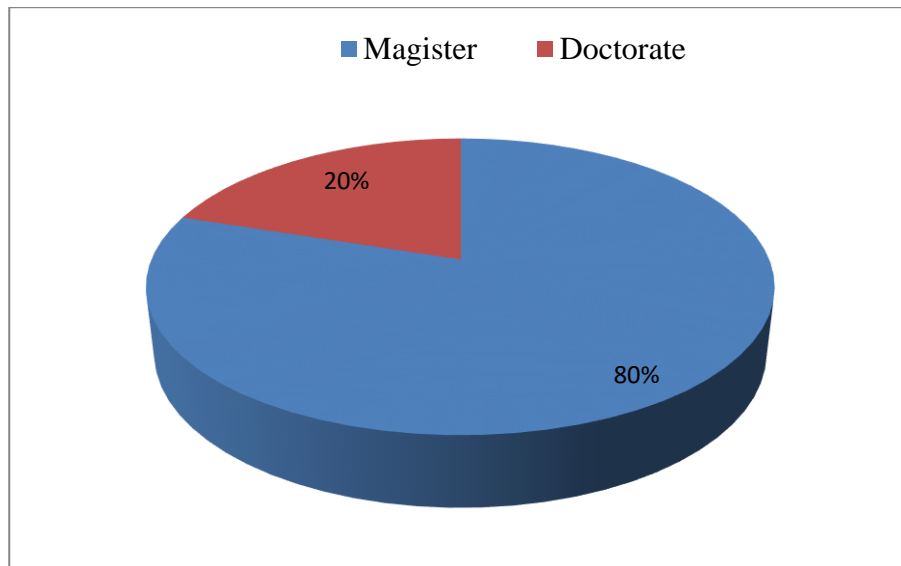
3.4 Analysis of Teacher’s Questionnaire

Section one: “Background Information”

Item 01: Your academic degree is:

Academic Degree	N.S	Percentage
Magistere	04	80%
Doctorate	01	20%

Table 3.19: Teachers’ Held Degrees



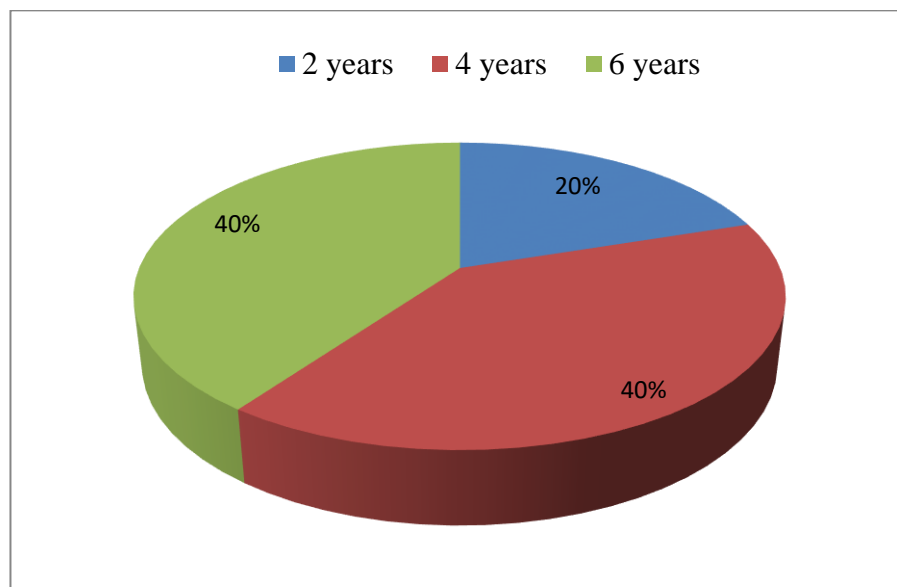
Graph 3.19: Teachers’ Held Degrees

As we notice that (80%) of the teachers have MA (Master/Magister) degree and (20%) of them have PHD (Doctorate) degree. This means that an MA degree is really a great importance in teaching classes in Higher Education settings.

