

GENERAL INTRODUCTION

- 1. Background of the Study 2
- 2. Statement of the Problem..... 2
- 3. The Aims of the Study 3
- 4. Research Question 3
- 5. Hypothesis..... 4
- 6. Methodology 4
- 7. The Structure of the Study 5

1. Background of the Study

Speaking is an important skill in learning a foreign language. One way that may help students improve their speaking skill is through oral presentations inside the classroom. In oral presentation sessions, students prepare themselves to perform well. At this stage, learners do their best to communicate accurately and fluently in order to transfer their thoughts and knowledge about the topic they discuss, but unfortunately not all students succeed in their oral presentation; some oral presentations lack accuracy and others lack fluency in which students' focus is either on form; grammar correctness, or on meaning.

One of the most debated topics in second language acquisition (SLA) has been how language input should be presented to the second language learner in the classroom. For example; some SLA researchers claimed that an approach that includes a focus on the grammatical form of the second language (L2) is best (Schmidt, 1993; Short Wood Smith, 1993; Pattern, 1989). In contrast, others contest that there is no place for a focus on grammar in the SLA classroom and it is meaningful communication that should be emphasised (Krashen 1982, 1985). The same problematic is posed in oral presentations, i.e., the effectiveness of focusing on form and / or meaning on the quality of students' oral presentations.

2. Statement of the Problem

The main objective of learning foreign language (FL) is to be able to communicate using that language. However, not all L2 or FL learners achieve this objective. For instance, most of graduate English foreign language (EFL) students in the Algerian universities are still suffering from inability to speak English. Therefore, a major challenge of English Foreign Language (EFL) teaching is to develop learners' oral communication skills. One way to achieve it is through oral presentations. As a student in the English department, I noticed that most students fail when they come to present orally. So, the question to be

raised here is why these students fail to make successful presentations. Is this problem related to the fact that students focus on meaning and neglect form when presenting or vice versa, i.e., when presenting, they focus on form and abandon meaning?

3. The Aims of the Study

The aims from conducting the present research work are of three aims. Firstly, investigating the effectiveness of focusing on form on the quality of oral presentations. Secondly, investigating the effectiveness of focusing on meaning on the quality of oral presentations. Thirdly, identifying the effectiveness of focusing on both form and meaning on the quality of oral presentations.

4. Research Question

One of the most appropriate tasks for improving and developing the communicative skills in English as a foreign or second language is the oral presentation where the students have the opportunity to communicate fluently and accurately. However, not all students succeed in their oral presentations; this can be due to focusing on meaning and ignoring grammar rules or vice versa. The present research work addresses the following research question:

- Have students who focus on form performed better oral presentations than those who have focused on meaning?

5. Hypothesis

In this dissertation, the researchers will explore the effectiveness of focusing on form and/or meaning in the quality of oral presentations. The research suggests the following hypothesis:

If students focus on both form and meaning, they will be proficient in their oral presentation.

6. Methodology

In order to test the hypothesis and to obtain the information required from the participants, a descriptive method was chosen because it fits the objectives of the present research work and it is considered the most appropriate for this study. This study is conducted with 120 first year Master students at the English department of Mohammed Seddik Ben Yahia Jijel University. Forty participants was chosen randomly to carry on this study.

The most appropriate tools for collecting data in this study are: a student's questionnaire, a check-list and an interview. Firstly, the students 'questionnaire on the targeted theme is administered to forty-first year Master students at Jijel University. Their responses are analyzed on the basis of a quantitative approach. Secondly, the checklist which is conducted with forty students, one teacher and the observers. Oral presentations are assessed by the audience, the observers and the teacher during the presentation. The presenter after finishing his or her presentation is given a sheet to assess his or her presentation. Thirdly, an interview is conducted with eleven students who are dealt with the oral presentation. It is used as a support to the check list to make a clear vision on the students' focus during their presentation.

7. The Structure of the Study

The present dissertation is divided into two parts: a descriptive part that includes two chapters and an empirical one that includes one chapter. The first two chapters represent a review of the related literature, whereas the second part concerns the study and the analyses of the results, their interpretation and the discussion.

The first chapter is about oral presentation. It sets a definition of oral presentation, introduces its types, identifies its advantages, gives an effective oral presentation, its delivery, oral proficiency, its preparation, use of visual aids and its problems.

The second chapter is entitled focus on form versus focus on meaning. It is divided into two sub sections. The first sub section deals with focus on form. It defines focus on form, states its historical background, contrasts it with focus on forms, introduces its importance, its advantages and problems. The second sub section concerns with focus on meaning. It sets a definition of focusing on meaning, introduces its background, gives its characteristics, identifies its problem, and contrasts it with focus on form and its effectiveness compared to meaning effectiveness.

The third chapter is the core of this research. It represents the research design, data analysis and interpretation. It provides detailed analyses of the check-list, the students 'questionnaire and the interview and ends with mentioning the limitations, some implications and recommendations for further research.

Chapter One: Oral Presentation

Introduction	8
1.1 Definition of Oral Presentations	9
1.2 Types of Oral Presentations	10
1.2.1 Informative Oral Presentation	10
1.2.2 Persuasive Oral Presentation.....	11
1.2.2.1 Logos	11
1.2.2.2 Character (ethos)	12
1.2.2.3 Passion (pathos).....	12
1.3 The Advantages of Oral Presentation	12
1.4 Effective Oral Presentation	13
1.5 Preparation of Oral Presentation	14
1.5.1 Planning and Preparation Stage	14
1.5.2 Preparation of the Content	15
1.5.2.1 Deciding What to Include and What to Exclude.....	15
1.5.2.2 Choosing Examples to Provide Interest and Improve Understanding	15
1.5.2.3 Providing a Link Further Source of Information	16
1.5.3 Delivery of Oral Presentation	16
1.5.4 Time Allocated for Delivering an Oral Presentation	16
1.5.5 Structure of an Oral Presentation	17
1.5.5.1 Introduction.....	17
1.5.5.2 The body	18
1.5.5.3 Conclusion	18
1.6 Oral proficiency	19
1.6.1 Fluency.....	19
1.6.2 Accuracy	20
1.7 The Use of Visual Aids in Presentation	21
1.7.1 Advantages of Visual Aids	22
1.7.2 Types of Visual Aids	22
1.7.2.1 Maps, Charts and Graphs	22
1.7.2.2 Slides	22
1.7.2.3 Power Point	23

1.7.2.4 Handouts.....	23
1.8 Preparation for Oral Presentations	23
1.9 Students’ Oral Presentation Problems	24
1.9.1.1. Linguistic Problems.....	24
1.9.1.1. Lack of vocabulary	24
1.9.1.2. Pronunciation’s Mistakes.	25
1.9.1.3. Grammar Mistakes	25
1.9.2. Psychological Barriers	26
1.9.2.1. Lack of Self–confidence.....	26
1.9.2.2. Shyness.....	26
1.9.2.3. Speech Anxiety	27
1.9.2.4. Fear of Making Mistakes.....	27
1.9.2.5. Time Allocated.....	27
1.9.2.6. Group Boredom.....	28
1.10 Teaching Oral Presentation.....	28
1.10.1 The Teacher’s Role	29
1.11 Evaluation of Oral Presentations	29

Introduction

With the rising importance of English over the world and with the emergence of the communicative approach, which is nowadays focused on how to give student more activities in order to be able to communicate in this language without any problem; EFL students want to be able to speak English very well for different purposes. In the field of teaching foreign languages, especially the oral expression subject offers an opportunity for EFL learners to develop their oral proficiency through various classroom activities ; group discussion , role plays , warm-up activities , language games and oral presentations which are focused in this chapter.

According to Thornbury (2005), oral classroom activities are called ‘communicative tasks’ where learners use the language to speak and interact. Moreover, others divided these communicative tasks into two kinds which should be combined in the oral English (OE) classes. These activities are: structured output activities, which allow error correction and increase accuracy such as information gap, and communicative output activities that give students opportunities to practice and use language more freely such as oral presentations.

The process of teaching a foreign language is a complex one. In the past English language classroom had focused on teaching students speaking skill, rather than other skills. Nowadays, the communicative approach for teaching English has focused on how to give student more activities in order to be able to communicate in this language without any problem.

Baker (2000) stated, “Communication is the act of transmitting and receiving information” (p.1). Students need to master all the elements of speech in order to communicate in a fluent manner. Moreover, the main goal of oral expression courses is to teach students oral language and develop their proficiency level. According to Hedge (2000,

p.58), the normal process of listening, speaking, and writing should be played; those skills are an extension of oral communication. Presentations are one of the activities which are used in oral expression courses to develop the students' speaking skill.

In OE classroom activities, learners should be active elements; activities are supposed to be learner-centered, while the teacher participates as a facilitator of the learning process. Furthermore, learner-centered oral classroom activities focus either on developing fluency or accuracy, whereas, fluency and accuracy, which are the ultimate aim for most EFL learners, are both needed to accomplish successfully this goal. Hence, spoken language involves being able to produce language fluently and accurately.

This chapter deals with oral presentations. It gives definitions of oral presentations, their types, their advantages, and it presents how an oral presentation can be effective by shedding light on its preparation, delivery, structure, and the oral proficiency. In addition some visual aids that can be used to support an oral presentation are introduced. Moreover, this chapter deals with the preparation of EFL students for their oral presentations and their difficulties in doing this type of activity. Finally, it deals with teaching the way an oral presentation is performed and identifying the teachers' role in directing EFL learners towards the keys of achieving successful oral presentations.

1.1 Definition of Oral Presentations

Oral presentations are a kind of learner-centered oral classroom activities in which students are required to stand up in the front of the class to inform or persuade their colleagues in limited time about any topic which they have enough ideas and information about it (Zitouni, 2013).

In Oral presentations, students can talk about a range of topics that they prefer in different forms for example making a report about a phenomenon, giving a summary of an interesting book or film, or doing a project about famous persons or places.

The presenters in oral presentations explain and give more details on a particular subject. They choose their presentation's topic or the teacher proposes it for them. Then, they make a small research to get more information about this topic. The presenters are giving the most important information first, leaving the details for last. Presentation should be structured carefully. In addition the speakers can support their talk with visual aids.

In addition, Mandal (2000) stated, “presentations are speech that is usually given in a business, technical, professional, or scientific environment. The audience is likely to be more specialized than those attending a typical speech event.” (p.8). There is a difference between normal speech and oral presentations. The latter is a type of speech, but the former is more natural than oral presentations.

1.2 Types of Oral Presentations

According to the aim of presentations the speakers can decide the type of their presentation. According to Chivers and Shoolbred (2007, p.2) understanding the style of presentation will help you to explore the main goal of giving this presentation. They have divided into:

1.2.1 Informative Oral Presentation

This type of presentation has the goal of giving the audience something new. The presenter uses an informative speech to explain a concept, instruct the audience, demonstrate a process, or describe an event in an academic setting.

According to Chivers and Shoolbred (2007), the purpose of informative presentation can be to describe a new political event, organize a set of something that is so important or giving a report about a given topic in a form of research. Chivers and Shoolbred (2007) said,

“This type of presentation [informative presentation] is used in many organizations where students or employees are expected to report progress at key stages of a project” (p.5).

The speaker's aim of this kind of presentations is to present for the audience the information they gather about their topic and to show the result of their research in an informative way. Moreover, they answer the audience's questions about their topic.

1.2.2 Persuasive Oral Presentation

The main aim of this type of presentations is to influence the audience's thinking about a topic by using persuasive speech. It is usually used to make the audience do some reaction or discuss with the presenter about the topic. According to Chivers and Shoolbred (2007, p.3), in this type of presentation, speakers need to have a strong content and present it in a clear way.

In addition, the speakers should try to show the audience that they have confidence in themselves. The Speakers can express some emotions when it is necessary. Moreover, Baker (2000, p.76) stated that persuasive oral presentations have three elements, which are:

1.2.2.1 Logos

In persuasive presentations, the topic needs to be logical. Tracy (2008, p.9) claimed that when speakers want to talk about their topic, they should organize the ideas from the most important point to the least one. The presenters need to link those ideas together in coherent statements or arguments. Moreover, logos means the speakers organize what they are going to say from the beginning to the end in a logic way.

