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Faculty of Letters and Languages

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English Language

Science of the language

Submitted by:

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### **The Role of Oral presentation to Enhance English Foreign Language Learners' Speaking Skill.**

The Case of first year students at Skikda university

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## **Dedication**

This work is dedicated to my lovely mother and my thoughtful father for his sacrifices and mental support, I wish Dad that I had realized your dreams,

Thank you.

To my lovely Husband Zakaria Lattafi, thank you for your help, guidance, support and motivation all the time.

To my brothers and older sister, my sisters in law and my nephews.

I have to recall my dedication to my best and sweet friends:

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To all those who are forgotten by my pen and never  
Forgotten by my heart

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## **Abstract**

Learning English as a Foreign Language (EFL) is becoming more and more important in nowadays global world. however, Oral presentation tends to be a useful activity to develop students' oral proficiency. The aim of this dissertation is to explore the use of the oral presentation to enhances EFL learner's speaking skill. we hypothesize that oral presentation may enhance first year English language students' speaking skill. To achieve the stated purpose, two research tools are used to collect data. First, a questionnaire administered to 30 students from first year English language students. Second, a semi-structured interview conducted with five Oral Expression English language teachers at skikda University. the data gathered was analyzed with the descriptive method to describe the student's attitude and reaction toward the oral presentation. The findings confirmed that the use of oral presentation helps students to increase their speaking skill. The oral presentation has been revealed the impact on the student's speaking skill. Based on the results of this study, some implications and Suggestions were provided that might be used in the future.

**Key words:** speaking skill- oral presentation

## List of abbreviations

**EFL:** English as Foreign Language

**O.P:** oral presentation

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## **Chapter one: Speaking skill**

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## **INTRODUCTION**

Speaking is an element to express your thoughts, feelings, opinions with others as Richards and Renandya (2002:201) state: «Speaking is one of the elements of communication' 'Speaking is a way to communication to achieve a goal of expressing your thoughts and ideas, opinions, intentions". According to Attapol Khamkhien in his article from Kasetsart University' 'speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes, despite the fact that speaking is crucial skill to show the ability of mastering the language. Nowadays EFL's students are in need to practice the language orally to enhance their speaking skill through what we call oral's presentation. Oral's presentations are essential feature to help students being more dynamic and active in their speaking skill, Oral presentations help integrate the language skills, which are all equally essential and important in the global village. The literature on teaching English has emphasized integrating the four skills and giving them equal weight (Al-Issa, 2006a, 2006b). Oral's presentations are more effectively for EFL's learners to achieve speaking skill.

### **1. Statement of The Problem**

The main point in learning any new language is being able to communicate, the speaking skill is an essential process to be an effective speaker in any language. Nowadays EFL students are graduated from university without being able to speak English, because they did not have enough practice in speaking English. As third year students at the division of English language, it is noticed that students are facing problem while they are speaking because of fright stage, shyness, articulation and other more difficulties. Thus, oral presentation will motivate student, encourage them to practice English in the classroom and enhance their

speaking fluency. Moreover, in this study, we will try to investigate how we can promote student speaking with oral's presentations

## **2. Significance of the Study**

The present research study attempts to highlight how oral presentations will enhance EFL students to be good speaker and reduce the fright stage through some techniques in order be better in speaking English language. Oral presentations in EFL classes give students a confidence to speak in public and help them in enhancing their fluency, Moreover, this study is an important for both teachers and students. Oral presentation can be an enjoyable activity for them. It gives a break away from textbooks.

## **3. Aims of The Study**

- To investigate of the impact of oral presentation on the students speaking fluency.
- To see the student's attitudes toward oral presentation.
- To enhance the communication competence.

## **4. Research Questions**

This study intends to answer the following questions:

1-How can oral presentations in enhance learner's speaking skill?

2- To what extent does the use of oral presentations enhance students' speaking skill?

## **5. Hypothesis**

To answer the above research questions, we hypothesize that:

-Oral presentations may enhance third year English language student's speaking skill.

## **6. Research Methodology**

### **6.1 Method**

The current study aims at investigating of how oral presentation may enhance students in their speaking skill, we intend to adopt the descriptive method because it would be more appropriate for this study.

### **6.2 Sampling and Population**

At division of English in university at skikda who are about 278 students in first year LMD as population we will deal with 30 students through using a questionnaire, we will work with this sample and after that go to generalize the results, because it is preferable to work with sample and use possibilities to generalize the findings later on the rest of population. In teachers' interviews we will deal with five (05) teachers of oral expressions are chosen randomly for 10 teachers of oral expression at the division of English at skikda University.

### **6.3 Data Collection Tools**

The most important methods of collecting data are students' questionnaire, teachers' interviews. Questionnaire will be used to achieve more reliable and comprehensive sense. In this case, questionnaire for students would be direct to first year LMD students in the division of English at 20 August 1955 skikda University. questionnaire will include two kind of questionnaire open questions and close questions. We use close question more because sometimes students were out subject and interviews with teachers who have teaching oral expression in the division of English at the University to better understand the students' needs.



## **7. Structure of The Study**

This study is composed of two major parts: a theoretical background and the fieldwork. It is divided into three chapters. The first chapter is about speaking skill which sheds light on speaking including: its definition, its importance, its characteristics. The second chapter concerns oral presentation by providing its definition, its types, and so on. The third chapter consists of research methodology adopted to conduct this study and the analysis of the data collection obtained from the students' questionnaire and teachers' interview, and it ends with a general conclusion and some implication and recommendations for further research

# Chapter one

## Speaking skill

## **Introduction:**

Among the four skills of learning a foreign language, speaking is one of the essential means to communicate. Speaking is sharing ideas through communication. It is fundamental way to use the language and make progress for learners to acquire the language. Speaking allows the learners to convey their message and give thoughtful manner to explain clearly. Therefore, to a language teacher, teaching speaking well is often a valued issue in the field of ESL/ EFL. This chapter will tackle with the definition and the importance of speaking, the basic types of speaking also the aspects of speaking, and the psychological difficulties that may face any speaker. Furthermore, there will about the relationship between speaking and other skills basing on the relationship between speaking and listening and speaking and writing, then speaking activities and speaking fluency and accuracy.

### **1. Definition of speaking**

Speaking is a complex cognitive and linguistic skill. A child learns to speak through interaction with the people around him/her in their native language. Every normal adult can speak in his/her native language without effort and this skill is a natural one. But speaking in a foreign language is not natural and it requires conscious effort throughout the whole process. (learn English). According to (Floz 1999, p.01) “an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking. ’She explained that learners should demonstrate a degree and the combination of linguistic competence and a corresponding awareness of sociolinguistic competence.

According to Ur (2004, p.121) the speaker must be aware with vocabulary, grammar, and pronunciation at the same time. Also, the learners must be a good listener because when they say something this is respond for something else, in addition to enhance their speaking

skill students do not only learn how to speak but they should be aware of how to use this language in given speech community. Bygate (1997, p.viii) claims that it is necessary to push learners to act their knowledge of grammar, vocabulary, and the use of their linguistic knowledge can be realized by speaking practice. So, the need to master language rules lead to a success in linguistic competence. '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). However, Thornburg (2005) sees that speaking is not only a matter of knowing a language in terms of grammar and forming well –structured sentences, but it is a matter of social interaction and should take into consideration speaking turns and contexts.

Finally, Hedge (2000, p.162) States, “learning to speak competently in English is a priority” Many learners think that having many words may help them to speak English. However, there are learners know many words but they face problems in using it. Thornburg (2008, p.208) claims that “one frustration commonly voiced by learners are that they have spent years studying English, but still cannot speak it”.

## **2. The importance of speaking**

We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay and Knight, 2006: 58).Speaking is basic skill, it is undoubtedly important in a second language acquisition process. Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to

write, to read and sometimes even to listen in a L2 because grammar has a long-written tradition (Bueno, Madrid and McLaren, 2006: 321).