Item 02: How many years have you been teaching oral expression?

Years	Number of Teachers	Percentage
2 years	01	20%
4 years	02	40%
6 years	02	40%
Total Number	05	100%

Table 3.20: Teachers' Years of Experience in Teaching Oral Expression



Graph 3.20: Teachers' Years of Experience in Teaching Oral Expression.

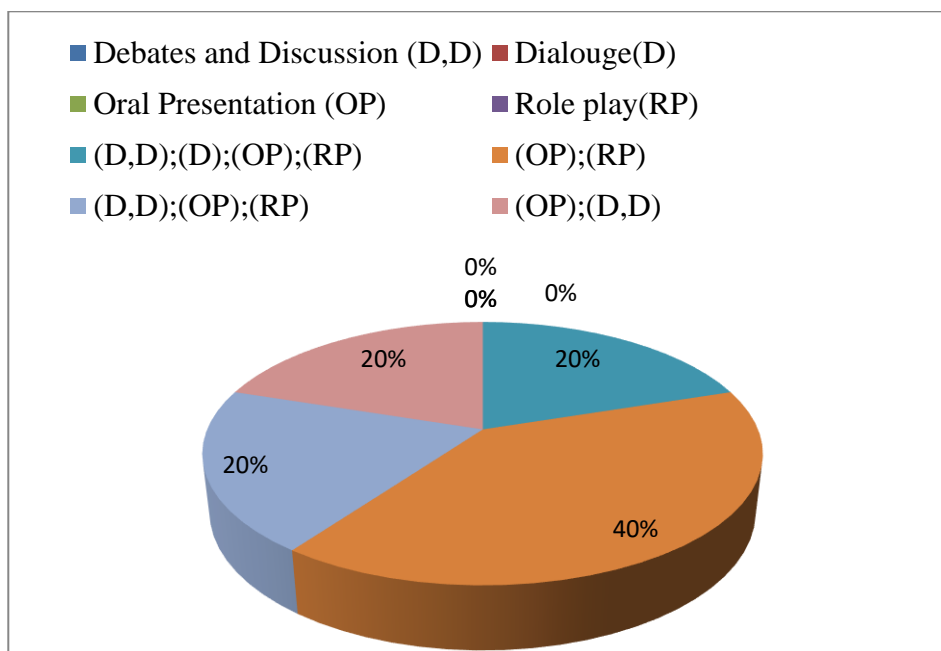
From the analysis of the results, we found that (40%) of teachers stated that their teaching expertise extends 6years; and the same result with who extends 4 years.(20%) of teachers teach for 2 years.

Section Two: “Oral Presentations and Speech Anxiety”

Item 03: What are the most speaking activities you do to make students interactive?

Choice	Number of teacher	Percentage
Debate and Discussion(D,D)	00	00%
Dialogue(D)	00	00%
Oral Presentation(OP)	00	00%
Role play(RP)	00	00%
(D,D);(D);(OP);(RP)	1	20%
(OP);(RP)	2	40%
(D,D);(OP);(RP)	1	20%
(OP); (D,D)	1	20%