1.2.2.2 Character (ethos)

Character or ethos is the speakers' beliefs and personality. It means that speakers use their character to influence the audience. According to Tarcy (2008):

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

1.2.2.3 Passion (pathos)

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

Oral presentation's types are very important and if students practise these types of presentation they will have confidence in their performance and they will learn how to deal with any reaction that may be happen as a response from their audience (Chivers, Schoolbred, 2007, p.3). Persuasive presentations are a very complex processes in which the speakers need to be logical in their delivery also they need to use their emotions to influence the audience.

1.3 The Advantages of Oral Presentation

Oral presentations are a way of developing the students' ability to practice. They will be environmentally able to inform. In addition, when students present anything orally, this will help them develop their abilities in performance effective oral presentation skill which is essential in education, social and professional life. According to Meloni and Thompson (1980, p.503), if an oral presentation has been guided and structured, it will be beneficial to ESL/EFL in all there learning subject and later in their work. Students need more practice in English before they graduate. Chivers and Shoolbred (2007, p. 4) claimed, "There are many reasons why students are asked to give presentations and these will be

influenced by their academic course and situational and organizational factors” So, one of the purposes of doing oral presentation is to give information in a formal way.

According to King (2002, p.401), students present their work in front of their classmates. They perform their presentations as part of lessons to improve their proficiency level. In addition, this type of activities will make the process of learning English easier and more effective for them. According to Emdin and Beker (2004), “Developing the abilities to speak to an audience is one of the greatest benefits you will ever get from your time in further or higher education” (p.1). Hence oral presentations are one of the important tasks for learning a foreign language, especially at the university level.

Oral presentations make a relation between language study and language use. It helps students to collect, inquire, organize, and construct information. Its aim is to allow the anatomy between students. In oral presentation, students use all the four skills in a natural integrated way.

1.4 Effective Oral Presentation

Oral presentation does not mean only to speak about a topic in front of others. However, a good oral presentation has some characteristics should be followed. Chivers and Shoolbred (2007, p21-22) claimed that in order to prepare and deliver a presentation, there are some characteristics, which are important to make it effective, Careful planning and preparation, good time management, relevant and interesting content, good communication skills, appropriate use of technologies, clear supporting documentation, and a suitable audience participation.

In addition, teachers can assist their students in this kind of oral classroom activities through grouping learners, managing time for each presentation, suggesting topics for the

ones who do not know what to talk about, as well as handing out guidelines for good presentations that can be effective and helpful for the students.

1.5 Preparation of Oral Presentation

It is very important to teach students how to prepare an oral presentation after teaching them how to speak and listen to. Tarcy (2000) stated, that “fully 90 percent of your success as a speaker will be determined by how well you plan your speech” (p.18).

1.5.1 Planning and Preparation Stage

The speakers are going to decide their reasons of presenting their topic. In the planning stage, if speakers find the exact answer, it will help them to plan their presentations (Mondel, 2000, p.17). In addition, the time that students need for preparing their presentation play a great role in the result of the preparation. Chivers and Shoolbred (2008) claimed, " A short amount of time creates pressures on what you can achieve and may limit the quality of the final presentation. A long amount of time can result in a lack of focus with tasks been left until closer to the delivery date, then a period of frenzied activity leading up to the event " (p.22), so the limited time of the presentation can affect the speakers' performance. When the students are given much time to prepare their presentation, they will perform well and create better results. Moreover, Chivers and Shoolbred (2008, p.22) listed some steps that planer can follow to succeed in their preparation. Firstly, list all the tasks that need to be complete before the date of presentation. Next, Place these tasks in an order of priority. Then, allocate the time needed to complete each of these tasks and check your progress regularly. To end, reallocating the remaining time to make sure that all the tasks have been completed.

Students should take into account both the time afforded for the preparation and presentation. For instance, teachers give them time to prepare their presentation; as students,

they need all this time to increase their understanding about the topic. They need also a given time to be able to present and explain the content to their colleagues. If students prepare their topic in a good way, this will help them to interact and communicate with the audience by answering all their questions. In addition, if students are working in-group, they will need to plan their presentation together, because each one of them should know everything about the topic.

1.5.2 Preparation of the Content

Oral presentations differ from any other presentations because the speaker will present orally. Therefore, the content needs to be relevant and interesting to the audience. Chivers and Shoolbred (2007, p.23) claimed that it is useful to create the content in the following ways:

1.5.2.1 Deciding What Include and What to Exclude

According to Chivers and Shoolbred (2007) students have to “choose the content which is relevant to the context and module studied” (p. 23). The presenters try to relate their topic to the real world. The less the topic is dealt with, the more interesting it will for the audience.

1.5.2.2 Choosing Examples to Provide Interest and Improve Understanding

In some cases, the audience cannot understand the presenters, but when they use some examples about things that already exist in the previous knowledge of the audience, this may help them to catch and understand the topic (2008, p.24).

1.5.2.3 Providing a Link Further Source of Information

The presenters write the sources of their information and later give them to the audience. This may be helpful to this audience to get more information about the topic. According to Chivers and Shoolbred (2008), “The source could be related to the content that

you have not been able to include but can be used for further reading and knowledge development” (p.24). The aim for giving the sources is to make access to the audience whenever they want to get more information about the topic. To sum up, oral presentations need good plans and organizations. If students prepare their topic very well, they will, without doubt, attract and influence their audience.

1.5.3 Time Allocated for Delivering an Oral Presentation

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

1.5.4 Structure of an Oral Presentation

In order to affect the hearer, speakers should provide a clear outline of their topic, and structure it well. According to Chivers and Shoolbred (2008), “A clear structure usually helps the audience to gain a quick understanding of the content of the presentation” (p. 22). If the presentation is well structured, this makes it easier for the listener to understand it. Storz et Al (2002, p.5) decide that there are three parts to any typical presentation:

1.5.5.1 Introduction

Introduction is the most important part of the presentation. The speakers need to get the attention of their audience. According to Storz et Al (2002, p.5), in English countries when speakers want to get the audience attention, sometimes they start with a joke or statement made to surprise their audience and rise their interest. The speakers have to be intelligent in the way that will help them to involve the audience in their talk. Therefore, it is important to greet the audience by saying something like: hello, ladies and gentlemen, good morning members of the jury...etc. The speakers also should introduce themselves: when the speakers introduce themselves, they do not just have to identify themselves but this may help their audience to know their relationship with the subject. Then, it is necessary for the speakers after starting any presentation to inform the audience about the title of their presentation and the exact details they are going to talk about. Next, the speakers should give their aim of presenting their oral presentation. The main goal of introducing an oral presentation is to give information about certain topic. In academic presentation, it is very important to start by the aims of the research. Finally, the speakers should announce their outline; the audience needs to be aware of the speakers' outline to know each time what will come next. In addition, speakers should use the same grammatical form at all stages of presentation.

1.5.5.2 The body

In the body part of any presentation, speakers should talk about the content by giving information, which is relevant to their topics. The speaker should focus also on the quality rather than how much information they give to the audience. Furthermore, the information should be given in an organized way from general to specific. Then, the speaker should make a connection between information. This will help the audience to understand more. The speakers can use examples to clarify ambiguous ideas. Finally, the

presenters need to use their voice (tone, pitch, speed and slow speech) to attract their hearers and achieve the audience's well understanding of the topic. According to Storz et Al (2000, p.8), the voice is important in giving the audience the exact meaning. If the speakers raise their voice, they will put their audience in the subject. Moreover, sometimes when the speech is slow some audience will get bored, so correct pronunciation is important, because in English there are many words, which are similar thus speakers should pronounce them in the right way.

1.5.5.3 Conclusion

It is important to inform the audience that the presentation has finished. There are several ways that speakers can use to end their presentation. Storz et Al (2002) stated, “The end of the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so , a short conclusion , make comments or open a discussion” (p. 11). At the end of the presentation, the presenter tries to answer all the audience’s questions.

1.6 Oral proficiency

The focus of the communicative approach is on enhancing communication between learners or teacher-learners. Some students are focusing on performing their oral presentation accurately while others are focusing on performing it fluently. Therefore, fluency and accuracy are both needed to accomplish successfully this goal. Hence, spoken language proficiency involves being able to produce fluently and accurately.

1.6.1 Fluency

Fluency means to speak like native speakers. It is very important for proficiency levels in English and EFL learners, without doubt, wish to achieve this level .Fluency

can be reached and enhanced only through practice. For that, teachers should provide their learners with various activities which allow them to train their tongues to sound like native speakers.

Richards, Platt, and Weber (cited in Brown, 2003, p. 1) defined fluency as follows:

"The features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (cited in Brown, 2003, p. 1).

Jones (2007) also defined fluency as:

Fluency doesn't mean speaking really fast without hesitating. It's being able to express yourself despite the gaps in your knowledge, despite the mistakes you're making, despite not knowing all the vocabulary you might need. It means hesitating in such a way that others keep listening and wait for you to continue, rather than finishing your sentences for you...The opposite of fluency is being tongue-tied and embarrassed when speaking English – or not speaking at all. Fluency goes hand in hand with confidence, and it takes time to develop (p.18).

Accordingly, EFL learners can talk like native speakers by using a number of tricks or as Thornberry (2005, p.7) named them "production strategies". One of them is the ability to fill pauses. The most common pause fillers are 'uh', 'um' and 'ok' or by uttering some expressions such as "I mean" or "you know"; also repeating words is a strategy that show the ability of being fluent. Nevertheless, oral proficiency cannot be completed successfully without the precise and accurate use of linguistic forms. As

Brown (2003) expressed, "I feel that fluency can best be understood, not in contrast to accuracy but rather as a complement to it" (p.1).

1.6.2 Accuracy

Despite the high significance of accuracy in the spoken discourse, EFL learners and even EFL tutors neglect its aspects because they put their focus on the aspects of fluency, which means for them to speak with speed. De Jong and Van Ginkel (in Jones, 2007) agreed on accuracy's importance in spoken language proficiency. They refer to a model of language proficiency that distinguishes between two dimensions of oral proficiency; the linguistic knowledge dimension (grammar and vocabulary) and the dimension of channel control (pronunciation and fluency). According to Jones (2007), accuracy in oral speech production refers to good knowledge and use of vocabulary, grammatical structures, and correct pronunciation (p.8).

Similarly, Omaggio x (in Stein, 1999) stated that the term accuracy refers to the correct use of linguistic structures (grammatical accuracy), appropriate use of register (sociolinguistic accuracy), precision of vocabulary (semantic accuracy), and proper use of cohesive devices (rhetorical accuracy) (p.2). Accordingly, accuracy means to speak without making too much mistakes at the level of language structure in order to be understood by others.

Accuracy can be achieved by EFL learners also through practice. Therefore, teachers' role is also to provide their learners with activities which promote students to practice specific features of language, for example grammatical and lexical features, and to practice only in brief utterances, not in extended discourse such as discussions. This can give EFL learners some practice in the target language form; where error correction and increased accuracy are remarked. However, teachers should not focus more on this

language aspect from the side of assessing it, and error correction should be done implicitly.

Actually, proficient students are those who can speak fluently without making too much mistakes. It is important for the learners to use English both fluently and accurately. Therefore, Oral proficiency can be achieved and developed by assigning topics to students to be discussed and encouraging them to participate in various speaking tasks.

1.7 The Use of Visual Aids in Presentation

Students can use many visual aids in their presentation. According to presentation to king (2002,p.402) “with the availability of technology video cameras, slide, project, power point, VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones.” The use of visual aids in oral presentations make the topic more effective, so students need to be careful in their choice of these aids, because the aim of it is to help them in their presentation. In addition, much use of visual aids makes the hearers focus in it more than its focus on the topic (Baker, 2000, p.127).

