The Use of Students' Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms

The Case Study of Second Year Students at the Department of English in Biskra University

A Dissertation Submitted in Partial Fulfillment of the Requirements for

the Master Degree in Sciences of Language

Submitted by   **Supervised by**

ZITOUNI Nadia   Mr. SMATTI Said

June 2013

DEDICATION

TO MY MOTHER AND I SAY THANK FOR EVERYTHING TO MY FATHER

TO MY LOVELY SISTERS, SALIMA, ZAHRA , FATIMA

TO MY LITTLE GIRL IMAN

TO MY BROTHER, KAMAL, ALI, NOR AL DIN, MOSTFA, ABD ALHAKIM

TO MY BEST FRIEND "SAIDA"

TO WHOM EVERYTHING IN MY LIFE SYMBOLIZES

TO ALL MY AND COLLEAGUES, TO ALL WHO HELP ME IN MY EDUCATION AS WELL

AS IN MY LIFE WITHOUT ANY EXCEPTION I DEDICATE THIS WORK.

Acknowledgement

First, I would like to thank our "**God**" who helped us in accomplishing this work.

I would like to thank my supervisor **Mr. Smatti Said** for his help and guidance.

I would like to thank the staff of the department of English, especially the present head of the department **Dr. Boudiaf Naima** for being so kind and helpful from the first day we came to the University of Biskra.

I am most grateful to all teachers and students who participated in this research.

I am more indebted to all my families' members for their patience.

Finally, I would like to thank all my friends and colleagues wherever they are for the help they offered.

Abstract

The aim of this dissertation is to explore the role of students' oral presentations in enhancing speaking skill. This study focuses particularly on students' oral presentation as one of the activities that are use in oral expression to improve students' oral proficiency. We hypothesize that if students do so much presentation in oral expression with in the classroom, then their speaking skill will improve. This study has contained two parts: theoretical part divided into two chapters one about oral presentations and another about speaking skill and practical part is the fieldwork of the study. In this study, we address 02 issues (1) students' attitudes towards the use of oral presentation, (2) the effects of using oral presentation on students' performance. The study has mainly conducted to five (05) teachers of oral expression and forty 40 students of second year at the department of English in Biskra University. To collect data for this study, three tools been employed the questionnaire for students, interviews with teachers and research's observation sheet. All the participants involve positively and show much of interest. We analyzed the obtained data through descriptive analyses, which is significant for analyzing the nominal data. Research findings showed that students were actually highly positive in their beliefs about benefits and usefulness of doing oral presentations as a learning activity. It has revealed that oral presentations were beneficial to help students enhance their performance in oral expression and other courses. However, students need more practice on how to structure, plan and organize their presentations. Based on the findings, some implications would give for both teachers and students. We hope that this study will be useful to both teachers and students of other levels in teaching speaking skill.

Keywords: Oral Presentation, Speaking Skill, Oral Proficiency

List of Acronyms

ACTFL: American Conical of Teachers of Foreign Language

 DVD: Digital Video Disk

EFL: English as Foreign Language

ESL: English as a Second Language

TEFL: Teaching of English as a Foreign Language

VCD: Volunteer Defense Corps

List of Tables   **Page**

List of Figures **Page**

Table of Content   Page

General

Introduction

When we learn a foreign language, there are four skills that we need for complete communication. We usually learn to listen first, then to speak, then to read and finally to write, these are calling the four language skills. Promoting students' speaking skill is fundamental to their progress in acquiring the langauge.In the same way, we give them the opportunity to use this language, make mistakes, and learn from them.

In this study, we would speak about the use of students' oral presentation in English language classrooms and its impact in speaking skill. We think that the use of oral presentations in EFL classroom is important because of its positive impact on students' proficiency level. Some students do not like to speak in the classroom. In addition, they do not have the opportunity to speak this language outside .So if student do not practice English in the classroom, may be they do speak it never. We know that we cannot learn to speak any language with observation.Therefore, we put forward that the use of students' oral presentation may develop students' speaking level.

When we have student give an oral presentation in front of class is one technique to improve students' oral proficiency. Teachers can use oral presentation as a technical way to deal with students' problems in speaking. Oral presentation activities provide an excellent opportunity for the learners to develop this skill, speaking several minutes in a structured way, delivering into various aspects of a single topic.

This dissertation comprises three chapters. The first chapter, "oral presentation", as an entrance to the dissertation, attempts comprehensive definition of oral presentation, presents and explains the essentials of effective oral presentation and the preparation of second learners to do an oral presentation. This chapter is the main part of the dissertation. The second chapter, "speaking skill", contains all that have a relation with speaking skill , the most difficulties of speaking that students may face it and the relation between

speaking and oral presentation. The third and last chapter," Data Analysis and Interpretation", includes the data collection and its analysis as a field work of the study.

1. Statement of the Problem

The main objective of learning a foreign language to be able to communicate in that language, today student graduate from high school or even from university without being able to "speak" English, because we have not given them enough practice in speaking English. As a student at the department of English, I noticed that not all the students are speaking in the classroom during the lesson, only the better students take the opportunities to talk. Most of the students do not find speaking a rewarding task .We cannot learn speaking by observation .Speaking is the most difficult in the four skills. Reading, listening and writing can be learning with a teacher or on one's own, with books. However, speaking requires immediate comprehension and real time reaction. I think that the way of teaching by oral presentation will motivate student and encourage them to practice English in the classroom .Moreover, in this study, we will try to investigate how we can promote student speaking with oral presentation, because EFL student need to practice speaking as much possible.

2. Significance of the Study

The main goal of study is how to make student perform well in classroom, by preparing activities where they will speak as much as possible. We will focus on the use of students' oral presentation during the courses, and how will facilitate the students' speaking skill.

This study is important to give the teacher some ideas for how to deal with students who do not want to practice in classroom. The use of oral presentation can help students of English language for being able to speak it, because in our universities we rarely learn how to speak. Oral presentation in EFL classes give students a confidence to speak in public and help them in enhancing their proficiency, Moreover, this study are important for

both teachers and students' .Oral presentation can be an enjoyable activity for them. It gives a break away from textbooks.

3. The Aim of the Study

This study has been designed to investigate the use of oral presentation in English classes for the second-year students at Biskra University. In general, it has three purposes. Firstly, it is to investigate the impacts of oral presentations on the students' performance in English lessons. Secondly, it aims at finding students' attitudes towards the use of oral presentations in the classroom. Finally, it is to provide the teachers with some suggestions to make best use of oral presentations in their teaching with a view to better their students' speaking skill.

Our objective is to show how oral presentation can give students enough practice in speaking English language.

4. Research Questions

In this study, we are going to answer the following questions:

- To what extent does the use of oral presentations enhance students' speaking skill?
- Do learners have the ability to do oral presentations?

5. Hypothesis

Using oral presentation in classroom can be a motivating factor for student and encouraging in speaking English. We believe that teachers of EFL classes need to change the way of teaching and planning courses. Instead of preparing activities for students, we should focus menially in activities where they speak as much as possible. In our study, we aim to investigate the effect of oral presentation on the improvement of the second year students' speaking skill in English .our study hypothesis is**:"** if student do so much presentation (practice) in oral expression or other courses within classroom then, their speaking skill will be improve."

6. Methodology

In order to constrain on the use of oral presentation to enhance EFL students' speaking skill, we choose the descriptive method because it would be more appropriate for this study.

6.1. Data collection Tools

The most important methods of collecting data are students' questionnaire, teachers' interviews; and classroom observation. We will use questionnaire to achieve more reliable and comprehensive picture .In this sense, questionnaire for students would be direct to second year students in the department of English at the University of Biskra. For students we have two kind of questionnaire open question/close question. We use close question more because sometimes students were out subject and interviews with teachers who have been teaching oral expression in the department of English at the University of Biskra for helping to better understand for the students' needs. In addition, for be objective, we will use classroom observation. We should be with the students for four (04) weeks during the section of oral expression.

6.2. Sampling

In questioners that are for students, we will deal with 40 students chosen randomly from the students of second year at the department of English in Biskra University who are about 500 students as a population. We will work with this sample and after that go to generalize the results, because t 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 12 teachers of oral expression at the department of English at Biskra University.

Chapter One

Oral

Presentation

Introduction

The process of teaching a foreign language is complex one. In the past English language classroom had focused in teaching students speaking skill, rather than other skills. Nowadays, the communicative approach for teaching English has focused on how to give student more activities in order to be able to communicate in this language without any problem. According to Baker (2000, p.1), "communication is the act of transmitting and receiving information." Students need to master all the elements of speech in order to communicate by English in fluent manner. Moreover, the main goal of oral expression courses is to teach students oral language and develop their proficiency level. According to Hedge (2000, p.58), the normal process of listening, speaking, and writing should be play, those skills are an extension of oral communication. Presentation is one of the activities, which are using in oral expression courses to develop students' speaking skill.

In this chapter, we will try to give a definition of oral presentation, types of oral presentation, the importance of this practice. In addition, we will focus on how to prepare structure and deliver an oral presentation. Moreover, we will mention some visual aids that can use in giving an oral presentation. Finally, what are the students' problems in doing this activity and what is the teachers' role in preparing EFL to be aware of how to do an oral presentation.

1. Definition of Oral Presentation

Oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge on a particular subject. The participant might choose the title or the teachers give it to them. In order to talk about it to their classmate after this the participant makes a small research to get more information about this topic. The presenter is giving the most important information first, leaving the details for last. According to Baker (2000, p.115) oral presentation is like a formal conversation, speaking to group as a natural

activity. Most of people spending hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation , it is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is design to inform or persuade. Oral presentation occurs in organizational setting and with limitation in time. Presentation should been structured carefully. In addition the speakers can support their talk with visual aids.Melion and Thompson(1980 ,p.503)state that if oral presentation is guided and organized ,it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. According to Chivers and Shoolbred (2007, p.5), "doing presentation is very good learning experience." In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

In addition Mandal (2000, p.8) states, "presentations are speech that is usually given in a business, technical, professional, or scientific enviermment. The audience is likely to be more specialized than those attending a typical speech event." There are different between normal speech and oral presentation. The later is a type of speech, but the former is more nature than oral presentation.

1.2 Types of Oral Presentation

According to Chivers and Shoolbred (2007, p.2) understanding the style of presentation will help you to explore the main goal of giving this presentation. Therefore, according to the aim of the presentation the speakers can decide the type of their presentation.

1.2.1. Informative Oral Presentation

This type of presentation has a primary goal, which is to make the audience learning something new. The speakers use in this type of presentation an informative speech. The aim of informative presentation is to be communicating with the audiences and giving

them much information in a limited time. The purpose of informative presentation can be to describing a new political event, organize   a set of something that is so important or giving a report about a given topic in a form of research (Chivers, Shoolbred, 2007, p.5).

Moreover, in this type of presentation the speakers use an informative speech to explain a concept, instruct the audience, demonstrate a process, or describe an event in an academic setting. In addition, speakers may be choosing the topic by themselves. Chivers and Shoolbred (2007, p.5) say, "This type of presentation [informative presentation] is used in many organizations where students or employs are expected to report progress at key stages of a project."

In sum, the speaker's aim of this presentation is to give the   result of their research in informative way. Moreover, they answer the audiences' questions about their topic.

1.2.2. Persuasive Oral Presentation

Persuasive speech is to influence the audience in their thinking about a topic, which may be given or chosen. It usually used to make the audience do some reaction or discuss with the presenter about the topic. According to Chivers and Shoolbred (2007, p.3) in this type of presentation, speakers need to have a strong content and present it in a clear way.

In addition, the speakers should try to show the audience that they have a confidence. The Speakers can use some emotions when it is necessary. Moreover, Baker (2000, p.76) states that persuasive has three elements, which are:

- **Logos**

In persuasive presentation, the topic needs to be logical. Tacy (2008, p.9) claims that when speakers want to talk about their topic, they should organize the ideas   from the more important point to less one. The presenters need to link those ideas together in coherent statements or arguments.

Moreover, logos mean the speakers organize what they are going to say from the beginning to the end in a logic way.

- **Character(ethos)**

Character or ethos is the speakers' beliefs and personality. According to Tarcy (2008)

> This [ethos] refer to your character, ethics, and your believability when you speak. Increasing your credibility with your audience before and during your speech increase, the likelihood that the listening will be accepted your argument and talk action in your recommendations. (p.9)

Ethos means the one speak use their character to influence the audience.

- **Passion (pathos)**

Pathos is the speaker's use of their emotions. It is the most important elements that speakers can use, to make the audience support their argument; also, pathos can make the audience change their opinions and take a positive action about the speakers' topic.

In sum, if students do these types of presentation they will have confidence in their performance and they will learn how to deal with any reaction that may be happen as a response from their audience (Chivers,Schoolbred,2007,p.3). Persuasive presentation is a very complex process in which the speaker needs to be logic in his deliver also he/ she needs use his /her emotion to influence the audience.

1.3. The Advantages of Oral Presentation

Effective oral presentation skill is essential in education, social and professional life. According to Meloni and Thompson (1980, p.503), if oral presentation 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 purpose of doing oral presentation is to give an information with a formal way.

Oral presentation is a way of developing the students' ability to practice. They will be able to inform. In addition, when students listen to the presenters, this has developed their abilities in performance. According to king (2002,p.401) students give an oral presentation in front of the class is one of activities that learners have and it included in the lessons to improve the students' proficiency level.

In sum, when students learn how to make an effective oral presentation, they will develop the ability to communicate with others. In addition, Learning English will become easier and more effective for them. According to Emden and Beker (2004, p.1), "developing the abilities to speak to an audience is one of the greatest benefits you'll ever get from your time in further or higher education." Then oral presentation is one of the important parts of teaching a foreign language, especially in the university environment.

- **Some Advantage of Oral Presentation in EFL Classes**

➢ Oral presentation is making a relation between language study and language use.

➢ It helps students to collect, inquire, organize, and construct information.

➢ Its aim is to allow the anatomy between students.

➢ In oral presentation, students use all the four skills in natural integrated way.

2. Effective Oral Presentation

When teacher ask student to prepare and give an oral presentation on any topic, most of them have not the exact time to do their research. In addition, they do not know how to present the work in a correct way. Tracy (2008, p. 18) Says, "In speaking …you must read and research 100 words for every word you speak, or the listener will know that you are speaking off the top of your head."

When the speakers make the audience achieve their research objective this is an effective oral presentation. Moreover, effective oral presentation was been aimed to make the audiences get new, useful information and they will enjoy their times while listening to the speakers. 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." In addition, sometimes if students learn new things in a given lecture. After a period, they try to remember it, but they cannot, in contrast students can easily remember it if they learn it in from a presentation. Chivers and Shoolbred (2007, p21-22) claim that in order to prepare and delivery the presentation, there are some characteristics, which are important to make it effective:

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

Therefore, in oral presentation, it is necessary for students to know how to prepare and structure their presentation. In addition, they need to know how to delivery it because this will make its content more and   more effective.

2.1. Preparation of Oral Presentation

Researchers say that there are three keys of making a good presentation: preparation, preparation, preparation. It is essential to teach students how to prepare an oral presentation after teaching them   how to prepare an oral presentation after teaching them

how to speak and listen to it. Tarcy (2000, p.18) stats, that "fully 90 percent of your success as a speaker will be determined by how well you plan your speech."

2.1.1. Planning and Preparation Stage

The speakers are going to decide their reasons of present this topic. In the planning stage if the speakers find the exact answer, it will help them to plain the presentation (Mondel, 2000, p.17). In addition, the time that students have to prepare their presentation is play a great role in the result of the preparation .Chivers and Shoolbred (2008) claim that,

> A short amount of time creates pressures on what you can achieve and may limit the quality of the final presentation. A long amount of time can result in a lack of focus with tasks been left until closer to the delivery date, then a period of frenzied activity leading up to the event. (p.22)

So giving the students much time to prepare their project can be useful to create a better result. Moreover, Chivers and Shoolbred (2008, p.22) list some steps that planer can follow to succeed in their preparation:

a) List all the tasks that need to be complete before the date of presentation.

b) Place these tasks in an order of priority.

c) Allocate the time needed to complete each of these tasks.

d) Check your progress regularly.

e) Reallocating the remaining time, to make sure that all the tasks are been completed.

One can say that, students need all the time that teacher give them in the preparation of an oral presentation in order to increase their understanding about the topic. They need to be able to present and explain the content to their classmate. If students prepare their topic with a good way, this will help them to answer all the questions that their teacher or classmates ask them. In addition, if students are working in-group, they will need to plan

their presentation together, because each one of them should know everything about the topic.

2.1.2 Preparation of The Content

Oral presentation is not like any other presentation because presenters are going to give their information about the topic orally. Therefore, the content needs to be relevant and interesting the audience Chivers and Shoolbred (2008, p.23) claim that it is useful to create the content in the following ways:

- **Decide what include and what to exclude**

According to Chivers and Shoolbred (2007, p. 23) "choose the content which is relevant to the context and module studied" .The presenters try to relate their topic to the real life, whether they are happen at their school, city, or in the world. When the topic of presentation is about something new this can make it more interesting to the audience.

- **Choose examples to provide interest and improve understanding**

In some cases, audience cannot understand the speakers, but when they use some examples about thing that already exist in the previous knowledge of the audience, this may help the audience to be interest with the topic (2008,p.24).

- **Provide a links further sources of information**

The presenters write the sources of their information and later give them to the audience. This may be helpful to the audience to get more information about the topic. According to Chivers and Shoolbred (2008, p.24) "the source could be related to the content that you have not been able to include but can be used for further reading and knowledge development." The aim for give the sources are to help the audience when they want to get more information about the topic.

To conclude oral presentation need to planed and organized in a good way. Students will influence their audience if they prepare their work before presenting it.

2.2. Delivery of Oral Presentation

Delivery of oral presentation is different from writing report, because in oral presentation if the audience does not understand the speaker, they cannot turn back and try to make a connection to get the idea. Therefore, the way of giving an oral presentation should been organized to make the audience understanding the objective of the work. To achieve their goals the speakers should know how to deal with the time allocated for delivering the presentation.

- **Time Allocated for Delivering an Oral Presentation**

Good presenter is the one who know how to use the time allocated in informing. They can finish their presentation in the exact time that they have. According to Chivers and Shoolbred (2008, p. 22), the use of time during the presentation has relation with the content. Also sometimes, the audiences get some of this time in asking questions so the speakers should be organize themselves according to the time and try to use it effectively, if the speakers do not have much time to present, they can give just the important point to the audience. In addition, one of the problems that speakers face is when practice in presentations' group. In this case, they do not have the same time to practice. In sum, in order to be in time the speakers need to structure and organize the work.

2.2.1 Structure of an Oral Presentation

In order to affect the hearer, speaker provides a clear out line of his topic, and structures it well. According to Chivers and Shoolbred (2008, p. 22), "a clear structure usually helps the audience to gain a quick understanding of the content of the presentation." If presentation is structured, this make easier for the listener to understand it. Storz et Al (2002, p.5) decide that are three parts to typical presentation:

- **Introduction**

Introduction is the most important part of the presentation. The speakers need to get the attention of their audience. According to Storz et Al (2002,p. 5) in English countries when speaker want to get the audience attention sometimes they start with a joke or statement make to surprise them and rise their interesting. The speakers have to be intelligent in the way that will help him to involve the audience in their talk.

