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Learners' Attitudes towards Oral Presentations' Role in Enhancing the Speaking Skill in EFL Classes

A Case Study of Third Year Students at the Department of English, University of Mohamed Seddik Ben Yahia- Jijel

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Dedications

Thank you **God** for guiding me to accomplish this work;

This work is dedicated

To the most precious blessing I ever had and I am thankful for, "my parents" whose prayers light up my life;

To dear mother, a person full of love and caring from whom I learnt patience, thank you for everything;

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Dedications

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Abstract

The aim of this dissertation is to study the learners' attitudes towards Oral Presentations' role in enhancing their speaking skill in EFL classrooms. The hypothesis states that if students have positive attitudes towards Oral Presentations as a strategy of teaching Oral Expression, their speaking skill will improve. In order to check this hypothesis, an investigation took place. The dissertation is divided into two chapters. The first one covers the theoretical part which contains two sections of its own: oral presentations and speaking skill. The second one deals with the field work of the study. It explores the role of oral presentations and how they contribute to the improvement of the students' speaking, as well as to what extent they serve communicative purposes. To collect data, the field work took place in the English department with EFL students, third year. The process went by administrating questionnaires to 50 students as well as attending 6 sessions of classroom observation. The results obtained show that the majority of the students of English find that oral presentations are important activities to the Oral Expression module. It also reveals that students communicate better when speaking activities are often used in oral classes. This research pinpoints the difficulties students face when speaking English such as low self-confidence and pronunciation mistakes as well as anxiety to face an audience and speak. It also shows that students need more practice in preparing oral presentations. The results found are hopefully useful and can serve future studies, and at the same time make students aware of the importance of oral presentations and activities in developing their speaking skill.

List of Abbreviations

EFL: English as a Foreign Language

OP: Oral Presentations

List of Tables   **Pages**

Table of Content   **Page**

Background to the Study

The teaching/learning process of a foreign language is not an easy task for students and teachers alike. It is important for EFL learners to be able to handle the language well and acquire a good speaking skill by the end of their academic career. These results cannot be achieved unless the students have enough exposure to language and its different forms and uses. The communicative approach to language teaching is now more used in oral classes than in previous years where all the focus was on accuracy and fluency. Teachers of Oral Expression now propose various activities that give the students opportunities to speak and transfer information to each other in their own style.

This study will be about the role of oral presentation in enhancing the students' speaking skill. To research the different opinions of the students on the Oral Expression module and the effect of the various activities in these classrooms, a deep observation and investigation took place. Oral Expression teachers must encourage their students to speak more than just listen during the lesson. It is not only about participation and marks; it is about building the learners' confidence and motivation to speak English.

1. Statement of the Problem

One of the major problems students of English as a foreign language face is oral performance. Despite the various methods and approaches employed in EFL classes, speaking English fluently and accurately remains a far reaching aim. The techniques and strategies used to improve the speaking skill are something in theory, but something else in practice. This can neatly be seen in real communication which shows a sort of deficiency and artificiality when EFL learners come to express themselves.

2. Aim of the Study

The present study aims at suggesting 'Oral Presentations' as a method of making EFL learners used to authentic-like communication situations and, hence, improve their oral skill. Departing from the principle that being competent in the speaking of a foreign language is a matter of practice, the study aims at reconsidering 'Oral Presentations' as a strategy which gives the learners actual opportunities to express themselves before an audience, and, thus, be used to authentic-like situations. This is likely to give them the ability to overcome shyness and anxiety on the one hand, and to be fluent on the other.

3. Research Questions

To achieve the above stated aim, the following questions are asked:

- How do Oral Presentations improve the oral performances of EFL students?

- Do Oral Presentations cover all aspects of the speaking skill?

- Do Oral Presentations serve all communicative purposes?

4. Hypothesis

On the basis of the above asked questions it can be hypothesized that if students have a positive attitude towards the introduction of Oral Presentations as a strategy of teaching Oral Expression, their speaking skill will improve.

5. Research Methodology

The research methodology employed to collect the data is the use of questionnaire administration and observations. They are the most appropriate method for gathering the

different opinions and choices of the third year students regarding Oral Presentations. Open

ended questions are included alongside close ended questions.

6. Structure of the Study

The present dissertation is composed of two parts. The first one is theoretical and the

other is practical. The theoretical part is an overview of the study variables; it is divided into

two sections. The first section represents the relevant overview of Oral Presentations and their

role in enhancing the oral skill, while the second one is an overview of the speaking skill. The

practical part represents the description of classroom observations and student questionnaires

as tools of collecting data, and their analysis. Finally, on the basis of the research findings,

some recommendations are provided. Those recommendations concern how to help students

enhance the speaking skill through the implementation of Oral Presentations in EFL

classrooms.

Chapter One: Oral Presentations and Speaking Skill

Introduction

Section One: Oral Presentations

1.1. Definition of Oral Presentations

1.2. Advantages of Oral Presentations

1.3. Effective Oral Presentations

1.4. Preparation of Oral Presentations

    1.4.1. Planning and Preparation Stage

        1.4.1.1. Content Selection and preparation

        1.4.1.2. Prepare Interesting Examples and Back-up Information

        1.4.1.3. Practice the Oral Presentation

1.5. Delivery of the Oral Presentation

    1.5.1. Outline of the Oral Presentation

1.6. Visual Aids

    1.6.1. Advantages

    1.6.2. Some Visual Aids

1.7. Students' Oral Presentation Problems

    1.7.1. Speech Anxiety

1.7.2. Group Boredom

1.8. Types of Oral Activities

1.8.1. Role play

1.8.2. Group Discussions

1.8.3. Interactive Games

1.9. Students' Assessment of Successful Oral Expression Teachers

1.10. Qualities of Successful Oral Expression Teachers

Section Two: Speaking Skill

1.1. Definition of Speaking

1.2. Features of Speaking Production

1.2.1. Fluency

1.2.2. Accuracy

1.3. Importance of Speaking

1.4. Status of Speaking in the Classroom

1.4.1. Teacher's Role

1.4.2. Learners' Role

1.4.3. Factors behind Speaking Difficulties

1.4.3.1. Psychological Factors

1.4.3.1.1. No Motivation

1.4.3.1.2. No Self-esteem

1.4.3.2. Pedagogical Factors

1.4.3.2.1. Teacher's Method

1.4.3.2.2. Crowded Classes

1.4.3.2.3. Teaching Materials and Media

1. 4.3.3. Sociocultural Factors

Conclusion

Introduction

This chapter will tackle the two main variables of this study which are Oral Presentation and speaking skill. It will be divided into two sections. The first one will be about oral presentations in which a definition and advantages will be given. Then, an explanation of when it is effective and how it should be prepared and delivered will be provided. Also, the role of visual aids and some of the most used strategies in oral classrooms will be introduced. Moreover, the problems that EFL learners face in this course and how they are assessed by their teachers will be tackled. Finally, some known oral activities that are used and proved useful in many Oral Expression classes around the world will be suggested. The second section will be about the speaking skill. It will contain the definitions of speaking, accuracy and fluency. It will also highlight the qualities and role of a good Oral Expression teacher, and mention the learners' role and the psychological and pedagogical factors that contribute to the speaking skill development.

Section One: Oral Presentations

1. Definition of Oral Presentation

An Oral Presentation is according to Cook (n.d.) an oral activity assigned to students to encourage them to speak and use communicative language. Oral performances require the learners to prepare a topic within a certain time limit, and stand in front of others to deliver it in an audible voice and good posture. It also demands good speaking skill, careful time management, and detailed planning. Oral presentations are an opportunity for students to show their knowledge and practice speaking a foreign language in front of an audience. Unlike everyday talking, having to face a crowd may intimidate many others as well as give great opportunities to more talkative ones.

1. 2. Advantages of Oral Presentations

To be able to communicate in English effectively is one of the most important goals of EFL students. The learners need to be put in situations that encourage them to express their needs, opinions, and thoughts. For this to happen, students need to practice their speaking and learn how to organize their ideas, and prepare themselves for unexpected situations, especially in front of an audience. Here comes the importance of Oral Presentations and their role in developing speaker's communicative abilities. Implementing Oral Presentations as a permanent or recurrent task in the oral expression courses helps ease the students' fear of speaking and sharpens their level of attention. According to Girard, Pinard and Trapp (2011), "students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills".

Oral Presentations are perfect activities for developing situations to stimulate curiosity, propose challenges, and keep the student's attention. King (2002), says that oral presentations have many advantages such as bridging the gap between language study and language use; they also require the students to use all the four skills in an integrated way and have been shown to encourage students to become active and autonomous learners.

To sum up, oral presentations have been proving to be enormously successful with respect to improving the learners' L2 skills as well as their autonomy and self- confidence. According to Emden and Baker (2004, p.1), "developing the abilities to speak to an audience is one of the greatest benefits you'll ever get from your time in further or higher education." This all highlights the importance of oral presentations in the learning of a foreign language, particularly in a university environment.

1.3. Effective Oral Presentations

Once students are assigned by their teacher to prepare an oral presentation, it becomes a race against the time for the learners as they try their best to cover as much as possible of the topic they chose or the one proposed by their teacher. In order to achieve an effective presentation, students go through many steps to achieve their goal which is to reach out to their audience and successfully deliver the information especially if they are unfamiliar with the topic. Chivers and Shoolbred (2007, p21-22) state that for a presentation to be efficiently prepared and delivered there needs to be some characteristics which are essential to make it effective:

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

In conclusion, oral presentations are more than a speech delivery; it is about skillful communication and bonding with the listeners. Learner centered activities need a throughout preparation and a large knowledge on the topic discussed in order to be effective and reach out to the target audience.

1.4. Preparation of Oral Presentations

After being assigned an oral presentation, students need to follow certain steps to organize their work in order to fit it in the limited time they are given. The teacher can help

the learners by providing an example of how it should be done; either by showing it to them himself or through a video explaining it step by step, otherwise the learners according to King (2002,p. 406) "will feel that the teacher has just dumped them into the sea to struggle for survival".