1.7.1 Advantages of Visual Aids

The use of visual aids is for supporting oral presentations. Many students do not know the exact reason of choosing their aids. According to Chivers and Shoolbred (2007), “Many students do even professional presenters forget just why you have decided to use some kind of visual support for your presentation” (p.107). There are some topics, which could be reinforced by aids in order to be interesting. Visual aids are also used to clarify and explain things, which are not understood by the audience. Xianiming (2005, p. 119) clarified the importance of visual aids. According to him, visual aids help the audience understand better the topic, make relationship between the ideas and make the

presentation be more professional, interesting, informative, and persuasive. In sum, the speaker needs to use aids that are simple because the aim is to clarify the topic.

1.7.2 Types of Visual Aids

There are many types of visual aids that are available to speakers. Ixaniming (2007) stated that “There are some kinds of oral presentations which require one kind of visual aids” (p.120). Some types of these of visual aids are:

1.7.2.1 Maps, Charts and Graphs

They are very effective tools because; the audience gets much information in an easily visual format. In addition, the presenter can use colours to attract the audience’ attention.

1.7.2.2 Slides

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

1.7.2.3 Power Point

This tool depends on the use of computer. The power point enables the presenter to create visual slides that they want to use. These slides include the most significant information of the topic.

1.7.2.4 Handouts

They are sheets of papers which include a summary of information that speakers will tackle during their presentation. They are one of the most effective forms of visual aids, but they include a brief explanation of the topic. The presenters can distribute handouts.

To sum up, visual aids help to make a presentation livelier. Also, they make the audience keep their attention in the presentation. In addition, there is some information

that is difficult to understand through speech alone and needs to be clarified. Moreover, the main goal for asking students to do oral presentations is to improve their proficiency in English, and if EFL students do this activity in a correct way in preparation, organization and structure, this will give them opportunity to develop their speaking skill.

1.8 Preparation for Oral Presentations

The communicative approach focuses on how to make the students master the language and cultural rules. Teachers focus more on activities which can help students to develop their speaking skill. Oral presentations are one of these activities. According to King (2002), “Having students give oral presentation in a front of their class in one of the learner-centered activities that has been widely include in teachers’ lesson plans to improve students’ oral proficiency”(p. 402). Many students do not know how to prepare an oral presentation. Meloni and Thompson (1980, p. 503) stated that when learners do an oral presentation in a correct way, this will be beneficial to them in school and help them later in all their tasks.

1.9 Students’ Oral Presentation Problems

Oral presentations are not an easy task. Most EFL students are not able to speak in English in a fluent manner. According to Baker (2000), “Speaking to group is notoriously stressful activity” (p.113), so the delivery of an oral presentation can face some problems that are particularly common to all EFL learners. They can be related to intrinsic problems (linguistic problems) or extrinsic factors (psychological or situational factors).

1.9.1.1. Linguistic Problems

According to Thornbury (2005) who states that

“Being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)” (p. 11).

He emphasized that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to the lack of vocabulary, pronunciation mistakes and grammar mistakes.

1.9.1.1. Lack of vocabulary

To achieve a speaking skill, students need the appropriate selection of words when they are speaking and using words and expression. Thornbury (2005) stated that "Spoken language also has a relatively high proportion of words and expression"(p.22).

Thus, learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

1.9.1.2.Pronunciation's Mistakes.

Speaking a language, like English, means having a good pronunciation because the way of pronouncing is the first thing that students are judged and evaluated about. EFL students have to practice their pronunciation and to be aware of the different rules of sounds as stress, intonation ... etc. Bada, Genc and Ozkan (2011) asserted the importance of pronunciation in the speaking skill, saying, “In speaking, they compete

with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level” (p. 122). Usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student’s poor listening to native speaker or because of teacher’s mispronunciation as non-native speakers. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that leads to the difficulty of participation.

1.9.1.3. Grammar Mistakes

Grammar knowledge is one of the most important aspects of being a professional in speaking skill. EFL learners have to achieve this knowledge to improve their oral ability without any handles. However, students often prefer to keep silent rather than producing ungrammatical structure of expression because they are scared about being ridiculous behind their teachers and classmates. As Davies and Pearse (2000),

“Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.”(p. 82).

Thus, a grammatical mistake is one of the barriers that prevent students of foreign language from participation.

1.9.2. Psychological Barriers

The psychological barriers of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and fear ... etc.

1.9.2.1. Lack of Self-confidence

According to us as students in many classes, some students prefer to keep their ideas and opinions to themselves because they are not sure about the strength of their abilities or hesitate to participate in the oral tasks. EFL students hardly believe in their skill to speak English or even facing their teachers and classmates or simply they have not the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment.

1.9.2.2. Shyness

As students we noticed that shyness is a purely psychological problem that EFL students suffer from. Shyness is the most difficult obstacle that students of English as a foreign language face, because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in a natural manner because of shyness, so they are not able to perform in their tasks and achieve their goals. This will affect obviously their participation and lead them to a low participation or even to none.

1.9.2.3. Speech Anxiety

Speech anxiety is a normal and natural reaction that everyone can have ,when speaking in public. According to the Book of lists, “51 percent of adults’ rate fear of public speaking a head of the fear of death” (Tury, 2008, p.14). Speech anxiety can be observed in the voice of the presenter. Teachers can easily deal with anxiety by telling their student that anxiety is a normal behaviour in order to help them succeed in their oral presentation without any fear. In addition, if the teacher makes an open decision about speech anxiety students fill that they are not alone (King 2002, p. 404- 405).

1.9.2.4. Fear of Making Mistakes

In EFL classes, students cannot express themselves in a foreign language and do not participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction. As Ur (2000) stated:

“Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.”(p. 111).

Therefore, fear of making mistakes can be considered as another obstacle for students’ participations.

1.9.2.5. Time Allocated

Large classes are an obstacle for both students and teachers but also time allocated is considered as another obstacle. This latter prevents teachers from giving enough opportunity for their students to participate and speak as well. For that reason, teachers face a negative attitude from their students because they think that teachers are not fair with them. Hence, teachers are also victims of both time limitation and large classes since they do not have neither the time nor the space to do their best. As a result, time allocated can be considered as a preventing obstacle of students’ participation.

1.9.2.6. Group Boredom

Some EFL presenters have problems with memorizing information in English, so they try to get it by heart. By this way, the audience will feel bored when they have to listen to what the speaker says. It looks like they are reading their information “word for-word” from what they have memorized (King, 2002, p.405). Moreover if students do not use communication in their oral presentation and they just read from their memorization of what was written before, the audience will lose their attention. King (2002) stated, “Teachers should constantly remind students of the importance of using communicative English in

their presentations and keeping the audience in mind when they prepare” (p.405). One can say that, students’ problems with oral presentations should be taken into consideration; finding a solution of this problem is the role of both teachers and students.

1.10 Teaching Oral Presentation

Many students do not find oral presentation as an enjoyable activity. They become afraid when teachers ask them to prepare an oral presentation. According to Chivers and Shoolbred (2007), “Many students feel highly nervous about undertaking class presentation” (p. 31). Moreover, students fear from making an oral presentation because they have not experience. In addition, some of them do not have a confidence in their abilities. King (2002, p.406) claimed that when students were been asked about what is good presentation, they related it to a clear speech, correct language and the time when the audience get the main idea. Therefore, it is important to teach students how to make an oral presentation because most of them have not clear ideas about how to do it.

Oral presentations become more important part of language teaching, especially at universities. English learners need to be aware of the techniques of this task because it is considered as an opportunity to improve their English speaking skill. In the past teachers had focused their lessons on giving the grammatical rules, vocabulary...etc to learners. However, the communicative approach shifted the teaching process. It aims to teach students how to organize the main idea about a given topic in a logical coherent utterance and also it aims to develop the students’ ability to produce the language in a correct way (King, 2002, p.406). To conclude, the main purpose of teaching students oral presentation is to help them get rid of their fear of making pronunciation or grammatical errors.

1.10.1 The Teacher's Role

Learning a foreign language is not just for learning its grammatical rules. However, the goal of learning it is to use in its context. Therefore, EFL learners need to know how to use English in accordance with its social and cultural rules. The teacher's role is not an easy one because an oral presentation is a challenging job for teachers like in lesson planning. According to King (2002), "Teachers move from the traditional role of teacher as an authorities' expert to the new role of facilitator of learning" (p.207). In addition, a teacher needs to prepare his/her students for this work. In addition, develop their interaction skill.

According to Xinaming (2005), "teachers...still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement." (p.120). The teacher's role in oral presentations is as a guide, organizer consultant, resource person, and supporter. These roles involve also organizing learners into groups, preparing details, more information about the topic, helping them to learn how to use visual aids in their presentation and finally evaluating the students' performance (king 2002, pp.407, 408).

1.11 Evaluation of Oral Presentations

The first evaluation of an oral presentation is by the speakers themselves. The teacher also evaluate the performance of these students by looking for their pronunciation, grammar and vocabulary problems, and then the teacher moves to the kind of information that is included in the presentation (Xinaming, 2005, p.120). However, in this practice, the true evaluation is the speakers' ability to answer the questions, which the audience has asked. Teachers should try to be positive in their evaluation and avoid criticism of students' practice that improves by time. In addition, students need to learn how to do it by experience.

Conclusion

To conclude, an oral presentation is a useful task to develop the communicative skills. If it is well prepared, structured, and organized, it will be a beneficial and enjoyable activity for learners. This practice is one of the speaking activities that aim to develop the students' proficiency level in English and to help them to build self-confidence in their ability to speak in public. Therefore, students should be aware of how to communicate effectively with others. In the second chapter, focus will be on the effectiveness of focus on meaning versus focus on form on the quality of oral presentations.

Chapter Two: Focus on Form vs. Focus on Meaning

Introduction 33

2.1 Section One 33

 2.2.1 Definition of focus on form 33

 2.2.2 The Historical Background of Focus on Form 34

 2.2.3 Focus on Form vs. Focus on Forms 36

 2.2.4 The Importance of Focus on Form..... 37

 2.2.5 Types of Focus on Form 38

 2.1.5.1 Planned (Proactive) Focus on Form 38

 2.1.5.2 Incidental Focus on Form..... 38

 2.1.5.3 Conversational Focus on Form 39

 2.1.5.4 Didactic Focus on Form 39

 2.2.6 Focus on Form Techniques 39

 2.2.7 Maintaining Focus on Form 41

 2.2.8 Advantages of Focus on Form 41

 2.2.9 Problems of Focusing on Form..... 42

2.2 Section Two..... 45

 2.2.1 Definition of Focusing on Meaning 45

 2.2.2 The Historical Background of Focusing on Meaning..... 45

 2.2.3 Characteristics of Focusing on Meaning..... 46

 2.2.4 Problems of Focusing on Meaning 48

 2.2.5 Focus on Form vs. Focus on Meaning 50

 2.2.6 Effective Focus on Form vs. Effective Focus on Meaning..... 51

Conclusion.....53

Introduction

One of the most debated topics in Second Language Acquisition (SLA) is how language input should be presented to the second language learner in the classroom. Some SLA researchers claim that focus on form which includes a focus on the linguistic elements is best and some others claim that there is no place for focus on grammar in the SLA classroom and it is meaningful communication that should be emphasized. The same problematic can be posed here when referring to students' oral presentations in the classroom, i.e., whether students make better presentations when they concentrate on form, or rather are more proficient when they try to convey meaning. In this chapter we will deal with two main sections, the first section is concerned with focus on form that includes: definition of focus on form, the historical background of focus on form, making a distinction between focus on form versus (vs) focus on forms, the importance of focusing on form, types of focus on form, how to maintain focus on form, advantages of focus on form and problems of focus on form. The second section titled focus on form vs focus on meaning that contains a definition of meaning focus, the historical background of focusing on meaning, the characteristics of focus on meaning, problems of focusing on meaning, focus on form vs. focus on meaning and , affect of focus on form vs. affect of focus on meaning.