Brindly (1978) makes specification about speaking skill. He believes that speaking is the way to express intelligibility, convey intended meaning accurately with sufficient vocabulary and use the language appropriately according to the context in order to interact with other speakers fluently. So, speech expresses human social interaction to convey the intended meaning in specific contexts and use it appropriately in various situations. It is the appropriate means that people interact with. According to Bygote (1987, cited Inurrtia and vegacely, 2006, p.15) “speaking is a skill which deserves attention as much as the literary skills in both native and foreign language.” The aim of learning a second language is to be able to communicate. Learners of second language should have confidence in their abilities to produce correct utterance. In addition, when learners have not a fair of using the second language, in this case they can use this language in contacting with real daily life situation “speaking fluently, of course involves speaking easily and appropriate” (Urrutia, Vegacely, 2006, p.15)

According to Joanna and Heather (2006) many teachers worldwide have to teach mainly grammar and vocabulary; because these areas are tested in examinations. This means that speaking is a neglected language skill in many English classrooms. Students may have a good knowledge of grammar and a wide vocabulary because they can use the knowledge to pass examination, but they face challenges to speak English outside the classroom.

### **3. Types of speaking**

If we assess speaking, we need to take into consideration the basic types of speaking. Brown and Abeywickrama (2010, p. 184-185) propose five types of speaking as explained in the following

### **3.1 Imitative**

Learners require the test takers to copy a word, phrase, or a sentence, they need to take the information without adding extra explanations and reproduce it as it is orally to base on the pronunciation because it is the main aspect of the assessment. What comes out from them is only the information they hear.

### **3.2 Intensive**

Unlike imitative, intensive speaking emphasizes on understanding meaning to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

### **3.3 Responsive**

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation. Make a simple request comment is a kind of activity that belongs to this type of speaking.

### **3.4 Interactive**

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

### **3.5 Extensive**

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making

discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

## **4. Aspects of Speaking**

Ultimately, aspects of the speaking skill need to be closely analyzed and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

### **4.1 Speaking is Face to Face**

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet & Carter, 2001: 16). Thus, communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

### **4.2 Speaking is interactive**

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27) Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

### **4.3 Speaking happens in real time**

During conversations, responses are unplanned and spontaneous and the speakers are not prepared, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter.

## **5. Psychological Factors that Hinder Students from Speaking**

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

### **5.1 Fear of Mistake**

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that



this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

### **5.1.1 Causes of Fear of Mistake**

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

## **5. 2 Shyness**

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will

forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students, with regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

### **5.3 Anxiety**

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This

explanation suggests that teachers should try to create a learning atmosphere which gives students more comfortable situations in their learning activity.

### **5.3.1 Causes of Anxiety**

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with another students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhou, et al 2004). All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

### **5.4 Lack of Confidence**

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talk showing that the students lack confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher

should also learn from both theories and practical experience on how to build the students' confidence.

#### **5.4.1 Causes of Lack of Confidence**

He and Chen (2010) state that the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown 1999, p.8) adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning

#### **5.5 Lack of Motivation**

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

### **5.5.1 Causes of Lack of Motivation**

With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students 'lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

## **6. The Relationship of Speaking with others Skills**

Learning language is to communicate, we move through ideas and information from one person to another by giving something output to receive from others by taking something input, language consists of four skills: two are output (speaking, writing), and two are input (listening and reading).

Widdowson (1978, p.57) divides them into two types receptive and productive. Speaking and writing are productive since they deal with language production whereas

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

## **6.1 Speaking Vs. Writing**

Preachers claims that "writing skill is a complex process that engages the writer in a physical as well as mental effort. On the one hand, writing skill is necessary in the process of teaching any language and should be organized by well-formed sentences, which are a part into a highly structure paragraph. Meanwhile, Brown and Yule (1983, p. 20) start their discussion about the nature of speaking by distinguishing between spoken and written language. Speaking on the other hand, consists of the short, deals with utterances, and in a range of pronunciation. Also speaking often has a great dealing with reputation and overlap between one speaker and another one.

In addition, writing all the information should be on page. The reader cannot stop and ask a question in order to understand more, but in speaking, we can ask for clarification when we cannot get the meaning. According to Widdowson, (1978, p.57) speaking and writing are both productive skills verbally or nonverbally; speaking is relating to the language that is expressing through the visual medium; however, writing is relating to the language that expressed through the visual medium. The spoken language is different from the written one through the structure of the sentence. Thus, the written language contains unities of ideas which can be represented in short phrases, clauses that can be connected with the conjunctions, or cannot sound at all. So, teachers must take into consideration that teaching the learners the spoken foreign language is a must, and it is necessary to know that speaking is different from writing concerning the degree of usefulness, vocabulary, pronunciation and syntax. However,

there are similarities between writing and speaking. Linady and knight (2006, p.60) stated that we speak in different way depending on whom we are speaking and for what reason. Similar with written language, the type of writing varies depending on who is writing and for what reasons. To sum up, writing and speaking skills are very important in mastering the target language, but speaking is more difficult. So, the acquisition of both skills, listening and reading, is very important because learners will be able to communicate in a good way.

## **6.2 Speaking Vs. Listening:**

Teaching English emphasizes speaking and listening relationship. According to Rivers (1996, p.196) “speaking does not of itself constitute communication unless what is being said is understood by another person. ’This means that the two skills are interrelated and they influence each other because the more the learner gets input from listening, the more he gets fluency in the target language. On the one hand, the speaker can learn the language from his/her listening of native speakers. On the other hand, students need to listen to target language in order to get comprehensible input and this is why learners cannot acquire FL knowledge only from the spoken skill without listening comprehension activities. Thus', speaking and listening are interrelated skills as Osada (ibid, p.56) stated that to integrate information from a range of sources: phonetic, phonological prosodic, syntactic, semantic and pragmatics in order to get the spoken language. Moreover, effective teacher should focus on giving listening practical activities in order to help the learners get the language input, and this will develop their speaking accuracy and fluency. The listening activities with listening material (visual aids) will assist them to improve their fluency and accuracy, grammar, vocabulary and pronunciation’s. So EFL learners who get the comprehensible input in the listening activities, will improve their skill.

## **7. Speaking activities**

Speaking is one of essential skills that should be mastered by students. In fact, students face difficulties in speaking such as the difficulty to arrange the sentences, fear of making mistakes, and lack of motivation. It is supported by Nunan (1993) that to Speaking skill needs some activities to improve English learners in the oral presentation and encourage their performance, these practices may guide the learners to speak English language is high level; it may include: role play, song, group work and language games.

### **7.1 Role play**

Role play is an activity that leads the learners to act and perform in different situations. Hen-Jun (2006) says that It is one of the current activities that give the occasion for language learners to act and perform different situations. It signifies a useful tool for learners to practice a real-life spoken language in the classroom. Role play is one of a whole scope of communicative techniques which develops fluency in student's language, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it, but also the sharing between teacher and student of the most flexible technique in the range, and teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective roleplay exercises.

Kowalska (1991, p.113) thinks that role play develops learners' speaking fluency because through role-playing activities, they train how to speak in social situations and interactions. It also gives the possibility to develop social relationships. He sees that role plays help learners to develop their creative thinking and imagination. Kowalska (ibid) argues that learners who perform different roles go beyond those characters as they are in reality and this leads to enrich their creativity and give them the willingness to speak and perform at the same time.



Furthermore, Byrne (1986) adds that role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities are described as follows: first, Scripted Role which play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. Second, Unscripted Role Play, in contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

## **7.2 Language Games**

Through fun activities learners can learn a language better as learning becomes natural for them since these activities do not make them conscious that they are learning a language. Games can be very effective tools for teaching learners a foreign language. These tools can be used in learners' classes to utilize their natural ability to learn a language. According to Carrier (1990) teachers should first consider the games level to make them appropriate with the learners' language levels. They must be selected due to the resolutions of the class or the content as well as considering the learners' characteristics as their age, being serious-minded or lighthearted, and their amount of motivation to learn the language as well as the time of using games. Certainly, games can be related to language learning. Language games can add fun and variety to conversation sessions if the participants are fond of games. In addition, games are especially refreshing after grammar activities. Also, a game is a wonderful activity to break the routine of classroom drills by providing relaxation while remaining within the framework of language learning. A game can in fact be stimulating and entertaining.

In the same way, according to this, Byrne (1984, p. 99) stated "the supreme benefit can be obtained from language games if they form a vital part of a program, at both the practice and production stages of learning. Used in this way, they provide new and interesting contexts for practicing language already learnt –and often for acquiring new language in the process".

