Department of English

Students' Opinion on the Role of Classroom Oral Presentations in Overcoming EFL Learners' Speaking Challenges

Case study: Third Year Students at the Department of English in Jijel University

A Dissertation submitted in partial fulfillments of the requirements for the degree of master in didactics of foreign languages

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Dedication

In the name of Allah, The Most Gracious and Most Merciful, on

whom Ultimately we depend for sustenance and guidance.

I dedicate this work to my dear father ABDELKADER, the reason of what I become today, for his countless sacrifices for making an honest living for us...and to my wonderful mother WARDA whom without her love and care I could not be that educated person, may god prolong their life.

To the memory of my sister's husband ABDELHAKIM who died in 09.01.2019 who I hope to meet again in the gardens of heaven… to the soul of my cousin SOUFIANE, my aunt MALIKA, and my grandparents MOHAMMED AND AHMED… I know you would have been very proud of me …may their souls rest in peace.
A special feeling of gratitude goes to my lovely sisters and brothers: HAYAT, HAKIMA, MAYA, NADJET, SARRA, WAHIL, SAMIR, BILEL, HAMZA, AND MOHAMMED ELAMIN…your support and help means the world to me…
Also to my amazing nephews and nieces: RAID, ELMOATASIM BILLAH, AMJED, AUDAY, ADEM, DJAWAD, MOHAMED, YASSER, YAZEN, BARAA, ANES, ALAA, MAHA, ASMA, FATIMA ZAHRAA, RAZAN, MARIYA, RIHAM, MARAM, AND ROAA…you were really an inspiration to me.
Also to my sisters in law and to my brothers in law…thank you for being part of my life.
To my partner NOUR , Thank you for sharing me this work .

NABILA

I

Dedication

I dedicate this humble work to :

The greatest father in the world   SMAIL who was the reason of my will power to assume

the responsibility of everything and believed in me.

The candle of my life , my beloved mother NASSIRA who was always pushing me to the

best version of myself .

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II

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Abstract

The aim of this study is to examine the role of classroom oral presentations in overcoming students' speaking challenges. This dissertation sheds light on two parts: the theoretical part which is divided into two sections (oral presentation and speaking challenges) and the practical part which represents the field work of the study. In this research, two essential ideas are capitalized; students opinions on the use of classroom oral presentation and the role of using such activities in ameliorating the speaking skill among learners. The study has been conducted on 50 third year students of English at the department of English in Jijel University. A descriptive analysis is followed, and one tool to collect data is uesd for this research which is questionnaire for students. Based on the findings obtained from the study, those students showed their positive attitudes towards the effectiveness of delivering oral presentations in EFL classrooms in helping learners avoiding speaking mistakes. At the end, a set of recommendations are suggested for both students and teachers to eliminate speaking difficulties.

List of Abbreviations and Acronyms

1-DVD: Digital Video Disk

2-EFL: English as a foreign language

3-OP: Oral presentation

4-OPS : Oral presentations

5-PPT: Power point

6-TEFL: Teaching English as a foreign language

7-TL : Target language

8-VCD: Volunteer Defense Corps

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General Introduction

General Introduction

Learning to speak a language confidently is supremely important for anyone who wants to master a particular means of human communication .Thus, when attempting to improve the speaking skill, EFL learners have to practice, to talk, to communicate and to share ideas. In other words, speaking is, by far, the most essential skill that learners of a foreign language should strive to master. According to David Nunan (1999), "to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". (p.39).Furthermore, an oral presentation is a well ordered way of discussing an issue or presenting a topic to the audience. It is a form of communication which EFL learners use in classrooms in order to transfer messages to others. Using oral presentations can help learners enhancing their speaking abilities. Harmer (2007) stated that:"the speaking is to construct words and phrases within individual sounds, also the changing of pitch, intonation and stress to convey different meaning". In the process of foreign language learning, students face many difficulties in studying vocabulary, pronunciation grammar and other aspects of language; However, they can overcome those problems by a constant and an efficient exposure to the target language as well as by their own efforts to develop the art of communication or to achieve correctness not to reach perfection .Our study sheds light mainly on learners 'oral presentations as the most useful activity to find out students' capacities in engaging in a good oral communication using the target language. The study aims to explore students' opinions on the role of classroom oral presentations in overcoming learners' speaking obstacles.

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1. Statement of the Problem

Most EFL students suffer from different problems when it comes to sharing an opinion, conveying an information, or expressing a feeling; students of English at Mohamed Seddik Benyahia University particularly face those kinds of challenges, in this light, many teachers of oral expression have observed that there was no motivated atmosphere that encourage students to interact freely and to achieve more vital learning outcomes. This study attempts to investigate the effectiveness of classroom oral presentations in reducing communicative difficulties among EFL learners in general and students of English at Mohammed Seddik Benyahia University in particular.

2. Research Questions

- To what extent is classroom oral presentation effective in helping students overcome speaking difficulties and enabling students to improve their speaking skill?

4. Aim of the Study

Our study aims to investigate students'opinions about the effectiveness of classroom oral presentation in improving the speaking skill as well as the oral proficiency.

5. Significance of the Study

Our study is significant in how to make learners perform well in classroom. It focuses on improving the speaking skill through public speaking and how will facilitate their problems.

6. Research Methodology

Based on the nature of this study, a descriptive method has determined the actual situation (which is why EFL students are unable to speak fluently the English language),

and to provide a clear view about the role of classroom oral presentations in overcoming their speaking obstacles. Thereby, this present work will collect quantitative data based on the questionnaire in order to obtain authentic and valuable information.

1. Students 'questionnaire: in this research, the questionnaire was addressed to 50 participants out of 150 third year students of English at Jijel University. The participants were picked up randomly for the sake of making the data more authentic. The answers of questions from the questionnaire are going to be presented using tables and diagrams. The choice of such sample is based on the principle of third year students who already have a clear idea about oral expression in their previous years, and they are aware enough to the difficulties that may face them to develop the ability to speak. The students' questionnaire has been handed, we have distributed it in our presence to ensure that all students understand it, also to avoid as much as possible any ambiguity that may hump our work to gather clear responses. We have given students 20 minutes to answer the questionnaire.

Chapter one

Literature review

Section One

Oral Presentations

Introduction

Oral presentations are forms of assessment that allow students use their own spoken words, the OP represents an essential part of teaching and learning process through which the instructor assesses the student's ability to communicate ideas , and thanks to oral presentations, learners ameliorate their speaking levels and avoid as much as possible making communicative mistakes that result in miscommunication.

1- Definition of Oral Presentations

Oral presentations are common requirements in many courses; they may be short or long, include slides or other visual aids, and be done individually or in groups. An oral presentation is a brief discussion of a defined topic delivered to a public in order to impart knowledge or to stimulate discussion. Moreover, Mandal (2000) stated that "*Presentations are speech that is usually given in business, technical, professional, or scientific environments*" (p.8). In classroom, it is a form of assessment that teachers frequently use. According to Morita (as cited in Chen, 2011): " oral presentations are a frequently and highly routinized part of high education classrooms and oral presentations in many courses may serve various purposes such as a formal oral assessment of students to reflect development of certain skills". Furthermore, it is very important to consider all aspects of oral proficiency, and not only things like pronunciation and fluency when teaching or assessing it in the classroom.

2-Importance of Oral Presentations

Schofield (1988) argued that " an oral presentation is a whole skill which requires valuable rehearsal to provide the speaker with the ability to use language as well as to achieve self-confidence". Oral presentations have become a useful and effective way to increase students' awareness of communication skills. Thus, students' presentations have

become an important element in delivering positive learning experiences. They are forms of assessment that call on students to use the spoken word to express their knowledge and understanding of a topic. According to Baker (2000, p.115), oral presentation is like a formal conversation, speaking to group as a natural activity. It is part of spoken language; and it does not concern the written language." ops allow capture of not only the research that the students have done, but also a range of cognitive and transferable skills. For King (2002)," an oral presentation is a form of assessment places the emphasis on students' capacity to arrange information in a clear, coherent and effective way".Oral presentations can be useful in assessing knowledge skills and critical thinking as well as enable students to prepare persuasive arguments, to generate and synthesize ideas, to communicate effectively, to present information clearly and concisely, and to present information to an audience with appropriate use of visual and technical aids. They impart proper flexibility to audience so that they can take an appropriate decision on a particular topic. An effective oral presentation helps saving efforts and time for listeners as well as the speakers.

3- Types of Oral Presentations

Oral presentations allow EFL students to practice English pronunciation, develop fluency and practice critical thinking and invention. In other words, EFL students can improve their levels of proficiency in the target language through delivering oral presentations in the classroom. According to Alaissa and AL-Qubtan(2010, p.227-246) oral presentations are divided into three types: controlled, guided and free presentations.

3.1- Controlled Oral Presentations

In this type of presentations, the students' level changes from one category to another, Therefore, the teacher should be aware when giving the appropriate topic to be presented either individually or in a group of students. Moreover, the length of time taken

presenting a particular topic depends on the level of proficiency of the students in terms of practicing the target language without making mistakes, feeling comfortable and gaining self confidence.

3.2- Guided Oral Presentations

In this type of presentation, the level of the students is better than that of students in the previous type. They cannot take the floor for a long period of time; instead, they are looking to prepare their work using power point or memorization.

3.3-Free Oral Presentations

Students are expected to have an advanced level of proficiency and they should be free in controlling their presentations in terms of deciding about the topic and the tools. Moreover, they can use complex language and spend longer time presenting; they can also open discussions after finishing the oral presentation.

4- The Purpose of Oral Presentations

Oral presentations are significant when they are designed and prepared in an effective way. They are a good example of learner-centeredness. So teaching students how to design successful presentations will not just prepare them for possible future academic careers but also help them function well in their professional setting (Živković, 2014). This latter indeed provide *"a rewarding and stimulating experience both for teachers in developing and facilitating skills, and for students in training themselves to have confident presentations in public"* (King, 2002; p.413).That is, OPs are beneficial for EFL learners as well as for teachers.

5- Delivery of Oral Presentations

The oral presentation is an effective activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. According to Emden and Becker(2004, p.1), "developing the abilities to speak to an audience is one of the greatest benefits you will ever get from your time in further or higher education". Before delivering an oral presentation, there are some steps that must be followed by presenters in order to provide the audience with a great performance.