➢ **Greet the Audience**

It is important to great the audiences by saying something like: hello, ladies and gentlemen, good morning mummer of the jury…etc

➢ **Introduce One Self ,(name position…etc)**

When the speaker introduces their self by saying for example: good afternoon, ladies and gentlemen, let me introduce myself is not just to identify themselves but this may help the audiences to know his /her relation with the subject.

➢ **Give the Title and Introduce the Subject**

It is necessary for the speakers after start any presentation to inform the audience about the title of their presentation and the details are exactly they going to talk in it.

➢ **Give your Objective (purpose, aim ,goal)**

The main goal of introduce an oral presentation is to give an information about certain topic. Therefore, the speakers need to make the audience keep an intention to all what they are saying, in order to establish and understand, the message that they want to clarify (Storz et Al, 2002, p. 7).In academic presentation is very important to start by the aims and object of the research.

➢ **Announce your Outline**

The audiences need to be aware with speakers' outline to know what will be come. In addition, the speakers should use the same grammatical form at all stage of presentation.

- **The body**

➢ **Content**

Speaker gives information, which is relevant to their topic.

➢ **Quantity**

The speaker should focus on the quality rather than how much information that the give to the audience.

➢ **Sequence**

The information should be give in an organized way from general to specific

➢ **Linking Ideas**

The speaker should make a connection between their information. This will help the audience to more understanding. The speakers can use examples to be clear.

➢ **Voice and Pronunciation**

In order to be understood the presenter need to use their voice (ton, pitch, speed and slow speech) to attract their hearers. Therefore, they try to recognizing their self on something natural .according to Storz et Al (2000, p.8) the voice is important in giving the audience the exact meaning. If the speakers raise their voice, he will put their audience in the subject. Moreover, sometimes when the speech is slow some audience will get sleeping.

So correct pronunciation is important, because in English there are more words, which is similar so speaker should say it with right stress and intentions.

- **Conclusion**

It is more important to inform the audience that the presentation had been finished. There are several ways that the speakers can use it to finish their talk. According to Storz et Al (2002,p. 11) " the end of the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so , a short conclusion , make comments or open a discussion." At the end of presentation, the presenter tries to answer all the audiences' questions.

3. The Use of Visual Aids in Presentation

Students can use many visual aids in their presentation. According to presentation to king (2002,p.402) "with the availability of technology video cameras, slide, project, power point, VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones."

The use of visual aids in oral presentation is to make the topic more effective, so students need to be careful in their choice of these aids, because the aim of it is to help them in their presentation. In addition, much use of visual aids makes the hearers focus in it more than its focus on the topic (baker, 2000, p.127).

3.1 Advantage of Visual Aids

The use of visual aids is to support the work. Many students do not know the exact reason of chose their aids. According to Chivers and Shoolbred (2007, p.107) "many students do even professional presenters forget just why you have decided to use some kind of visual support for your presentation." There was some topics, which could been reinforced by aids in order to be more interesting .Also, visual aids are used to clarify and explain things, which are not understood by the audiences. In addition, visual aids are necessary in oral communication as well as in writing one. Xianiming (2005, p. 119) clarifies the importance of visual aids.

1- It helps the audiences to more understanding of the topic.

2- It uses to help the audience make a relation sheep between the ideas.

3- Visual aids make the presentation to be more professional, interesting, informative, and persuasive.

In sum, the speaker needs to use aids that are simple because the aim is to clarify the topic.

3.2 Types of Visual Aids

There are many types of visual aids, which are available to speakers. Ixaniming (2007:120) states that "There some kinds of oral presentation will require one kind of visual aids" fellow some of this types of visual aids:

- **Maps , Charts and Graphs**

They are very effective tools because; the audience gets much information in an easily visual formal. In addition, the presenter can uses colors to take the audiences' attention.

- **Slides**

They are been used to show visual images of any things that the speaker wants to talk about. They are been considered as necessary aids in any presentation.

- **Power Point**

This tool is dependent on the use of computer. Power point is enabling the presenter to create visual slides that speakers want to use. These slides include the power information of the topic.

- **Handouts**

It is a sheets of prepare which include a summarizing of information that the speakers will tell it to their audiences. Handouts are one of the most effective forms of visual aids, but it is include a brief explanation about the topic. The presenters can distribute   handouts

at the end, because if they give it to them at beginning. The audiences may lose their attention.

In sum, visual aids help to make a presentation livelier. It makes the audience keep attention to the presentation. Moreover, there is some information that is difficult to understand through speech alone. In addition, the main goal for asking students to do oral presentation is to improve their proficiency in English. Moreover, if EFL do this activity with a correct way in preparation, organization and structure this will give them a strong experience that may help them in other carrier.

4. Preparation of EFL for Oral Presentations

The communicative approach focuses on in how to make the students master the language and cultural rules. Teachers focus more on activities, which can help students to develop their level to improve students' speaking skill. Oral presentation is one of these activities that students do in oral communication courses. According to King (2002 ,p. 402) "having students give oral presentation in a front of their class in one of the learner-centered activities that has been widely include in teachers' lesson plans to improve students' oral proficiency"

Many students do not know how to prepare an oral presentation. Meloni and Thompson (1980, p. 503) state that when learners do oral presentation with a correct preparation and organization, this will be beneficial to them in school and help them later in all their carries.

4.1 Students' Oral Presentation Problems

Oral presentation is not an essay task. For most of students, moreover, EFL are not able to speak with English language with a fluent manner according to Baker (2000, p.113) "speaking to group is notoriously stressful activity" so, the delivery of oral presentation can face some problems that is particularly for all EFL.

4.1.1 Speech Anxiety

Speech anxiety is a normal and natural reaction that everyone can have it, when speak in public. According to the Book of lists,51 percent of adults rate fear of public speaking a head of the fear of death" (Tury,2008 ,p. 14). We can observe speech anxiety in the voice of the presenter. Teacher can easily deal with anxiety by tell their student that anxiety is a normal behavior in order to help them encourage to do their oral presentation without any fear. In addition, if the teacher makes an open decision about speech anxiety students fill that they are not alone (King 2002, p. 404- 405).

4.1.2 Group Boredom

Some EFL presenters have problem with memorizing information with English so they try to get it by heart. By this way, the audience will feel bored when they have to listen to what the speaker said it is look like that they are reading their information "word for-word" from what The memorizing (King, 2002,p. 405). Moreover if students do not use communication English in their oral presentation and they reading from their memorizing what writing before with a complex sentences, the audience will lose their attention According to King(2002,p.405) " teacher should constantly remind students of the importance of using communicative English in their presentations and keeping the audience in mind when they prepare."

One can say that, students' problems with oral presentations should take in consideration. Find a solution of this problem is the rule of booth teachers and student.

5. Teaching Oral Presentation

Many students do not find oral presentation an enjoyable activity. They are afraid when teacher ask them to prepare an oral presentation. According to Chivers and Shoolbred (2007, p. 31), "Many students feel highly nervous about undertaking class presentation."

Moreover, students have a fear from give an oral presentation because they have not experience. In addition, some of them do not have a confidence in their abilities. (King, 2002, p.406).When students were been asked about what is good presentation, they been related it to a clear speech, correct language and when the audience get the main idea. Therefore, it is important to teach student how to make an oral presentation because most of them have not clear ideas about how to do it.

Oral presentations are become more important part of language teaching, especially in Universities. English learners need to be aware with this technique because, it is been considered as an opportunity to improve their English. In the past teachers had been focused on give the learner grammatical rules, vocabulary…etc the communicative approach aim to teach students how organize the main idea about a given topic in a logical coherent and also it aim to develop the students ability to produce in English with the correct way (King, 2002,p.406).

To conclude, the main purpose of teaching students oral presentation is to help them rejecting the fear of making pronunciation or grammatical error.

5.1. The Teacher's Role

The teacher's role is not an easy one because oral presentation is challenging job for teachers like in lesson planning according to King(2002,p.207) "teacher move from the traditional role of teacher as an authorities expert to the new role of facilitator of learning" In addition, teacher need to prepare their students for this work. In addition, develop their interaction skill. According to Xinaming (2005, p.120), "teachers…still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement." The teacher's role in oral presentation is an a guide, organizer consultant resource person, and supporter this role involve also organizing into groups, preparing

details, more information about the topic, helping them to learn how to use visual aids in their presentation and finally evaluation the students performance (king 2002,p.407,408)

5.2. Evolution of Oral Presentation

The first evaluation of an oral presentation is on the speaker itself. The teacher needs to evaluate the performance of these students by looking for their pronunciation, then teacher move to the kind of information that is included in the presentation. Xinaming (2005, p.120) However, in this practice the true evaluation is the speakers' ability to answer the questions, which the audience have been asked.

Teachers should try to be positive in their evaluation and avoid criticism of students' practice that improves by time. In addition, students need to learn how to do it by experience.

Conclusion

To conclude, oral presentation is another way for communication skill. If it is well prepared, structured, and organized, it will be beneficial and enjoyable 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 is one type of communication, which aims to develop the students' ability to perform in English. The aim of this activity is to enhance students' proficiency in speaking skill. At the end of their presentation, students should be aware how to communicate effectively with others. In the second chapter, we will focus on speaking skill and the most difficulties that students have in speaking. Oral presentation can be a beneficial way to deal with students' difficulties in speaking skill.

Chapter Two

Speaking Skill

Introduction

Speaking skill has considered as important part for teaching EFL. Developing students' speaking skill is fundamental to their progress in acquiring the language. However, most of the students do not find speaking an easy task. EFL students at certain level try to express their ideas through speaking instead of writing to interact with their teacher or their classmates; speaking skill takes preponderance over the other three skills of language learning .In learning any language we try to speak before any other skill. The teacher has to provide learners, with a method for enhancing this skill to increasing opportunities of language use.

In this chapter, we will deal with general issues about speaking; definitions of speaking, the nature of oral communication, the relationship between speaking and the other skills. Then, we will discuss the reasons of students' inability to speak in English and some technique for teaching speaking. In addition, we will speak about the role of teachers in the process of teaching and assessing speaking.

1. Definition of Speaking Skill

The aim of learning a forging language is to speak and communicate with it. According to Cora and knight, (2000, p.261) Speaking is act of performing and producing the oral language to convey a message in different situation and in appropriate context. In order to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all element of language together to perform or construct the intended message. The spoken language includes some characteristics that differentiate it from the other skills: tone of voice, stress, intonation, speed of speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses. All this characteristics are helpful to make the speakers' intended or addressed message for the listener. Speaking is an interactive process

of constructing meaning. It is involve producing, receiving, and processing information 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. Thornbung (2008, p.208) claims that "one frustration commonly voiced by learners are that they have spent years studying English, but still cannot speak it".

Moreover, 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. "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).

1.1. The importance of Speaking Skill

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)

Moreover, communicative competence in any given language can be easily with proficiency in the speaking skill. Therefore speaking help learners to explain their ideas. So speaking has used as tools to influence listeners and reach their goals.

According to Numan (1991, p.39)

> To most people, mastering the art of speaking is the single most
> important factors of learning a second or foreign language and
> success is measure items of the ability to carry out a conversation
> in the language.

In sum, learners in EFL classes expect to do the speaking skill more than to do the other skills, because speaking is language in use .So , if learners master the speaking skill they can easily master all the other skills .in addition speaking helps them to express themselves, ideas, emotion, and their problems.

1.2   Elements of Speaking

In order to be able to speak effectively, there are some elements of second language, which learners must take in consideration. Harmer (2001, p.269-271) introduces and explains some elements that are represented through language features and processes of language and information.

➤   **Language Features**

The most important elements of speaking are the following:

•   **Connected Speech**

It is when learners of English have the ability to use and to produce the connected speech which can be modified(assimilation)omitted(elision) added(linking)or weakened(through connection and stress patterning).For all this the teacher should give the students activities to develop their connected speech to be able to speak effectively.(Harmer 2001,p. 269).

•   **Expressive Devices**

English native speakers use certain devices and elements to convey meanings extra expression of emotion, and volume, speed, physical, and nonverbal (paralinguistic) means.

Students should have knowledge about these elements and devices in order to employ them during their speaking production to be communicated effectively.

Lexis and Grammar

Refer to the learners' ability and knowledge to use a number of lexical phrases during the performance of a certain language function such as agreeing, disagreeing, and expressing surprise, shock, or approval, which can be used in different stage of communication with others (Ibid, p. 269)

The role of teacher here is to give their students a verity phrases in their speaking skill such as agreeing or disagreeing.

- **Negotiation Language**

Students is from the negotiation language Harmer (2001, p.269) claims "effective speaking benefits from negotiating language we use to seek clarification and to show the structure of what we are saying"

Learners in EFL classes should know how to produce an organization and structure utterances, because if their speaking have well formed the listener will understand their discourse. In addition, learners of second language should formulate their utterances to be clearer especially when they feeling that the listener did not understand them (Harmer, 2001, p.269-270).

➢ **Mental Social Processing**

Not only the knowledge of language features is important to the speaking skill, but also the information process is important to get success in speakers' productive ability.

- **Language Processing**

Language processing is the ability to process second language in their mind and to make it coherent order .so, language processing should be comprehensible to the meaning that speakers want to convey it. According to Harmer (2001, p.271)

effective speakers need to be able to process language in their
Owen heads and put it into coherent order so that it comes out
forms that are not only comprehensible , but also convey the
meaning that intended.

- **Interacting with Others**

 It is the learners' ability and the knowledge of how they interact with other .in addition to get effective speaking, learners should listen and understand the other participants 'speech. Moreover, they should know when they take turns or let the others do that (Ibid, p. 271)

- **Information Processing on the Spot**

Information process is the learners' ability to process the information in the same time when they get it. Is not effective when the learners takes a long time to processing information however, there are some cultural rules of L2, which speakers are not aware with it. (Ibid. 271)

1.3 The Nature of Oral Communication

Oral communication includes both skills speaking and listening. According to Byrn (1986, p. 8) the oral communication is a "time processing between the speaker and the listener, it makes by using both speaking which is a "productive skill" and listening with understanding which is "receptive skill." Oral communication include the negotiation of meaning between two or more person, it is always related to the context in which it accurse, including the participant themselves their collective experience, the physical environment and the purpose for speech. Both speaker and listener have a role to play because speaking is an interactive process of constructing meaning involves producing, receiving, and processing information. Second language learners need to understand listening before speaking to be able to speak. According to Harmer (2001, p. 246) "in order

to communicate and be successful we have to structure our discourse in such way that it will be understood by listeners or readers."

To conclude, the main goal of an oral communication skills course is to teach students to communicate in English in a fluent manner.

2. The Relation between Speaking and Other Skills

Speaking does not just include both skills of speaking and listening but integrate the four skills. These skills should be practice by the learners of a forging language. We can be differentiate these skills into two respective skill (reading and listening) and productive skills(writing and speaking).Focusing on any of this skills varies according to the objective set for the teaching procedure of the aural/oral method for its part. According to Edge (1993, p.106) "…analyzing the language into skills gives us more ways of meaningfully focusing our teaching and motivate our learners"

In addition, when students going to learn new information. First they listen to the teacher to be understood, than speak when they perform and give their own examples, finally read the exercise and information as a sources they will use them to remember this new grammar rules. Moreover Edge (1993, p.107) claims that "the more students use their language skills for enjoyment the more language ability they likely to acquire"

Communicating Time

53% Listening

14% Writing

16% Speaking

17% Reading

Listening   Speaking
Reading   Writing
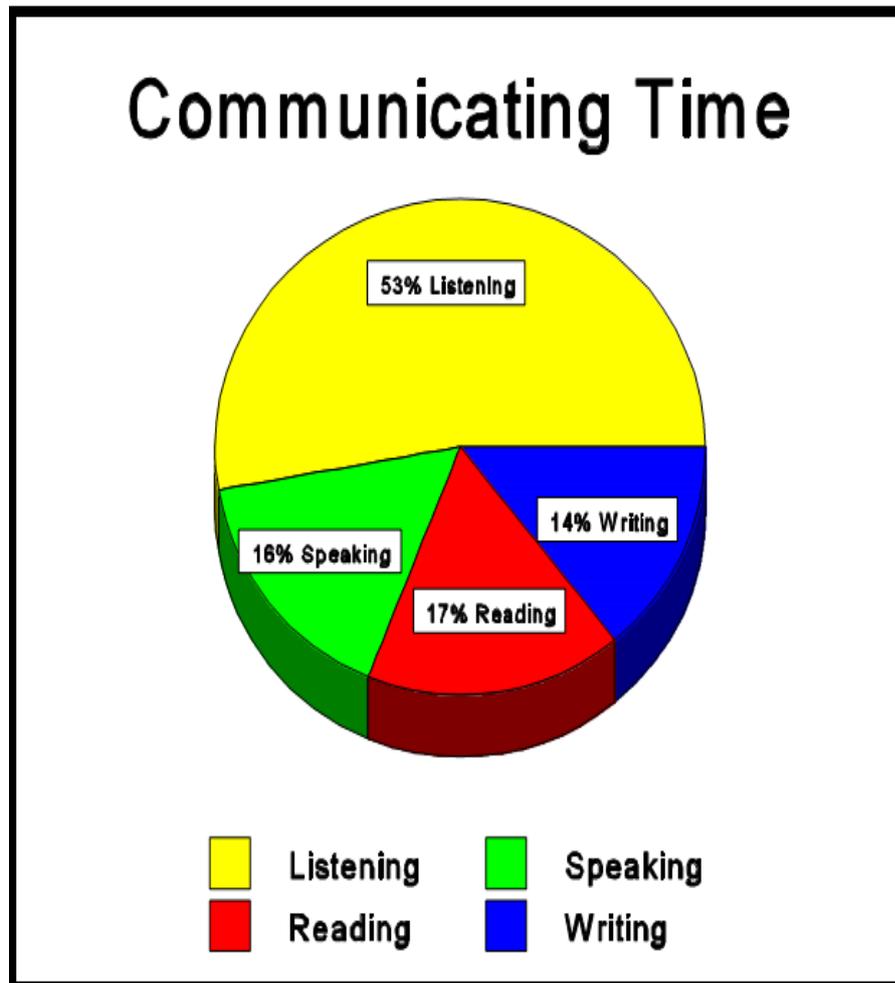
Figure 1.1: Represent the Communicative Time (Childs, 1999, p.26)

2.1 Speaking Vs Writing

Preachers define writing skill as a complex process that engages the writer in a physical as well as mental effort. Brown and Yule (1983, p. 20) start their discussion about the nature of speaking by distinguishing between spoken and written language. Writing skill is necessary in teaching any language and should organize by well-formed sentences, which are a part into a highly structure paragraph. Spoken language on the other hand, consists of short, deal 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, when we write all the information have to be on the page. The reader cannot stop and ask a question to more understanding but in speaking, we can ask for clarification when we cannot get the meaning. Either according to Widdowsion, (1978,p.57) speaking and writing are both productive skill 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 differs from the written one through the structure of the sentence. Writing language contains unities of ideas which can be represented in short phrases, clauses that can be connect with the conjunctions, or ca not be sound at all. Also the unites of coherent that can be limited by pauses or hesitation marker (latewood ,1981,p.12).teachers must put in consideration that to teach learners the spoken foreign language ,it is necessary to know that speaking is different from written concerning the degree of usefulness, vocabulary and pronunciation syntax.