1.4.1. Planning and Preparation Stage

To begin with, the students need to understand the topic they are going to present. The more the learners know about their topic the more control they will have over their presentation such as using synonyms, antonyms, and clarifying ambiguous points that the audience did not grasp. Next comes planning ahead and prioritizing. The students need to use the time they are given wisely to ensure that every detail is taken care of. Chivers and Shoolbred (2008, p.22) suggest a few steps that presenters may follow in their planning:

- ✓ List all the tasks that need to be complete before the date of presentation.
- ✓ Place these tasks in an order of priority.
- ✓ Allocate the time needed to complete each of these tasks.
- ✓ Check your progress regularly.
- ✓ Reallocating the remaining time, to make sure that all the tasks are been completed.

Time management is an important key to a presentation's success. The EFL learners must learn how to speak within the time limits. Individual presentations are student centered, so all the work is on the student himself, which is quiet stressful, especially in front of a big audience. In the case of a group presentation the work should be evenly divided and each participant must have enough time for their parts.

1.4.1.1. Content Selection of the Presentations

The main point of an oral presentation is to deliver information about a topic effectively. The content therefore needs to be well-studied, relevant, and carefully selected. These steps help in organizing the content. (Oral presentation - content and structure, n.d.).

- ✓ The students must give well-proportioned information to their peers and teacher. Omit pointless information and highlight the most important ones that are sure to leave an impact on the listeners. Relate it as much as possible to real life situations, or talk about something new and up to date.
- ✓ Preparing an outline of the presentation helps the information flow in a unified order so the speaker can always refer to it at times.

1.4.1.2. Prepare Interesting Examples and Back up Information

Sometimes according to Labaree (2009), the audience may not understand a certain point in the presentation as the topic is difficult or unfamiliar to them, therefore, the student needs to use a good example to clarify the ambiguity, such as using examples of real life situations, body gestures, imitations, or just reformulate the information in more convenient words that are sure to be understood by the audience.

In conclusion, it is important to well organize the content of an oral presentation. It gives the students confidence in the work they are going to present and ensures a smooth delivery of the information.

1.4.1.3. Practice the Oral Presentation

According to Ritchison (1983), Practice makes perfect. This is why students need to keep practicing until they are comfortable and capable of handling the presentation without

looking at their paper for guidance. Add to that, the material that will be used to accompany the presentation needs to be checked to avoid any malfunctions or disturbances during the presentation (Ritchison, 1983).The more the learners prepare and rehearse the less jittery they will be on the day of the presentation.

1.5. Delivery of the Presentation

This step is the join point for all the preparations made before to put together a successful presentation. A good preparation and enough practice allay the students' nervousness and allow the learner to face his/her audience and deliver step by step the content while handling the allocated time wisely. (Delivering an effective Presentation, 2013)

1.5.1. Outline of the Oral Presentation

> **Introduction**

According to Labaree (2009), an introduction is important to begin any topic. Therefore some steps need to be followed to successfully start a presentation. He suggested some instructions for a good, and interesting introduction:

✓ An introduction to the topic is essential so that the audience is aware of what is going to be discussed.

✓ The speakers must greet the listeners like saying hello, good morning, good evening, I hope you are doing well and present one self. They can even include a bit of humor to lighten up the mood.

✓ The students give the title of the presentation and state its objective.

✓ They need to provide the listeners with an outline to help them follow through the presentation.

✓ Speaking in a clear audible voice and using good language catches the attention of the public from the get to go.

➢ The Body of the Presentation

In the body of the presentation, the speaker starts delivering the information when facing the listeners and maintaining eye contact with them as much as possible. The use of hand gestures is important to attract attention especially to emphasize some points. The information should then glide from general to specific using transitions. The ideas, however, according to Labaree (2009), are to stay linked in a logical way, meaning one point leads to another; otherwise the audience would be lost during the presentation. He states also, that while speaking, the presenters need to vary their voice tone and notify the listeners when they are moving to another point to keep the audience aware of where they are in the presentation and avoid boring them with a monotonous voice. Moreover, students need to also pay attention to their pronunciation. Although it is not their native language, it is important for EFL students to speak clearly and make the least number of mistakes possible.

➢ Conclusion

The role of the conclusion is to sum up all the key points in a few words. Depending on the theme of the presentation, the conclusion can be in the form of an advice, awareness call, or a chance to reinforce the value of the information presented. At the end, the students invite the listeners to ask questions, or comment on the performance. (Oral presentation-content and structure, n.d.).

1. 6. Visual Aids

1. 6.1. Advantages

Visual aids help the presentation become more captivating and interesting to follow. The audience is more likely to retain the information since visual instruments reinforce the speaker's arguments and ideas with graphs, pictures, and visual effects. These tools can also be of great assistance for both the speakers and listeners. For example, they reduce the stress level as they shift the focus from the speaker to the information projected on the board, moreover, at the same time for the listeners these tools serve as a concrete reminder of the message discussed in the presentation. (What is the importance of using visual aids in a presentation?, n.d.)

Overall, oral presentations become livelier when the work is showcased from more than one source which is the student alone. Thus, visual instruments help the listeners stay in track with the presentation, and allow the speakers to be less anxious and better engaged with their audience. (Mitchell, 2010).

1. 6.2. Some Visual Aids

1. 6.2.1. PowerPoint

Microsoft PowerPoint is a simple presentation program. The presenter can arrange the information in it using different options such as transitions, sounds, animations and colorful texts.

1.6.2.2. Videos

If a computer is available where the presentation is taking place and connected to a projector then the students can use it to play videos related to their topic. (Working with visual aids - presentation skills," 2011)

1.7. Students' Oral Presentation Problems

Oral presentations as diverse as they are still make students stressed and uncomfortable. EFL students are not fluent in English. Therefore, they find difficulties in expressing themselves when facing a large group of people.

1.7.1. Speech Anxiety

Speech anxiety is an experience most people go through when they have to talk in the presence of an audience. According to King (2002), in EFL students' case, it can be due to the critics the teacher may make throughout the student's presentation, or the attitude of their comrades. For instance, the listeners may show an air of indifference, lack of reaction, and whisper during the performance. This can trigger many reactions from the performers like the way their voice cracks when they talk, temporary loss of memory, sweaty palms, their limbs start to shake, unintentional fidgety movements, and they start avoiding eye contact with the listeners in fear of seeing their expressions or reactions. The teacher can help by offering advice by telling the students that it is a normal reaction, and that the teachers as well face similar fears. Such encouragements make the classroom mood brighter and learners more at ease.

1.7.2. Group Boredom

Group boredom is created by listening to a speech memorized and delivered with no emotions. Reciting the whole presentation content in a monotonous tone with no expressions makes the listeners bored and uninterested to the point of getting sleepy. According to King (2002), EFL students use this technique to avoid adapting information to spoken English. Listeners are agonized when listening to a word by word presentation where the speakers keep having long pauses to fiddle with their notes and papers. Also the reliance on difficult words and complex information in an attempt to amplify the importance of the topic leaves the audience feel left out and eager for the presentation to finish. Therefore, teachers need to advise the learners that maintaining eye contact and using communicative English is what keeps the audience engaged and interested in the topic.

1.8. Types of Oral Activities

Including different types of speaking activities into the Oral Expression classes adds variety, more opportunities to use communicative language and most of all they allow students to have fun. (Wilson, n.d.). These activities such as role plays, interviews, discussions, and interactive games break the usual pace of regular classes. This, on its own,motivates the learners to try and do something new and exciting.

1.8.1 Role Play

Role play, as stated by Byrne (1976, p.117-118), is an activity where the students can impersonate an imaginary character, or be themselves but act as if they were in an imaginary situation.

> ### ➢ **ImaginaryCharacters**

Acting as imaginary characters gives the students the opportunity to be anyone they want; the president, an actor, a singer, a fairy tale character, a scientist, the list is never ending. They can also create situations where different groups take sides in a debate and give arguments and views about a certain topic. (ibid).

> ### ➢ **Imaginary Situations**

In this case, the students are being themselves which is more realistic. Also, when they are involved in situations like shopping, or asking for help in a foreign country, they will be obliged to use functional language for different types of scenarios. (Byrne,1976).

In summary, role plays are fun activities that motivate the learners and engage them in memorable situations. They also enable students to show other sides of them and involve them together regardless of their level or personality type while at the same time using functional language.

1.8.2. Group Discussions

Class discussions are great opportunities for students to test out their opinions against those of their comrades. The goal of these discussions is not to create rivalry and arguments but to free the hidden opinions and different ideals of the students. According to a Pittsburg University's web article named *The Importance of Class Discussions*(2007), What Makes for a Good Discussion? Good discussion is like art. It may be hard to define it, but you know it when you see it. What made it enjoyable? What made it educational? What made it lively? The article proposes often cited characteristics of a good discussion:

> ✓ Accessibility: Students feel comfortable engaging in the discussion.

✓ Non-combative: There is a cordial and pleasant tone to the conversation and no hostility.

✓ Diversity: A variety of opinions and points of view get articulated.

✓ Cohesion and focus: Discussions should be about "something," with a pedagogical goal.

✓ Trust: Environment should allow students to take intellectual risks.

1.8.3. Interactive Games

Interactive games are activities that focus mainly on improving the students' vocabulary and, at the same time, strengthen the bond between the learners since they are pair or group work tasks. (Jeyasala, n.d.). It is a chance for teachers to exploit hidden talents and create a fun atmosphere to work in. These activities can be like riddles, for example, the teacher will give the students a riddle in the form of a story or a poem about something without naming it, and then they try to solve it by working together. Word search puzzle solving can also be an educative task. This activity is what its name suggests; the students have to find words related to a certain theme inside a mix of randomly arranged letters. The teacher can also propose story -telling, where students talk about imaginary events, past experiences and funny stories. It is all about including the learners in a practical exercise of the language away from theoretical talks and textbooks.

As a conclusion, teachers have a large choice of oral activities from which they can choose from and incorporate them in their lessons. These tasks are both entertaining and beneficial to the students.

1.9. Students' Assessment of Successful Oral Expression Teachers

Students' abilities and performances are evaluated and assessed throughout their whole academic career. In return students assess their teachers as well in their own way. To measure a teacher's effectiveness, the learners observe their teachers' different qualities, method of teaching and behavior towards the class during lessons in any subject. In the oral expression case, EFL students expect a lot from their teachers since oral expression is one of the main courses in any language learning field. According to Meador (n.d.), the qualities students look for in a good Oral Expression teacher are:

- ✓ Confidence: A confident oral teacher is someone who is fully capable of the module he/she teaches. Good oral teachers always seek to upgrade their knowledge and stay up to date with the world actualities and news so that they can give the best to their students. Here learners see their teacher as a role model that makes them feel at ease during the lesson, and are confident that their teacher will provide them with solid learning materials.