5.1- Planning the Oral Presentation

It is the most important factor for a successful presentation, careful planning, lots of practice and engaging the audience. (Tracy, 2000, p.18) "Fully 90 percent of your success as a speaker will be determined by how well you plan your speech." This shows that the planning stage is very important and helps in delivering a good oral presentation. Both the teacher and the presenter should know the topic and the reasons behind choosing it. Also the time should be sufficient. Chivers and shoolbred (2008, p.22) claimed: "a short amount of time creates pressure on what you can achieve and may limit the quality of the final presentation. A long amount of time can result in a lack of focus with tasks been left until closer to the delivery date, then a period of frenzied activity leading up to the event." If the time is long, presenters will be able to provide learners with enough information as well as, they can answer easily the questions have been asked by their teacher or their classmates.

5.2- Preparing the Content

The content should be relevant; the presenter has to know what to say about the topic and what to avoid mentioning. He may already have the content of the oral presentation in the written form, from which he can select the key points; he also needs to support his

ideas and arguments through a list of examples and illustrations. He should make it easy for listeners to follow the different parts of presentation without feeling confused or bored.

5.3- Structuring the Oral Presentation

Most of the oral presentations consist of three major elements: an introduction, the body of the talk and a conclusion. The introduction prepares the audience for what the presenter will say in the body, it is just an overview about the key points. A good introduction attracts and focuses the attention of the audience, explains the purpose of the presentation and what the speaker would like to achieve by the end of his work. The speaker had better begin with a question, a short story or a fact to create a link between reality and classroom presentations. The body of oral presentation should be presented in a logical order to make it easy for the audience to follow. For instance, the presenter can divide the content into sections and make sure that the audience knows where they are at any time during the talk. Also he can use different visuals aids in order to convey the message appropriately. After that, the speaker needs to sum up what he has done through reminding the audience of the essential ideas and asking them whether the topic has been well presented.

6- Technology in Oral presentation

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

In today's wired world, there are many different technology strategies that students use to deliver a message effectively. Technology has always helped presentations to be more enticing. Visual aids are used to present facts, concepts, and figures in a comparative

or a structured form. Also they aid comprehension and prevent misunderstanding, reinforce the message, maintain interest and help retention and motivates the audience to make a decision.

7-Types of visual aids

7.1-PowerPoint: is software that gives the presenter the ability to create slides containing graphics, spreadsheets, hyperlinks, text, photos, videos, sound and animation. PPT is dependable, recognizable, and easy to use and modify, and allows some creativity.

7.2- Google Slides: which is a part of Google Documents, is a Web-based program that allows group collaboration. Google Slides is a very simple presentation program to use. However, it does not offer the variety and selection of design elements that PowerPoint does for the user. Its templates are extremely basic and do not have many options for the presenter to embrace creativity in the slide design.

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

Conclusion

The oral presentation is an effective way to learn to communicate confidently and fluently in English.It is a beneficial and an enjoyable practice for learners. This practice enhances students to prepare, structure, and organize a successful presentation so that they will be able to perform well and speak in public. King (2002) claimed that anxiety and the fear of public speaking prevent students from taking the floorand delivering a strong and successful presentation. King (2002) also held that OPs constitutepeople's most common phobia than any other cause of anxiety.

Section two

Speaking Challenges

Introduction

The process of teaching and learning English involves an exposure to both the productive and receptive skills: speaking, writing, listening and reading. Speaking is one of the four language skills which represent one's proficiency in a language. It provides learners with the production of oral utterances in order to transfer messages and express emotions and thoughts. For Chaney and Tamara (1998, p.13)speaking is "the process of building and sharing meaning through the use verbal and non-verbal symbols, in a variety of contexts". Ur, P (1996) states that *"of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important"*. Therefore, knowing how to speak a foreign language is a priority for any language learner. Although, all the four skills are required when learning a language, speaking has its prominence among the other skills.

1- Definition of Speaking

Oxford dictionary stated that speaking is the ability of using language (2003,p.26). Speaking is the language skill that enables learners to communicate with others in order to achieve their goals and to express their opinions, viewpoints and intentions. Nunan (1999) argued that success in learning a language is measured in terms of ability to carry out a conversation in the target language. By gate (1987:1) said that :"speaking is the medium through which much language is learnt, and which for many is particularly conductive for learning". That is to say, speaking is a means of learning a language. Irzeqat (2010 :6) stated that : « speaking is the core of learning languages since speaking a language means knowing that language. ».

2- Aspects of the Speaking Skill

2.1- Fluency and Accuracy

Accuracy is defined by Baily, K (2005) as *"the extent to which students" speech matches what people actually say when they use the target language* (Baily, 2005:55).

Fluency in language learning is the ability to use the spoken or written form of the language to communicate effectively. While fluency does require a reasonable knowledge of vocabulary and grammar, the language produced does not need to be flawless as long as someone is able to be clearly understood. In contrast, accuracy refers to the production of grammatically correct spoken or written language. While it is important to learn the correct forms of the language, accuracy does not guarantee the ability to communicate fluently.

2.2- Grammar and Vocabulary

Grammar is the set of structural rules that govern the composition of sentences, phrases, and words. For example, how to conjugate verbs and put them into sentences while Vocabulary is the set of words that are familiar within a language. For example, a list of parts of the body, hair, eyes, lips, teeth, is vocabulary.

3- Characteristics of Successful Speaking

Learners talk a lot: most of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often lost time is taken up with the teacher talk or pauses.

Participation is even: Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed.

Motivation is high: learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

Language is of an acceptable level: learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

4- Factors that Affect the Speaking Skill

In order to help students overcome problems in learning speaking, it is necessary for the teachers to identify the factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

4.1-Performance conditions: Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

4.2- Affective factors: One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen (1983)stated that: " a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety."

4.3- Listening ability: Students must understand what is said to them to have a successful conversation. Shumin (1997) shareed the ideas of Doff (1998) by stating that:"when one person speaks, the other responds through attending by means of the listening process." In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is

certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4.4- Topical knowledge: Topical knowledge is defined as knowledge structures in long-term memory bachman and palmer(1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) stated that: " certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not.".

5- Identifying Problems that Prevent EFL Learners from Speaking

Many learners encounter several presenting difficulties that hinder them from presenting different topics as well as reaching true facts. Even they know the rules of this language,

but they cannot make a distinction between this knowledge and its use. This let students have problems with classroom speaking activities ; Ur (2000, p. 212) introduced the main problems that students face when using the foreign language in the classrooms.. It is highlighted below the causes that make the students face difficulty to communicate in English and suggests some solutions that may help to overcome them.

- Mother tongue use

According to Beker and Westup (2003, p. 12)" barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language». in classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language,, and because they feel "exposed" if they are speaking their mother tongue, if they are talking in small groups it can be quite difficult to get some

classes – particularly the less disciplined or motivated ones – to keep to the target language.

- Nothing to Say

River (1998, p.192) said, "The teacher may have chosen a topic which uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language."

- Low or uneven participation

According to Bowman et al (1989, p. 40) "traditional classroom seating arrangements often work against you in your interactive teaching ".only one participant can talk at a time if he

or she is to be heard; and in a large group this means that by the tendency of some learners to dominate, while others speak very little or not at all.

- Inhibition

Unlike reading , writing and listening activities, Speaking requires some degree of real-time exposure to an audience .Learners are often inhibited about trying to say things in the foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing. According to Littewood (1999, p. 93), "it is too easy for a foreign language classroom to create inhibition and anxiety."

-Fear of making mistakes

Is one of the main factors of students' reluctance to speak in English in the classroom (Tsui Nunan, 1999, Yi Hua 2007, Robby, 2010). Hieu (2011) and Zang (2006) cited in Heand Chen (2010)explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their

peers if they make mistakes in speaking English. Zua (2008)suggests that emotional bonds between students and teacher should be built to make the students feel comfortable with their teacher and expect him to help them if they make mistakes.

-Shyness

"Shyness is a persistent characteristic that occurs when one feels anxiety when presented in a novel social situation." Cited in (Kasper. A 2012),Suarik (2011) asserts that most of the students of English feel shy when they talk. They are also afraid of being laughed at by their peers. To overcome shyness, Pesce (2011) says that is urgent that the teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine about making mistakes in their learning.

- Anxiety

Anxiety has been defined by Fletcher and Langley(2009:35) as "a natural feeling experienced by everyone when facing situations which are unusual through different changes and events in life such as the death of a close family member or changes at work or home."Darwin (1872 quoted in wilson, 2006:41) thought of anxiety as " an emotional reaction that is aroused when an organism feels physically under threat". It is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001Hortwiz and cope 1986, in Zaho Na, 2007based on the findings of their study, found out three main causes of students' anxiety ; the first cause is communication comprehension refers to the students' low ability to communicate in the target language, their low ability in this aspect, in many cases, causes anxiety feeling among many students. The second cause which is test anxiety deals with students' fear of being test, the last cause has to do with other students' evaluation. In order to overcome anxiety , Tsui (in Nunan , 1999) explains that to deal with the reluctant

students , teachers should accept a variety of answers , this way ,the students can feel more confident in answering the teacher questions and participating in every activities of class.

-Lack of Confidence

It usually occurs when students realize that their conversation partners have not understood them or vice versa. One cause of that deals with the lack of encouragement from the teacher (Brown, 2001). In this line, many teachers do not think that convincing students that they are able to speak English. Concerning overcoming this problem, Ye Htwe (2007) shares the strategy to build students' confidence. He said that: "maximizing students' exposure to English is a good way to build the students' confidence.".

- Lack of Motivation

Motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) adds that motivation is an inner energy, she says that no matter what kind of motivation the learners posses, it will enhance their interest. Gardner in Nunan (1999) elaborated that causes of the students' lack of motivation for example; uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. Aftat (2008) suggested encouraging students' motivation; "teachers should provide constant encouragement and support as well as ask questions that reveal the basis of students' problem."

6- What Teachers can do to Solve those Problems

-Use group work: this increases the sheer amount of learners talk going in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher can not supervise all learners'

speech, so that not all utterances will be corrected, and learners may occasionally slip into their native language. Nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be for more than in full class set-up.

- Base the activity on easy language; in general, the level of language needed for a discussion should be lower than that used in intensive language- learning activities in the same class: it should be easily recalled and produced by the participants so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

- Make a careful choice of topic and task to stimulate interest; on the whole, the clearer the purpose of the discussion is the more motivated participants there will be Give some instruction or training in discussion skills: if the task is based on discussion then include instructions about participants when introducing it. For example, tell group learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

- Keep students speaking the target language:

You might appoint one of the groups as monitor, whose job is it to remind participants to use the target language and perhaps report later to the teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful. However, when all is said and done, the best way to keep students speaking the target language is simply to be there themselves as far as possible, reminding them and modeling the language use. There is no substitute for nagging.