Table3.21: Speaking Activities



Graph 3.21: Speaking Activities

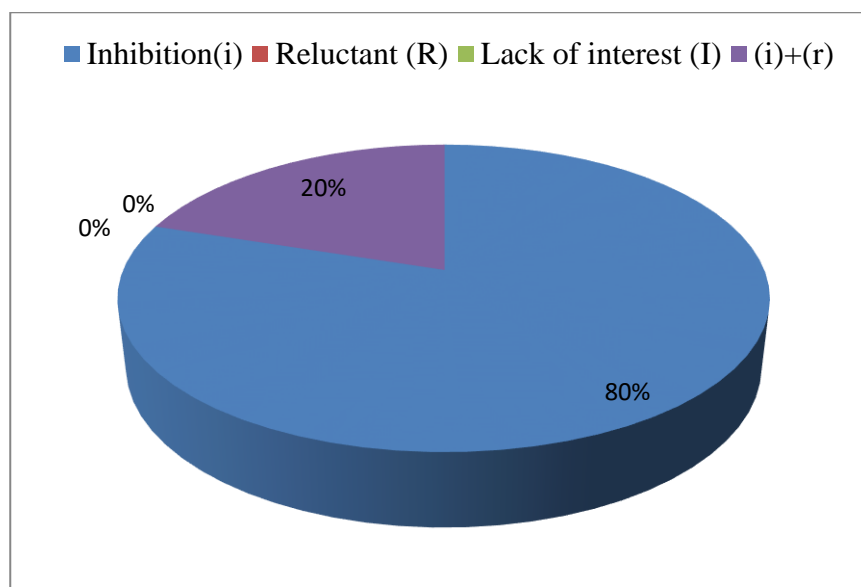
In this item, teachers were asked to tell us what are the main activities used to increase the interaction among students in the oral expression courses. Oral presentation

was the most mentioned activity by the teachers. Oral presentation is the most used activity because it assumed to help students to overcome their speech anxiety.

Item04: What are the most speaking problems that are noticed by your students in oral expression session?

choice	Number of Teachers	Percentage
Inhibition(i)	4	80%
Reluctant(R)	00	00%
Lack of interest(I)	00	00%
(i)+(r)	1	20%

Table 3.22: Students' Speaking Problems



Graph3.22: Students' Speaking Problems

We notice in this item that the most of participants chosed the first option. Inhibition (80%) is the most students speaking problems while inhibition and (20%) of teachers

picked up reluctant . The result shows that students are motivated.

**Item 05: How did you notice speech anxiety among your students in classroom?
Would you please state some?**

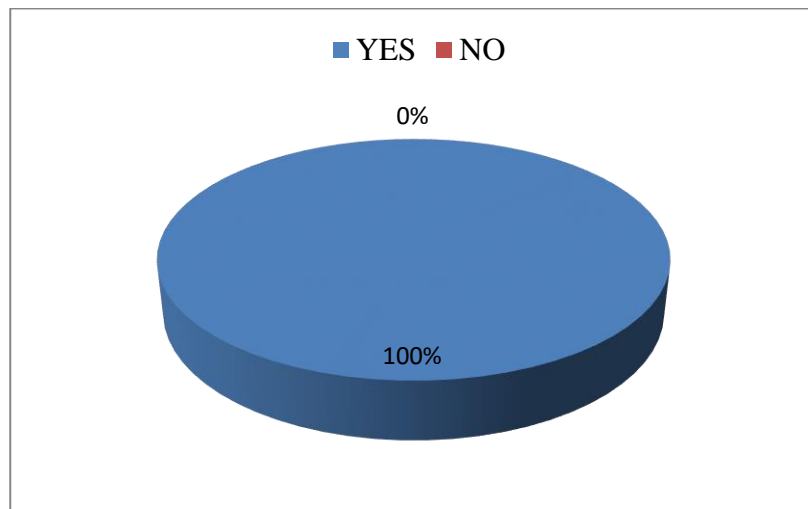
Teachers observe students' speech anxiety as following:

- Their speech in low voice.
- Body gestures.
- Cutting their speech into parts.
- Hesitation.
- Afraid of making mistakes.
- They feel anxious and they stay in back ground.
- Lack the mastery of language.
- Loosing ideas, discomfort.
- Shyness.

Item 06: Do you think that oral presentation is a helpful tool to enhance your students' interactions in the target language?

Choice	Number of teachers	Percentage
Yes	05	100%
No	00	00%

Table3.23: Oral Presentations Enhance Students' Interactions in the Target Language



Graph 3.23: Oral Presentations Enhance Students' Interactions in the Target Language

As we notice, (100%) of teachers agree that oral presentation is a helpful tool to enhance students' interactions in the target language.