- ✓ Flexible: A good oral teacher knows how to handle a class when he/she notices that the topic is of no interest to them. For example, changing the topic to talk about something that happened in the class, in the university, or in the news. Also, when the learners face difficulties with a topic then he/she can elaborate more using simpler words to clear the ambiguity. Therefore students will be more exited and eager to learn.

- ✓ Patient: Students are people who are different from each other. Each one of them has their own personality, ideals, social problems and abilities. With such situations, students expect the teacher to be understanding and patient such as giving space and time for the less active students and encourage them by giving feedback.

✓ Good sense of humor: Students like out- going oral teachers who often break the tension in the class by telling jokes or commenting on something such as during an oral presentation, or by complaining from the lesson they are going to teach while being aware that students feel the same. This can be a breather to students since they can comfortably agree. The teacher then can take advantage of the situation and get to know the students better.

✓ Well-organized: Students notice when a teacher is organized and presentable. Oral teachers must not keep asking students to lend them essential materials such as pens, papers or ask them how computers and visual tools work. Moreover, they need to arrive on time and plan lessons ahead of coming to class. They also need to be presentable so as to leave a good impression on the students.

To sum up, EFL students expect oral teachers to be confident, caring, knowledgeable, adaptable, and well-organized. Learners have the right to assess and evaluate their teachers since they are their source of knowledge and to some a role model. No teacher is perfect, but good teachers exist and they try their best to ensure that their learners understand everything and that their classroom is well-managed.

1.10. Qualities of Good Oral Expression Teachers

Students are eager to improve their speaking skill. They attend oral expression courses in order to reach this aim. They try to benefit from these courses by working hard to perform well in the different tasks assigned by the teacher. However, some students think that the focus on the activities may not be enough and cannot reflect the effectiveness of their teacher. For them, teachers should be competent meaning they should have some specific qualities which enable the learners to learn successfully. For instance, an effective teacher:

✓ Has enthusiasm for his teaching. Who the teacher is in the classroom and how he acts are important factors in effective teaching. The passion for teaching creates a passion for learning in students. This influences the way the students react towards the target language and, therefore, their success in learning it.

✓ Is encouraging and patient. He demonstrates patience with his students even when they make continued incorrect speaking. He should not give up on them and encourages their repeated attempts so that they do not lose self-confidence.

✓ Treats students equally, regardless of their sex, race, cultural background, or learning level. He should give them the same opportunities to speak and express themselves. He should make sure that all students are included in the tasks equally.

✓ Challenges his students. Talking to students in the target language both in and out of class is a challenge for students. It will prepare them to think and speak in the target language. Also, it helps them keep their motivation and encouragement.

✓ Makes himself available after class. He can take some minutes to answer students' questions and correct what they have done on their own. He encourages them to do extra work in the areas in which they have interest.(Miller,1987,p.p36-38).

To sum up, Oral Expression classes are important for students to enhance their speaking skill. For teachers, these characteristics, among others, can determine their competence. Their effectiveness in the process of teaching depends on these affective qualities.

Section Two: Speaking Skill

1.1. Definition of Speaking

Speaking is a basic skill that language learners should master alongside the other language skills. It is defined as a complex process of giving and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions.

According to Cora and Knight (2000, p.261), speaking is an act of performing and producing the oral language to convey a message in different situations and in appropriate contexts. That is to say, speakers should know when, how, why and to whom it is appropriate to talk in order to express coherently a certain message according to a given context.

Hedge (2000, p.261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed". In other words, speaking reflects people's thoughts and personalities, that's why it deserves more attention in both first and second languages.

1.2. Features of Speaking Production

The speaking production is characterized by some features which require students' attention. Fluency and accuracy are two main factors that can determine the mastery of a given language. Some scholars provide some definitions to make it clear for students to differentiate between the two terms.

1.2.1. Fluency

Fluency refers to the level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication. That is to say, it is the ability to speak language easily and effortlessly

without hesitation. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. Therefore, teachers should focus on the oral fluency because it is the main characteristic of a speaker's performance. Also, learners should be given some training to use their own language freely in order to express their personal ideas and thoughts.

1.2.2. Accuracy

According to Richards (1992), accuracy refers to the ability of producing grammatically correct sentences. Students should not only know correct grammatical rules of the language, but also to speak and write accurately. Harmer (2001) points out that accuracy involves the correct use of vocabulary, grammar, and pronunciation. These are the main characteristics which help teachers to assess the students' proficiency. This idea was supported by Hedge (2000, p.61) who stated that "the communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation and vocabulary". Another definition of accuracy is provided by Byrne (1988) who considers accuracy as the use of correct forms which do not contain errors that may affect other features of language such as phonology, syntax, semantics or discourse.

To sum up, Ellis (2009) holds that 'fluency' means "the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems", and 'accuracy' means "the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error".

1.3. Importance of Speaking

After being neglected and devalued in the past years, the speaking skill is nowadays considered as much important as reading and writing. Learners become more interested in improving their speaking skill, and teachers focus on oral activities which give learners the chance to speak. The speaking skill is regarded as the skill that should be developed from early stages of learning a foreign language. Celce-Murica (2000, p.103) asserts that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". In other words, the ability to speak a given language is regarded as a measure of knowing that language. Hedge (2000, p.161) states "learning to speak competently in English is a priority". Many students think that having many words may help them to speak English; however there are learners know many words but they face problems in using it. Speaking is important because it is the skill by which people are frequently judged, and it is the medium of contacting with real life situation, "speaking fluently of course involves speaking easily and appropriate"(Collie & Slater, 1991).

EFL learners need to be able to speak this language well; they expect to do the speaking skill more than the other skills because speaking is language in use. In addition, mastering speaking helps learners to express themselves, ideas, emotions and problems. Thus they raise their chances for further education and finding employment since most of technology and businesses in recent decades are in English. According to Nunan (1991, p.39): "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measure item of the ability to carry out a conversation in the language". Therefore, speaking skill deserves more attention as much as the other skills and teaching it merits more thought.

1.4. Status of Speaking in the Classroom

Because the process of teaching and learning takes place in the classroom, it is important to shed light on what is going on there and how it leads to developing students' speaking skill. As teachers and students are the main subjects in the classroom, it is useful to discuss the responsibilities and roles played by each. In addition, there are some factors which may affect negatively the interaction between students and the teacher, thus, students' speaking proficiency will be affected. Such factors as psychological, pedagogical, and sociocultural factors are to be discussed here.

1.4.1. Teacher's Role

Within the EFL classroom, teachers have some important roles and responsibilities. Those roles may change from one activity to another according to student's levels. As the main focus is put on improving student's communicative competence, teachers' role becomes more motivating and inspirational. The ability of teachers to play different roles may enhance their effectiveness in the process of teaching and learning. Therefore, teachers should take on the following roles which aim at facilitating students' progress.

1.4.1.1. Controller

Acting as a controller is the most common role in many educational contexts. Many teachers feel comfortable with this role and used to it, because they see their job as transmitting knowledge from themselves to students. Teachers provide explanations, organize the activities and lectures. However, being a controller has some shortcomings such as reducing the student's opportunities to talk because, when the class is acting as a group, the main focus is put on the teacher. Moreover, the over-reliance on transmission of knowledge affects the variety in activities and students' enjoyment of learning. (Harmer, 2007, p.58).

1.4.1.2. Organizer

This role requires the teacher to organize students to do different activities. It involves grouping students, giving them information about the activity and how they are going to do it. Teachers have to play this role right to ensure full advantage from the activity; they give instructions and explain clearly how groups should be organized. Also, they need to engage student's interest in the activity and ensure their participation. Otherwise, the activity may be wasted. The organizer should avoid confusion and gives the instructions in a logical order to create a full understanding of the activity. After finishing the activity, the teacher may organize feedback to check student's comprehension. (Harmer, 2007, p.58).

1.4.1.3. Assessor

This role is based mainly on offering feedback. Teachers assess the students' performance and provide correction and say whether or not they can pass to the next level. In such process, students should be aware of how and for what they are being assessed, so that they know what points need more concentration. Acting as assessors, teachers should be sensitive to the students' possible reaction when giving a bad grade which can be acceptable if it is given with support and encouragement. (Harmer, 2007, p.59-60).

1.4.1.4. Prompter

The lack of vocabulary makes students unable to speak to each other or to their teacher. Here comes the role of the prompter who encourages students to proceed creatively and rely on their own. In a role-play activity, for instance, the teacher may help his students by giving them some words or phrases in order to carry on their performance when they forget the words that are supposed to be used. (Harmer, 2007, p.60).

1.4.1.5. Resource of Student's Needs

When the teacher assigns an activity, his students may need some information and ask their teacher questions about the activity. Here the teacher acts as a resource; he gives them the information they need or he directs them to look for it. In doing so, the teacher encourages the students to use the resource material for them. Teachers' role as a resource of information aims at making students able to achieve good spoken and written production by answering their questions. If the teacher does not know the right answer at that moment, he can bring it next time in order not to make students lose their confidence in him. In this sense, Harmer (2007) said: "when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge of spoon-feed our students so that they become over-reliant on us". (p.61).

1.4.2. Learners' Role

In order to achieve the objectives of teaching and learning, there should be a cooperative work between teachers and their students. Students should be responsible for their own learning by being active participants in their education. They learn better through action, so they should contribute to classroom discussions; they answer teacher's questions, ask questions and express their own ideas about a subject. Also, they should accomplish tasks and take tests. Furthermore, students should gather materials and look for information needed for assignments by taking the given instructions to where resources can be found, because they are responsible for making their own strategies of doing tasks. In addition, in a group work task, students are monitors of motivation among the members of the group. .(Bailey's Blog, 2009).

1.4.3. Factors behind Speaking Difficulties

Many people fail to speak a foreign language effectively in their communication. This failure is due to some factors which impede the progress of their speaking skill. They do not like to speak in front of a large audience because of their fear of making errors, and so being laughed at and get embarrassed. Teachers' task to develop students' speaking skill is not easy as it may seem. They should consider the factors which lead to speaking difficulties. These factors are mainly psychological, pedagogical and sociocultural.

