

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
University of Mohamed Seddik Ben Yahia-Jijel
Faculty of Letters and Languages
Department Of English



**Developing Foreign Language Learners of
English 'Communicative Competence through the Use of Oral
Presentations**

The Case of Third Year LMD Students at the University of Mohamed Seddik
Ben Yahia-Jijel

**Dissertation Submitted as a Partial Fulfilment for the Requirements of the
"Master" Degree in Language Studies**

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Academic Year : 2016/2017

Dedication

Thank you “Allah” for helping us to reach this moment.

Thank you for giving us power and patience to

finish this work.

We dedicate this work

to:

Ourselves,

Our Parents,

Our Families,

And our friends...

Acknowledgements

We would like first to thank ALLAH for giving us strength and will to complete this work.

We would like to express our sincere gratitude and respect to our supervisor, Mrs. Kherbouche Radia for her continuous guidance, support, help, and patience.

Our warm thanks are also expressed to the board of examiners for having devoted some of their time to read and comment on this study.

We gratefully wish to thank all the teachers and third year LMD students of the Department of English at Mohammed Seddik Ben Yahya-Jijel, for their collaboration and seriousness to complete this work successfully, special thanks go to our teachers and all the staff of the English Department.

We would like also to extend our deep appreciation to our families, friends, colleagues for their help and support.

Finally, appreciations go to all those who helped us in one way or another to complete this work.

Hasna and Amira

Abstract

The present study was an attempt to investigate the development of foreign language learners' communicative competence through the use of oral presentations and teaching presentation skills at university level. In the light of what has been previously said, it is hypothesized that: If students are given more opportunities to make oral presentations, they will develop their communicative competence to a large extent; and If oral presentation skills are taught and practised, EFL students' will succeed to overcome their communication incompetency. The data was collected through a questionnaire administered to 68 third year students at the department of English language at Mohamed Seddik Ben Yahia University-jijel, and a structured interview with six teachers. The findings indicated that both EFL teachers and learners have positive attitudes towards the use of oral presentations in developing EFL learners' communicative competence including its different components. Also, the results revealed that most learners lack presentation skills, because they do not receive any instructions concerning that. Therefore, teachers strongly confirmed that teaching presentation skills at university level is crucial for learners' academic and professional success. And at the same time, they may raise students' awareness of the importance of oral presentations in developing their communicative competence.

List of Abbreviations and Symbols

#: Percentage

CLA: Communicative Language Ability

CLT : Communicative Language Teaching

EFL : English as a Foreign Language

N: Number

NVC : Non-verbal Communication

OE : Oral Expression

OHP: Over Head Projector

OPs : Oral Presentations

PPT: PowerPoint

Q: Question

TL : Target Language

VC : Verbal Communication

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General Introduction

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General Introduction

1. Background of the Study

Speaking English fluently and accurately becomes the ultimate aim of language learners. Accordingly, the updated need for learning English as both second and foreign language with the goal of maintaining a successful communication with others, either in an academic setting or in future jobs, led to the development of communicative approaches such as Communicative Language Teaching (CLT).

Communicative approaches to language teaching are currently applied in English as Foreign Language (EFL) classrooms especially in oral courses where communicating effectively in the target language is as crucial as developing the four skills, and where EFL learners can speak and express their ideas with confidence throughout the various communicative activities such as oral presentations, that become a necessary part of university life. However, most EFL learners find many difficulties in making an effective oral presentation and conveying their messages in the right way. Therefore, they fail in communicating effectively in the TL.

In order to improve the quality of English teaching, oral presentation skills should be taught for their importance in developing the learners' presentation style as well as their communicative competence.

2. Statement of the Problem

The ultimate goal of learning a foreign language is to be able to communicate effectively in the target language. However, one of the major problems third year learners at the department of English, in the University of Mohamed Seddik Ben Yahia-Jijel, face before and after their graduation is poor communicative competence in spite of being linguistically competent. These learners fail to communicate appropriately and effectively in different

contexts through conveying wrong messages, or even worse, by showing mutism and shyness instead of talking. This is partially because they do not receive enough practice on their presentation skills during their academic career, and though most courses require students to prepare and deliver in-class oral presentations, communicating fluently and appropriately in English remains a far reaching goal either inside the classroom or later on, after graduation.

3. Aims of the Study

The current study, conducted at the department of English, University of Mohamed Seddik Ben Yahia-Jijel, intends at first place to draw the teachers' attention to the importance of using oral presentations in their courses for the sake of enhancing EFL learners' communicative abilities. Second, it aims to show the extent to which oral presentations can develop EFL learners' communicative competence, and finally, to put emphasis on the importance of teaching oral presentation skills to improve learners communicative competence.

4. Research Questions

To put the issue into perspective, the present study aims to answer the following research questions:

1. Do oral presentations help EFL students to improve their communicative competence?
2. To what extent do oral presentations help EFL students to improve their communicative competence?
3. Are EFL learners able to make an effective oral presentation?
4. Are EFL teachers aware that teaching oral presentation skills at university can improve EFL learners' communicative competence?

5. Hypotheses

The hypotheses underlying the present study are:

- If students are given more opportunities to make oral presentations, they will develop their

communicative competence to a large extent.

- If oral presentation skills are taught and practised, EFL students' will succeed to overcome their communication incompetency.

6. Research Methodology

The choice of any research method should be determined by both the nature of the problem under study and the purpose of the research. In order to test the hypotheses and collect the required data, a descriptive method is to be followed. Therefore, the participant's attitudes, standpoints, comments and suggestions will be collected in a form of: 1) a questionnaire administered to a sample of 68 third year students at Mohamed Seddik Ben Yahia University-Jijel and 2) a structured interview with teachers of English at the same university; is used to find out whether or not they assign oral presentations and teach oral presentation skills in order to improve the students' communicative competence.

7. Structure of the Study

The present study consists of three main chapters. The first two chapters review literature related to the topic. The first chapter deals with the notion of oral presentation; by providing its definition, types, arrangements, and an effective design, in addition to the use of visual aids, body language, voice and pronunciation. Then it sheds light on some students' oral presentation problems, and finally deals with assessment and teaching oral presentation skills. The second chapter is devoted to the concept of communicative competence; starting with exploring it, its sectors, and some of its models. At the end, this chapter discusses the application of communicative competence in the field of language teaching and the role of oral presentations in enhancing learners' communicative competence. The third chapter is devoted to field work, in which data from students' questionnaire and teachers' interview is collected, interpreted and analysed.

Chapter One: Oral Presentations

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Introduction

The current chapter deals with the notion of oral presentation (OP) as a communicative in-class activity that helps to improve EFL learners' communicative abilities and skills. It begins with a definition of the concept, its different types, ways and advantages of arranging oral presentations, and then it deals with ways of designing an effective oral presentation. Also, this chapter sheds light on some problems faced by learners concerning oral presentations, ways of assessing oral presentations, and finally teaching oral presentation skills comes to conclude the chapter.

1.1. Definition of Oral Presentation

The OP is an in-class communicative activity which is well planned, organized, and delivered by the presenter in front of an audience in an academic setting; this is for the sake of transmitting a message and with the aim of informing or persuading.

The concept of OP has been defined by many researchers in almost the same way. For instance, Ellis and Johnson (1994) stated that an OP is "a pre-planned, prepared, and structured task which may be given in formal or informal circumstances to a small or a large group of people. Its objective may be to inform or to persuade" (cited in Bercezky, 2015, p.189). Another definition was provided by Humm and Dunbar (2006) in which they said that a presentation is a form of formalized conversation in which the presenter works to transmit a message efficiently and gets his point across to the audience. Also, for Mallete and Berger (2011), OPs are "the most common methods of conveying information and usually done with a computer and a projector" (p.161).

In addition to that, Wilson and Brooks (2014) declared that an OP is one of the communicative activities that the teacher uses to give students more interaction space and help them in using the TL for communication in the classroom in an enjoyable way. OP is a perfect example of the activity that makes the integration of both receptive and productive

skills all together possible in one task, mainly listening and speaking. More than that, Ming (2005) maintained that an "oral presentation is partly spoken, partly visual form of communication which is designed to inform or persuade, and occurs in organizational settings" (p.118). He added that OP activity is regarded as an excellent opportunity that helps learners to develop their communicative abilities such as speaking in a sustained manner and the use of turn successfully while using the TL. Moreover, it is held to be an authentic task and an essential skill that language learners need to master in order to be able to use the TL successfully in different contexts (ibid). Similarly, King (2002) said that an OP is considered a learner-centred activity in CLT approach that helps improving learners' communicative competence.

Moreover, Powell (2002) provides some essential elements that constitute a good OP; such as: a new and unusual content, a clear structure, a good sense of timing, imaginative use of visual aids, the ability to make people think, and more important is enthusiasm which is found to have a great influence on the success of the presentation.

In sum, OP is an organized public speaking activity in the communicative approach in which the presenter delivers a message to an audience in academic settings.

1.2. Types of Oral Presentations

In EFL classrooms, learners deliver topics or presentations assigned by their teachers, these OPs for Al-Issa and Al-Qubtan (2010) can be divided into three types: controlled, guided, and free, depending on the topics chosen, objective of the course, methods of presentations, and learners' proficiency.

1.2.1. Controlled Oral Presentation

A controlled OP is usually used with beginners and elementary level of proficiency, in which the topics assigned are related to the textbooks or to the students' ability to present something at ease. Hence, the choice of presentation methods is restricted to written short

presentations read from the paper. The implementation of controlled presentation in EFL classes results in developing confidence in taking the floor, maximising meaningful participation, and practising the TL.

For instance, the teacher can give questions containing "*Do you*" to be answered in pairs, in order to elicit personal information about one another using simple and familiar English, then the first student organizes them in a short paragraph using the third person singular.

1.2.2. Guided Oral Presentation

In guided OP, students are guided in terms of the topics that suit their language level because they are in lower-intermediate and intermediate level of proficiency, and therefore, using complex structural and lexical items higher than their level is impossible to be used. Moreover, students are allowed to deliver their presentations using visual aids such as PowerPoint (PPT) or Over Head Projector (OHP) slides if accessible, or preparing handouts to be distributed to their classmates. For example, the students can be asked to talk about their favourite sport or football club based on the information gathered from the internet and their personal opinions concerning the topic.

This type according to Al-Issa& Al-Qubtan (2010) encourages independent thinking through sharing knowledge and ideas about a certain topic, thus, increasing self-esteem and motivation among students.

1.2.3. Free Oral Presentation

The free oral presentation is used with upper-intermediate to advanced levels of proficiency, in which students have the freedom to choose the topic they would like to deliver, and plan it in the appropriate way using any kind of language level, and hence, demonstrating the ability to use complex language and design longer presentation time. For example, students can talk about social phenomenon or highly interesting topics of their own choice

individually, in pairs, or in groups using PPT slides with high confidence and efficiency in answering their classmates' post presentation questions.

1.3. Advantages of Arranging an Oral Presentation

OPs can be arranged by the teacher in many ways, in small groups, in pairs, or individually; the type of arrangement depends on the teacher's objective, the size of the class, and the nature of the topic of the presentation.

According to King (2002), OPs provide learners with a good opportunity for self-expression and creativity. Therefore, the teacher has many roles as he acts as a resource person preparing detailed guidelines, helping students to select topics, guiding their research, helping them in the use of visual aids, and also acts as an organizer of students. Chivers and Shoolbred (2007) said that "Students presentation usually involves an individual or group of students presenting to academic staff, student peers, or other invited audiences" (p.1).

So, Al-Issa and Al-Qubtan (2010) held that at the beginning it is preferable for the teacher to start with students working in pairs or in small groups of three or more members. This is for the reason of, as King (2002) said, letting students choose their own partners which would be beneficial as it helps creating dynamic groups, feelings of cohesiveness, and togetherness. This would, also, provide a relaxed and easier time while working on their presentations. Besides, it helps minimizing conflicts and oppositions among them.

In addition, working in small groups, as Harmer (2007) stated, "[...] encourages broader skills of corporation and negotiation"(p.166). Other noticeable advantages is that working together helps developing multiple skills and abilities mainly represented in good communication skills, enhancement of collaborative abilities, team work, problem solving, developing a sense of respect towards other members, and becoming good listeners to one another (Bell, 2010).

Moreover, having students arranged in pairs or small groups can be advantageous as this provides an enjoyable activity that increases motivation and excitement among learners; as Harmer (1998) stated, OPs "[...] are intrinsically enjoyable in themselves" (p.8). Furthermore, this offers a rewarding and a stimulating learning experience for learners to work on their self-confidence and cope with speech anxiety since they are working together and feel protected with one another. In this vein, Tracy (2008) claimed that speaking to an audience helps increasing the presenter's self-esteem. So that, the more the presenter persuasively speaks, the more he starts to like himself and becomes more optimistic, positive, and confident concerning his relations with people around.

In addition to that, when the presenter speaks well, he gets the audience's respect, admiration, and positive feedback, and this result in the improvement of his self-image. The presenter begins to see himself and think about it positively and, thus, develops a sense of personal power.

So, later on when the teacher finds that students are ready, both psychologically and cognitively and have gained enough experience and confidence, he can move to those OPs that are conducted by an individual student. Having students working individually is, also, a rewarding experience since it reinforces learner's autonomy, privacy, and trains them to work independently and to take responsibility of their own learning (Al-Issa & Al-Qubtan, 2010).

OPs, also, can be spontaneous or arranged. For instance, the teacher may ask a student to present a topic which is related to the previews lesson for the sake of stressing the language presented in the context of that lesson. Alternatively, the students can be given the topic as homework to plan and prepare carefully to present it the next session (Al-Issa & Al-Qubtan, 2010).

1.4. Designing an Effective Oral Presentation

Designing an effective OP depends largely on the presenter's skills and the way in which he presents the topic. However, many learners fail in this task because of the lack in the essential skills and knowledge concerning what constitutes an effective OP and also feeling afraid of talking in front of a group of people. The good news is that these skills can be learnt by any one through frequent practice.

In this respect, Bradbury (2006) asserted that presentation skills are not dependent on some rare genetic traits but they can be learnt like any other skills; everybody can learn to create and deliver an effective OP if having the desire to do so. These skills include the way of organizing and delivering an OP, the use of visual aids, body language, voice control, and pronunciation.

1.4.1. Stages of Designing an Effective Oral Presentation

1.4.1.1. The Preparation and Planning Stage

A good OP should be well structured in order to make it easier for the listener to follow and understand. So, many presentations fail because they are not well organized even if the presenter has a good level; so, the audience tries its best to understand, but in vain.

To start with, Kane (1988) stated that the chosen topic for the presentation should match the audience interest and within the presenter's scope of knowledge and skills. He added, it" [...] ought to be neither so vast that no one person can encompass nor so narrow and trivial that no one cares" (p.5).

So, after choosing the topic of the presentation, the presenter is to define his objectives from the presentation. This step is the most important one and it is everything the audience wants to know in order to take action towards at the end of the presentation (Storze et al, 2002).

In addition to that, for the presentation to be successful, it is required from the presenter to analyse the possible audience. As Bradbury (2006) maintained, the presenter should find out as much as possible about his intended audience and develops his presentation accordingly. This means to define their level, needs, and their expectations. Barker (2000) shared the same point of view as he says that if the audience feels that the presenter is addressing them directly, then they are more likely to accept his ideas and can react positively when taking actions.