There are similarities between writing and speaking.Linadsy and knight (2006, p.60) claim that we speak in different way depending on whom we are speaking and to what reason. Similar with written language, the type of writing varies depending on who is writing and for what reasons.

To conclude, the writing and speaking skills are very important in mastering the target language, but speaking in so difficult since is develop often the acquisition and the competence of both listening and reading skill so that learners will be able to communicate in a good way.

2.2 Speaking Vs Listening

Listening is as a process in which individuals focus on selected aspect of oral input to construct meaning from passages. Listening is one short nature, the presence of stress, intonation, and rhythm. According to Bohns(1995,cited in Lynch 2009,p.115) "as the main

aim of teaching listening is to prepare the students for real life social intraction.It is imperative that developing listening is seem as combination with developing speaking learners of foreign language cannot master speaking without listening to the pronunciation of this language.

In addition, Lynch (2009, p.115) states that "the roles of listener and speakers alternative in real conversation". Therefore, foreign language learners, either speakers or listeners require having special abilities. Each one relies on the other one to accomplish a conversation; there is a high emphasis of the role of combination between the two skills in conversation. Anderson and Lynch (1988, p. 15) argue, "A carefully prepared L2utterances is only a useful aid communication. If the speaker can deal effectively with the replies he receives for the L2 leaner in conversation, he needs to be skilled as both speaker and listener"

In order to develop the listening skill, teacher must clarify to the learners the relationships between speaking and listening, the successful speaking relies on successful listening for forging language learners

Finally, listening can relate to speaking, because if learners want to speak better, they should be listening better.

3. Students' Problems in Speaking

The main goal to learn a foreign language is to practice it in fluent manner. Some learner has difficulties in use this language; even they know the rules of this language, but they cannot make a distinction between this knowledge and its use. All this let   students have problems with classroom speaking activities Ur (2000, p. 212) introduce four (4) main problems in getting student to speak in the foreign language in the classrooms.

3.1 Inhibition

This problem happens when student try to practice in the classroom .There are many factors prevent them to do this in a good way. According to Littewood (1999, p. 93), "it is too easy for a foreign language classroom to create inhibition and anxiety." The fear of making mistakes is one the reasons of why students are not able to communicate with use of English. Students fear to make mistakes increase when they speak to a critical audience. Ur (2000) claims that:

> learners inhibitated about trying to say things in a foreign language in the classroom Vorried about making mistakes, fear full of criticism or loosing face, or simply shy of the attention that their speech attracts.(p.111)

In teaching speaking skill .when we asked student to express themselves in front to their classmate this lead them to express the stress in speaking. Stress can stop them to practice confidently.

3.2 Nothing to Say

Some students keep silent when they have asked to practice in given topic. This because of the lack of motivation in expressing himself or herself or the chosen topic they have not anything to say about it. River (1998, p.192) says, "The teacher may have chosen a topic which uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language."

Learners have not anything to say about a given topic because they have only some ideas or do not know how to use words or correct form of sentences. In addition, some learners do not interest to discuss the topic.

3.3. Low Uneven Participation

This problem related to the large classes. Some student wants to speak all the time. Some prefer to speak only when they are sure of the correct answer. While other keep

silent all the time without any practice .According to Bowman et al (1989, p. 40) "traditional classroom seating arrangements often work against you in your interactive teaching," this problem may be relate to motivation because some students are not practice if teacher do not motivate them.

3.4 Mother Tongue Use

Student use their mother tongue to feel more comfortable and less exposed to the target language. According to Beker and Westup (2003, p. 12)" barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language». Learners used their mother tongues because they have not a stronger vocabulary of the target language .This may lead them to be unable to use the foreign language correctly.

3.2 Characteristics of Speaking Difficulties

Speaking skill emphasize the practice of language used in different situation. The first roles in improving speaking skill is to speak and communicate with others , but there is some characteristics which may make speaking difficult .according to Browen (2000,p.271-272)"bear in mind that the following characteristic of spoken language can make oral spoken language can make oral performance easy as well as , in some cases difficult".

➢ **Clustering**

Because of memory limitation or stress, students tend to divide their oral production into words or phrases. For that reason, teachers have to aid their students to produce fluent speech, for Brown (2001, p. 270) is "phrasal"; it is not a "word by word" production.

> ➤ **Redundancy**

The spoken language is redundant in the sense that it is possible for students to rephrase, repeat, and use "I mean" or "you know" from time to time during their oral performance. By such doing, students are giving more opportunities to been understood.

> ➤ **Reduced Form**

Spoken English has special problems such as contractions, elision, reduced vowels, etc These problems have hearted for students, who have been studying the "full forms" of the language.

> ➤ **Performance Variables**

One of the advantages of spoken language is that the processes of thinking as you speak, allow you to manifest a certain number of performance hesitations, pauses, bucket raking, and corrections. Learners can actually taught yow to pause and hesitate that is one of the most salient differences between native and non-native speakers of a language.

> ➤ **Colloquial Language**

Colloquial language is informal appropriate to used, or characteristic of spoken language they used to create the effect of conversation. Take sure your students are work well to have knowledge with words and phrases.

> ➤ **Rate of Delivery**

Another characteristic of English fluency is rate delivery. One your tasks on teaching spoken English in to help learners to active an acceptable speech along with other attributes of fluency.

> ➤ **Stress Rhythm and Intention**

This is most characteristic of English pronunciation, as will be. This characteristic of good pronunciation used to convey important messages.

> ➤ **Interaction**

Interaction is very important in teaching speaking skill, without it speaking is not reach. Interaction is important in create in conversation negotiation. Teacher can provide some activities to promote students' speaking skill and make them able to use language without fear to make mistakes.

4. Activities to Teach Speaking

Teachers can use different activities, which include preparation, presentation, practice, evaluation, and extension to establish a context for speaking tasks. O'Malley and Pierce (1996, p.59) according to the American Conical of Teachers of Foreign Language (ACTFL) suggest, "Different kinds of speaking activities are appropriate at different levels of proficiency." So learners should be given practice in classroom to express themselves with using foreign language Thornbury (2005, p.26) suggests three stages in teaching speaking skill. The first stage is awareness (i.e.: to be aware about characteristic of the target language).The second stage is appropriation which means the combination of language characteristic into students' existing knowledge. The third one is autonomy (i.e. the ability to use language on their own way).In addition, Thornbury (2008, p.41-111) has established many activities for the stages that mentioned before in which effective teaching takes place. These activities had used to enhance students to participate because they create the interest in the classroom.

4.1 Awareness

Cognitivists learning theory argues awareness "as a prerequisite for the restructuring of the learner's mental representation of the language some degree of conscious awareness is necessary». It involves three processes: attention, noticing, and understanding.

4.1.1 The Use of Record

Teachers should develop their students' awareness by exposing them to instances of speaking. This could be transcribing to authentic conversation.

4.1.2 Live Listening

Students have been listening to the teacher or a speaker to improve interactivity. In other word, the teacher can talk in accordance of students' understanding level, in order to, the learners engage to ask question and make comments.

4.1.3. Notice – The –gap Activities

When students been asking to perform certain speaking task and then see the original performance of that task, they infer their weakness by themselves. The purpose of these activities is to raise the awareness of the difference between learners' current competence and the target competence. Here, teacher can play vital role in guiding students to notice certain.

4.2 Appropriation

It is means of "making something one's own." Appropriate offers students the opportunity to achieve greater control over their awn speaking.

4.2.1. Drilling and Chants

➢ **Drilling**

Drilling is repetition of key words, phrases, and even the whole utterances. It is may be useful noticing technique since it draws attention to material that learners might not otherwise have registered .According to Browen(2000,p.272) "drills offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulty-either phonological or grammatical" in drilling activities all the class repeat what the teacher said.

- **Chants**

    Chants are memorable rather than drills. They help students to pick up easily many words and idiomatic expressions by listening to songs and playing computer games.

4.2.2. Milling activities

    These activities enhance students to asking all the other learners questions with view to completing a survey. Focusing on the question "would you ever…"

4.2.3. Reading Aloud

    In fact, reading allowed is a natural next step between writing and speaking help students to have an over look to the importance in feature of pronunciation (stress and intention).Reading aloud is helpful in speaking if student mark the main stressed words and divide each utterance into meaningful chunks.

4.2.4 Dialogues

    According to Thornbury (2005, p.72) practicing dialogues has a long history in language teaching …since language is essentially dialogic in its use" dialogue can enact be Teacher to selected students. It useful way for make students performs. In addition to language use, any grammar structure or lexical area can be work into a dialogue.

4.2.5 Communication Games

    In these activities, teacher use some games to motivate students and encourage them to interact .They use oral language. O'Melley and Pierce (1996, p.61) call these activities "information activities" they define them as the ability of one person to give information another. An information gap in an activity where one student is provided with information to that is kept from a partner"

4.3 Autonomy

    According to Thornbury(2208,p.90) " autonomy is defined as the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly

other- regulated". There are many activities, teacher uses to develop the students' autonomy, they listed as fellow:

4.3.1 Presentation and Talks

Teachers ask students to give presentation or talks in real life in front of his classmate. This category has presented in many ways.

➢ **Show and Tells**

Students was asked to talk about object or describe an image which important for them and after that they answer questions of their classmates

➢ **Did Read About**

Teacher obligates his students to speak about something they read in newspaper or heard in news, which is already prepared before.

➢ **Academic Presentation**

This activity needs more preparation before effective presentation. Students should be aware about the formal characteristics and genres of language. When students finish, some questions arise for discussion and clarification.

4.3.2 Role-Play

In role-play, learners have asked to talk on particular role and they imagine themselves in that role. According to Byrne (1986, p.117-118)

> Role-play, like other dramatic activities, involves an element of let us presented […] we can offer the learners two main choices, a-they can play themselves in an imaginary situation […] b-they can been asked to play imaginary people in an imaginary situation.

It is an effective technique when it is open-ended so that different learners would have different opinion of outcome. Topics for role-play con take contribute to increase students' self-confidence and encourage them to practice.

4. 3.3 Problem Solving

In problem solving activities the teacher gather student and ask them to find a solution to problems in different topics this activities provide opportunities of using language to communicate. According to Barken and Gaut (2002, p.160)

> A problem-solving group is a group of people who work to gather to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings.

In problem solving activities, students develop their awareness of how to deal with a problem and how to interact with others.

4.3.4 Discussion

In discussion, students are giving their opinion. They can speak freely without any control. The teacher does ask the students to speak or not. He gives them enough time to structure what they are going to say. Thorunbry (2005, p.73) stats that most of the teachers agree that the best discussion is those raise naturally students speak either about something personal or about the topic of the course book to raise discussion.

5 .Teacher's Role

The first role of the teacher is to create appropriate ways for learning process. The role of the teacher is to get students to perform in fluent manner. According to Harmer (2001, p.56)

> Teachers use many metaphors to describe what they do. Sometimes they say are like actor 'we are always on the stage'; others think they are like orchestral 'because I direct conversation and set the place and tone 'yet others like gardeners 'because we plant the seeds and then watch them grow

41

Teacher act to give students new knowledge or change their opinion about some topics. The role of the teacher may change according to the activity or from one-step to another. According to Harmer (2001, p.57) suggest the teacher's role in learning process. This role is changing according to the lessons its main goal to help students to learn. Teacher can:

➤ **Promoter**

The teacher should become prompter when students get lost and cannot think about what to say next .teacher should be careful because if he helps the student all the time these not make them learning with themselves. The role of the teacher is to encourage students speak and promote their proficiency.

➤ **Participant**

There is a chance for teacher to practice in any part of the lesson; for example; in discussion, an equal as a teacher. The role of the teacher here is to introduce new information to help student to go along, however, the teacher should be very careful of practice too much

➤ **Organizer**

The role of the teacher is to organizing students to do various activities involve giving them information, telling them how they are going to do the activities and putting them into pair or groups. Teacher should act to clarify when they do not understand.

To conclude, the most rules of teacher is to act as an assessor to indication of whether or not student are getting their English right.

6. Assessing Speaking

An assessment refers to more than tests and grads.Halya and Austin (2004, p.117) stat that "[it] involves development of materials, processes, activities, and criteria to be used as a tool for deterring how place" .Speaking assessment can take many forms. According to Thorubury (2005, p.124) speaking assessment can done either formally or informally.

Informal assessment can take place at the beginning and at the end of the language courses as well as at various occasions during the course itself by asking question to know if students understand or not. Thorunbury (2005,p.128) stases that assessment has criteria, which takes a variety of factors there are four (4) categories, which, teachers have to focus in it in their assessment of students' speaking:

6.1 Assessments Criteria

➢ **Grammar and Vocabulary**

    Teachers have to focus on assessment and appropriate use of selective forms and choice of vocabulary in order to meet the task requirement. (Thorunbury, 2005, p. 127)

➢ **Pronunciation**

    Generally, pronunciation of foreign language speakers is different from pronunciation of native speakers. There are main aspects that make pronunciation difficult these involve using of consents, values, stress, and intention. Therefore, pronunciation is the ability to produce speaking in correct forms.

➢ **Effective Communication**

    According to Thorunbry (2005, p.146), "communication is the learner ability to response appropriately with speech …rhythm to fulfill the task requirement." Therefore, the main characteristic of effective communication is when it clearly organization of the main purpose of it.

➢ **Discourse Management**

    Teacher should look for the students' ability to express ideas and opinion in coherent speech (Thorunbry, 2005, p.127).

    Finally in teaching a foreign language is important to assess all students 'speaking skill and other skills .speaking assessment involve the students' ability to use their knowledge about language to communicate.

7. Oral Presentations and Speaking Skill

Students need to develop speaking skill In order to be fluent and communicative in their presentation. According to Thornbury (2008, p.94) "whether or not learners will have to give presentation or talks in "real life," the experience of standing up front their collogues and speaking for a sustained turn is excellent preparation for real life speaking"

Oral presentation develop speaking skill in contrast there is no oral presentation without speaking .Trcy (2008, p.1) state that when someone is able to speak to an audiences. They will successes in making them achieve their goals. In addition, EFL classes , oral presentation concern as a learners' activity that have to be appropriate in their context and still a basic form of speaking in public that is actually raise the students' confidence and effective development of their oral proficiency (Altschuler, 1996, cited in King (2004,p.403).

One can say that, a good oral presentation depends on careful preparation and the students are aware with the rules of oral communication that make their speaking more effective.

Conclusion

Speaking skill is an important process to evaluate learner's proficiency. As we, mention in this chapter speaking skill is different from the other skills (listening, writing, and reading) because other skills can be done alone but we cannot speak without listen or read and write. Therefore, we presented the importance of speaking. We tried to focus on the difficulties of student in speaking skill, some activities to developing it. Teacher's roles as a tool are teaching English. Finally, we focus on how to asses speaking and its relation with oral presentation.

Chapter Three

Field Work

Introduction

In this second part of our research, we will move to something that is more practical. The present chapter aim to collect date about the use of oral presentation in enhancing students' speaking skill. To achieve that, we have tried to investigate how students of second year at Biskra University consider the effectiveness of using oral presentation on achieving better result in their communicative proficiency level. We have also investigated how teacher judge the use of oral presentation as a particular means to enhance their students' speaking skill. In order to conduct our investigation, answer the research questions, and confirm our hypothesis, we collected data from students' questionnaire, teachers' interview, and classroom observation.

The major tool of collecting data was the questionnaire addressed to the 2nd year students of Biskra University. We have used teachers' interview in order to see the teachers' opinions about the use of oral presentation to improve their students speaking level. In addition, we have used the classroom observation in order to collect more information and to confirm the questions and interview results. During a period of four weeks, we have attended many sessions with different four teachers and different four groups.

1. Research Design

1.1. Research Method

The choice of the method has determined by the nature of the study. This work adapte the descriptive method because it can determine the facts about the actual situation (why students do not have the ability to communicate with English in fluent manner) and thereby to clarify that the use of oral presentation can enhance their speaking skill. In addition, oral presentation is one of the best and appropriate solutions to deal with students' problems in speaking English.

1.**2 Sample of the Study**

1.2.1 Students

The sample of this study was second year students of English, at the University of Biskra, the reason behind choosing to work with second year students are for a number of reasons. In the second year, normally students are able to take risks in speaking the foreign language because they have started to develop their level from their first year. More importantly, they are not like the first year students who are not familiar with the university atmosphere.

From a population of about 500 students, we have been deal with forty 40 students selected randomly to be our sample.

1.2.2 Teachers

We have dealt with five (5) teachers of oral expression selected from 12 teachers of oral expression at departments of English in Biskra University. Those teachers was been selected at random from teachers who are teaching second year since our case study is second year.

1.3 Data Gathering Tools

The objective of the date depends on the overall objective of our research. It aims first at discovering and understanding how the use of oral presentation enhances the students speaking skill. Second, it aims to provide that the students really need more practice to speak English fluently. Finally, it shows that students do not have a confidence in their speaking and presentation skill. Therefore, we have opted for main gathering tools, a questionnaire for students, interview with teachers and classroom observation to get findings that are more accurate.

1.3.1Students Questions

The main tool of enquiring information is the questionnaire for students.

3.1.1.1 Description of the Questionnaire

The questionnaire is been divided into three sections:

Section 01: Background Information

It Contains five (5) questions, aimed together information about ; students' age , sex ; we get information about their choice to learn English ,their level and whether this level enable as to express themselves orally.

Section 02: Oral Presentation

It consists of ten (10) questions. It aims to get information about the students' attitudes towards oral expression course and to know the students' opinions about the use of oral presentation in this course. In addition, we want to know if students have the ability to do an oral presentation and what they want the teacher to do in order to help them to do it.

Section 03: Speaking Skill

It consists of thirteen (13) questions. They have planned to get insight of students' attitudes towards the speaking skill, 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 let students free to give their suggestions about oral presentation and how it could be used it by the teachers to improve their level. We aimed by this questions to be aware with the students' suggestions about our research.

1.3.1.2 Aim of the Questionnaire

We have designed a questionnaire for second year students, to obtain data about their level in English as a foreign language; we look for students' attitudes towards the use of oral presentations as a particular activity in oral expression module and whether students

consider oral presentation as a technical way to improve their speaking skill or not. In addition, we aim to investigate how students see their speaking level and the most difficulties of them in mastering this skill. In addition, to confirm our hypothesis we ask students about their opinions about the use of oral presentation to developing speaking skill. Finally, we aim to know what students suggest to make an effective oral presentation in enhance their proficiency level.

3.1.1.3 Administration of the Questionnaire

The questionnaire was been administered at the English department of Biskra during three days period from 11th March, 20013 to 13th March, 2013.The students questionnaire has been handed at beginning of the courses. We have administrated it in our presence, to make sure that all the students understand the questionnaire and avoid as well as any ambiguity that may hinder our work in order to obtain clear and full response –we have been given students 20 minutes to answers the questionnaire.