1.4.3.1. Psychological Factors

1.4.3.1.1. No Motivation

Motivation is a psychological state that pushes people to do what they do. It is very essential in learning a foreign language to ensure students' success. Students need to be motivated to achieve some defined goals. According to Harmer (2001, p.51), there is a distinction between two types:

> Extrinsic motivation is caused by any number of outside factors, for example, the
> need to pass an exam, the hope of financial reward, or the possibility of future
> travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a
> person might be motivated by the enjoyment of the process of learning itself or by
> a desire to make themselves feel better.

The intrinsic motivation is the most important though it can be affected by an extrinsic factor. Motivation influences the process of learning especially in enhancing speaking. Having students to speak might be difficult for teachers who cannot control the motivation of their students, yet they can influence it in some ways. If teachers clearly explain the importance of speaking English today and how it can serve the future life, students will feel the need to

develop their speaking skill. The students will have a strong desire to learn it and become fluent speakers. On the contrary, if learners are unaware of that importance, they will fail to reach fluency.

1.4.3.1.2. No Self-esteem

EFL students are young learners who are yet to reach a high fluency and accuracy level. Therefore, speaking in a foreign language is still somewhat problematic for them, because they cannot develop their self- esteem. According to Brown (2007, p.154):

> Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacity to successfully perform that activity.

Students who suffer from low self-esteem fail to interact effectively in the classroom. Teachers might be the main factor which leads to that behavior, for they do not give feedback. Though students perform well, the absence of feedback from the teacher can kill their motivation to work harder in future performances.

1.4.3.2. Pedagogical Factors

Pedagogical factors are related to the classroom where teachers and students are involved in the process of teaching and learning. Teachers should be aware of the possible circumstances which students may encounter inside the classroom, and how their speaking skill can be affected. The main pedagogical factors which may have a negative influence on students are teacher's method, crowded classes, and teaching materials and media.

1.4.3.2.1. Teacher's Method

In the process of teaching and learning, teachers should know the way this process takes place. They are required to find the appropriate method which helps students improve their abilities. When students feel comfortable with a certain method, their success is much more likely to occur (Harmer, 2007). Teacher's method has a great role in raising the student's motivation; if students do not like the way they are being taught, they may soon get de-motivated and lose their interest in learning. Some teachers blindly follow one way of teaching. For instance, they follow the textbook, assign the same kind of activities. This is what students find uncomfortable and they are not prepared for. They get bored to be taught in the same way all the time and feel that their role in the lesson is limited, since teachers take most of the talk and leave only small scope for students' participation. Therefore, teachers should provide maximum opportunity to students to speak the target language, and involve each student in every speaking activity. Also, students need to increase their speaking time. Moreover, teachers should avoid correcting learners' pronunciation mistakes very often in order not to distract them. More importantly, giving oral and written feedback is useful to keep students' attention and motivation. (Kayi, 2006).

To sum up, teachers and students are two parties who need to agree on the terms of a contract. Teachers should introduce their own methods according to what their students want and feel comfortable with.

1.4.3.2.2. Crowded Classes

Crowded classes is a problem which many teachers face in recent years because classes are getting larger, especially EFL classrooms. Both teachers and students tend to encounter some difficulties in the process of teaching and learning. Overcrowding negatively affects

classrooms activities and instructional techniques; thus, students' success and competencies are affected as well.

Working in large classes, teachers concentrate more on managing and controlling students to create a relaxing, friendly atmosphere for learners rather than working to achieve the lesson objectives. In such classes, there is an inadequate participation in the lesson by students sitting at the back, because teachers' movements are restricted to the front of the class. Furthermore, due to the large number of students, teachers cannot pay attention to every single student. This is why not all students will have the chance to speak or participate, especially shy or weak students who feel neglected and left behind. (Frontiers Academy, 2014). Therefore, students will get fewer opportunities to talk and express themselves in the classroom. In addition, teachers cannot provide help to all students and cannot involve them in learning activities.

In few words, overcrowded classes are a serious problem which makes it hard for students to benefit from their learning. To manage such classes and achieve the aims of their task, teachers should be aware of the negative effects of overcrowding and should have enough competence to deal with them.

1.4.3.2.3. Teaching Materials and Media

The teaching materials are the various tools used in teaching and learning. They are a source for students to improve their skills through different activities and tasks. When teachers focus on developing the communicative competence of their students, they should consider if materials they use reflect the features of spoken language. Stretches of spoken discourse are useful in demonstrating how different elements combine and work together to create a successful conversational exchange. However, many teachers rely on textbooks as the main material for assigning activities. Yet, textbook can be regarded as a serious problem if it does

not contain activities that develop the oral skill. In this sense, Crystal and Davy (1979) complained of the tendency of textbooks not to be real.

> People in textbooks, it seems, are not allowed to tell long and unfunny jokes, to get irritable or to lose their temper, to gossip (especially about other people), to speak with their mouths full, to talk nonsense, or swear (even mildly). They do not get all mixed up while they are speaking, forget what they wanted to say, hesitate, make grammatical mistakes, argue erratically or illogically, use words vaguely, get interrupted, talk at the same time, switch speech styles, manipulate the rules of the language to suit themselves, or to fail to understand. In a word, they are not *real*. (p.3).

Yet, unauthentic materials which do not reflect these features of spoken language are used in language teaching. According to Burns and Joyce (1997), unauthentic materials create a false impression of speech presenting them with 'unrealistic models of spoken interactions'. (p.87). They claim that:

> If the overall aim of language programs is to prepare students to use spoken language effectively in social situations, then teachers need to present students with authentic spoken texts in the classroom. This may include the use of recordings and transcripts of authentic discourse. Teachers need to know how authentic texts differ from scripted and semi-scripted texts and how to use this knowledge to assist second language learners to develop speaking skills. (p.85).

Authentic materials are an important part of language teaching. Hence, teachers should use various materials in the classroom such as recordings which are more accessible nowadays and it is easy to find desirable samples online. They should know how to introduce them into

their teaching in order to help students improve their oral skill and prepare them to communicate effectively in real life situations.

1.4.3.3. Sociocultural Factors

Sociocultural factors have a great effect on learning a foreign language. Student's positive attitudes towards the foreign language itself, its speakers, its culture, and the social value of learning can determine the success in speaking that language. "Language attitudes in the learner, the peer group, the school, the neighborhood, and society at large can have an enormous effect on the second language learning process, both positive and negative. It is vital that teachers and students examine and understand these attitudes. In particular, they need to understand that learning a second language does not mean giving up one's first language or dialect. Rather, it involves adding a new language or dialect to one's repertoire" (Rathod, 2012) .For instance, the use of English in the speech community where learners live will positively enhance their speaking proficiency; they will have many chances to use it in their interactions in daily life. However, when English is regarded as a foreign language which is used only in schools, which is the case in Algeria, learners will feel uncomfortable if they speak it outside the classroom because people will see them as strange and awkward.

Conclusion

The previous chapter was divided into two sections; the first one was devoted to oral presentations, and the other one was about the speaking skill. The major points covered in the first section are definition of oral presentations, their importance in developing the speaking skill, and some types which are commonly used in EFL classes. Also, an analysis of an effective oral presentation along with some steps to help students organize their presentations was discussed. At last, the light was shed on teachers of Oral Expression and how they can be effective in their teaching of this course.

Concerning the second section, it was an attempt to present different aspects of the speaking skill starting from its definition alongside a distinction between fluency and accuracy as two main features of oral production. Also, an explanation of the importance of speaking and why learners want to reach the aim of speaking fluently was provided. In addition, because teachers are facilitators of learning, it was important to shed light on their different roles that can help students enhance their communicative competence. At the end, there was an analysis of some problems which students encounter and should overcome when they practice speaking.

Chapter Two: Field Work

Introduction

2.1. Research Method

2.2. Sample of the Study

    2.2.1. Students

2.3. Data Gathering Tools

    2.3.1. Student Questionnaire

        2.3.1.1. Description of the Questionnaire

        2.3.1.2. Administration of the Questionnaire

        2.3.1.3. Analysis of the Questionnaire Results

    2.3.2. Classroom Observations

        2.3.2.1. Description of Classroom Observations

        2.3.2.2. Classroom Observations' Results

        2.3.2.3. Classroom Observations' Discussion

Conclusion

Introduction

This second chapter is the practical part of the research. The aim of this study is to observe and collect data about the role of oral presentations in enhancing the students' speaking skill in EFL classes. To achieve that, the attendance of different oral expression classes with different teachers and groups of third year at the University of Mohammed Seddik Ben Yahia's English department took place. Also, the importance of using different oral activities to achieve better results in the student's speaking and communicative proficiency was under study. In addition, the use of student questionnaire was helpful to collect further information and data and confirm our hypothesis and answer our research's questions.

The use of student questionnaire allowed gathering a good amount of answers and justifications from the third year students and classroom observation permitted a concrete study of oral presentation's effect.

2.1. Research Method

The nature of the present study determines the research method to be followed which is the descriptive method. This latter is useful to get facts about the situation under investigation (why students do not have enough abilities to communicate fluently) and thus, to clarify that the use of Oral Presentations can improve their speaking skill.

2.2. Sample of the Study

2.2.1. Students

The sample for this study was third year students of the English department at the University of Mohammed Seddik Ben Yahia. This choice was made because third year students had more experience with the language than previous years.

The English students' whole population is 260 students, and we have conducted our study with a total of 50 students randomly selected as a sample.

2.3. Data Gathering Tools

Data collecting tools were determined by the general objective of the research which aims at understanding how students enhance their speaking skill and become fluent when they do oral presentations, in addition, the use of oral presentations prepares students to speak in front of an audience and overcome the difficulties which may prevent their progress. Therefore, the main tools used to gather information were student questionnaire and classroom observations to get realistic results.

2.3.1. Student Questionnaire

The questionnaire was used as a data collecting tool, randomly distributed to 50 students of third year.

2.3.1.1. Description of the Questionnaire

The questionnaire contains 27 questions. It was divided into 4 sections including a general information part containing four questions about the years of studying English, level, and how do students learn English. Next are the sections:

Section one: Oral Presentations

This section has (08) questions about the student's opinion on the oral expression module. It discusses how often they were assigned oral presentations and what aspect of it do they want feedback in. Next, we asked them about their opinion on oral presentations and how should teachers help their students when they assign it to them.