Moreover; there are some procedures mentioned by Byrne, which can be taken into account for playing games which are as follows:

First, choose games on the basis of their suitability in terms of the language the student's practice. Second, prepare the games carefully beforehand. Third, explain to the students the purpose of and rules for the games. Fourth, give students one or more opportunities to practice before the games are played. Fifth, involve as many students as possible, dividing the class into teams. Sixth, if games are played in teams, points should be awarded for each correct answer and the scores written up on the board. (1984, p. 100).

Finally, language games increase the ability of learners to speak and communicate between each other's and take benefits from others because these games motivate them by following systematic process in which we could observe the learners oral progress during the project application.

### **7.3 Songs**

According to Natasa (2006), sometimes songs can be added, making things a bit different and out of the expected e.g. "Row, row, row your boat" can easily be changed into "Fly, fly, fly your plane". It is basically the teachers who decide what or how to change the song, and it is always welcomed by the learners. In addition, we think that when students continuously repeat the same words they easily learn new vocabulary and it contributes to improving their oral expression.

There are many activities and ideas that some authors highlight to promote speaking skills with songs; for instance, Morales (2008) states that teachers have to be careful when choosing a song. It should have the right characteristics to fulfill students' needs in terms of the learners' context and the possibilities the song gives them in order to introduce new elements of the language teachers who want the students to have contact with. Therefore, careful selection of the songs is important according to the level of speaking that the students have, and it is advisable that songs could be selected for them, according to their own interest.

#### **7.4 Multimedia materials**

Multimedia materials are categorized as non-printed materials. Richard (2000) states that multimedia learning materials are the use of computer to present and combine text, graphic, audio, video, and animation with links and tools that let the users interact, create, and communicate. Thus, in teaching and learning process, there must be a computer to coordinate what the users see and hear, and interact with users; there must be links that connect information; there must be navigational tools that let users connect information; and there must be ways for users to gather, process, and communicate their own information and ideas.

Ivers and Baron (2010) state that multimedia allows to convey the understanding of a topic in a variety of ways, provides the students with opportunity to explain their ideas to others. It also provides the students with a communication and offers them new insight into organizing, and evaluating information. Besides, multimedia has the potential to change the roles of teacher and students and interaction between them by allowing the students to create their own interpretation of information.

## **7.5 Discussion**

Orlich et.al (1985) proposes that: “Small group discussion could improve the student’s speaking skill. There are 3 reasons why we can use small group-discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning.” Dobson (1981: 62- 63) explains that discussion techniques for use in small- group discussion are outlined as follows:

1. Divide the class into small- group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.
2. Allow the groups to discuss their respective topic for at least 10 minutes. When group member has finished their discussion, they should elect a spokesman who will report the group collective thoughts to entire class.
3. Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.

## **8. Speaking Fluency and Accuracy**

in reality, fluency and accuracy are closely related and are necessary for successful communication, Encarta Encyclopedia observes that fluency counts the percentage of how

people understand what you say, while accuracy in speaking counts how exactly you use grammar in your speech.

## **8.1 Fluency**

The term ‘fluency’ is widely used in language pedagogy and ‘fluent’ regularly appeared in language testing and assessment. In other hand, the meaning of fluency is easily understood; however, the definition of fluency is various. Hartmann and Stork (1976) pointed out ‘fluent’ means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally meanwhile concentrating on the content delivery rather than the form or structure of a language. Fillmore (1979) defined four abilities of speaking fluently: a) the ability to talk at length with few pauses; b) be able to produce the sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) be creative and imaginative in language use. Nation (1989) provided three aspects of fluency: the first one is the speed and flow of language production; secondly, the degree of control of language items i.e. pausing, rhythm, pronunciation and stress; and the way of content interrupting is the last one. So far, the definition of fluency is developed into two main categories. One is called the narrow approach (Lennon, 2000) which refers to the speaking speed and smoothness of the language delivery. The other one is the board approach (Kopenen & Riggenback, 2000) that considers a wider area including semantic density, appropriateness of expression, the language user’s creative ability and some further issues in sociolinguistics.

## **8.2 Accuracy**

The study of accuracy has a long tradition which is strongly linked to language teaching and SLA research. It primarily deals with the concepts of error and norm. Accuracy is defined, for example, as “the extent to which an L2 learner’s performance deviates from a norm (i.e. usually the native speaker)” (Housen et al. 2012) or “the ability to avoid error in performance”

(Ellis 2008). Whilst these concepts are outwardly simple to imagine, defining the individual components causes many problems which are even greater when the subject of analysis is informal spoken language. To date there are no unproblematic definitions of errors and norms.

## **Conclusion**

To sum up, in this chapter we have dealt with what is meant by speaking as a skill and gave an overview about the most important elements concerning this crucial skill. the speaking skill is not an easy task since it is a productive one, the speaking skill is extremely difficult to practice where foreign language learners encounter many constraints. Yet, teachers try to overcome these difficulties adopting a variety of tasks and techniques that fit the learners' interest. All in All, Students become more proficient speakers when they adopt their capacities to use the language and the ideas appropriate to the situation

**Chapter two:**  
**Oral**  
**presentation**

## **Chapter two: oral presentation**

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### Conclusion



## **Introduction**

The need for effective activities for the sake of reinforcing the EFL learners speaking skill is becoming an important element to EFL learners. Oral presentation is one concern strategy that teachers use to help students in speaking. This chapter aims at presenting the definition of OP and some of its types of oral presentation. Moreover, it sheds light on the effective and importance of oral presentation, to continue with the visual aids and its types. Finally, it attempts to show with the how oral presentation can serve speaking skill and provide the guideline for OP, then presenting some difficulties that may face EFL learner when having an oral presentation.

### **1. Definition of Oral Presentation**

The oral presentation has become an effective way to improve students' awareness of communication skills. According to Hedge (2000, p.58), the normal process of listening, speaking, and writing should be played, those skills are an extension of oral communication Miles (2009) argues that by doing oral presentations students will focus on language improvement most of all. It is a way of developing the students' abilities to practice. In addition, when students listen to the speakers, this has developed their abilities in performance. According to King (2002), learners do an oral presentation in front of the class is one of the activities that learners have and it included in the lessons to improve the students' proficiency levels.

The oral presentation is an extension of oral communication skill. Baker (2000) defines oral presentation is like a formal conversation, speaking to a group as a natural activity. The purpose of this practice is to communicate. It is created to inform or persuade the English

foreign language learner (EFL). Oral presentation occurs in an organizational setting with limitation in time and it should be arranged carefully. Furthermore, Kamrul (2013) states that oral presentation means delivering important points to a public audience. It is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. The subject depends on the teacher or they can choose it by themselves. The students have to do the oral presentation one by one in front of the class. By doing an oral presentation, students make small research to discuss with their classmates and deliver important information about the topic to the audience. Ming (2005:118) defined an oral presentation as “(...) typically and partly spoken, partly visual form of communication”, and it is normally limited in time and occurs in organizational settings.

## **2.Types of Oral Presentations**

Oral presentation is well prepared, structured, and organized way of communication, it is a beneficial activity for learners. This practice is one of speaking activities that aims to develop the students' proficiency level in English and to help them to build self-confidence in their ability to speak in public. Oral presentation can be a beneficial way to deal with students' difficulties in speaking skill. Oral presentation is one type of communication, which aims to develop the students' ability to perform in English. There are many different types of oral presentations. One of the classifications of oral presentation is made by Al- Issa and Al- Qubtan (2010). They claim that oral presentation can be divided into three types which are accordingly: “Controlled, guided, and free”. (p.232). This depends on a number of factors such as choice of the topic, time allocated to the presentations, grammar, vocabulary, method of presentation, and most important, learners' proficiency levels.

## **2.1 Controlled Oral Presentations**

AL- Issa and Al- Qubtan (2010) claim that the teacher is the one who chooses a topic to be presented, because the students' level, as beginners prevents them from doing so and the language components, grammar and vocabulary, to be used. The authors continue that the teacher should allocate a short period of time for students to present their work. This is possibly due to the fact that they are still beginners.