Conclusion

Speaking is has an important role in communication. It is a part of daily life that everyone should develop in subtle and detailed language. Due to speaking, students can express their thoughts, exchange information and communicate ideas. However, learning how to speak is sometimes challenging for EFL students, therefore, learners have to improve the speaking skill through many ways such as using oral presentation in the target language.

Chapter Two

Field work

Introduction

In this chapter, we discuss and analyze the data collected through students questionnaire to conduct our investigation , to answer the research question and confirm our hypothesis . We tried to study how third year students investigate at Jijel university see the role of oral presentation in overcoming their speaking challenges .

1 -Students' Questionnaire

1-1 Sample of the Study

In this research , the questionnaire was administered to fifty (50) participants out of (150) third year students of English at Mohamed Seddik Benyahia University. The participants were picked up randomly for the sake of making the data more authentic . The answers of the questions will be presented using tables and diagrams. The choice of such a sample is justified by the fact that third year students already have a clear idea about oral expression in their previous years and therefore are aware enough of the difficulties that may face to develop the ability to speak . The students 'questionnaire was handed in our presence to ensure that all students understand the questionnaire and to avoid any ambiguity that may hinder our work of gathering clear and full responses .We gave the students twenty minutes to answer the questionnaire.

1-2 Description of the questionnaire

The questionnaire consists of 20 questions divided into three sections;

Section 01 : Personal Information:

It consisted of four (04) questions, aimed to gather information about the students' gender and age information about their level as university students and the duration of their English language study.

Section 02: Oral Presentation:

It contains (08) eight questions and aims to obtain information about the students' attitudes the towards the oral presentation session,how often they participate and whether the time allotted to them to speak is sufficient. Additionally, we wanted to know if students experience factors like anxiety and panic when they have an oral test and if so, what this is due to. Is it Fear of taking part in public debate, fear of making pronunciation mistakes ,or fear of the teachers' negative feedback .Students were also asked if they use social networks to improve their presentations . We wanted to know who decides on the topics to be presented. Finally, we provided the students with a space to write their suggestions on some solutions the teacher could use to motivate them to use the target language.

Section Three: Speaking Challenges

It contains of (08) eight questions. Students were asked if they were interested in speak English outside the classroom giving us their clarifications. they were also requested to pick out the most useful activities the teacher applies for them , i.e. , role play , discussion and debate , language games , and dialogues . We wanted to know about the students' feelings when their teachers ask them to speak in classroom. They were also asked about obstacles they face in speaking. In the last question , we left the students free to give their suggestions and strategies to overcome their speaking challenges.

1- Analysis of the students responses :

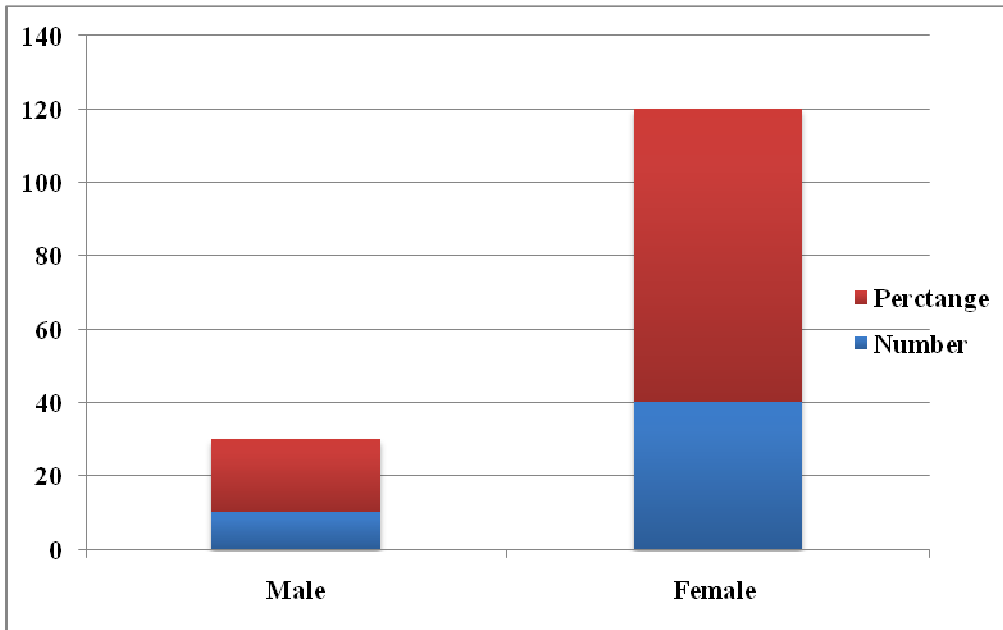**Section One : General Information**

Figure 01: Gender distribution

The diagram abovereveals that most of the participants are female. There are 40 females out of 50 participants. The remaining participants are males, representing only 10 % of the students.
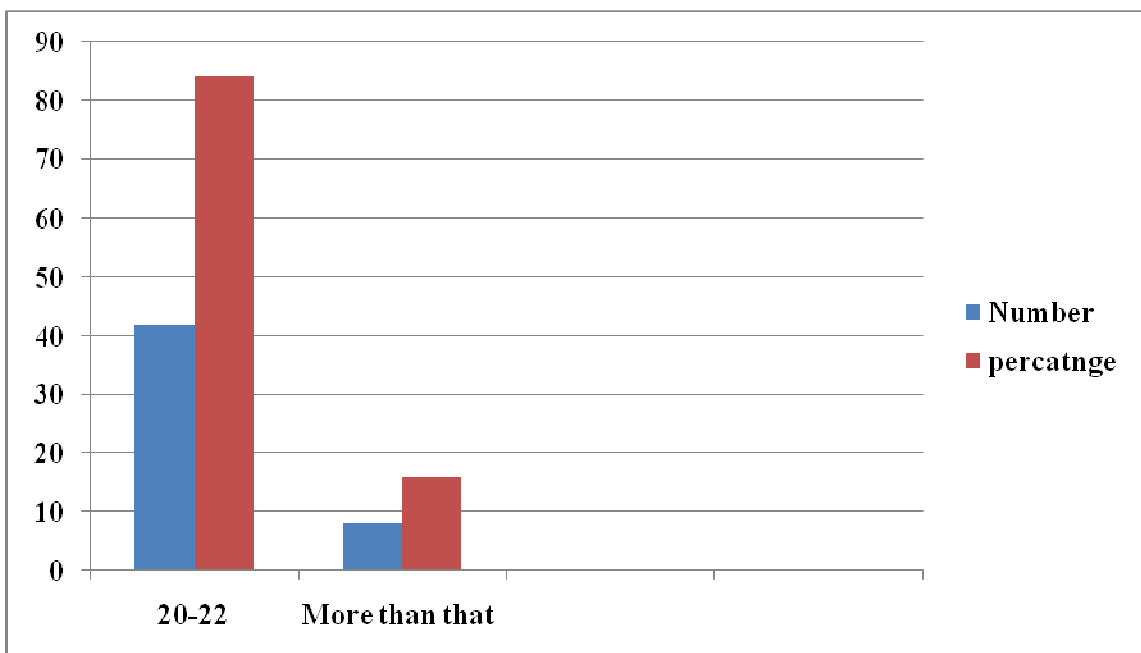

Figure 02: Age distribution

From the results   shown in table two, we notice diversity in age. The majority of students   42(84 %) are from 20to 22 years old , this means that they   attended school early and never failed . The remaining students 8 (16 %) whose age is more than 22 years old   can be explained by a failure , change in the   field of study , or probably in the baccalaureate exam .
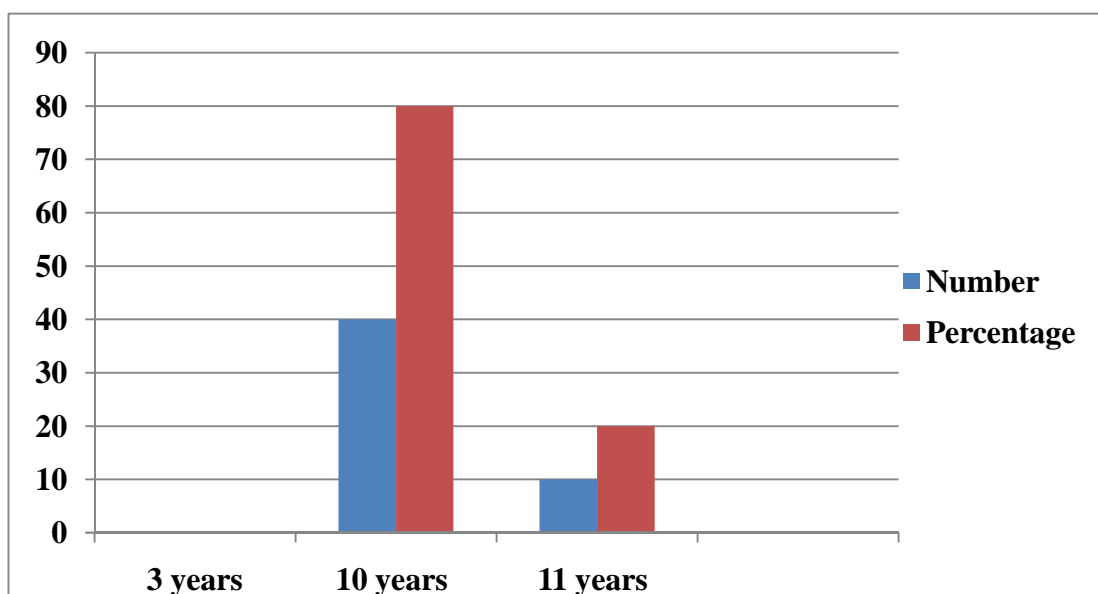