Section two: Speaking skill

This section has a total of (06) question. This section asks students about what part of the language skills do they prefer and which one gets the most attention from the teacher. It also inquires about their speaking inside the classroom and outside of it and why do they find the English language easy or difficult. We also asked them about the time allocated to the oral expression module.

Section Three: Oral Activities

This section has (07) questions. It aims at discovering what kinds of oral activities the students are often assigned and which ones do they enjoy more. We also asked them how they like to work on these activities and how do these activities help them enhance their speaking skill.

Section Four: EFL Learners

This section has (02) questions. This last part of the questionnaire deals with the students' relation and opinion about the English language. We asked them about how often do they use English outside the classroom and what methods do they use to practice the language.

To sum up, the questionnaire was used to collect data about the role of oral presentations in enhancing the students' speaking skill and also study how the English language is used and practiced by the third year students.

2.3.1.2. Administration of the Questionnaire

The questionnaires have been administered to the students of third year from the English department of Mohammed Seddik Ben Yahia's University. The process of delivering the questionnaires happened in our presence to make sure students understood the questions.

2.3.1.3. Analysis of the Questionnaire Results

General Information

Item1:How many years have you been studying English?

Table 1: Years of Studying English

	Number	%
10 years	40	80
11 years	7	14
12 years	3	6
Total	50	100

According to the table above, we noticed that from 50 students of third year 80% studied English for 10 years, 14% studied 11 years and 6% studied 12 years.

Item2: Was it your first choice to study English at university?

Table 2: Choice of Studying English

	Number	%
Yes	43	86
No	**7**	14
Total	50	100

From the table, we can say that most students (86%) are interested in learning

English and they are motivated to improve their level in that language that's why it was their

choice in first place. However, 14% of students had their own reasons why they studied

English since it was not their first choice.

Item 3: How do you consider your level in English?

Table3: Students' Consideration of Their Level in English

	Number	%
Very good	6	12
Good	22	44
Average	21	42
Poor	1	2
Total	50	100

The results in the table show that only 12% believe they have very good level in English, whereas the majority of them (44%) consider their level as being good. 42% think they have an average level and only 2% admit that their level in English is poor. Students' consideration of their level is usually related to how well or how bad they are able to understand and produce the language orally or in writing.

Item4: Why do you learn English?

Table 4: Students' Reasons for Learning English

	Number	%
a- To improve your English communication	23	46
b- To obtain a university degree	10	20
c- Because it is the language of the world	17	34
Total	50	100

The table indicates that most students (46%) study English to improve their English communication. They want to reach a level of proficiency which enables them to communicate effectively using the language. For 34%, English is the language of the world so it is important to learn it. It gives them the chance to discover the world and be aware of what is going on around it. The other students (20%) said they study English to obtain a university degree. They think that English will help them in their future life to get opportunities for employment or further education.

Section One: Oral Presentations

Item 1: Do you like oral expression module?

Table 5: Students' Attitudes towards the Oral Expression Module

	Number	%
Yes	48	96
No	2	4
Total	50	100

Concerning this question, the majority of students (96%) said they like oral expression module. For them, it is an important course because it gives them the opportunity to speak and express their thoughts. Also it encourages them to develop their speaking and listening skills, and it helps them to learn new vocabulary. Moreover their interaction with the teacher or with each other makes them interested in that module. However, 4% of students are not interested and do not like oral expression because they have low level and poor speaking skill. For them oral expression is a difficult activity.

Item 2: Does your teacher ask you to prepare an oral presentation?

Table 6: Frequency of Assigned Oral Presentation

	N	**%**
Always	9	18
Often	17	34
Sometimes	22	44
Rarely	1	2
Never	1	2
Total	50	100

From the above results, we notice that only 18% of students are always asked to do an oral presentation, 34% said often, whereas the majority of them (44%) sometimes do so. However a few number of students (2%) said rarely, and 2% admit that they never prepare an oral presentation.

There is diversity in the answers because we asked students from different groups which do not have the same teacher of oral expression. Each teacher assigns a specific kind of activities that focus either on speaking or listening skill, so not all students have the chance to do an oral presentation.

Item 3: Do you think you have enough abilities to do an oral presentation?

Table 7: Students' Belief in their Ability to do an Oral Presentation

	Number	%
Yes	32	64
No	0	0
Somehow	18	36
Total	50	10

According to the results shown in the table, most of students (64%) believe they are able to do an oral presentation, while the others (36%) are somehow able to present orally.

Students who said yes:

They said they have self-confidence and do not feel afraid to talk in front of others. They think they have enough vocabulary and good pronunciation so it is easy for them to do an oral presentation. Also, they like presenting to show their knowledge about different topics and express their ideas better.

Students who said somehow:

For some of those students, it depends on the topic that they work on; if they are interested in it they would be able to present. For others, they feel shy and anxious to present. They fear of talking in front of their teacher or classmates. Also, they lack self-esteem and have limited vocabulary so they forget what to say during the presentation.

Item 4: How long does it take you to prepare an oral presentation?

Table 8: Time Needed to Prepare an Oral Presentation

	Number	%
Long time	21	42
Short time	29	58
Total	50	100

The table above indicates that 58% of students need short time to prepare an oral presentation. This is related to their belief in their abilities (see table 7) and that they have good level so they can do an oral presentation in few time. However, 42% take long time when they are asked to do an oral presentation. They need time to look for information about the topic and then organize it well.

Item 5: What aspects of oral presentation do you like your teacher to give more feedback in?

Table 9: Aspects of Teacher's Feedback in Oral Presentations

	Number	%
a- Pronunciationmistakes	17	34
b-Grammarmistakes	13	26
c- Body language	12	24
d- The content and organization of the presentation	8	16
Total	50	100

As it is shown in the table, 34% of students want their teacher to give more feedback in their pronunciation mistakes, 26% said grammar mistakes, 24% opted for body language while only 16% like their teacher to assess the content and organization of the presentation. Students want to reach a high level of proficiency in terms of fluency and accuracy, that's why they want the teacher to correct their pronunciation and grammar mistakes which will help them to develop their speaking skill.

Item 6: Do you feel afraid to give an oral presentation?

Table 10: Student's Self-confidence to Give an Oral Presentation

	N	%
Yes	26	52%
No	24	48%
Total	50	100

The analysis of the table shows that the majority of students (52%) feel afraid to give an oral presentation, while 48% find it easy to present orally. The reasons behind students' fear are examined in (table 11).

Item 7: If yes, is it because of:

Table 11: Reasons for Fearing Oral Presentations

	Number	%
a- Fear of speaking in public	10	20
b-Fear of pronunciation mistakes	8	16
c-Fear of teacher's negative feedback	8	16
No answer	24	48
Total	50	100

The results show that for many students (20%) the fear of speaking in public is the main reason that makes them feel afraid to give an oral presentation. They feel anxious to talk in front of others and cannot overcome this obstacle. 16% fear of pronunciation mistakes and then they will be embarrassed and laughed at, whereas other 16% fear of teacher's negative feedback which may discourage them and kill their motivation.

This question is related to the previous one (N°10), that's why 48% of students did not answer. They have good speaking skill and feel motivated to speak. For them, to give an oral presentation is an easy task so they do not feel afraid to present.

Item 8: What should the teacher do to help you give an oral presentation?

Table 12: Students' Belief about the Teacher's Help to Give an Oral Presentation

	Number	%
a- Propose topics that interest you	27	54
b-Make visual aids available for you	8	16
c- Give you encouragement regardless of your level	15	30
Total	50	100

The examination of the above results shows that most of students (54%) want their teacher to propose topics that interest them. They believe that if they are asked to give an oral presentation about interesting topics, they will be motivated to perform well. Students want their teacher to suggest topics which gives them the chance to express themselves in what they want, because this will help them to work hard and feel satisfied. For 30%, teacher's encouragement, regardless of their level, will be of great help to give oral presentations. They need to be encouraged and motivated even though they make mistakes, so that they can work on their own and correct themselves in future performances. The other students (16%), however, want the teacher's help to use visual aids in their presentations. Sometimes, students need to support their presentations with videos, pictures or audio files, so the teacher should help them and make the visual aids available for them.

Section Two: Speaking Skill

Item 1: What is the skill you want to be successful in?

Table13 Student's Emphasis on the Four Skills

	Number	%
Listening	6	12
Speaking	35	70
Writing	8	16
Reading	1	2
Total	50	100

The students' answers show that a large number of them (70%) want to improve their speaking skill, 8% opted for writing, 12% want to be successful in listening, while only 2% wish they could enhance their reading skill. Students believe that the measure of knowing a foreign language is the ability to communicate using this language that's why most of them work hard to improve their speaking skill.

Item 2: Which Skill is given Much Importance by Teacher of Oral Expression?

Table 14: Teacher's Focus on Language Skills

	Number	%
Listening	5	10
Speaking	45	90
Total	50	100

From the table, it can be clearly seen that the majority of Oral Expression teachers (90%) focus on the speaking skill. They try to help students to develop this skill through assigning different oral activities, while few teachers (10%) give much importance to listening.

Item 3: Do you try to speak inside the classroom?

Table 15: Speaking inside the Classroom

	Number	%
Often	27	54
Sometimes	22	44
Never	1	2
Total	50	100

The table's data show that the frequency of the student's participation in the classroom varies. A total of (54%) said they often speak, while (44%) said they sometimes

try. Only (2%) said they never try to speak inside the classroom. From this we can analyze that most third years have enough motivation to participate and speak during the lesson.

Item 4: Do you think speaking in English is difficult because of:

Table 16: Reasons why Speaking English is Difficult

	Number	%
No space for teaching speaking	7	14
Lack of practice inside the classroom	16	32
Fear of making mistakes	23	46
No answer	4	8
Total	50	100

The data in the table show that students think there are many reasons why speaking in English is difficult. (14%) said that there was no space for teaching speaking. A total of (32%) argued that the lack of practice in the classroom is the main problem that made speaking English difficult, while (46%) chose the fear of making mistakes as the main reason. Some explained that it was because of the behavior and attitude of some teachers that they lost confidence in their abilities and started fearing speaking in the classroom. Among the 50 students (8%) didn't answer this question which can be explained that they do not face such difficulties with the English language.

Item 5: Do you think speaking in English is easy because?