After defining the topic, the aims, and analysing the audience, the presenter starts planning his material and constructing the message s/he wants to get across to the listener. In this step, the main points are to be defined and developed into handouts or slides. The presenter is to keep it simple and clear, because too much details and information cannot be received by the audience. Also, one important point the presenter should take into account is the time allocated to the presentation; so the content should be fine-tuned to match the time allotted (Barker, 2000).

Moreover, rehearsal is considered very necessary for the presentation to be successful. For Barker (2000) rehearsing is regarded as both a reality and time check; the presenter must rehearse to check his information and see how long the presentation takes. This is because presenters usually get surprised with time running out before completing the talk. Therefore, it is very important to rehearse the material many times before the presentation to get familiar with the main points, also, to find enough time to concentrate on other aspects of the presentation such as establishing relationship with the audience and controlling body language.

1.4.1.2. The Delivery Stage

After the presentation has been well prepared and planned, the presenter comes to the delivery stage. The latter includes three sub stages represented in the opening, body, and the

closing stage. In this vein, Mandel (2000) stated that the delivery stage "*is not just what you say, but how you say it*" (p.75); therefore, the speaker has to deliver his work in a well structured manner taking into consideration these three stages:

1.4.1.2.1. The Opening of the Presentation

The most important part of the presentation is the introduction in which the presenter works to give his audience a general idea about the presentation. So, the first step to be done by the presenter is getting the audience attention. This can be done through giving unusual or surprising facts followed by greeting. Secondly, the presenter is expected to introduce himself for his identification and more importantly to establish his authority. After that, he gives the title of the presentation, the objective, and announces the outline for the audience to know about the main points of the presentation. Finally, the presenter is requested to make a transition between the introduction and the body; expressions such as *now let us turn to point number one, to start with, to begin with* can be helpful (Storze et al., 2002).

1.4.1.2.2. The Body of the Presentation

The middle or the body is the core of the talk where the presenter introduces the content of the presentation. So, the presenter is to give the information that support his purpose within the time allocated. The quantity of the presented information should be enough and clear for the audience to understand the ideas. Also, the information are to be sequenced logically, chronologically, from specific to general, from the known to the unknown, and from accepted to controversial. Additionally, the presenter should create interest while presenting through the use of techniques such as illustrating with real life examples, stories, anecdotes, and statistics. He can also ask the audience rhetoric questions which are unexpected to be answered or to do something from time to time. As such, the speaker will appear to have a dialogue not a monologue with his hearers; this helps creating a strong connection with them and getting their interest and attention.

Moreover, advance signalling is of a great importance; it is considered as verbal punctuation telling the audience where the presenter is and what he is going to say next. Signposting indicates the end and the beginning of each part. Making transitions using signposts is significant for the clarity of ideas (Storz et al., 2002).

1.4.1.2.3. The Closing of the Presentation

The end of the talk is where the presenter concludes his presentation. It should never come as a surprise to the audience and it needs special considerations. The conclusion, generally, encompasses a brief reminder about the main points; a short conclusion holds a recommendation or a call for action, thanking the audience for being there. Finally, the presenter makes an invitation for asking questions, making comments, or opening a discussion. It is important for the presentation to initiate a wider discussion to be considered successful (Storz et al., 2002). The presenter, after that, has to deal with the asked questions successfully; Barker (2002) said that many presenters worry about answering questions and he gave some tips to make it right. For instance, the presenter can repeat the asked question to understand it well; he gives himself some time to think about it and also for the audience to hear it; and Finally, he offers the answer giving reasons for it and illustrating it with examples if it is possible.

1.4.2. The Use of Visual Aids

One aspect of delivering OPs is the use of visual aids. Visual aids are considered important tools for both speakers and hearers. Anderson et al. (2004) defined visuals as anything that can be seen and help listeners to follow, pay attention and interest to the OP. Besides, using visual aids makes OPs interesting, persuasive, and effective. Powell (2002) described visual aids as powerful tools used to enhance the impact of presentations, help communicate ideas, and make it easier for the audience to understand. It also helps in giving a lot of information

in a short time illustrating difficult things, and show reality in ways that words alone cannot describe.

Moreover, visual aids for Becker and Emden (2004), "makes a change in the way in which information is presented, adds variety, interest to the occasion and so help them to concentrate" (p.33). Hence, their talk will be more interesting for the audience. But, there should be a careful selection of visual aids because too much use of aids will make the hearers focus on the visuals instead of the topic being presented (Barker, 2000).

1.4.2.1. Types of Visual Aids

There are many types of visual aids learners can use in delivering an effective OP, in order to persuade the audience and keep them motivated throughout the whole presentation.

- **Handouts**

Handouts are paper copies, in which "an outline, a glossary of key words, sources" (Storz et al, 2002, p. 13), or a summary of the main points of a presentation are provided to the audience. The handouts must be effective, professional and appropriate; and the presenter should know the reasons behind using each handout and the appropriate time to distribute them to the audience, not before the talk or at the end of the talk. In addition, Becker and Emden (2004) declared that only the necessary information is included avoiding putting too many details or too many diagrams.

- **The Blackboard**

The blackboard is the easiest tool to be chosen since it is available in every classroom, but it should be used effectively and appropriately, because the board "gives an excellent impression of thoughtfulness, and good organisation", (Turk, 1985, p.200). Besides, the best way to show the sequence of ideas or process, to emphasise on key words, and to explain diagrams and simple headings, is the board.

- **Data Projector**

In recent years, the data projector becomes the standard visual aid equipment in education. It is a small equipment that gives large and colourful images, which has a great impact on the audience' understanding. The presenter can uses the data projector to build up image step by step or prepare the aspects he/she want to cover in the talk, as he/she can use it to show text, diagrams, and videos in a quick and easy way.

- **PowerPoint**

Microsoft PowerPoint is a computer presentation program that is commonly used form of visual aid nowadays, because it is easy to learn and widely available. The presenter has the opportunity of equipping his presentation with different types of media including images, sounds, and animations.

- **Video**

Using videos in presentations gives a great chance to show stimulating visual information, in which a computer can be connected to a projector to play videos related to the topic. The audience can see the speakers, their body movements, and react positively with the presenter because videos raise their level of interest and motivation (Harmer, 1998).

1.4.2.2. Advantages of Using Visual Aids

Using visual aids can be a very powerful tool to enhance the impact of the presentation and to help communicate ideas. In this vien, Turk (1985) identifies some advantages of using visual aids in improving OPs:

Firstly, visual aids get attention; people are naturally interested in pictures than in abstract words, because they attract their attention. According to Becker and Emden (2004), "audiences are used to seeing visual material during almost any sort of talk or presentation" (p.33), and they added, "human beings tend to remember what they *see* more readily than what they *hear*" (ibid).

Secondly, Turk (1985) talked about another advantage of visuals which is giving variety. The audience can listen to a presentation for about ten minutes then begin to lose their interest, and start thinking about their daily concern, but, punctuating the talk with a variety of aids every five to ten minutes is the only way to prevent monotony, refresh the concentration of the audience, and keep the audience level of arousal as high as possible throughout the talk.

Thirdly, the most important advantage of visual aids is that they make the talk easier to remember. A talk which uses visual aids is more memorable than a talk which does not because acquiring information through several senses is likely to be remembered than the one which comes from one single sense. In addition, retention improves the audience sense of the structure of a talk, provides direction of the argument to help the listeners understand, and remember, and therefore, reinforce, confirm, consolidate, and focus attention.

Forthly, using visual aids saves time when explaining complicating points. " A complex shape, flow-path or relationship is difficult to describe in words, but can be quickly and memorably shown in a picture" , (ibid, p.183). Also, giving a lot of information in a short time through graphic presentations, in bar charts, pie charts, and graphs is easy to grasp, convenient and saves time.

Fifthly, visual aids give the speaker something to do. They help the speaker with stage fright through giving him something to do, in order to dispose excess nervous energy that causes fright and apprehension. In fact, there are two ways to get rid of stage fright; the first one is giving the feeling of being well prepared, while the second is helping the hands and body to move naturally. Besides, setting up, moving, and displaying visual aids help the speaker to be less tremble.

Finally, visual aids remind the speaker of what comes next. Instead of going back to the written notes whenever something is being forgotten, the speaker will not have to keep track between the notes and the aids, if the points are taken in order from the visual aids. Thus,

"aids help to ensure the talk has a structure, as well as helping to ensure that the audience can see that structure" (ibid, p.185).

1.4.3. The Use of Body Language

Using visual aids contributes to the success of OPs as they help the presenter in conveying his message. However, it is not necessary to use them, since speakers can use their body language and voice to affect the audience positively; this is because, as Turk (1985) pointed out, "they are dynamic, moving aids, and they are synchronized with the rhythm of spoken message" (p.185). In addition, Emden and Becker (2004) asserted that when talking formally or in conversation to others, people tend to utilize at least three divergent techniques such as varying the voice, using changes of tone, and revealing body language which is considered an effective way of sending a message silently.

In any face to face human communication, there are three elements involved in order for the message to be transmitted; words as a part of verbal communication (VC) in addition to voice changes and body language as part of non-verbal communication (NVC) (Bowden, 2010). Surprisingly, "[...] in real life situations, 55% of the messages that we convey to other people are transmitted through body language and actual verbal communication accounts for the other 45-38% in tone of voice and only 7% in the words we use", (Edwards , 2008, p.4).

1.4.3.1. The Definition of Body Language

There are many definitions of body language, Edwards (2008) defined it as "the unspoken or non-verbal mode of communication that we use in every single aspect of our interaction with another person" (p.4). It can "[...] communicate messages silently, some of them convey feelings and others transmit thoughts" (Kuhnke, 2007, p.9). Another definition is provided by Zhou and Zhang (2008), in which they said it is "[...] an important media through which people communicate with each other. It refers to the pattern of facial expressions and gestures that people use to express their feelings in communication" (pp. 90-91).

Moreover, according to Storz et al. (2002), body language is a natural part of communication which encompasses eye contact, facial expressions, posture, body movements, and gestures. Body language is useful for many reasons, for example, to clarify meaning and to reduce nervousness.

There is a fact that many presenters focus on the material and what they are saying, ignoring the way they are saying it in i.e., they do not pay attention to the silent messages and signals their bodies are sending out into the audience. This may affect the way of presenting negatively if the presenter does not know how to control and show positive body language (Barker, 2000).

1.4.3.2. Positive Body Language versus Negative Body Language

When the eyes of the audience are all upon the presenter, it becomes necessary to reveal positive body language for the transmission of the message in the right way. One benefit of revealing positive body language is that it supports the message and strengthens the presenter's image. In addition, people find positive body language appealing, receptive, and easy to absorb. Yet, if the presenter reveals a defensive or a passive body language, there are high chances that the audience will lose interest and stop listening to him. Therefore, a defensive body language will not create a connection with the audience and leads to the failure of the presentation. For that reason, it is expected from the presenter to be neither authoritative nor submissive, but rather assertive and confident for a successful conveyance of opinions (*positive body language*, 2016).

To start with, eye contact is regarded as a significant aspect of body language, because it is through which the presenter senses the situation, affects and being affected by the audience; the eyes are said to reflect the individual's obscure feelings, opinions, and the message to be transmitted (Erol, 2015). Besides, Turk (1985) stated that "when dealing with others, it is the eyes more than any other part of the face and the body that we watch. Not just the duration of

the eye contact, but the speed and the direction of the eye movement all communicate" (p.152). When presenting, the speaker has to maintain eye contact with the listeners throughout his presentation and has to include all of them with his eyes. This makes him appear more confident and knowledgeable enough about the topic being presented that adds to his credibility (Barker, 2000). Moreover, through eye contact the presenter can maintain the audience interest and attention, and he can create a strong connection with them throughout the talk (Storz et al., 2002). However, someone who fails in maintaining eye contact is generally perceived as uncommunicative and lack self-confidence. Some presenters avoid eye contact, looking at notes, screen, board, or the floor unconsciously conveying messages such as they are unconfident or not interested with the listeners. Also, looking blankly or staring into people's eyes can be interpreted the same. For that, the presenter is expected to vary his eyes among the audience looking very natural and friendly (Turk, 1985).

Facial expressions are considered important features of body language that communicate silent messages to the audience, as well. The face is seen the source of non-verbal communication because it is the most expressive part of the body. It conveys a great deal of feelings and expressions at the same time (Zhou and Zhang, 2008). So, facial expressions are to be kept natural, friendly, cheerful, and vital; the presenter may raise eye-browse to show surprise; open his eyes or squint them to show concentration or puzzlement (Storz et al., 2002).

In addition to facial expressions, Gestures are of a great importance that helps to communicate ideas positively to the others. For instance, hands are used to clarify images and they help to get words out by ease while presenting. However, the presenter is expected neither to cross them behind his back nor in front his crotch. Also, he does not have to put them in his pockets (Barker, 2000).

The signals sent out by the rest parts of the body also count and need to be controlled because every aspect of the presenter's posture and movements will communicate something to the audience. For this end, the presenter has to move from his place from time to time and walk around while presenting, but not too much because repetitive movements are annoying. This can be done to energise the space between him and his audience, as well as to impose himself as dominant over the space (Barker, 2000). Also, the presenter is not expected to jump around or drop his body tiredly over the desk, and he should avoid leaning, swaying, or louning because this reveals a submissive personality (Turk, 1985).

Additionally, the posture is regarded crucial for many reasons. The posture or the body pose is significant since it reveals important clues about the presenter's personality as well as the message that the presenter wants to convey to the others (Erol, 2015). So, the best posture for a presenter to take is the natural one which shows neither an aggressive dominance, nor a flippant self-assurance. This is because a good presentation is a result of a natural relaxed posture that expresses awareness as well as control. The natural way of standing involves an upright posture, back straight, and feet slightly apart. However, moving feet back and forth or tying the legs is unacceptable in an academic presentation (Turk, 1985).

In sum, negative body language is destructive since it leads to the wrong conveyance of messages and intentions to the listeners; therefore positive body language comes to be an effective tool if well-used.

1.4.4. Voice Control and Pronunciation

1.4.4.1. Voice Control

One key element of a successful OP is voice control. The presenter should be aware of how to vary his voice when addressing his audience; this is because in any presentation the audience become inattentive from time to time. The reason why is that there is not always enough information content that captivates the whole of listeners' attention. Generally, the

audience's average duration of uninterrupted attention varies from five to ten minutes only.

Hence, the presenter has to provide other stimuli to get their full attention. The good presenter has the ability to manipulate his voice through providing flexibility and a variety in it for the listeners to remain fully awake and attentive throughout the talk (Turk, 1985). Accordingly, the audience's attention can be controlled through the force of voice variation, that is, through pauses, pace, changes in its patterns, tone, intonation, and pitch. Turk (1985) asserted that the following aspects of voice should be taken into account by the presenter:

To start with, pauses or moments of silence are significant factors in speech and powerful ways of communication. For instance, leaving silence from time to time provides some space for the meaning of what has been said to get internalized; besides, it clears the way for the importance of what is coming next.

The second dimension along with voice can be varied, is the pace. The presenter should be aware when to slow down or to hurry up deliberately. Conscious utilisation of varied pace adds to the attractiveness of the speaker's voice. This helps to avoid monotonous regularity of speed that causes boredom among listeners.