Figure 03: Students period of studying English language

From the above, we see diversity in answers. We can notice that the majority of students 38 (76 %) started school at the normal age and 4 (8 %) of the participants may have failed once or may have never failed . The 8 remaining students (16 %) may not have been interested in studying English at first but had todo so later.
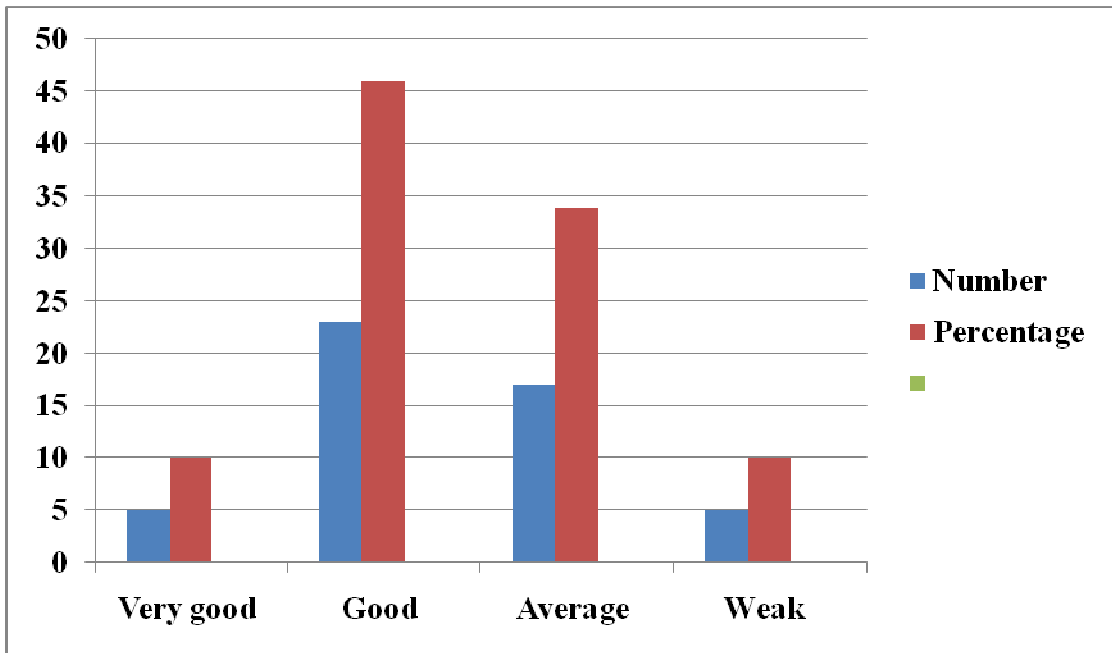
Figure 04: Students' level of English

The results show that 5 (10 %) of participants perceive that their level in English

is very good , 25 (46%) participants said good . 17(34 %) students believed that their

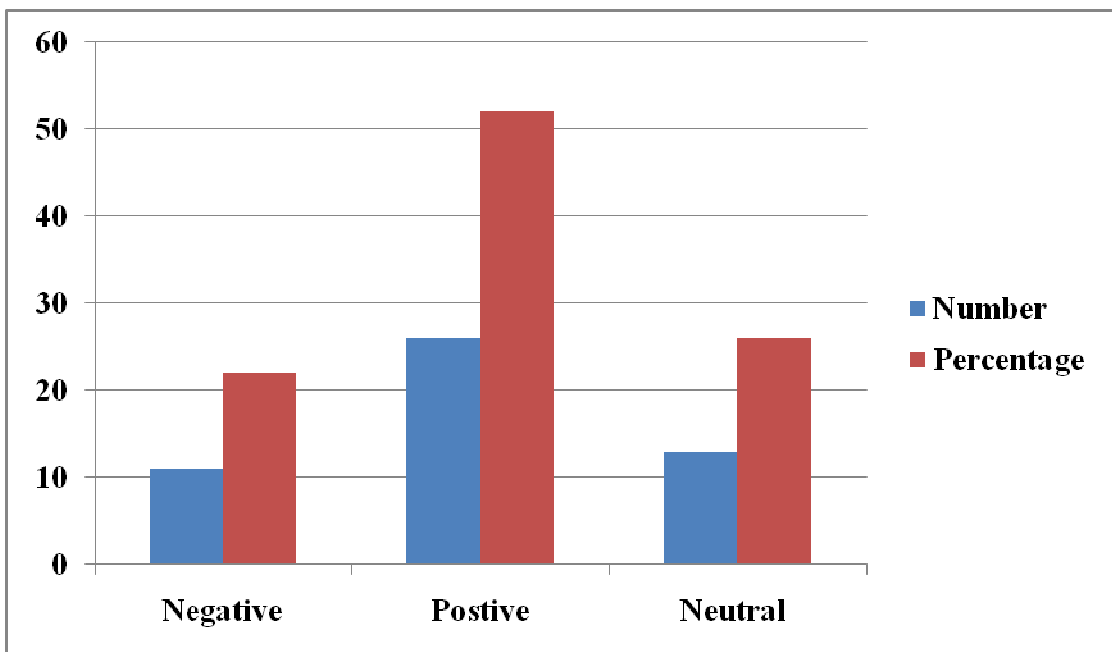level is average. 5(10 %) students claimed that their level is weak.

Figure 05: Students' A attitudes Towards Oral Presentation Assignments

From the diagram above , we notice 11 (22 %) participants have a negative

attitude towards oral presentation , the majority of them 26 (52%) have positive attitudes.

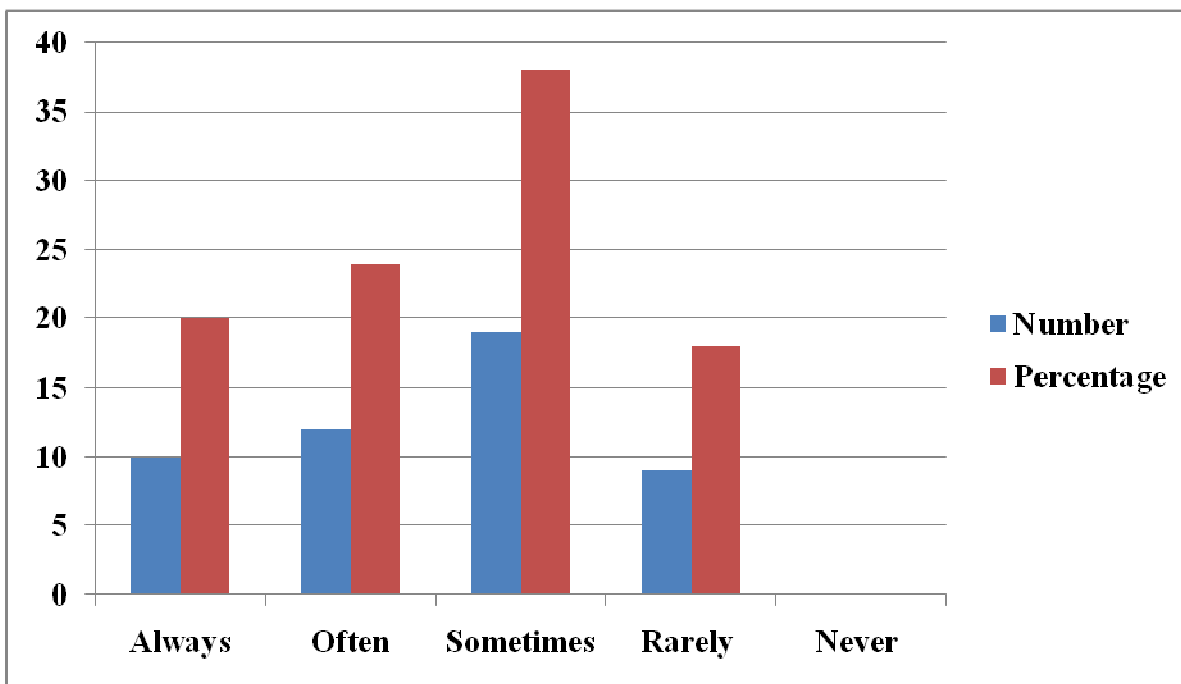13 (26%) participants are neutral .

Figure 06: Students' Frequency Of Participation In Classroom

As it is clearly observed from the table, 10 (20 %) students say that participation is

important and that they always participate. It particularly helps them to express and

exchange ideas with their classmates. It also helps them to improve their language. 12 (24

%) often participate to them. They may not have the correct answers or just do not like

speaking and prefer other skills. Furthermore, 19(38 %) say that they sometimes

participate depending on their familiarity with the topic discussedand their appreciation of

the teacher. Some teachers' attitudes make students reluctant to participate. We observe

that 9 (18%) of students rarely participate because of some factors such as :

mispronunciation , lack of interest and confidence, shyness, difficulties in transferring information from first language to second language. Other factors include gap in knowledge and lack of information.
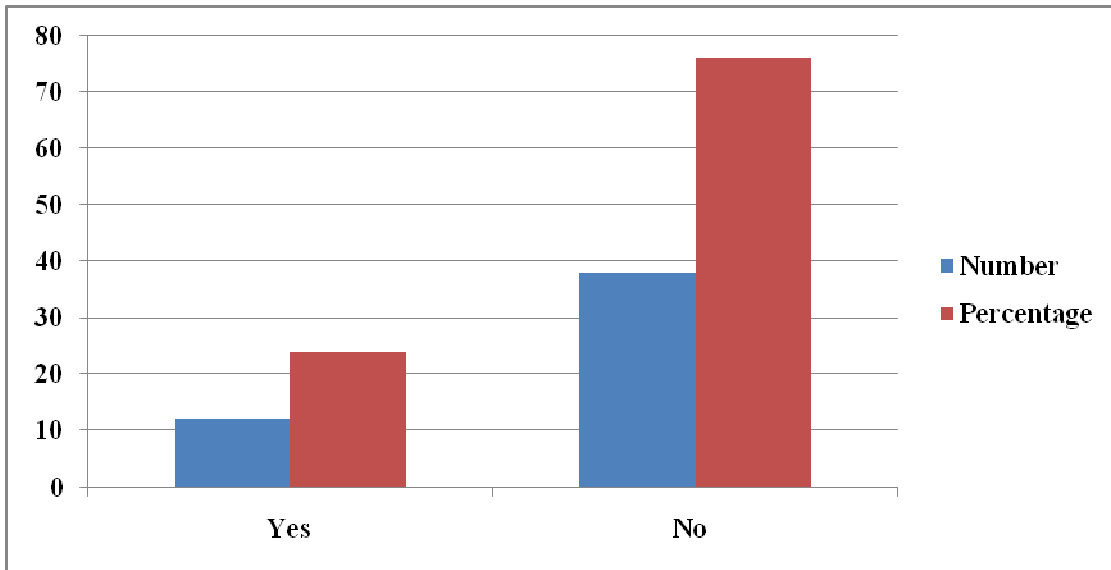