## **2.2 Guided Oral Presentations**

The students can be guided in terms of the topics that would suit their language level. They should not be expected to use Very complex structural and lexical items higher than their proficiency level. Students can also be guided to prepare their works using visual aids. This type helps teachers in working with lower level classes and students of first or second year. (Al Issa, July 2010. n. p). Students are expected to prepare handout to the listeners in the classroom to follow. Since the main benefit of using guided oral presentations in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way (Apple, 2006).

## **2.3 Free Oral Presentations**

In the free oral presentations, students are free to choose the topic they would like to deal with, plan the topic the way they feel most appropriate, and use any kind of language level. This should be the case as long as the students have had prior practice in oral presentations during the earlier (guided) stages. Such students are usually capable of demonstrating ability to use complex language and can be designated longer presentation times. (Al Issa, July 2010.n.p). Free oral presentations are designed for bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students

to collect, inquire, organize and construct information; enhancing team work; helping students become active and autonomous learners.

### **3. Effectiveness of Oral Presentation**

The ability to speak with confidence and deliver effective oral presentations can enhance learners in speaking skill .Oral presentation is not about exchanging information, It is about understanding the message that one wants to give to his audiences According to Chivers and Shoolbred (2007, p.22) “Effective presentations achieve their objective and usually bring some benefit and learning to all the people Involve them whether presenters, audience or tutors.”As well as being able to clearly convey a message you need to also listen in a way that gains the full meaning of what is being said and makes the other person feel heard and understood. Effective oral presentation helps all the learners to get new information from the presentations of others. Meloni and Thompson (1980, p.503) state that if oral presentation has been guided and structured, it will be beneficial to ESL/EFL in all there learning subject and later in their work. Students need more practice in English before they graduate. Chivers and Shoolbred (2007, p. 4) claim, “There are many reasons why students are asked to give presentation and these will be influenced by their academic course and situational and organizational factors” So, one of the purposes of doing oral presentation is to give an information with a formal way.

#### **4. Importance of Oral Presentation**

Oral presentation is a way of developing the students' ability to practice. They will be able to inform and take the floor to speak. In addition, when students listen to the presenters, this has developed their abilities in performance. Oral presentation helps learners to improve their autonomy. King (2002) states that using oral presentation requires language learners to use the four skills and this strategy supports students to become more active, motivated and autonomous. Oral presentation gives the opportunity to learners to use their L2 in natural way, furthermore students have the opportunity to practice their listening skills when they act as the audience members for the other groups' presentations. If these students are given a simple task to do during the presentation, or are expected to use the knowledge disseminated through the presentation for a specific purpose, this will allow them to use this opportunity to practice their listening skills.

Oral presentations have been shown to be extremely successful with respect to improving learners' L2 skills, and increasing their autonomy. For example, Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, and noticeable improvements in their students' communication and presentation skills. King (2002) adds that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learners. According to Hutchinson and Waters (1987), For most language teachers the five major benefits to using oral presentations in the classroom are:

- They are student-centered.
- They require the use of all four language skills.

- They provide students with realistic language tasks.
- They have value outside the language classroom.
- They improve students' motivation.

One of the main benefits of using presentations in the classroom is that oral presentations are student-centered. When students are asked to give an oral presentation, it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom (Apple & Kikuchi, 2007). This is because the students who are presenting have the ability to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates. With little or no intervention from the teacher, a properly scaffolded presentation can result in multiple opportunities for students to improve their English in a context in which the students themselves are acting as both teachers and learners. Interactions between the presenters and the audience provide both sets of participants with numerous opportunities to practice their English abilities with other students in an authentic manner. Oral presentations also provide students with a process-driven activity that requires them to use English, not just while they are giving the presentation itself, but also while they are preparing to present. One good example of this is group presentations. Group presentations require students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and to work together, in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very little intervention from the teacher. Another benefit of oral presentations is that they require students to use all four language skills; writing, reading, speaking, and listening as state by Chivers and Shoolbred (2007, p.8)

## **5. The use of visual aids**

Visual aids become an important aspect to make the oral presentation specialty provide support for both speakers and listeners during the presentation, which can help to reduce stress and make the presentation more successful (Lambert, 2008). Visual aids can be used to give more details about the topic, help the audience members to understand what is being said, and act as a concrete reminder of the message for both the audience and the presenter. While the types of visual aid used in academic presentations can vary.

### **5.1 Types of visual aids**

Visual aids include boards, flip charts, PowerPoint, videos, handouts. The choice of the visual depends on the presenter and the purpose of the presentation. The use of technology in students' presentations reveals to be much more interesting than without it. This is claimed by King (2002) who said that with the availability of technology and visuals, presentations are more exciting and interesting than traditional ones. However, she declared that "*the basic rule is to use visual aids to support the presentation, not to dominate it*" (p. 410). That is to say, students need to receive instruction on how to use visuals in an appropriate and rational manner.

#### **5.1.1 Drawings**

They are popular and often-used because they are easy and inexpensive to make in order to illustrate something for the audience. A, & Beebe, S.J. (2007) say "as a rule, large and simple line drawings are more effective for stage presentations than are detailed images." So, those drawings are useful to explain a point or to illustrate something for the audience.

### **5.1.2 Photographs**

They can be used to show or to illustrate objects or places that cannot be illustrated with drawings or that an audience cannot view directly. They will help them to have a clear image about certain points on the topic. The presenter should enlarge the photograph to make sure that all the audience see it. A, & Beebe, S.J. (2007) explain “photograph will be effective as a presentation aid for a large audience. Therefore, the speaker should enlarge the photograph for the audience in order to understand better the ideas.

### **5.1.3 Slides**

Slides can help the speaker illustrate his/her talk if he/she has access to a screen and a slide projector. Charts and graphs that the presenter develops on a computer can be made into slides. A, & Beebe, S.J. (2007) state “slides can help illustrate your talk if you have access to a screen and a slide.” Slides also are an effective visual tool for illustrating the speech for the audience.

### **5.1.4 Maps**

The details and information on most maps will not be visible to the audience. It is better to use a large map to make the information easy to understand. The presenter can use different colors to maintain the audiences' attention. A, & Beebe, S.J. (2007). find that maps are useful to explain information to the audience while performing orally.

### **5.1.5 Graphs**

The graph represents the statistical data in an easy format to understand, most listeners find that graphs help to make the data more concrete. According to Bert (2009) “**graphs** are particularly effective in showing overall trends and relationships among data. So, graphs explain the statistical data with more details to the audience in order to facilitate to them understand the points.



### **5.1.6 Charts**

Charts present a great deal of information in a small amount of space, charts must be simple. Students should not try to put too much information on one chart A, & Beebe, S.J. (2007) claim that charts summarize the information in a small space to explain data. So, charts also have several advantages for transmit the ideas of the topic for the audience since they are very easy to use.

### **5.1.7 Chalk boards and White boards**

They are often used to offer visual support for spoken words. They are inexpensive and simple to use. A lot of presenters do not like to use them since when they write on the board, they have their backs to their audience, they do not have eye contact with them. Some presenters try to avoid that problem by writing on the board before their speech starts. According to A, & Beebe, S.J. (2007) “chalkboards and white boards are often used to offer visual support for spoken words.” It means that the speaker writes a few points or elements of his/her speech in the board before starting the performance in order to support his/her speech visually.

### **5.1.8 Power point**

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

## **6. Oral Presentation and Speaking Skill**

Second language learners need to practice the language regularly inside the classroom through performing different activities. So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the learning/teaching goal of speaking proficiency. Nunan (1992: 241) emphasizes that in EFL classrooms, students should be given the maximum number of opportunities to practice the target language in meaningful contexts and situations. Moreover, it is assumed that speaking is an essential part of language learning, therefore, teachers must provide activities that involve interaction between learners. Among these activities there are oral presentations. The most important advantage of OPs as a project work is that it comprises the integration of all language skills through communicative approach, and the most important skill in this case is speaking. Al-Mutawa and Kailani (1989: 104-105) stress that “learning to speak is a lengthy, complex process” and “is more effectively achieved by speaking in living natural English”. Therefore, OPs are an efficient way to encourage the presenting students to practice meaningful oral English, and to improve their speaking skill. Additionally, the ability to communicate effectively, especially during OPs, can boost students’ self-confidence in speaking in front of public; Thornbury (2005) asserts that the students’ act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. Yet, OPs are seen as a vital way through which students can improve their speaking skills and communicate more effectively. In EFL classrooms, OPs are considered as learners’

activity that have to be appropriate in context and still a basic form of speaking in public that actually raise the students' self-confidence and effective development of their oral proficiency.