Table17: Reasons why Speaking English is Easy

	Number	%
The teacher is comfortable to interact with	18	36
The classroom environment is relaxing	7	14
Activities are motivating and amazing	25	50
Total	50	100

The information collected from the table show that most students find speaking English easy. Out of 50 students, (36%) of the students said that it is due to the teacher being easy to interact with. The other (14%) said the classroom environment is relaxing that is why they can work at ease. The majority though (50%) said the motivating and amazing activities are what helps their speaking in English. This proves that activities in the classroom motivate the students to practice English more and gives them opportunities to speak and interact with others.

Item 6: Do you think the time allocated to Oral Expression is sufficient?

Table 18: Students' opinion on the Time Allocated to Oral Expression

	Number	%
Yes	9	18
No	41	82
Total	50	100

The data for this item show that the majority of the students (82%) think that the time allocated for oral expression is not sufficient. They support their choice by saying that one session of one hour and a half a week does not allow all students to speak. Each one of them has his/her own learning pace. They need time to improve and acquire the necessary skills, and not all can follow and participate during the lesson. Others say that oral expression is an important module that they enjoy very much and would like more sessions a week to be able to speak and improve their speaking. For the few (18%) who said that the time allocated is enough, argued that learning a language does not have to focus only on speaking, other language elements and subjects need as much attention as oral expression.

Section Three: Oral Activities

Item 1: What are the kinds of activities that are often assigned?

Table 19: Activities Often Assigned in Oral Classrooms

	Number	%
Listening Activities	5	10
Speaking Activities	19	38
Both	26	52
Total	50	100

This item's data show that teachers often assign both speaking and listening activities as (52%) chose this suggestion. Following next are speaking activities chosen by (38%) students. Teachers assign speaking activities to make the students use the language in different communicative situations and help them learn how to think fast and improvise. Students are most of the time intimidated by listening activities. According to (10%) students,

teachers use listening activities in class. It is so that they students get familiarized with the speed of native speakers' speech and different stress and intonations to improve their pronunciation and grammar.

Item 2: Are the activities presented in the classroom?

Table 20: Type of Activities Presented in the Classroom

	Number	%
Different and varied	36	72
Limited in a specific kind	14	28
Total	50	100

From the table we can see that the oral activities assigned to the students are varied and different. A total of (72%) students choose this suggestion which shows that oral teachers propose activities that benefit EFL learners and help them improve their pronunciation and broaden their vocabulary. The rest (28%) of the students picked "limited in a specific kind". This proves that not all oral teachers make effort to improve their students' level. It can be due to laziness from the teachers' part or the lack of interest from the students.

Item 3: What are the most presented activities?

Table 21: Most Used Activities in the Classrooms

	Number	%
Role Plays	12	24
Discussions	22	44
Dialogues	8	16
Reports	8	16
Total	50	100

This item highlights the most used activities in the oral expression classrooms. Students chose discussions with (44%) votes as the most recurrent and presented activity. In second position we have role plays with (24%) votes. For the rest, both dialogues and reports shared (16%) votes each. With these results we can kind of encircle the activities oral teachers use regularly in class. Such activities involve students and help sharpen their speaking and pronunciation.

Item 4: Do you prefer?

Table 22: Students' Method of Work

	Number	%
Individual Work	23	46
Pair Work	17	34
Group Work	10	20
Total	50	100

The table shows the type and style students opt for when working on an activity. A number of (46%) students said they prefer individual work because they feel that working with others will slow them down due to a difference in level or they are worried others would rely on them too much. Also, they feel more comfortable and confident working alone. Looking at the table again we see that (34%) of the students chose pair work as their favorite. They explained it saying that pair work allows them to gain courage and exchange ideas with a partner rather than facing the teacher and classmates alone. The last suggestion "Group Work" had a total of (20%) votes. The supporters of group work justified it by arguing that working with peers allows them to learn from each other and have more confidence in their presentation.

Item 5: Do you enjoy the activities presented?

Table 23: Students' Enjoyment of the Activities Presented

	Number	%
Yes	31	62
No	4	8
Somehow	15	30
Total	50	100

According to table 23, (62%) students enjoy the activities presented, because it helps them learn new words, and expressions about different topics in a pleasant environment and motivates them to work. Next, (30%) said they somehow like them since some are really interesting and educative but at the same time some do not help them improve. For the suggestion "No", (8%) students voted saying most of these activities are boring and sometimes useless and that they hinder the learners' imagination and inspiration. This

variance in opinions can be due to students' different thinking, personalities and their idea of fun activities that some teachers do not understand.

Item 6: Do you feel these activities enhance your speaking skill?

Table 24: The effect of Oral Activities on the Speaking Skill

	Number	%
Very much	15	30
Much	21	42
Little	11	22
Not at all	3	6
Total	50	100

The data in table 24 show that third year students find oral activities useful and do indeed enhance their speaking skill with (30%) and (42%) students opting for "very much" and "much" respectively. However, (22%) and (6%) students said they find that these activities have little to no benefit at all. This is due to the fact that not all students learn with the same pace and method. We also saw in the previous item (table 23) that (30%) to (8%) of the students said they do not or somehow try to enjoy the activities presented.

Item 7: Concerning the oral activities, do you?

Table 25: Students' Participation in the Classroom

	Number	%
Interact, speak and participate freely	29	58
Try to speak and communicate humbly	17	34
Keep silent along the whole session	4	8
Total	50	100

The results obtained show that (58%) of the students like to interact, speak and participate freely during oral activities, while (34%) try to speak and communicate humbly but The remaining (8%) of the students keep silent throughout the whole session.

Section Four: EFL Learners

Item 1: Do you try to speak in English outside the classroom?

Table 26: Students' Usage of English outside the Classroom

	Number	%
Always	12	24
Sometimes	37	74
Never	1	2
Total	50	100

According to the table, 12(24%) of the students always speak English outside the classroom. Meanwhile, 37(74%) sometimes try to use it outside. The 1(2%) student said they never speak English outside. The students' justifications were as the following:

The 12(24%) students who always speak English outside the classroom said they find it easy to communicate in English since they have good speaking skill and seem to enjoy it a lot. They also explained that their Anglophonic environment helps them rehearse using it in different situations all the time. Add to that, they argued that speaking English outside the classroom improves their vocabulary and pronunciation since they can speak at ease with no fear of making mistakes and receiving teacher's feedback. Others said that the oral laboratories are closed areas that bore them and limit student by making them speak only about restricted topics.

The next 37(74%) students said they sometimes try to speak outside because the opportunities they get to use English other than in the classroom are limited. They explained that their motivation to learn and develop their speaking skill better is what encourages them to find chances to speak English.

The remaining 1(2%) student said they never try to speak English outside because the amount of homework they have in other subjects allows little time for them to practice speaking English. They also said that their entourage does not understand them since they are unfamiliar with the language.

Item 2 : How do you usually practice English?

Table 27: Students' Methods of Practicing English outside the Classroom

Categories		Number	%
Category a	a	7	14
	a+b	1	2
	a+c	1	2
	a+d	2	4
Category b	b	5	10
	b+c	1	2
	b+d	5	10
Category c	c	2	4
	c+d	3	6
Category d	d	5	10
Category e	a+b+c+d	8	16
	a+b+d	5	10
	a+c+d	1	2
	b+c+d	4	8

This last table shows how students usually practice English outside the classroom. For this question we suggested four choices: Speaking outside in English (a), listening to English songs and channels (b), through chatting with friends on the net (c), watching English movies (d). From the statistics in the table, (14%) chose (a), (10%) picked (b), (4%) for (c) and (10%) (d) . (a) and (b) were picked by (2%), (a) and (c) by (2%), then (a) and (d) got (4%). Moving on (b) and (c) had (2%), (b) and (d) with (10%), while (c) and (d) got (6%). Students who picked all the choices were (16%), followed by those who omitted (c) with (10%). Next are those who did not include (b) with (2%), and lastly, those who did not pick (a) 4(8%).

2.3.2. Classroom Observations

In addition to student questionnaire, we used classroom observations as a tool for collecting data. Classroom observations aim at observing the students' performance in the classroom during different oral presentations and to what extent they have the chance to speak to improve their speaking skill.

2.3.2.1. Description of Classroom Observations

Our classroom observation lasted for three weeks in the Department of English in Mohammed Saddik Ben Yahia's University. We worked with four groups of third year; we attended six sessions of oral expression where students have oral presentations or assigned other oral activities which enable them to speak.

The observation was direct because we relied on our personal observation without any use of recording or filming devices; we took notes about what was going on there. During each session of one hour and half we chose to sit at the back because it gives a clear view of the whole class and to avoid distracting students' performance and teachers' instructions. The focus of those observations was put on the level of proficiency that students can reach through the use of different oral presentations. Therefore, throughout the classroom observations, we aimed at finding out the extent to which oral presentations make students speak to improve their speaking skill.

2.3.2.2. Classroom Observations' Results

First Session

In this session the students were asked to make a report about a movie they watched in a previous lecture. The movie was about a teacher who was put in charge of a class of delinquents and has to do his best to make them succeed by the end of the year.

The students seemed to have enjoyed the movie, but were a bit reluctant when the teacher asked them to do an oral report in front of their peers since they did not prepare anything beforehand. The teacher started to motivate them by asking questions about the characters to stimulate participation and more speaking from the students. This method worked but many students were speaking at the time, eager to answer. One of them volunteered to do the report. The first student had a good pronunciation, and was improvising well with minimal grammar mistakes, she also used a lot of gestures to explain the events and describe the characters in the movie. The teacher gave encouragement by nodding and smiling along the student's report. The student was not afraid when the teacher challenged her by asking questions in the middles of the report, and answered confidently.

The classroom mood was relaxed after the good feedback from the teacher, and most of them wanted to participate too. The teacher then assigned them an activity where each one of them had to portray a character from the movie and introduce themselves while giving the character's point of view on the main character "the teacher". The students discussed the activity using English as the teacher helped them by giving advice. Only a minority of the students were not interested. After 5 to 10 minutes, the teacher asked one of the students to start the presentation. The student acted as a delinquent using a loud voice and many hand gestures which the class enjoyed. Another student portrayed a shy character and did well too.

A third student acted as a rebellious character using good language and gestures. The last student to perform had difficulties with grammar and pronunciation but had confidence which helped her speak and express herself. These presentations set a good mood in the class.