Figure 07 : Teachers' Frequency To Give Time For Students   To Speak

The results in the table above demonstrate that a great majority of students 38 (76 %) say that they are given time to speak , whereas only 12 (24%) say they are not.
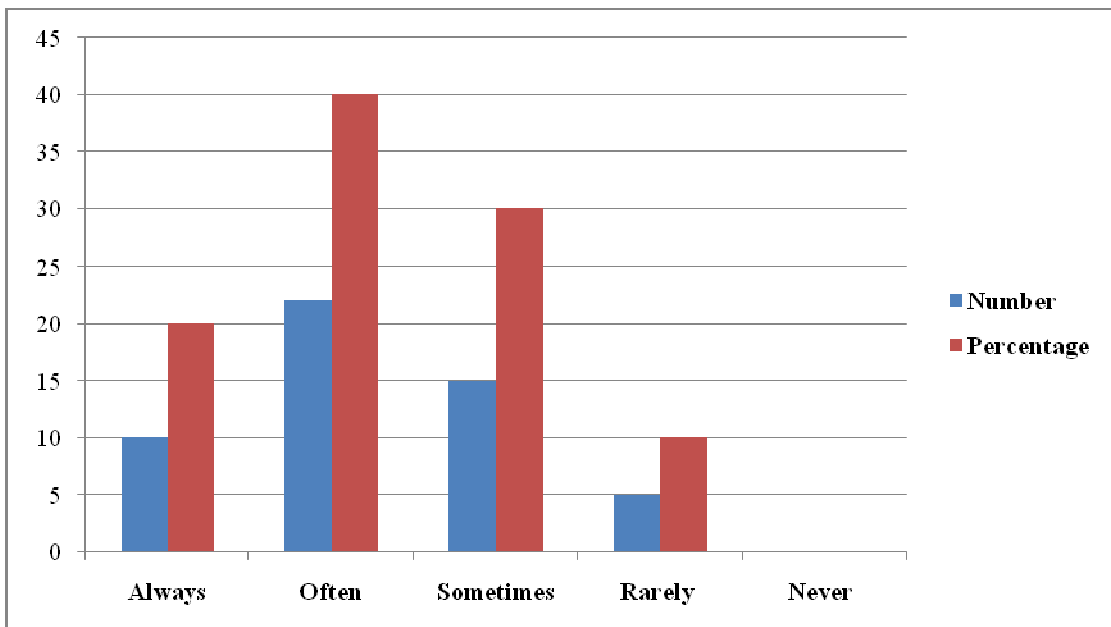
Figure 08: Students' Answers Towards Frequency Of Their Teachers' corrective interruption

As we can see, 10 students (20 %) always speak , 22 (40%) often, 15 (30 %)

sometimes and only 5 (10) rarely do. None of them answered never.

Figure 09: Students' Anxiety When Teacher Interrupts Them To Correct Their Mistakes

It appears from the table that few students 10 (20%) are anxious when their

teacher tries to correct their mistakes , but a lot of students 40 (80 %) get anxious.

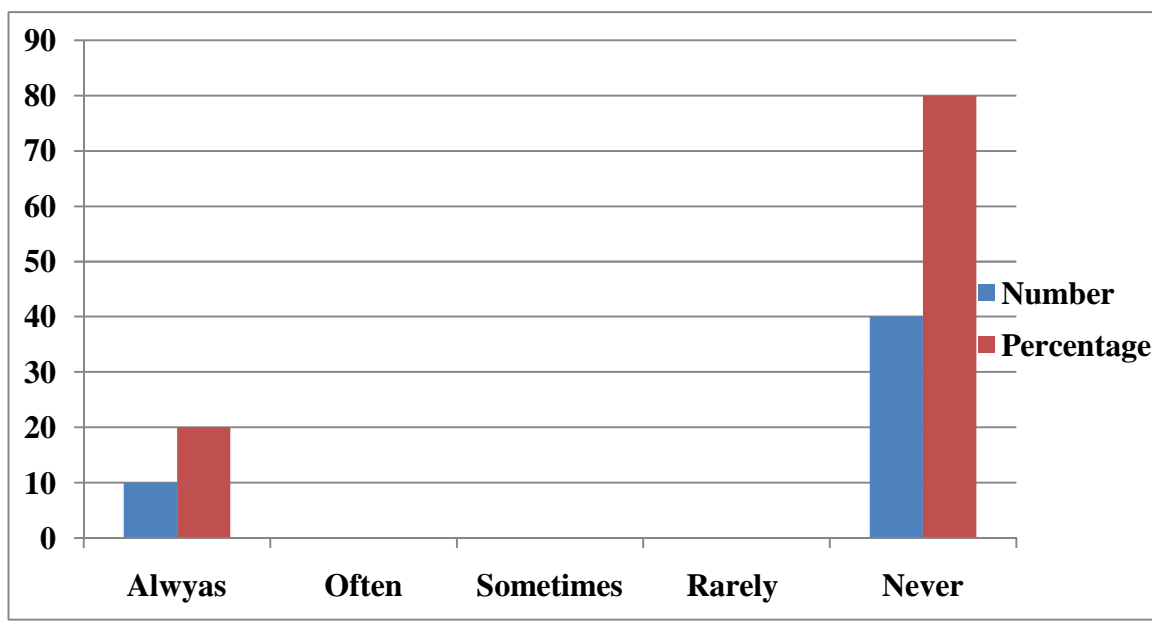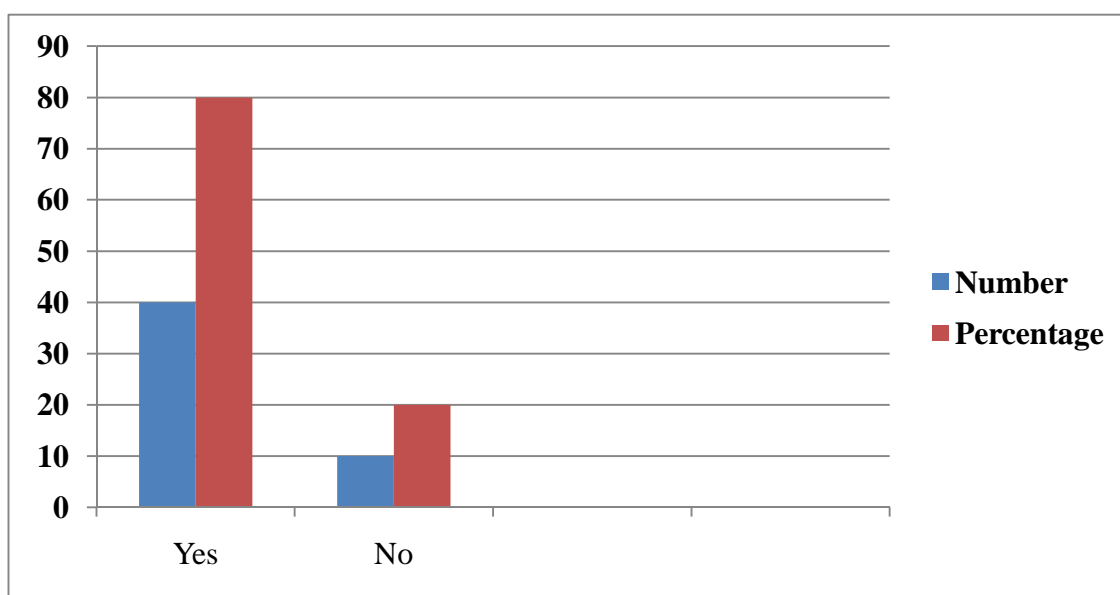**Figure10**: **Feelings Of Being Panic When Students Have An Oral Test**

Concerning the students' feeling of panic when they have an oral, the majority of

them 40 (80 %) say yes. And 10(20 %of the sample say no. Students, who responded yes,

justified their responses as follow:
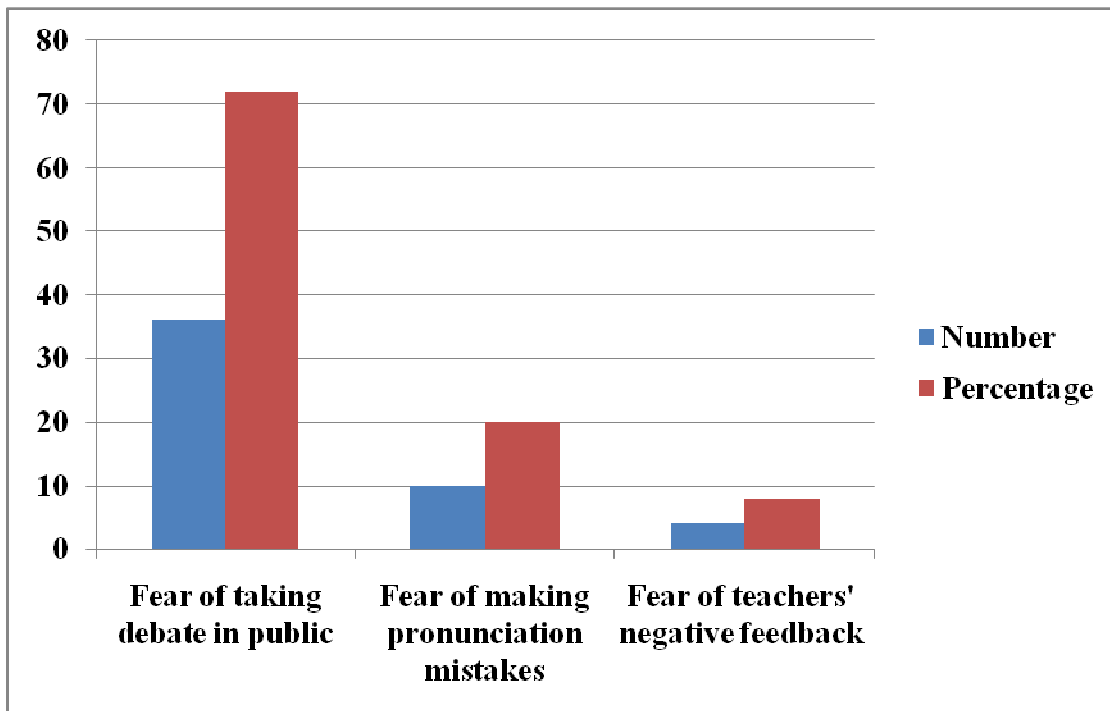
Figure 11: Students' justification