Thirdly, the pitch of voice is regarded important, as well. The presenter may vary his pitch of voice to be low, medium, or high following the natural pitch demanded by the meaning. The tone is, also, one way of bringing variety into the voice. The presenter can put some directions in his voice such as sounding surprised, pleased, concerned, happy, or sad; and the talk will come to sound very alive.

Finally, the presenter should pay attention to his intonation. The latter is known as the sound raising or falling at the end of the sentence being uttered. It depends on the type of the sentence; it rises at the end of a question and falls at the end of a statement. There is a fact that many speakers do not know how their voices sound like and most of the time too small changes are made in them. Intonation is a way of introducing variety in the voice; it inspires

life into the talk and keeps the audience listening. It makes the voice sounds interesting to be listened to.

To sum up, the voice is regarded as significant to indicate importance, meaning, to create a good atmosphere and to avoid sounding monotonous and driving the talk to be tedious and boring.

1.4.4.2. Pronunciation

For the presenter to be understood by the listeners, he should pay attention to his pronunciation. This is because when the receiver of the message is concentrating hardly to recognize the words being uttered, he is, then, more likely to pay too little attention to the content of the message. Moreover, it is known that the English language rhythms are not very helpful particularly when dropping the voice at the end of the sentences hiding the last words letting the audience guessing what it was. So, incorrect pronunciation results in communication breakdown because the listeners, usually, stop trying to listen and understand (Emden & Becker, 2004). Therefore, it is necessary for the presenter to be a good pronouncer through keeping the head up and enunciate the ends of words without dropping the voice at the end of phrases or swallowing vowels (Turk, 1995).

In sum, these features of the message should be taken into consideration by the presenter for a full and good transmission of the message of the talk.

1.5. Students' Oral Presentation Problems

Some EFL learners are not fluent in English language. Therefore, they face some problems and difficulties in delivering an OP. Speech anxiety, group boredom, and limited presentation skills are the major problems that lead learners to fail in doing a presentation as described by King (2002, p.404).

1.5.1. Speech Anxiety

Most people feel stressed and anxious when speaking in public; it is sometimes referred to as speech anxiety or performance anxiety. Speech anxiety for Mulac and Shernam (1974), includes a "quivering or tense voice, lack of volume, nonfluencies, heavy breathing, lack of eye contact or extraneous eye movement, rigidity or tension, fidgeting or motionless arms and hands" (Cited in King, 2002, p.404). Hence, nervousness affects the way audience judge the speaker's competence, because they can not realize how frightening they appear to the speaker (Turk, 1985). For instance, the lack of reaction and whisper by the listeners during a presentation, can make the speaker nervous and trigger many reactions like sweaty palms, accelerated heart rate, and loss in memory (King, 2002), and these symptoms are easily detected by the teacher and audience. Therefore, "The speaker's credibility is reduced if he is obviously nervous, and the audience enjoys the talk less", (Turk, 1985, p.108), hence, the teacher can tell his students that anxiety is a normal behaviour in order to help them overcome speech fright and encourage them to present at ease and without fear.

1.5.2. Group Boredom

Group boredom is the result of listening to memorized speeches delivered with no use of communicative skills. Most EFL students depend on memorization for their incompetence in adapting information to spoken English for the audience, in which they read their speech rapidly and monotonously, neglecting the rules of voice, tone, and pacing. As such, the audience loses attention, interest, and feels bored, because the presentation sound canned, machine-like, and dull as referred to by King (2002). Also, what makes the presentation boring are the long pauses that fiddle with the speaker's notes, the reliance on complex sentences, and low frequency words, in addition to the lack of using conversational tone and communicative English, which are crucial for the effectiveness of the presentation (ibid, 2002).

Therefore, in order to keep the audience interested and engaged during a presentation, the students should be reminded by the teacher of using communicative English and eye contacts.

1.5.3. Limited Presentation Skills

When students are asked to deliver an OP, most of them will not take time to do research on preparation and delivery of presentations. They probably think that what they have learned throughout school enables them to make a good presentation, in which "they used to work on memorizing detailed grammatical rules, vocabulary out of contexts and isolated phrases or expressions", (King, 2002, p.406). But, when it comes to OPs, students may feel frustrated and overwhelmed, and that the teacher has just dumped them into the sea to struggle for survival as described by King (ibid).

Moreover, lack of experience is the major producer of the students' stress and anxiety. King (2002) stated that, "experience builds confidence, which is vital to effective oral presentations" (p.406). Therefore, the teacher should free students from their free detailed-oriented learning strategies by teaching them presentation skills, that include ways of organizing the main ideas and developing logical and coherent presentations (ibid).

1.6. Assessing Oral Presentation

After the OP is delivered to the audience and the teacher, it is important for students to receive feedback on their work and performance, in order to ameliorate their presentation and communication skills, as well as for audience to learn from their classmates' experiences and mistakes. However, OPs according to Al-Issa and Al-Qubtan (2010) can be assessed by teachers, peers, and the presenter his/herself.

It is the teachers' responsibility to assess students' presentations. From a one hand, teachers can assess OPs either subjectively or objectively depending on their overall impression about the presentation. From the other hand, teachers are continuously, consciously, and unconsciously assess students formally and informally; formally by grading and marking

students on their performance, in order "to give teachers and students an appraisal of student achievement", (Brown, 2004, p.6). Whereas informally, the teacher can prepare a checklist that includes aspects like the use of visual aids, body language, voice, the structure of the presentation, fluency and accuracy, in order "to elicit performance without recording results and making fixed judgements about a student's competence", (Brown, 2004, p.5).

OPs can also be assessed by peers. According to Otoshi and Heffernen (2008), "students can take an active role in their own language learning through the use of peer assessment activities" (p.65). Therefore, peer assessment is an important activity to improve students' learning and facilitate their autonomy. In addition, students should be encouraged to learn from their peers' feedback and from their own mistakes, because it helps them in developing a critical sense as referred to by Al-Issa and Al-Qubtan (2010). As a result, Otoshi and Heffernen, (2008) pointed that peer interaction with student and teacher impacts positively the learners' learning process.

As far as self-assessment is concerned, Barass (2006) emphasized the importance of student's reflection on his/her performance after delivering a presentation, in order to benefit from his/her own experience, from the advice, and comments of others. The student can prepare a checklist or a written record of his/her mistakes and things he/she did well.

1.7. Teaching Oral Presentation

Many of the students' main problems with OPs are their feeling of frustration, nervousness, and lack of experience as described by King (2002). According to Reynolds (2011), "the art of dynamic presentation as a skill to be studied and acquired is given little attention in formal educational settings" (p.187). Therefore, it is important for teachers to teach their students OP skills in order to overcome these problems and improve their presentation skills. During academic career, EFL learners repeatedly exposed to OPs either in Oral Expression (OE) module, or even in other modules, and with time they may get bored

and unmotivated to give effective presentations, because they lack communicative and presentation skills, that are important for their academic and non-academic settings. However, King (2002) claimed that OPs are considered a learner-centred activity in the communicative approaches, that develop communicative competence and improve students' oral proficiency, and he added:

Among the many advantages of oral presentations are: bridging the gap between language study and language use; using the four language skills in a natural integrated way; helping students to collect, inquire, organize and construct information; enhancing team work; helping students become active and autonomous learners (p.402).

Meanwhile, teachers play a difficult role because OPs are considered a challenging job for them. They have to make great efforts in training their students' speech communication and public speaking, while they are planning their lessons (King, 2002). In this vein, Ming (2005) stated that "teachers [...] play a key role [...] as facilitators, research guides, ultimate referees, and sources of encouragement" (p.120). Therefore, students should be taught step by step how to prepare and deliver a successful OP. Besides, teaching them verbal and non-verbal communication skills can help them overcome anxiety and fear of speaking in public.

In sum, teaching OP skills to EFL learners will develop their communicative skills and help them overcome fright stage and fear of public speaking.

Conclusion

This chapter discussed the theoretical and practical background about OPs in the EFL classrooms. It can be concluded that, OPs are effective communicative activities that promote learners' proficiency level, as they are important in-class activities for both teachers and students. For teachers, assigning OPs can help them in reducing their efforts to teach all skills of language, on the one hand. For students, on the other hand, OPs can help them in creating their own learning environment, and in developing their presentation skills, as well as

fostering their confidence and motivation. Hence, assessing OPs is an important task that the teacher, peers, and the presenter him/herself are involved in doing.

Chapter Two: Communicative Competence

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Conclusion

Introduction

This chapter, which explores the concept of communicative competence, explores the concept of communicative competence, its sectors, and models. Moreover, it discusses the application of communicative competence in the field of language teaching, and finally, the role of OP in enhancing learners' communicative competence is discussed from different perspectives.

2.1. Exploring the Concept of Communicative Competence

The concept of communicative competence was first developed in the 1960s by the sociolinguist Dell Hymes, for the aim of developing learners' ability to communicate effectively in the TL. Hymes in his notion addressed the area of language education that shifted away from developing only mechanical language skills towards the capacity to communicate (Cook, 2003). According to Reckheit, Stohner, and Vorweng (2008), the notion of communicative competence covers theoretical, methodological, and practical relevance. Theoretical relevance is considered a complex term with internal and external structure; in which the former is related to subordinated terms such as effectiveness and appropriateness. Whereas the latter is given by its embedding theory and other related concepts, such as the relationship between competence and performance, communicative competence and linguistic competence. The methodological relevance of communicative competence, however, must be clarified on the bases of objective, reliable, and valid measurements. Practical relevance, the concept of communicative competence from its appearance in linguistics in 1960s, was built as a mean to support practical procedure from assessment and interventions in real life settings.

2.1.1. Competence versus Performance

The notion of communicative competence is originally derived from the linguist Noam Chomsky's (1965) distinction between competence and performance. For him, competence refers to the inner knowledge of grammar and other aspects of language, an ideal speaker-listener set in a completely homogenous speech community, whereas, performance refers to the process of applying knowledge to actual language use in concrete situations. In addition, Chomsky (ibid) used the notions of "grammaticality" and "acceptability" to elaborate his terms. According to him, grammaticality belongs to the study of competence, while acceptability is a concept that belongs to the study of performance.

On the contrary, Dell Hymes (1972) is the first linguist who made a reaction against Chomsky's (1965) view. He criticized him as being too narrow to describe actual language behaviour, and therefore Chomsky's view of performance was an incomplete reflection of competence. Accordingly, Hymes dealt with performance as the observable part, and competence as the ability to produce performance in the future (Reckheit et al., 2008). Whilst, Chomsky's competence is "the speaker-hearer's knowledge of his language" (Chomsky, 1965, p.4), Hymes defined competence as follows:

To account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with other code of communicative conduct (Cited in Peterwagner, 2005, p.10).

In accordance with Hymes broader definition of competence, performance according to him is the realization of the four components: grammaticality, appropriateness, feasibility, and

probability, and their interaction in the actual production and comprehension of utterances (Peterwagner, 2005).

To sum up, competence for Chomsky represents mental reality underlying actual behaviour, while communicative competence for Hymes represents social reality underlying actual behavior (Newby, 2011).

2.1.2. Linguistic Competence versus Communicative Competence

The concept of linguistic competence was introduced by Chomsky in 1965. According to him (1965):

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (p.3).

Cook (2003) declared that Chomsky in his idea of linguistic competence asserted that human beings are born with pre-programmed knowledge of how language process, includes pronunciation, grammar, and vocabulary, and this innate knowledge, is activated when connecting with society. However, he concluded that there is a difference between knowing the rules of a language and being a successful communicator. In this vein, Hymes argued that linguistic competence could not serve as a relevant component in a theory of real-life communication; he believed that, learners when acquiring a language, they should go not only beyond the language rules, but also how to communicate those rules. Therefore, Hymes referred to communicative competence "as the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 2000, p.196).

Moreover, Hymes did not neglect or reject the concept of linguistic competence, even though it does not account for socio-cultural factors or differential competence in a

heterogeneous speech community, instead, he (1971) stated that "there are rules of use without which the rules of grammar would be useless" (Cited in Rodriques, 1956, p. 147).

In sum, competence for Hymes includes: linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation.

Based on all the above, it is concluded that linguistic competence is a part of communicative competence, as shown in the following diagram (*figure 1*):

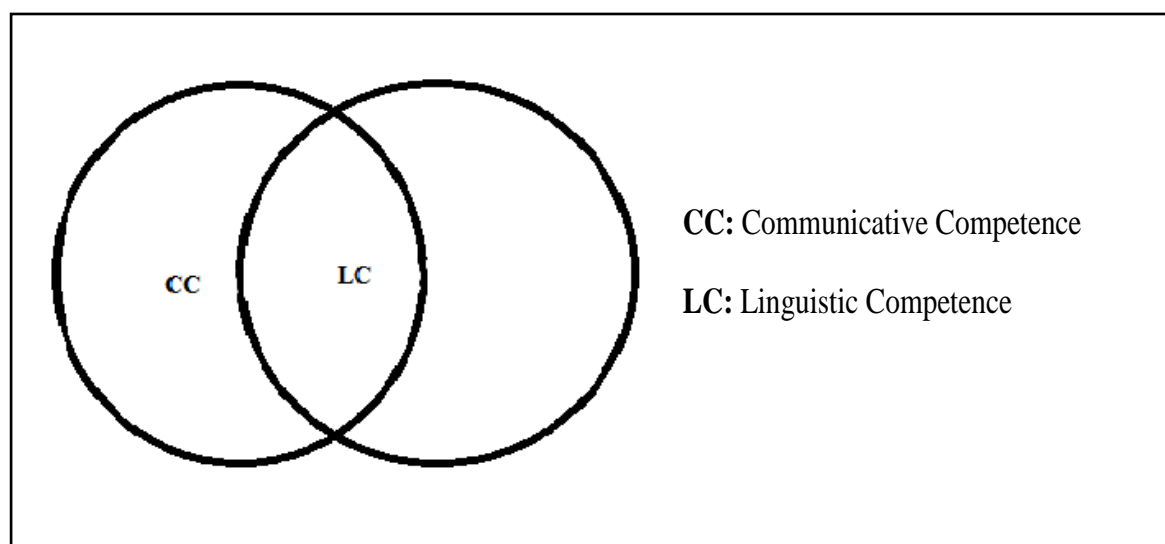


Figure 1: The Relationship between Communicative Competence and Linguistic Competence

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

2.1.3. Hymes' Four Parameters of Communicative Competence

Hymes (1972) put forward a new comprehensible framework known as communicative competence which is based on four types of parameters. Accordingly, there are four questions to be asked when it comes to an intelligible study of language and communication; whether

and to what extent something is formally possible, feasible, appropriate, and actually performed (Rickheit et al., 2008).

2.1.3.1. Formal Possibility Parameter

Hymes' parameter of formal possibility refers to whether and to what extent an utterance or a communicative action complies with the rules of grammar and culture (Rickheit et al., 2008). According to Compernelle (2014), Hymes' formal possibility is different from Chomsky's grammaticality in that it takes into account both tacit knowledge of grammar rules and the ability for use. He did not base this parameter only on linguistic grammaticality, but also based on the forms of non-linguistic behaviours which are of a great importance in culture. For him, what is possible to do in language is not always considered correct in usage; for instance, when, where, and with whom to shake hands. Cook (2003) held that a speaker who is communicatively competent has the knowledge of what is formally possible in a language. As an example, the sentence *me go sleep now* does not conform to the grammar rules, whereas, the sentence *i am going to sleep now* is grammatically correct and, thus, formally possible.

