



The People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English

**An attempt to describe the effect of Classroom Oral
Presentations on Developing EFL Students'
Communicative Competence**

A Case Study: Third year LMD students at Biskra University

**Dissertation Presented to the Department of Foreign Languages as Partial Fulfilment
for the Master's Degree in Science of Languages**

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2015

Dedication

I would like to dedicate this work:

To my mother, the dearest person to my heart. To my father. To my beloved brothers and sisters. Thank you for all your support and all your care

To all my teachers especially my supervisor

To my best friends, Ayoub Akol, Mekhloss, Sebti ben dawya, Dawa mo7,

Cherif, Moumi Mohamed, Doudou, Tarek, Kamal, Ahmad, Salah, Soufaine,

Ismail, Islam, Taki, fat Nadir,

To my dearest friends, kami arnoba, Asma, Smsouma, Takima 36, Majda, and to

the dearest one to my heart omaima kaprissa.

Acknowledgement

Above all, I would thank Allah, the almighty for providing me with patience and will to study and reach this level and finish my work; all great praise for him.

There is a myth that great speakers are born, “not made”, that somehow certain individuals have the innate ability to stand in front of an audience with no anxiety, and give a moving, dynamic speech. Well, that just isn’t so!

Steve Mandel

I would like to express my sincere thanks, and my deep sense of gratitude to my supervisors, Mrs. Rim Bakhouch. Without her encouragement, insightful advice, patience, gentleness, this work could not have been completed.

I would like also to thank all the teachers of English at Biskra University. Special thanks to the members of jury Mr. Youcef LAALA and Mrs. Nadia REZZIG for reading this work at a difficult time of the year and for his priceless comments and observations that will surely help me enormously to refine this work.

I am also grateful to all my classmates who helped me to finish this work.

Abstract

The most important element in learning English as a Foreign Language (EFL) or English as a Second Language (ESL) is Communicative competence. Therefore, it is necessary for teachers to use methods in the classroom that help students to be communicatively competent. Lot of researchers claimed that with the experience of at least one oral presentation in English, students can develop in their communication in English. Thus, the present study aims at showing the extent to which oral presentations can be an appropriate method to develop students' communicative competence. This work uses both students' questionnaire and teacher's questionnaire. The first questionnaire administered to third year students and the second questionnaire was administered to several teachers of different modules to show the importance of oral presentations in the process of teaching-learning in Biskra University. The analysis of both questionnaires used to gather data show that both students and teachers which hold the belief very strongly those oral presentations can develop students' communicative competence.

Résumé

L'élément le plus important dans l'apprentissage de l'anglais comme langue étrangère ou l'anglais comme langue secondaire est la compétence communicative. Par conséquent, il est nécessaire pour les enseignants à utiliser des méthodes de la classe qui aident les élèves à être communicative compétent. La plupart des chercheurs a affirmé que l'expérience d'au moins une présentation orale en anglais, les étudiants peuvent se développer dans leur communication en anglais. Ainsi, la présente étude vise à montrer dans quelle mesure les présentations orales peuvent être une méthode appropriée pour développer la compétence communicative des étudiants. Ce travail utilise le questionnaire de deux élèves et le questionnaire de l'enseignant. Le premier questionnaire administré aux étudiants de troisième année et le deuxième questionnaire a été administré à plusieurs enseignants de différents modules pour montrer l'importance des présentations orales dans le processus d'enseignement-apprentissage à l'Université de Biskra. L'analyse des deux questionnaires utilisés pour recueillir des données montrent que les élèves et les enseignants qui détiennent la croyance très fortement ces présentations orales peuvent développer la compétence communicative des étudiants.

List of Abbreviations

EFL:	English as a Foreign Language
FL:	Foreign Language
ESL :	English as a Second Language
OPs :	Oral Presentations
CC:	Communicative Competence

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General Introduction

The main objective of learning a foreign language is to be able to communicate in that language .In Algeria, as English foreign language (EFL) learners, we need to improve our oral performance to be communicatively competent. At Mohamed Kheider university of Biskra, teaching has been limited giving lectures in a traditional delivery where the students play a passive role in the process. However, nowadays, the attempts are to involve students actively in the learning process.

1. Statement of the problem:

The paramount problem that is raised in this study is the learners' poor achievement in using and controlling the foreign language. Therefore, by performing oral presentations (OPs) in class; to what extent could students succeed in communicating effectively and appropriately in the social context in which they are interacting.

2- Significance of the study:

The significance of this study can be explained by the following:

- First, this research may offer some empirical messages for English Teachers to take into account that Oral Presentations (OPs) can develop EFL students' Communicative Competence (CC).
- Second, the results of how students improve their Communicative Competence (CC) in academic settings can inspire teachers to provide appropriate stimulations to their students.
- Third, it is hoped that this study may help the students of Biskra University for providing the information of how they can improve their communicative competence in the situation in which they are interacting.

3- Aims:

This study aims at:

- Gravitate the teachers' and learners' attention to important factors affecting the EFL students' Communicative Competence (CC).
- Understand and describe the extent to which Oral Presentations (OPs) could develop the EFL students' communicative competence (CC).

PROBLEMATIC (Main Questions) This thesis relies on the following questions:

1. How can Oral Presentations (OPs) affect EFL students' Communicative Competence (CC)?
2. Do Oral Presentations (OPs) in general enhance EFL students' Communicative Competence (CC)?

Hypothesis

Many students fail to gain the praise of the teacher by transmitting wrong messages of what they want to say .this failure is sometimes due to the linguistic factors such as lack of vocabulary or using the wrong tense; on account of that the teacher has to “establish an adequate affective framework” (Brown, 2007:160) so the learners develop their communicative competence (CC).

Our hypothesis on which this research is based is that oral presentations (OPs) can develop the student’s communicative competence (CC).

METHODOLOGY

We intend to use Descriptive design as an approach to acquire and gather data for this dissertation. Moreover, we plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their department as far as they are concerned. In addition, we will use both Questionnaires for students and teachers to cater for both theoretical and applied research. The results of the Questionnaires will be included in the dissertation.

We intend to collect data from a large number of subjects at Biskra University from third year students to make the study more valid.

RESEARCH TOOLS

In order to test our hypothesis; to obtain the information required from our subjects and reach the objectives of our study, we will be using one main tool; the questionnaire. We suggested tow formal questionnaires; one for third year students and another for teachers.

The questionnaires will be designed to show whether oral presentations (OPs) can develop the student’s communicative competence (CC).

THE STRUCTURE OF THE STUDY

The present study consists of three main chapters. The first two chapters concern the literature review. The first chapter deals with the notion of CC, its definition, its folds, and its influence. Then, the second chapter is devoted to a review of OPs; the main focus is to look at OPs from an English academic point of view. The last chapter represents the practical part, in which data will be collected using the teacher's and students' questionnaires will be analyzed and interpreted.

RESEARCH LIMITATIONS

The research will deliberately focus on:

- 1- Finding out the factors /causes leading to the development of the EFL students' Communicative Competence by performing tasks through Oral Presentations as an implemented teaching technique.
- 2- In this study we will be restricted to a very limited time and resources, and the results will not go beyond the points mentioned in the study.
- 3- Finding and providing solutions to cater for the learners' poor achievement in using and controlling the language.
- 4- Encouraging teachers to implement Oral Presentations as a teaching technique.

LITERATURE REVIEW

In the whole operation of teaching-learning process; it is determined that oral presentation, written or oral, is a portion of the Task-Based Learning (TBL) method (Jane Willis, 1996:7). The recent approaches are more interested in engaging student meaningfully with the target language and content learning; one of these approaches is the Project-Based Approach (PBA) to learning (Bell, 2010:39), and the upholders of the project approach claim that the latter complements other teaching methods and that can be used with students with different levels ,ages and abilities.

Teaching at university was limited to give formal lectures, however; nowadays attempts to involve actively the students in the learning process. (Wallas, 2004)

The way for students and to be actively engaged in the learning process in university classrooms around the world is to give academic oral presentations (OPs) in English because of the role the latter plays in the world now (Chen,2011).

Students produce correct language among themselves but cannot succeed in communication when they perform classroom oral presentations in front of their teacher which can be explained by the separation between grammatical competence proposed by Noam Chomsky (1965) and communicative competence used by Dell Hymes (1971,1972).

The acquisition of a foreign language has become more difficult than it used to be. There are several reasons for this. The most important one is the alteration of focusing from teaching grammar to teaching what has become commonly termed communicative competence.

Oral presentation is considered as a useful educational strategy to fortify learning. It plays a cardinal role in the process of second language learning because it creates opportunities for students to develop their communicative competence.

Chapter one
Communicative
competence

1.0.Introduction

scholars demonstrate that language teachers notice that their students can produce and pronounce clearly correct language with themselves but when it comes in front of their teachers they cannot accomplish oral presentations, which can be explained by reference to the distinction between grammatical competence proposed by Noam Chomsky (1965) and communicative competence used by Dell Hymes (1971, 1972).

1.1 Communicative Competence

The domain of language learning and teaching including, linguistics, psychology, sociology, and the contributions of sociolinguistics which played an important role and expressly Hymes' work (1971, 1972), who was the first theorist who made a reaction against Chomsky's view of grammatical competence (1965).

Hymes (ibid) asserts that is immaterial when a speaker utters grammatical sentences that are inappropriate to the context of use it is absolutely extraneous. Hymes views that the suitability of language use is what people should be defining in order to understand and use a given language in the socio-cultural contexts.

In addition, Hymes (1972) states that Chomsky was unable to prove that competence -he views that the competence should be the concern of linguistics and not a description of what a speaker produces or even the approval set of rules which enable the speaker to produce and understand a language- can be influenced by attitudes, motivations, and the socio-cultural factors in which this latter bears the idea of appropriacy and acceptability. So, Hymes (cited in Usó-Juan and Alicia, 2006, p. 10) explained that " Chomsky's theoretical distinction between competence and performance did not include any reference to aspects of language use in social practice and related issues concerning appropriacy of an utterance to a particular situation".

Accordingly, Hymes argue that communicative competence (...) contain knowing the language code, what to say to whom, and how to say it accordingly in any given situation. Furthermore, it comprises the social and cultural knowledge in which the speakers are perused in order to enable them to use and interpret linguistic forms.

(Cited in Saville-Troike, 2003:18).

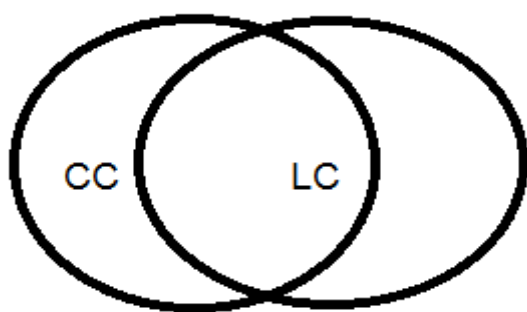
Additionally , the notion of CC extends to include:

Both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, to whom one may speak, how one may talk to persons of different statuses and roles, what nonverbal behaviors are appropriate in various contexts, what the routines for turn taking are in conversation, how to ask for and give information, how to request, how to offer or decline assistance or cooperation, how to give commands, how to enforce discipline, and the like.

(ibid: 18).

As a result of what Hymes said that CC demands not only grammatical competence as what Chomsky(1965) said but also the rules of language use in social context and the sociolinguistic principles of appropriacy (Usó-Juan and Alicia, 2006: 10).

Based on all this, we can say that grammatical or linguistic competence (LC) is a portion of CC, as shown in the following diagram:



CC: Communicative Competence

LC: Linguistic Competence

Figure 2.1: The Relationship between Linguistic Competence and Communicative Competence.

(Adapted from Allwright, cited in Brumfit and Johnson, 1979: 168).

1.2. Concept of communicative competence

The term communicative competence is comprised of two words. This simple lexico-semantic analysis uncovers the fact that the central word in the syntagm communicative competence is the word competence.

Competence is one of the most controversial terms in the field of general and applied linguistics. A form of an introduction to linguistic discourse which has been generally associated with Chomsky who in his very influential book *Aspects of the Theory of Syntax* drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations).

The concept of "communicative competence" was viewed as a reaction to Chomsky's notion of grammatical competence. CC has, however, become a fundamental concept in language teaching and learning which has attracted many researchers and curriculum developers.

The term communicative competence mentioned by Savignon (1987) can be applied to both written and oral communication in academic and non-academic contexts. So, the following is of Hymes's notion of communicative competence. However, it is better to give a view about human communication in general and the psychological factors affecting it.

1.3.1. Sectors of Communicative Competence

/ Hymes (cited in Brumfit and Johnson, *ibid*) listed// that there are four parts of CC which carry out to understand language and communication and they are formal possibility, feasibility, appropriateness, and actual performance.

1.3.1.1. Formal Possibility

Hymes (cited in Brumfit and Johnson, *ibid*: 22) said that " (...) we can say, then, that something possible within a formal system is grammatical, cultural, or, on occasion communicative".

It is quite similar to Rickheit, Hans, and Constanze (2008: 18) who declared that formal possibility as "the grammatical and cultural rules of an utterance or another communicative action".

So, when we respect the grammatical and cultural rules we will have a particular utterance or other communicative behavior as being formally possible. As an example, the sentence "He go sleep now" is not formally possible because it breaks the rules. Whereas, "He is going to sleep now" does not, as a result, this sentence is formally possible.

1.3.1.2. Feasibility

As an example, "the girl the flower smells colored" this sentence is seen not feasible because it is difficult for our mind to process it, which means that feasibility is for Rickheit et al. (ibid) related to psycholinguistics which dealt with the cognitive, memory, behavioral limitations, devices of perception, and the like which needed the intervention of the human mind to approached with it in relation to the physical environment.

1.3.1.3. Appropriateness

For example, Arabic students visiting a professor at a Department of a British university should address him in an appropriate manner; because appropriateness can be seen as a key concept in Hymes theory concerns the relation of a given communicative action to a given socio-cultural context, or it entails behaving according to particular socio-cultural conventions.

Morreale, Brian, and Kevin (2007:4) said that appropriateness in communication requires acting " (...) in suitable ways to the norms and expectations of contexts and situations you encounter".

According to Hymes' belief about the appropriateness of language use in a variety of social situations, the sociolinguistic competence in their model includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and socio cultural contexts.

In other words; appropriateness means and depends on behaving according to a certain socio-cultural context; i.e.: appropriateness demands a given communication actions to a given socio-cultural context.

1.3.1.4. Actual Performance

In fact, this ideology deals with the field of which occurs a given communicative event. Furthermore, Rickheit et al. (2008: 18) is seen that it " (...) pointed to the necessity of empirical observation of a certain communicative event" adding that " (...) the possibility of occurrence should be registered because this probability contributes to the quality of the related competence". . For example, the phrase "Chop Phone" does not occur as frequently as "Pone Chop".

The above four sectors of communicative competence aims at showing how the sectors are interrelated to come to an appropriate interpretation of a given socio-cultural behavior.