According to the answers, most of the respondents (72 %) have fear of taking

part debate in a public debate, 10 (20 %) have fear of making pronunciation mistakes ,

and only 4 students (8%) have fear of teachers' negative feedback.
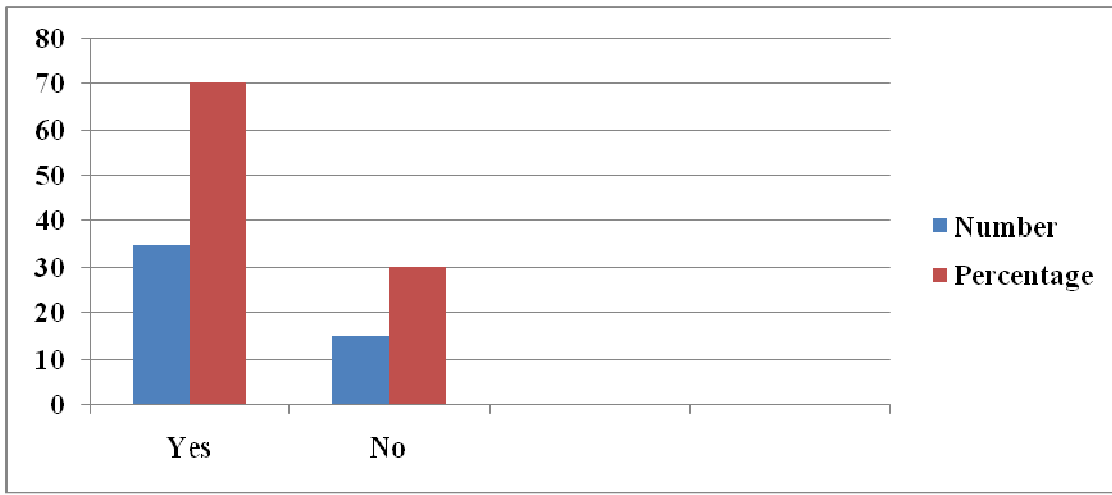
Figure 12 : Students Use Of Social Networks To Improve Their Presentation.

The answers reveal thatof the students35 (70 %) use social networks, while 15 (30

%) do not. Students who answered yes justified their answers as follows:

-To improve listening skills and acquire new information.

- To communicate with native speakers and see how they present and imitate them.

-To improve their proficiency level.

- For those students who answered No, their justification can be summarized as follows:

-It is an unnecessary means and waste of time.

- They rely on other sources like books.
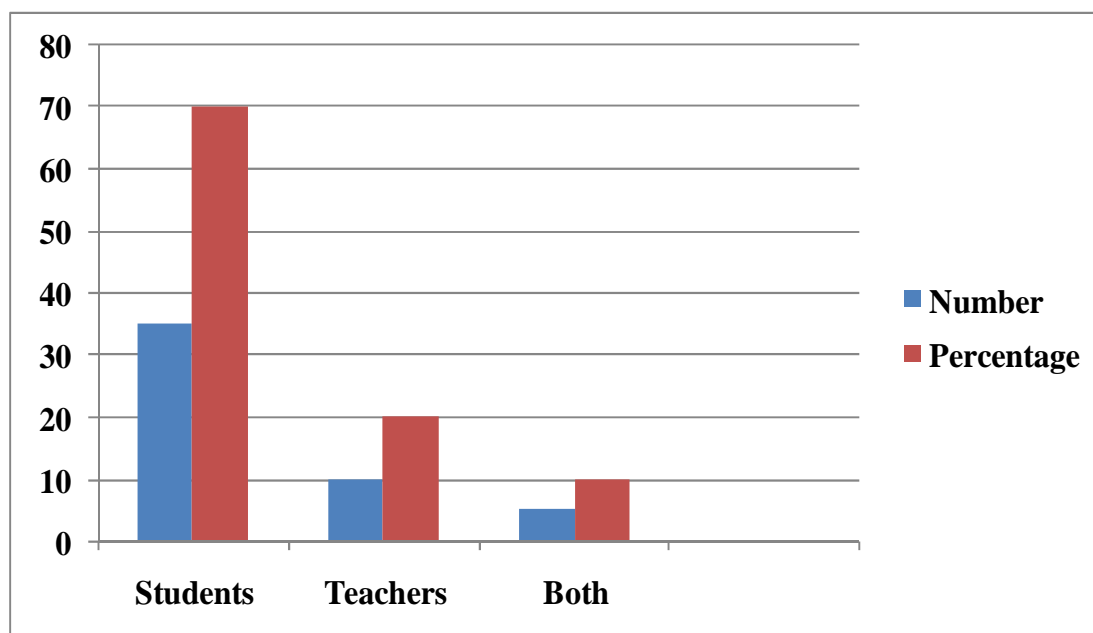
Figure 13: Choosing Topics For Oral Presentation

The results reveal that the majority of students 35(70 %) chose the topics, 10 (25%) teachers , and 5 (10%) both.

Students' suggestions that the teacher can do to stimulate target language:

-Classify students in their appropriate levels and deal with them fairly.

-Use strategies that help them to participate and create a favorable atmosphere.

-Practice debate that enhances students' speaking skills and remove shyness and fear.

-Change teaching methods in oral expression and use role plays and games.

-Give Positive feedback, tolerance of mistakes, and the use of integrative activities.

-Teachers try to encourage students to speak English.
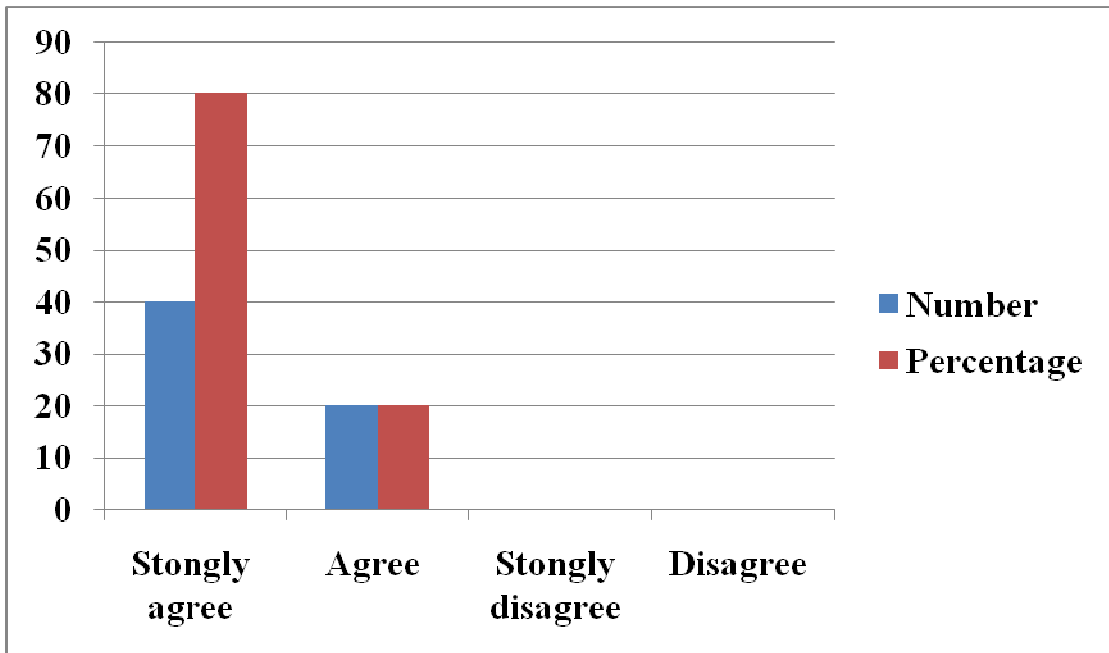
Figure 14: Students' Degree Of Agreement To "If You Want To Master A Language, You Have To Speak It."

The results clearly demonstrate that the majority of students 40 (80%) strongly

agree that in order to master a language , they need to speak it , while 10 (20 %) simply

agree to the quote .
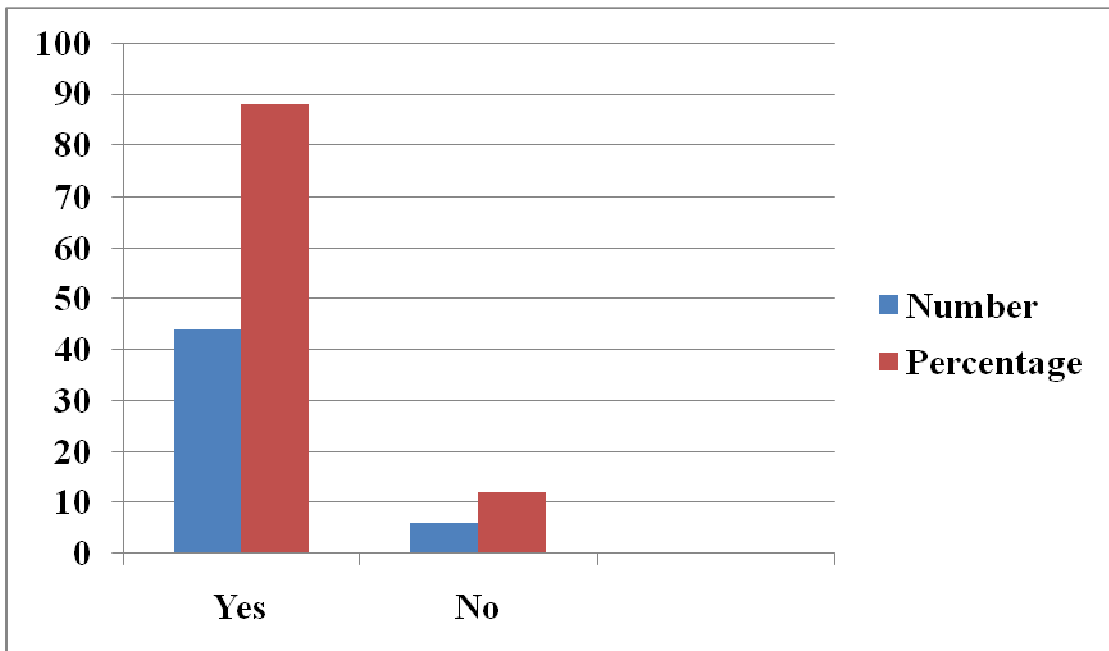
Figure15: Interest Of Students To Speak English Outside The Classroom

The answers show that majority of the participants 44(88%) are interested in speaking English outside the classroom, while6 (12%) indicated that they are not. Students' justification of their answers was as follows:

-They are not restricted to academic language only. They can use slang and stuff which are much more useful in the real life world.

-They gradually become fluent speakers.

-It is an opportunity to reduce fear of making mistakes.