2.1.3.2. Feasibility Parameter

Feasibility parameter, as Compernelle (2014) defined it, is "[...] the psycholinguistic dimensions of a speaker's capacity to process formally possible utterances either in production or comprehension" (p.32). As Cook (2003) maintained, a communicatively competent speaker has the knowledge of what can be processed by the human mind. For instance, the sentences *the chees the rat ate was green* and *the chees the rat the cat chased ate was green* are feasible as they are easy for the mind to process and get the meaning. However, sentence such as *the chees the rat the cat the dog saw chased ate was green* is a long complex sentence and do not tend to work in communication since it is not feasible and does not make

information easily accessible. Compernelle (2014) stated that feasibility parameter indicates that not all formally possible utterances and sentences can be processed by the human mind.

2.1.3.3. Appropriateness Parameter

Hymes (as cited in Compernelle, 2014) defined the appropriateness parameter as "[...] the sociocultural and pragmatic effectiveness of a given utterance which is formally possible and feasible within a specific context in which it occurs" (p.33). In other words, it refers to whether a communicative action is appropriate and expected to perform within a particular situation or not (Rickheit et al., 2008). For an utterance to be appropriate, considerations of its relationship to a particular sociocultural activity should be taken (Compernelle, 2014). In addition, Cook (2003) asserted that a speaker who is communicatively competent has the ability to distinguish what is appropriate from what is not. For example, it is inappropriate to call a police officer *darling* or to use slangs and taboo words in formal letters. This is when taking into consideration the relationship between the addresser and the addressee. If considering a particular situation, behaviour might be inappropriate; for example, talking in the phone during a funeral. In sum, appropriateness parameter has to do with utterances and behaviours adherence to both sociocultural rules and conventions.

2.1.3.4. Actual Performance Parameter

The fourth parameter is called actual performance or attestdness, it refers "[...] to whether, and to what extent, something is actually performed", (compernelle, 2014, p.34). There are probabilistic conventions concerning the use of language which specify what utterances to be actually performed in a given context. This parameter indicates that not all formally possible, feasible, and appropriate utterances are actually performed (compernelle, 2014). To clarify this concept more, the phrase *chips and fish* is grammatically correct; it is easily processed by the human brain; and it does not breach any social conventions, but, it is not frequent and probable as much as the phrase *fish and chips* (Cook, 2003).

To sum up, Hymes' four parameters of communicative competence are interrelated with one another; this is well illustrated in *figure 2* below:

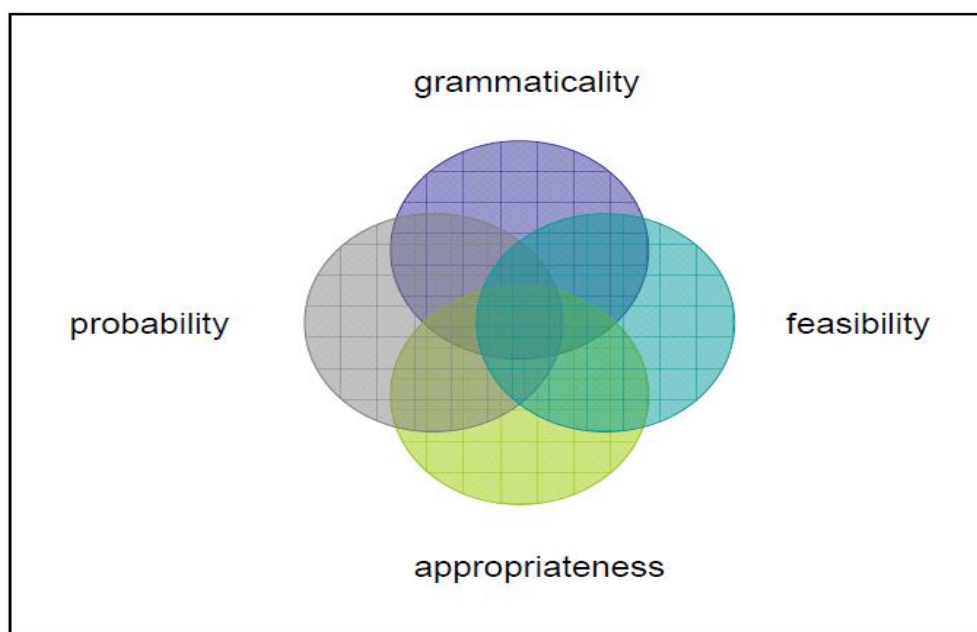


Figure 2: Hymes' Concept of Communicative Competence

(Adapted from Blöchl, 2012, p. 9)

2.2. Models of Communicative Competence

The concept of communicative competence has been drawn attention upon by applied linguists in general and researchers in particular; such as Canale and Swain (1980), Bachman (1990), and Celce-Murcia et al (1995), in an attempt to go deeper in defining the theoretical framework of communicative competence.

2.2.1. Canale and Swain (1980) Model of Communicative Competence

Canale and Swain's interest in Hymes's concept of communicative competence, led them to develop the first and most influential model of communicative competence to second language teaching methodologies and assessment instruments (Canale and Swain, 1980). After reviewing how scholars define and look at the term of communicative competence, they finally referred to it as "the relationship and interaction between grammatical competence, or

knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" (ibid, p.6).

In addition, Canale and Swain (1980) believed that the study of grammatical competence is as essential to the study of communicative competence as to the study of sociolinguistic competence. Accordingly, just as Hymes claimed that there are rules of grammar that would be useless without rules of language use; they argued that there are rules of language use that would be useless without rules of grammar.

In this view, Canale and Swain (1980) proposed their own theoretical framework for communicative competence, which is crucial for second language teaching and testing, it consists of three main competences: grammatical, sociolinguistic, and strategic.

2.2.1.1. Grammatical Competence

Grammatical competence is concerned with the mastery of lexical items, rules of morphology, syntax, sentence-grammar semantics, and phonology. This knowledge helps learners to determine and express accurately the literal meaning of utterances.

2.2.1.2. Sociolinguistic Competence

The sociocultural competence includes two sets of rules. The first set consists of sociocultural rules that determine the production and appropriateness of utterances with reference to the components of speech events. The second set consists of rules of discourse. Canale and Swain did not provide clear theoretical statements about rules of discourse, but, for them, these rules refer to the cohesion and coherence of a group of utterances.

2.2.1.3. Strategic Competence

Strategic competence as referred to by Brown (2007) occupies a special place in the understanding of communication. According to Canale and Swain (1980), strategic competence refers to verbal and non-verbal communication strategies that one uses to

overcome, maintain, and repair communication breakdowns, due to performance variables or to insufficient grammatical competence.

However, Canale (1983) re-examined the above model, adding discourse competence, which he defined it as the ability to combine grammatical forms and meaning to achieve a unified spoken or written text, this unity is characterized by cohesion in form and coherence in meanings.

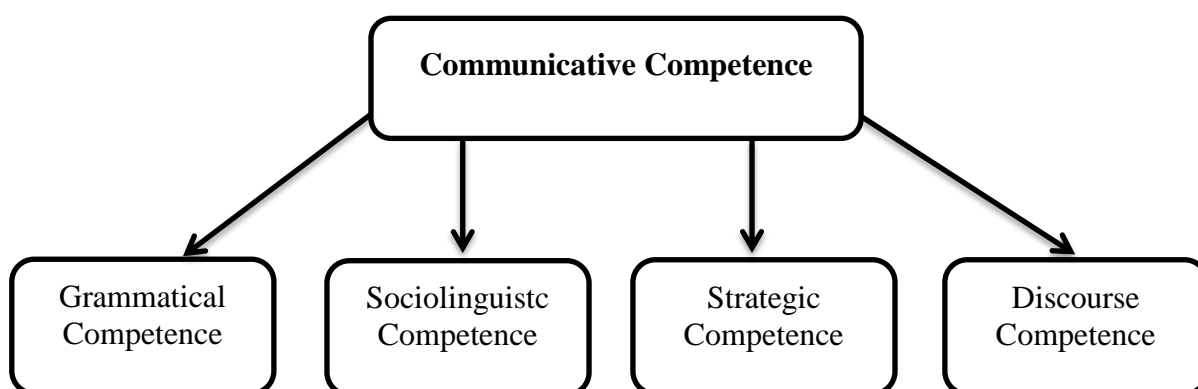


Figure 3: Canale and Swain Model of Communicative Competence

2.2.2. Bachman's (1990) Model Communicative Language Ability (CLA)

Bachman is a language testing specialist who contributed to the development and the use of language tests. She provided a strong basis for the use of language tests and language testing research. Her model was put forward to assess the language learner's communicative competence and performance. Bachman (1990) proposed another framework of communicative competence called communicative language ability (CLA). According to her, this model is consistent with the previous models proposed by Hymes (1972), Canale and Swain (1980), and Canale (1983). Bachman's CLA framework considers that the ability to use language communicatively includes both language knowledge (competence) and the capacity for implementing and using this capacity (performance). This model is different from the earlier models in that it characterises the process by which the different components interact

with each other, as well as, with the context in which language is used. Bachman (1990) described CLA as "[...] consisting of both knowledge, or competence, and the capacity for implementing, or executing, that competence in appropriate contextualised communicative language use" (p. 84). Bachman's framework encompasses three components represented in language competence, strategic competence, and psychophysiological mechanisms. Language competence comprises a set of specific components of knowledge which are used in language communication. Yet, strategic competence represents the mental capacity that allows implementing the components of language competence in the context of situation. However, psychophysiological mechanisms deal with the neurological and psychological processes involved when actually implementing language competence. So, according to Bachman (1990), these three components can be defined as follow:

2.2.2.1. Language Competence

Language competence is divided into two sub-competencies organisational and pragmatic competencies. Organisational competence, as the first component, entails abilities for producing and recognizing sentences which are grammatically correct and how to relate these sentences to form texts. These abilities are represented in grammatical competence and textual competence. This component, for Celce-Murica et al (1995), is similar to Canal's (1983) discourse competence.

The second component, which is the pragmatic competence, refers to the relationship of the speaker or writer's utterances to the function he is intending to perform, as well as, to the context of situation that decides on the appropriateness of the utterance. This component is, also, divided into two sub-components; language functions knowledge and sociolinguistic competence. The former enables the language users to express a variety of functions and to interpret the illocutionary force of utterances, too. However, the latter entails the knowledge of conventions of use which determine the language functions appropriateness within a

particular context. This component, for Celce-Murica et al (1995), is compatible with Canal and Swain's (1980) sociolinguistic competence.

2.2.2.2. Strategic Competence

Strategic competence has a central role and interacts with all components of CLA framework. It can be defined in two ways interactionally and psycholinguistically. Concerning the former, Taron (as cited in Bachman, 1990) defined it as the joint effort made by the interlocutors to reach agreement concerning a meaning which seems to be not shared between both of them. However, in the latter, strategic competence demands production strategies which refer to using one's linguistic system clearly and efficiently to facilitate communication. So, Bachman (1990) declared that Canal and Swain (1980) and Canal (1983) definition of this competence indicates its importance in facilitating communication process rather than describing the mechanisms by which it operates. Therefore, he introduced it as consisting of three components described as assessment of the situation; planning how to realise the intended goal; and finally executing this plan through the use of suitable psychophysiological mechanisms.

2.2.2.3. Psychophysiological Mechanisms

Psychophysiological mechanisms are represented in the neurological and physiological processes which are involved in language use.

The model of CLA was slightly refined by Bachman and Palmer in 1996. The term competence was changed into knowledge. In addition to that, psychophysiological mechanisms was omitted; therefore, left with language knowledge and strategic competence. Unlike the previous model, strategic competence consists of goal setting, which is a new component; this is in addition to assessment and planning components (Bachman and Palmer, 1996).

2.2.3. Celce-Murcia et al. (1995) Model of Communicative Competence

Celce-Murcia et al. (1995) refined the model of communicative competence proposed by Canal and Swain (1980) and Canal (1980). They proposed a more comprehensible model which is different from the previous ones in some aspects.

According to them (ibid), from the time Canal and Swain (1980) and Canal (1980) put forward their models of communicative competence, there was no serious effort made to identify the components of communicative competence that go hand in hand with the CLT requirements. Although, there were several attempts to specify CLT content, these attempts were not systematically carried out. For instance, Bachman (1990) and Bachman and Palmer (1997) model of communicative competence, more precisely CLA, was put forward with the aim of developing and improving language testing as well as language testing research. For that reason, they attempted to provide a framework of communicative competence that serves CLT syllabus design.

This model consists of five components. The first component to be introduced is discourse competence. The latter is regarded as a central component that both shapes and is shaped by three other components which are represented in linguistic competence, actional competence, and sociocultural competence. Then, the fifth component comes to influence all of the previously mentioned components. Celce-Murcia et al. (1995) explained these components as the following:

2.2.3.1. Discourse Competence

Discourse competence, in this model, is considered the core component. It "[...] concerns the selection, sequencing, and arrangement of words to achieve a unified spoken or written text" (Celce-Murcia et al, 1995, p.14). This component entails cohesion, deixis, coherence, genre or generic structure, and conversational structure.

2.2.3.2. Linguistic Competence

This component is similar to Canal and Swain's (1980) grammatical competence (Compernelle, 2014). It encompasses the main components of communication which are syntax, morphology, lexicon, the phonological system, and orthographic system which are needed to accomplish both spoken and written communication.

2.2.3.3. Actional Competence

Actional competence refers to the ability to understand and convey communicative intentions. It is divided into two subcomponents which are the knowledge of language functions and the knowledge of speech act sets.

2.2.3.4. Sociocultural Competence

This component is correspondent to Canal and Swain's (1980) sociolinguistic competence. It refers to the speaker's knowledge about the way of conveying meanings and communicative intentions appropriately within a particular social and cultural context. A communicatively competent speaker, when applying language knowledge, is expected to cope with real-life language use complexity which results from social and cultural differences. Sociocultural variables are of four categories social contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communication factors. The latter deals with body language represented in facial expressions, gestures, eye contact, the use of space, nonvocal noises, and silence.

2.2.3.5. Strategic Competence

Strategic competence denotes the knowledge of communication strategies and the way of using them. It comprises several components such as avoidance strategies, achievement strategies, time gaining strategies, self monitoring strategies, and interactional strategies. The strategically competent speaker is able "[...] to negotiate messages and resolve problems or to compensate for deficiencies in any of the other underlying competencies" (Celce-Murcia et al,

1995, p.9). Strategic competence, in this framework, is said to both influence and link the four preceding competencies as in the following figure (*figure 4*):



Figure 4: Schematic Representation of Communicative Competence

(Adapted from Celce-Murcia et al., 1995, p.10)

Celce-Murcia (2007) refined the Celce-Murcia et al. (1995) Model of Communicative Competence. She added another component to the earlier ones called interactional competence. Within the latter, she integrated actional competence from the Celce-Murcia et al. (1995) Model in addition to two other new components. They are represented in conversational competence and formulaic competence which was introduced to highlight the significance of routines, collocations, and idioms (Compernelle, 2014).