3.1.1.4 Analysis of the Students' Responses

Item 01: Gender Distribution

Gender	N	%
Male	11	23
Female	29	77
Total	40	100

Table 01: Gender Distribution
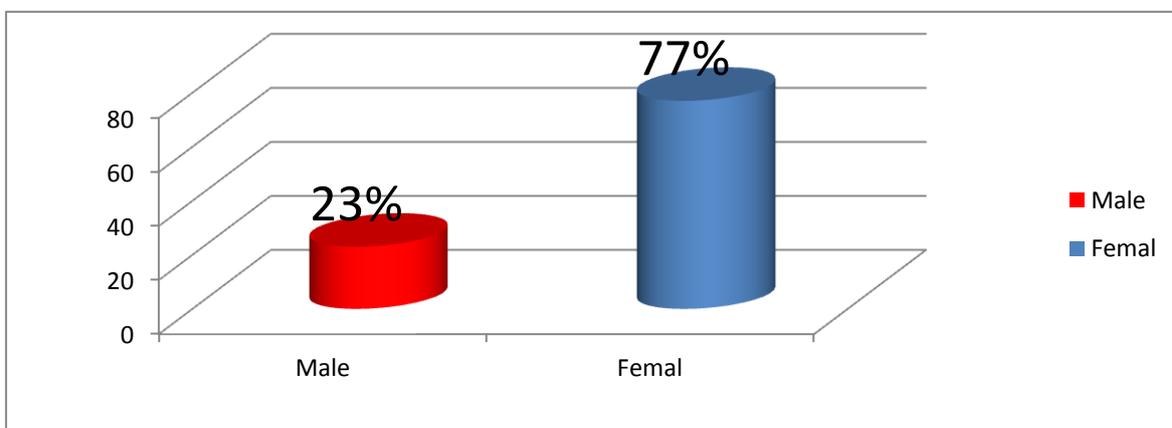
Figure 01: Gender Distribution

From the above table, out of 40 participants 29(77%) are female and 11(23%) are male, this higher number of females adds nothing to the work but we noticed that girls are expected to be more interested in studying a foreign language than boys.

Item 2: Age Distribution

Age	N	%
18-20	21	52,5
20-25	18	45
More than 25	1	2,5
Total	40	100

Table02: Age Distribution
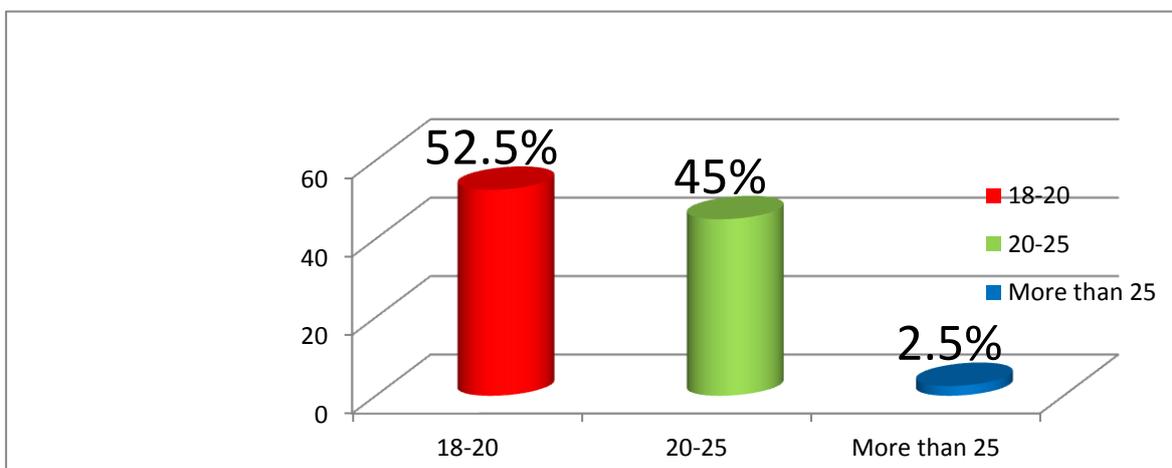
Figure02: Age Distribution

According to the results show in table 02 – we notice diversity in age. One can notice that the majority of students 21(52.5 %) are 18 to 20 years old this means they went school early and never failed. However 18(45%) of students are 20-25years old those are regular students who have went school at normal age and may failed one time or may be never failed . The recent student (2.5%) who his /her age is more than 25 years old can be explained by either a failure , more probably in the baccalaureate exam, or a change in the failed of study.

Item 03: Was English your first choice?

Response	N	%
Yes	34	85
No	6	15
Total	40	100

Table 03: Choice of study English
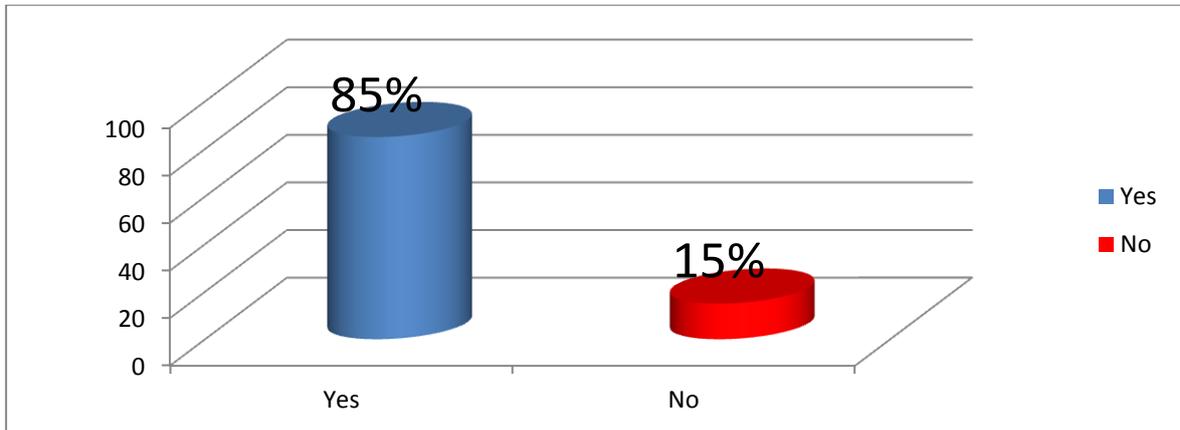
Figure 03: Choice of Study English

We read from the table above that 34 participants (85%) opted for "yes" they chose to study English. While only 06 students (15%) did not allow them to follow the specialty they wanted to. This answer is one reason, among many, behind the level of students' motivation .it means the majority of them are ready to improve their level.

Item 04: How do you consider your level in English?

	N	%
Very good	12	30
Good	14	35
Avantage	13	32,5
Poor	1	2,5
Total	40	100

Table04: Students' Considerations for their level in English
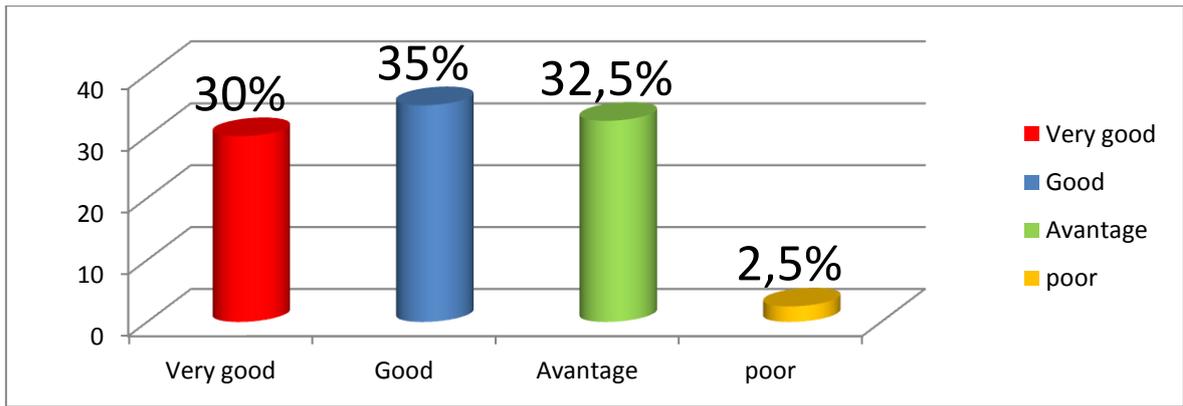
Figure 04: Students' Consideration for their Speaking Skill

From the above table, we notice that 12 students (30%) who have admitted that their level of English is very good .14 students (35%) believed that their level in English is good.13 students (32.5%) said that their level is advantage. Against 01 student, (2.5%) who confesses that, their 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 05: Does your level enable you to express yourself orally?

	N	%
Yes	37	92,5
No	3	7,5
Total	40	100

Table 05: Students' Beliefs about their Abilities
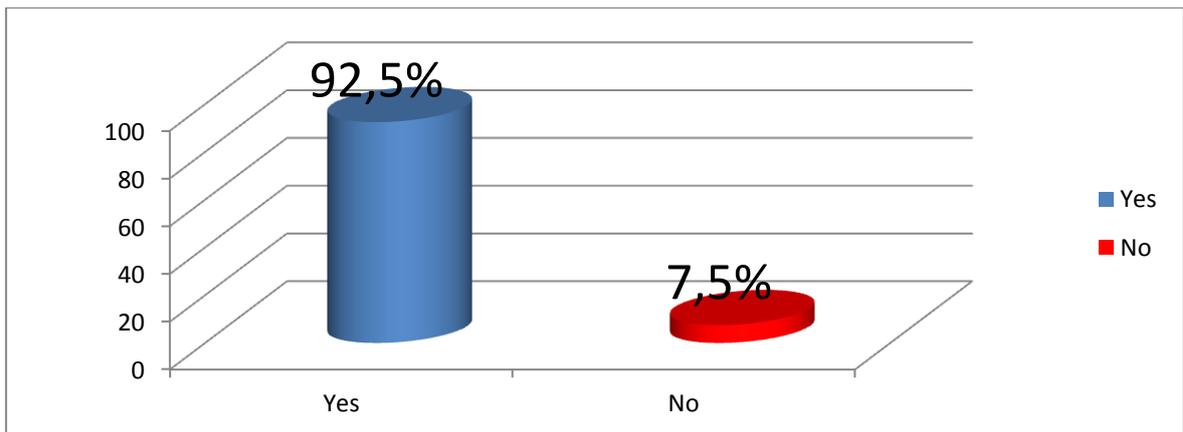
Figure 05: Students' Beliefs about their Abilities

As it is clearly observed from the table, most of students33 (82.5%) believed that they have the ability to express themselves orally. However only (17.5%) or 07 students have

52

negative beliefs about their ability to express themselves orally, those who said no explain their answers. They think that to express themselves orally it not up to their level on general, most of them think that they should have a confidante of their speaking skill and their vocabulary. Those students do not have a positive about their ability.

Item 06: Do you like oral expression module?

	N	%
Yes	32	80
No	8	20
Total	40	100

Table 06: Students 'Attitudes towards Oral Expression Course
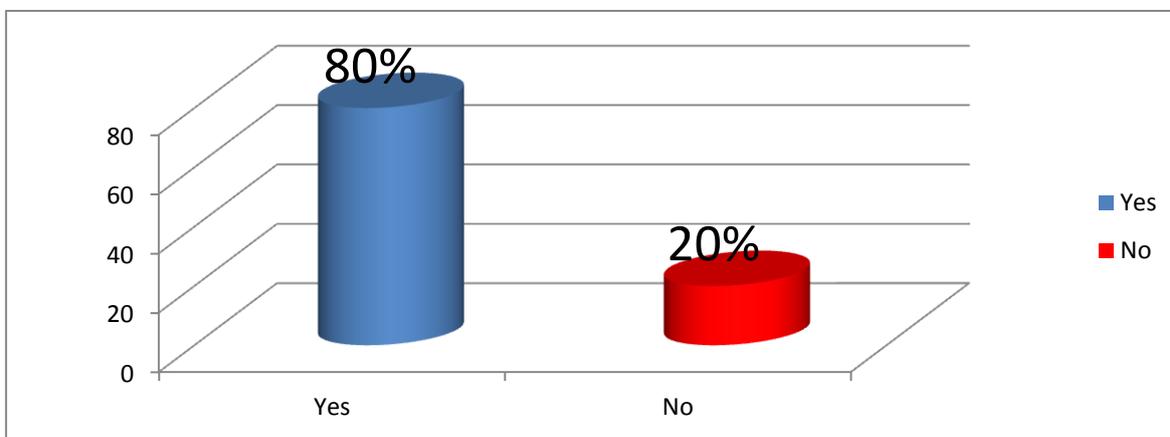
Figure 06: Students 'Attitudes towards Oral Expression Course

From the table above, 37 participants (92.5%) said yes we like oral expression courses only 03 participants (7.5%) do not like this course.

26students from 37 said, "Yes we like oral expression (i.e. 70.27%) 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 in addition, they can express their selves orally without any fear. They get new vocabulary and lean the words with its correct pronunciation. Some students think that in oral expression, the teacher tries to solve their problems in speaking English.

All students who do not like oral expression think that in this course they cannot express their ideas because their speaking level is bad. From those students oral expression is the most difficult module in English .In addition they believe that students keep by heart the role ply, so for them that is not a good strategy to improve speaking skill.

Item07: Do you know what oral presentation is?

	N	%
Yes	32	80
No	8	20
Total	40	100

Table 07: Students 'Knowledge of Oral presentation
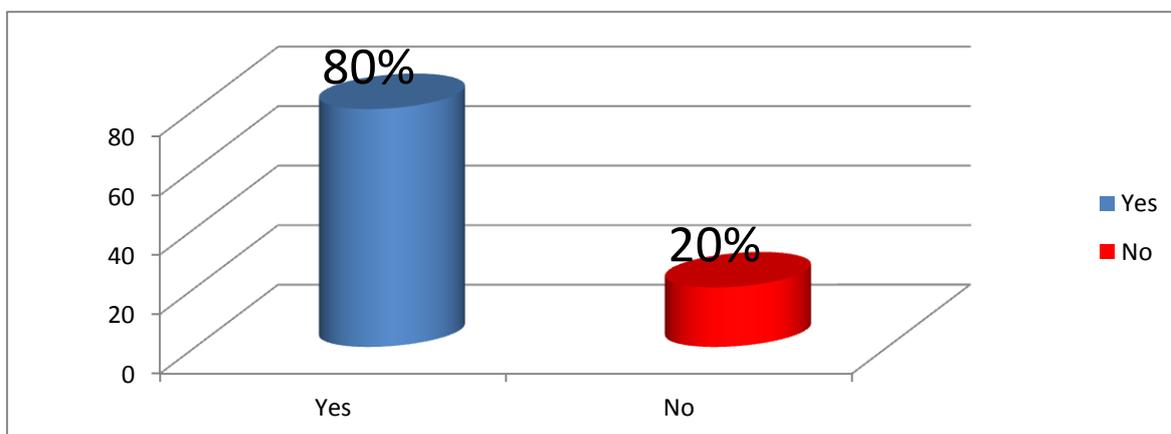
Figure 07: Students 'Knowledge of Oral presentation

The results tabulate above revealed that 32 students (80%) know what oral presentation is. Only 08 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.

Item08: Does your teacher ask you to prepare an oral presentation?

	N	%
Always	14	35
Aften	11	27,5
Sometimes	10	10
Rarely	3	7,5
Never	2	2
Total	40	100

Table 08: Students' Preparation of an Oral Presentation
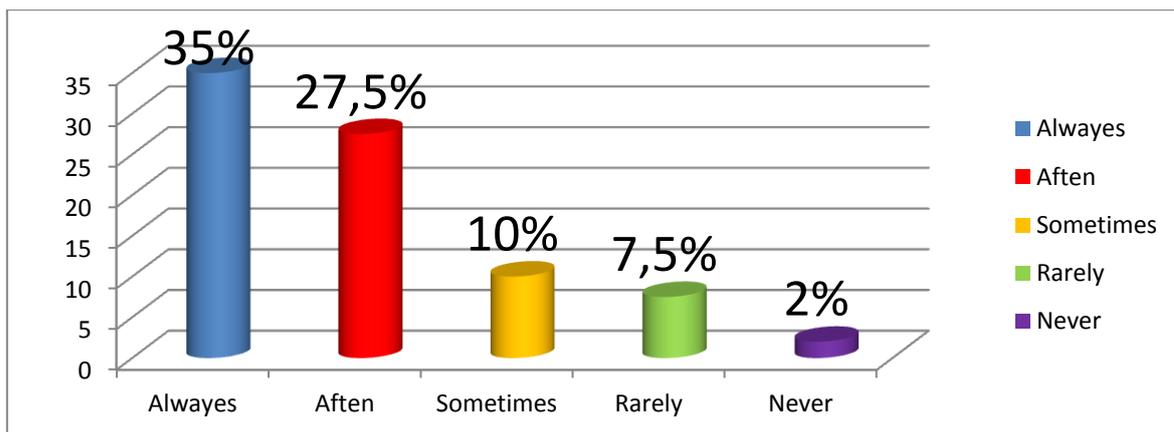
Figure08: Students' Preparation of an Oral Presentation

From the table above we notice that 14 students (35%) said that their teacher always asked them to prepare an oral presentation while (27.5%) or 11 students said that their teacher often did this.10students (10%) stated that their teacher be sometimes asked them to prepare an oral presentation. About (7.5%) said that they be rarely asked to prepare an oral presentation. Remaining (2%) or 02 students responded that they been never asked to do an oral presentation.

This diversity in the responding because we deal with different groups which their teacher of oral expression is not the same .so some teachers use this practice and another use it but sometimes and there are teachers who do not use oral presentation at all.

Item 09: Do think that you have the ability to do an oral presentation?

	N	%
Yes	30	75
No	6	15
Somhow	4	10
Total	40	100

Table 09: Students' General Beliefs about their Ability to Do an Oral Presentation
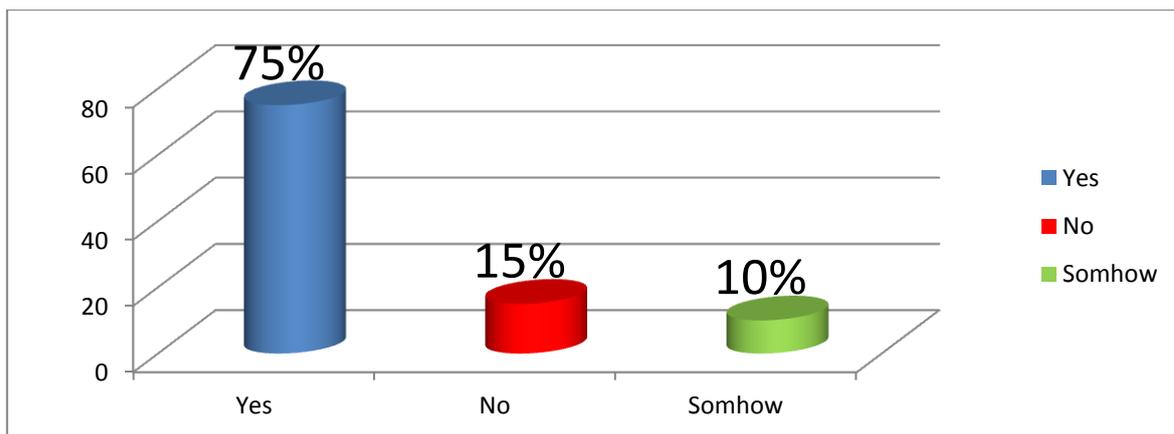
Figure 09: Students' General Beliefs about their Ability to Do an Oral Presentation

(75%) of the whole sample have a positive beliefs about their ability to do an oral presentation (as we see in table 03 (82.5%) think that they have the ability to express themselves orally).while (15%) believe that they have not the ability to do an oral presentation. (10%) are not sure in their ability to do an oral presentation, may be they can in sometimes and in another they cannot.