-If they practice the language more often, they will enhance their level of language skills.
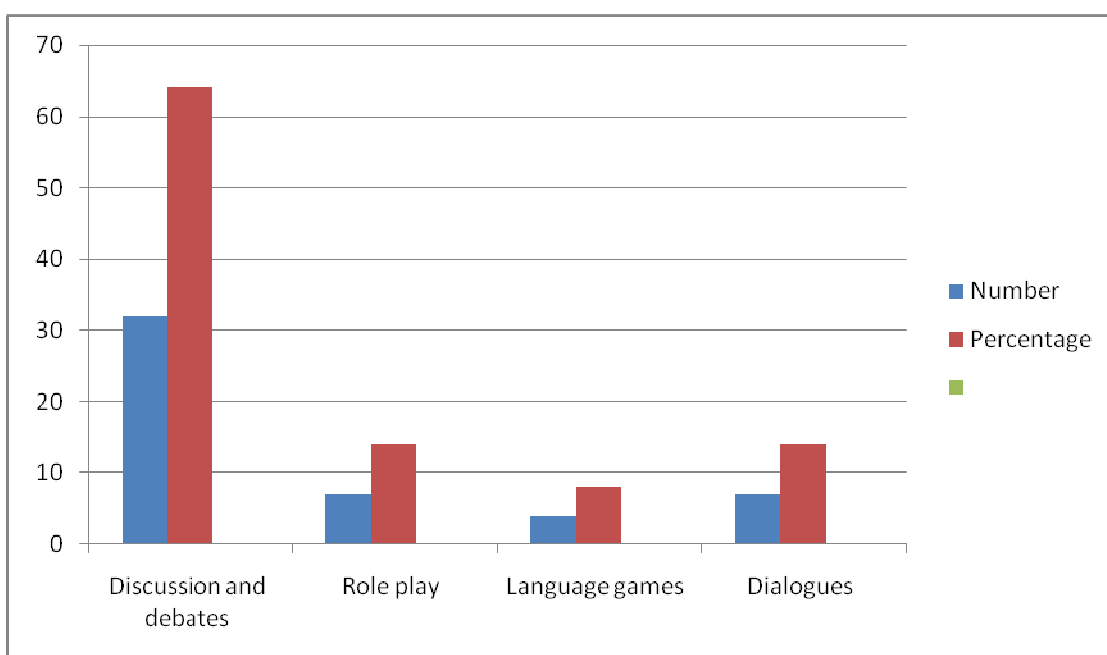
Figure 16: Students' Speaking Activities

The diagram shows that majority of the students 32 (64 %) prefer discussion and debate because they think that they give them chances to express their ideas . 7(14%) students favor both role play and dialogues, but only 4 (8) like language games.

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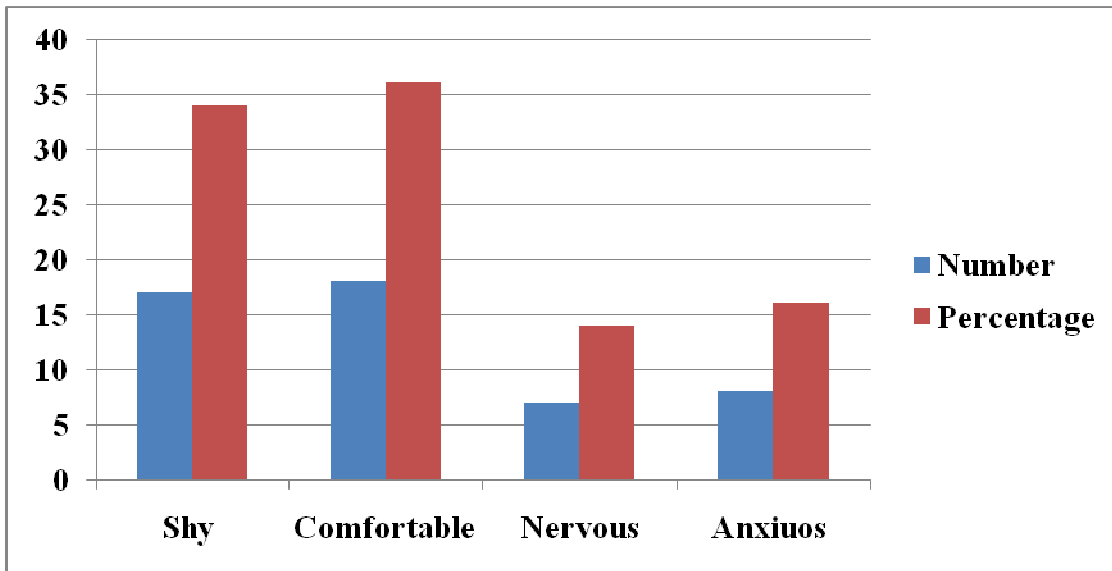
Figure17: Students' Feeling When Their Teachers Ask Them To Speak In the Classroom.

As displayed in the diagram , 17(34 %) students describe themselves as shy while

18 (36) say that they feel comfortable . 8 (16%) are nervous and only 7(14 %) feel

anxious. When asked if they have other feelings, they respond that they experience anxiety

only at the beginning of their class. Some say that they prefer to commit mistakes as

they learn from them whereas others feel afraid of being wrong.
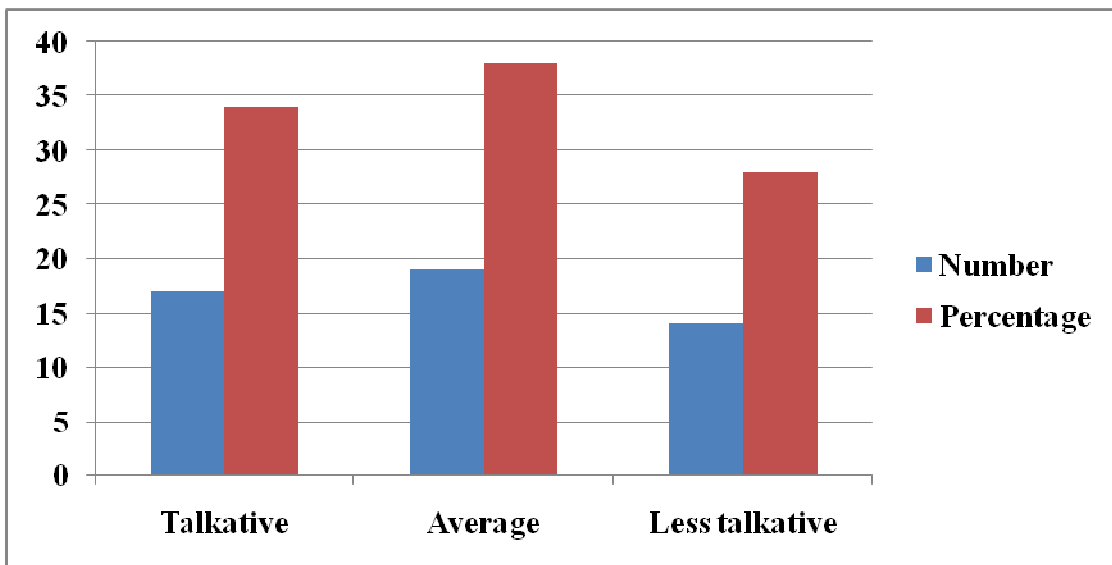
Figure 18: Teacher s Speaking Attitude in the Classroom

In the table above, 17(34 %) of participants describe their teacher as talkative, 19 (38%) normal, and 14 (28%) less talkative.
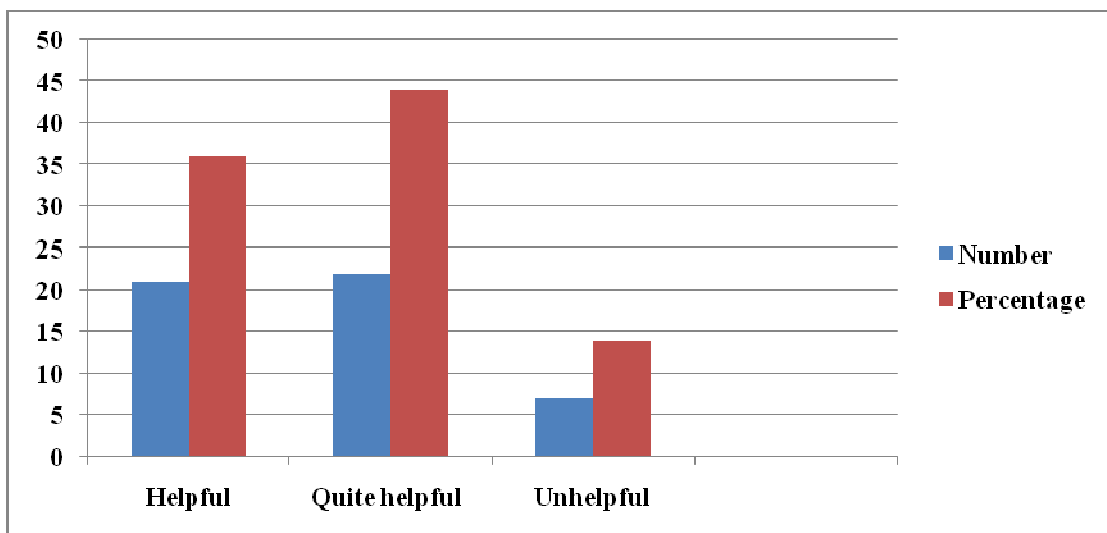
Figure 19: Teachers' Evaluation