1.3.2. Models of communicative competence

American and European Models of Communicative Competence and Communicative Performance:

a. Dell Hymes' model

For the first time Dell Hymes (1972) introduced the theory of Communicative Competence to enter his annoyance with Chomsky's (1965) terminology. The use of 'grammaticality' and 'acceptability' for Chomsky is in a purpose to detail the notion of competence and performance. For him, Competence is concerned with 'grammaticality' of language and 'acceptability' is concerned with Performance. While in contrast with Chomsky's position, Hymes (ibid) struggled about the importance of socio-cultural aspects in any study of language use and according to that he increases the number of the parameters from two to four: Possibility, Feasibility, Appropriateness and Occurrence.

b. M. A. K. Halliday's 'Meaning Potential'

Michael Alexander Kirkwood Halliday is one of those scholars who exists in second half of the 20th Century he takes into consideration in his theories the socio-cultural aspect of language. Halliday looks at language from 'functional' point of view. For him, learning a language is learning the 'meaning potential' of language, and he said that what are required are the functions of language Therefore, he prefers the term 'language development' to 'language acquisition'.

Compatibility to Halliday, language is a product of social process. When child learns language, two simultaneous and inseparable processes occur: he constructs a picture of the

reality around and inside him and he constructs the semantic system. It is in this sense that Halliday says language is ‘shared meaning potential’, at once both ‘a part of experience of an individual and an inter-subjective interpretation of experience’ (Halliday 1978: 1). So, according to Halliday we do not learn language, but the edifice of meanings which is itself a socio-cultural phenomenon.

c. John Munby’s Theoretical Framework of Communicative Competence

Munby (1978: 22-27) is basically concerned with the preparation of teaching material for second and foreign language students. His framework of Communicative Competence is thus an attempt to provide rationale to the curriculum design on the basis of the current thinking about the construct of Communicative Competence. He reviews the contributions of different linguists and theoreticians to the model of Communicative Competence and elaborates his own framework. Considering the communicative purpose as the foundation, his framework of Communicative Competence consists of three major constituents, which are further divided into different parts.

d. H. G. Widdowson’s Contribution to the Theory of Communicative Competence

Right from the inception of the theory of Communicative Competence, Widdowson has supported the theory and assessed its applicability to language teaching. He (1978) discourses the binary oppositions between such terms as ‘Usage’ vs. ‘Use’, ‘Cohesion’ vs. ‘Coherence’, ‘Knowledge’ vs. ‘Ability for Use’, etc. to register his position in accordance with the theories of Communicative Competence. He (1989: 130) maintains that Hymes’ theory of Communicative Competence consists of two parts: ‘knowledge’ and ‘ability for use’. He is of the opinion that Communicative

Competence is not a matter of knowing rules for the composition of sentences and being able to employ such rules to combine expressions when required. Rather, it is the ability to make necessary adjustments according to the contextual demands. Thus, for Widdowson, Communicative Competence is essentially a matter of adaptation to ‘contextual cues’.

e. Canale and Swain model of Communicative Competence

Canale and Swain (1980) are basically focused in preparing and put into use their model to second language teaching and testing contexts. This model is precisely important in the

literature of second language teaching, testing and syllabus designing for two important reasons. First, for the first time, they essayed to distinguish between the ‘theories of basic communication skills’, the ‘sociolinguistic perspectives on Communication Competence’ and ‘integrative framework of Communicative Competence’. Second, they presented the integrative and elaborate model of Communicative Competence. This model seems to be accepted by almost all the subsequent theorists as the starting point.

Canale and Swain give the same importance of both ‘Grammatical’ Competence as well as the ‘Socio-cultural’ Competence and both of them constitute the Communicative Competence. They write: “Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without the rules of grammar” (1980: 5).

f. Canale’s Adaptations of Canale and Swain Model

Canale and Swain have claimed that it is almost impossible to prepare a theory of Communicative Performance because ‘it contains all the variables unrelated to linguistic knowledge’ in *Theoretical Bases of Communicative Approach to Language Teaching and Testing*. He was trying to create such a theory of ‘actual communication’ to ‘performance’. And he states that ‘Communicative Competence refers to knowledge and skill in using it when interacting in actual communication’ (1983: 5). thus, conceives of Communicative Competence as different from ‘actual communication’, and as consisting of knowledge (whether conscious or unconscious) and the skills needed to use this knowledge in actual communication. Thus, this knowledge and the skills to use it are the underlying factors that will be manifested in the ‘actual communication’. This relation of Communicative Competence and ‘actual communication’ is viewed by Fulcher and Davidson (2007:41) as per the following diagram:

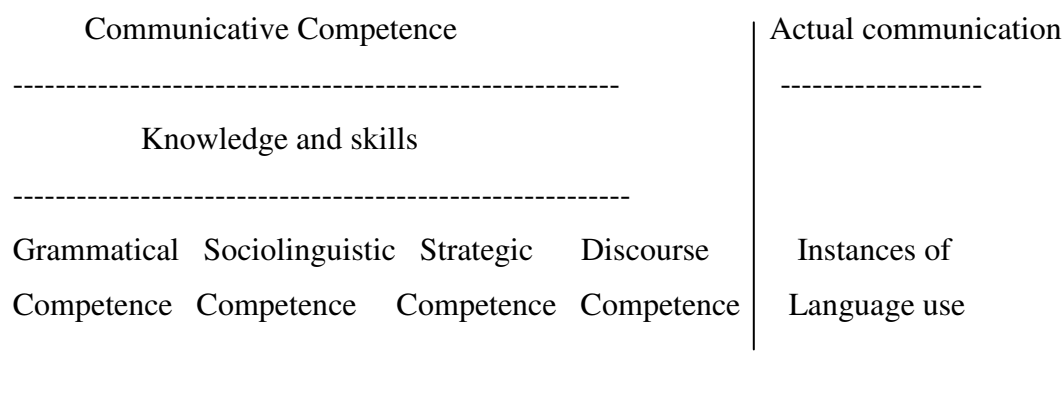


Figure 2.1: Canale’s representation of Communicative Competence and Performance

g. Van Ek’s Model of Communicative Ability

Van Ek (1986: 33-65), quoted by Byram (1997: 9), argued that the Foreign Language Teaching is not merely concerned with training the learners in communication skills but it should also aim at the personal and social development of the learner as an individual. And he presented a structure for comprehensive foreign language teaching objectives’ which includes the following six dimensions of Communicative Competence: Linguistic Competence, Sociolinguistic Competence, Discourse Competence, Strategic Competence, Socio-cultural Competence and Social competence.

h. Bachman’s (1990) Communicative Language Ability (CLA)

Lyle F. Bachman is concerned with language testing and his framework of Communicative Language Ability. Bachman’s model is different than the models that were discussed all above in two ways. First, Bachman make a clear difference between ‘knowledge’ and ‘skills’. Second, it explicitly ‘attempts to characterize the processes by which the various components interact with each other and with the context in which language use occurs’ (Bachman, 1990: 81). Again for the first time, Bachman has separated ‘Strategic Competence’ as pertaining to all the competences of ‘Language Competence’.

i. Celce-Murcia *et al.* (1995) model of Communicative Competence

The present model of Celce-Murcia *et al*, however, differs in certain respects from the Canale and Swain (1980) and Canale (1983, 1984) models. This model consists of five components: Like Canale (*ibid*), Discourse Competence is conceptualized as a separate component; while the component called Actional Competence is introduced for the first time.

By Actional Competence they mean the knowledge required to understand ‘communicative intent by performing and interpreting speech acts and speech act sets’ (1995: 9). Canale and Swain and Canale have viewed this ability as belonging to Sociolinguistic Competence.

j. Celce-Murcia (2007) model of Communicative Competence

This model is disposed in the course of language teaching activities. Celce-Murcia provides an elaborated and more advanced model of Communicative Competence which gives ‘central role to formulaic language (as opposed to language as system) and to the paralinguistic aspects of face-to-face oral communication’ (2007:45) since there was some gaps in the previous models. The model has the following six components:

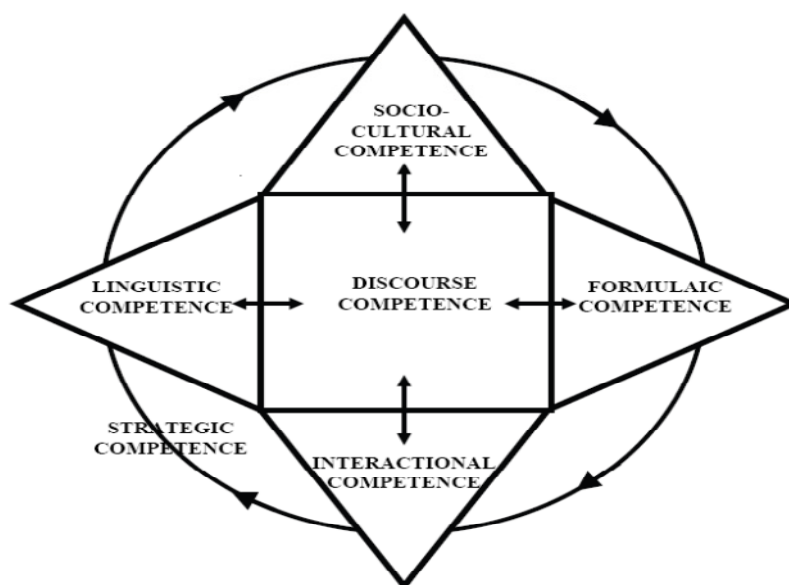


Figure 2.3: Model of Communicative Competence (Celce-Murcia, 2007: 47)

1.4.3. Components of Communicative Competence

There were many researchers who presented a number of models on CC but they do not satisfy the field of language teaching and Learning like Canal and Swain (1980-1983), Savignon's model (1983) and the reviewed model in (2001), Bachman (1987) model of CC, Celce-Murcia, et al. (1995), Alcóné (2000) model.

However, Hedge suggested one which can be effective (2000). For Hedge (ibid) there exist five key components of CC which are presented by a number of earliest researchers on CC as (Canale and Swain; Faerch, et al., and Brumfit (1984); Bachman). Therefore, they found the theory of CC consists of the grammatical or linguistic competence, discourse competence,

strategic competence, pragmatic competence, and fluency, but Hedge did not account for any relation between these competencies.

1.4.3.1. Linguistic Competence

Hedge (2000) declared that language teachers should conceive that grammatical/linguistic competence as one of the main integral components of CC. Faerch et al. (cited in Hedge, *ibid*) argued that we cannot consider a person as being communicatively competent if he is not linguistically competent. Moreover, Shumin (2002: 207) stated that LC helps people to "(...) use and understand English- language structures accurately and unhesitatingly".

Canale and Swain call the Linguistic competence as grammatical competence and seen as an umbrella term about the language itself, its form and meaning that includes the knowledge of vocabulary, pronunciation, spelling, word formation, and sentence structure. Celce-Murcia et al. (cited in Usó-Juan and Alicia, 2006: 13)

1.4.3.2. Discourse Competence

Or as Bachman calls it "textual competence", it is related to deductive relationships and it refers to the adroitness of constructing and uttering correct and meaningful sentences which is the application of cohesion and coherence in spoken or written texts. In addition to that Martínez-Flor, Esther, and Eva (2006: 147) suggested that the features of discourse involve "(...) knowledge of discourse markers (e.g., well, oh, I see, okay), the management of various conversational rules (e.g., turn-taking mechanisms, how to open and close a conversation), cohesion and coherence, as well as formal schemata (e.g., knowledge of how different discourse types, or genres, are organized)".

1.4.3.3. Strategic Competence

According to Canale and swain (quoted in Douglas, 2000: 247) strategic competence refers to "(...) the verbal and nonverbal communication strategies that may be called into action to handle for breakdowns in communication due to performance variables (such as fatigue) or due to insufficient competence".

Additionally, Bygate (2006: 151) concluded that people "(...) need to become competent in using strategies in order to overcome limitations due to a lack of competence in any of the other components integrating the proposed communicative competence framework".

1.4.3.4. Pragmatic Competence

Alcóné (cited in Usó-Juan and Alicia, 2006) claimed that pragmatic competence together with discourse competence is important for constructing and interpreting discourse. Additionally, Usó-Juan and Alicia (2006) held that pragmatic competence requires people to know how to produce language appropriately with respect to the register that entails the interaction of three contextual variables: the field (subject-matter); the tenor (formal or informal style); and the mode (spoken or written mode).

According to Hedge (2000: 48), in part pragmatic competence includes *illocutionary competence* which means "(...) knowing how to use language in order to achieve certain communicative goals or intentions", e. g: if a student says to a teacher "it is a cold day" this statement could have many illocutionary meanings, it may be the cold temperature of the classroom, a request to close the window or to turn up the heater.

The other part of pragmatic competence entails *Sociolinguistic Competence*, that is " (...) knowing how to perform a particular function or express an intention clearly" (ibid: 49). Moreover, sociolinguistic competence is more related to the use of non-verbal communication and that considered being the main component of all components of CC.

1.4.3.5. Fluency

For this terminology there are lot meanings. For Hedge (2000: 54), it refers to the ability to write and speak a given language easily and competently or the ability of linking speech units together " (...) with facility and without strain or inappropriate slowness or undue hesitation". Faerch et al. (cited in Hedge, ibid: 54) define it as " (...) the speaker's ability to make use of whatever linguistic and pragmatic competence they have".

Appending to that, they proposed three types of fluency:

Semantic fluency: linking together propositions and speech acts.

Lexical-syntactic fluency: linking together syntactic constituent and words.

Articulatory fluency: linking together speech segments.

(ibid: 54).

These types mean to speak and connect with a person quickly in a clear and correct manner, this is what Johnson called it (cited in Hedge: 54) "real time". So, fluency mean rate of speech or speed.

The speaker should not rely only on producing grammatical sentences in order to communicate effectively, and since all the components of CC are interrelated; the speaker must make appeal to other component.

To conclude with, all the components of CC are viewed to be essential for FL or SL learners to meet their communicative needs in using a particular language.

1.5. The Influence of Communicative Competence

Communicative competence referred by Hymes was very influential in almost all areas of applied linguistics. There was a shift in first language acquisition from developing a mechanical process of learning towards developing a capacity to communicate. Another field was the information designing in which there has been a shift from stating only the facts towards making the facts more accessible. Then, concerning the field of speech therapy, Hymes theory gives much emphasis on social knowledge and skills in addition to grammar and pronunciation deficiencies. While in the translation field, the theory of Hymes makes a need for setting equivalent effect rather than stating formal and literal equivalence.

The amount of the influence was huge over the teaching of English as a foreign language (TEFL). Communicative language teaching as declared in Hymes's theory aims at developing the capacity of using the language effectively and fluently in the learners, and it was a reaction to the precedent grammar- based approaches.

Richards and Richard (2002, p. 90) said that has benefits holding that " Communicative language teaching led to a reexamination of language teaching goals, syllabus, materials, and classroom activities and has had a major impact on changes in language teaching worldwide".

Finally; the approach putts the CC as the goal of language teaching and meaningful communication and language use the focus of the classroom.

1.6. Conclusion

It is much preferable to look for learners communicative needs and provide a framework within which they can be led to develop this competence. Here, it is important to raise the awareness of the language users, since language as a complex human phenomenon to produce and understand, we should take into account certain factors when using language, including; factors of medium which are linguistically controlled, factors of appropriateness which are pragmatically controlled, textual factors that are discursively controlled, factors of overcoming deficiencies that are strategically controlled, and factors of easiness in use that are fluently controlled.