Section One

2.1.1 Definition of focus on form

Focus on form (FF) is an approach to language teaching and learning in which learners are aware of the grammatical form of language features that they are already able to use in a communicative context. According to Long, focus on form is concerned with "how attentional resources are located and involves briefly drawing students' attention to linguistic elements in context as they arise incidentally in lessons whose overriding focus is

on meaning or communication"(p.185). Ellis (2012) argued that focus on form is an approach which involves "an effort to cause incidental acquisition via instruction by drawing learners 'attention to linguistic features while they are engaged in communication"(p.272).

2.1.2 The Historical Background of Focus on Form

SLA is the field of research and theory in applied linguistics that deals with learning a second or foreign language. Research reveals that there are many approaches to SLA, although cognitive ones seem to continue to dominate (Gass & Selinker, 2008). Most approaches to both second language (L2) and foreign language (FL) teaching and learning in the literature recognize and encourage a mainly meaning-based, i.e., communicative orientation to language instruction (Brown, 2007a, 2007b). However, an interesting issue to language teachers and students is the value of focusing on form during language teaching and learning. Instruction is an important factor in L2 acquisition (Doughty & Williams, 1998), but researchers have been keen to investigate whether a certain type of instruction is more effective than the other. According to Long (1991), there are three main types of instruction: focus on forms (FFs), the traditional way of teaching and learning language in which the main focus was mainly on linguistic forms rather than their communicative aspects; focus on form (FF), an approach based on Communicative Language Teaching (CLT) principles, focusing on communicative aspects of the language but with explicit or implicit focus on form; and focus on meaning (FM), also a CLT inspired approach but focusing on rich and meaningful input in which learners incidentally acquire the FL system.

The concept of focus on form is contrasted with focus on forms. The act of focusing on forms is much older than the term, attributed to Michael Long (1991). It is characterized by having "as their primary organizing principal for course design the accumulation of individual language elements (e.g., forms such as verb endings or agreement features, or even functions such as greetings or apologies)" (Doughty & Williams, 1998, p. 3).

For centuries, formal language instruction was focused primarily on the teaching of Latin and the teaching concerned itself mostly with reading, comprehension and written production rather than developing skills for oral communication (Richards & Rodgers, 2001). Even the nineteenth century textbooks consisted of abstract grammar rules, translation exercises and vocabulary lists. These methods became known as the Grammar-Translation Method (GTM) or, in the US, the Prussian Method as its proponents were primarily German, i.e. Seidenstücker, Plötz, Ollendorf and Meidinger (Richards & Rodgers, 2001, p. 6).

Forms focused methods were practiced widely in the twentieth century and aside from very few notable exceptions, they remained the principal foreign language instruction method till the middle of the century. While forms focused instruction continues to be used, there are few, if any, that advocate for its practice in its most traditional form. There is no evident theory behind it and little current research to support it (Richards & Rodgers, 1986).

The idea that grammar and other linguistic features should not take central place in language teaching and learning is fairly recent. Although few theorists and teachers had suggested different approaches to focus on forms, this latter became widespread (Richards & Rodgers, 2001). The novel idea was that "grammar should never be taught as an end in itself but always with reference to meaning, social factors, or discourse-or a combination of these factors" (Celce-Muricia, 1991, pp. 466-467). Celce-Muricia and Larsen-Freeman viewed communicative teaching as consisting of three interrelated factors "form, meaning and use".

While grammatical competence remained an important part of effective language acquisition, the late twentieth century saw SLA syllabi with less emphasis on the independent study of grammar as it became increasingly accepted that it had little inherent value in authentic language setting (Purpura, 2004). Later controversies in language pedagogy centered on what role, if any, grammar should play in language classroom and

what technique of teaching grammar best translates into acquisition. Focus on form then was motivated by the lack of support for the efficacy of focus on forms.

2.1.3 Focus on Form vs. Focus on Forms

In traditional structured-based instructional activities (such as, Grammar Translation and Audio-Lingualism), the focus is on the language itself, rather than on the message conveyed by language. The aim is that the students learn vocabulary and grammar rules. These approaches are based on the assumption that language learning is the result of the development of formal rule-based knowledge; they emphasize controlled learning and rule practice as the most effective pedagogical endeavour. Focus on forms, according to Long (1988) consists of the teaching of discrete grammar points in accordance with a synthetic syllabus, such as a structural syllabus. Krashen (1982) refers to this as "the structure-of-the-day-approach".

Focus on forms, according to Long (1988) consists of the teaching of discrete grammar points in accordance with a synthetic syllabus, such as a structural syllabus. The criterial features of focus on-forms are (1) the pre-selection of a linguistic target for a lesson, (2) awareness on the part of teacher and students of what the linguistic target for the lesson is, and (3) the opportunity for intensive exposure to or practice of the target structure. Focus on form was defined by Long (1991, p.45-46): "Focus on form ... overtly draws students' attention to linguistic elements as they rise incidentally in lessons whose overriding focus is on meaning or communication". There are a number of assumptions here. The first is that focus on form refers to pedagogic, not to mental activity. Thus it takes place interactionally and involves observable behaviour. The second assumption is that both teacher and learners focus primarily on using language for communication, not to learn the language as an end in itself. The third is that, despite this focus on meaning, occasions arise when the participants need to or choose to focus on form. A final assumption is that focus on form is necessarily

occasional and transitory, as otherwise it would supplant the primary focus on meaning. To end, focus on forms is an approach in which grammar rules are taught in its separate form with the exclusion of meaning i.e. it refers to the traditional approaches to language teaching and learning as grammar translation and Audio-lingual methods. Whereas focus on form is an approach to language teaching and learning in which learners are aware of the linguistic elements in a communicative context.

2.1.4 The Importance of Focus on Form

The importance of focusing on form is based on three main principles about second language acquisition. Firstly, learners acquire new linguistic forms as the result of attending to form in contexts where the primary concern is with the message rather than the language. Secondly, learners frequently experience difficulty in attending to and producing linguistic forms in communication as they have a limited information-processing capacity. Finally, they benefit from the opportunities that arise in communication to give focal attention to language forms (Ellis, Basturkmen, Loewen, 2001).

2.1.5 Types of Focus on Form

When referring to focus on form, there are four types (based on Ellis, 2000). They are planned focus on form, incidental focus on form, conversational focus on form and didactic focus on form.

2.1.5.1 Planned (Proactive) Focus on Form

This kind of focus on form involves the use of communicative tasks designed to elicit the use of particular linguistic structure in a meaning based context. The teacher decides in advance what forms should be focused on. The form is selected based on the teacher's familiarity with the students and the general perception of the students' interlanguage needs or based on the systematic investigation of the areas in which the students have problems (Ellis, Basturkmen, Loewen, 2002; Nassaji, 2000).

2.1.5.2 Incidental Focus on Form

Incidental focus on form involves the use of communicative tasks which are designed to elicit the use of general rather than specific forms. The forms are focused on in the process of communication, peripherally, and then the focus returns to communicative activity again (Ellis, Basturkmen, Loewen, 2002; Nassaji, 2000). It has two main kinds, reactive and preemptive focus on form.

2.1.5.2.1. Reactive Focus on Form

Reactive focus on form refers to the treatment of learners' errors in a communicative context. It arises when learners produce utterances containing an actual error, which is then addressed by the teacher but sometimes by another learner. Thus it supplies the learners with negative evidence. It addresses a performance problem (which may or may not reflect a competence problem) and usually takes the form of a sequence, involving a trigger, an indicator of a problem, and a resolution (Ellis, Basturkmen, Loewen, 2001b, 2002).

2.1.5.2.2. Preemptive Focus on Form

Preemptive focus on form involves attempts to make a specific form for the topic of conversation even though no error has occurred. It is initiated by means of a query that students addresses to the teacher. The participants take a time-out from communication to talk about some linguistic features. It involves the teacher or the learner initiating attention to form even though no specific problem in production has occurred. It addresses an actual gap in the learners' knowledge, and usually consists of exchanges involving a query and a response (Ellis, Basturkmen, Loewen, 2001b, 2002). Both reactive and preemptive are divided into two main categories, conversational and didactic focus on form.

2.1.5.2.3. Conversational Focus on Form

Conversational focus on form involves the attention to form arose as the result of a communication problem. It occurs when the attention to form arises in the course of dealing

with a communication problem resulting in the negotiation of meaning as in example 1 below. Here the teacher fails to understand the name of S1's group because the student fails to pronounce 'best' clearly. The problem is resolved when the teacher requests confirmation that pushes S1 to articulate 'best' more distinctively. (Ellis, 2015, p.7)

Example 1

S1: my group has a name.

T: what name?

S1: Bes.

T: Bess' group?

S1: best

T: oh, best, okay

S2: best

T: best, not group three, the best, that's a lovely name

2.1.5.2.4. Didactic Focus on Form

Didactic focus on form involves an error treatment which consists of a pedagogic "time-out" from meaning-focused communication (Ellis, Basturkmen, Loewen, 2002). It occurs when the attention to form arises even though no communication problem has occurred. In this case, negotiation of form rather than negotiation of meaning takes place. Example 2 below occurred in an activity where the students had to make up alibis to explain why they could not commit a crime. The focus on form centres on the student's utterance 'I was in pub', which is missing the definite article. The teacher clearly understands what the student meant but still reacts by recasting the utterance in the form of a confirmation check ('in the pub?'). It should be noted that even though the teacher is behaving didactically, the exchange overall maintains its communicative flavour, in part because the teacher's intercession is very brief. (Ellis, 2015, p.8)

Example 2

T: What were you doing?

S: I was in pub

S: I was in pub

T: In the pub?

S: Yeh and I was drinking beer with my friend.

2.1.6. Focus on Form Techniques

Focus on form techniques can be classified into two types. The first type titled input techniques. Firstly, input flooding involved providing lots of natural examples of form focus in a text on the assumption that the very high frequency of the structure in question will attract the learner's attention to the relevant formal regularities. (Doughty and Williams, 1998a). Secondly, input enhancement in which the learner's attention should be directed to a specific form in a text by highlighting, underlining, coloring, rule giving ... (Long and Robinson, 1998). Thirdly, negotiation that can be by asking and answering questions about how a special form is learnt and taught. (Lightbown, 1998). Fourthly, input processing that can be by interpreting input with the goal of incorporating the knowledge into one's interlanguage. (Williams and Evans, 1998).

The second type titled output techniques. They include : output enhancement which promotes students to produce output coating specific forms. (Doughty and Williams, 1998a). The next one , interaction enhancement that is defined as "an instructional treatment making students produce output by providing interactional modifications in order to help students notice a mismatch between their inter-language and target language form". (Doughty and Williams, 1998b). Dictogloss is a procedure in which students are encouraged to reflect on their own output by reconstructing a text which is read to them. (Swain, 1998). Other focus on form techniques named task-

essential language which is the necessity of using specific forms to complete a task. (Doughty and Williams, 1998b).

Recast is a corrective reformulation of children's utterances that preserve the child's intended meaning. (Long and Robinson, 1998); Consciousness-raising tasks are tasks promoting the occurrence of a stimulus event in conscious awareness and its subsequent storage in long term memory. (Harley, 1998). The last technique which is garden path; a technique that tells learners in advance about a linguistic regularity plus its exception by pointing out the error made at the moment of generality. (Doughty and Williams, 1998b).

2.1.7. Maintaining Focus on Form

Focus on form can be accomplished by providing opportunities for learners to negotiate topics which are meaningful to them. Teachers should allow learners, by reducing their own role in correction and scaffolding of learners' utterances, to manage the interaction (Seedhouse, 1997). They can also apply focus on form instruction in their classrooms by using principles of CLT when they want to design activities and do assessment. Small size classes are regarded better candidates as they permit the teachers to work individually with students and students individually with their peers. Teachers and students are also required to be proficient enough in English as to avoid any kind of code switching during the course of interaction (Poole, 2005).

2.1.8. Advantages of Focus on Form

Form focus instruction treatment was designed to encourage learners to notice the gap of all the linguistic aspects of the foreign language, to negotiate its forms, and correct the output.