The results from the table above show that 21(36 %) of the students describe that their teacher is helpful, 22 (44 %) quite helpful and 7 (14%) as unhelpful.
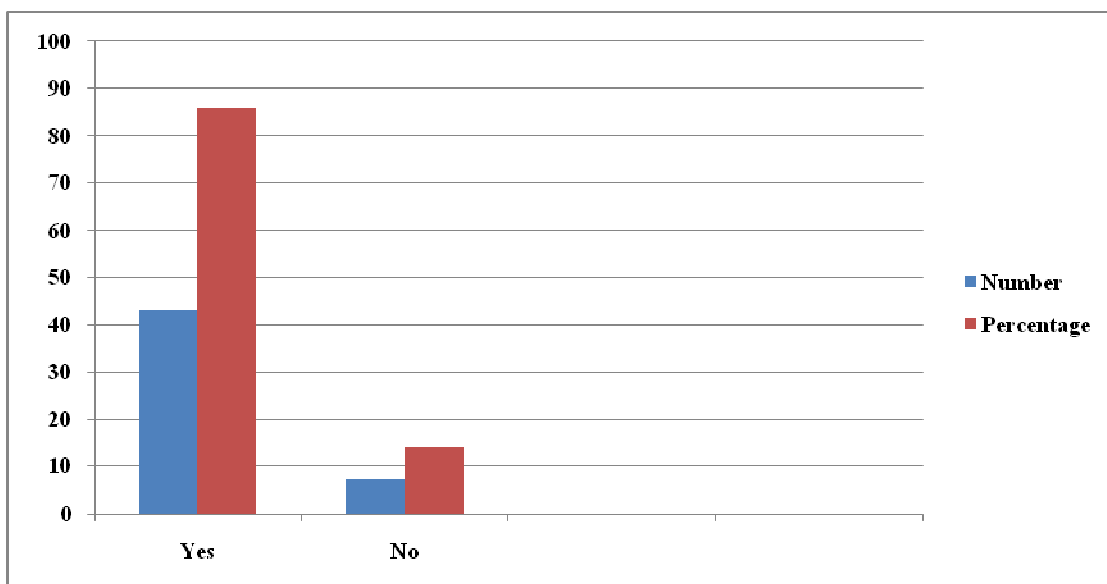
Figure 20: Students' Obstacles In Speaking

This chart shows that 43 (86 %) students encounter obstacles in speaking , they justified their answers as follow ; they tend to stutter or lose words and remain silent. They also

encounter certain levels of anxiety when speaking the target language due to the lack of vocabulary. Other students 7 (14 %) claim they do not face this because they seize every possible opportunity to speak The English language , be it inside or outside the classroom .

Students' Strategies And Solutions To Overcome Learners Speaking Difficulties

Students made the following suggestions that might help overcome speaking difficulties:

-Practice more to perform better.

-Participate in conversations, debates and imitate expressions of the target language.

-Cupping stress and create a relaxing and motivating learning atmosphere.

-Try to give a chance to all students to encourage them to speak.

-Give the appropriate time and specify the topics of presentation.

-Neglect correcting oneself, and accept the way of answering.

-Positive feedback, tolerance of mistakes.

- Use of integrative activities.

- Occasionally, give students a short passage of a real-life topic to imitate.

-Use different methods to control presentations.

-Use fun and humor during oral presentation.

-Provide motivational speeches and recorders to do tests.

-Bring new ideas to deliver oral presentations such as videos and pictures.

2- Recommendations

Based on the literature review and the findings obtained from the present study, the following recommendations are suggested for both students and teachers to overcome learners' speaking difficulties:

2.1- For Students:

-They should prepare an outline of their presentation before delivering it and practice several times, especially before entering class.

-They should Promote self confidence and trust their abilities.

-They should respect the time allowed, and give their classmates the chance to speak.

-They should answer their classmates' questions and accept without Irony.

-They should focus on audience needs and use visual aids (graphs, videos, clips….)

-They should daps their voice, focus on what you are saying , and speak loudly and clearly

2.2- For Teachers:

-They should encourage their students to speak English not only inside Classroom but also outside to ensure that they achieve accuracy and fluency in speech.

-They should watch out for students' fear of participating in debates and fear of making

 Pronunciation errors by giving them more opportunities to practice.

- They should leave space for question and comments, as their students reflect and participate.

-EFL teachers should reward their students with extra points to encourage them each time to speak and motivate them in their tests.

-Give students only constructive criticism.

-Work with students to set goals that challenge them and take enough time.

-Facilitate teaching instead of dominate it.

Conclusion

In this chapter , we have dealt with the analysis of the students' Questionnaire which helped us to synthesize our oral presentation and speaking challenges , and to confirm our hypothesis that the third year students of the department of English have met. Thereby, the collected data from students reveal that the oral presentation play a crucial role in overcoming their speaking difficulties. In this sense, the third year students showed their positive attitudes towards oral presentation session, as well as their participation in the classroom. In addition, they specified every single problem they had. EFL teachers also tended to solve their students problems , by providing them good topics and enjoyable atmosphere in classroom to present and even show their capacities. Thus, the oral presentation can be a technical way to promote the freedom to speak and to prepare students for better classroom engagement.

General conclusion

General Conclusion

This research was conducted to investigate the students opinions on the role of classroom oral presentation in overcoming EFL learners speaking challenges. The study was carried out with third year students at the English department, University of Jijel. One tool was used to confirm or reject our hypothesis. In the first chapter, we dealt with the literature review which, we divided into two sections. The first one entitled oral presentation, we defined oral presentation, its importance, its types, its purpose and its characteristics. In addition, we showed how to give an oral presentation, the technology used , and indicated the problems that prevent students from presenting . In the second section entitled speaking challenges , we defined speaking , its aspects , its importance , the factors that affect speaking , and the barriers to adequate communication. In The field work chapter, we dealt with the description of the students' questionnaire, and the findings confirmed that oral presentation can enhance the students' speaking abilities and improve their performance in the EFL classroom. The results obtained reveal that students have positive attitude toward using oral presentation in order to develop their oral capacities .We found out that teachers are essential influencers of their students' speaking development. Thus, the students emphasized that they are more active participants during the oral presentation, as they encourage each other to act and speak freely.

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Appendix

Dear students,

We would be grateful to you if you devote some of your time to answer these questions , whose aim is to gather information needed for the accomplishment of a Master degree entitled " investigating the role of oral presentation in overcoming learners speaking challenges ". Your answers are important for the validity of this research.

Thank you in advance, we really appreciate your collaboration.

Please tick (√) the appropriate box.

Section one: Personal information

1- Gender:Male ☐   Female ☐

2- Age: 20-22 ☐   More than that ☐

3- How long have you been studying English?

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

4-How do you rate your level in English language now as a universitystudent?

Very good ☐   Good ☐   Average ☐   Weak ☐

Section two : Oral presentation

1 – What is your attitude towards the oral presentation assignments?

Positive ☐   Negative ☐   Neutral ☐

2 – How often doyou participate inthe classroom?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

Why…………………………………………………………………………
……………………………

…………………………………………………………………………………………
……………………………

3- Are you given enough time to speak in the oral expressionclass?

Yes ☐   No ☐

If yes:Always ☐   Often ☐ Sometimes ☐   Rarely ☐   Never ☐

4-Are you anxious when the teacher interrupts you to correct every mistake you make?

☐   ☐   ☐   ☐   ☐

Always   Often   Sometimes   Rarely   Never

5- Do you panic when you have to take an oral test?

Yes ☐   No ☐

If yes:is it because

 A- Fear of taking debate in public.

 B- Fear of making pronunciation mistakes.

 C- Fear of teachers' negative feedback.

6- Do you use social networks to improve and prepare your oral presentations ?

Yes ☐   No ☐

Justify your answer

…………………………………………………………………………………………
……………………………

7- Who provides topics for oral presentations?

Teacher ☐   Students ☐   Both ☐

8-Could you please suggest some solutions for the teachers to stimulate you to use TL (English)?

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Section Three   :Speaking   Challenges

1- "If you want to master a language you have to speak it " To

what extent do   you agree

Strongly agree ☐ Agree ☐ disagree ☐ ongly Disagree ☐

3-Are you interested in speaking English outside of the classroom ?

Yes ☐   No ☐

Specify your answer

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4- Which speaking activity does your teacher often use   ?

Discussion and debate ☐   Language games ☐

 Role plays ☐   Dialogues ☐

5- How do   you feel when your teacher asks you to speak in

 The classroom?

Comfortable ☐   Shy ☐   Nervous ☐   Anxious ☐

Others, please explain

……………………………………………………………………………………………
……………………………

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6- In your classroom, you notice that the teacher is:

Talkative ☐   Average ☐   less talkative ☐

7- Your teachers' evaluation:

 Helped you ☐   quite helpful ☐   unhelpful ☐

8- Do you face any obstacles in speaking?

 Yes ☐   NO ☐

Explain please

……………………………………………………………………………………………
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9- Which solutions or strategies do you suggest to overcome speaking difficulties?

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ملخص:

إن الهدف من هذه الدراسة هو اكتشاف دور الإلقاء الشفهي داخل الأقسام في التغلب على تحديات التكلم لدى الطالب. نفترض أن استعمال الإلقاء الشفهي من طرف طلاب اللغة الانجليزية كلغة أجنبية يساهم في تعزيز قدراتهم الكلامية و التغلب على العراقيل أو على الأقل التقليص منها. هذه المذكرة تسلط الضوء على قسمين، القسم النظري و بنفسه ينقسم الى شطرين (الإلقاء الشفهي وتحديات الكلام) والقسم التطبيقي الذي يمثل الحقل العملي. في هذا البحث ركزنا على فكرتين أساسيتين، معرفة آراء الطلاب حول استعمال الإلقاء الشفهي داخل الأقسام و دور هذه الأنشطة في تحسين مهارة التحدث لدى المتعلمين. أجريت هذه الدراسة على 50 طالبا من طلاب السنة الثالثة في كلية اللغة الانجليزية بجامعة جيجل، اعتمدنا على طريقة استبيان الطلبة لجمع المعلومات و من خلال هذه الدراسة أظهر الطلاب مواقفهم الايجابية تجاه فعالية استعمال الإلقاء الشفهي في التغلب على الأخطاء الكلامية لدى الطلاب. في الأخير قدمنا بعض التوجيهات لكل من المعلمين و المتعلمين من أجل التغلب على الصعوبات المتعلقة بالكلام.

Résumé :

L'objectif de cette étude est de découvrir le rôle de la présentation orale à faire face (aux difficultés d'expression chez 'étudiant au sein des classes Ce mémoire met en lumière deux parties, la partie théorique, elle-même divisée en deux éléments (présentation orale et (défis de la parole)) et la partie pratique, qui représente le champ du terrain Dans cette recherche, nous nous sommes concentrés sur deux idées principales ; connaître les opinions des étudiants sur l'utilisation de la présentation orale en classe et le rôle de ces activités dans l'amélioration des compétences orales des apprenants. Cette étude a été menée sur 150 étudiants de troisième année de la Faculté d'anglais de l'Université de Jijel. Nous nous sommes appuyés sur la méthode du questionnaire pour collecter les informations. A travers les résultats de cette étude, les étudiants ont montré leurs attitudes positives envers l'efficacité de l'utilisation de la présentation orale pour surmonter les erreurs verbales des élèves. À la fin, nous avons présenté quelques conseils pour les enseignants et les apprenants pour vaincre les difficultés liées à la parole.