The concept of Communicative competence is highlighted in this chapter because it is a powerful model in all areas of inquiry and it was viewed to be learned and not taught since it is a kind of knowledge that is subject to be acquired, developed or to be bereaved of.

Chapter two
Oral Presentations

Chapter Two: Oral Presentations

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1.0. Introduction

Oral presentation or spoken monologue is one standard feature of academic English classes that may be a short or longer presentation of a tutorial or seminar. Moreover, exposing students to the type of oral presentation can be a strong method which motivates students to communicate in English, and can award lifelong skill that extends beyond the academic context that is by strengthening the ability of students to transfer and apply their academic communication skills to the outside world. A teacher may assign OPs that engage the students in the process of preparing, delivering and reducing the findings to time constraints of the presentation; many students do not know how to deliver clear OPs.

In this chapter, we shall consider for OPs as skills that take place in academic English classrooms in particular, starting with a brief view about the project approach to learning, then discussing the notion of OPs, their key features from, their types, teaching OPs, in addition to the teacher's role in classroom OPs.

1.1. The Project-Based Approach

Many traditional approaches to language classroom focus on practicing language for itself. However, recent approaches are more interested in engaging students meaningfully with language and content learning; one of these approaches is the project-based approach (PBA) to learning. Bell (2010: 39) defined this approach as a "(...) student driven, teacher-facilitated approach to learning", that gives the students the opportunity to work on their own to complete a given project and the teacher has major roles of supporting and guiding the students. Besides, PBA should be seen as (...) a versatile vehicle for fully integrated language and content learning, making it a viable option for language educators working in a variety of instructional settings.

(Stoller, 2002: 109)

Meanwhile, the advocators of the project approach claim that the latter complements other teaching methods and that can be used with students of different levels, ages, and abilities. PBA is a learner-centered, a cooperative work, which makes use of authentic skill integration and information processing from various sources and a reflection of

outside life. The value of a project work lies in the process work and the end product: Oral presentations. A project work focuses on both fluency and accuracy, and the most powerful characteristic of the project work is that it is "(...) potentially motivating, stimulating, empowering, and challenging. It usually requires results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities". (Stoller, *ibid*: 110)

A project usually follows a plan as suggested below:

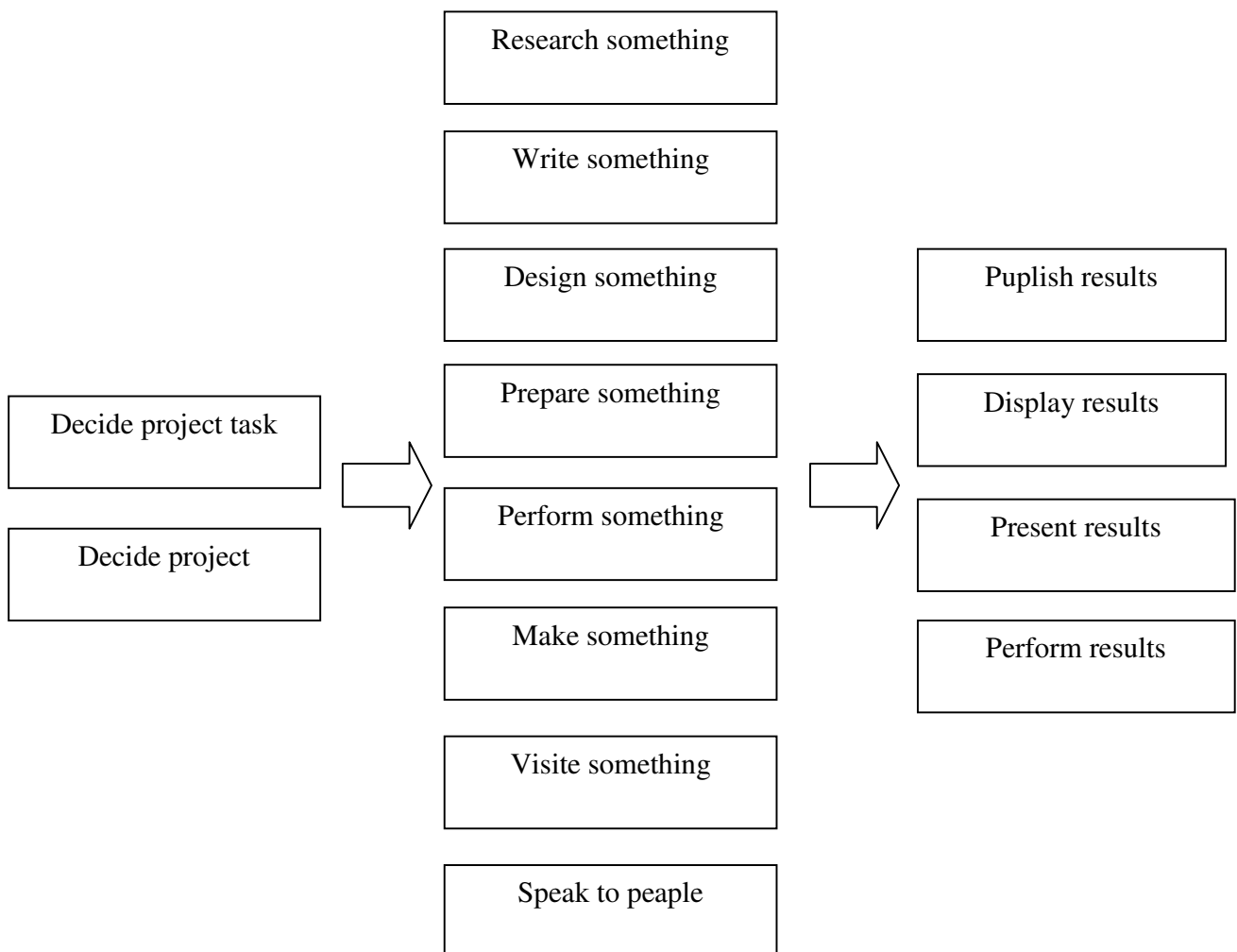


Figure 1.1: Project Planning

(Adapted from Scrivener, 2005: 365)

Figure 1.1: shows that projects start by making decisions about how to hold the project

(individually, in pairs, or in group), the process the project may follow, time limitation for the project, then, looking for the information, write the project, prepare the presentation, train and rehearse the presentation. Besides, if the project needs some insights about it, it is better, then, to carry out interviews with the others, and finally make an oral presentation.

1.2. Oral Presentations

Wallace (2004) held that most teaching at the university was earlier limited to give formal lectures, however, nowadays attempts to involve actively the students in the learning process. Besides, Chen (2011) suggested that one common way for students to do so in university classrooms around the world is to give academic OPs in English because of the role that English plays in the world now.

Ming (2005) defined an oral presentation as "(...) typically and partly spoken, partly visual form of communication" (118), and it is normally limited in time and occurs in organizational settings. For Morita (cited in Chen, 2011) OPs are frequent and highly routinized part of high education classrooms, and OPs in many courses may serve various purposes such as a formal oral assessment of students to reflect the development of certain skills. According to Harmer (2007: 351) OPs are not "(...) designed for informal spontaneous conversations; because they are prepared, they are more 'writing like'", which is good for fluency and for avoiding hesitation, gaining time,...etc, and, OPs are also considered as unusual kinds of interaction where listeners cannot react to any language mistake but to errors or misunderstanding.

(Leaver, Madeline, and Boris, 2005)

Additionally, among other advantages of OPs King (2002) declared that OPs fill the gap between language use and language learning, and make use in an integrated manner all the four language skills. Also, giving oral presentations help students to collect, analyze, and construct of information. It encourages team work, and helps for active and autonomous learning. Since the learner himself opts for elements to be in his presentation and decides in what order he would go through his presentation.

Hinks and Jens (2009: 32) stated that OPs can be given a "(...) grade, and deserve treatment as a genre in themselves, comparable to traditional written genres".

1.3. Types of Oral Presentations

Oral presentations can be delivered in different ways: Individually, in pairs, or in groups of students. This depends on the size of the classroom, the topic, and the objective of the course. Besides, OPs can, for Al-Issa and Redha (2010), be of three types: Controlled, guided, and free.

1.3.1. Controlled Oral Presentation

A controlled oral presentation is used with students whose language proficiency level is from beginners to elementary in which the teacher assigns topics related to the textbook or whatever s/he can see that can be presented with ease by his or her learners. Moreover, the choice of grammar and vocabulary and the time of the presentation should be related to students' level of proficiency. Additionally, with this type of OPs, simple tools accompany the oral presentation are used such as the presenters may prepare paper to read.

A controlled oral presentation is used to give a chance for young students to develop confidence to take the floor, to maximize meaningful participation in classroom, and to develop the target language in the classroom.

1.3.2. Guided Oral Presentation

This type is used with lower-intermediate or intermediate students' language proficiency level where the students are guided by topics that would suit their language proficiency level. Moreover, those students should not be guided toward sophisticated, but to an appropriate use of grammar and lexical items and time allotment.

Power point and overhead projector (OHP) slides are tools that are much more used with this type of OPs. In addition, students are expected to prepare handout to the listeners in the classroom to follow.

1.3.3. Free Oral Presentation

A free oral presentation is used by upper-intermediate and advanced levels of students.

Students working with this type of oral presentation are expected to choose topics that they want to talk about and plan them appropriately with a use of a variety of resources. Then, with this type of oral presentation, students are also expected to use complex language and long presentations. Hence, individuals, pairs, or group of students can use power point slides with a demonstration of high confidence and proficiency level, and then they have to answer questions from their classmates.

1.4. Key Features of Oral Presentations

Clear objectives, language, behavioral skills such as eye contact and confidence are the elements that make effective OPs. However, an academic course looks, according to Duddley- Evans and Maggie (1998: 112), at "Structuring, visuals, voice, and advance signaling as well as language".

1.4.1. Structuring a Presentation

The purposefulness of an oral presentation requires serious preparation of both content and language.

Structuring a presentation is like structuring written communication in which the listener needs a map to follow with a start, middle and an end. Meanwhile, structuring was viewed as a key stage in the oral presentation process and "(...) speakers guide which provides the discourse organization and content notes for the final presentation" (Ming, 2005: 119).

Relying on genre approach, moves in OPs like written articles show that there is a limited range of moves in the introduction, but there exist more complex situations in the middle where the moves depend on the type and the purpose of the presentation. In addition, a summary of the main points, recommendations are usually what most conclusions in OPs consist of.

Moves in the introduction and conclusion contain:

Introduction	Conclusion
Establish credentials	
State purpose and topic	summarize
Indicate time make	recommendations
Outline what is to come	call for action

Table 1.1: Moves in the Introduction and Conclusion in Oral Presentations

(Adapted from Duddley-Evans and Maggie, 1998: 112).

Furthermore, a good beginning makes the listeners interested in what the presenter is saying, but what is essential is the good end which should, according to Duddley-Evans and Maggie (*ibid*), be well planned and practiced.

Moreover, there must be a natural logical order when structuring the information.

Meanwhile, Anderson, Juan, and Tony (2004: 39) affirmed that academic presentations are usually done for providing information, and that the way of structuring the information that can help listeners to easily follow the presentation includes:

- chronological sequence
- most important to least important
- general to particular
- one point of view compared with another point of view.

1.4.2. Visuals

Ming (2005: 119) stated that "Because we live in time when communication is visual and verbal, visual aids are as important to oral communication as they are to written communication".

Anderson et al. (2004) defined visuals as anything that can be seen and help listeners to follow, pay attention and interest to the oral presentation. Ming (2005: 119-120)

asserted that "The presentation that uses visual aids effectively is more persuasive, more professional, more interesting, and more informative".

Visuals come in a variety of forms such as graphs, tables, charts, text or photographs, diagrams that projected on to a screen. Remond and Vrchota (2007) proved that visuals help in reducing nervousness in the sense that they lead the presenter towards making warming-up before beginning the presentation as a way to psych the self to start the presentation. Also, they are used for better explanation of information, help for avoiding total dependence on note, and providing a feel of confidence on the part of the presenter. Besides, Duddley-Evans and Maggie (1998: 113) maintained that "Visuals are worth a thousand words. Yet, if they are good and used well".

King (2002: 410) declared that "the basic rule is to use visual aids to support the presentation, not to dominate it". Moreover, visuals can consist of few numbers of words that are visuals, Duddley-Evans and Maggie (1998: 113) stated that specific spoken language associated with visuals that include:

- signal that a visuals aid is coming
- say what the visual represents
- explain why the visual is being used
- Highlight what is most significant.

Visual are appealing in classes of different learning styles and classes that interest is bringing variety in the learning process.

1.4.3. Voice

As a presenter, the ability to pace your speech and use your voice to create impact is the single most important skill you need. You will be more effective if you are in control of your voice by your use of stress, pausing, intonation, volume, and silence.

Powell (1996: 6).

Bert (2009) considered voice as the primary vehicle to carry a given message. Also, it is the phenomenon that is both straightforward and complicated.

Duddley-Evans and Maggie (1998) insisted on more attention that should be paid to the important role played by "(...) phrasing, pausing, speed of delivery, volume, and tone variation" in OPs.

Furthermore, it was argued that gesturing is linked with vocal variety such as when we come to fall into a monotone; we try to use more gestures. However, Freeland (2008: 4) insisted on making sure that "(...) you are not suppressing any natural impulse to gesture.

Make sure that gestures are appropriately scaled for you and for the type of speech and the space in which it will be given".

1.4.4. Advance Signaling

Advance signaling or signposts are considered as important features of academic presentations. They help following the structure of the information and arguments on the part of the listener; also, they lead to recognize visuals' significance. For example, using advance signaling to introduce the talk as in "I'd like to talk about..." or to conclude the talk as in "I'd like to finish by saying that..."

Allen (2008: 2) believed that signposts such as first, next, reinforce transition and demonstrate "(...) your progress through your presentation, linking the details to your overarching thesis and acknowledging where you are in relation to where you are going". Besides, their lack may confuse the listener to follow the speaker's discussion. Signposts require consistency that is when starting using them, one must carry through. Kane (1988) claimed that signposts are of two types: "*Intrinsic signposts*" that are actually a part of the speaker's text, or "*extrinsic signposts*" which clue the listener to the text's organization, however, they stand outside the actual text for instance a table of contents.

1.4.5. Language

Bert (2009:68) considered language in oral presentations "(...) made of both words and nonwords", and that an effective language demands the selection of vocabulary to report appropriately to the situation. Freeland (2008: 2) showed that "(...) simple syntax and vocabulary rather than long, subordinated sentences and technical jargon also appeal more to listener' aural perception".

Additionally, concrete language and examples such as metaphors, analogies enable listeners to grasp the abstract discourse.

In addition, pauses are considered as integral part of language use that helps to gather thoughts and allow listeners to think about what the presenter is saying.