2.3. The Application of Communicative Competence in the Field of Language Teaching

The term communicative competence gains popularity among teachers, students, and researchers who are interested in the field of foreign and second language pedagogy. This interests in communication influences almost all areas of applied linguistics. However, the great impact is on the field of language teaching and learning (Canale, 1980). Accordingly, Freeman (2000) claimed that communication requires not only mastering linguistic

competence, but also in need of communicative competence- "knowing when and how to say what to whom" (ibid, p.121). Therefore, the need for communication leads the field of language teaching in the late 1970s and early 1980s to shift from a linguistic structured-centered approach to a communicative approach, particularly CLT.

CLT has been influenced by Hymes's theory of communicative competence. It is referred to by Savignon (2002) as the central theoretical concept in this approach that focuses mainly on the learners and their communicative needs, for the aim of communicating effectively and appropriately in the TL. In addition, CLT according to Richards and Rodgers (1986) starts from a theory of language as communication, in order to enable learners to use language for communicative purposes, and according to sociocultural environment.

However, as identified earlier by Canale and Swain (1980) communicative competence is made up of four dimensions: grammatical competence, discourse competence, sociocultural competence, and strategic competence; these components as described by Savignon (2002) are interrelated because when there is an increase in one component, it interacts with other components to produce a corresponding increase in overall communicative competence.

Therefore, the integration of these types of competence in EFL classes is facilitated for the learners through language techniques and communicative tasks that are related to real-world activities such as authentic materials, role plays, and language games (Freeman, 2000). These techniques and materials as declared by Brown (2000) are designed to engage learners in using language for meaningful purposes and providing them with the most important needed skills to communicate in real contexts. For example, students may learn how to order a meal in a restaurant, to make polite requests, or to apologise. Also, learners through frequent practice and experiences at any communicative contexts and events gradually gain and develop these competences.

Thus, at the level of language theory of CLT, language is viewed as expression and negotiation of meaning that encourage learners to exploit in an optimal way their limited communicative competence, in order to participate in actual situations (Canale, 1983).

Accordingly, Richards and Rodgers (1986) identify some characteristics concerning the theoretical base of CLT described as follow:

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning (p.71).

Furthermore, CLT has also given a great importance to the affective aspects of the learners. According to Brown (2000), communication between learners in a communicative classroom fosters their self-confidence and help them overcome shyness and anxiety to speak in public. He also claimed that communicative activities such as role plays encourage students to take risks, express themselves, and to exchange ideas, thoughts, and knowledge with each other. However, a communicative classroom as referred to by Taylor (1983) needs an atmosphere "which encourages learners to exercise their own initiative in communicating" (p.69) and in "which communication can take place comfortably" (ibid, p.70). Therefore, all this can be achieved by the teacher's role as a facilitator of the communication process between students through the several activities he prepares; a guide and an advisor at the same time by answering students' questions and correcting their mistakes; and a need analyst who respond to the learners' communicative needs to draw their interest and motivation (Richards and Rodgers, 1986).

To sum up, the adoption of communicative competence influences the field of language teaching and learning, particularly the communicative approaches. These approaches ultimate

goal is to improve learners' communicative competence, in order to enable them to communicate in the TL using the different components of communicative competence.

2.4. The Role of Oral Presentations in Developing EFL Learners' Communicative Competence

Nowadays, EFL teachers around the world are trying to make their classes, more than ever, communicatively dynamic. This is best achieved through pushing students to "[...] take initiative, think beyond the mandated textbooks, and use language creatively, purposefully, and interactively" (Al-Issa & Al-Qubtan, 2010, p.227). Hedge (2000) (as cited in Živković, 2014) asserted that the main concern of the CLT approach is to develop the learner's communicative ability in order to function effectively in the real world. In this approach, the primary goal of teaching materials and classroom activities is enhancing communication (Richards & Renandya, 2002). So, for the language activities to be truly communicative, "students should have the desire to communicate something. They should have a purpose of communicating" (Harmer, 2007, pp.69-70).

In this concern, King (2002) claimed that one of the communicative learner-centered activities that help expanding learners' communicative competence is making effective academic oral presentations in English. In a similar point of view, Harmer (1998) declared that it is important to have students use language at their command to perform oral tasks instead of giving controlled language practices that would tie their freedom and creativity in using the language. This provides students with free discussions that help in rehearsing real-life events that are likely to be encountered outside the classroom confines. Designing effective oral presentations develops "[...] insightful and well-trained thinking strategies that can produce clarity in communication" (Živković, 2014, p.469). Brooks and Wilson (2014), also, held that oral presentation provides a realistic language task which is closer to real-life language use and this is because students are required to utilise the TL for both understanding

the topic to present and communicating this understanding to others. So, students will have the chance to practice their English abilities in an authentic manner, develop research and critical thinking skills, and improve both linguistic and communication skills.

Oral presentations "[...] require students to use the TL reading and writing skills" (Brooks & Wilson, 2014, p.204). That is to say, as Morita (2000) (as cited in Chen, 2011) explained, OPs contribute to a large extent to the presenters' analytical and critical reading and thinking skills development. Besides, reading is highly beneficial in that the frequent exposure to the different sources written in English helps the language to stick in mind as part of the language acquisition process. This is true if the reading text is both interesting and engaging for the student. Reading, also, offers excellent opportunities for learners to learn a great deal of vocabulary words, grammatical rules, punctuation, as well as ways of constructing sentences, paragraphs, and texts (Harmer, 1998). Additionally, they will discover different types of idioms, collocations, rules of spelling. Reading "[...] also provide good models for English writing" (Harmer, 1998, p.68); students will gradually learn how to produce a well unified, coherent, and well structured written texts.

Moreover, to demonstrate second language knowledge the language user ought to be able to speak and write in that language. This is because, as Morreale et al. (2000) explained, students who cannot use the language clearly to express their knowledge are generally judged as uneducated and poorly informed. Therefore, using oral presentations in EFL classes, also, encourages students to practice speaking from the part of the presenter, and to practice listening from the part of his classmates. They are efficient ways that push language learners to practice a great deal of oral English in a natural way in the classroom under the supervision of the teacher (Al-Issa & Al-Qubtan). So, the presenter student have the chance to select the topic to present, choose the language forms that best communicate his message and help to get his ideas across to the audience, and determine the suitable way that help explaining the

topic well and negotiate meaning with a large community of learners (Brooks & Wilson, 2014). It can be said that the communicative nature of oral presentations allows the rest of the class to enhance their listening skills since they act as the audience members. This is found to be more effective than just listening to tapes, because they can ask questions and discuss the topic with the presenter student to verify their understanding of the topic (ibid). Moreover, as they interact with one another when presenting, their abilities to confidently start, meaningfully maintain, and successfully close talks and conversations will be noticeably improved. In sum, oral presentations allow using the four skills in an integrative way and promoting learners' discourse and linguistic competencies.

The presenter, in an attempt to engage the audience in the presentation and to convey his messages well, finds himself obliged to use different communicative strategies such as pointing, drawing pictures, gestures, code-switching, approximation, self-initiated repair or rephrase, comprehension checks, and the like to avoid communication breakdowns. So, this is strategic competence enhancement.

Additionally, for a presentation to be effective and successful, the presenter should develop aspects such as ways of making introductions, greeting the audience, identifying one's self, reporting information, explaining, discussing, expressing opinions and attitudes, communicating different kinds of feelings (happiness, sadness, or surprise), persuading, solving problems via language. And these are components of pragmatic competence, more precisely actional competence, for Celce-Murcia et al (1995).

Moreover, using different types of NVC such as body language, voice quality, and paralinguistic factors is essential for successful oral presentations. The presenter utilises such factors for clarifying and avoiding the wrong transmission of his messages he wants to get across to the audience. And these are parts of sociocultural competence according to Celce-Murcia et al (1995).

To conclude with, making OPs provides students with an excellent opportunity that allows practicing a task that they will meet in their working life. This prepares students for future work places that they will enter after graduation and getting jobs. They have a great value inside and outside the language classroom since they teach life-long lasting skills.

Conclusion

Communicative competence is one of the significant competencies that should be developed by language learners. EFL teachers should find ways that help promoting the development of communicative competence. This second chapter has given an overview about the concept of communicative competence; some of its models; the application of the concept in the field of language teaching; in addition to the significant role of OPs in developing learners' communicative competence which came to conclude the chapter.

Chapter Three: Field Work

Introduction

3.1. Research Methodology

3.2. Data Gathering Tools

3.2.1. Students' Questionnaire

3.2.1.1. Sample

3.2.1.2. Description of the Students' Questionnaire

3.2.1.3. Data Analysis and Interpretation of the Students' Questionnaire

3.2.2. Teachers' Interview

3.2.2.1. Sample

3.2.2.2. Description of the Teachers' Interview

3.2.2.3. Data Analysis and Interpretation of the Teachers' Interview

3.3. Discussion of the Main Results

Conclusion

Introduction

This study is conducted to investigate the development of EFL learners' communicative competence through the use of OPs and teaching presentation skills. In order to answer the research questions, and help confirm or disconfirm the hypotheses, two major tools were used to collect data and test the hypotheses: a questionnaire addressed to third year English students of Mohamed Seddik Ben Yahia University, and a teacher's interview. This chapter is devoted to field work of the study. First, the research method is described. Then, data gathering tool, the sample, the administration, the description, and data analysis and interpretation of both the questionnaire and interview are provided. At the end, the chapter is concluded by putting forward some suggestions and recommendations for both students and teachers.

3.1. Research Methodology

The nature of the problem under study and the purpose of the research determine the research method to be followed; which is the descriptive method. The descriptive method is useful to test the hypotheses and collect the required data.

3.2. Data Gathering Tools

Students' questionnaire and teachers' interview are the major tools used to gather information, for the aim of answering the research questions and testing the hypotheses. These two instruments are also used for the sake of accuracy and convenience in obtaining qualitative data.

3.2.1. Students' Questionnaire

3.2.1.1. Sample

Third year students of the English department at the University of Mohamed Seddik Ben Yahia are the sample selected for this study. The reason behind this selection is because they deal with OPs in Oral Expression module and with other modules more than in the previous

years. The questionnaire was submitted to seventy (70) students randomly chosen, out of a total population of 268 third year students.

3.2.1.2. Description of the Questionnaire

The students' questionnaire was administered to three groups of third year students at the English department of Mohamed Seddik Ben Yahia, University of Jijel, making up 70 students. Two groups were given time to fill in the questionnaire which they were required to hand it back the following day. While for the other group, it was distributed to them at the beginning of the session after taking their teacher's permission and returning them back at the end of the session. In total, only 68 papers were collected.

The students' questionnaire is composed of twenty one (21) questions, divided into three parts. The first part of the questionnaire is entitled "General Introduction". It contains four questions about students' gender, level etc. The second part is entitled "Oral Presentations". It consists of ten questions that aim to get information about students' attitudes, standpoints, and experiences with oral presentations. The last part or section is entitled "Developing Communicative Competence". It contains three sub-parts. The first contains three questions that deal with "Linguistic Competence". The second comprises only one question about "Discourse Competence". The third sub-part is composed of one question about "Pragmatic Competence". Whilst, the last sub-part consists of two questions about "Strategic Competence".

3.2.1.3. Data Analysis and Interpretation of the Students' Questionnaire

I. General Information

Q1: Students' gender

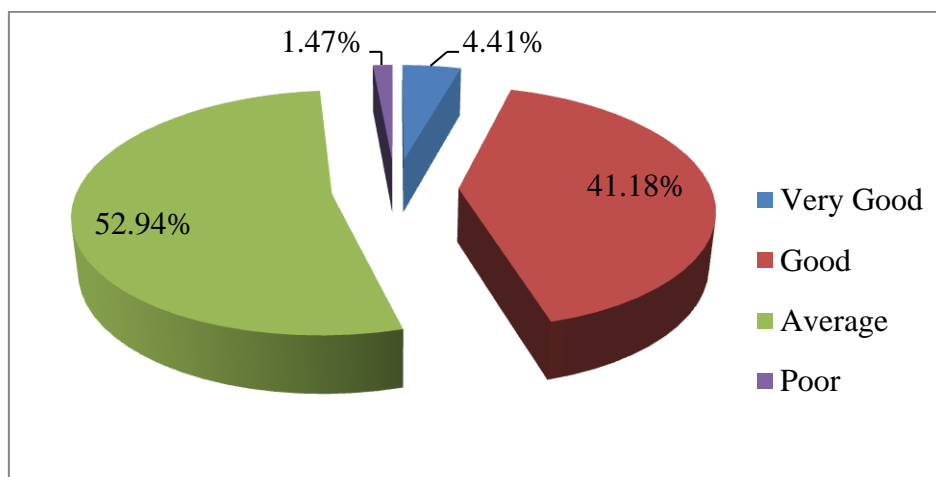
Table 1: Students' Gender

Gender	Number (N)	Percentage (%)
Male	4	5.88%
Female	64	94.12%
Total	68	100 %

According to the results obtained in the table above, the sample of the study consists of 64 (94.12%) females and only four males (5.88%).

Q2: Students' level in English

Figure 5: Students' Perceptions of Their Proficiency Level in English



As shown in *figure 5*, 52.94% students claimed that their level in English is average, 41.18% of them declared that their level is good; whereas, only three of them (4.41%) assumed that their level is very good and one of them (1.47%) said that it is poor.

Q3: Does your level enable you to express yourself orally and communicate effectively in the target language? If your answer is "no", why?

Table 2: Students' Beliefs about their Abilities to Express Themselves Orally

Response	N	%
Yes	57	83.82%
No	11	16.18%
Total	68	100%

The results that are shown in the table above (*table2*) indicate that 57 (83.82%) of the respondents affirmed that their level enables them to express themselves orally; while, 11 or 16.18% of them admitted that they have difficulties when it comes to express themselves orally because of some reasons.

Those students who responded by "no" declared that:

- They lack practice and enough vocabulary words.
- They have difficulties concerning grammar.
- It is because of pronunciation mistakes.
- It is because of some affective factors such as shyness and speech anxiety.

Q4: Why do you learn English?

Table 3: Students' Objective for Studying English

Objectives	N	%
To improve English for communication	42	61.76%
To obtain a university degree	15	22.06%
Because it is an international language	11	16.18%
Total	68	100%

According on the data tabulated above, it seems that students have different reasons for studying English. Forty two students, representing 61.76%, focused on improving their communication in English, whereas 15, or 22.06%, of them studied English for obtaining a university degree; the remaining 11 (16.18%) students stated it is because English becomes an international language.

II. Oral Presentations

Q5: How do you find the oral expression session? Justify your choice.