Item 07: What are the aims of using oral presentations by students in classroom? Would you please state some?

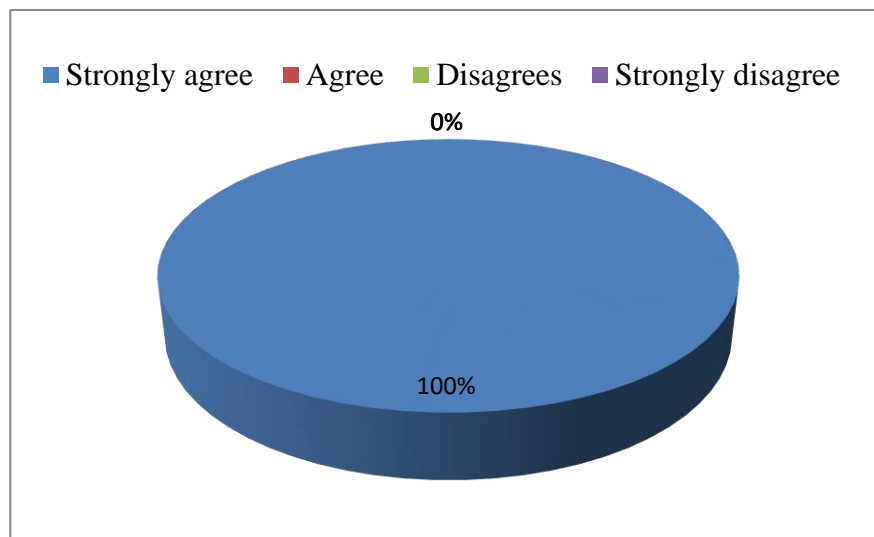
According to teachers, the aims of using oral presentation by students in classroom encompass the following:

- Motivate and help learners to overcome psychological problems
- Encourage students to practice the language.
- Raise students' self-esteem

Item 08: Do you agree that giving oral presentations can help in reducing students' speech anxiety?

Choices	Number of teacher	Percentage
Strongly agree	05	100%
Agree	00	00%
Disagrees	00	00%
Strongly disagree	00	00%

Table 3.24: Oral Presentations and Reducing Student's Speech Anxiety



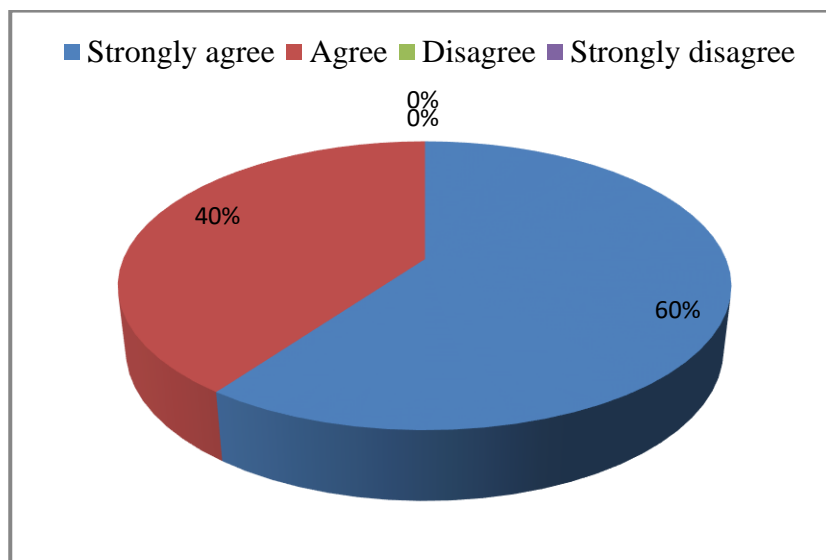
Graph 3.24: Oral Presentations and Reducing Student's Speech Anxiety

The result shows that (100%) of teachers strongly agree that oral presentation has an impact on speech anxiety. This technique indeed decreases students' speech anxiety. It encourages learners to face the reality and adapt to different situations as well as it helps them to speak freely.