According to Ellis (2001, p. 51) form focused instruction is any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form, where “form” stands for grammatical structures, lexical items, phonological features, and even sociolinguistic and pragmatic features.

In general form focused instruction is connected to a broad range of activities, which make the learner concentrate on all of the formal aspects of the foreign language. One of the most important examples is teaching grammar in case of inductive or deductive approach. The inductive approach concerns acquiring grammatical rules through a context, so as to allow the learners discover the rules by themselves. The deductive approach leaves the learners unable to use certain grammatical structures until they are familiarized with the rules first.

Therefore, focus on form can also push the learners beyond communicatively effective language toward target like second language ability; it can also speed up natural acquisition processes and by including the pedagogical interventions in communicative activities, the learners become able to overcome any difficulty in second language acquisition.

2.1.9. Problems of Focusing on Form

The first problem with focus on form instruction is practical; specifically, it involves class size (Poole, 2003b). Focus on form instruction, in Long (1991) and Long and Robinson's (1998) conception, seems optimally suited to classrooms that are small enough to enable instructors to verbally address their students' problematic forms, presumably via classroom discussion and planned public speaking events.

As far as writing is concerned, such a classroom would need to allow teachers to frequently evaluate students' writing, presumably in the form of essays, in-class writing tasks, and journals/diaries.

Likewise, small classes would be needed for students to have significant amounts of peer interaction both orally and in written form. In many settings; however, classes are large and individual attention and student-student interaction is not possible.

While crowded classes sometimes lack qualified teachers (Al-Hazmi, 2003; Zafar, 2003), they are more than likely because of the lack of funds available to hire more than a handful of teachers, as in the case of many community-based adult ESL programmes for immigrants in the United States. Judy Pierre, coordinator of such a programme at the Church Avenue Merchants Block Association in Brooklyn, New York, explained that the facilities for instruction were available, yet the funds for hiring teachers were not: "They're kicking our doors down, they want to come in. We have the space, but we can't hire the teachers—we just don't have the money" (Bernstein, 2004, para.7).

In addition to curricular problems, Long (1991) and Long and Robinson's (1998) conception of focus on form instruction obliges teachers to have native-like or near native-like competence fluency; more specifically, in oral situations, they need to be able to spontaneously recognize students' form-based errors and provide them with the correct ones. Yet, many English language teachers lack a high level of L2 oral proficiency and do not have opportunities for developing it. Butler (2004), for example, reported that elementary school EFL teachers in Japan had low self-rating of their own L2 proficiency, particularly in the area of oral grammar.

Yu (2001) reported that similar levels of low-proficiency are prevalent among Chinese EFL teachers who feel that their only option is the grammar-translation method: "Quite a number of teachers know only some basic English grammar and vocabulary. For them the

grammar-translation method is the most acceptable because they can basically teach English in Chinese” (p. 197). Teaching English through the native language is common place in many settings not because of any objections against using English, but simply because of teachers’ low L2 proficiency. Vavrus (2002) demonstrated this in a study of English teachers in Tanzania in which teachers mostly used Swahili, even though the medium of instruction was officially English:

In several classes at Njema and at other secondary schools I visited, Swahili, rather than English, was the necessary medium of instruction because the students or the teacher—or both—did not have the requisite proficiency in English (p. 383).

Another linguistic problem with focus on form instruction is the language used in the classroom. Poole (2003b) pointed out that in many settings, the students and the teacher often share a common first (second, or third) language and culture, and thus can easily code-switch in order to overcome communicative difficulties or fill communicative gaps. Adendorff (1998), for example, showed that in Zulu-speaking areas of South Africa, teachers and students frequently speak Zulu during English instruction in order to overcome communication barriers, he stated:

In concluding my analysis, it is clear that if this interpretation is correct, the Zulu code switches facilitate the teacher’s accomplishment of his academic and social agendas by enabling him, implicitly, to clarify information and to encourage, provoke, and involve his students (p. 394).

A final problem with focus on form instruction is cultural. Focus on form is highly individualistic in that errors are frequently, although not exclusively, addressed on an

individual basis. Hofstede (1986) suggested that individualistic societies tend to produce more individualistic teaching approaches; however, collectivist societies, which tend to focus more on the general good of all students, may find focus on form at odds with their cultural values. More to the point, successful focus on form instruction need to take place in a cultural atmosphere that allows students to actively participate in daily activities. Thus, administrators, teachers, parents, and students need to feel some degree of comfort to let students be active participants and sometimes leaders in the content and manner in which they study.

In many cultures, however, such student-centeredness might be considered disrespectful and/or a breach of tradition (Poole, 2003b). Li (1998) reports of this suspicion of student participation in Korea, where many teachers feel that communicative approaches to teaching which focus on form instruction, would be part of threaten to overturn long-held Korean customs and values regarding student-teacher roles. Similar concerns can be seen in China, where educational practices have been formed by confused thought, which places a high premium on teachers' knowledge: "teachers are viewed as knowledge holders. If teachers do not display their knowledge in lectures, or if they play games with students or ask students to role-play in class, then they are not doing their job!" (Hui, 1997, p. 38; Cited in Yu, 2001, pp. 196-197).

2.1 Section Two

2.2.1 Definition of Focusing on Meaning

In focus on meaning, it is believed that people of all ages learn languages best, not by treating languages as an object of study, but by experiencing them as a medium of communication (Long & Robinson, 1998).

2.2.2 The Historical Background of Focusing on Meaning

The term meaning-focused instruction has nowadays become a widely-used and often-heard term in the literature of language teaching (Willis and Willis 2007). This term was born in reaction to language teaching methods which emphasized the mastery of language forms (Hedge 2000). Gradually, methods like the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM) fell out of favour because of their inadequacy in preparing students for natural communication out of the classroom (Richards and Rodgers 2001). It was the firm belief of the proponents of the meaning-focused instruction, crystallized in what is known as the strong version of the communicative approach (Howatt 1984), that learners acquire a foreign language best when their attention is focused on meaning rather than on language forms.

This approach to language teaching found a number of fervent supporters (Krashen 1982, Krashen and Terrell 1983, Prabhu 1987), on which based a number of theories and models of second language acquisition were developed. Krashen and Terrell (1983), for instance, became so involved in meaning-focused instruction that they developed their own methodology known as the Natural Approach, which claims that it is possible to acquire a second language within the classroom context only if teachers provide learners with plentiful comprehensible input and give them an opportunity to naturally communicate with each other in a stress-free fashion. Prabhu (1987), on the other hand and away of emphasis on language forms, established the cornerstone of task-based language pedagogy through the Bangalore Project. According to Prabhu, students learn best when classroom time is spent on doing meaning-focused activities such as information, reasoning, and opinion gap tasks.

2.2.3 Characteristics of Focusing on Meaning

Meaning-focused instruction appears in different forms and versions, which according to Williams (1995, p.12) share certain characteristics. The first characteristic, they

emphasized using authentic language. Then, emphasizing tasks that encourage the negotiation of meaning between students, and between students and teacher. The third characteristic of focus on meaning, researchers emphasize successful communication, especially which involves risk taking. Another characteristic, they emphasize minimal focus on form, including: lack of emphasis on error correction, and little explicit instruction on language rules. Finally, they emphasize learner autonomy. It is precisely these characteristics of meaning-focused instruction, which made it recommended to both language teachers and language teaching theorists for many years.

2.2.4 Problems of Focusing on Meaning

Gradually, voices of doubt were heard. Language teaching experts (Ellis 1993, Long 1991, Richards 1984, Rutherford 1987) wondered whether meaning focused instruction, without any emphasis on form, would be sufficient to ensure success in acquiring a second language. Evaluations of communicative classes revealed that there are at least three major problems with language teaching approaches which emphasize meaningful communication and overlook language forms. First, learners who learn a second language through communicative classes do not gain high levels of language proficiency (Higgs and Clifford 1982). Long's (1983) classic review article demonstrated that second language instruction makes a difference and there are rate advantages for learners who receive formal instruction. Today, therefore, many scholars are firmly convinced that formal grammar instruction should not be swept out of second or foreign language teaching classes (Cullen 2008, Ellis 2006, Nassaji and Fotos 2004).

The second problem with meaning focused instruction is concerned with immersion programmes in Canada. In recent years, many English L1 students have received their education through French. These students had been exposed to a lot of meaning oriented input in French and their progress had been carefully studied. The results of these studies

(e.g. Swain 1985, Swain and Lapkin 1995) indicated that although the majority of those students achieved native-like comprehension skills, their productive skills remained far from native-like norms. This showed that meaning-focused instruction results in fossilization (Lotherington, 2004).

The third and the final problem with meaning-focused instruction is that it ignores the role of negative evidence in second language teaching, and depends too much on positive evidence. Recent studies, however, revealed that adult L2 learners do not have complete access to the same acquisitional mechanisms as do children acquiring their L1. These mechanisms operate on the basis of positive evidence and since adult learners have partial access to them, they need to benefit from negative evidence to compensate for this lack (Felix 1985, Schachter 1989, White 1991). White (1991), for instance, argued that English learners of French as a L2 tended to make sentences like: Jean a envoyé Marie des fleurs (John sent Mary some flowers), which are ungrammatical in French, but acceptable in English. Anglophone learners of French who only receive positive evidence may never discover that the form that they produce is ungrammatical unless they are corrected. This assured that negative evidence plays a more crucial role in L2 acquisition than it does in L1, and meaning-focused instruction which ignores this fact is not efficient enough in producing successful L2 learners (Ellis and Sheen 2006).

2.2.5 Focus on Form vs. Focus on Meaning

Instruction is an important factor in L2 acquisition (Doughty & Williams, 1998), but researchers (as Krashen and Long) have been keen to investigate whether a certain type of instruction is more effective than the other.

The SLA researchers has been keen investigating how language input should be presented to the L2 learners in the classroom. Some SLA researchers claimed an approach that includes a focus on the grammatical form of the L2 is best (Schmidt, 1993; Sharwood

Smith, 1993; Van Patten, 1989). On the other hand, other SLA researchers contested that there is no place for a focus on grammar in the SLA classroom, but rather it is a meaningful communication that should be focused on (Krashen 1982, 1985). The debate of either focusing on linguistic elements or the message being conveyed in SLA classroom has recently been discussed as focus on form vs. focus on meaning. A focus on meaning excludes attention to the formal elements of the language (Doughty and Williams, 1999). Thus, a focus on form refers to drawing learners' attention to linguistic elements during a communicative activity (Long, 1991, p.46). Focus on meaning, on the other hand, is concerned with getting the L2 learner to the comprehension of the message being transmitted.

2.2.6 Effective Focus on Form vs. Effective Focus on Meaning

L2 instruction has not yet determined whether inductive or deductive, explicit or implicit, focus on form or focus on meaning is more effective. Explicit instruction can be defined as an explicit focus on form in the classroom, that is to say that usually, grammatical rules are explained. These can be explained inductively (examples help discover the rule) or deductively (rule is given and then examples to illustrate the rule). Implicit L2 instruction can be defined as focus on meaning rather than form. Attention is put on communication and learner attention is put on communication and learners acquire the language system naturally and unconsciously.

Ever since one has known that instruction is an important factor in L2 acquisition (Doughty & Williams, 1998). Each new theoretical insight on language learning inspired a new approach or method to teach languages.

In the behaviourist approaches to second language development that were popular in the middle of the twentieth century, the assumption was that repetition and habit formation were essential to learning languages.

Learning processes took place through imitation of input, and grammatical rules were intensively practiced and repeated. Even though we cannot deny that these methods had some effect on learning a second language, translation and audio-lingual methods were replaced, mainly because the methods did not enable students to communicate in the second language.

Therefore, at the end of the twentieth century the Communicative Approach or Communicative Language Teaching became popular in the field of language learning. At about that time, teachers and researchers in Canada started putting effort in designing effective L2 teaching methods and started implementing immersion programmes using the L2 as instruction medium in the classrooms based on Communicative Learning Theory (CLT). The underlying assumption of CLT is that language is a social activity and that learners should be able to communicate in the target language. The message is more important than the form and the role of interaction is stressed. In sum, CLT is the consequence of an evolution towards the acknowledgment of the importance of input within language development theories and an increasing need to be able to communicate in the L2.