Figure 6: Students' Attitudes towards the Oral Expression Session

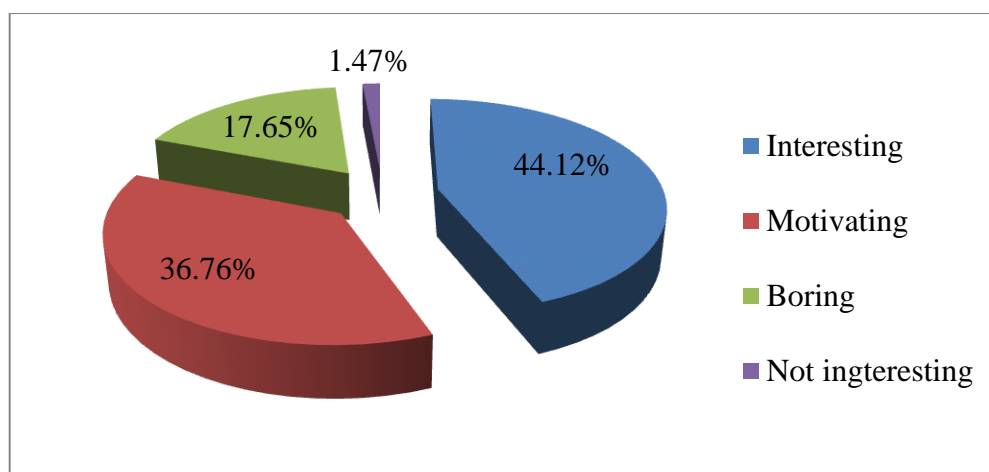
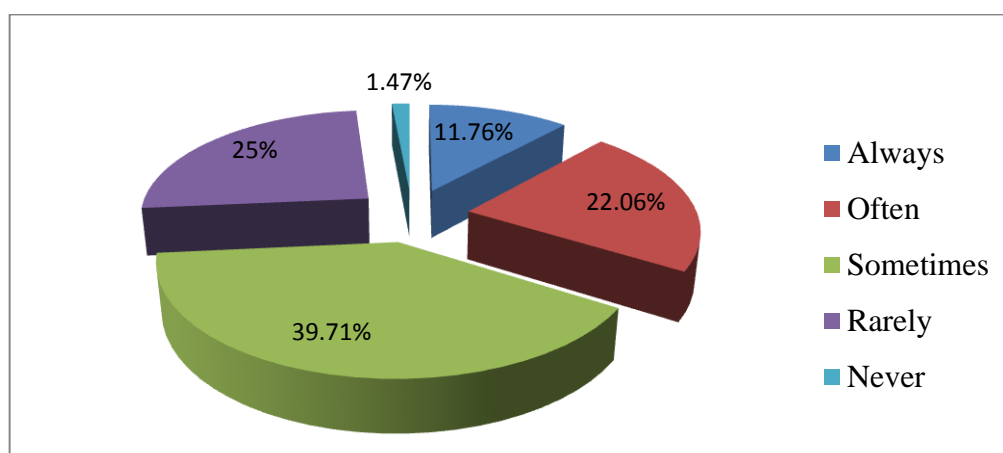


Table 5 shows that 44.12 % found the oral expression session interesting for the reason it is the only session which gives them more freedom and space to express themselves and develop their skills, exchange ideas and knowledge in different domains, and for the chance it provides to practice the language learned in the other courses. 36.76% found it motivating for the good atmosphere the teacher provides that allows working on strengthening their self-confidence and personality. Also, because it helps in enriching their vocabulary, expanding their grammar knowledge, and developing different communication skills; for instance, when working together on the presentation. Other 12 (17.65%) participants considered it boring for different reasons. They claimed that the topics being presented are not motivated and are repeated every year. Also because of the the teacher's negative feedback and criticism that

played a significant role in weakening their self-confidence while using the language, and as a result some of them make lot of absences. Others stated that the teacher is the one who speaks and gives them little chance to speak. Only one student (1.47%) found the sessions not interesting because he does not like to speak.

Q6: How often does your oral expression teacher ask you to prepare an oral presentation?

Figure 7: Oral Expression Teachers' Frequency of Giving OPs

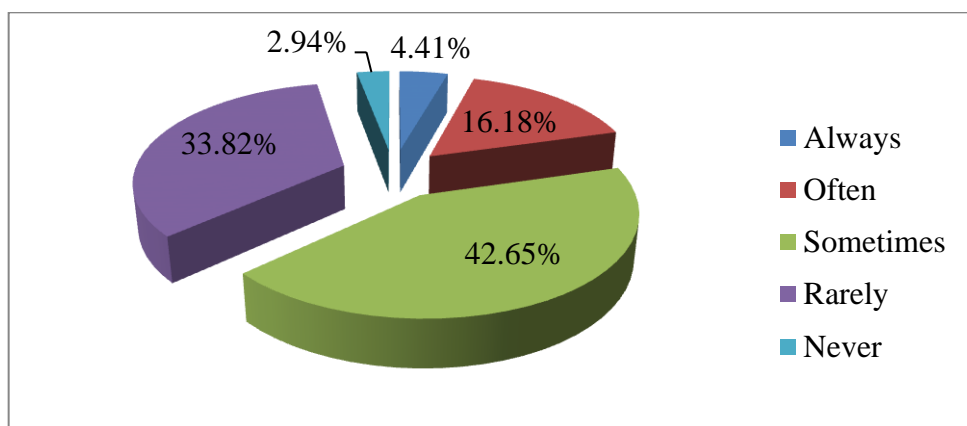


As shown in *Figure 7*, the majority of students, or 39.71%, declared that their teachers of oral expression sometimes assign oral presentations; the other 25% of students responded by “rarely”, 22.06% of students responded by often, 11.76% of them responded by “always”, and only one student 1.47% responded by “never”.

First of all, the diversity in the results is related to the fact that the three groups of third year students are taught by different teachers. Secondly, it can be said that most teachers of OE sometimes assign this significant practice in their classes and this is because of the little time advocated to this essential session. If the time allotted to it was sufficient, then teachers might find enough time to assign this task for their students to practise the language learnt in other courses.

Q7: How often do teachers of other modules ask you to prepare an oral presentation?

Figure 8: Teachers’ of other Modules Assingment of OPs



Concerning the frequency of assigning OPs by teachers of other modules; the results show that 42.65% respondents opted for “*sometimes*” and 33.82% of them opted for “*rarely*”; while, only 16.18% of them opted for “*often*” and the rest of students 4.41% chose “*always*” as their answer.

Based on these results, it can be said that the majority of teachers sometimes use OPs in their classes; maybe because of time constraints or because they are not aware of the significance of this activity in developing the learners’ communicative competence.

Q8: Who provides topics for presentations?

Table 4: Topics' Suggestion for OPs

Response	N	%
The teacher	18	26.47%
Students	5	7.35%
Both	45	66.18%
Total	68	100%

As shown in this table, 45 students (66.18%) claimed that both the teacher and students contribute to topic suggestion; while 18, or 26.47% of them stated that it is the teacher who provides topics for them. The smaller percentage of students, five of them (7.35%), claimed that topics are suggested by students themselves.

Q9: Do you think that you have the ability to make an effective oral presentation?

Justify.

Table 5: Students' Beliefs in Their Ability to Make an Effective OP

Responces	N	%
Yes	18	26.47%
No	4	5.88%
Somehow	46	67.65%
Total	68	100%

Table 5 above reveals that 46 participants, i.e., 67.65% claimed that they are somehow able to make an effective OP; while 18 participants who represent 26.47% asserted they have the ability to make an effective OP; however, the remaining four participants, or 5.88%, admitted that they are unable to do so.

Those who said “*somehow*” justified their answer in different ways; some of them claimed that they take a long time in preparation and since the time given is, generally, so limited they fail in doing the matter in a right and appropriate way. Some others said that they lack presentation skills because of the lack of practice; they are not given enough presentations to work on developing these skills. These students complained that during three years of studying at university, they have presented no more than three or four topics. Similarly, those who admitted their inability said that it is because the lack of practice and teachers' support, besides the insufficient knowledge of what constitute an effective OP. However, students who

admitted their ability revealed that they find it easy for getting the audience attention and transmitting their messages, and also because they choose topics that fit their personalities and level of knowledge. Moreover, it is all because they trust their speaking abilities.

Q 10: Do you use visual aids in your presentation?

Table 6: Students' Usage of Visual Aids in Their Presentations

Response	N	%
Yes	37	54.41%
No	31	45.59%
Total	68	100%

The table above shows that students who use visual aids are 37 (54.41% of the total sample); while those who do not use them are 31, or 45.59%.

It can be said that those who make use of visual aids are aware of the positive effects they add to the presentation since they help a lot in transmitting the message. However, those who do not employ them may not be aware about that or they need to be taught how to make an effective use of visual aids.

Q 11: What do you think the teacher should do to help you in preparing an effective oral presentation?

Table 7: Skills Needed to Be Taught for an Effective OP

Teacher's role	N	%
Teaches you how to plan, organize, and deliver an oral presentation	11	16.18%
Teaches you how to make an effective use of visual aids	3	4.41%
Teaches you how to use your body language for a good transmission of your messages and ideas	7	10.29%
All of the above	47	69.12%

None of the above	0	0%
Total	68	100%

Concerning knowledge needed to be improved, 47 students, or 69.12% opted for “*all of the above*”; 11 (16.18%) of them claimed that they need their teachers to teach them how to plan, organize, and deliver an OP; other seven students (i.e., 10.29%) said that they are in need to be taught how to use their body language positively; the rest of them (4.41%) declared that they need to be taught how to make an effective use of visual aids; however no one (0%) opted for “*none of the above*”.

The analysis of the data above reveals that all students have an overwhelming urge to be taught presentation skills by their teachers and to be well- trained in order to succeed in making an effective and appropriate OP.

Q 12: Do you feel afraid to make an oral presentation?

Table 8: Students’ Self-confidence to Make an OP

Responses	N	%
Yes	48	70.59%
No	20	29.41%
Total	68	100%

According to this table, 48 respondents (70.59%) asserted that they feel afraid to make an OP and only 20 (29.41%) respondents confirmed that they do not experience such a feeling while making and delivering an OP. This is maybe because they have enough self-confidence to present in public regardless of their evaluation or judgements.

Q 13: If your answer is “yes”, is it because of:

Table 9: Students’ Sources of Fear when Making an OP

Reasons behind Students’Fear	N	%
Fear of speaking in public	23	47.92%
Fear of making pronunciation mistakes	7	14.58%
Fear of teacher’s negative feedback	18	37.50%
Total	48	100%

Here, 23 students (47.92%) admitted they felt afraid of making an OP because of fear of public speaking; 18 of them (37.50%) claimed that it is because of fear of the teacher’s negative feedback; whereas, the minority of them representing seven students (14.58%), declared that it is because of fear of making pronunciation mistakes.

So, from the analysis above it can be said that students’ biggest sources of fear are public speaking and the teacher’s negative feedback. The former may be due to the lack of practice, because through frequent practice students would get rid of this fear and they can strengthen their self-confidence. The latter may be due to the teacher’s criticism when giving feedback; this would create a stressful atmosphere inside of the classroom.

Q 14: When delivering classroom oral presentations, what do you like to enhance more?

Table 10: Aspects to be Enhanced by Students when Delivering OPs

Aspects to be Enhanced by OPs	N	%
Aspects related to the grammar and vocabulary of the English language	31	45.59%
Aspects related to effective and appropriate communication in English	37	54.41%
Total	68	100%

The results show that 37 participants (54.41%) intended to improve aspects related to effective communication when delivering OPs; while, 31(45.59%) participants wanted to focus on developing aspects related to grammar and vocabulary.

Students who attempt to enhance grammar and vocabulary explained their choice by stating that in order to be able to express ideas, thoughts and communicate effectively; they must acquire enough vocabulary and grammar knowledge. Students who want to focus on developing their communicative skills believed that expressing ideas positively and communicating effectively are done in front of an audience; however, learning grammar rules and vocabulary are not. So, the classroom is the ideal place to learn such skills under the supervision of a teacher since English is a foreign language and is not often used outside. Other students said that vocabulary and grammar can be improved in other modules, unlike communication which is enhanced in the OE modules through a variety of activities such as OPs. Few others claimed that focusing on communication with others can be helpful for the student to get rid of speech anxiety, fear of public speaking, and to strengthen one's own self-confidence.

III. Developing Communicative Competence

A.Linguistic Competence

Q15: Oral presentations help you to acquire a good amount of English vocabulary including single words, compound words, collocation and idioms.

Table 11 : OPs and Vocabulary Procurement

Response	N	%
Strongly agree	33	48.53%
Agree	34	50%
Disagree	1	1.47%

Strongly disagree	0	0%
Total	68	100%

As it is shown in *table 11* above, all the participants but one (1.47%) either agreed or strongly agreed that OPs are beneficial for enriching their English language vocabulary repertoire.

So, most students accorded with the idea that OPs help in acquiring a good deal of vocabulary words since each time they search for a new topic they read and get exposed to different sources written in English and different language styles, then their repertoire would be enriched with different vocabulary items.

Q 16: Oral presentations help you to acquire the grammatical system of the English language, including tenses, sentence structure, and pronouns.

Table 12: OPs and Grammar Enhancement

Responses	N	%
Strongly agree	19	27.94%
Agree	43	63.24%
Disagree	6	8.82%
Strongly disagree	0	0%
Total	68	100%

The results shown in the table above revealed that 43 students (63.24%) agreed that OPs are helpful in terms of acquiring the English language grammatical system; other 19 students, or 27.94% strongly agreed with that; while, only six students (8.82%) disagreed; but no one (0%) strongly disagreed.

Depending on the analysis of the data above, the majority of students did agree on the utility of OPs in terms of improving the grammatical knowledge of the English language.

Q 17: Oral presentations help you to better your English language pronunciation.

Table 13: OPs and Pronunciation Amelioration

Response	N	%
Strongly agree	44	64.71%
Agree	24	35.29%
Disagree	0	0%
Strongly disagree	0	0%
Total	68	100%

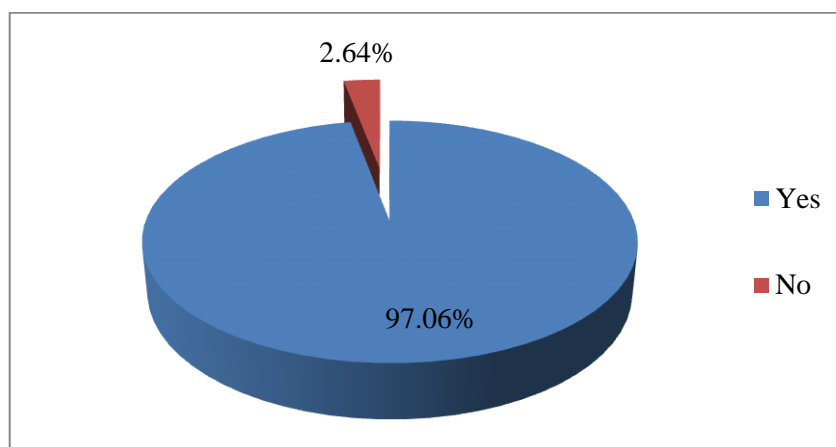
Table 13 exhibits that 44 students (i.e., 64.71%) strongly agreed that OPs better their English language pronunciation; while, 24 students (35.29 %) agreed with that; but no one (0%) disagreed or strongly disagreed with that.

Students as they prepare for the OP, they try to ameliorate their pronunciation through looking for the right pronunciation of the different or new vocabulary they faced. Also, through frequent exposure to this activity, their oral skills will be developed since they will develop aspects of fluency and accuracy. In addition, the suprasegmental features of English language will be developed. For example, they learn to stress some words rather than others to indicate importance and to draw the listeners attention to certain meaning, and thus to convey the intended message.

B-Discourse Competence

Q 18: Do Oral presentations teach you how to open, develop, and close a topic; and to produce a cohesive, well organized, and meaningful spoken text? If no, why?