Students who said yes:

(19) Students from 30 students (56 %) justified their answer. Those students believed that making an oral presentation was easy for them because they have confidence in their speaking ability. In addition, some students think that they have enough vocabulary and a good pronunciation. Moreover, students have positive beliefs about their ability to do an oral presentation because they like to present new topics and show classmates their level in oral expression. Most of students have a stronger confidence in their level give them the ability to talk in front of their teacher and classmates in any given subject without any fear.

Students who said no:

Just 02 students justified their answer. Those two students have negative beliefs about their ability to do an oral presentation. They think that speaking English orally and in front of their classmates is difficult or very difficult those students said that they find oral

56

presentation not an easy activity not because they have a fear to speak in public but because as they said "we have not the ability to speak English in fluent manner"

Students who said somehow:

(01) Students explain his answers by said that he think that sometimes oral presentation was very easy an in another times he cannot do it. This is according to the topic of the presentation .also he think that when he prepares his work this make it easy but when he do not prepare it well, he has a difficulties in presenting it.

Item 10: When your teacher asks you to do an oral presentation how much time you take in your preparation?

	N	%
Much time	23	80
Few time	17	42,5
Total	40	100

Table 10: Students' Time of Preparing an Oral Presentation
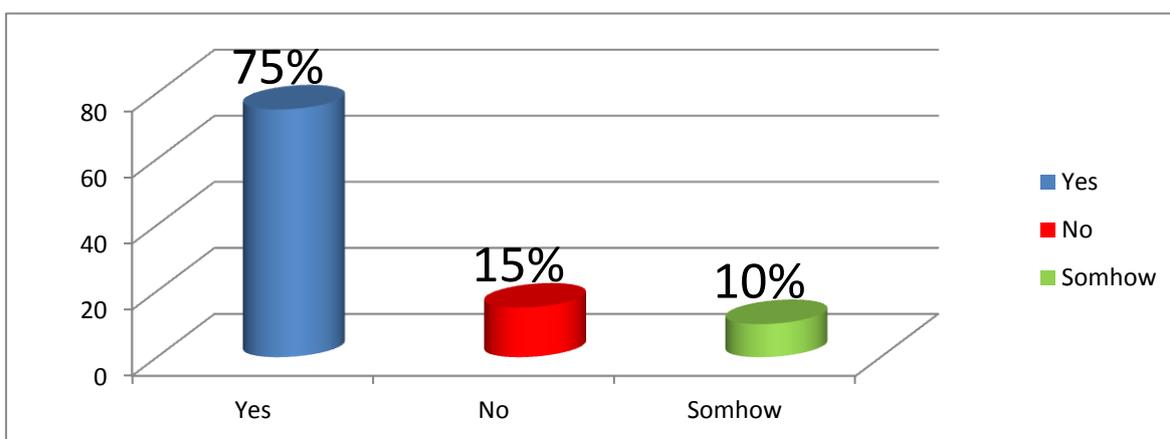
Figure 10: Students' Time of Preparing an Oral Presentation

By this question, we want to know if students take much time in preparing oral presentation or just they are preparing it in few times before delivering it.23 participants (80%) claimed that much time had taken in preparing an oral presentation. While 17 participants (42.5%) stated that, they had just few time in preparing an oral presentation.

Item 11: Do you use visual aids to support your presentation?

	N	%
Alwayes	0	0
Aften	5	12,5
Sometimes	10	25
Rarely	10	25
Naver	15	37,5
Total	40	100

Table 11: The Use of Visual Aides
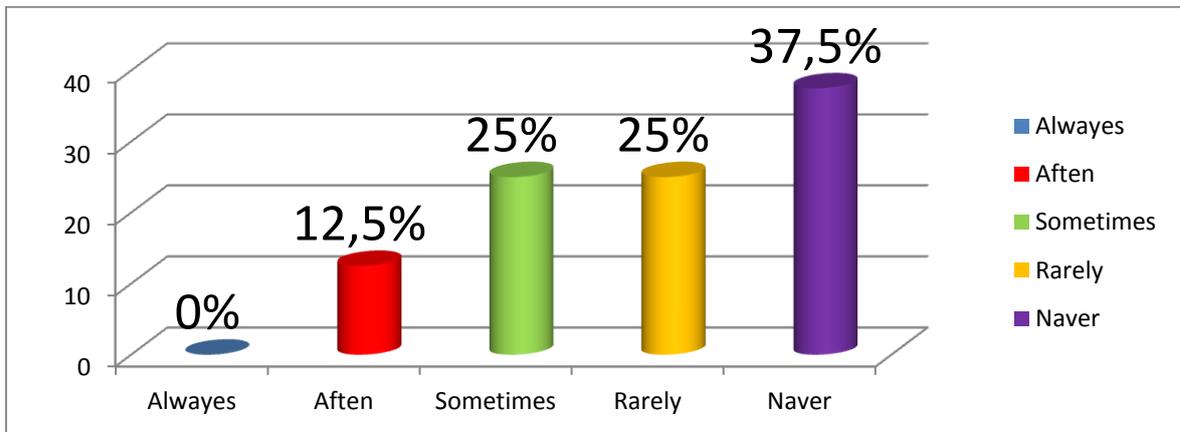
Figure 11: The Use of Visual Aides

From the table above, there is no one of the students always use visual aids.05 students (12.5%) said that they often use visual aids in their presentation, while10 students (25%) stated that they sometimes use it. In addition, 10 students (25%) said that they never use visual aids to support their presentation.The remaining 15 students (37.5%) rarely use visual aids in giving an oral presentation.

Item 12: What aspect of your presentations do you like your teacher to give more feed back?

	N	%
Prounnciation mistakes	20	50
Grammar mistakes	12	30
Body language	4	10
The content and organization	4	10
Total	40	100

Table 12: The Aspects of Teachers' Feedback
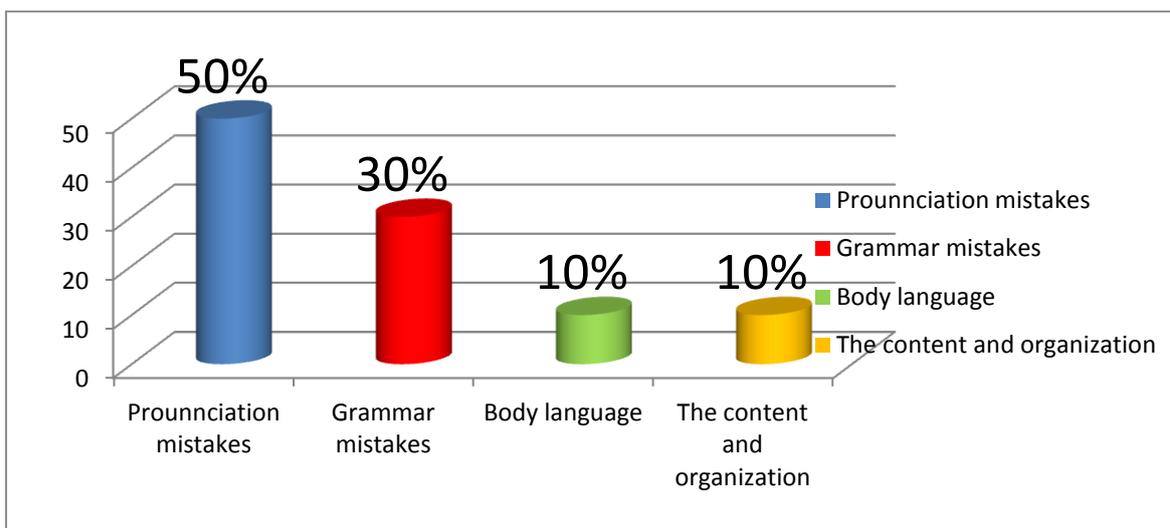
Figure 12: The Aspects of Teachers' Feedback

As we show above, the highest percentage (50%) wanted their teacher to give more feedback on their pronunciation mistakes.12 students (30%) liked to given a feedback on their grammar mistakes ;(10%) on their body language, facial expression , eye contact and gestures. The some percentage of students (10%) preferred to given comments on the organization of the presentation .it seems that grammar and pronunciation were still students' concerns in speaking English.

Item 13: Do you feel afraid to give an oral presentation

	N	%
Yes	23	57,5
No	17	42,5
Total	40	100

Table 13: Students 'Confidence in Do an Oral Presentation
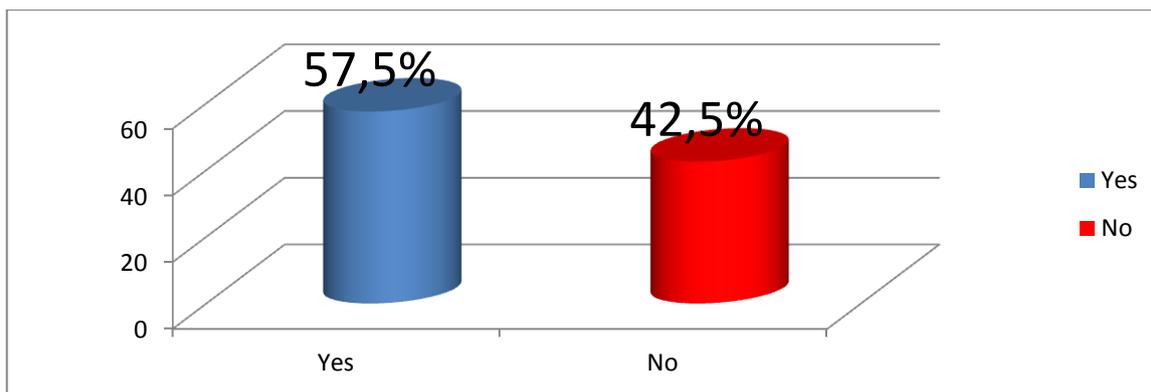
Figure 13: Students 'Confidence in Doing an Oral Presentation

This item aims at determine whether students are afraid to give an oral presentation (i.e. speaking in public) or not. An examination of the table above shows that the majority of respondents 23, (57.5%) do not feel easier to give an oral presentation while about (42.5%) 17 of students feel afraid to give an oral presentation ; they are a good speaker or they motivated by their teacher. However, we cannot always consider fear to the lack of motivation for the students who do not find oral presentation an easy practice. The next item will give us a clear idea of some possible factors, which may prevent students from the confident to give an oral presentation with a foreign language.

Item 14: Why you feel afraid to give an oral presentation?

	N	%
Fear of public speaking	8	35
Fear of making pronunciation mistakes	12	52
Fear of teacher's negative evaluation	3	13
Total	23	100

Table 14: Reasons for Inability to Give an Oral Presentation
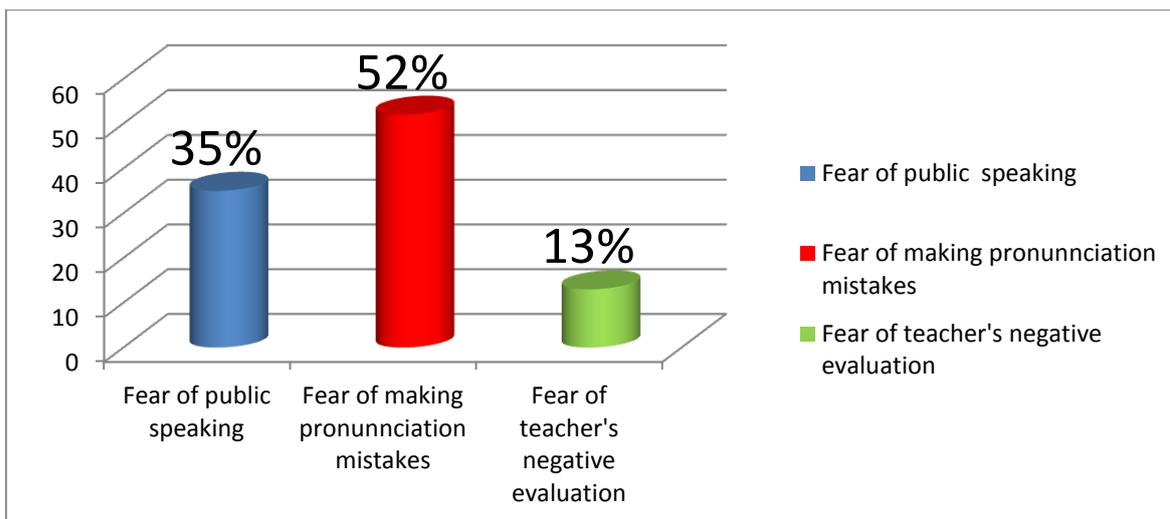
Figure 14: Reasons for Inability to Give an Oral Presentation

According to the table above, we see that the majority of students feel afraid to give an oral presentation for two main reasons (fear of public speaking (40%) and fear of making pronunciation mistakes (52.5%).there are few students (7.5%) who feel afraid because of the teacher's negative evaluation. Therefore, we can understand why students wanted their teacher to give more feedback to their pronunciation and grammar mistakes (see Table 11) students' problems with oral presentation are relate to their speaking level.

Item 15: What should the teacher do to help you in giving an oral presentation?

According to the answer sheets, students wanted the teacher to help them to improve their presentation skill. First, they hope for their teacher to give them the right to choose the topics that they are interested in because for them that can make us more motivated and they will prepare it well. In addition, teacher should give them enough time to prepare the presentation.

Secondly, they suggested that teacher should make them feel relaxed and try to make other students who are listening to them keep silent during their presentation. While students are presenting their topics, they wanted their teacher to focus on their pronunciation by giving the correct pronunciation when they wrongly pronounced words and teach them how to pronounce the phonetic symbols correctly.

Thirdly, the students commented it was important for teacher to give critical feedback after each presentation to open a space for discussion and asking questions about the topics to get more information and to enhance their abilities in making a discussion these will improve their level speaking.

Last but not least, students claimed that they did not know how to use visual aids to support their presentation , what steps are included in presenting a topic, more careful and detailed guidance from the teacher.

Item 16: Which the four skill you wish to master most?

	N	%
Listening	8	20
Speaking	24	60
Reading	5	5
Writing	5	5
Total	40	100

Table 15: Emphasis in Learning the Skills
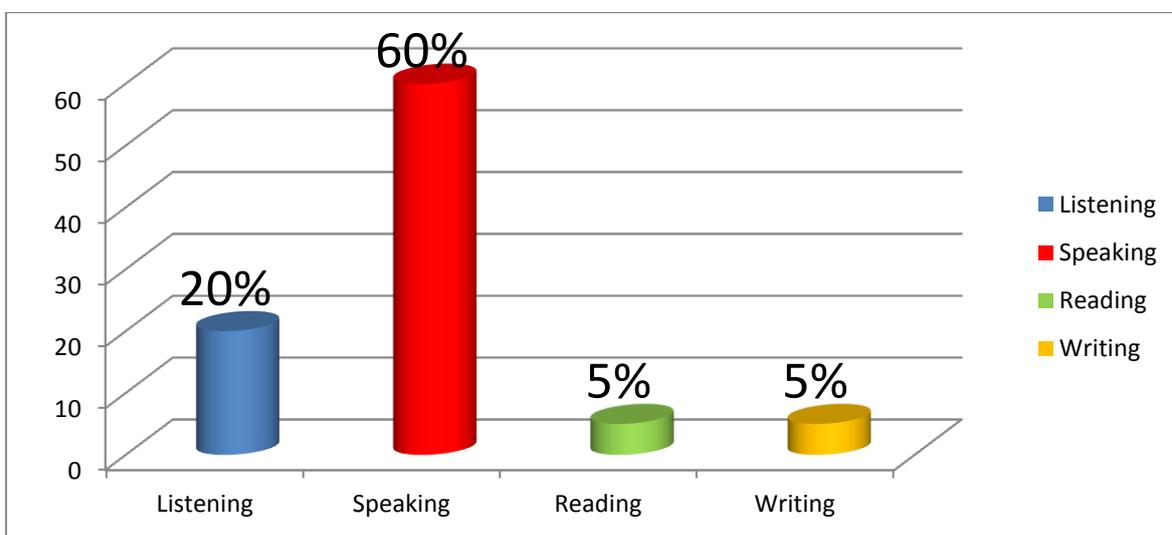
Figure 15: Emphasis in Learning the Skills

The table indicates that 24 respondents (60%) preferred the speaking skill to master most, other 08 respondents (20%) stated that they wish to master the listening skill; while some other 05, respondents (5%) wish to master the writing skill. The same percentage (5%) likes to master the skill reading.

The aim of this item is to determine the most skill that students need to improve so we asked them to explain their choice.

Students' explanation

To begin with, we notice that the speaking skill is the most one that students wish to master it. For those students (60%), (40%) explain their choice they argued that speaking is necessary part to learn a foreign language .they are wanted to be a good speakers to be able to communicate with native speakers. In addition, they will be a teachers in future so, most of them see speaking as an important skill in teaching or learning any language.

As for listening skill, only 03 respondents (15%) from (20%) gave their argument. Those students believe one has to receive language first before any production.

From The students who had chosen reading, just 02 students give their explanations. They believe that reading increases their knowledge and provides them with a large supply of vocabulary items, which they will need it in future.

Last, 03 students believe that they should be able to write in English. For those students, writing is the most difficult skill, especially when they are trying to write an academic essay. Those students think that if they master writing skill they will be able to produce correct and well-organization passages.

Item 17: Do you agree that in order to learn a language you have to speak it?

	N	%
Strongly agree	25	62,5
Agree	14	35
Disagree	1	2,5
Strongly disagree	0	0
Total	40	100

Table 16: the Importance of Speaking Skill
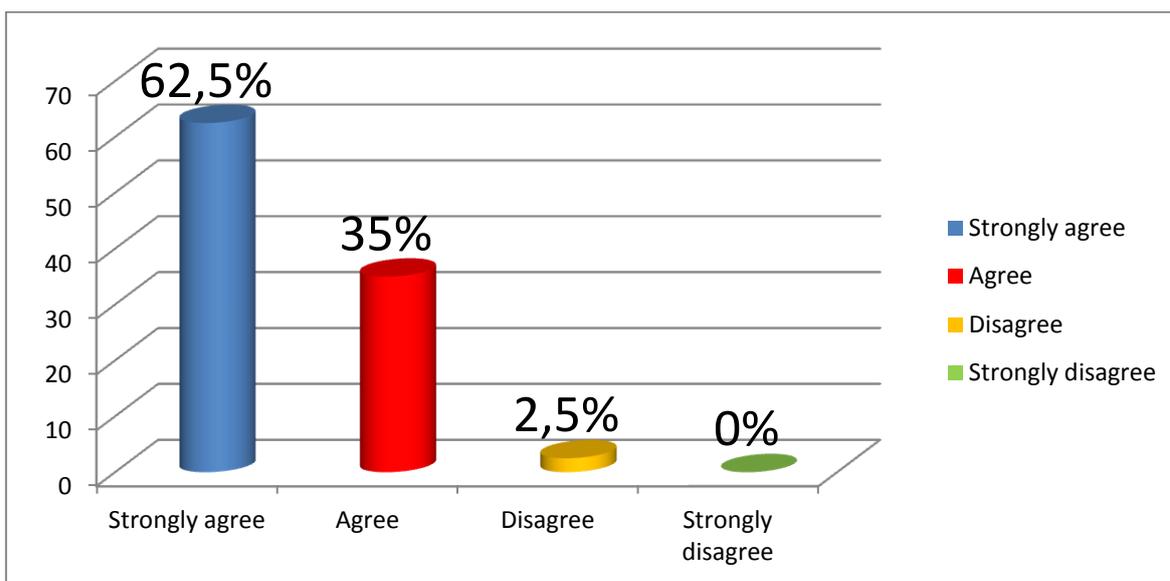
Figure 16: the Importance of Speaking Skill

It observed from the table that 25 students (62.5%) 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 .others 14 students (35%) said that they agree while just 01 students (2.5%) affirmed that learning a language is not mean that she should speak it. She disagrees with this opinion. No one strongly disagree that to learn language have to speak it.