1.4.6. Delivering a presentation

According to Odiléa Rocha Erkaya “Teaching Oral Presentation Skills to College EFL Students”, once students prepare their presentations; they are ready to learn how to give presentations. There are several factors that should be taken into consideration when giving presentations:

1. The presenter is the center of attention at the time of his/her presentation. As a result, he/she should look professional. We must say that some of the male students have worn their best clothes—a suit, a formal shirt, and a tie—to their presentations.
2. The presenter should know where to stand so that the audience can see him/her and the projection of the presentation without difficulties.
3. The presenter should know how to begin his/her presentation. According to Brown and Brown in “Starting a Presentation” (2006-2007), getting audience’s attention, welcoming the audience, introducing themselves, informing about the aim of the presentation, and informing how questions will be handled (para. 1) are some of the ways.
4. The presenter should know how to organize his/her presentation. In “Signposting,” Brown and Brown (2006-2007) provide examples of phrases and sentences that the presenter should use when he/she wants to move to the next point: “Moving on to the next point” or “I’d like to move on to the next point if there are no further questions.”
5. The presenter should know how to elaborate on a subject: “I’d like to expand more on this problem we have had in Chicago.” Also, when presenters want to go back to something they mentioned before, they can affirm: “Going back to something I said earlier, the situation in Chicago. . .” (para. 1).

6. The presenter should know how to conclude. He/she should use a phrase that indicates their intention: in conclusion, to conclude, etc.
7. The presenter should use proper verbal communication. He/she should keep his/her tone of voice appropriate for the size of the room in which he/she is presenting. The author of “Oral presentation Skills: Voice and Pronunciation” (2008), explains that the presenter should think of quality of voice--“loudness, speed (fast and low), variety, pitch (high and low), silent moments or pauses” (para.7).
8. The presenter should have proper non-verbal communication. He/she should maintain eye contact with the audience. Eye contact helps the presenter to show interest in the audience and “keep audience’s attention” (“Oral presentation Skills: Body Language,” 2008, para. 2). Moreover, the presenter should be aware of his/her body movement. He/she should avoid moving from side to side in a tense manner. He/she should “stand straight but relaxed” (op. cit., para. 2).
9. The presenter, especially an inexperienced one, should bring notes on sheets of papers or cards with brief information he/she may need to glance at during the presentation. However, he/she should refrain from reading from notes. In “Oral Presentation” (n.d.), the author agrees that “inexperienced presenters should bring notes with them to keep themselves in track but should avoid reading from their notes or memorizing their presentation” (para.11). Cohen and Jensen (2000) have this to say about notes: “Nothing bores an audience faster than the presenter who avoids any and all eye contact with them by reading words from a prepared speech” (para. 7). To make sure that a presentation runs smoothly, the presenter should practice it several times before the day of the presentation. Nevertheless, he/she should not memorize the presentation. Being well prepared will help him/her to feel secure and calm at the time of the presentation, and not go over the time allocated for the presentation.

One quotation that summarizes what oral communication should be about and should be shared with students follows:

Oral communication is the ability to explain and present... [One's] ideas in clear English [or in any language], to diverse audiences... using appropriate styles and approaches, and an understanding of the importance of non-verbal cues...It requires the background skills of presenting, audience awareness, critical listening and body language.

(“Communication Skills”. 2004, para. 1)

1.5. Teaching Oral Presentations

Studies for example (King, 2002) held that OPs make people's most common phobia than any other cause of anxiety, thus, they are things that most people want to avoid.

Oral presentations can be component in small classrooms, however, they can also be used with large classrooms where the teacher keeps silent or grumbles from those who are intimidated into giving OPs that may be due to a lack of experience for those students.

Scrivener (2005) found that teachers also worry about how to organize projects especially when different groups work on quite different topics. Thus, this may need a lot of teachers' preparation.

Oral presentations focus often on substantial preparation, stand-up, prepared talk associate with visuals. Teachers should, therefore, equip students with such prerequisite skills such as how to organize their ideas across logically with clear structuring. Another necessity is to help students to understand the materials they use and they are exposed to when preparing OPs and to push them towards focusing on fluency when presenting. In addition, teachers should, according to Harmer (2007: 351), give students the necessary time to "(...) prepare their talks (and help in preparing them, if necessary)".

Moreover, it was claimed that oral presentation is the skill that is learnt and improved through feedback and rehearsal from a native speaker or the teacher. For King (2002) teachers should also discuss the problem of speech anxiety with the students and try to get solutions for this problem from psychotherapy or speech communication literature. As a result the students will feel that they are not alone. Also, the teacher should always remind the presenters to use communicative English and keep in mind their audience to overcome group boredom.

1.6. The Teacher's Role

Academic English requires students to be responsible for their learning in which we can notice that the traditionally authoritative role of the teacher has been shifted to a new role as a facilitator of learning. Al-Issa and Redha (2010) stated that specific roles played by teachers traditionally embodied in exercising authority as well as providing and controlling almost all the events in the classroom; however, in an oral presentation classroom, teachers are facilitators of cooperative learning and delegate autonomy and leadership to be represented by the student.

Oral presentations involve more time and effort in planning the lesson and teaching strategies, and involve also training in such public speaking on the teacher's part. Moreover, OPs do not only demand from teachers in classroom to be as guides, organizers, consultants, resource persons, and supporters, but also as King (2002) declared that they should hold questions and answers sessions, provide feedback, and evaluation of students performance.

Hence, teachers' role in classroom OPs is stepped as follows:

Step 1: Handing Out Guidelines

Carefully prepared guidelines help students accept full responsibility for giving OPs.

Stating clear objectives and reasons for giving OPs can lead students to take part with great satisfaction and acceptance.

Step 2: Grouping and scheduling student presentations

A large classroom is one of the challenges faced by teachers in planning presentations.

Therefore, teachers should put students in groups to save time in a given classroom, and they should work toward having groups with a variety of cooperative techniques.

Step 3: Choosing Topics and Gathering Information

In order to achieve the student's self-expression and creativity, the teacher should, then, let them select topics that they prefer, as King (ibid: 409) claimed that "(...) it is interesting to see the variety of topics presented by students", however, low achievers should be encouraged to research and not to choose the topics for the presentation. Meanwhile, some advanced students are considered to be more knowledgeable and tackle topics that are related to their subject study, as King (2002: 410) demonstrated that "(...) some advanced students' topics deal more with issues pertinent to university students or current events". In addition, teachers should also help students with some resources.

Step 4: Handling Technical Problems

To handle some technical problems that students may face during their OPs such as the misuse of visual aids, teachers should expose students to some supporting materials that they can use. Teachers should also insist on the importance of both rehearsal and performance before the day of the presentation. In addition, they should teach students how to use certain strategies when presenting, using, for instance, power point slides keeping eye contact with the audience, and remind them to refer to the text on the slides when presenting orally.

Step 5: Holding Question & Answer Sessions

A short session that Al-Issa and Redha (2010) called it "post-presentation question and answer session". This session can be used as King (2002: 412) described it as "quality control" that is "(...) necessary and helpful in ensuring effective presentations" in which the teacher can discover difficulties that students can face such as those related to ways words are pronounced in English and ways of saving them.

Step 6: Preparing Peer and Teacher Evaluation

Oral presentation can be subjectively or objectively assessed. Subjective assessment is based on the teacher's impression about the presentations, and this type is considered more difficult but less complicated than objective assessment. Moreover, subjective assessment can be used in large classrooms and when the time of the class is limited.

Oral presentations can also be assessed formally or informally. Formal assessment is used to assess students in order to get marks for their performance (summative testing); however, this is not the case of formative testing.

Furthermore, peer evaluation is a kind of feedback for the presenter in which students will learn from the strong and weak points of their peers when presenting. However, in the teacher-centered, peer assessment is unwelcome and impossible. Besides, the teacher should give students his or her evaluation of their performance that can be used to guide students' work, another important point is that the presenters should know the criteria on which their performance would be evaluated.

1.7. Conclusion

Presenting OPs in the academic English classrooms as in the process of teaching-learning can represent some kind of enjoyment and a rewarding experience for both teachers and students.

For teachers, assigning OPs in the classroom can help in reducing teachers' time and effort to provide all skills and language needed by the students on the one hand. On the other hand, OPs help the students to create their own learning environment, learn from their peer, and minimize their dependence on the teacher. Additionally, OPs can foster confidence and intrinsic motivation in the students.

Therefore, Oral presentations should take its important part in the language classroom especially at the university level and it can be beneficial skills for both teachers and students.

Chapter three

Fieldwork

Chapter Three: Research Design and Methodology

3.0. Introduction

In this chapter, we reasoned out both third year students' and their teacher's opinions about the relation and the effect of Oral Presentations on the development of Students' Communicative Competence in order to test our hypothesis, and through the use of both students' and teachers questionnaire.

3.1. The Students' Questionnaire

3.1.1. The Sample

We selected a sample of forty (80) students to put under study from the third (3rd) year level LMD system at the Department of Foreign Languages, Division of English of Mohamed Khaider University.

3.1.2. Description of the Questionnaire

The students' questionnaire formed of a small introduction and (14) questions and (3) statements.

We have included Yes/ No questions, or to choose the appropriate answer from a number of choices of closed-form type and some need justification. Besides, a likert scale is used from which respondents choose one option that best aligns with their view and which is arranged from.

Additionally, the questionnaire is divided into six categories: questions (1) to (6) are general information questions for eliciting some necessary information. Statements (7) to (10) entitled oral presentations and linguistic competence used to measure the extent to which oral presentations affect students' linguistic competence. Statements (11) to (12) deal with oral presentations and discourse competence; and statement (13) entitled oral presentations and strategic competence to measure the extent to which oral presentations affect students' strategic competence. Statements (14) to (15) deal with oral presentations and pragmatic competence is used to measure the extent to which oral presentations

influence students' pragmatic competence. Finally, statements (16) to (17) are about oral presentations and fluency; they measure the extent to which oral presentations affect fluency development of the students.

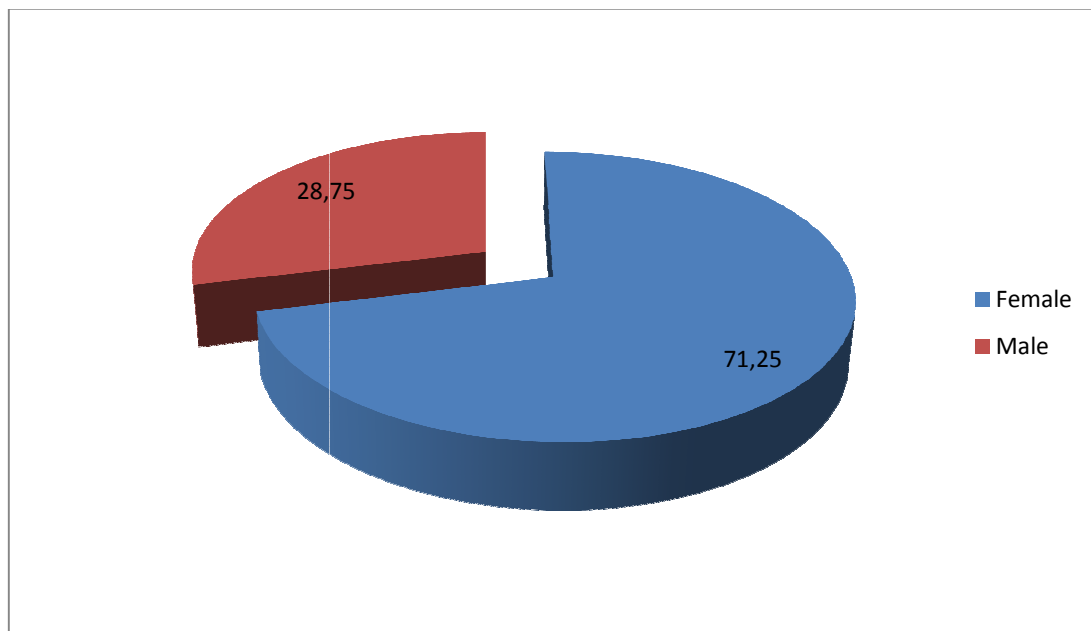
3.1.3. Analysis of the Results

I- General Information

1- Your gender is:

Option	Number	Percentage (%)
Male	23	28.75
Female	57	71.25
Total	80	100

Table 3.1: Students' gender



Graph 3.1: students' gender

The results show that the majority of students are females (71.25%) in general, and only (28.75%) represents males from the sample of the population of third year LMD students of Mohamed Khaider University.

2-Years of learning English:

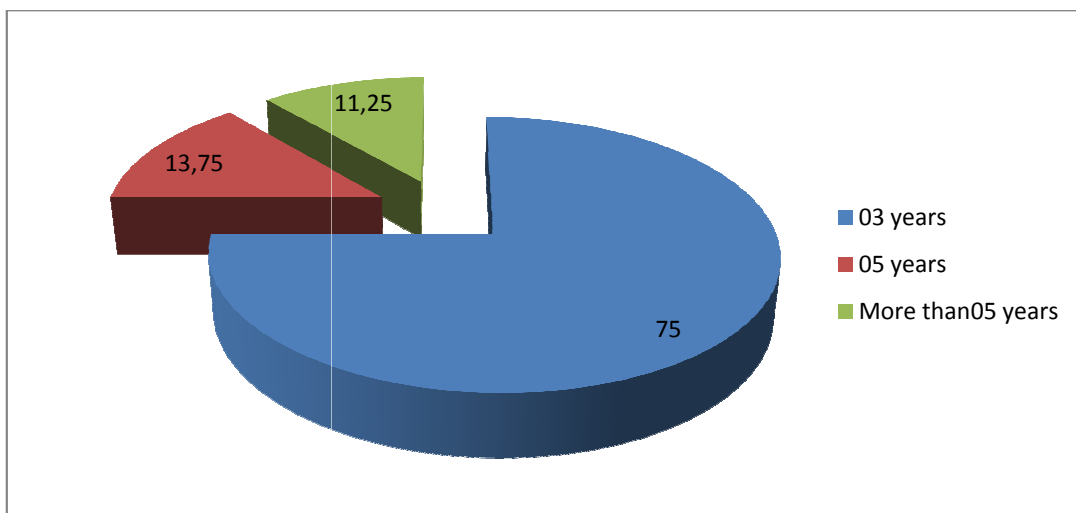
03 years

05 years

More than05 years

Option	Number	Percentage (%)
03 years	60	75
05 years	11	13.75
More than05 years	09	11.25
Total	80	100

Table 3.2: Students' years learning English



Graph 3.2: Students' years learning English

These results represent the Students' years learning English; as it is shown the

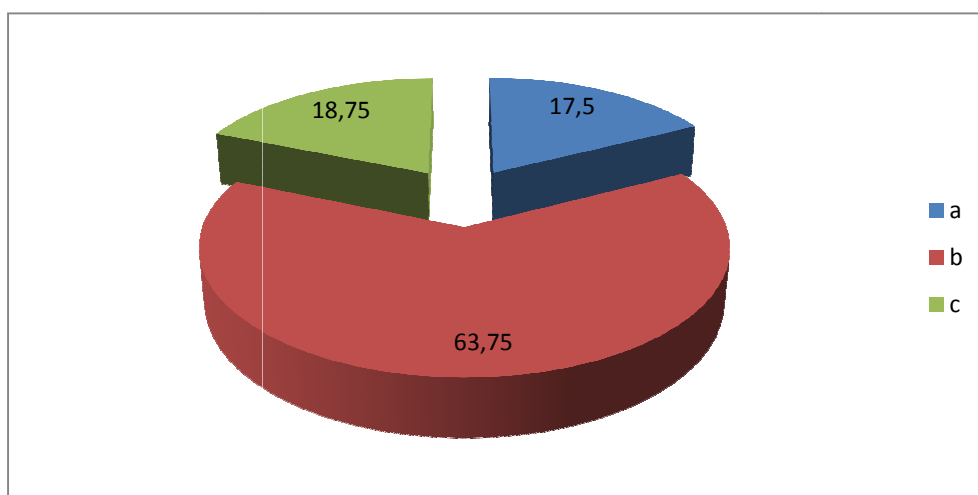
majority of the students have three years studying English (75%), whereas (13.75) of the sample spent five years learning English language and (11.25%) which represent the minority of the students spent more than five years learning English language.