Item 09: Do you think that using oral presentations in the other TEFL modules, and not only in oral expression, would decrease students' speech anxiety and foster them to communicate effectively?

Choices	Number of teachers	Percentage
Strongly agree	03	60%
Agree	02	40%
Disagree	00	00%
Strongly disagree	00	00%

Table 3.25: Using Oral Presentations in other TEFL Modules



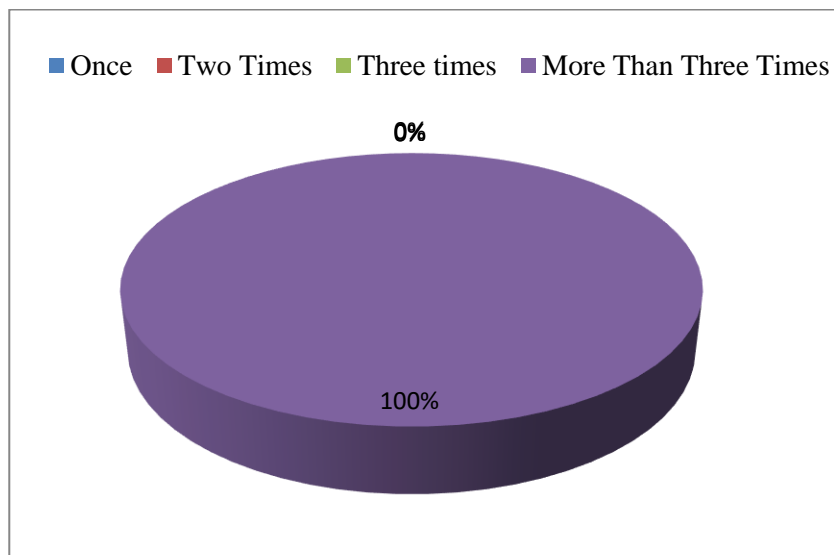
Graph 3.25: Using Oral Presentations in Other TEFL Modules

In this item, almost of teachers (60%) said that they strongly agree about the idea of using oral presentations not only in oral expression but also in other TEFL modules. This means that teachers do agree on using oral presentations to enhance communication skill and decrease speech anxiety

Item 10: How much, do you think, students need to use oral presentations to overcome speech anxiety?

Choice	Number of teachers	Percentage
Once	00	00%
Two times	00	00%
Three times	00	00%
More than three times	05	100%

Table 3.26: The Frequency of Using Oral Presentations per Week.



Graph 3.26: The Frequency of Using Oral Presentations per Week.

It is observed that all teachers (100%) choose using oral presentation more than three times because they believe that the more their students make oral presentation, the more their anxiety will be decreased and their communicative competence will be enhanced.

3.5 Discussion of the Results

The results obtained from this study showed that EFL students learn the target language in order to be able to speak fluently. Unfortunately, second year EFL learners at Mohamed Khieder University of Biskra face speaking difficulties. Since students speak English only in the classroom with their classmates, they encounter various characteristics of speech anxiety which prevent them to perform orally successfully. Moreover, negative thinking leads to students to be anxious, shyness, and afraid. EFL learners agree that practicing oral presentations help them reduce their speech anxiety. Oral presentations motivate and raise their self esteem. Practicing oral presentation enhance students' interactions in the target language. In addition, using students visual materials when presenting orally help them minimize their speech anxiety. It helps audience to understand well. Working in group encourages students to enhance their speaking skills. In order to overcome speech anxiety, learners need much practice in oral presentation. This means that delivering speech in oral expression module is not enough, they need to practice it in other TEFL modules.