(Altschuler, 1996. Cited in King, 2002: 403)

## **7. Guidelines for Oral Presentations**

A well-planned and explicit instruction will help increase students' receptiveness to oral presentations. Teacher should be clear in explaining and listing the desired objectives. According to King (2002): The teacher gives assignment forms to organize students and help them share tasks among them. He should stress on the time limit of the presentations (e.g. 25 minutes). He should clearly explain the grading criteria and his expectations from the presentation.

### **7.1 Grouping and Scheduling Students Presentations**

It is a challenging work when the teacher has a large class, so it is better to plan presentations in groups of 4 or 5 in order to save time and develop 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.

### **7.2 Choosing Topics and Gathering Information**

The students are free to choose 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 find some difficulties in dealing with a topic which needs research, so the teacher has to help them to choose a topic and relevant related resources (King 2002).

### **7.3 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. Thus, affect badly the students' performance (King 2002).

### **7.4 Managing Question-Answer Sessions**

According to Tracy (2008, p.01) They are generally short sessions designed to help learners have their queries and concerns discussed together with their peers and teacher. This latter helps in identifying possible difficulties that prevent students from providing a successful presentation.

### **7.5 Preparing Peer and Teacher Assessment**

The teacher provides an evaluation form for students to get feedback from their peers. They will have their deficiencies and weak points identified so that they can rectify or improve the. Another assessment is done through the teacher evaluation form which they can use as a reference or guideline (King 2002). Students also are informed in advance about the evaluation criteria to help them know their expectations.

## **8. Oral presentation difficulties**

Oral presentations are always considered as difficult and challenging tasks in the EFL classroom. They present many problems to the students as well as to the teachers mainly when they are not well implemented (Meloni & Thompson, 1980). (Chuang, 2009; Abu El Enein, 2011 Alwi & Sidhu, 2013) claim that One of the main difficulties reported facing students in

oral presentation was anxiety or fear of speaking. Research has consistently revealed that anxiety can impede EFL students' production and achievement (Al-Nouh; Abdul-Kareem & Taqi, 2014). In addition, some studies investigated the reasons behind students' anxiety, such as lack of vocabulary (Subasi, 2010; Mazdayasna, 2012), while others proposed ways to overcome these difficulties, such as choosing a familiar topic and practicing a lot (e.g. Zappa-Hollman, 2007). In addition, a growing number of studies aimed to investigate the reasons behind students' low performance in oral presentations (Turner; Roberts; Heal & Wright, 2012; Akindele & Trennepohl, 2014). These can be grouped under three categories. First, personal traits such as shyness, fear of facing an audience, self-confidence, and physical appearance. Elliott and Chong (2004) found that students' personal traits were the reason behind their feelings of anxiety during oral presentation. Second, the audience and the instructor were believed to be main reasons for students' unwillingness to present (e.g., negative evaluations, hard questions, humiliating feedback, etc.) (Wolfe, 2008). Finally, lack of presentation skills was seen to play a crucial role in students' feelings of anxiety (e.g., researching, planning, organizing, practicing, and presenting) (Leichsenring, 2010). As seen above, although there are different factors that affect students' oral presentation, most of them stem from anxiety of speaking. In the next section, studies reporting the effect of the above factors on students' oral presentation are discussed.

## **Conclusion:**

To conclude, Oral presentation is one of the effective techniques for the development of speaking skill. It should be well-organized, structured and prepared. It represents a learning activity that students can use to enjoy learning with each other. Oral presentation is one concerned strategy that may help EFL to improve their speaking skill, this second chapter spotlight on some concepts to make clear the image about this technique, since it is very beneficial to students to let them express themselves and give opinions also it gives the opportunity to perform well and be self-confident. Hence, Oral presentation is one of the methods used that helps learners to enhance their speaking to be more effective skill

# Chapter three

## Field work

## **Chapter Three: Field Work**

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## **Introduction**

This study investigated the use of oral presentation in EFL classes to enhance learner's speaking skill at Skikda university, in order to carry out the research we try to use the mixed methodology (qualitative and quantitative methods). It provides a description of the case study, it also includes a description of the research instruments used, namely a questionnaire for students and an interview for teachers. It will also analyze and interpret the results achieved. By the end, we will be able to answer the research questions and confirm the hypothesis.

### **1. Research Design**

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

#### **1.2 Research Method**

The selection of the research method is one of the main stages in conducting a research study. The method of this research is the descriptive one since the study aims to describe the situations and facts about the use of oral presentations for better English-speaking skill. It is the appropriate method to describe students' opinions towards the effectiveness of using oral presentation to enhance their speaking and clarify the collected data.

#### **1.3 Population and Sampling**

From a population of 278 students of English at Skikda's university ,30 first year students were selected randomly as a sample for this research

## **2. The sample**

The sample of this study was First year English students at skikda university, the reason behind this choice it is because first year students are beginners and at the same time they are familiar with what we call oral expression. We will attempt to measure and see to what extent their speaking skill is improved through the use of oral presentations.

### **2.1 Student's questionnaire**

The main tool of enquiring information is the for students.

#### **2.1.1 Description of the Questionnaire**

The questionnaire has been divided into three sections:

##### **Section 01: Background Information**

It Contains four (4) questions which aimed to gather information about; students' age, sex, we get information about their choice to learn English, their level and beliefs in their abilities to learn English language.

##### **Section 02: Oral Presentation**

It consists of seven (7) questions. It aims to get information about the student's perception about oral presentation and student's beliefs about their abilities in oral presentation in addition, we want to know if students have the ability to do an oral presentation and Students 'Attitudes towards Oral Expression Course.

##### **Section 03: Speaking Skill**

It consists of nine (9) questions. They have planned to get insight of emphasizing learning the skills, and the importance of student's difficulties in speaking, its level of the difficulty. Speaking difficulties that, students have faced in learning English. Students' opinions about the use of oral presentation to enhance their speaking level. At last, we asked

questions about the kind of activity is used to teach speaking and activities that the students preferred.

### **2.1.2 Administration of the Questionnaire**

The questionnaire was supposed to be administered at the English department of Skikda on March2020.The student’s questionnaire has been cancelled because of Covid 19. We have changed it to online questionnaire on the Facebook group of first year students of Skikda. It took time of month to gather the answers, and analyze them.

### **2.1.3 Analysis of Students’ questionnaire**

#### **Section one: background information**

#### **Item 1 : Gender Distribution**

Response	N	%
Female	23	76.7%
Male	7	23.3%
Total	30	100%

**Table 01 : Gender Distribution**

From the table we found out 30 participants 15% are males and 77% are females. It is noticed that the huge number of females showed that girls are more interested in learning a FL than boys. Hence, females like to study English compared to the male counterparts.

## Item 2 : Age distribution

Response	N	%
18-20	24	80%
20-25	3	10%
More than that	3	10%
Total	30	100%

**Table 02 : Age Distribution**

As it is shown in the table, from the age 18 to 20 years old we have (80%) of the students, while from the age 20 to 25 years old we have (10%), and more than that we (10%) of the total percentage of the participants. We notice that the majority of the learners are teenagers and adults while the old ones are few because as it is known this category of people prefer to work rather than to study.

## Item 3: Was English your first choice?

Response	N	%
Yes	28	93.3%
No	2	6.7%
Total	30	100%

**Table 3: The Choice of English language**

The choice of English as a language was personal for (93.3%) of the students while the (6.7%) were obliged. This is may be due to many reasons such as: the average did not allow them to follow specialty or it may be their parent's choice

#### Item 4: How do you consider your level in English?

response	N	%
Very good	11	36.7%
Good advantage	18	60%
Poor	1	3.3%
Total	30	100%

**Table 4: students' considerations for the level in English**

From the above table, we notice that 18 students (60%) who have admitted that their level of English is good advantage. 11 students (36.7%) believed that their level in English is very good. Against only 01 student, (3.3%) who confesses that, his level is poor. Students are usually relating their level either to how well or how bad they can understand and produce the language orally or in writing.