3- Your level in English is:

- a- Beginner
- b- Lower-intermediate to intermediate
- c- Upper-intermediate to advance

Option	Number	Percentage (%)
a	14	17.5
b	51	63.75
c	15	18.75
Total	80	100

Table 3.3: Students' Proficiency Level in English



Graph 3.3: Students' Proficiency Level in English

The answers on Table 3.3 show that the highest percentage of students (63.75%) claims that their level in English is from lower-intermediate to intermediate. The other (18.75%) states that they have an upper-intermediate to an advanced level. Some others with percentage of (17.5%) say that they are beginners.

4- Did you give classroom oral presentations before?

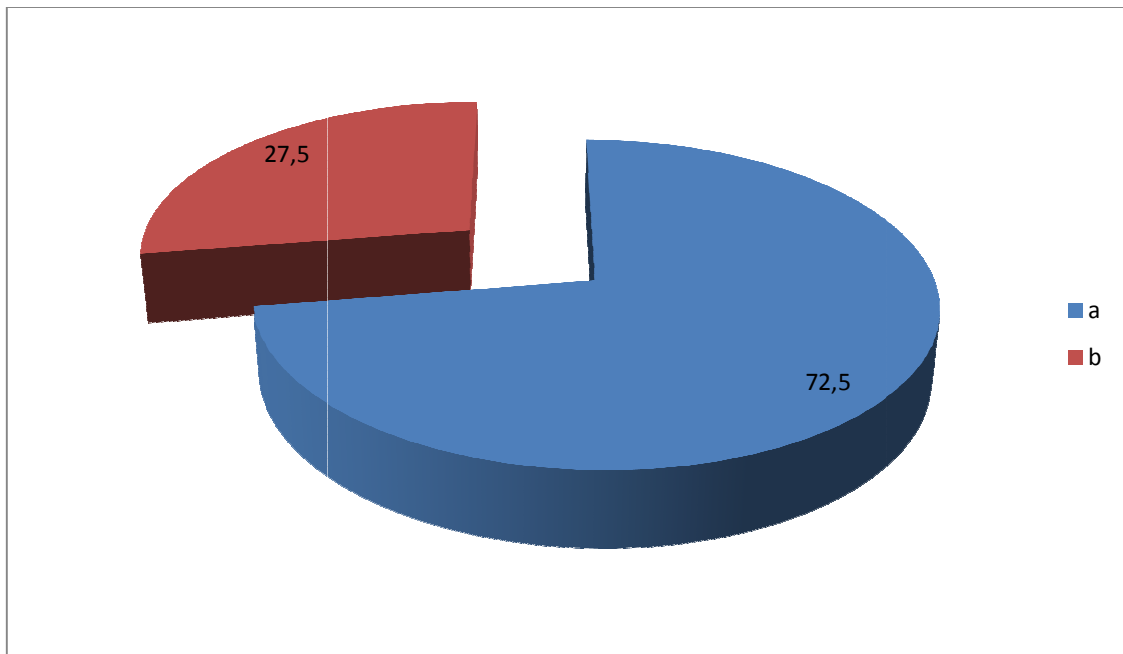
a - Yes

b - No

- If not, why?

Option	Number	Percentage (%)
a	58	72.5
b	22	27.5
Total	80	100

Table 3.4: Students' Engagement in Classroom Oral Presentations



Graph 3.4: Students' Engagement in Classroom Oral Presentations

As shown on the Table 3.4, the percentage of students who give classroom oral presentations is (72.5%) who are almost three times the percentage of students of students (25%) who do not give classroom oral presentations in English.

5- Who suggest(s) topics for presentations?

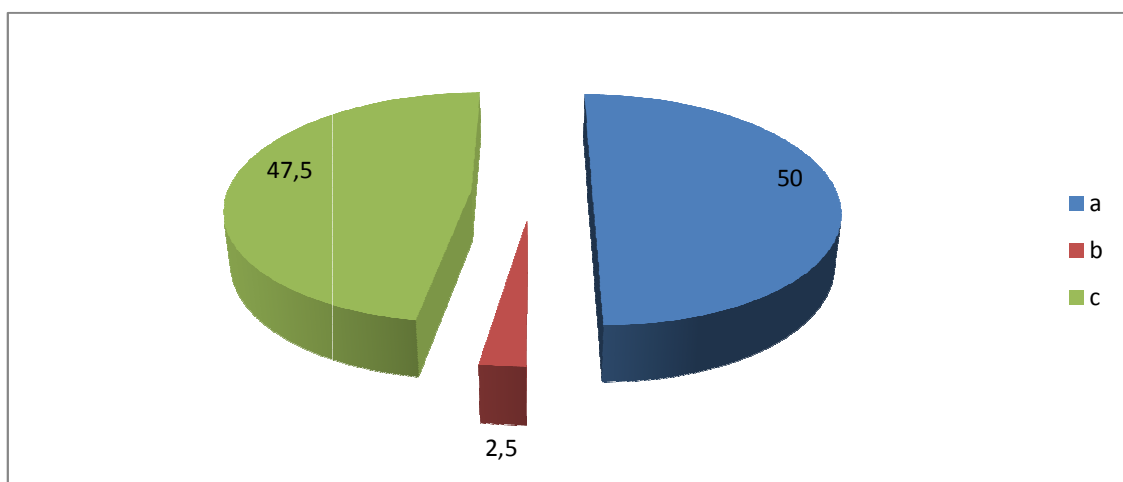
a -The teacher

b - Students

c - Both

Option	Number	Percentage (%)
a	40	50
b	02	2.5
c	38	47.5
Total	80	100

Table 3.5: Topics' Suggestion for Oral Presentations



Graph 3.5: Topics' Suggestion for Oral Presentations

As shown on Table 3.5, (50%) of the subjects say that is the teacher who suggests topics for oral presentations, others (47.5%) of the respondents claim that both teacher

and students contribute to this; while some others (2.5%) state that topics are suggested by the student.

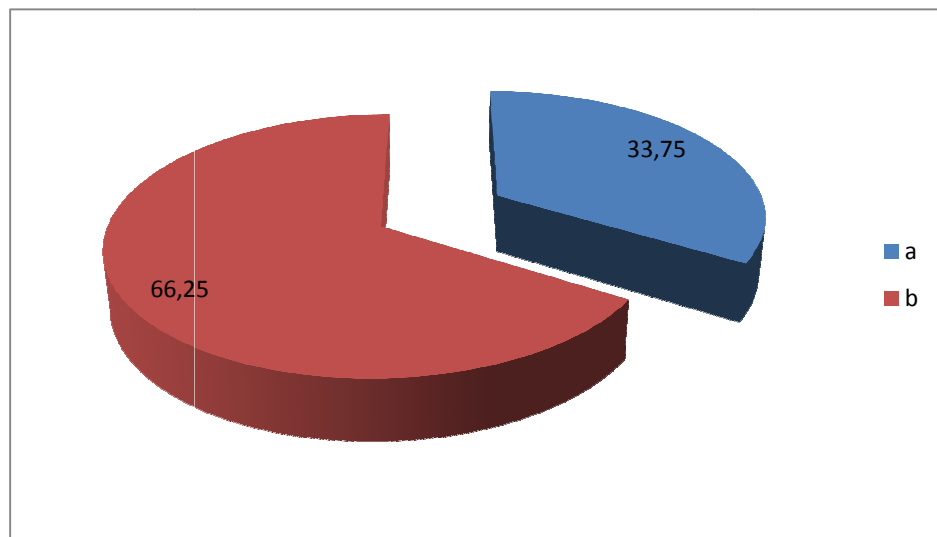
6 - What do you like to master through giving oral presentations; the grammatical system of the English language or an effective and appropriate communication in English?

- a- The grammatical system of the English language
- b- Effective and appropriate communication in English.

-And why?

Option	Number	Percentage (%)
a	27	33.75
b	53	66.25
Total	80	100

Table 3.6: Expressing the Goal of learning English



Graph 3.6: Expressing the Goal of learning English

From the results obtained, the percentage of students who like to master their ability to communicate effectively and appropriately in English is (66.25%) this is about three

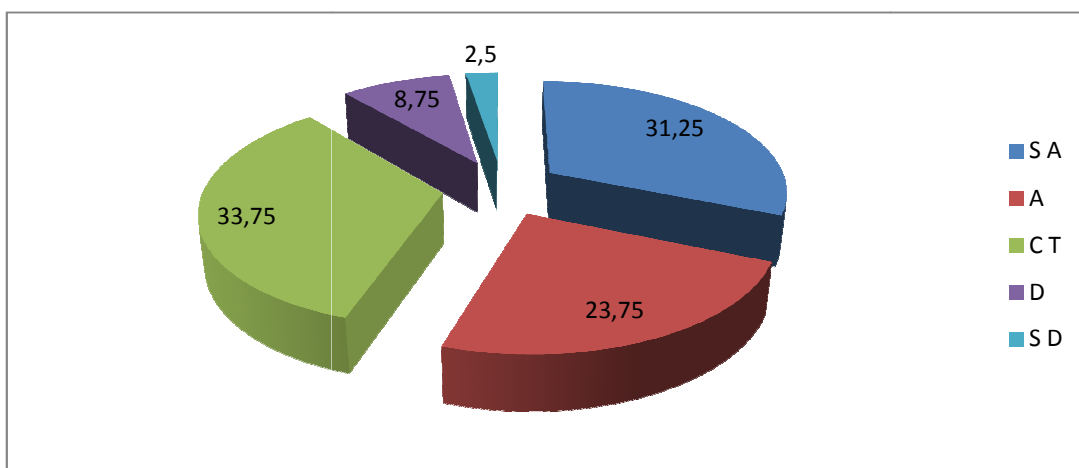
times the percentage of students (33.75%) who prefer to master the grammatical system of English through giving classroom oral presentations.

II- Oral Presentations & Linguistic Competence

7 – Do Oral presentations help you to correctly produce English sounds through unifying your acquired spelling rules?

Option	Number	Percentage (%)
Strongly Agree (S A)	25	31.25
Agree(A)	19	23.75
Can't Tell (C T)	27	33.75
Disagree (D)	07	8.75
Strongly Disagree (S D)	02	2.5
Total	80	100

Table 3.7: Oral Presentations and Pronunciation



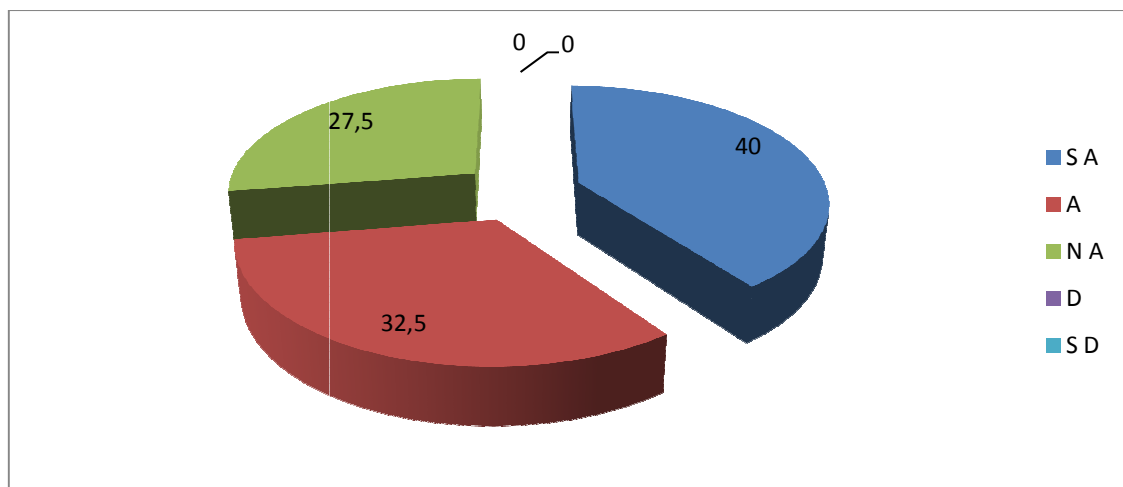
Graph 3.7: Oral Presentations and Pronunciation

The Table 3.7 above shows that (31.25%) of students strongly agree that oral presentations help them to correctly and intelligibly produce English sounds through consolidating their already acquired spelling rules. Others (23.75%) only agree with this. However, (33.75%) of them tell us nothing. Moreover, those who state that they disagree are only (1.25%).

8 – Do Oral presentations help you to acquire a good amount of English vocabulary including single words, compound words, collocation and idioms?

Option	Number	Percentage (%)
Strongly Agree (S A)	32	40
Agree(A)	26	32.5
No answer (N A)	22	27.5
Disagree (D)	00	00
Strongly Disagree (S D)	00	00
Total	80	100

Table 3.8: Oral Presentations and Vocabulary



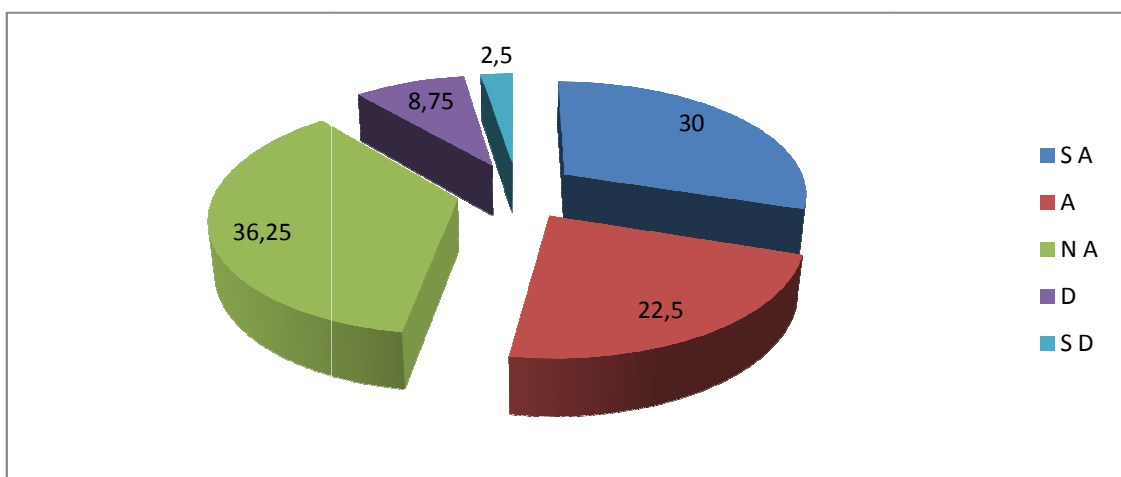
Graph 3.8: Oral Presentations and Vocabulary

Regarding subjects' answers, (40%) of them say that they strongly agree that oral presentations help them in acquiring a good deal of English vocabulary including single words, compound words, collocation, idioms,...etc, while (32.5%) of students say that they do not agree with the idea but agree. However, (27.5%) of them have no answer.