Item 18: Do you have difficulties in speaking?

	N	%
Yes	17	42,5
No	23	57,5
Total	40	100

Table 17: Students' Difficulties in Speaking
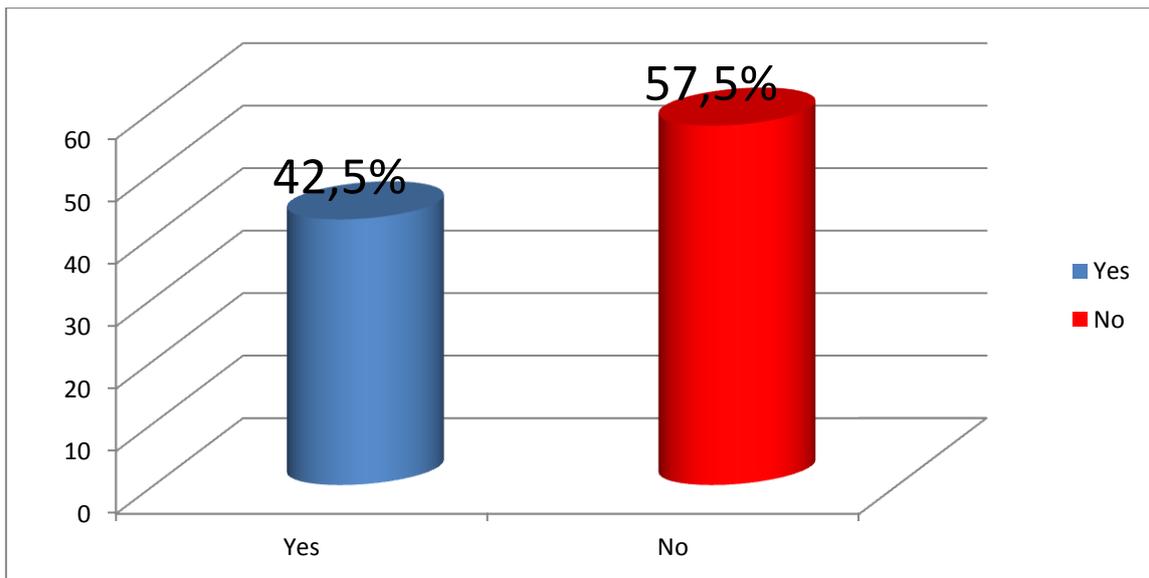
Figure 17: Students' Difficulties in Speaking

From the table, we notice that there are (42.5%) claimed that they have difficulties and about (57.5%) have not difficulties in speaking.

When students said "yes," they asked to give some of the difficulties that they have. Only 09 students gave some of their difficulties we mention it as it is follow:

- Sometimes I found my self-enable to express my ideas with English and this make me afraid to speak.

- Fear of making grammatical mistakes.(06students)

- It is hard to chose the right terms and words

- I cannot speak and think in the same time

From the students' difficulties, 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.

Item19: When you are asked to speak in the classroom, you

	N	%
Speak without any problems	18	45
Histate	13	32,5
Making argement to avoid speaking	4	10
Get embarrased	5	12,5
Total	40	100

Table 18: Students' Speaking in Classroom
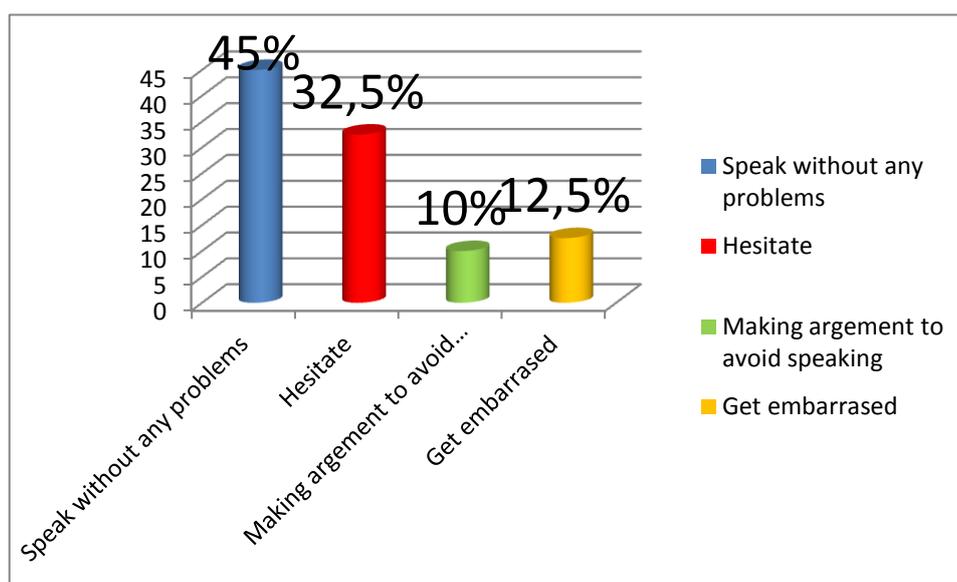
Figure18: Students' Speaking in Classroom

The results obtained denote that 18 students (45%) stated that they speak in their class without any problems, and who hesitated when teacher asked them to speak ,were 13 students (32%).others 04 students (10%) said that they make any arguments to avoid speaking during their lessons. The remained 05 students (12.5%) get embarrassed to speak in front of their teacher and classmates.

Item 20: Do you speak English with your classmates outside the classroom?

	N	%
Always	3	7,5
Somtimes	29	72,5
Never	8	20
Total	40	100

Table 19: Students' Using of English outside Classroom
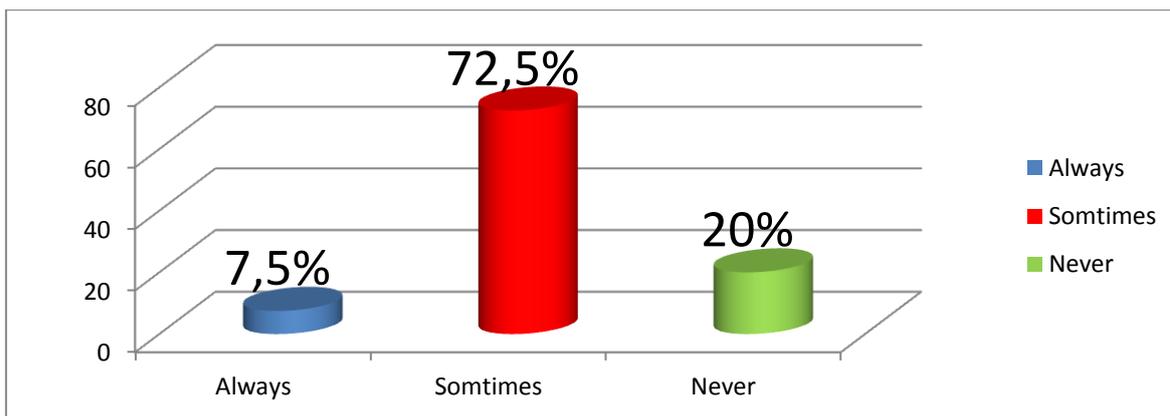
Figure 19: Students' Using of English outside Classroom

Regarding students' answers, 03 students always used English while 29 students (72.5%) said that they sometimes use English outside classroom 08 students are never used it.

Students' justification of their responding

(19) Students explain why they sometimes speak English outside classroom .Those students think that living in a society that, the second language is not English did not help them to use it outside classroom. Therefore, they speak English sometimes with their classmates, if they need it, but this does not happen all the time. Some students claimed that they try to use English outside classroom in order to feel that they really study it.

(08) Students said that they are never speaking English outside classroom; because most of them do not have the ability to create meaningful everyday utterances .Others believe that they do not need to speak English outside classroom at all. In addition, those students find difficulties when they want to express themselves in the presence of their teacher, so how they can do it outside class.

(10) Students explain why they are always speaking English outside classroom, for them is easier way to improve their proficiency level. In addition, they think that the teacher does not give them opportunities to interact in classroom so they do it outside.

Item 21: Which activity does your teacher use most?

	N	%
Discussion	17	42,5
Communicative gammes	0	0
Role plays	6	15
Dilogues	3	7,5
Oral presentation	12	30
Total	40	100

Table 20: Kind of Activity Using to Teach Speaking Skill
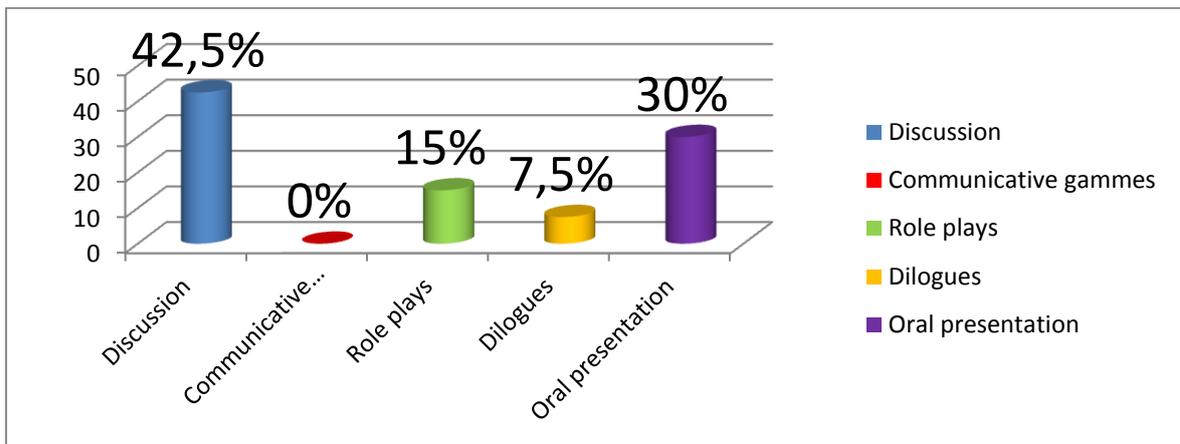
Figure 20: Kind of Activity Using to Teach Speaking

The table above summarizes the most activity, which teachers use in oral expression courses. As we notice in (Table 21) in the first place come discussion with (42.5%). The activity or techniques, which come secondary is oral presentation with (30%) than role-play with (15%) and finally dialogues with (7.5%). No one said that their teacher use communicative games.

We notice that teachers of oral expression use oral presentation.

Item 22: Which activity does your teacher use most?

	N	%
Discussion	15	37,5
Communicative gammes	5	12,5
Role playing	10	25
Dilogues	3	7,5
Oral presentation	20	25
Total	40	100

Table 21: The Activity that Students Like
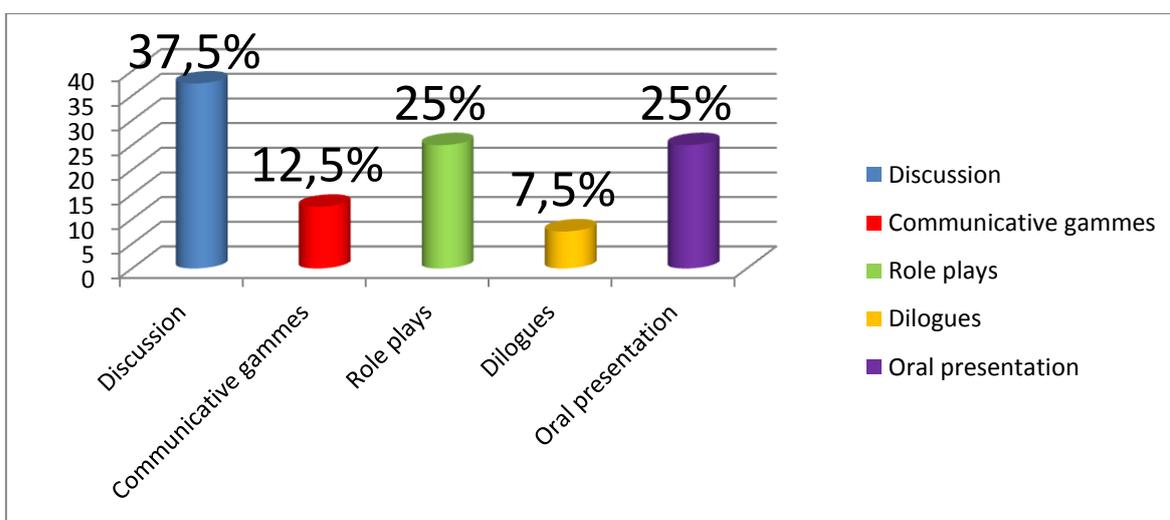
Figure 21: The Activity that Students Like

The above item of information has intended to ask students about the activity they prefer. As we can notice (see table 22), 15 students (37.5%) like discussion, because they think that discussion has given them the opportunities to speak more than another activity and allowing them to express their opinions in different topics. Students get new ideas from their classmates and their teacher. Some students said, "We like discussion because we prefer to sit in our place and talk rather than, to speak in front of all class."

10students (25%) prefer the role-play because it raises their ability to interact and deal with different situation to develop their English level. In addition, some students find role-play an enjoyable activity

(08) students (20%) liked oral presentation because they think when they will become teachers in future and oral presentation will help them because they have already improve their pronunciation and their abilities to speak in public.. In addition, some students believe that oral presentation will help them to avoid their fear of speaking in front of their classmates. Those students find oral presentation a technical way to learn from each other, get new vocabulary, get new information, and learn how to ask questions.

(05) Students (12.5%) prefer communication games because they communicate and enjoy their time while learning.

 (03) Students (7.5%) prefer dialogues because its help them to interact with each other.

Item 23: In your classroom your teacher is

	N	%
Talkative	20	50
Average	15	37,5
Less talkative	5	12,5
Total	40	100

Table 22: Description of the Teacher's Behavior in the Classroom
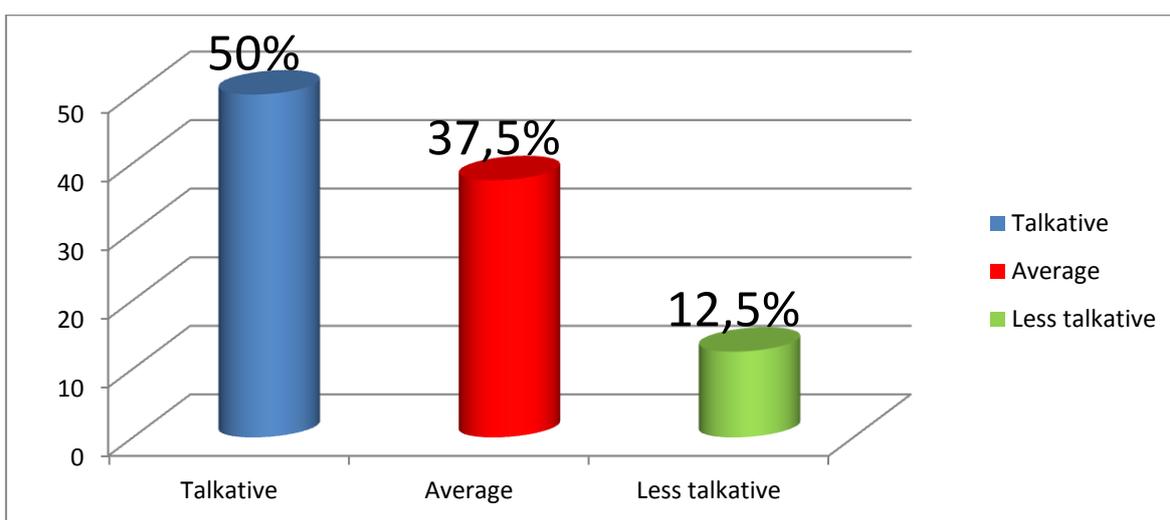
Figure 22: Description of the Teacher's Behavior in the Classroom

70

As we notice from the table above the half of participants, (50%) said that their teacher is talkative. (37.5%) stated that their teacher is talkative but not all the time. (12.5%) described their teacher as less talkative.

Item 24: How do you describe your teacher?

	N	%
A control	9	22,5
Participant	7	17,5
A guide	14	35
Organzer	10	25
Total	40	100

Table 23: Teachers' Role
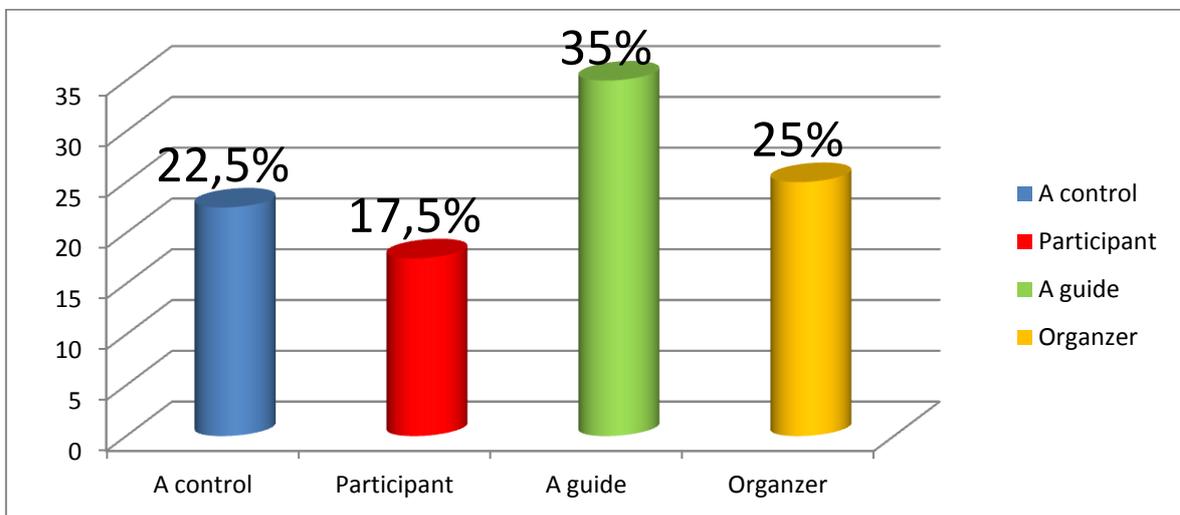
Figure 23: Teachers' Role

From the table above we observed that (22.5%) describe their teacher as a control.(17.5%) see their teacher as a participant .while (35%) believe that the teacher's role is to act as a guide. An organizer is what (25%) opted for.

Item 25: How often does he/she invite you to speak?