The students were very active and wanted to speak more. The teacher then asked them to describe the characters others portrayed (for example, the delinquent character describes the shy one). The student got on the task but occasionally used the native language to explain some points. The students to present had a good pronunciation but made some grammatical mistakes and some were a bit shy but overcome it because of the teachers' and their peers' interaction with them. To end the session, the teacher asked them to give the good qualities of the teacher in the movie while speaking from the point of view of the characters they portrayed. Even after many activities, the students still participated and answered well. The teacher then finished the lesson with good words of advice and compliments to the students.

Second Session

The teacher and his students arrived to the class on time. After taking their seats, the teacher asked the student who prepared a presentation to start. She sat in the desk to use the computer because she brought a video to support her presentation. The video was about a woman talking about a difficult time she had when she lost her legs because of a disease and how she could overcome that and continued her life after she got new legs. The video was subtitled in Arabic.

After watching the video, the student tried to make a discussion about what they had seen, so she asked the other students what they would do if the same thing happened to them. The students' reaction to the question was limited because only one or two students raised their hands to answer.

The classroom atmosphere was relaxing; there was nothing that might prevent students' participation or cause a misunderstanding of the presentation. Also, students were able to watch the video because they were using the computers. However, it was not very participative which made students feel bored and not interested; we noticed that some of them were playing with their mobiles while others were talking to each other.

Concerning students, they were not very active. When answering the questions, they gave short answers, made many pauses or kept silent. Other students read their answers from the paper. This is because most students lack the fluency and accuracy in their speaking, so they fear of making mistakes. Moreover, we noticed that most of their talk was influenced by the mother tongue and an excessive amount of grammatical mistakes. Observing the teacher's role, we can say that he was a facilitator of learning; he tried to initiate some participation due to the class's passiveness by helping them to carry on talking when they forget what to say, and he corrected their mistakes on the spot. At the end he assessed the presentation and gave feedback.

In fact, the presentation was not well-organized; the presenter used the video as the main tool to present her topic. She did not change the tone of her voice along the presentation and she did not use any gestures; she kept on repeating the same ideas when discussing the video. Besides, she made some pauses because she does not have a high level of fluency.

Third Session

The teacher asked the students to form a circle with their chairs. The activity was as the following: the teacher gives the verb to the first student and asks them for the past simple; after the student gives the answer the teacher moves clockwise and asks the next student for the past participial of the same verb. In case one of the students makes a mistake, he or she

will be excluded and the teacher goes back again to the previous student searching for the answer.

From the beginning of the activity, we noticed a problem with verb forms and conjugation as the students seemed stressed, kept making mistakes and took long pauses to answer. The teacher did not rush them and gave them opportunities to correct themselves. To encourage them further, he promised to reward the winner with extra points and the losers with extracting points. The students panicked and started working hard to get the extra points. This set a friendly and competitive mood .As promised, the teacher rewarded the winner with the extra points, but did not remove any to the remaining students.

To make sure that they memorized the verbs, the teachers went in the same circle again and asked the students to give the past simple and past participle of the same verbs as before.

Before ending the lesson, the teacher asked them to demonstrate the verbs with gestures. This small activity was enjoyed by the whole class. The teacher had to select some passive elements to engage them more in the activity. A few reluctant ones made effort to act but got shy. The teacher made sure to not let others laugh at them by thanking them and laughing it off. The lesson ended on a good note.

Fourth Session

Here we have the same teacher of the previous session but with a different class. The teacher assigned them the same verb activity as the last group. They had many difficulties with basic verbs which made the teacher scold them a bit, but overall they managed to answer well.

The students were so focused they even reacted collectively when the teacher missed a mistake made by one of their peers.

The teacher then changed the activity to a story telling one to make them use the past tense. To be more precise the activity was like a riddle. The teacher told them the story of a lost man in a desert, along other details but did not give them any explanations on how it happened or how it ended.

After that, the students were divided into two groups, and they made their own version and ending using the details the teacher gave them. The students discussed the activity in English while the teacher gave them advice and help if needed during the thinking time. The first group chose someone to speak in their behalf. The first group's version of the story made students share all sorts of arguments and opinions, bad and good. The second group did not have much time to talk in details about their own version of the story, so they gave a general idea about it. The outcome of this activity seemed to satisfy the teacher as he thanked them for the participation, but advised them to work more on their verbs and grammar.

Fifth Session

The teacher and his students joined the classroom on time. They took their seats, then the teacher moved to the planned activity for that day. It was a role play by three students who imitated a Sheikh from a religious TV program which is famous in Algeria. One of the students was the Sheikh while the two others pretend to make phone calls to ask him some questions.

The classroom atmosphere was fun and helpful for students to follow the performance. The presenters were given enough time to perform well. The other students

seemed interested and enjoying the play; they kept silent in order not to distract the presenters. The teacher seemed to enjoy it as he even laughed throughout the performance.

Concerning the play, it was funny and enjoyable because the Sheikh, who is the main character, was imitated very well. The student wore similar clothes and spoke in the same way he does in terms of the tone of voice, gestures, facial expressions and even the funny words he says in the Algerian dialect. As for the speaking skill, the presenters spoke well; good pronunciation and good control of the grammar.

Sixth Session

In this session, the teacher assigned a vocabulary activity in which students were asked to act some adjectives in front of their peers, and the latters will try to guess the word. The teacher explained the activity by giving them an example; he acted one of the adjectives with a student (the teacher was the instructor while the student was the statue) which made them understand the activity.

The classroom atmosphere was comfortable and students felt excited and interested as they kept asking the teacher for advice and clarifications. The teacher for his part responded in a good way. After thinking time was over, the students were expecting to work with their friends, but the teacher tricked them and demanded a switch of partners to test whether they were good at giving instructions or not. At the beginning, some students felt shy and uncomfortable having to act and do movements in front of others, while some faced difficulties in explaining the instructions.

Before starting the activity the teacher informed the students that they will be marked according to how well their performance will be. This method helped getting the attention of all the students who seemed to take the activity more seriously. Some students found

difficulties and some could not cooperate together; in a few performances, certain students showed better control of the language than others which affected their acting. Some students' instructions were somewhat stiff and most students felt embarrassed to have to do certain facial expressions and movements in front of their comrades.

The teacher then changed the activity to a less restricted one where the students could choose the one they want to perform with and select the words as well. This change made most of the students feel at ease and exited. The activity then proceeded faster and the teacher was more satisfied with the performances than before. The mood in the classroom was enjoyable and the teacher kept laughing and making the students feel relaxed and less self-conscious.

2.3.2.3. Classroom Observations' Discussion

After attending a total of six sessions of classroom observation, many results were obtained. Third year students enjoyed the different activities proposed by their oral teachers and showed more participation and motivation to work in the classroom than in regular classes. At the beginning of each activity, students showed a bit of uncertainty and lack of confidence in their pronunciation and vocabulary, however, the mood of the classroom and the encouragements of the teachers helped them relax and focus better on the tasks. The activities varied from verb quizzes, word guessing, oral presentations, to riddles and role plays. They allowed students to work alone, in pairs and in groups. These techniques help them realize the method they are most comfortable with, as well as get more experience knowing each other's' opinions and arguments. The role of the teacher during these activities was crucial. The teacher's attitude and feedback played a big role in motivating the students to speak more and forget about their anxiety and lack of self-confidence. The students' pronunciation and vocabulary varied from one to another depending on the level of each

individual, but pair work and group work allowed less active students to work with active ones and this allowed them to share ideas and complete the tasks assigned by the teacher. The observations showed that learners improvise well and use hands and body gestures to express the ideas they want to communicate. Most students have a good control over the English language and oral presentations and activities help their speaking improve, since students are given opportunities to talk about various topics and discover new themes. These observations help confirm the hypothesis stating that if students have a positive attitude towards Oral Presentations as a strategy of teaching Oral Expression, their speaking skill will improve.

Conclusion

The analysis of data collected for this study, which took place in the Department of English in Mohammed Saddik Ben Yahia University, allowed to understand student's and teachers' attitudes towards the use of Oral Presentations in EFL classes, and how those presentations help students improve their speaking skill. It also helped make a summary of the problems students of third year encounter when they come to speak in public.

The results obtained showed that both teachers and students have a positive belief about Oral Presentations. Students believe that Oral Presentations are a strategy which helps them develop the speaking skill and communicative proficiency, while teachers consider them as an effective way to deal with the challenges students face in speaking. Students' major problems are lack of vocabulary, fear of making pronunciation or grammatical mistakes, and the fear of speaking in public. Therefore they need the teacher to give them more opportunities to speak to overcome these difficulties. They believe in the teacher's role to motivate and help them to do an Oral Presentation through encouraging them when they make mistakes and giving more feedback. The results also revealed that students, during their performances, give importance to their body language (eye contact, gestures, facial expressions…) and like to get feedback concerning this aspect.

Overall, this study provided clear answers to the research questions and achieved its aims. Also, the tools used in the investigation confirmed the hypothesis of this research. Students have positive attitudes towards the role of Oral Presentations in EFL classrooms as a strategy to improve their speaking skill. Moreover, the teacher plays an important role in motivating students to do an Oral Presentation because the more they practice orally the more they will be used to speak in public and overcome their anxiety and shyness.

General Conclusion

This study aimed at proving the previously stated hypothesis true: students' positive attitudes towards Oral presentations' role in EFL classrooms improves their speaking skill. The study examined the Algerian teachers and students' beliefs about using students' Oral Presentations as a strategy of learning in a TEFL class to help them enhance their oral skill and communicative abilities.

The theoretical part of this research was devoted for the two main variables under investigation: Oral Presentations and speaking skill. The focus was first on the importance of students' Oral Presentations as a strategy of learning English, and then the speaking skill as an essential part in the mastery of any foreign language.

The investigation of these theoretical beliefs was conducted through the use of two data gathering tools: student questionnaire and classroom observation as the most appropriate method to collect different opinions of students of third year and teachers of Oral Expression in the Department of English at the University of Mohammed Saddik Ben Yahia. The research questions were about how oral presentations help improve the speaking skill, whether they cover all aspects of speaking skill and if they serve all communicative purposes. Thus, after analyzing the results collected, answers and explanations to the research questions and hypothesis have been obtained as follow:

- Students positively consider the usefulness of using Oral Presentations. They are aware of the importance of presenting orally in order to improve the speaking abilities and get used to communicate before an audience. Some students showed their ability to stand in front of others and present their work in English; however, others seemed to have some difficulties which may impede their progress in learning the language.