9 – Do Oral presentations teach you to form the English sentence structure and to use personal pronouns, the simple past, the present, past progressive forms, future?

Option	Number	Percentage (%)
Strongly Agree (S A)	24	30
Agree (A)	18	22.5
No answer (N A)	29	36.25
Disagree (D)	07	8.75
Strongly Disagree (S D)	02	2.5
Total	80	100

Table 3.9: Oral Presentations and Grammar



Graph 3.9: Oral Presentations and Grammar

The Table 3.7 above indicates that a percentage of respondents (30%) strongly agree that oral presentations teach them how and when to use personal pronouns, the simple past, the present, past progressive forms, future, and to form the English sentence structure,...etc. While others (36.25%) of them claim that they have no answer; while, (22. 5%) state that they agree with this. Some others (8.75%) state that they disagree. Thus only (2.5) of respondents strongly disagree.

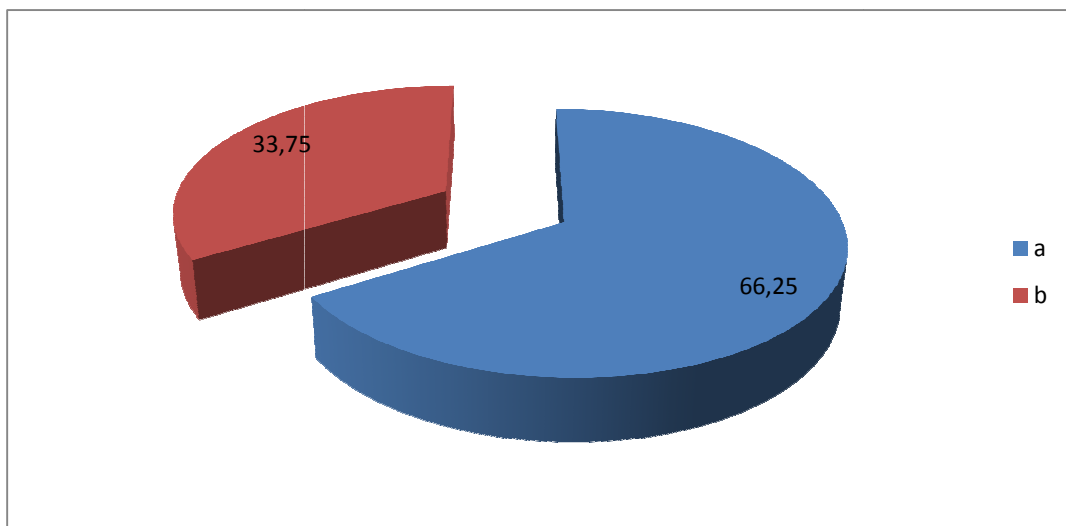
10- Do you learn how to use stress, intonation, rhythm, to express some feelings, impressions, attracting attentions when preparing and delivering oral presentations,?

a- Yes

b- No

Option	Number	Percentage (%)
a	53	66.25
b	27	33.75
Total	80	100

Table 3.10: Oral Presentations and Supersegmental Features



Graph 3.10: Oral Presentations and Supersegmental Features

The Table 3.10 shows that (66.25%) of students say (Yes) ; they agree that when preparing and delivering oral presentations, they learn how to use stress, intonation, rhythm,...to express some feelings, impressions, attracting attentions,...etc. . However, the rest of students (33.75%) say (No).

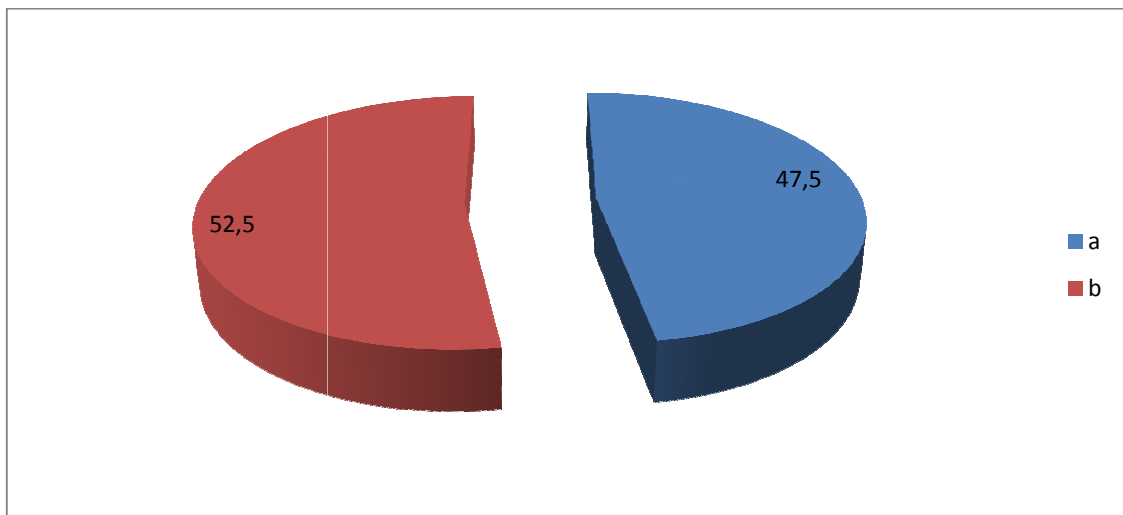
III- Oral Presentations & Discourse Competence

11 -Do Oral presentations teach you how to initiate, develop, and close a topic/ theme?

- a- Yes
- b- b- No
- c- - If not; why?

Option	Number	Percentage (%)
a	38	47.5
b	42	52.5
Total	80	100

Table 3.11: Oral Presentations and Discourse Development



Graph 3.11: Oral Presentations and Discourse Development

Table 3.11 shows that almost the halves of the students (47.5%) say (Yes) for oral presentations because it does teach them how to initiate, develop, and close a topic/theme. Others (52.5%) have said (No); and they answered that only follow the rote learning method, which means that they prepare their presentations by memorization and delivering it for the purpose of the mark.

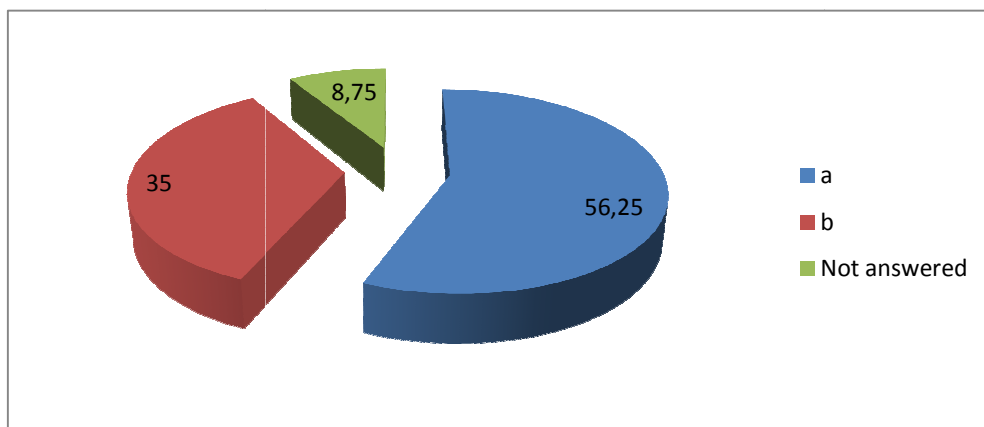
12 – Are you in favor that Oral presentations helps with strengthening the acquired connectives for example, for, and, but, that, one ...to produce a cohesive spoken text?

a- Yes

b- No

Option	Number	Percentage (%)
a	45	56.25
b	28	35
Not answered	07	8.75
Total	80	100

Table 3.12: Oral Presentations and Cohesion



Graph 3.12: Oral Presentations and Cohesion

The results show that the highest percentage of students (56.25%) say (Yes) and they agree that oral presentations help them to use and frequently consolidate their acquired

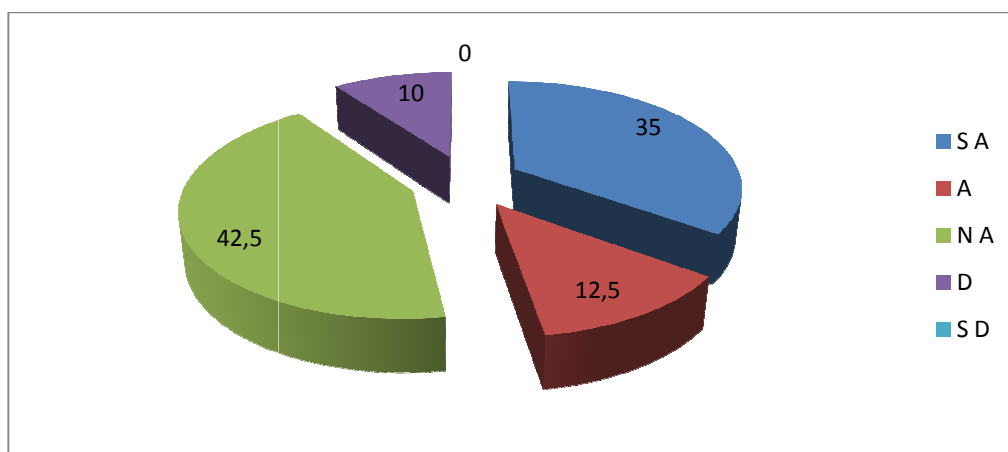
connectives for example: for, and, but, ... to produce a cohesive spoken text. Others (35%) say (No). the rest of the students which present (8.75%) have not answered at all.

IV: Oral Presentations & Strategic Competence

13 – Do Oral presentations teach you how to use verbal strategies such as a paraphrase, and non-verbal strategies such as silence, gestures, body language...to repair communication breakdowns?

Option	Number	Percentage (%)
Strongly Agree (S A)	28	35
Agree (A)	10	12.5
No answer (N A)	34	42.5
Disagree (D)	08	10
Strongly Disagree (S D)	00	00
Total	80	100

Table 3.13: Oral Presentations and Learning and Communication Strategies



Graph 3.13: Oral Presentations and Learning and Communication Strategies

We can noticed from the results that (42.5%) of students have not answered this

question because they have no idea about it. However, a percentage of (35%) of them strongly agree that oral presentations teach them how to use verbal strategies such as a paraphrase, exemplification, and non-verbal strategies such as silence, gestures, body language to repair communication breakdowns. The rest of them (12.5%) say that they agree with this. While (10%) of the students disagree.

VI-Oral Presentations & Pragmatic Competence

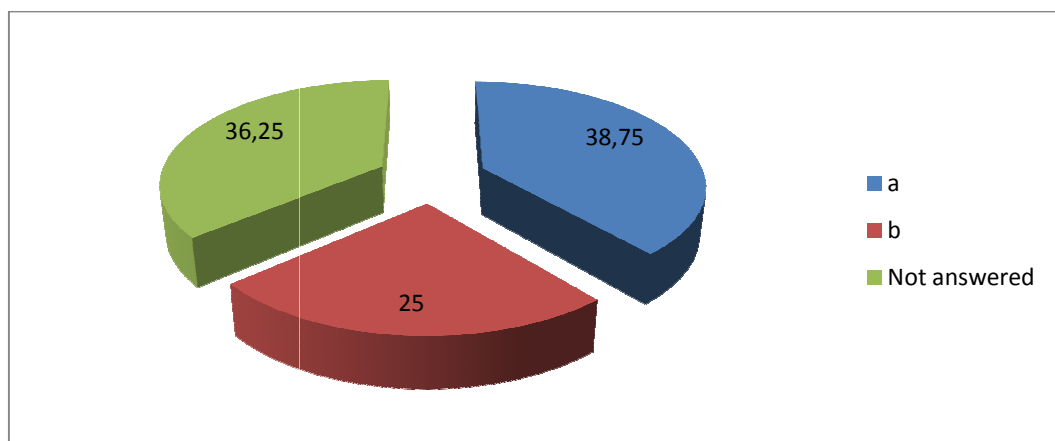
14 – Do Oral presentations teach you when to use formal or informal language?

a- Yes

b- No

Option	Number	Percentage (%)
a	31	38.75
b	20	25
Not answered	29	36.25
Total	80	100

Table 3.14: Oral Presentations and Formality



Graph 3.14: Oral Presentations and Formality

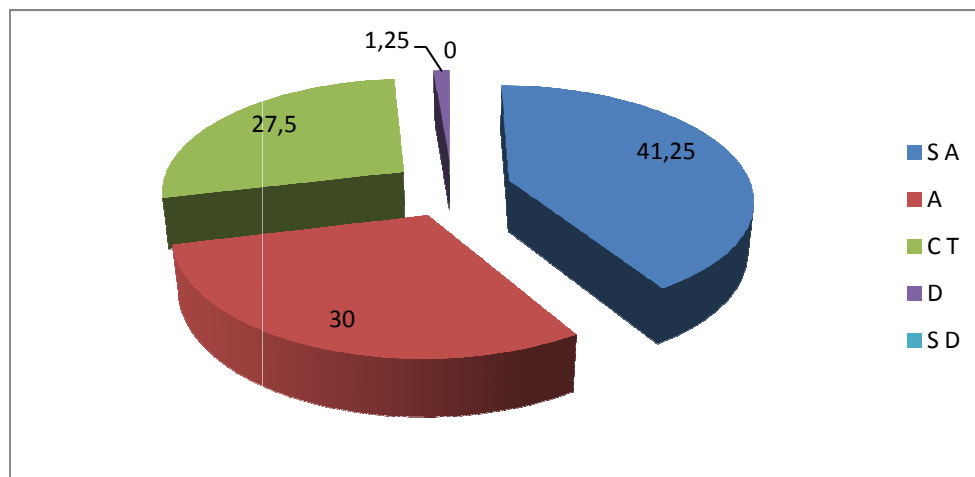
We can see that (38.75%) of respondents say (Yes), and they agree that oral presentations teach them when to use formal or informal language. Thus, a percentage of

students (36.25%) have no answer.

15 – Do Oral presentations teach you how to choose appropriately the language with respect to a particular person, a setting, and a topic?

Option	Number	Percentage (%)
Strongly Agree (S A)	33	41.25
Agree (A)	24	30
Can't Tell(C T)	22	27.5
Disagree (D)	01	1.25
Strongly Disagree (S D)	00	00
Total	80	100

Table 3.15: Oral Presentations and the Selection of Language Register



Graph 3.15: Oral Presentations and the Selection of Language Register

We can notice on Table 3.15 above, about (41.25%) of students strongly agree that oral presentations teach them how to choose appropriately the language with respect to a particular person, a setting, and a topic. However, about (27.5%) of students have no

answer to this.