	N	%
Always	13	32,5
Aften	7	17,5
Sometimes	18	45
Rarely	1	2,5
Never	1	2,5
Total	40	100

Table 24: Frequency of Students' Invitation to Speak
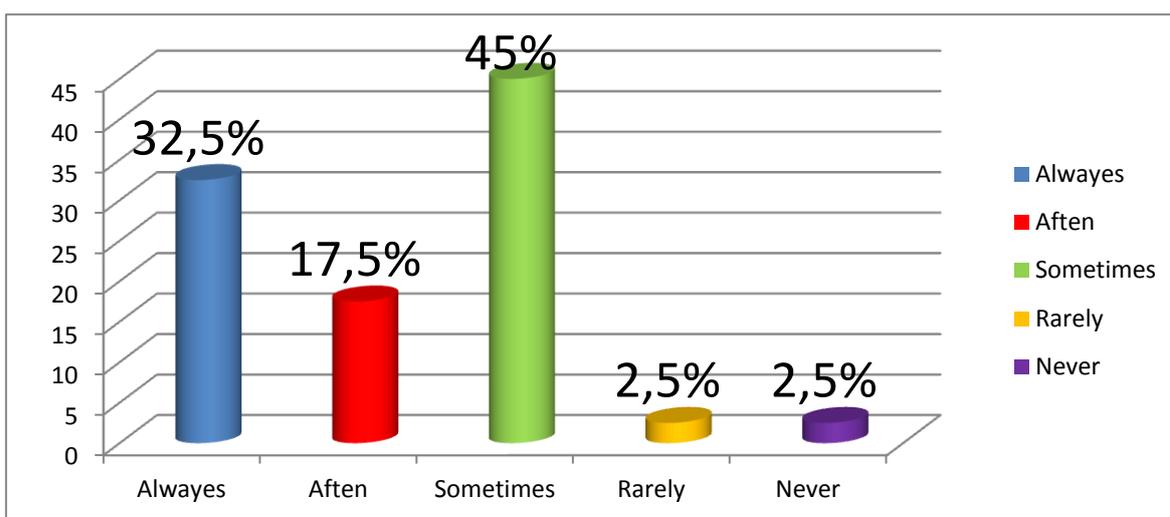
Figure 24: Frequency of Students' Invitation to Speak

The results, as we show in the table above describe as follow:

 (23.5%) stated that they are always encouraged to speak by their teacher. (17.5%) opted for often. (45%) is the highest percentage obtained by students who said that teacher sometimes invites them to speak. The same percentage, (2.5%) opted for never and rarely.

Item 26: How often he/ she correct your mistakes?

	N	%
Always	10	25
Aften	12	30
Sometimes	13	32,5
Rarely	4	10
Never	1	2,5
Total	40	100

Table 25: Frequency of Mistakes Correction
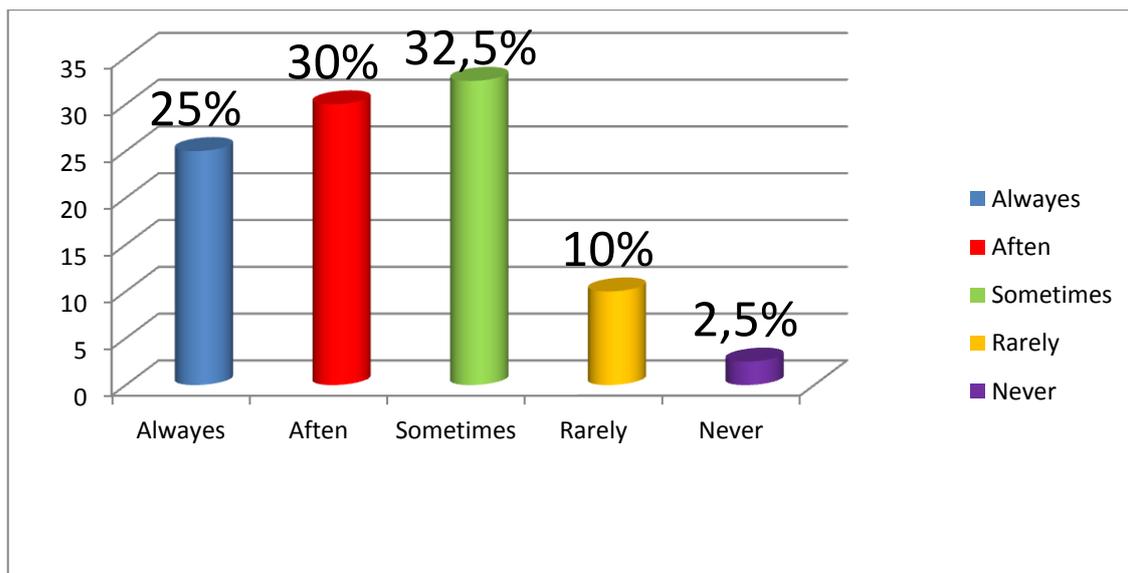
Figure 25: Frequency of Mistakes Correction

We believe that the teachers' ''corrective behavior'' has a strong effort on the students. (25%) said that teacher is always correcting their mistakes when they speak. (30%) stated that they are often doing. (32.5%) their teachers are sometimes correcting their mistakes while (10%) claimed that the teacher rarely corrected their mistakes. The rest (2.5%) said that teacher never did it.

Item 27: Do you think that giving an oral presentation helps enhancing your speaking skill?

	N	%
Yes	39	97,5
No	1	2,5
Total	40	100

Table26: The Use of Oral Presentation to Enhance Students' Speaking Skill
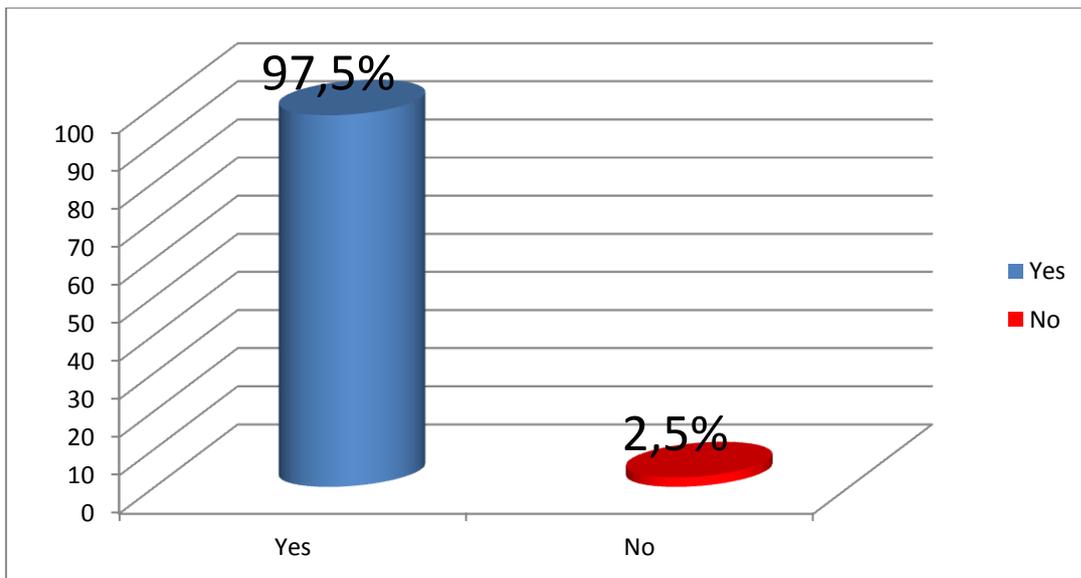
Figure 26: The Use of Oral Presentation to Enhance Students' Speaking Skill

As we noticed from the table above, all the students (95.5%), just 01student (2.5%) agrees that giving an oral presentation helps him/his to improve speaking skill.

Item 28: What are your suggestions to increase the effectiveness of oral presentation and to improve your speaking skill?

The aims of these items were to give freedom to students to suggest what they should do to make an effective oral presentation and enhance their speaking skill.

(15) Students (37.5%) suggested the following:

- Make an outline of the presentation.(05 students)

- Check the words' phonetic spelling before doing presentation in the class.(04 students)

- Choose the topic that they love.(02 students)

- Students believe that their teacher can play a great role to help them do an effective oral presentation by giving them enough guidance and clear instructions, so they were confused about what they do and how to do it.(04 students)

74

2.3.2 Teacher's Interview

It is another form of our data gathering tools. It has done to consolidate our data and to collect additional information that serves our study for testing our hypothesis. We conducted interviews with five (05) teachers of oral expression who taught second year classes at the department of English at Biskra University. In our interviews, we had faced problems to record the teachers' evidence because of many reasons , so we had use a structure interview with written form to collect teacher' s responses.

2.3.2.1. Description of the Teacher's Interview

Teachers' interview was conducted to obtain information about the teacher' experience in teaching oral expression, their attitudes towards the use of oral presentation , and teacher's opinions about speaking abilities of students to get more insight and information about the use of oral presentation. The following questions have used during this interview.

1- How long have you been teaching English?

2- How long have you been teaching oral expression module?

3- How do you present you course? Explain you answer.

4- Do you ask your students to prepare an oral presentation?

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

6- What is your role in this situation?

7- Do you feel that your students have positive beliefs about their abilities to speak? Justify your answer.

8- What the main difficulties your students have in speaking?

9- Would you provide some activities (you use) to improve your students speaking skill?

10- Do you agree that giving an oral presentation can help developing students speaking skill? Explain

11- If you have some suggestions to make our research richer, please write them her

2.3.2.2 Interview's Analysis

Question 01: How long have you been teaching English?

Teacher 01: 08 years (at the university level)

Teacher 02: 07 years

Teacher 03: 05 years

Teacher04: 02 years

Teacher 05: 02 years

From the teachers' replies, we deduce that the scope of teachers experience in teaching English range from eight years to two years .this means our respondents have different experience in doing so, it is positive in the sense that will have different view point and perspective towards the subject under investigation.

Question 02: How long has been teaching oral expression module?

Teacher 01:07 years

Teacher 02: 02 years

Teacher 03: just 02 years

Teacher 04: 02 years

Teacher 05: 02 years

Of all the teachers, teacher 01 was only one who has been teaching oral expression for (07) seven years .other (04) teachers have been teaching oral expression just from (02) two years. This mean that will not have good experience about the use of oral presentation in enhancing students' speaking skill.

Question 03: How do you present your course?

Teacher 01: my course is been divided into two session per week 1st session for listening and 2nd session for speaking.

Teacher 02: using, most of times, authentic materials (conversations, stories and songs)

Teacher 03: I present it in different ways using authentic material; role-plays and group work.

Teacher 04: I divided the course into two types .teacher course and students course , one session , I prepare something for them to work it (games, plays songs and other activities) and their session is to perform the given task which I given in first session to present it in front of me and their classmates.

Teacher05: the presentation of the course depends on the activity I deal with; I produce it to my students. I have what is been called the post listening, or what my students perform.

The five teachers have different ways of presenting their course because each one finds the most appropriateness ways which fits his / her students in order to help them developing and acquiring more vocabulary , grammatical rules, pronunciation , and the differences between the first language and second language.

Question 04: Do ask your students to prepare an oral presentation? Explain your answer.

Teacher 01: yes, I do it sometimes. It means, I tend to vary the strategies and divides to present the course. Oral presentation is among the strategies I use to enhance mu learners' speaking abilities

Teacher 02: sometimes I use oral presentation. I give my students the topic and ask them to prepare it.

Teacher 03: yes, I do sometimes. Before having a (free) discussion in class about specific topic, I may ask students to prepare something to perform. They search for information about this topic.

Teacher 04: Of course, as I said before, they have to prepare something to perform. I give them a topic and they make a research about it as (plays; exposit, conversation….) and I marked their presentation.

Teacher 05: yes of course. Because I believe that, oral presentation is a perfect way to deal with students' speaking difficulties.

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

Question05: Do you think that your students have the ability to do an oral presentation?

Teacher 01: not really, they still encounter many constraints while presenting their topics

Teacher 02: yes, of course.

Teacher 03: yes, the majority of them have the ability to do an oral presentation .for others they are too shy for that or not have enough self-confidence to come on stage and present their work.

Teacher 04: Of course, they can, everybody can just they need to prepare and practice more.

Teacher 05: somehow, because the majority of students have a low speaking performance eg: bad pronunciation, misuse of stress, intention…) they have a fear of making mistakes.

The above answer dictate that students are not able enough to do an oral presentation, they have not self-confidence and their speaking level did not able us to do an oral

presentation. In addition, fear of making mistakes is one of the students' problems in do an oral presentation.

Question 06: What is your role in this situation?

We aim by this question to know the strategies that teachers use to make their students able to do an oral presentation.

Teacher 01: guide them on how to present their topic orally and provide them with an oral feedback to explain or re-explain what they said.

Teacher 02: in this situation, I motivated them to do this activity by encourage them to speak

Teacher 03: my role is to make them gain some confidence, to motivate them gain points and to improve their abilities to speak better English.

Teacher 04: I just encourage them and oblige them to perform more.

Teacher 05: I ask them to read English stories in order to wider their vocabulary. In addition, when I give them a topic to present it, I ask them to prepare well before class through memorizing and rehearsing the speech carefully several times at home.

According to the teachers' answer, we find that they play a great role in motivating and encouraged students to perform well. All teachers have effective strategies to deal with students' fear, anxiety for public speaking and making mistakes.

Therefore, teachers' role is to guide students and to solve their problems.

Question 07: Do you feel that your students have positive beliefs about their abilities to speak English? Justify your answer.

Teacher 01: No, I did not, my students having many problems related to speaking.

Teacher 02: not all of them; some students have a low self-confidence and self-esteem. They always doubt about their speaking abilities even they are good.

Teacher 03: yes I do, because I feel that they trust me when they pay attention and the respond positively

Teacher 04: not all of them, it is because some teachers of the previous years or the lack of practice and the fear of making mistakes.

Teacher 05: yes, of course, because most of my students have self-confidence in their speaking level. They speak without any fear.

According to the teachers' answers, we find that teacher in general do not have positive beliefs about students' self-confidence in their speaking. (03) Teachers think that they students have many problems in speaking because of: fear of making mistake, low self-confidence and self-esteem and lack of practice. (02) Teachers feel that students have positive beliefs about their speaking abilities; students have a high level of fluency and speak without any fear of making mistakes.

Question 08: what are the main difficulties that your students have in speaking?

Teacher 01: students lack of self-esteem, shortage in terms of vocabulary shyness, fear of making mistakes, lack of accuracy, and lack of fluency.

Teacher 02: some are fluent; others are average while others are under the average.

Teacher 03: mispronunciation, interference of French/ Arabic, lack of vocabulary, misuse of verb tenses/ verb subject, misuse of stress and intonation.

Teacher 04: Is pronunciation, interference of the 1st language in the 2nd language, grammar.

Teacher 05: my students know how to talk, but they cannot produce the English language.

The replies showed that EFL learners commit many errors when speaking among them: mispronunciation, interference, problems in grammar as in misuse of tenses, of utterance structure, of the placement of the subject and the verb, or the correspondents between

subject and verb, moreover they state that their students know how to speak, but they cannot produce the oral language.

Question 09: Would you provide some activities (you use) to improve your students speaking skill?

Teacher 01: role-plays, storytelling activities, dialogues; interview, problem solving activities and oral presentation

Teacher 02: I use listening activities because good listeners are good speakers.

Teacher 03: yes free discussion, role-play and oral presentation are very good activities to develop students speaking skill.

Teacher 04: yes, I try as much as possible as I can.

Teacher 05: I advice them to watch TV and listen to music.

According to the teachers' answers, we find that they use a variety of activities to enhance their students speaking skill such as: role-plays, oral presentation, free discussion, storytelling, dialogues, interview, and problem solving activities. In addition, teachers wanted their students to learn language from its native speakers to be able to communicate with it.

Question 10: Do you agree that giving an oral presentation can develop students speaking skill? Explain

Teacher 01: yes, it gives them opportunity to speak and express their view in a good context. It is prove to show their level of understanding.

Teacher 02: yes, because when students perform and present something they confront an audience and over comes their fear.

Teacher 03: yes, with the condition that prepared work not plagiarized from internet or any other source, it should reflect really the student's level.

Teacher 04: of course, oral presentation is an effective way to deal with students' speaking problems such as grammatical and pronunciation mistakes and students will be able to speak in public without any fear.

Teacher 05: of course, oral presentation let students make mistakes to learn from, to know how to communicate with others.

All the teachers agreed that oral presentation could be an appropriate activity for students. Moreover, teachers stated that students will over comes their fear when perform and present something but should prepared their work without plagiarize from internet. So, oral presentation can been used to enhance students' speaking level.

Question 11: If you have some suggestion to make our research richer, please write them here.

The teachers suggest that we should try to attend some sessions to take notice and observations about the students' oral presentation.

3.3.3 Classroom Observation

In addition to questionnaire and interview, classroom observation was also a tool of collecting date. The purpose of class observation was to observe class during the students' presentation and their speaking and learning behaviors with relation to the teacher's instruction.

3.3.1 Description of the Observation

Our classroom observation had been taken place on **March 2013** with four classes second year at the department of English in Biskra university. It lasted three weeks in which we attended four sessions, three with the use of oral presentation, only one that is the fourth session, without the use of oral presentation. Therefore, we are going to consider first the session in which the teacher did not use oral presentation to be general.

The observation that we have undertaken was overt and direct we have not used any recording or filming devices, in addition, we have depended on structured observation , we followed our personal classroom observation sheet (see appendix C) , as we relied on own personal observation.

During each one- hour and half, we sat on one side of the classroom where can observed, without interfering the teaching and the learning activities. Checklist observation was been grouped into major categories (see appendixes 03): instructor/ classroom atmosphere/ presentations/ students.

Moreover, our classroom observation has assisted with oral presentation activities that guide set our results about the use of oral presentation in enhancing students' speaking skill

Throughout this classroom observation, we aimed at pointing to the extent to which oral presentation develop students' proficiency and improve their speaking

3.3.2 The Classroom Observation Results

Instructor: Mr. Ahmed Bechar	**Course:** Oral Expression
Group: 06	**Number of Students:**17
Place: Ben Taibi	**Date:** 04/03/02013
Time:11:20-12:50	**Objective:** Intensive Reading

In this session, the teacher made a clear introduction to the objective of the lecture. He gave his students a short written story and asked them to read it silent. After 15 minutes, he asked them to read loudly. Every student had to read one passage of the story. The teacher corrected students' mistakes many times during their reading. After reading all the passage, he started to ask his students' questions about the story .Before that, the teacher clarified to them all the difficult words in the text. We remark that, the teacher gave their students cultural information about the places that have included in the story. Concerning teacher

and students' interaction, they interact well where he directed for them questions in order to investigate how many new words they find in the text. The teachers encouraged students to make discussion between each reading passages and to answer difficult questions. At the end, the teacher read the story to show his students the right spelling of words.

The classroom atmosphere often has looked participative, where we observed well using of class time, and teacher moving by his eyes between students who listened well to him and students kept their cool silent, there is no existence o boredom.

The presentation of the lesson was evaluated as well, the teacher' voice as a representative of this written story has easily heard. He always had tried to simplify some words that is not clear for his students and provided an explanation for difficult words , more than that , he related new ideas to their familiar concepts such as the signification of some native speaker places like " Idaho" and " California".

Therefore, we observed that all the students enjoyed their time and they learn new words. Moreover, they have learned how to pronounce some words as it pronounced by native speakers.