Conclusion

This chapter presents the analysis and interpretation of the data gathered from questionnaires. This study is based on the descriptive approach. We gathered information from teachers and students via questionnaires. The results of both questionnaires were carefully analyzed, interpreted and represented statistically and descriptively in figures and graphs. From these results, we found out that students want to enhance their speaking skills but they encounter speech anxiety. Eventually, oral presentation is found to be a helpful technique to reduce students' speech anxiety. Finally the hypothesis suggested has been confirmed.

General Conclusion

General Conclusion

Developing communicative competence is the essential point in learning English as a foreign language. Since speaking is an important skill, EFL teachers consider developing students speaking as a difficult task. A number of EFL learners experience speech anxiety when they speak in front of group. Speech anxiety is seen as a negative factor that prevents students to speak fluently. It has many reasons and the teachers can identify the anxious students by its signs. Speech anxiety affects students 'oral achievement badly.

Teachers try to develop students speaking skill via providing different oral activities in classroom. Oral presentation is a technique which helps the students to overcome speech anxiety and develop speaking skills. This activity makes student delivers speech in front of classmates and interacts with them and with the teacher. Oral presentation can be done individually or in group. Most of students prefer to use visual materials which make their topics interesting to grab audience attention. Oral presentation is useful and helpful tool to reduce students' speech anxiety.

Second year students of English branch in Biskra University face speech anxiety when they present orally. It affects students' oral performance negatively. The characteristics of speech anxiety can be observed through students' behaviors. They are afraid of making mistakes. Oral presentation is a helpful technique to reduce their speech anxiety. Working in group has great benefits on learners' communication performance. Students need much practice in oral presentation. This means students have to practice oral presentation in other TEFL modules in order to minimize their speech anxiety.

The results of analyzing data show that the suggested hypothesis is confirmed. Students face speaking difficulties when they deliver speech in front of a group. Speech anxiety is one of speaking problems which influence students' oral performance negatively .when students use the appropriate oral presentation strategies their speech anxiety will reduce and decrease.

Suggestions and Recommendations

Based on the most important findings of this research, the researcher suggests the following recommendations to help enhance learners' speaking skill and reduce speech anxiety in second year EFL students of Muhammad Khieder University of Biskra:

- Using oral presentation as a part of some TEFL courses at the English Department as it will help students to be motivated and interested in the different courses.
- Students need to practice the language by making some oral presentation. This will encourage them to speak fluently and reduce their anxiety.
- Creating enjoyable environment in which students learn new vocabulary, take chance to express their opinion.
- Style of teaching should not be stable. Teachers are required to take into consideration their students' learning differences.
- Teachers should teach students how to do oral presentations successfully.
- Students should be encouraged to work in groups because this has a positive effect on their confidence and motivation.
- The use of discussions and interaction should be encouraged.

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Appendices

Appendices

Appendix A: Students' Questionnaire

Dear students,

We will be so much thankful if you help us to answer these questions whose aim is together information about the role of oral presentation in reducing students' speech anxiety.

Please, tick (X) the choice that corresponds to your answer.

Thank you in advance

Dehbi Lamia

Section One: "Background Information"

1- Is the choice of studying English?

- Voluntary
- Obligatory

2- How many years you spent in English learning?

.....

3- What is your level in the English language?

- Poor
- Average
- Good
- Very good

Section Two: “Oral Expression”

4- What is your level in speaking English?

- Average
- Good
- Very good

5- Do you like the module “Oral Expression”?

- Yes
- No

6- How much do you want to study oral expression per week?

- Two times
- Three times
- More than three times

7- Do you face any difficulties when you do classroom oral activities?

- Yes
- No

If yes, please state some of them

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

Section Three “The Aspects of Speech Anxiety”

8-Do you feel anxious when you speak in front of your classmates even if you are well prepared for it?

Always Sometimes Rarely Never

9- Do you feel that your classmates will laugh at you while speaking in oral activity?