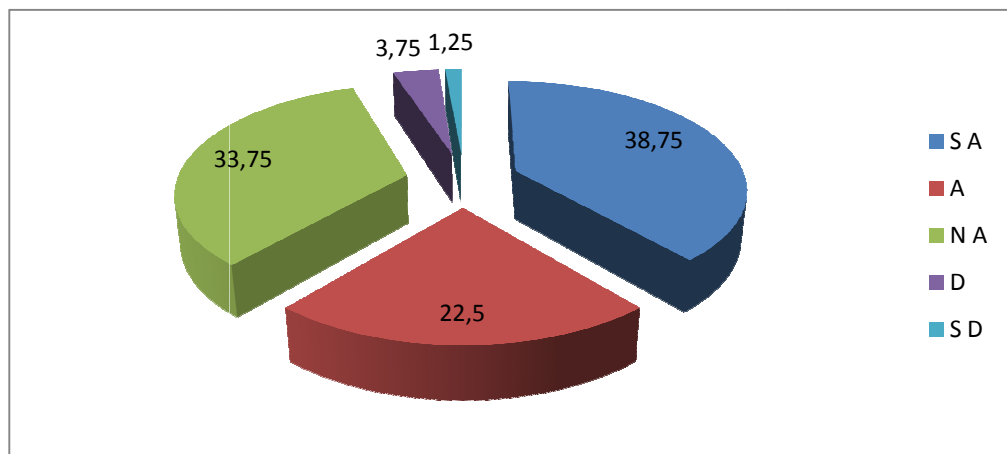
On the other way, (30%) of them state that they agree with the idea, and only (1.25%) of them disagree.

V- Oral Presentations & Fluency

16 – Do Oral presentations help you in producing easily a flow of related ideas especially when they are prepared and have a written form support?

Option	Number	Percentage (%)
Strongly Agree (S A)	31	38.75
Agree (A)	18	22.5
No answer (N A)	27	33.75
Disagree (D)	03	3.75
Strongly Disagree (S D)	01	1.25
Total	80	100

Table 3.16: Oral Presentations and Semantic-Fluency



Graph 3.16: Oral Presentations and Semantic-Fluency

Table 3.16 above indicates that despite the fact of (33.75%) of students which have

no answers to the above statement and only (1.25%) strongly disagree.

Along with (38.75%) of students strongly agree that oral presentations help them in producing easily a flow of related ideas especially when they are prepared and have a written form support. Thus others (22.5%) agree with this; and only (3.75%) of them disagree.

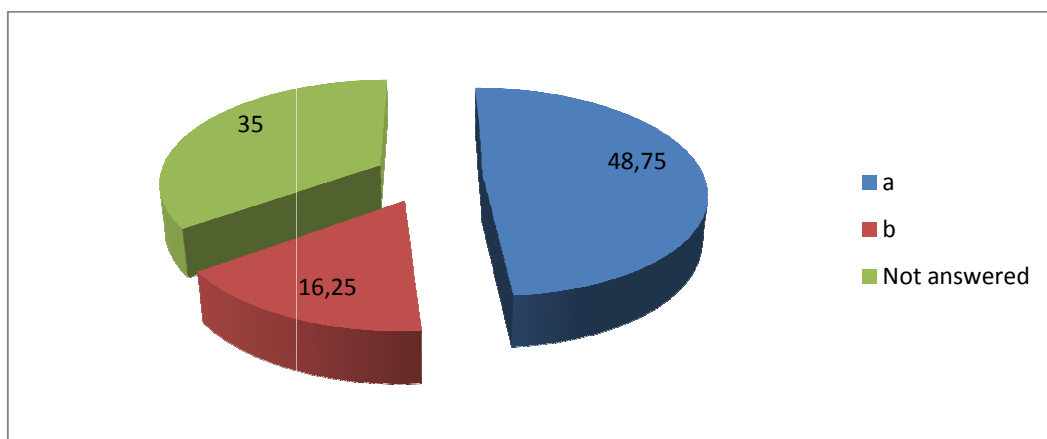
17 –To compensate for uncertainties in real time communication is not an easy task to do; but do you think that Oral presentations help you soften the process of dealing with pauses and inappropriate repetitions by using expressions or fillers such as "you know", "you see"?

a- Yes

b- No

Option	Number	Percentage (%)
a	39	48.75
b	13	16.25
Not answered	28	35
Total	80	100

Table 3.17: Oral Presentations and Articulatory-Fluency



Graph 3.17: Oral Presentations and Articulatory-Fluency

Table 3.17 above uncovers that (48.75%) of them say (Yes) that oral presentations help them in dealing with pauses and unnecessary repetition by using expressions or fillers such as "you know", "you see" to compensate for uncertainties in real time communication. Thus (35%) of students state that they have no answer to this question; and the rest of them (16.25%) say (No).

3.1.4. Interpretation of the Results

The analysis of the results shows that our study relies on the current level of students in which more than half of them think that their level in English is from lower-intermediate to intermediate as shown in question 3. Thus, the majority of students have already given classroom oral presentations (72.5%) over (27.5%) who have not in question 4, because as they claim; they have no motivation, some are shy, others are not courageous, some others did not get the opportunity, others have no idea about how to give an effective presentation, others lack confidence, the rest to their poor English. Additionally, half of students (50%), in question 5, state that the topics for the presentations are suggested by their teachers over (47.5%) claim that both teacher and students suggest topics for the presentations. This reveals that the respondents speak about how the topics are suggested in different classes, but it is clear from the results that the topics are usually presented by the teacher, that is s/he is aware of his or her students' current level in English, so that, s/he guides them by topics that suit their proficiency level in English. The teacher should bear in mind that s/he should select topics which are relevant to the students' needs. The majority of students (66.25%), in question 6, then, state that they like to master their communicative competence through giving classroom oral presentations, this class of students are more aware of the importance of developing their communicative competence as a fundamental element in learning a foreign language over (33.75%) of them who like to master their grammatical competence as a part of the whole communicative competence framework.

On the basis of this and from students' answers to statement 7, the majority of them (31.25%) strongly agree that oral presentations help them to have a good pronunciation in English over (8.75%) disagree ;this shows that oral presentations do really aid the

students to speak accurately through developing their pronunciation in English.

We have a considerable percentage (40%) of students, in statement 8; strongly agree that OPs help them in acquiring a good deal of English vocabulary. This may be due to each time when they search for a new topic, they will learn new words of the language, this indicates that OPs are interesting activities to build a range of English vocabulary. There are many students (30%), in statement 9, strongly agree that Ops help them in improving their grammar of English over (8.75%). This indicates that OPs are rich source for learning the grammar of English. Moreover, (66.25%) of students, in statement 10, who agree that OPs teach them how to use the supersegmental features in English to convey a particular meaning over (33.75%) of them who say (No). This indicates that OPs are also good activities that enhance such ability since when presenting orally, students need this ability to fulfill the real meaning of any message.

One important characteristic of effective communication is discourse knowledge. Almost half of students (47.5%) say (Yes) that OPs teach them how to open, develop, and close a given topic or theme to (52.5%) in statement 11, this may be due to the fact that OPs are discourses that have structures in which the speaker draws a map with a start, middle, and an end that all rely on special rules and techniques. Besides, (56.25%) as a highest percentage of students in statement 12, who say (Yes) that Ops help them to use the connectives to generate a cohesive spoken text over (35%) who say (No) This indicates that OPs raise the awareness of students towards producing a continuity in words and sentences.

To deal with communication difficulties, a clever student makes the most of the strategies s/he owns. As the results show in statement 13, (35%) of students strongly agree that OPs teach them how to use some verbal and non-verbal strategies to repair communication breakdowns over (12.5%) who agree and (10%) who disagree .thus the percentage (42.5%) of students who did not answer. So, we can notice that a percentage of them recognize the effect of OPs in making up for breakdowns in communication. Thus, OPs provide a good opportunity to students to practice their learning and communication strategies which may be called into action to compensate for communication breakdowns.

The students need to be able to express intentions clearly with respect to the register and to understand others' intentions. In statement 14, a considerable percentage of students (38.75%) who say (Yes) that OPs teach them how to use a particular form to achieve a particular function compared to (25%) of students who say (No). This indicates that OPs create a useful way to learn how to relate forms to their appropriate function. Additionally, most students (38.75%) who say (Yes) that oral presentations teach them when to use formal or informal language over (25%) who say (No) and a percentage of (36.25%) who did not answer the question.

Orderly to the answers of statement 15, the majority of students (41.25%) strongly agree that OPs teach them how to choose appropriately the language to a particular person, a setting, a topic over (30%) of students who agree and (1.25%) of students who disagree. This demonstrates that OPs are better activities that can provide students with knowledge that lead them to be socially successful speakers.

To be an effective speaker; it involves becoming natural, speak with ease, or simply fluent. students (38.75%) say that they strongly agree that OPs help them in producing a flow of related ideas especially when they are prepared and have a written form support over (22.5%) who agree, (3.75) of respondents who disagree and a percentage of(33.75) did not answer in statement 16. This shows that Ops enhance students' semantic fluency. At last , a considerable percentage of respondents (42.25%) who say (Yes) that OPs provide an opportunity of generating a continued stretch of language without excessive hesitation by comparison with others (16.25) who say (No) in statement 17;with a percentage (35%) of students who did not answer. This reveals that OPs also enhance lexical-syntactic fluency on the students.

Briefing, if both teacher and students are encouraged to use such a type of activity in the classroom it will lead them to develop to a more extent their communicative competence in the students; but this can happen if both teacher and students are encouraged to use such a type of activity in the classroom.

3.2. The Teacher's questionnaire

3.2.1. The Sample

For more information about the effect of OPs; we have interviewed the teachers who teach third year students at Biskra University and whom we hope to give us more information to verify our study.

3.2.2. Description of the questionnaire

This questionnaire constructed of two parts. The first part is about general information in which we opted to know some necessary information that can help us in the study using close ended questions. The second part entitled oral presentations and communicative competence that contains a number of open-ended questions to measure the extent to which oral presentations can develop students' communicative competence from the teacher's point of view.

3.2.3. Analysis of the Questionnaire Results

I- General Information

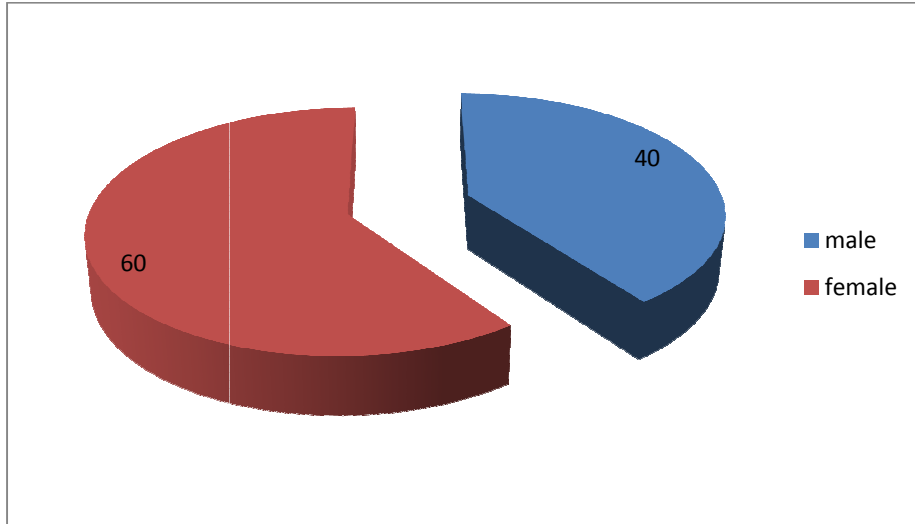
1- Your gender is:

- Male

- Female

Option	Number	Percentage %
male	2	40
female	3	60
Total	5	100

Table 3.2.1: teacher's gender



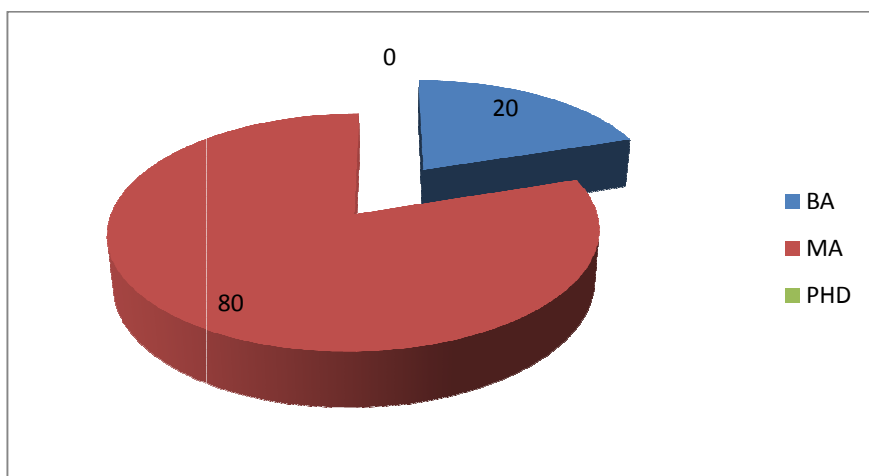
Graph 3.2.1: teacher's gender

We can see from the table 3.2.1, that the highest percentage (60%) for female over male by percentage of (40%).

2- Your academic degree is:

	BA	MA	PHD
Option			
BA	1		
MA		4	
PHD			00
Total		5	100

Table 3.2.2: teacher's degree



Graph 3.2.2: teacher's degree

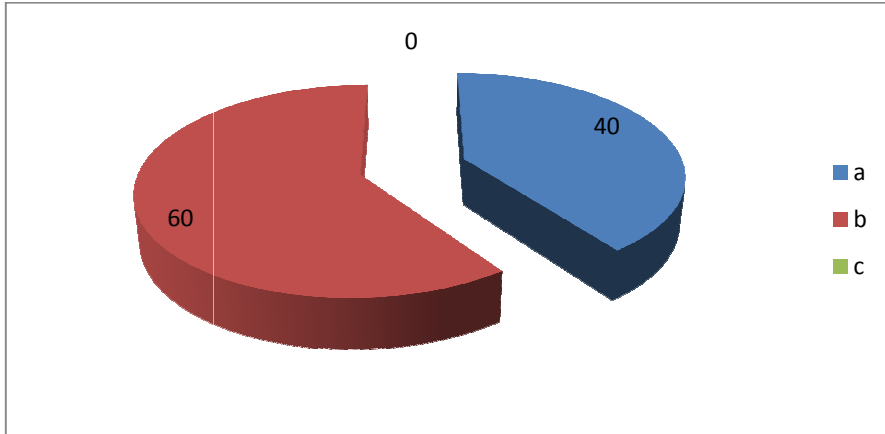
From the Table 3.2.2 we can see that (80%) of the teachers that we administered the questionnaire has a magister degree; while the other (20%) has license degree in English.

3- How many years have you been teaching English?