- The main challenges that students face during an Oral Presentation are fear of making pronunciation and grammatical mistakes, lack of vocabulary and fear of teacher's negative evaluation of their performances. Moreover, many students feel anxious and shy when they come to speak before an audience. Therefore, Oral Presentations cover these aspects of the language and make students practice the language as much as possible to experience real communicative situations.

-Although students do not have a clear idea of how to prepare an oral presentation and what are the steps to follow, they are aware of how it is presented. They showed a good use of body language, gestures and different voice tones that helped deliver it efficiently.

- Teachers have an important role in raising student's motivation to do an oral presentation. They give feedback in some aspects of the students' presentations such as pronunciation, grammar and the content. In addition, encouragement is important to develop their abilities and self-confidence.

All these findings and answers to the research questions help prove the research hypothesis true. The use of Oral Presentations is effective and useful to enhance the students' oral skill and communicative proficiency. Therefore, based on the research findings, the recommendations and suggestions presented in this work are hopefully helpful to raise teachers' awareness about the importance of introducing Oral Presentations within Oral Expression course to improve the speaking skill of students in EFL classes.

- ✓ Students should be aware of how to do an effective Oral Presentation. They need to follow a clear outline concerning how to prepare, organize and deliver the presentation.
- ✓ Students should get more opportunities to speak and practice the language to avoid making pronunciation and grammatical mistakes.

✓ Teachers should deal with students' fear of making mistakes through encouraging them to speak so that they can build self-confidence in their abilities. In doing so, they can overcome the fear of speaking in public.

✓ Teachers should evaluate students' performances and give more feedback in the weak aspects which need to be strengthened through giving them more activities to practice.

✓ Teachers should provide a relaxing and supportive atmosphere for students to help them present effectively.

To conclude, Oral Presentations are a useful strategy for EFL students to learn English better. This activity can be applied to students of all levels to develop their oral skill and presentation abilities. A well-prepared and organized presentation is helpful to build students' self- confidence so that they can speak in public in real life situations.

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Appendix

Dear students,

We will be grateful if you would help us answer these questions which aim at gathering information about the role of Oral Presentations in enhancing the students' speaking skill in EFL classes.

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

Thank you in advance.

General Information

1-How many years have you been studying English?   ....…………

2-Was it your first choice to study English at university?

Yes ☐   No ☐

3-How do you consider your level in English?

Very good ☐   Good ☐   Average ☐   Poor ☐

4- Why do you learn English?

a- To improve your English communication. ☐

b- To obtain a university degree. ☐

c- Because it is the language of the world ☐

Section One: Oral Presentations

1- Do you like Oral Expression module?

Yes ☐   No ☐

Why ?..

....

....

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

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

3- Do you think you have enough abilities to do an oral presentation?

Yes ☐   No ☐   Somehow ☐

- Justify your answer

………

………

………………………………..

4- How long does it take you to prepare an oral presentation?

Long time ☐   Short time ☐

5- What aspects of oral presentation do you like your teacher to give more feedback in?

a- Pronunciation mistakes ☐

b- Grammar mistakes ☐

c- Body language (facial expressions, eye contact, gestures…) ☐

d- The content and organization of the presentation ☐

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

Yes ☐   No ☐

7- If yes, is it because of:

  a- Fear of speaking in public? ☐

  b- Fear of pronunciation mistakes? ☐

  c- Fear of teacher's negative feedback? ☐

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

  a- Propose topics that interest you ☐

  b- Make visual aids available for you ☐

  c- Give you encouragements regardless of your level ☐

Section Two: Speaking Skill

1- What is the skill you want to be successful in?

Listening ☐   Speaking ☐   Writing ☐   Reading ☐

2- Which skill is given much importance by the teacher of Oral Expression?

Listening ☐   Speaking ☐

3- Do you try to speak inside the classroom?

Often ☐   Sometimes ☐   Never ☐

4- Do you think speaking in English is difficult because of: ☐

  a- No space for teaching speaking ☐

  b- Lack of practice inside the classroom ☐

  c- Fear of making mistakes ☐

_ If there are other reasons explain

....

....

5- Do you think speaking in English is easy because:

  a- The teacher is comfortable to interact with ☐

  b- The classroom environment is relaxing ☐

  c- Activities are motivating and amazing ☐

_ Any others? Explain …………………………………………………………………………

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

6- Do you think the time allocated to Oral Expression course is sufficient?

    Yes ☐   No ☐

_ Explain in either case …………………………………………………………………………

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

Section Three: Oral Activities

1- What are the kinds of activities that are often assigned?

  a- Listening activities ☐

  b- Speaking activities ☐

  c- Both ☐

2- Are the activities presented in the classroom

  a- Different and varied ☐

  b- Limited in a specific kind ☐

3- What are the most presented activities?

  a- Role plays ☐

  b- Discussions ☐

  c- Dialogues ☐

  d- Reports ☐

_ If others, please indicate …………………………………………………………… .

4- Do you prefer:

    a- Individual Work ☐

    b- Pair Work ☐

    c- Group Work ☐

Explain ……………………………………………………………………………………………

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

5- Do you enjoy the activities presented?

    Yes ☐   No ☐   Somehow ☐

_ Explain …………………………………………………………………………………………

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

6- Do you feel these activities enhance your speaking skill?

    Very much ☐   Much ☐   Little ☐   Not at all ☐

7- Concerning the oral activities, do you:

    a- Interact, speak and participate freely? ☐

    b- Try to speak and communicate humbly? ☐

    c- Keep silent along the whole session? ☐

Section Four: EFL Learners

1- Do you try to speak in English outside the classroom?

    Always ☐   Sometimes ☐   Never ☐

_Why?……………………………………………………………………………………………

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

2- How do you usually practice English?

    a- Speaking outside in English ☐

    b- Listening to English songs and channels ☐

    c- Through chatting with friends on the net ☐

    d- Watching English movies ☐

Résumé

Ce mémoire a pour but l'étude des attitudes des apprenants envers le rôle des Présentations Orales dans l'amélioration de leur compétence langagière dans des salles de classe EFL. L'hypothèse déclare que si les étudiants ont des attitudes positives envers les Présentations Orales comme une stratégie d'enseigner l'Expression Orale, leur compétence langagière s'améliorera. Une étude de ce sujet a été menée afin de confirmer ou infirmer la justesse de cette supposition. Pour ce fait, cette étude a été divisée en deux parties : une théorique et une pratique. Le volet théorique comporte deux axes. Le premier est consacré aux présentations orales alors que le second est lié aux compétences langagières. Quant au volet pratique, il concerne le champ d'investigation de l'étude qui a permis de confirmer le rôle de ces activités dans l'amélioration des aptitudes verbales des étudiants. Dans le but de réunir des données suffisantes et de recueillir les avis des étudiants sur ce sujet, l'étude a été menée sur un échantillon de cinquante étudiants de 3ème année du département d'anglais de l'université de Mohammad Seddik Ben Yahia selon deux outils de recherche : un questionnaire adressé aux étudiants et des observations recueillies lors de la présence à six séances d'Expression Orale consacrées exclusivement aux présentations orales. Les résultats obtenus montrent que la majorité des étudiants considèrent que le recours aux activités orales est d'une grande importance lors des séances d'Expression Orale. L'étude a permis également de découvrir les difficultés auxquelles sont confrontés les étudiants à l'occasion des présentations orales comme leurs appréhensions concernant les fautes de langue lors de la prise de parole, le manque de confiance en eux, et la peur de parler devant le public. Enfin, les résultats de l'étude ont fait apparaître la nécessité de la pratique intensive de ces activités orales en vue d'améliorer les performances verbales des étudiants. Les résultats obtenus ont permis de confirmer l'hypothèse de départ.

تلخيص

يهدف هذا البحث إلى دراسة موقف الطلاب من دور أنشطة الإلقاء الشفهي في تحسين المهارة الكلامية لطلاب اللغة الإنجليزية كلغة إنجليزية. انطلاقا من فرضية أن الموقف الإيجابي للطلبة من هذه الأنشطة كطريقة لتدريس التعبير الشفهي يحسن أداءهم الكلامي، تم إجراء دراسة تهدف إلى إثبات صحة هذه الفرضية من عدمها. قسمت هذه الدراسة إلى قسمين: أحدهما نظري والآخر تطبيقي. أما الجانب النظري فيتضمن محورين، خصص الأول للإلقاء الشفهي بينما الثاني فيتعلق بالمهارة الكلامية. وأما الجانب التطبيقي فهو الحقل العملي للدراسة أين تم استكشاف دور هذه الأنشطة في تنمية المهارة اللغوية و ما مدى تغطيتها للأهداف التواصلية. من أجل جمع معلومات كافية و معرفة آراء الطلبة حول استعمال البحوث الشفهية، أجريت الدراسة بشكل رئيسي على 50 طالبا من السنة الثالثة بقسم اللغة الإنجليزية في جامعة محمد الصديق بن يحي من خلال اعتماد طريقتين: استبيان للطلبة والملاحظة عن طريق حضور 6 حصص للتعبير الشفهي استعمل فيها الإلقاء الشفهي. النتائج المحصلة عليها بينت أن أغلبية الطلبة يعتبرون أن الاستعمال المكثف لأنشطة الإلقاء له أهمية كبيرة في حصة التعبير الشفهي حيث تسمح لهم بالتواصل مع الآخرين بطريقة أفضل واكتشاف الجوانب المختلفة لأسلوب الكلام. الدراسة مكنت أيضا من اكتشاف الصعوبات التي يواجهها الطلبة أثناء تقديم البحوث الشفهية كالتخوف من ارتكاب الأخطاء أثناء الكلام، فقدان الثقة بالنفس، بالإضافة إلى الشعور بالتوتر بسبب الكلام أمام الجمهور. النتائج أثبتت أيضا أن الطلبة بحاجة إلى الممارسة المكثفة لهذه الأنشطة. من خلال هذه الدراسة تمت محاولة التعرف على موقف الطلاب من دور البحوث الشفهية في مساعدتهم على تطوير مهارتهم الكلامية والنتائج التي تم التوصل إليها أثبتت نجاعة دلك.