Figure 9: OPs and Discourse Competence Development



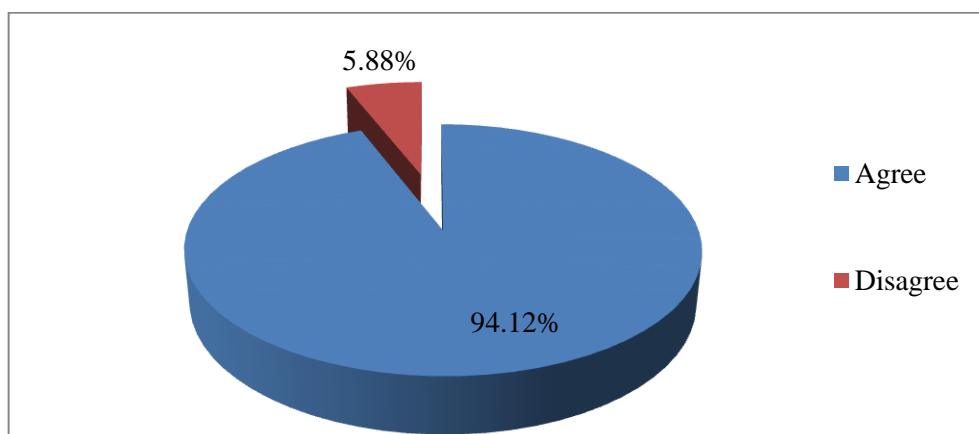
Here, the majority of respondents (97.06%) asserted that OPs teach them how to open, develop, and close a topic ; also, to produce a cohesive, well organized, and meaningful spoken text, however, only few respondents (i.e., 2.64%) disagreed with that.

Students by the frequent delivery of OPs can learn how to make the opening, the body, and the closing of any spoken text successfully; as well as producing a well organized, meaningful, and cohesive spoken texts since OPs are spoken texts or discursive in their nature and need to be well organized and have a specific structure. Students who said that OPs are not helpful in developing their discourse competence stated that they lack practice and they do not really know about the effectiveness of OPs regarding this competence. They do not know how to organize a meaningful OP.

C-Pragmatic Competence

Q 19: Do oral presentations teach you how to express ideas positively using the appropriate language with respect to the audience, setting, and topic, as well as how to understand others' intentions?

Figure 10: OPs and Pragmatic Competence Development



As shown in *figure 11* above, the great majority of students, i.e., 94.12% agreed that OPs strengthen their pragmatic competence; whereas very few students (5.88%) disagreed with that.

Students, by the frequent delivery of OPs, learn how to express their ideas positively and convey their intentions to others successfully since OPs always have an idea or a message to be conveyed to the others taking into consideration their level, interests, and the setting.

Students will be able to understand other speakers’ intentions and respond to them appropriately, too, especially at the *Question/Answer* part where students come to interact with one another discussing points of the presentation all together.

D- Strategic Competence:

Q 20: Do oral presentations help you to develop knowledge of verbal communication strategies (praphrase, conscious transfer etc) to repair communication breakdowns?

Table 14: OPs and Verbal Communication Strategies Development

Response	N	%
Yes	62	91.18%
No	6	8.82%
Total	68	100%

The results revealed above exhibit that 62 students (91.18%) asserted that OPs help them to develop knowledg of verbal communication strategies to repair communication breakdowns, while, only six students (8.82%) disagreed with that.

Delivering OPs is considered as a good chance for students to stenghten their strategic competence. They would practise the communication strategies that they already know and develop some new ones unconsciously. Through the frequent practice of this activity and with the teachers's help, they will develop their competence to avoid communication breakdowns and they hold the communication process for a long time. For example, the Question/Answer part is very helpful in this matter; students will start discussing ideas freely and each one tries his best to be understandable and clear in his ideas using the suitable strategies for that. Some students responded by "no" and this can be related to their unconsciousness about those strategies and how to compensate communication breakdowns. Thus, teachers should raise their consciousness about them and how to use them to avoid communication breakdowns. OPs are one of the activities through which strategic competence can be improved.

Q 21: Do oral presentations help you to develop knowledge of non-verbal communication strategies (body language), and how to use them to compensate and repair communication breakdowns?

Table 15: OPs and Non-verbal Communication Strategies Development

Response	N	%
Yes	57	83.82%
No	11	16.18%
Total	68	100%

According to the data tabulated above, 57 (83.82%) respondents agreed on the usefulness of OPs in developing their knowledge of non-verbal communication strategies (body language), and how to use them to compensate and repair communication breakdowns; whereas, only 11 (16.18%) of them disagreed with that.

Through the frequent delivery of OPs and with some of the teacher help, students would develop their ability to use aspects of non-verbal communication to transmit their messages. For instance, they start to maintain eye contact with the listeners and use different gestures and body movements to express and transmit their ideas positively. Also, they will start to make effective use of silence and pauses. However, students who disagreed with such an opinion can be unaware about that and they may need more help and support from their teachers to raise their consciousness about those strategies and to give them more practice on how to develop them.

3.2.2. Teacher's Interview

3.2.2.1. The Sample

The interview is conducted with six English teachers at the English department at Mohamed Seddik Ben Yahia University-Jijel. The choice of interviewing those teachers was because they assign OPs to their students. Therefore, their perceptions and opinions are important for this study.

3.2.2.2. Description of the Teacher's Interview

Six English teachers were interviewed at the department of English language of Mohamed Seddik Ben Yahia-Jijel University. However, five of the interviews were face-to-face and their answers were recorded. Whereas, the sixth teacher could not be interviewed, due to her limited time and other considerations. So, a written form of the interview was handed to her to collect her responses and to be returned back the following day.

The teachers' interview was conducted to obtain more information about the teachers' attitudes and perceptions towards using oral presentations, and teaching oral presentation skills, in addition to their opinions about the extent to which OPs can expand EFL learners' communicative competence.

The structured interview contained 19 items divided into three sections. The first section is entitled "Personal Information". It contains two questions about teachers' profiles. The second section is entitled "Oral Presentations" and consists of 10 questions about teacher's perceptions, and attitudes towards OPs. The last section is entitled "Developing Communicative Competence". It comprises five questions about teachers' opinions about the use of oral presentations in developing linguistic, discourse, pragmatic, and strategic competence.

3.2.2.3. Analysis and Interpretation of Teacher's Interview

As stated earlier, the first section of the interview is about personal information of teachers.

Q1: What do you hold as a degree?

The first question was about the degree that those teachers hold; five teachers hold Magister degree, and the sixth one is a Master holder.

Q2: How many years have you been teaching teaching English?

Table 16: Teachers' Experience

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
11 years	7 years	9 years	6 years	5 years	9years

From the teachers' replies, it can be deduced that the scope of teachers' experience in teaching English range from five to 11 years. As a result, all these teachers have got enough

experience in teaching, which means that their viewpoints and perceptions will be helpful for this study.

Q3: Concerning Oral Expression sessions, what is the time advocated to it? Do you think it is sufficient for learners?

According to the teachers' answers, only one hour and a half is advocated to teaching OE module. However, they claimed that it is not sufficient and not enough for learners, because they do not have a lot of opportunities to speak and practise English enough to develop their speaking and communicative skills.

Q4: Do you assign classroom oral presentations to your students? If yes, How often? If no, why?

Without any surprise, almost all the respondents declared that they always assign their students to prepare classroom OPs, for its importance as an in-class activity that makes students interact in English. This revealed that students are given opportunities to speak and practise their language. However, other teachers do not use OPs in their classes. As one teacher claimed she used open discussions instead of OPs, she said: "I just ask my students to come to the class and create a situation and they are supposed to communicate authentically". She explained that her students feel frustrated and anxious towards OPs, and at the same time she believed that class discussions help learners to communicate authentically.

On the whole, these teachers focus on making students communicate in English, without taking into account the type of the activity they use to achieve that.

Q5: What are the objectives you generally want to achieve by the end of oral presentations?

Generally, the answers to this question express different views towards the objectives teachers tend to achieve by the end of OPs.

Most of the respondents intended to improve both linguistic and communicative level of the learners, to help students gain their self-confidence and overcome shyness, and to enhance interaction in the classroom, peer interaction, group interaction and teacher and student interaction. In addition, they aimed to improve their students' pronunciation, fluency and accuracy.

One teacher held a different view. He wanted from his students to explain and deliver their knowledge or information orally not through reading. As he stated: "I want my students to be able to address the audience and to speak without any fear or confrontation".

Another teacher intended from all her students to participate in the class discussions so as to reach a conclusion to be shared as a final result of their discussions.

Q6: Do you think that your students have the ability to do an effective oral presentation?

The responses given by the teachers concluded that not all students are able to make an effective OP, explaining that few students are able to do an effective OP, the rest are not because they lack self-confidence and communicative skills to do so. Besides, most of them lack the basic skills such as grammar, vocabulary, and pronunciation.

Q7: Are the students motivated when delivering oral presentations?

All the respondents claimed that students' motivation depends on many variables such as the students' personalities, the type of the assignment, the atmosphere of the classroom, and the topic of the presentation. However, they declared that most students are motivated, others are not, because of many reasons such as shyness, fear of negative feedback, fear of public speaking, and sometimes the topics are not interesting. One teacher claimed: "there are students who are motivated yes, but it depends on the student himself or herself". Another one stated: "generally speaking, students are fearful about individual presentations".

Q8: According to you, what are the factors that hinder students from delivering an oral presentation?

On the whole, teachers' responses to this question revealed that most students face different problems; such as fear of being unable to speak English fluently and accurately, affective factors that include anxiety, fear of public speaking, fear of negative feedback, and the lack of motivation and self-confidence. Also, there are other factors such as the lack of communication skills, and students' unawareness of presentation skills. One teacher argued by saying: "... we have language factors, which is the fear of being unable to speak English fluently and accurately". Another one stated: "...students' unawareness on how to present, what to prepare, what are the ideas they should present and how to present them". Another teacher said: "the factors that hinder students from delivering an oral presentation are: lack of the basic skills, their proficiency level is weak, shyness, fear of public speaking, and lack of motivation".

Q9: What are the positives you notice in class when using oral presentations?

According to the respondents different opinions concerning the positives they notice in class when using OPs, can be summarised as follow:

Most teachers (T 2, T 4, T 5, and T 6) noticed that students share ideas with one another and this revealed that there is interaction and communication between them. They also noticed that their students gradually gain their self-confidence to express themselves orally and that many learners develop their English language thanks to the new vocabulary they learn and the teachers' feedback on their performance.

One teacher (T 1) said: "Whenever I assign to work on something in pairs or in groups, I always notice that there is a kind of positive attitudes; they start to take the initiation to talk, the initiation to assess their peers' presentations, addressing positive feedback, and also start to enhance the aspect of being critical towards their classmates' presentation".

Another teacher (T 3) shared a different opinion by saying: "I oblige my students to listen to the reporter throughout asking them questions at the end of the presentation". Therefore, the positive result he noticed in class is that his students tend to develop their listening and speaking skills. This reveals that teachers have positive attitudes towards OPs.

Q10: On what bases, do you assess your students' oral presentations?

Generally speaking, the respondents have certain criteria they rely on in assessing their students' OPs. The criteria cited by teachers can be classified into three categories:

Category 'A': communicative competence aspects; such as students' reactions to questions, their abilities to create their own strategies to respond to questions, interaction, speaking and communicative skills, and fluency and accuracy. As stated by one teacher: "whenever I assign a student to work on an OP, I always intend from that student to react positively to his classmates' questions and mine also".

Category 'B': the content; such as the outline, the language, the organization of the presentation, the organization of ideas, and the choice of the topic. One teacher declared: "regarding assesment, there are many bases such as the choice of of the topic, the outline, the organization of ideas, the language..."

Category 'C': verbal and non-verbal communication strategies such as pronunciation, voice, body language, eye contact, facial expressions.... One of the teachers stated: "...I focus on pronunciation, self-confidence, how their voice, their body language".

On the whole, teachers have the conviction that assessing students' OPs would make them benefit from the feedback they receive on their performance and at the same time they develop their communicative competence.

Q11: Do you teach your students presentation skills such as the way of designing an effective oral presentation, how to deal with the problems faced, the use of body

language, voice, and visual aids? If no, can you give some reasons that hinder you from teaching these skills?

The respondents' replies to this question revealed that teachers are divided into two groups:

The first group of teachers teaches their students presentation skills, claiming that students need to know how to present and to make a good presentation, as declared by one teacher: "yes, they need to know how to present, to make a good presentation". On the contrary, the second group does not teach these skills. However, in explaining the reasons that hinder those teachers from teaching the target skills, some teachers argued that this is irrelevant to area of their speciality, in which one said: " No, I do not, because it is out of my area of experience"; others declared that they do not teach them as a separate unit but as a feedback, because of time constraints. One teacher explained that teaching OP skills is not a part of the syllabus by saying: "no, I do not, because may be these aspects are not part of the syllabus".

Q12: How do you feel about the idea of using oral presentations as a part of some other TEFL modules and courses at our department, and not just the Oral Expression teachers? Why?

On the whole, teachers' responses to this question revealed that they strongly agree with the idea of using OPs as a part of some other TEFL modules and courses at our department, and not just the OE teachers, and they highly recommended teachers, especially teachers of civilization and writing skills to use them in their courses, in order to encourage students to communicate and interact with one another. Also, they believed that by doing so, students will enhance their language abilities and communicative skills.

Q13: Do you think that oral presentations help your students to produce accurate pronunciation of English sounds and how to use spelling rules?

The answers to this question expressed two different views; 1) teachers who thought that OPs help students to produce accurate pronunciation of English sounds and how to use spelling rules, explaining that students will check the right pronunciation and spelling of new words in dictionaries while preparing, and 2) those who thought that OPs do not help to produce accurate pronunciation and how to use spelling rules. They argued that not all students look for the correct pronunciation of the words in their dictionaries, and that most of them lose the chain of their ideas and feel afraid of taking the initiative to talk again whenever being stopped to be corrected.

Q 14: In your opinion, to what extent do oral presentations help the students to improve their English vocabulary and grammar?

According to the answers obtained on this question, all the teachers agreed that OPs help to a great extent improve students' vocabulary and grammar. They related this to the preparation and practice, in which learners are required to use the internet and to read a lot to prepare for their presentation. Therefore, they acquire a variety of new vocabulary items and grammar, and they added that the more students practise, the more they enhance their vocabulary and grammar. As asserted by one teacher: "it helps a lot, since it is an OP; they required normally to use the net, to read a lot before coming to class and present".

Q 15: Do you see that oral presentations teach the students how to behave and respond appropriately in different situations?

Respondents' answers to this question reveal that most teachers (T 1, T 4, T 5, and T 6) agreed that OPs teach students how to behave and respond appropriately in different situations, for example, they can distinguish between when to be formal and when not. On the contrary, one teacher (T 2) could not decide on this, stating that it depends on the student and the topic. Another teacher (T 3) totally disagreed with this, by saying: "OPs means to go home to

prepare and memorise what is going to be presented, but, when it comes to authentic situations, it is just memorisation, it is not the authentic use of language at all".

Q 16: To what degree do oral presentations help the students to produce a cohesive and coherent language?

Without any surprise, almost unanimously, the respondents strongly agreed on the idea that OPs help the students to produce a cohesive and coherent language. They explained that students through the frequent practice will learn how to produce a well-organized, cohesive, and coherent language, because when preparing a presentation, learners arrange and organize their ideas to make them coherent and cohesive, and at the same time they learn to choose the appropriate words in the appropriate context. One of the teachers stated: "when being assigned to deal with an OP in the classroom, students have first of all to arrange their ideas and make them coherent ones moving from an idea to another".