- a- 1 to 4 years
- b- 5 to 9 years
- c- More than 10 years

Option	Number	Percentage%
a	2	40
b	3	60
c	00	00
Total	5	100

Table 3.2.3: Time teachers spent teaching English



Graph 3.2.3: Time teachers spent teaching English

As we can notice from the Table 3.2.3 that (60%) of teachers spent from five to nine years teaching English as a second language in university; whereas there are (40%) of teachers who spent less time in the process limited from one to four years.

4- Could you tell us which approach do you follow, please?

- The answers of this question as all teachers mentioned that they use the task based communicative language teaching often, while others said that they use it sometimes because the lack of time.

5- Do you consider students talking about their communicative needs the first thing to do before starting the course?

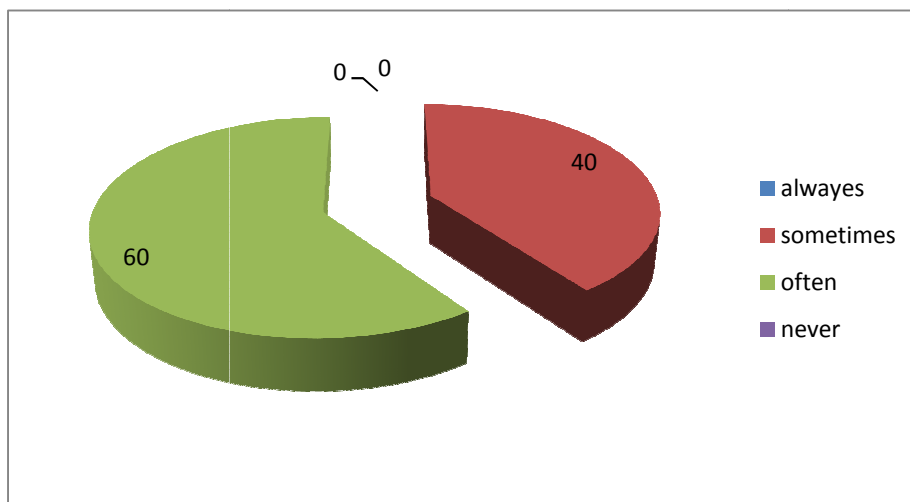
a- Yes b- No

- All teachers consensually said (Yes) that they do let students talk about their communicative needs before starting the course.

6- How much you ask your students to give classroom oral presentations?

Option	Number	Percentage (%)
Always	00	00
Sometimes	02	40
Often	03	60
Never	00	00
Total	5	100

Table 3.2.6: Teachers assigning oral presentations



Graph 3.2.6: Teachers assigning oral presentations

From the Table 3.2.6 the majority of teachers (60%) declared that they often assign their students classroom oral presentations. Thus; others (40%) say that they sometimes assign their students oral presentations; because it depends on the module and learners' different styles of learning.

7- Are you interested directly to help students practice accurately certain linguistic forms or to help them to communicate appropriately and effectively in different situations through assigning classroom OPs?

- The answer of teachers were very short limited to "yes but sometimes"; thus others say that it depends on the purpose of OPs, the lesson itself and the circumstances. Others add that it depends on the overall objectives of the course; and the most important is developing students' ability to communicate appropriately and effectively in different situations.

II- Oral Presentations & Communicative Competence

8- To what degree do you think that OPs help your students to produce accurate pronunciation of English sounds and how to use spelling rules of English?

a- Yes

b- No

- And why?

- All teachers say (Yes) and their explanation to the question was that because students need a lot of practice to gain accuracy and fluency. Some other teachers add that their students need to practice grammar; vocabulary and pronunciation as well as they get rid of anxiety.

9- To what extent do you think that OPs help your students to improve their vocabulary and grammar of English?

- Teachers' answers to this question were direct; because they say that OPs are basic and essential in learning-teaching process to enrich students' vocabulary. Others add that OPs are important because of using different topics and stressing different situations with different objectives.

10- Can OPs help your students to produce cohesive and coherent language?

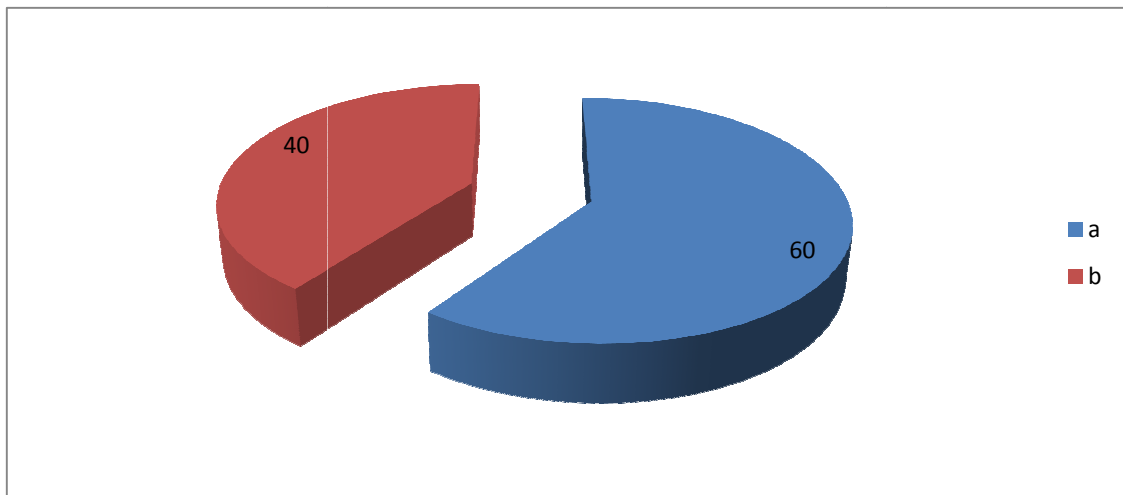
a- Yes

b- No

- And why?

Option	Number	Percentage (%)
a	03	60
b	02	40
Total	05	100

Table 3.2.10: OPs and student’s production of cohesive and coherent language



Graph 3.2.10: OPs and student’s production of cohesive and coherent language

As we can see from Table 3.2.10 that (60%) of teachers say (Yes) because they believe that students will produce cohesive and coherent language only through practice and training. while others (40%) say (No) and that for the reason of stressing on fluency and accuracy rather than producing cohesive and coherent language.

11- Is it possible that OPs can teach your students how to use certain learning strategies and some communication strategies to respond to breakdowns in communication?

a- Yes

b- No

- All teachers say (Yes) that oral presentations can teach their students how to use certain learning strategies and some communication strategies to respond to breakdowns in communication.

12- Is it true that OPs can teach your students when to use formal or informal language and why?

- The majority of teachers say (Yes); because in university students learn only formal language not informal. But other teachers say that they were not sure; because it depends on the learner.

13- To what scope do you think that OPs teach your students how to generate the language appropriately to given sense?

- Although that some teachers did not answer this question; but teachers who have they say that students can use the language appropriately to the register they are interacting in.

14- To what extent do you see that OPs help your students know and use the language with ease and in acceptable speed in real time?

- Teachers' say that this is done with a higher standing of students. Others say oral presentations will help students to rid of anxiety and fear; also it helps them to use some communication strategies and discover their difficulties and problems in practice.

3.2.4. Interpretation of the Results

Few teachers have answered that they have been teaching from one to four years, and others from five to nine years; which shows that teachers have got enough experience in teaching English as a foreign language and that they were familiar with different methods of teaching and that they can know what their students need. Concerning question 4, teachers states that they were using communicative language approach. As can be seen from their answers, they say that most of the time the Communicative Approach is the key principle in the classroom. This reveals that teachers choose what suits a given situation and those they are aware of the importance of developing CC in students as the main principle of the Communicative Approach. Besides, in question 5, teacher claim that they give the students the right to talk about their communicative needs, this means that teachers recognize the value of doing some needs analysis to understand students' needs to provide the materials and the skills needed and sets the objective of the lesson before starting teaching as a good starting point for designing the course.

In question 6, teachers say that they often ask their students to give classroom OPs, which indicate that teachers are seriously interested to make her students, interact in English and that they know the advantages of OPs in making their class more communicative. Concerning question 7, teachers stated that in class, they do not neglect helping their students to produce accurate linguistic forms but more in developing their ability to communicate appropriately and effectively in different situations, this shows that teachers are aware of the real value of both grammatical competence and communicative competence in the language classroom.

The second section; OPs and communicative competence, teachers' answers prove that they are aware of the importance of OPs, as they claim that if they are well prepared and trained in developing students' grammatical competence, discourse competence, strategic competence, pragmatic competence, and fluency. Besides, they always insist on providing authentic materials that reflect the real life experience.

This questionnaire shows that teachers use the communicative approach to language teaching as a governing approach in language teaching together with the project-based approach which is communicative also and suitable for students as it results in

developing to a great extent students' communicative competence.

3.2.5. Conclusion

Form the students questionnaire as the teacher's questionnaire; we have realize that both students and their teacher are aware of the importance of Oral Presentations in the EFL classroom, and how they are interested in developing their communicative competence. Additionally, the results revealed that linguistic competence, discourse competence, strategic competence, pragmatic competence, and fluency could be enhanced to a large extent through assigning classroom Oral Presentations in English.

General Conclusion

This research study targets to shed light on the importance of implementing Project Based Approach in the EFL or ESL classroom. It helps students to actively access and construct the information themselves and to comprehend the subjects themselves better. Thus, teachers should be encouraged to use PBA in their classes and to push students towards preparing and delivering classroom oral presentations in English.

The phrase "communicative competence" is an ultimate goal in TEFL or TESL. Hence, our paramount goal in this study is to reveal the extent to which oral presentations can develop students' communicative competence.

Additionally, teachers pointed out that oral presentations help their students, because they show better developments in their communication in English with a progressive disappearance of their psychological problems after delivering it.

According to the results of the analysis, students should be involved in classroom Oral Presentations as the best way that helps them to develop to a large extent their communicative competence and to overcome some psychological obstacles.

Finally we can say that the results of the research are positive, what led to confirm our hypothesis. we suggest further research to support our modest work to improve the teaching and the learning at the university level since deficiency will continue and that our research is a step towards implementing the framework of the PBA which maximizes authentic communicative practice and encourages the development of the social skills, and also as a dynamic approach to the teaching of English at the university level.

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Appendixes

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Students' Questionnaire

Dear students,

I am Boutebba Abdelkader Mansour and I am conducting a research paper for the fulfillment of the requirements for the Degree of Master2 in Sciences of Language. Our research is named: **An Attempt to Describe the Effects of classroom Oral Presentations on the development of EFL Students' Communicative Competence.**

For that we would be much thankful if you put a cross (x) in the appropriate box, and if you would kindly add it would be of great help to us. Further explanations, it would be of great help to us.

I- General Information

1- Your gender is:

Male

Female

2- Years of learning English:

03 years

05 years

More than 05 years

3- Your level in English is:

a-Beginner

b- Lower-intermediate to intermediate

c- Upper-intermediate to advance

4- Did you give classroom oral presentations before?

a - Yes b- No

- If not, why?

.....

.....

5- Who suggest(s) topics for presentations?

a -The teacher

b – Students

c - Both

6 - What do you like to master through giving oral presentations; the grammatical system of the English language or an effective and appropriate communication in English?

c- The grammatical system of the English language

d- Effective and appropriate communication in English.

-And why?

.....

.....

II- Oral Presentations & Linguistic Competence

7 – Do Oral presentations help you to correctly produce English sounds through unifying your acquired spelling rules?

Strongly Agree	Agree	Can't Tell	Disagree	Strongly Disagree

8 – Do Oral presentations help you to acquire a good amount of English vocabulary including single words, compound words, collocation and idioms?

Strongly Agree	Agree	No answer	Disagree	Strongly Disagree

9 – Do Oral presentations teach you to form the English sentence structure and to use personal pronouns, the simple past, the present, past progressive forms, future?

Strongly Agree	Agree	No answer	Disagree	Strongly Disagree

10- Do you learn how to use stress, intonation, rhythm, to express some feelings, impressions, attracting attentions when preparing and delivering oral presentations,?

b- Yes

b- No

III- Oral Presentations & Discourse Competence

11 -Do Oral presentations teach you how to initiate, develop, and close a topic/ theme?

d- Yes

e- b- No

f- If not; why?

.....

12 – Are you in favor that Oral presentations helps with strengthening the acquired connectives for example, for, and, but, that, one ...to produce a cohesive spoken text?

a- Yes

b- No

IV: Oral Presentations & Strategic Competence

13 – Do Oral presentations teach you how to use verbal strategies such as a paraphrase, and non-verbal strategies such as silence, gestures, body language...to repair communication breakdowns?

Strongly Agree	Agree	No answer	Disagree	Strongly Disagree

VI-Oral Presentations & Pragmatic Competence

14 – Do Oral presentations teach you when to use formal or informal language?

a- Yes

b- No

15 – Do Oral presentations teach you how to choose appropriately the language with respect to a particular person, a setting, and a topic?

Strongly Agree	Agree	Can't Tell	Disagree	Strongly Disagree

V-Oral Presentations & Fluency

16 – Do Oral presentations help you in producing easily a flow of related ideas especially when they are prepared and have a written form support?

Strongly Agree	Agree	Can't Tell	Disagree	Strongly Disagree

17 –To compensate for uncertainties in real time communication is not an easy task to do; but do you think that Oral presentations help you soften the process of dealing with pauses and inappropriate repetitions by using expressions or fillers such as "you know", "you see"?

a- Yes

b- No

Thank you for your cooperation

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Teacher's Questionnaire

Dear teacher,

This form of a questionnaire is constructed to help us for further investigation of the relation of oral presentations and its impact on the student's communicative competence from teacher's point of view.

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

II- General Information

6- Your gender is:

- Male - Female

7- Your academic degree is:

BA	MA	PHD

8- How many years have you been teaching English?

d- 1 to 4 years

e- 5 to 9 years

f- More than 10 years

9- Could you tell us which approach do you follow, please?

.....

10- Do you consider students talking about their communicative needs the first thing to do before starting the course?

b- Yes

b- No

11- How much you ask your students to give classroom oral presentations?

Always	Sometimes	Often	Never

12- Are you interested directly to help students practice accurately certain linguistic forms or to help them to communicate appropriately and effectively in different situations through assigning classroom OPs?

.....
.....

II- Oral Presentations & Communicative Competence

13- To what degree do you think that OPs help your students to produce accurate pronunciation of English sounds and how to use spelling rules of English?

b- Yes

b- No

- A

.....
.....

14- To what extent do you think that OPs help your students to improve their vocabulary and grammar of English?

.....
.....

15- Can OPs help your students to produce cohesive and coherent language?

b- Yes

b- No

- And why?

.....
.....

16- Is it possible that OPs can teach your students how to use certain learning strategies and some communication strategies to respond to breakdowns in communication?

b- Yes b- No

17- Is it true that OPs can teach your students when to use formal or informal language and why?

.....
.....

18- To what scope do you think that OPs teach your students how to generate the language appropriately to given sense?

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

19- To what extent do you see that OPs help your students know and use the language with ease and in acceptable speed in real time?

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

Thank you for your collaboration.