Mixed results have been found concerning the potential benefits of focus on form or focus on meaning on linguistic proficiency. According to Long (2000), focus on meaning methods are not sufficient to reach a native-like level in an L2. Studies (Harley & Swain, 1984; Genesee, 1987) have shown that focus on meaning instruction is effective on general language proficiency skills such as fluency but that learners continuously show weaknesses in grammar. This is surprising as many researchers would argue that language learning relies especially on input and frequency of occurrence of structures (cf. Boyd & Goldberg, 2009; Ellis & Collins, 2009), which would favour high input, implicitly taught FM methods such as the method investigated by Verspoor & Winitz (1997). Their study was on the effect of an input-only method on English receptive vocabulary, grammar and reading comprehension

and ended with the conclusion that such kind of instruction is sufficient to improve these skills.

According to (Schwartz, 1993; Krashen, 1994; Ellis, 2005), in order to have a fair image of effectiveness of second language instruction, implicit knowledge should be at least equally instrumented as explicit knowledge. So, the effectiveness of FF or FM will be affirmed through being able to talk fluently.

Conclusion

Meaning focused approach is an approach to language teaching and learning in which there is no place for grammar form in the SLA classroom but meaningful communication should be emphasized. In contrast, focus on form is an approach which appears as a reaction to the previous one to language teaching and learning in which student's attention is drawn to the linguistic elements. This approach has many supporters claiming that it is the best approach to language teaching. To investigate which one of the two approaches; focus on form or focus on meaning affects the quality of English oral proficiency, the following chapter will deal with the methodology to be used for the investigation of the topic, data collection, data analysis and interpretation.

Chapter Three: Research Methodology and Data Analyses and Interpretation

Introduction **53**

3.1 Section One: The Research Methodology **53**

 3.1.1 Research Method 53

 3.1.2 The population and Sampling 53

 3.1.2.1 Population..... 53

 3.1.2.2 Sampling..... 54

 3.1.3 Description of the Tools..... 54

 3.1.3.1 Students’ Questionnaire 54

 3.1.3.2 Checklist..... 56

 3.1.3.2.1 Description of the Classroom Observation Checklist..... 56

 3.1.3.2.2 The purpose of classroom observation 56

 3.1.3.3 Interview..... 56

 3.1.3.3.1 . Description of the Interview 57

3.2 Section Two: Data Analyses and Interpretation **58**

 3.2.1 Analysis of Students’ Questionnaires 58

 3.2.2 Analysis of Students’ Interview 89

Conclusion..... **95**

3.2.3 Limitation of the Study **95**

3.2.4 Recommendations for Further Research **96**

Introduction

The present chapter aims to collect data about the effectiveness of focus on form and /or meaning on the quality of oral presentation. To achieve that, an investigation on how students of Master one at Jijel University consider the effectiveness of focus on form and/ or meaning on achieving better results in their communicative proficiency level. In order to conduct the investigation to answer the research question and confirm or deny the hypothesis, data were collected from a students' questionnaire, a short interview, and a checklist. The major tool of collecting data was the checklist addressed to the 1st year Master students at Jijel University. Students' interview was used in order to see whether students have focused on form or on meaning during their presentations. In addition, we have used a students' questionnaire in order to collect more information and to confirm the results of the interview.

3.1 Section One: The Research Methodology

3.1.1 Research Method

The choice of the method has been determined by the nature of the study. This work adapts the descriptive method because it can determine the fact about the actual situation, i.e., whether students should focus on form or meaning during their oral presentations.

3.1.2 The population and Sampling

3.1.2.1 Population

Polit (2001) defined population as “The entire aggregation of cases that meet a specified set of criteria” (p. 233). As this study concerns the effectiveness of focusing on form and/or meaning on the quality of oral presentation, the population of this study was

first year Master students of English, at the University of Jijel. The reason behind choosing to work with first year Master students is that the fact that normally those students are able to deliver good oral presentations because they have been presenting since their first year.

3.1.2.2 Sampling

Polit (2001, p. 234) stated that:

Sampling involves selecting a group of people, events, and behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects... selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible the entire population. This decision has a major impact on the meaning and generalisability of findings.

From a population of about 120 students, this study dealt with forty 40 EFL students selected randomly to be the sample.

3.1.3 Description of the Tools

The tools that are used to conduct this research are a students' questionnaire, a checklist and an interview.

3.1.3.1 Students' Questionnaire

The questionnaire is considered one of the most essential tools of data collection in foreign language research. Besides, it involves a set of questions which vary between open, close, and multiple choice questions. According to Richards (2005):

Questionnaires are one of the most common used instruments.

They are relatively easy to prepare, they can be used with large numbers

of subjects, and they obtain information that is relatively easy to tabulate and analyze (p.60).

In the present research, the questionnaire was devoted to Master one English students in the department of English at Mohammed Seddik Ben Yahia university of Jijel. In order to gather valuable information for the study, the study was done with a representative sample randomly selected from the population. The questionnaire has been distributed to forty participants; students were asked to answer the questions honestly because their answers will be anonymous and will be used only for the purpose of the research. All students answered the questionnaire at time and all the copies have been collected back.

The questionnaire is made up of sixteen (16) questions divided into three (03) sections as follows:

Section One: It is about speaking. It contains four questions (from Q1 to Q4). The aim of this section is to get an idea whether speaking is the skill needed to be improved, how they evaluate their speaking skill, whether they have difficulties in speaking; what type of it and what happens when they come to speak.

Section Two: It is about oral presentation and students presentations. It contains seven questions (from Q1 to Q7). This section seeks information about oral presentation. It is to know students' attitudes toward oral presentations. It starts with questions about oral presentations; whether oral presentations help to enhance the students' speaking skill, whether they like oral presentations, and whether they fix their eyes on their audience. After that, students were asked about types of sentences that they use during their presentations, i.e., simple, long or complex sentences. In the next question, we asked them whether they

interact with their audience and use examples from their real world life to explain their ideas. Finally, they were asked whether they feel at ease in their oral presentation and why.

Section Three: This section is about focus on form vs. focus on meaning. It contains five questions (from the Q1 to Q7). This part is devoted to see whether students focus on form, focus on meaning or both. It investigates whether students pay attention to the errors that they make during their oral presentation, what type of errors, do they go back and correct them and why. Also, the students were asked whether they use fillers and why they do so.

3.1.3.2 Checklist

3.1.3.2.1 Description of the Classroom Observation Checklist

In order to carry out this research work, a classroom observation is specifically carried to achieve the main aim of this study. The observational checklist focus on investigating EFL student's focus during their oral presentations; if they focus on form; attention was put on grammar rules and linguistic forms, or they focus on meaning, attention is put on communication and comprehension. The observational checklist have a sight of the teacher, sights of the observers and sight of the peers, and a final sight of the presenter himself. That is to say, the presenters were observed by researchers, the teacher, peers and presenters themselves.

3.1.3.2.2 The purpose of classroom observation

The data collected in the classroom observation was through a check-list. The reasons and the purposes behind the choice of classroom observation as a tool of this research are: to investigate the student's focus in their oral presentation; also, to give clear insights about what happening in EFL student's oral presentations, it is a useful tool that allows observing different behaviours, to note and describe the inside picture of learning through oral presentations.

3.1.3.3 Interview

- **Interview's Definition**

An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or through the telephone. The internet is also emerging as a tool for interviewing.

According to Schostak (2006, p54) an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. Accumulating such meanings can be done in various ways, of which one-on-one interviews are the most common. Besides one-on-one interviews, focus groups interviewing is also popular (Marshall & Rossman, 2006).

The interview is another form of the data gathering tools which supports our check lists. It has been done to consolidate the data and to collect additional information that serves our study for testing the hypothesis. Interviews were conducted with eleven Master one English students at the department of English at Jijel University. After their oral presentations, this interview was made and it was recorded.

3.1.3.3.1 . Description of the Interview

Students' interview was conducted to explore students' focus during their oral presentation; whether they focused on form, attention is put on grammar rules and linguistic forms, or they focused on meaning, attention is put on communication, comprehension, and clarity of the topic. This interview helps to answer or to test the hypothesis. The following questions have been used during this interview:

01-When you were presenting what was your main objective; to make your audience understand what you were talking about or to make a well-structured presentation?

02-Did you pay attention to avoid making mistakes or not?

03-When you were in front of your audience, did you make mistakes? What type of mistakes?

04-Did you go back and correct your mistakes or errors during your presentation or you just ignore them?

3.2 Section Two: Data Analyses and Interpretation

3.2.1 Analysis of Students' Questionnaires

Section One: Speaking

Item 01: Which of the following skills are you still in need to develop at your level?

Table 1

Emphasis in Learning the Skills

	Speaking	listening	reading	writing	T
F	25	3	4	8	40
%	62,5	7,5	10	20	100

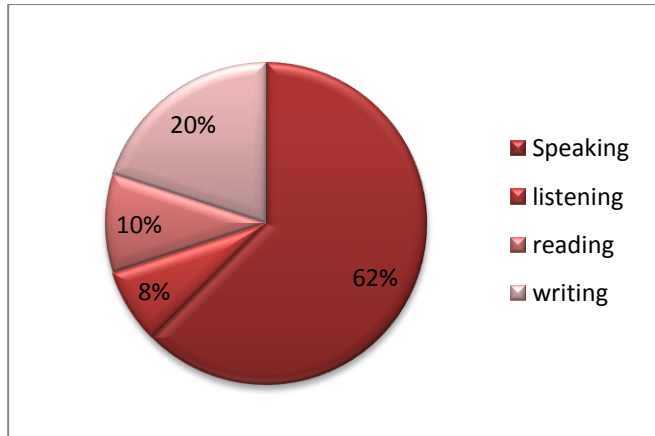


Figure 1: Emphasis in learning the skills

As it is shown in the table above, it is noticed that the 25 of our correspondents who represents the highest rate 62,5% need to develop their speaking skill, three correspondents who represent rate 7,5% choose listening , 4 of them who represent rate 10% choose reading and eight correspondents who represent 20% choose writing.

Item02: Speaking English is

Table 2

Speaking English

	Very easy	easy	Very difficult	difficult	T
F	3	26	2	9	40
%	7,5	65	5	22,5	100

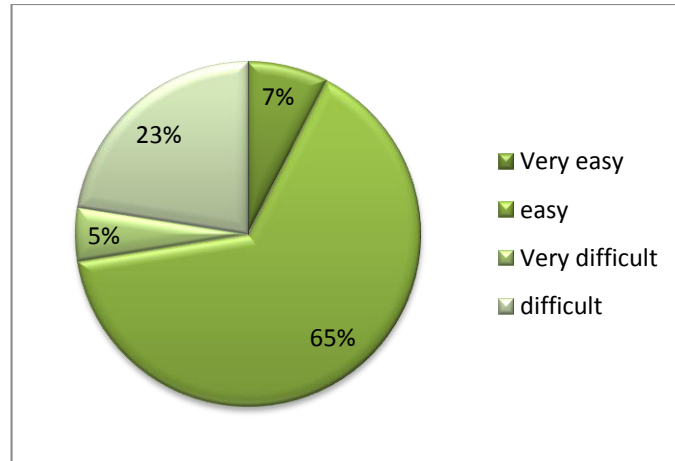


Figure 2: Speaking English

From the data in the table above, 26 of our correspondents who represent the highest rate 65% claimed that speaking English is an easy skill. However, 22, 5% of students said that English is a difficult skill. Also, 7% of them said that speaking English is a very difficult skill and 5% of them said that it is a difficult skill.

Item03: Do you have difficulties in speaking?