Q 17: According to you, to what extent can oral presentations help the students develop the skills of using communication strategies both verbal and non-verbal to repair communication breakdowns?

The respondents' replies to this question revealed that teachers agreed to a large extent that OPs can help students on how to use communicative strategies to repair communication breakdowns, claiming that through frequent practice and interaction between students, learners will uncounsciously pick up and develop both verbal and non-verbal strategies to avoid silence, misunderstanding, and to convey the message successfully. As argued by one teacher: "the more students prepare presentations, the more they learn new strategies of using language and avoid mistakes."

Q18: Do you agree with the idea of teaching oral presentation skills to help EFL learners develop their communicative competence?

Generally speaking, all teachers strongly agreed on the teaching of these skills to develop the learners' communicative competence, claiming that it is high time teachers started doing this because they will prepare them for academic career, professional and social life.

Q19: What do you suggest to your learners to improve their communicative competence in the English language?

The respondents provided a variety of suggestions including:

- Practicing the language outside the classroom frame and not relying mainly on the teacher and the classroom.
- Reading as much as possible and listening a lot to native speakers, because this enhances much writing and speaking skills.
- Learners should interact with peers, with friends, with native speakers, and with other users of the language, through which they can improve their communicative skills.
- The topics to be presented should be motivating, close to what learners like, to their social experience, and to what is happening in the society.

3.3. Discussion of the Main Results

In this study, both teachers' interview and students' questionnaire were administered to EFL teachers and learners at Mohamed SeddikBenYahia University-Jijel, in order to collect necessary information. This is regarding their attitudes about whether and to what extent delivering classroom OPs and teach OPs skills can develop EFL learners' communicative competence. Therefore, based on both the questionnaire and the interview results, the following conclusions can be drawn up:

Along the analysis of the different items, it is found that both teachers and learners hold the firm conviction that delivering classroom OPs can improve EFL learners' communicative competence to a large extent. Communicative competence can be developed regarding all its

different components represented in linguistic, discourse, pragmatic, and strategic competencies.

Each time learners search for a new topic, prepare, organize, and deliver an OP, they practise the language learnt in other courses and enhance their communication skills more. For instance, they practice clear and correct articulation of different words they face; they enrich their English language repertoire with different vocabularies; and they pick up new grammatical structures since they are going to be exposed to different language styles and levels. In addition to that, they learn how to produce a well organized, meaningful, and cohesive spoken texts; they learn how to communicate messages and intentions and understand others' intentions successfully. Moreover, they develop knowledge of both verbal and non-verbal communication strategies to avoid and repair communication breakdowns by applying the already known strategies and pick up other new ones through practice such as using positive body language and controlling their voices.

Further more, through the repeated exposure to classroom OPs, learners' self confidence will be strengthened what helps getting rid of shyness, fear of public speaking, and speech anxiety. Besides, they will start to take the initiation to talk, to be more communicative, and to be extrovert rather than introvert. Also, they will start to develop their critical thinking and to assess their peers. Accordingly, the first hypothesis is confirmed.

In addition to that, the results show that most of the EFL learners lack presentation skills. However, the interviewed teachers declared that they do not teach presentation skills, but, they strongly agreed with the idea of teaching these skills at the department of English language, at Mohamed Seddik BenYahia University, Jijel; explaining that they are very helpful in improving EFL learners' communicative competence and in preparing students to be good teachers in the future. Therefore the second hypothesis is confirmed.

Conclusion

This chapter was devoted to field work of the study, in which the data collected from both students' questionnaire and teachers' interview was analysed and interpreted. Research results showed that EFL teachers and learners agree on the significant role of OPs in developing EFL learners' communicative competence to a large extent. Besides, they both welcome the idea of teaching OP skills to develop EFL learners' presentation skills and enhance their communicative competence.

Implications and Recommendations

On the light of the study findings, a number of suggestions and implications can be addressed to both EFL teachers and learners; this is for the sake of getting rid of learners' poor communication skills and thereby improving their communicative competence.

1. Teacher and Learner's Roles

Nowadays, the CLT approach is calling for making the classroom communicatively dynamic through focusing on learner-centeredness. Accordingly, EFL classes will become more learner-centered if teachers give more importance to the OP activity and use it in different English courses and not only in the oral expression module. In addition, this would help teachers to expand their roles as facilitators, guides, organizers, counselors, needs analysts etc, not only acting as traditional lecturers.

2. Teaching OP Skills

The results obtained from the teachers' interview and students' questionnaire revealed that most third year EFL students, at the department of English at Mohamed Seddik Ben Yahia University, lack OP skills and many of them do not know what really constitutes an effective OP. Besides, teachers assess students OP skills but, they do not teach these skills at all.

Therefore, teachers are recommended to give these skills more importance and involve them in the syllabus; and allocate time to teach them in the study skills or the oral expression modules. These skills are represented in how to prepare, plan, organise and deliver an OP; how to positively use body language and control voice; and how to make effective use of visual aids.

3. The Teacher's Corrective Feedback

Teacher's feedback is considered a very significant part of language learning. It raises the student's awareness about gaps in knowledge and problems in their current language system. In addition to that, it provides them with opportunities to check what they already mastered and what they need to master more.

However, the research results show that one of the students' biggest fears is the teacher's negative feedback on their performance. Teacher's negative feedback and evaluation can be destructive for learners; weakens their self-confidence; and raises their speech anxiety. Therefore, positive corrective feedback should be used by teachers to support the language learning process. Also, it is preferable to delay the corrective feedback to the end of the presentation to help learners present at ease and with no fear whatsoever.

4. Learners' Responsibilities

In the CLT approach, learners are responsible for their learning. Accordingly, they should practise the language outside the classroom frame and not relying mainly on the teacher and the classroom, they should read as much as possible and listen a lot to native speakers, because these enhance much writing and speaking skills. In addition, learners should interact with their peers, friends, native speakers, and with other users of the language, through which they can improve their communicative skills.

General Conclusion

This current study was set to investigate the development of EFL learners' communicative competence through the use of oral presentations and teaching presentation skills at university level. Communicative competence has a great impact on the field of language teaching and learning since communicating effectively and appropriately in the target language is now the ultimate goal of communicative approaches to language teaching. In addition, OPs are considered as effective communicative in-class activities that help learners develop their presentation and communication skills. Therefore, this research work aimed at first hand, to draw the teachers' attention to the importance of using OPs in their courses to help enhancing EFL learners' communicative abilities. Second, it attempted to show the extent to which Ops can expand EFL learners' communicative competence. Finally, it was set to stress the importance of teaching OP skills to improve EFL learners' communicative competence.

After the analysis and discussion of the data collected, the results confirmed that both teachers and students have highly positive beliefs about the benefits and usefulness of OPs as effective communicative in-class activities. In particular, they do believe that doing OPs train students to present courses themselves because this enhances their language abilities and help them to learn English better. In addition, they both hold positive attitudes towards the crucial role of OPs in developing EFL learners' communicative competence to a large extent, including its different components, i.e., linguistic, discourse, pragmatic, and strategic competencies. Furthermore, whenever EFL learners who are assigned to prepare, organize, and deliver an OP, have more chance to practice their English abilities in an authentic situation, develop their research skills and critical thinking, and improve both linguistic and communicative skills, because through frequent practice students enhance both their fluency

and accuracy; enrich their grammar and vocabulary with new structures and new words; learn how to behave and respond appropriately in different situations; and how to produce cohesive and coherent spoken texts. Besides, they develop knowledge of both verbal and non-verbal communication strategies to avoid and repair communication breakdowns.

The findings also confirmed that EFL learners lack presentation skills because they do not receive any instructions concerning these skills. From a one hand, teachers express an interest in teaching OP skills such as designing an effective OP, the use of body language and visual aids, voice, because these skills increase learners' self-confidence, help them to overcome shyness and fear of public speaking, and to be good teachers. From the other hand, they confirmed that teaching OP skills improve classroom practices, enhance EFL learners' communicative competence, and prepare them for academic and non-academic career.

Moreover, based on the findings obtained, some suggestions and recommendations addressed to both teachers and students were provided for the sake of developing learners' communicative competence. First of all teachers should give more importance to the OP activity and use it in different English courses and not just in the OE module. Second, teachers are recommended to give presentation skills more importance and involve them in the syllabus and allocate time to teach them in the study skill or the OE modules. Finally, learners should not rely mainly on their teachers to enhance their communicative skills and develop their English. They need more practice with their classmates outside the walls of the classroom, to read a lot and listen more to native speakers, because this is very helpful in teaching them a lot of communicative skills.

To conclude with, due to the significant role they play, implementing OPs in the EFL classes will improve learners' language proficiency and help in developing EFL learners' communicative competence to a large extent.

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Appendix A: Students' Questionnaire

Dear students,

By this questionnaire, we attempt at gathering data needed for the accomplishment of a Master degree dissertation in Language Studies, which is entitled "Developing EFL Learners 'Communicative Competence through the Use of Oral Presentation" at the English language Department of Mohamed Seddik Ben Yahia University.

You are, therefore, kindly requested to answer the following questions by putting a cross (x) in the appropriate box, and make full statements whenever necessary.

1. General Information

1- Your gender is:

Male Female

2- Your English level is:

- a- Very good
- b- Good
- c- Average
- d- Poor

3- Does your level enable you to express yourself orally and communicate effectively in the target language?

Yes No

If your answer is "no", why?

.....
.....

5- You learn English ...

- a-To improve your English communication
- b-To obtain a university degree
- c-Because it is an international language

II. Oral Presentation

1- How do you find the Oral Expression sessions?

Interesting Motivating Boring Not interesting

Why?

2- How often does your Oral Expression teacher ask you to prepare an oral presentation?

Always	Often	Sometimes	Rarely	Never

3- How often do teachers of other modules ask you to prepare an oral presentation?

Always	Often	Sometimes	Rarely	Never

1- Who provides topics for presentations?

a- The teacher

b- Students

c- Both

2- Do you think that you have the ability to make an effective oral presentation ?

Yes No Somehow

Justify your answer.....

6-Do you use visual aids in your presentation?

Yes No

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

Yes No

8- If your answer is “yes”, is it because

a- Fear of speaking in public

b- Fear of making pronunciation mistakes

c- Fear of the teacher’s negative feedback

9. What do you think the teacher should do to help you in preparing an effective oral presentation?

a- Teaches you how to plan, organize and deliver an oral presentation.

b- Teaches you how to make an effective use of visual aids.

c- Teaches you how to use your body language for a good transmission of your messages and ideas.

d- All of the above.

10- When delivering classroom oral presentations, what do you like to enhance more?

a- Aspects related to the grammar and vocabulary of the English language.

b- Aspects related to effective and appropriate communication in English.

Why?
.....
.....

III. Developing Communicative Competence

A. Linguistic Competence

11- Oral presentations help you to acquire a good amount of English vocabulary including single words, compound words, collocation and idioms.

Strongly agree	Agree	Disagree	Strongly agree

12- Oral presentations help you to acquire the grammatical system of the English language, including tenses, sentence structure, and pronouns.

Strongly agree	Agree	Disagree	Strongly agree

13-Oral presentations help you to better your English language pronunciation.

Strongly agree	Agree	Disagree	Strongly agree

B. Discourse Competence

14- Do oral presentations teach you how to open, develop, and close a topic, and to produce a cohesive well organized, and meaningful spoken text?

Yes No

If not, why?
.....
.....

C. Pragmatic Competence

15- Oral presentations teach you how to express ideas positively using the appropriate language with respect to the audience, setting, and the topic.

a- Agree b- Disagree

Explain?
.....
.....

D. Strategic Competence

16- Do you think that delivering oral presentations can help you to develop knowledge of verbal communication strategies (paraphrase, conscious transfer ...etc.)?

Yes No

17- Do you think that delivering oral presentations can help you to develop your knowledge of non-verbal communication strategies (body language), and how to use them to repair communication breakdowns?

Yes No

Thank you for your cooperation...

Appendix B : Teacher' Interview

Dear teachers,

Thank you for accepting to participate in our interview, that aims at gathering some opinions and perceptions needed for our research topic, that is concerned about "Developing EFL Learners' communicative competence Through the Use of Oral Presentations".

We would be very grateful if you answer the following questions to help us in accomplishing our Master degree in Language Studies.

I. Personal Information

- 1- What do you hold as a degree?
- 2- How many years have you been teaching teaching English ?

II. Oral Presentations

- 3- Concerning oral expression session, what is the time advocated to it? Do you think it is sufficient for learners?
- 4- Do you assign your students to prepare classroom oral presentations ? If yes, how often? If no, why ?
- 5- What are the objectives you generally want to achieve by the end of oral presentations? Would you please explain ?
- 6- Do you think that your students have the ability to do an effective oral presentation?
- 7- Are the students motivated in delivering oral presentations?
- 8- According to you, what are the factors that hinder students from delivering an oral presentation ?
- 9- What are the positives you notice in class when using oral presentations ?
- 10- On what bases, do you assess your students' oral presentations ?

11- Do you teach your students presentation skills such as the way of designing an effective oral presentation, how to deal with the problems faced, the use of body language, voice, and visual aids ? If no, can you give some reasons that hinder you from teaching these skills?

12- How do you feel about the idea of using oral presentations as a part of some other TEFL modules and courses at our department, and not just the Oral Expression teachers? why ?

III. Developing Communicative competence

13- Do you think that oral presentations help your students to produce accurate pronunciation of English sounds and how to use spelling rules?

14- In your opinion, to what extent do oral presentations help the students to improve their English vocabulary and grammar?

15- Do you see that oral presentations teach the students how to behave and respond appropriately in different situations?

16- To what degree do oral presentations help the students to produce a cohesive and coherent language?

17- According to you, to what extent can oral presentations help the students develop the skills of using communication strategies both verbal and non-verbal to repair communication breakdowns?

18- Do you agree with the idea of teaching oral presentation skills to help EFL learners develop their communicative competence?

19- What do you suggest to your learners to improve their communicative competence in the English language?

Thank you for your collaboration

ملخص الدراسة

سعت هذه الدراسة لمعرفة مدى تطوير الكفاءات التواصلية لمتعلمي اللغة الانجليزية كلغة اجنبية من خلال استخدام العروض الشفوية و تدريس مهارات العرض الشفوي على مستوى الجامعة. ولتحقيق الاهداف المسطرة لهذه الدراسة تم استعمال وسيلتين : استبيان خاص بالطلبة ومقابلة منظمة مع الاساتذة . وأظهرت النتائج أن كلا من اساتذة اللغة الإنجليزية كلغة أجنبية و متعلميها لديهم مواقف إيجابية للغاية عن مدى تأثير العروض الشفوية في تطوير الكفاءة التواصلية لمتعلمي اللغة الإنجليزية كلغة أجنبية باختلاف مقومات الكفاءة التواصلية. وكشفت النتائج أيضا أن معظم الطلاب يفتقرون إلى مهارات العرض الشفوي، لأنهم لا يتلقون أي تأهيل بشأن ذلك. لذلك، يؤكد الاساتذة بشدة أن تدريس مهارات العرض على المستوى الجامعي أمر حاسم لنجاح الطلاب في المجال المهني بعد التخرج.