Always Sometimes Rarely Never

10- Do you feel nervous when the teacher or students ask questions that you have not prepared?

Always Sometimes Rarely Never

11- Do you feel that other students speak English better than you do in oral class?

Always Sometimes Rarely Never

12- How often does your teacher invite you to speak?

Always Sometimes Rarely Never

13- How often do you feel afraid to make mistakes in speaking English?

Always Sometimes Rarely Never

14- Do you feel that you are not capable to speak English in front of your classmates?

Always Sometimes Rarely Never

15- Do you feel shy and your face becomes red?

Always Sometimes Rarely Never

16- Do your hands tremble and your heartbeats increase while speaking English in front of others?

Always Sometimes Rarely Never

Section Four “Oral Presentation”

17- Have you done any oral presentation as an activity in classroom?

- Yes

- No

18-What Do you think about using oral presentation extensively as a technique to overcome speech anxiety?

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

19- Do you think that practicing oral presentations in different modules would help you to reduce speech anxiety?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

20-What do you think about using visual aids in presenting a speech?

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

21- What are your suggestions to increase the effectiveness of oral presentations in reducing speech anxiety?

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

Thank you for your collaboration

Appendix B: Teachers' Questionnaire

Dear teachers,

The current questionnaire is an attempt to gather the needed information about the role of oral presentation in reducing students' speech anxiety.

For that we would be much thankful if you put a cross (x) in the appropriate box, and briefly answer the following questions to help us in our research for the Degree of Master2 in Sciences of Language.

Thank you in advance for your time and your collaboration

Section One "Background Information:"

1-Your academic degree is:

a. Magister

b. Doctorate

2- How many years have you been teaching oral expression?

.....

Section Two: "Speech Anxiety and Oral Presentations"

3-What are the most speaking activities you do to make students interactive?

- Debate and discussion
- Dialogue
- Oral presentation
- Role play

4- What are the most speaking problems that are noticed by your students in oral expression session?

- Inhibition caused by shyness and anxiety
- Reluctant
- Lack of interest
- Others.....
.....
.....

5- How did you notice speech anxiety among your students in classroom? Would you please state some?

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

6- Do you think that oral presentation is a helpful tool to enhance your students' interactions in the target language?

Yes No

7- What are the aims of using oral presentation by students in classroom? Would you please state some?

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

8- Do you agree that giving an oral presentation can help in reducing students' speech anxiety?

Strongly agree
Agree
Disagree

Strongly disagree

Explain.....
.....
.....
.....

9- Do you think that using oral presentations in the other TEFL modules, and not only in oral expression, would decrease students' speech anxiety and foster them to communicate effectively?

Strongly agree

Agree

Disagree

Strongly disagree

10-How much, do you think, students need to use oral presentation to overcome speech anxiety?

Once

Two times

Three times

More than three times

Thank you for your time and your collaboration

المخلص

الهدف الأساسي لتدريس اللغة الأجنبية هو جعل الطلاب قادرين على التواصل بشكل مناسب لكن البعض منهم فشلوا في التحدث بسبب القلق في الكلام. إن هذه المذكرة تهدف إلى اكتشاف أهمية تقديم العروض الشفهية للحد من التوتر و القلق. و لقد افترض أن إتباع الطلبة لإستراتيجية الصحيحة في تقديم العروض الشفهية قد يساهم في تقليل من حدة توترهم و خوفهم . حيث اعتمدنا على المنهج الوصفي في جمع المعلومات و ذلك بالاختيار الاستبيان للأساتذة و الطلبة . و هذه الدراسة تمت بواسطة استبيان على خمسة أساتذة التعبير الشفهي و 40 طالبا يدرسون سنة ثانية في شعبة اللغة الانجليزية في جامعة محمد خيضر ببسكرة . النتائج المتحصل عليها أثبتت أن تقديم عروض شفهية باللغة الأجنبية في القسم يساعد الطالب في تقليل القلق و تطوير مهارة الكلام.