Table 3

Difficulties in Speaking

	Yes	no	T
F	23	17	40
%	57,5	42,5	100

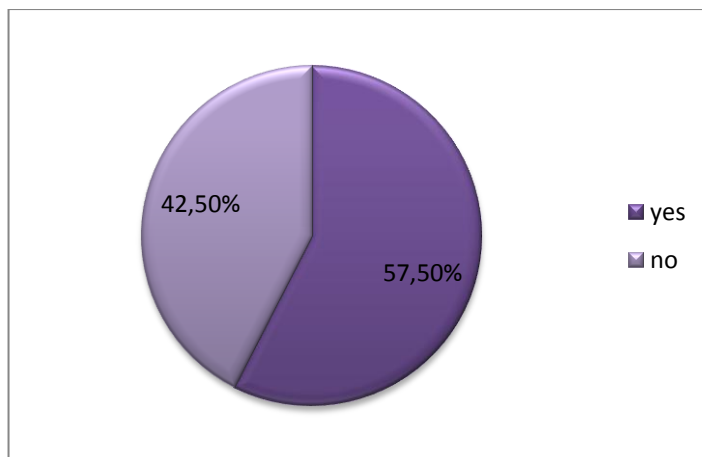


Figure 3: Difficulties in speaking

According to the table and figure above, more than half of the students (57, 5%) said that they have difficulties in their speaking. Meanwhile, 17 students or 42, 5% consider themselves having no difficulties in their speaking skill.

Explanation

Students justify their answers as the following:

- ✓ Insufficient linguistics competence; making grammatical errors.
- ✓ The actual pronunciation of words.
- ✓ Lack of vocabulary.
- ✓ Language interference.
- ✓ Difficulties to express ideas smoothly.
- ✓ Psychological factors such as stress, hesitation, lack of self-confidence and fear to present in front of public.
- ✓ Problem on focusing on what I am about to say rather than speak spontaneously.

Item04: When you are asked to speak in classroom, you:

Table 4

Students 'Speaking in Classroom

	Speak without any problem	Give short answers to avoid speaking	hesitate	Get embarrassed	T
F	17	11	11	1	40
%	42,5	27,5	27,5	2,5	100

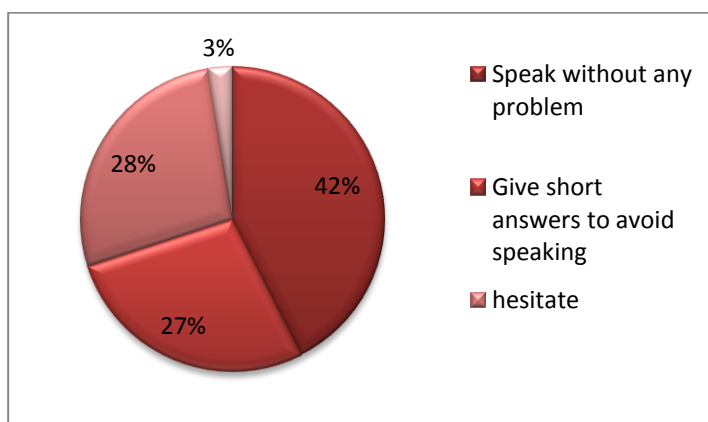


Figure 4: Students ‘speaking in classroom

The table above shows that 17 of our correspondents who represent the highest rate 42, 5% said that they speak without any problem. While the rest correspondents 27, 5% stated that giving short answers to avoid speaking in classroom. Others who represent also 27, 5% said that they hesitate when they come to speak in class. Finally, 2, 5% claimed that they get embarrassed.

Section Two: Oral Presentation

Item01: Do you think that an oral presentation as a task helps to enhance your speaking skill?

Table 5

The Use of Oral Presentation to Enhance Students' Speaking skill

	yes	no	T
F	38	2	40
%	95	5	100

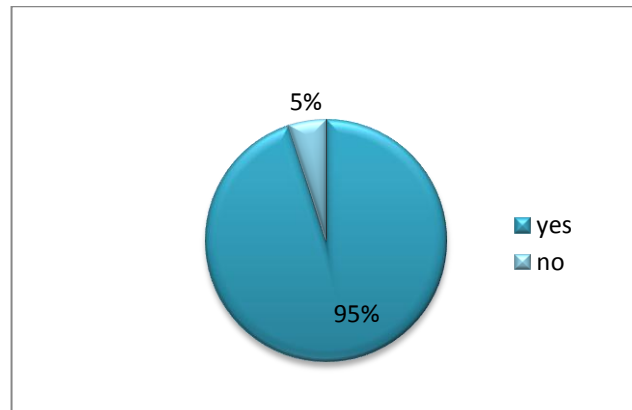


Figure 5: The students' perception about the oral presentation

As reported by students in the table and figure above, majority of them 95% stated that oral presentation as a task helps to enhance their speaking skill. Only 5% of our correspondents said no.

Item02: Do you like oral presentations?

Table 6 : Students 'Attitudes towards Oral Presentation

	Yes	no	T
F	29	11	40
%	72,5	27,5	100

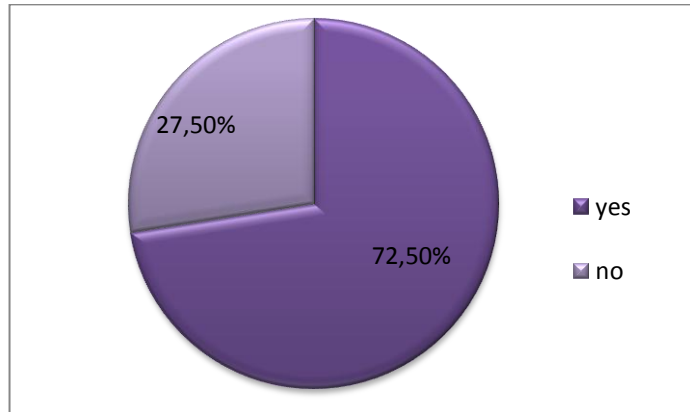


Figure 6: Students ‘attitudes toward oral presentation

The data, in both table and figure above, show that 72, 5% said that they like oral presentation. While 27, 5% said no.

Item03: Do you fix your eyes on your audience visual scope?

Table 7

Eye Contact

	yes	no	T
F	29	11	40
%	72,5	27,5	100

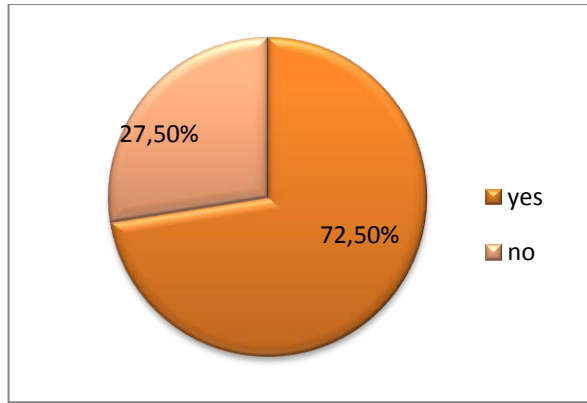


Figure 7: Eye contact

According to the table and figure above, a high percentage of students' percentage 72, 5% responded that they fix their eyes on their audience during their presentation. Only 27, 5% said no.

Item04: What type of sentences do you use during your presentation simple or long and complex sentences?

Table 8

Type of Sentences

	simple	Long and complex	both	T
F	28	3	9	40
%	70	7,5	22,5	100

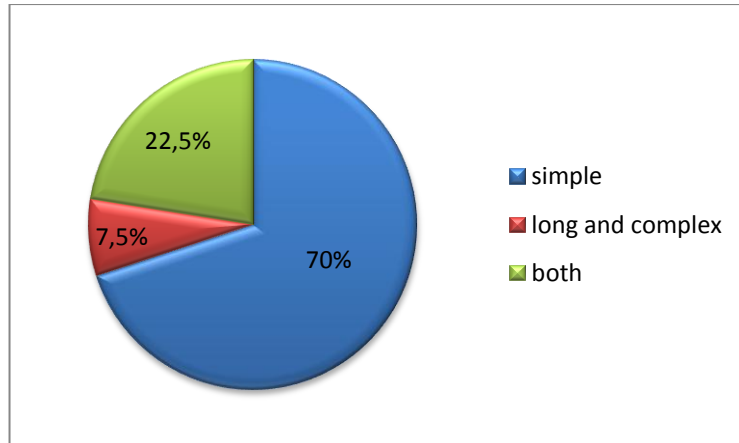


Figure 8: Type of sentences

From this table, it is noticed that the majority of our participants use simple sentences during their presentation 70% of them, while 7, 5% of our participants use long and complex ones. Also, 9 correspondents who represent rate 22, 5% claim that they use both types.

Item05: Do you interact with your audience?

Table 9

Interaction with Audience

	Yes	no	T
F	38	2	40
%	95	5	100

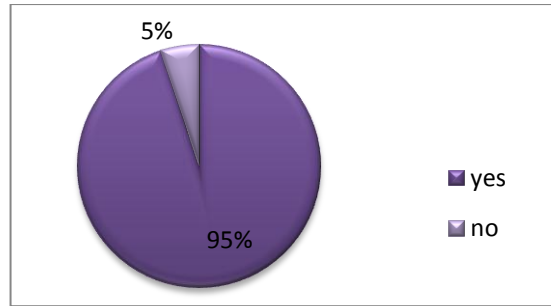


Figure 9: Interaction with audience

In this table, most of the students (95%), mainly 38 claimed that they interact with their audience during their oral presentation. Only few of our participants claim that they do not interact within their audience.

Item05: When you present, do you use examples from real world life to explain your ideas?

Table 10

Students Explanation of Ideas

	yes	no	T
F	36	4	40
%	90	10	100

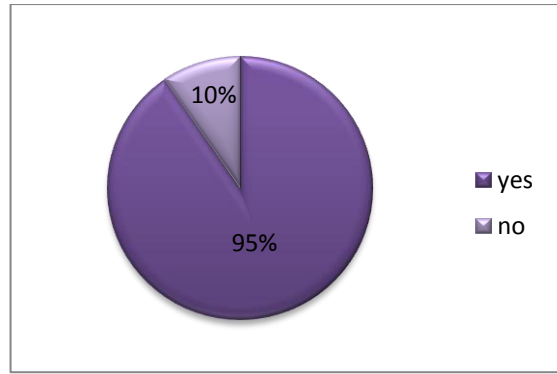


Figure 10: Students explanation of ideas

As the table and figure above show, the majority of our participants 90% stated that they use examples from their real world life to explain their ideas, while only 10% of them said no.

Item07: In your Oral Presentation, do you feel at ease?

Table 11

Students Confidence in Doing an Oral Presentation

	yes	no	T
F	21	19	40
%	52,5	47,5	100

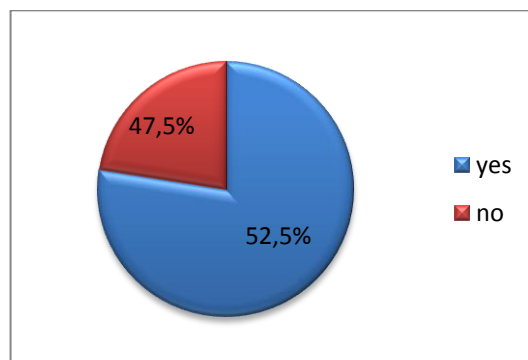


Figure 11: Students confidence in doing an oral presentation

As the table above show, more than half students responded that they feel at ease when they present about 52, 5% of our correspondents said yes. Unlike other participants who represent rate 47, 5% had no answer.