#### Item 5: Are you a fluent speaker of English?

Response	N	%
Yes	22	73.3%
No	8	26.7%
Total	30	100%

**Table 5: Student's Beliefs in their abilities of the English language**

It seems that most of students (22) are fluent speakers, but 8 students are not, hence it is maybe problem of pronunciation, also there is no much use of the language, sometimes it may be a problem of shyness or being poor in vocabulary.

## Section two: Oral Presentation

### Item 6: Do you like the Oral Expression module?

Response	N	%
Yes	25	83.3%
No	5	16.7%
Total	30	100%

**Table 6: the student's perception about oral presentation**

From the table above, 25 participants (83.3%) said yes, we like oral expression courses and 05 participants (7.5%) do not like this course. Some of the students who said, “Yes we like oral expression explain their choice. They think that oral expression encourages them to develop their speaking and listening skills. In oral, the teacher gives them chance to express their ideas orally and without any condition. Moreover, oral expression was been aimed to improve their level and for them it is the one module where they find themselves very active. Whereas, students who said no we do not like oral expression think that in this course they cannot express their ideas because their speaking level is bad. From those student’s oral expression is the most difficult module in English

### Item 7: Do you know what oral presentations are?

Response	N	%
Yes	24	82.8 %
No	6	17.2%
Total	30	100%

**Table 7 : Knowing oral presentation**

From The results in the table above, we notice that 24 students (82.8%) know what oral presentation is. Only 06 students (20%) did not know what oral presentation is. When students have knowledge about oral presentation this means it is easier for them to do it.

**Item 8: Does your teacher ask you to prepare an oral presentation?**

Response	N	%
Always	8	26.7%
Often	7	23.3%
sometimes	11	36.7%
Rarely	4	13.3%
Never	0	0%
Total	30	100%

**Table 8 : Preparing Oral Presentation**

We notice that (27 %) students said that their teachers ask them to prepare oral presentation, while (23%) students said they are often asking to prepare it, (37%) students stated that teachers sometimes ask them to do it, the remaining (27%) students said that is rarely are asked to prepare and (1%) students said they are never ask to prepare

**Item 9: Do you think that you have the ability to do an oral presentation?**

response	N	%
Yes	16	53.3%
No	0	0%
Somehow	14	46.7
Total	30	100%

**Table 9: students' beliefs about their abilities in oral presentation**

From the table above, the results reveal that 16 (53.3%) of the students have a positive belief about their ability to do an oral presentation, they think that they have the ability to express themselves orally. while 14 (46.7%) of them believe that they don't have the ability to do an oral presentation. No one (0%) said that he is he has not the ability to do an oral presentation. Some of Those Students justified their answer. They believed that making an oral presentation is easy for them because and they have confidence in their speaking ability, and some of the Students who said somehow explained their answers by saying that the think that sometimes oral presentation was very easy and, in another times, difficult and cannot do it. This is according to the topic of the presentation.

**Item 10: When your teacher asks you to do an oral presentation how much time does the Oral**

Response	N	%
Much time	17	56.7%
Few time	13	43.3%
Total	30	100%

**Table 10: Students' Time on Preparing an Oral Presentation**

we want to know from this question if students take much time in preparing oral presentation or just they are preparing it in few times before delivering it. So, the results showed that 17 participants (56.7%%) said that they take much time in preparing an oral presentation. While 13 participants (43.3%) stated that, they had just few times in preparing an oral presentation



**Item 11: Do you use visual aids in your presentation?**

Response	N	%
Always	6	20. %
Often	5	16.7%
sometimes	16	53.3%
Rarely	2	6.7%
Never	1	3.3%
Total	30	100%

**Table 11: The Visual Aids in Oral Presentation**

The results as shown in the table state that:(20%) students said that they always use aids visual in their oral presentation. (17%) opted for often. (53%) is the highest percentage obtained by students who said that they sometimes use visual aids, the remaining (10%) students were in between rarely and never using visual aids in oral presentation.

**Item 12: Do you feel afraid to give an oral presentation?**

Response	N	%
Yes	16	53.3 %
No	14	46.7%
Total	30	100%

**Table 12: Students ‘feeling towards Oral Expression Course**

From this item we want to determine whether students are afraid to give an oral presentation or not. The results from the table above shows that 14 (46.7%) do not feel afraid when giving an oral presentation; they are a good speaker or they motivated by their teacher, while 16 (53.3%) of students feel afraid to give an oral presentation.

### Section three: speaking skill

#### Item 13: Which of the four skills you wish to master most?

Response	N	%
Speaking	15	50%
Listening	3	10%
Writing	6	20%
Reading	6	20%
Total	30	100%

**Table 13 : Eemphasizing Learning the Skills**

The table indicates that (50%) preferred the speaking skill to master most, other respondents (10%) stated that they wish to master the listening skill; while some other respondents (20%) wish to master the writing skill. The same percentage (20%) like to master the reading skill.

#### Item 14: Do you agree that in order to learn the language you have to speak it?

Response	N	%
Strongly agree	20	66.7%
Agree	9	30%
Disagree	1	3.3%
Strongly disagree	0	0%
Total	30	100%

**Table 14: The Importance of Speaking Skill**

It is observed from the table that 20 students (66.7%) strongly agree that in order to learn English they have to speak it. So, the majority of students aim from their learning English to speak it in a fluent manner. other students (30%) said that they agree while the remaining students just affirmed that learning a language does not mean that they should speak it. They disagree with this opinion, also are strongly disagreeing that to learn language have to speak it.

**Item 15: Do you have difficulties in speaking**

Response	N	%
Yes	17	56.7 %
No	13	43.3%
Total	30	100%

**Table 15 : Student’s Difficulties in Speaking**

From the table, we notice that 17 (56.7%) claimed that they have difficulties and 13 (43.3%) said they do not have difficulties in speaking. Some of the students who said yes the mention some of these difficulties like fear of making mistakes, anxiety, lack of self-confidence. So, we can notice that most of them have a fear of making pronunciation or grammatical mistakes; they have a deficient vocabulary that prevents them to express them orally

**Item 16: When you are asked to speak in classroom, You Speak without any problem**

Response	N	%
Hesitate	21	70 %
Make any argument to avoid speaking	4	13.3%
Get embarrassed	5	16.7%
Total	30	100%

**Table 16 Student's Speaking in The Classroom**

The results obtained denote that 21 students (70%) stated that they hesitate when they are asking to speak, 6 students (17%) get embarrassed. Others 03 students (13%) said that they make any arguments to avoid speaking during their lessons.

**Item 17: Do you speak English with your classmates outside the classroom?**

Response	N	%
Always	3	10 %
Sometimes	23	76.7%
Never	4	13.3
Total	30	100%

**Table17: Student’s Use of English outside Classroom**

Regarding students’ answers, the highest percentage (77%) students stated that they sometimes speak English outside classroom with friends, but (13%) students said they always use English outside classroom, (10%) students never use it.

**Item 18: Which activity does your teacher use most?**

Response	N	%
Discussion	22	73.3%
Role play	1	3.3%
Communicative games	3	10%
Oral presentation	2	6.7%
Dialogue	2	6.7%
Total	30	100%

**Table 18: kind of Activities Using to Teach Speaking**

We notice that most of the teachers use discussion activity (73.3%), other teachers around (10%) use communication games as activity, the rest percentage is divided between oral presentation and dialogue, role-playing activities.

**Item 19: Which activity do you like most?**

Response	N	%
Discussion	11	36.7%
Role play	3	10%
Communicative games	7	23.3%
Oral presentation	4	13.3%
Dialogue	5	16.7%
Total	30	100%

**Table 19: The Activity that students like**

The item shows the activities which students are asked to prefer most, (37%) students said that they prefer discussion, while (23%) students like communication games, others (17%) said that they prefer dialogues, (13%) students like oral presentation, the rest (10%) students like role-playing.

**Item 20: Do you think that giving an oral presentation helps enhancing your speaking skill?**

Response	N	%
Yes	28	93.3 %
No	2	6.7%
Total	30	100%

**Table 20: The Use of Oral Presentation to Enhance Student's Speaking Skill**

As we notice from the table above, the majority of students (93%) agree that giving oral presentation help them promote their speaking skill, while only (7%) disagree that oral presentation may enhance their oral presentation.