Instructor: Mr. Ahmed Bechar	**Course:** Oral Expression
Group: 06	**Number of Students:**20
Place: Ben Taibi	**Date:** 05/03/02013
Time:11:20-12:50	**Objective:** speaking skill

As usual, Mr. Basher had joined his second year students on time to meet his informants. We observed for the first moment that he maintained a friendly atmosphere of learning. The purpose of the lecture has done well. He asked his students the last session to prepare oral presentation about any topic wanted to speak about. Students presented their works, which was about different subjects such as music, sport, education…etc.

The teacher explained unfamiliar words and ideas to students who were listening. In addition, he helped students who have presented when faced problem in spelling some words and added new information about this topics when is necessary .When the presenters finished their performance, the teacher encourage listeners to ask questions and comments.

The atmosphere of the classroom was very active. The time was not appropriate for the presentations, because there are some students who did not have time to present what have prepared. Some students forget to keep their cools silent. The teacher and students interested about the topics and made a useful discussion about important points. Teacher did not show any favoritism between his students. In additions, students have seen as a united group, they wanted to get new information from each other.

Concerning oral presentation, we observed that presenters raised their voices. Most of presenters did not use body language such as facial expression, eye contact, gestures. Speakers presented the main ideas of their topics clearly. Some presenters had high level of fluency and had a good pronunciation, acceptable grammar. We notice that all presenters had self-confidence, because they presented the work in a simple way without any fear. Moreover, some students supported their topic with visual aids, which was appropriate and had a relation with what they said. In addition, students' topics related to their needs such as music, travel, sport, face book, and work of women.

In fact, there is no discussion dominated by one group who hinder others' participants, students made a clear distinction between facts and opinions. We noticed that students had an objective way in giving comments. In addition, they asked appropriate questions. No one tried to criticize whom spoken.

As usual, the course of Mr. Bechar was very useful. We notice that students enjoyed their times.

Instructor: Miss Ben Said	**Course:** Oral Expression
Group: 09	**Number of Students:** 26
Place: PC	**Date:** 11/03/02013
Time: 11:20-12:50	**Objective:** Evaluation

Miss Ben Said come very late to her class, after thirty minutes from the programmed time. She looked so angry for her students because as she said "you did not want to learn, you just come to class without any aims." Teacher introduced the purpose of the lecture was about free presentation. She asked students to prepare themselves to present what have performed before coming to class. Teacher told her students that objective is not just to evaluate them but they should had a purpose of what they will perform. We observed that she clarify unfamiliar words and ideas to her students. It has seen to be an appropriate activity to evaluate students' speaking level. Teacher helped students who faced problems in performing. We noticed that she asked questions to clarify. Miss Ben said looked all the time has encouraged presenters to give their arguments and comments. She always added new information about topics which been presented by students.

Concerning classroom atmosphere, we had been looked it as more participative but time was not used effectively according to students' number. Students listened to their classmates and keeping their cool while, the others performed their topics, no existence of confusion and boredom.

Presenters gave their topics, which were about different subjects' music, travel, Islamic girls, traditional marriage, and education. They raised their voices to been easily heard. Students used body language with an effective way. We observed that students had a confidence in their speaking abilities in addition they perform without any fear and anxiety. We notice that students had a great relation with each other. They seen as united group. The content of presentation was been interested. We notice that speaker use the

visual aids effectively, their messages clearly translated and appropriate use of presentation topic: concerning delivery of presentation was student well. In the end of their presentation, the presenters asked their classmates if they have any question about the topic.

Students were interested about the topic, in addition, we notice that student gave their comments and asked appropriate questions with an objective way. We did not observe any criticize of persons.

In fact, by the end of the session, we observed that all students like the session moreover. They had been examined their speaking level and learn new words.

Instructor: Miss Mezerdi	**Course:** Oral Expression
Group: 01	**Number of Students:** 22
Place: Ben Taibi	**Date:** 14/03/02013
Time:11:20-12:50	**Objective:** Oral Presentation

Always as the other teachers Miss Mezerdi, attend at time to meet her students. Before starting her lesson, she made a clear statement of the purpose of the lecture that was about travels. In the last week, she asked her students to prepare anything that want about travel to present it orally. While students were been presented their work, she clarified unfamiliar words. In addition, teacher helped students who had problem in pronunciation. We observed that the teacher did not encouraged presenters to give proof and argument to their classmates in order to make them asked questions. We noticed that she often added information about the topic.

The classroom atmosphere was not been observed participative. We noticed that not all the students were interested to the topic because some of them looked speaking while their

classmates were performing. The teacher showed some favorite with some students, she gave them more time than others did. In addition, it mostly observed that some students did not keep their cool client. We notice that some students laugh if their classmates made mistakes.

Concerning oral presentation, students spoke about travel in different ways, but most of them did not raise their voices while speaking. In addition, some students did not know how to use tenses with correct way. We observed that students did not have self-confidence, they were been seen afraid to speak in public because most of them did not look to their audience while speaking. Some students were been looked like a machine because they were been performed information which they memorized in their mind through keep it by heart- they told the ideas word by word without any intonation or stress. Concerning the use of visual aids there was one student who used picture as aids. We observed that not all students knew how to structure an oral presentation because no one introduces him /herself in addition; no one greeted their teacher and classmates. In fact, by the end of any presentation we observed that not all the presenters gave their classmates chance to ask questions.

Concerning the students who were listening, they were just keeping client and listen without giving any comments or questions. Moreover, some students did not interest to the topic at all because when the teacher asked them about this topic no one give answer. Students avoid asking questions. We did not observe any discussion between students.

In fact, students' lack of interesting are more observed. At the end of the lesson, Miss Mezerdi asked her students to prepare anything about sport to perform in the next session, but most of them did not like the topic, they asked her if could prepare another topic, she said that they cannot because is programmed from the department to all the classes.

Conclusion

The analysis of students' questionnaire, teachers' interview, and classroom observation allowed us to make a summary about problems of speaking, that students of second year at English department in Biskra 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. Students' questioners have obtained students viewpoints about their speaking level and the main difficulties they have.

Research result show that second year students have a positive attitudes towards the of oral presentation as a learning activity, however, the results show that they have several difficulties in doing it. Teachers play a great role in motivating and encouraging students to do an 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 second 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' interview stated that our entire participant have believed in using oral presentation at speaking classroom activities. Teachers' claims that students of second 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 second 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, jesters, 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.

Clearly, the study has given an answer to all the research questions and achieved its aims. The research tools have confirmed the research hypothesis. First, oral presentation is very useful for students' English learning; this activity can be applied to the students of other levels to improve their speaking and presentation skills. Second, a careful guidance and motivation from the teachers play a very important role in helping students to perform well. To conclude, it is essential to teach students how to do an oral presentation after teaching them how to listen and speak.

General

Conclusion

The investigation carried out thought this study has attempted to confirm our hypothesis: if students do so much presentations in oral expression within classroom then, their speaking skill will improve. Our research mainly examined the Algerian teachers and learners' attitudes towards the use of students' oral presentations as a learning behavior in a TEFL class to enhance and develop the students' communicative skill.

In the theoretical study, we had looked two different variables: oral presentations, and speaking skill, we highlighted first the importance of students' oral presentations in teaching English. In addition, we focused on speaking skill as essential for mastering any language.

To examine those theoretical beliefs, we have conducted three types of data gathering tools, questionnaires has been administrated to second year students at department of English in Biskra university, interviews with teachers of oral expression and classroom observation. Based on the data obtained from questionnaire, interview a classroom observation, we resulted the following: students and teachers were actually have a highly positive attitudes in their beliefs about benefits and usefulness of doing oral presentations. In particular , they did agree that doing oral presentations help to learn English better and practice speaking skill although, many students believed that making oral presentations were easy to them, some others found it difficult. In addition, we notice that the majority of second year students have many problems that prevented them to give an oral presentation and improved their proficiency level. First, students need to build a self-confidence and self-esteem in their abilities, they need to improve their pronunciation by learn how to pronounce the phonetic symbols correctly. In addition, fear of making mistakes and fear of public speaking are observable. Secondly, students did not know how to prepare an effective oral presentation, what steps are included in presenting topics, and how to use visual aids. Thirdly, students need to improve the use of body language including facial

expressions, gestures, and eye contact. Finally, yet importantly teachers need to give more feedback to some aspects of students' oral presentations such as: grammatical mistakes, pronunciation mistakes and how to organize the content of presentation. Moreover, the observation checklists show that students did not be willing to ask questions after presentations; they have just listened and avoiding asked questions or given comments.

Research results show that doing an oral presentation is an effective activity and students have positive attitudes towards using it as a learning activity. Therefore, based on the findings teachers' and students' responses, we hope that the suggestions and recommendations proposed in this work will be helpful and useful for raising teachers' awareness about the importance of students' oral presentation as a speaking activity with their EFL classes.

- Students should make a clear outline of their presentation before delivering it. They should practice a lot at home before coming to class.

- Students make a lot of grammatical mistakes and pronunciation ones; we suggest that teacher can give his/ her students activities to help them improve their linguistic skill.

- Students should check words' phonetic spelling before deliver their presentation.

- Teacher should try to deal with students' fear of making mistakes by encourage them to speak .This will lead them build a self-confidence in their speaking. In addition, when students have confidence in their abilities, they will not be afraid to speak in public.

- Students' actually do not know how to use body language (eyes contact, gestures, and facial expression) which is necessary for an effective talk. Therefore, the teacher can help his/ her students to improving these aspects of performance by giving them more practice.

- It is important for teacher to teach his/ her students how to be a good audience member, how to respond to the speaker by encourage them to ask questions and give comments.

- Assessment of oral presentation can be present a challenges in students' production.

- Teacher should leave space for questions and comments.

- Teacher can encourage his/ her students to practice and motivate them to speak in order to avoid their fear of making mistakes.

- Teacher can try to establish a supportive environment for his/ her students.

To conclude, oral presentations are very useful for students' English learning; this activity can apply to the students of 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.

References

Anderson, R., & Lynch, T.(1988).*Listening*. Oxford : Oxford University.

Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers.* London: Continuun International Publishing.

Baker, L., & Emden, J.V (2004). *Presentation Skill for Students*.Plogrove Macimllan.

Baker, A. (2000). *Improve your Communication Skill*. Kogan Page.

Barker,L.L., & Gaut,D.R.(2002).*communication(8th).*Boston:Allyn and Bocon.

Bowman, B. & Burkart, G., & Robson, B. (1989). *TEFL/ TESL: Teaching English as a Second Language*. USA: Centre of Applied Linguistics.

Brown,H.D.,&Youl,G(1983).*Teaching the spoken language*.Cambridge: University Press.

Brown, H. D. (2000). *Teaching by Principles:An Interactive Approach to Language Pedagogy*. Francisco: Pearson Education.

Byrne, D. (1986).*Teaching Oral English*.(2nd Ed).Pearson Education LTD.

Childs, L. (1999).Support Materials and Speaking& Leasning.National Literarcy Secretrait Of Human Resuries Development Conada.

Chivers, B.,& Shoolbred.(2007). *A Students' Guide to Presentation Making your Count.* SAGE Publications Los Angeles: London, New Delhi, and Singapore.

Edge,J.(1993).*Essentials of English languageTeaching*.London:New Yourk.

Ellis,R (1985).*understanding Second* Language *Acquisition*. Oxford UniversityPess

Ernewien,S(2002).*Tip for language learning*. Retrieved March 2013.w.w.w.englishclub. com.

Harmer, J. (2000). *How to Teach English*. London: Longman.

Harmer, J. (2001). *The Practice of English Language Teaching*. Third edition. Pearson Eication LTD.

Haley, M.H., & Austin, T.Y. (2004). *Content-Based Second Language Teaching and Learning An Interactive Approach*. New York: Allyn and Bacon.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford

University Press.

King, J (2002). *Preparing EFL Learner For Oral Presentation*. Dong   Hina Journal of
Humanistic Studies ,401-114.

Oʺ Malley, J & Valdez , P.L.(1996).*Authentic Assessment for English Language Learners* :
M D Addison-Wesly.

Lindsay, C. knight, P. (2006). *Learning and teaching English*: a Course for Teachers. New
oxford University Press.

LittleWood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge
University Press.

Lynch,T.(2009).*Teaching Second Listening*. Oxford University Press.

Mandel, S. (2000).*Effective Presentation Skill a Practical Guide to Better Speaking.*
Printed in United State of   American: ISBN.

Meloni, C, & Thompson, S. (1980). *Oral Reports in the Intermediate ESL Classroom.*
TESOL Quarterly.

Nunan,D.(1991*).Language Teaching Methodology .A Textbook for   Teachers* .New
York,Pentice Hall Intermediate (UK)LTD.

Rivers, W. (1968*). Teaching Foreign Language Skills*. Chicago: University of Chicago
Press.

Tracy, B. (2008). *Speak to Win, How to Present with Power in any Situation.* America
Management Association.

Thornbury, S. (2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.

Storz, C & The English Teachers (2002*). Oral presentation skills a practical guid* .Institute
national de telecommunications.

UR, P. (2000). *A course in Language Teaching*: *Practice and Theory*. Cambridge:
Cambridge University Press.

William,U.L&Esperange,V(2006). *Encouraging Teenagers to Improve Speaking Skill Through*

Games. University National Colombia.

Xinaming , Z (2005) .*Developing oral presentation skill in ELT Classroom;* Celea Journal

(Bim Onthly) industry teachers College, 118-120.

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 ( ) the choice that corresponds to your answer.

Section one: back ground information

Gender: male   ☐   female   ☐

Age: a - 18-20   ☐   b - 20-25   ☐   c- More than that   ☐

   1- Was English your first choice?

Yes   ☐   No   ☐

  2- How 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 tow: 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   ☐   Somhow   ☐

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 ☐   Somtimes ☐   Never ☐

Aften ☐   Rarely ☐

7- What aspects of students' presentation do they like their teacher to give more feed back?

Pronunciation mistakes ☐   Body language (facial expressions, eye contact, gesturers) ☐
Grammar mistakes ☐   the content and organization of the presentation ☐

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

Yes ☐   No ☐

9- If your answer is "yes", is it because

a- Fear of speaking in public   ☐

b- Fear of making pronunciation mistakes   ☐

c- Fear of teacher's negative evaluation   ☐

10- 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 does you like most?

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

In each case explain why

……………………………………………………………………………………………

……………………………………………………….…………………………………..

8- In the classroom, your teacher is

Talkative ☐   Average ☐   Less talkative ☐

9- How do you describe your teacher?

A controller ☐   A guide ☐

Participant ☐   Organizer ☐

10- How often does he/she invite you to speak?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

11- How often does he/she correct your mistakes?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

12- Do you think that giving an oral presentation helps enhancing your speaking skill
Yes ☐   No ☐

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

………………………………………………………………………………………………

……………...

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank You

Appendix B

<u>Teachers' interview</u>

Dear teachers;

I will be very grateful if you help me to answer these question 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.*

Sincerely yours

Miss; zitouni N

1. How long have you been teaching English?

………………………………………………………………………………………………

………………………………………………………………………………………………

2. How long have you been teaching oral expression course?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

3. How do you present your course?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

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

………………………………………………………………………………………………

……………………………………………………………………………………………….

-Explain your answer

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………......................................

5. Do you think that your students have the ability to do an oral presentation?

…………………………………………………………………………………………..........

....

....

6. What is your role in this situation?

....

....

....

7. Do you feel that your students have positive beliefs about their abilities to speak English? Justify your answer.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

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

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

9. Would you provide some activities (you use) to improve your students speaking skill?

…………………………………………………………………………………………….

……………………………………………………………………………………………..

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

……………………………………………………………………………………………

……………………………………………………………………………..........................

……………………………………………………………………………….....................

11. If you have some suggestion to make our research richer; please write them here

....

....

....

....

Thank You

Appendix c:

Observation checklist

Instructor: **course:**

Date: **Number of the students:**

Group :   **objective :**

Place :

Instructor	Not observe	More emphases	Done well
The teacher introduces the purpose of the lecture			
Teacher clarifies unfamiliar words and ideas to students who are listening			
Teacher encourage listeners to ask questions and comment on presentation			
Helps his students when they face problem in performance			
Encourages the presenter to give proof and arguments in order to response listeners questions			
Asks questions or provide responses when necessary			
Teacher adds new information about the topic of performance			

Classroom atmosphere	Not observe	satisfactory	outstanding
The atmosphere of the classroom is participative			
The time is appropriate for doing such activity			
the students kept their cool while the others are performing			
the students and the teacher are interested			
the teacher shows favoritism			
The existence of confusion and boredom			
presentation	**Not observed**	**satisfactory**	**Done well**
projected voice easily heard			
Use of body language (gestures, eyes contact, facial expression)			
Message clearly transmitted			
High level of fluency			
Presenter speak clearly, firmly and confidently			

speaker uses visual aids in their presentation			
Appropriate use of presentation topic			
Present the topic with logical sequence			
Delivery of presentation are structure			
Presenters ask their classmates questions about the topic			
students	**Not observed**	**satisfactory**	**Done well**
Discussion is dominate by one group who hinder others' participation			
Made the distinction between facts and opinions			
Objectivity in giving comments			
Ask appropriate questions			
Avoid asking questions			
Criticize ideas not persons			
Give their comments respectfully			

Suggestions and comments

الملخص

إن الهدف من هذه المذكرة الحالية هو اكتشاف دور الإلقاء الشفهي- الذي يقوم به طلاب السنة الثانية انجليزية بجامعة محمد خيضر بسكرة- في تقوية مستواهم الكلامي. هذه الدراسة تركز ميدانيا في دور الإلقاءات أو البحوث الشفهية التي يقدمها التلاميذ كنشاط يستعمل من طرف أساتذة التعبير الشفهي لتقوية براعة الطلاب اللغوية. نفترض أن الاستعمال المكثف للإلقاء الشفهي داخل أقسام اللغة الانجليزية وتحديدا في حصة التعبير الشفهي يساعد في تحسين البراعة اللغوية للطلاب ويحسن من لفظهم الكلامي للغة الانجليزية . تحتوي هده الدراسة عل قسمين احدهما نظري والأخر تطبيقي ،ينقسم الجانب النظري إلى شقين الأول حول الإلقاء الشفهي والأخر حول المهارة الكلامية، أما القسم التطبيقي فهو الحقل العملي للدراسة، من خلال هذه الدراسة نهدف إلي معرفة أراء الطلاب حول استعمال البحوث الشفهية ومدي أهميتها في تقوية اكتسابهم للغة الانجليزية، أجريت هذه الدراسة بشكل رئيسي علي 40 طالبا من طلاب السنة الثانية انجليزية بجامعة محمد خيضر ببسكرة كما أجرينا استجوابات مع 5 أساتذة انجليزية من الذين يدرّسون مادة التعبير الشفهي بنفس الجامعة ولنفس المستوي، ولجمع المعلومات اعتمدنا على ثلاث طرق: استبيان لطلاب السنة الثانية انجليزية، استجوابات لأساتذة مادة التعبير الشفهي، والملاحظة عن طريق حضور عدة حصص استعمل فيها الإلقاء الشفهي. جميع المشاركين في هذه الدراسة أظهور تعونهم الكلي والفعال من اجل إنجاح الدراسة.نتائج الدراسة الميدانية بينت أن كل من التلاميذ والأساتذة لديهم اعتقاد ايجابي حول نجاعة الإلقاء الشفهي في تحسين الأداء اللغوي والكلامي لتلاميذ اللغة الانجليزية بالرغم من أن تلاميذ السنة الثانية لديهم نقص في التنظيم والإلقاء.