## **2.2 Teachers' Interview**

In order to elicit some useful information from the teachers of oral expression, a structured interview was conducted. The teachers' answers were not recorded by the researchers due to the pandemic of Covid 19, hence we resorted to the online questionnaire, which will be analyzed in the present section.

### **2.2.1 Description of the teacher's interview:**

The teacher's interview was divided to seven questions to obtain information about teacher's experience during the teaching of the oral expressions, and their student's difficulties with oral presentation, also we tackled with question about teachers thinking toward oral presentation as tool to getting students talk in the target language, furthermore we asked teachers about how they describe the relation between oral presentation and reducing anxiety in EFL class. presentation.

### **2.2.2 Analysis of teacher's interview:**

#### **1. How long have you been teaching the oral expression course? 5 responses**

**Teacher01:**3 years

**Teacher02:**5 years

**Teacher03:**1 year

**Teacher04:** months

**Teacher05:**2 years

From the teachers' replies, we deduce that the scope of teacher's experience in teaching English range from 6 months to 5 years. This means the respondents have different experience in doing so, it is positive in the sense that they will have different view point and perspective towards the subject under investigation.

## **2-Do you ask your students to prepare an oral presentation? why?5**

### **responses**

**Teacher01:** yes, to reinforce their speaking skill

**teacher 2:** to enable them to speak about a subject of their choice

**teacher3:** Yes, of course To help them improve their writing and expressing ideas in a good way

**teacher4:** Yes, I do Oral presentation allowed students to reinforce their speaking skills and give them the chance to develop their language through practice, it also helps them create an area of communication and discussion with their classmates and maintain self-confident.

**Teacher5:** Yes, I do Because oral presentation helps learners develop their speaking skills and by doing so they got self-confidence and that encourages them to speak English freely.

All the five teachers answered that they ask students to prepare an oral presentation but every one of them use it in different. They agree on the importance of this activity to help students enhancing their communicative abilities in speaking English.

## **3-What are the main difficulties your students have in speaking?5**

### **responses**

**Teacher1:** Fright stage and the lack of ability to communicate their ideas

**Teacher2:** fluency and accuracy

**Teacher3:** The pronunciation

**Teacher4:** Lack of vocabulary Lack of self-confidence Difficulties in the pronunciation  
Difficulties in the interpretation of their ideas

**Teacher5:** Students Feel afraid to speak so that they lack fluency and accuracy.

The replies showed that EFL learners have lack of vocabulary, and problem in pronunciations learners have fright stage and self-confidence, moreover they face problem with fluency and accuracy.

**4-. Do you agree that giving an oral presentation can help developing ones' speaking skill? Explain ?5 responses**

**Teacher1:** Yes

**Teacher2:** yes, it may give them self-confidence,

**Teacher3:** Of course, it can help because of the practice and the use of the vocabulary in different situations

**Teacher4:** Yes, He does Oral presentation is great way to develop speaking skills because we give the chance to students to express their thoughts, feelings, ideas and opinion while discussing different topics with each other using various arguments, opinions, they practice on how developing their abilities in communication, speech and discussions.

**Teacher5:** Yes, I do



All the teachers agreed that oral presentation is a great way to develop speaking skill

Moreover, teachers stated that students will be more self-confident, also it is a way to express the ideas and thoughts. So, oral presentation can be used to enhance students' speaking skill.

**As a teacher, what do you think of “Oral presentation project” as a tool to getting students talk in the target language? 5 responses**

**All teachers:** Good helpful

All teachers said that oral presentation is an activity which helps learners to develop their level of speaking skill.

**How would you describe the relation between Oral Presentations and reducing anxiety in EFL Class? 5 responses**

**Teacher1:** The fact of practicing the language mainly through oral presentation helps students to boost self-confidence and reduce the fright stage, and consequently developing the student's speaking skill

**Teacher2:** there is a close link between the two.

**Teacher3:** Students get used to speak and discuss various topics and issues and break down the barriers that face them in the daily conversations and open the doors for many students to show their abilities and become more confident

**Teacher4:** Motivational

**Teacher5:** Oral presentation gives learners confidence to speak English by presenting oral presentation they reduce anxiety in class and learners get confidence to speak English.

We notice that all teachers described the relation between oral presentation and reducing anxiety in EFL class as the following: oral presentation is link between the two in which it may create self-confidence between learners, it is a kind of motivational practice according to the various topics and issues that may break down the barriers that face daily conversations.

**How do you feel about the idea of “using oral presentation projects more and as a part of all the TEFL modules and courses at our department”, so all the teachers help in developing students ‘speaking ability and not just the oral expression teachers?5 responses**

**Teacher1:** It is very important to integrate oral presentations in all the other modules

**Teacher2:** Very interesting. I am doing it myself in other modules

**Teacher3:** I think it will be a good step toward the improvement of our department to use the oral expression in all the TEFL modules in order to develop the speaking ability

**Teacher4:** I encourage the idea, students are always in need of speaking skill and in order to develop this skill all teachers of different modules should help their students enhance their speaking skills

**Teacher5:** I totally agree with the idea of spreading oral presentation in all modules in order to encourage learners to speak the target language and to feel confident and reduce anxiety

The answers of the teachers are in total agree, they stated that using oral presentation in other modules is interesting because it encourages learners to speak, oral presentation will reduce the anxiety and help student enhance their target language, another teacher stated that it will be good step for his department to use oral presentation in all TEFL modules in order to develop the speaking ability.

## **Recommendations and Pedagogical Implications**

This study aims to investigate the extent to which the use of OPs can help students' speaking skill in EFL class. In addition to the way both teachers and students view such a fact. Therefore, in an attempt to develop a credible piece of research, the researcher used two research instruments in order to collect the necessary information; namely an interview with teachers and a questionnaire for learners. Through these two tools, we notice that EFL learners have to give more attention and interest to this skill by developing the adequate strategies to present an outstanding oral presentation. FL learners suffer from different speaking problems especially the psychological ones; that require teachers to effectively consider them to help learners overcome with the application of effective speaking activities and techniques. Teachers should make their learners more comfortable in classroom since those problems hinder their speaking achievement.

Moreover, they should try to create a motivational and interactive atmosphere in order to make them involved in classroom activities. The suggested recommendations are very helpful for both teachers and students in order to help EFL learners perform an effective oral presentation. In order to improve students' speaking skill in foreign language learning, some suggestions and recommendations can be addressed to both teachers and learners. These are summarized as follows.

### **Suggestions for students**

- Students have to make good plans before delivering their oral presentations since this stage is very important and they have to be well-structured and planned.
- Students should cope with their psychological factors in the classroom in order to succeed in their oral performance.
- Students should pay attention to their grammatical mistakes and their pronunciation as well as vocabulary because they are as difficult problems which hinder.

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

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

### **Suggestions for teachers**

- Teachers should create a motivational atmosphere which supports the interaction between students
- Teachers should teach their students how to give comments and questions and logical suggestions in the assessments of their classmates' performance.
- Teachers should invite his/her students to speak in classroom in order to help them get rid of shyness.
- Teachers should encourage their students to perform orally and give them freedom in managing their presentations which will motivate them and give them the responsibility to work hard on themselves.
- Teachers should reinforce the speaking activities and the motivational techniques for their learners by giving them the opportunity to speak.
- Teachers may think that it is better not to correct immediately and frequently their students' errors. However, giving feedback is always beneficial to correct students' errors in a positive

manner, and assure them that due to wrong forms, the correct ones will be better noticed and remembered in the further processes of learning a language.

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

## **Conclusion**

The third chapter is devoted to the procedures of analysis and interpretation of the data collected from the research instruments used in this study. The analysis of students' questionnaire, teachers' interview allowed us to make a summary about problems of speaking, that students of first year at English department in Skikda University faced. As well as, the students and teachers' opinions and attitudes towards the use of oral presentation as a technical way help students to enhance, and strengthen their speaking skill abilities. This investigation let us know about students' viewpoints about their speaking level and the main difficulties they have. Research result show that first year students have a positive attitude towards the of oral presentation as a learning activity, Therefore, more efforts should be provided from both teachers and learners to tackle learners' constraints to achieve a good oral presentation, in addition, oral presentation can give student opportunities to speak freely and make mistakes to learn from these mistakes. Concerning students' speaking difficulties, students of first year have many difficulties such as fear of making pronunciation or grammatical mistakes, poor in vocabulary and fear of public speaking teacher should give more feedback for those difficulties.

On the other hand, Teachers' claims that students of first year faced many challenges when performed orally, oral presentation can be the best way to deal with students' speaking difficulties. However, we have observed that students of first year in addition to their speaking difficulties (lack of vocabulary, pronunciation mistakes, and grammatical mistakes) need to improve the use of body language (visual expressions, gestures, eyes contact). Another result, which is students, did not check the words' phonetic spelling before coming to class. In addition, they did not know how to structure an oral presentation.

**General**

**Conclusion**

The Object of this research was conducted to investigate the use of oral presentation to enhance learners speaking skill, this research intended to confirm the hypothesis which said: oral presentation enhance speaking skill. We examined the students and teacher's attitudes toward the oral presentation in EFL learners' class. Moreover, oral presentations, as a classroom activity, are thought to have positive outcomes in the process of language learning. Therefore, this research work tried to investigate the extent to which oral presentations can develop students' speaking skill in EFL classrooms.

The work is divided into three parts, the full chapters are theoretical and the last one is practical. The first chapter is about the speaking skill and its importance, and its aspects, the second chapter tackled with oral presentation that helps learners improve their speaking, the two variables are interrelated to the success of students' speaking skill. The third chapter is the field work and the analysis of the students' questionnaire and teacher's interview. From this analysis, EFL learners suffer from different psychological factors that hinder their speaking proficiency such as: shyness, lack-of confidence, anxiety. The study aims also to investigate those difficulties and find techniques to make students speak easily. The research conducted through the descriptive method in order to describe the students' problems in speaking and to find the suitable way that helps them speak fluently. The tools implemented to gather data are questionnaire for students and teacher's interview. The sample of this study included thirty EFL learners of first year students at the university of skikda during the academic year 2019-2020.

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



helpful to develop their speaking proficiency because of its effectiveness in EFL classes. Moreover, the learners enjoy performing this type of speaking activities. The findings that students have a positive attitude towards the use of oral presentation to enhance speaking skill. They think that it is the suitable means to express their ideas and opinions since the majority of them answered that the most used activity that their teachers use in oral expression course is oral presentations. So, EFL teachers use with their learners this speaking activity to give them the opportunity to speak. IN addition, the results show that there are other problems that prevented learners to talk such as: pronunciations, grammar, and vocabulary. So, they have to learn how to pronounce the words phonetically and to be aware of the grammar rules and to enrich their vocabulary in order to speak accurately. Furthermore, they said that they cannot practice the language in classroom because of the fear of speaking in front of others. Hence, to overcome this problem they have to build a strong self-confidence in order to achieve their purposes. Other students suffer from the fear of negative evaluation, but they should speak even with making mistakes, they will enhance their speaking and learning from their mistakes. In addition, students have to perform a well-structured oral presentation in order to be effective in addressing the audience. From the findings, students know well that the use of visual aids are very helpful for their success.

To sum up, oral presentation is very useful for students' English learning. This activity can be used at all levels to help them improve their speaking and presentation skills. Students' oral presentation if well prepared, organized, and delivered will give students' confidence to speak in public and will be beneficial to them in their future work.

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# Appendixes



## Appendix A: Students' questionnaire

Dear students,

I will be grateful if you help me to answer these questions whose aim is together information about the use of oral presentation in enhancing students' speaking skill Please, tick (x) the choice that corresponds to your answer.

### Section one: background information

Gender:

- male

- female

Age:

- 18-20

- 20-25

- More than That

1- Was English your first choice?

- Yes

- No

2- How do you consider your level in English?

- Very good
- Good advantage
- Poor

3- Does your level enable you to express yourself orally?

- Yes
- No

If no explain?

.....

.....

## Section two: Oral Presentation

1- Do you like the oral expression module?

- Yes
- No

Why.....

.....

2- Do you know what oral presentation is?

- Yes
- No

3- Does your teacher ask you to prepare an oral presentation?

- Always
- Often
- Sometimes
- Rarely
- Never

4- Do you think that you have the ability to do an oral presentation?

- Yes
- No
- Somehow

Justify your answer .....

.....

5- When your teacher asks you to do an oral presentation how much time, you take in your preparation?

- Much time
- Few time

6- Do you use visual aids in your presentation?

- Always
- Sometimes
- often

- Rarely

- Never

7- Do you feel afraid to give an oral presentation?

- Yes

- No

If your answer is “yes”, is it because:

- Fear of speaking in public

- Fear of making pronunciation mistakes

- Fear of teacher’s negative evaluation

8- What should the teacher do to help you in giving an oral presentation?

.....  
.....

**Section three: speaking skill**

1- Which of the four skills you wish to master most?

- Listening

- Speaking

- Reading

- Writing

In each case explain

why?.....

.....

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

- Strongly agree

- Agree

- Disagree

- Strongly disagree

3- Do you have difficulties in speaking

- Yes

- No

If yes, would you give some of the difficulties that you have?

.....

.....

4- When you are asked to speak in classroom, you Speak without any problem

- Hesitate

- Make any argument to avoid speaking

- Get embarrassed

5- Do you speak English with your classmates outside the classroom?

- Always
- Sometimes
- Never

Justify your answer .....

.....

.....

6- Which activity does your teacher use most?

- Discussion
- Role- playing
- Communicative games
- Oral presentation
- Dialogues

7- Which activity do you like most?

- Discussion
- Role playing
- Communicative games
- Oral presentation
- Dialogues

In each case explain why

.....

.....

8- Do you think that giving an oral presentation helps enhancing your speaking skill?

- Yes

- No

9- What are your suggestions to increase the effectiveness of oral presentation and you speaking skill?

.....

.....

**Appendix B: Teacher’s interview**

Dear teachers;

I will be very grateful if you help me to answer these questions whose aim to gather information about the use of oral presentation in enhancing students’ speaking skill; Your precious help is mostly appreciated. Please try to be clearer in your opinions.

Thank you

**Section 1 Background information**

1. How long have you been teaching English?

.....  
.....

2. Do you ask your students to prepare an oral presentation?

.....  
.....

- If yes, say why?

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

**Section 2: speaking skill:**

3. What the main difficulties your students have in speaking?

.....



.....  
.....

4. Do you agree that giving an oral presentation can help developing ones' speaking skill?

Explain.

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

### **Section 3: Oral Presentations**

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

A-Good/Helpful

B-Not good/Not helpful

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

.....  
.....

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

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

## الملخص

أصبح تعلم اللغة الإنجليزية أساسيا في وقتنا الحاضر لأنها مهمة والأهم من ذلك لغة عالمية يميل العرض التقديمي الشفوي إلى أن يكون نشاطاً مفيداً لتطوير الكفاءة اللغوية للطلاب. الهدف من هذه الرسالة هو استكشاف استخدام العرض التقديمي الشفوي الذي يعزز مهارة التحدث ، ونفترض أن العرض الشفوي قد يعزز مهارة التحدث لدى طلاب اللغة الإنجليزية في السنة الأولى. لتحقيق الغرض المعلن ، تم استخدام أداتي بحث لجمع البيانات. أولاً ، استبيان تم إجراؤه على 30 من طلاب السنة الأولى في اللغة الإنجليزية. ثانياً ، مقابلة منظمة مع خمسة من أساتذة لغة التعبير الشفوي في جامعة سكيكدة. تم تحليل البيانات التي تم جمعها باستخدام طريقة وصفية لوصف موقف الطالب ورد فعل تجاه العرض التقديمي الشفوي. أكدت النتائج أن استخدام العرض الشفوي يساعد الطلاب على زيادة مهارتهم في التحدث. كشف العرض الشفوي عن تأثيره على مهارة التحدث لدى الطالب. بناءً على نتائج هذه الدراسة ، تم تقديم بعض الآثار والاقتراحات التي يمكن استخدامها في المستقبل من

قبل كل من المعلمين والطلاب

الكلمات المفتاحية: مهارة التحدث - عرض شفوي