Explanation of no answer

Table 12

Explanation of No Answers

	Fear of making mistakes	Inability to express ideas	Not well prepared	T
F	11	6	2	19
%	57,89	31,57	10,52	100

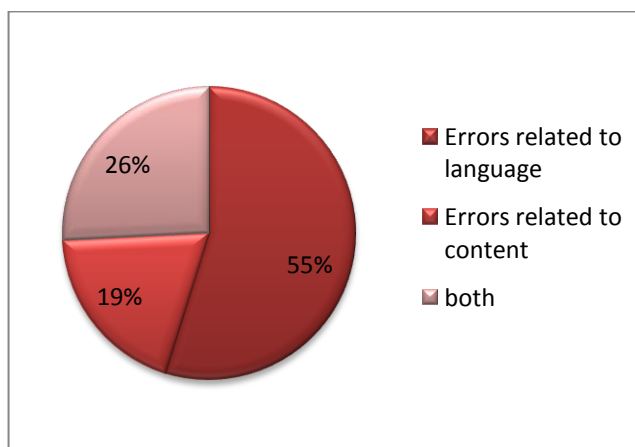


Figure 12: Explanation of no answer

According to the data above, students who said that they do not feel at ease when they present, justify their answers 58% of them stated that because of fear of making mistakes. Some of them who represent rate 32% claimed that it refers to inability to express ideas and only 10% said that they are not well- prepared.

Section Three: focus on form vs. focus on meaning

Item01: During your oral presentation, do you pay attention to your errors?

Table 13

Students' Attention to Errors

	Yes	No	T
F	31	9	40
%	77,5	22,5	100

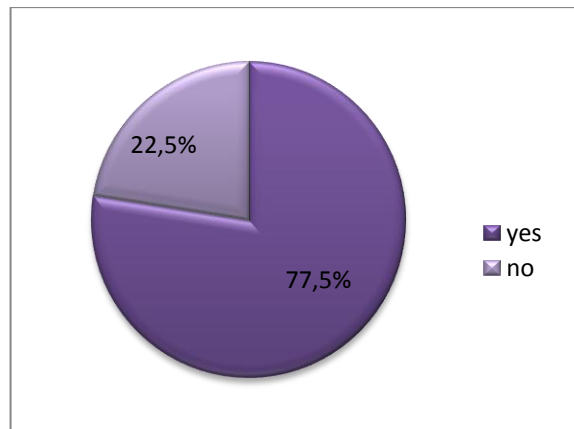


Figure 13: Students' attention to errors

According to the data, in both table13 and figure 13 above, a high percentage of students' percentage 77, 5% responded that they pay attention to their errors during their presentation and only 9 participants who represent rate 22, 5% responded no.

Explanation of yes answers

Table 14

Students' Attention to the Types of Errors

	Errors related to language	Errors related to content	both	T
F	17	6	8	31
%	54,83	19,35	25,8	100

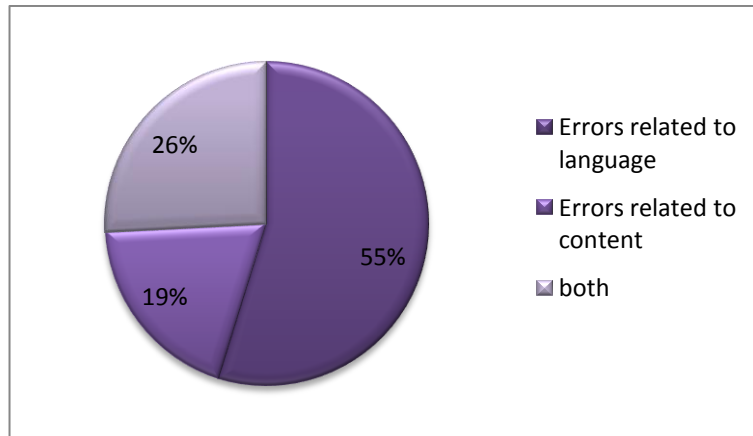


Figure 14: Students’ attention to the types of errors

According to the table above, the highest rate represents (55%) is of 17 students who stated that they make errors related to language. Also, some of them who represent rate 19% claimed that they make errors related to content and correspondents who represent 26% claimed that they make both.

Item02: Do you go back and correct your errors did you make to language?

Table 15

Students’ Correction of their Errors

	Yes	No	T
F	31	9	40
%	77,5	22,5	100

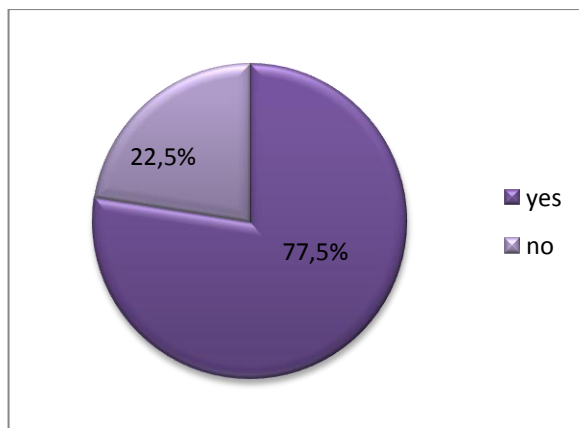


Figure 15: Students' correction of their errors.

The result as we show in the table above describe as follows:

(77, 5%) is the highest percentage obtained by students who said that they go back and correct their errors. (22, 5%) opted that they do not correct their errors.

Justification

To begin with, most students said that they go back and correct their errors that represent rate (77, 5%). For those students, they explained their choice arguing that they correct these errors to avoid them in their future presentations. Some of them argued that it is a sign that they are aware about the correct form as well as linguistic knowledge about the language. In addition, three of our participants claimed that as being English learners they must correct them and to get the correct form of words and sentences. Also, three others of our participants justified their answers just to avoid getting remarks on errors they made. The results obtained denote that (9) students stated that they do not go back and correct their errors. Three of our respondents justified their answers that they realize that they made them later. Others said if they correct them they may be interrupted and may lose their coming ideas. One of our correspondents said that he is not interested in such presentation and nine of them did not explain their answers.

Item03: Do you go back and correct your errors that are related to content?

Table 16

Students' Correction of Errors

	Yes	No	T
F	25	15	40
%	62,5	37,5	100

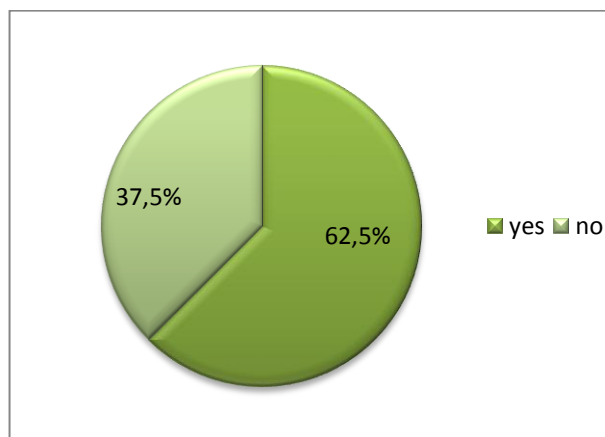


Figure 16: Students' correction of errors.

According to the table and the graph above show that 25 of our participants who represents rate 62, 5% claimed that they go back and correct their errors that are related to content.37,5% opted that they do not correct them.

Explanation of students' responses

25 students from 40 said "yes", we go back and correct our errors that are related to content" (i.e.62.5%) explain their choice. They think that it is of crucial importance so that their explanation will be relevant and this helps them to use words appropriately in their coming presentations. They claimed that if they do not correct their errors the whole will be missed up. Besides that they opted that content is the most important part in their

presentations which keep their context correct and on touch. It is of crucial importance and others have to understand you to interact with you. Some of them justified their answers that they should deliver a clear idea.

The rest of students whose answers was no who represents rate 37.5% justified their answers. Those students claimed that they do not correct their errors because they focused more on form rather than content. In addition, some of them said that "we may lose our coming ideas" and others said "because we try to be as spontaneous as possible".

Item04: When you present in front of your audience; do you use fillers?

Table 17

The Use of the fillers

	Yes	No	T
F	27	13	40
%	67,5	32,5	100

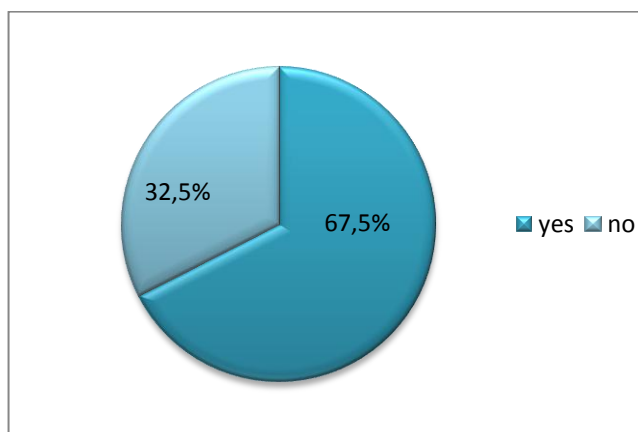


Figure 17: The use of fillers

According to the table above, the highest percentage (67.5%) said that they use the hesitation term during their presentation, While 13 of our participants who represents rate 32.5% said no.

Students Explanation

Table 18

Students' Justification of the use of fillers

	Because you want to correct an error that is related to language	Because you want to clarify an idea	Because what you have said looks irrelevant and not in its context	Because you need to remember what you have forgotten	T
F	4	9	0	14	27
%	14,81	33,33	0	51,85	100

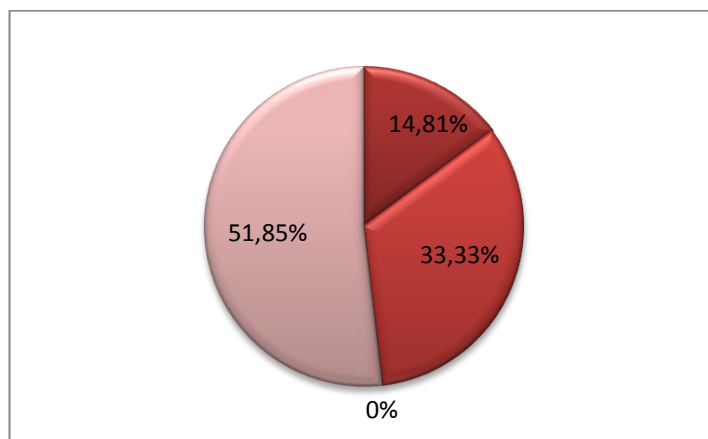


Figure 18: Students' justification of using fillers.

An examination from the table above shows that 27 from our participants answered yes; they use the hesitation term when they present. Four from those students who said yes explained their answer because this helps them to correct an error that is related to language.

Others who represent rate 33.33% claimed that they want to clarify an idea. The highest percentage (51.85%) opted that because they need to remember what they have forgotten.

Item05: What is your main focus while you are presenting?

Table 19

Students' Focus during their Oral Presentation

	Clarity and understanding of your topic to your audience	The structure of your sentences and words order	Avoid making errors	T
F	24	5	11	40
%	60	12,5	27,5	100

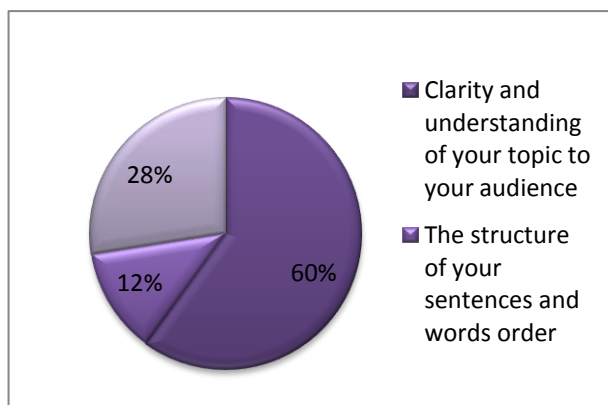


Figure 19: Students' focus during their oral presentation

According to the table above it is seen that the majority of students who represent rate 60% claimed that their focus during their oral presentations is mainly on the clarity and understanding of their topic to their audience, while 27.5 % from our correspondents opted that their own focus is to avoid making errors during their presentation. Others said that focus is on the structure of sentences and words order that represent rate 12%.

General Discussion of the Students' Questionnaire

The students' questionnaire shows that (58, 12%) of the students focused on form during their oral presentation in which their attention was up on the correctness of the linguistic elements. They concentrated on being accurate rather than being fluent during discussing their topics. They became more aware about their errors; grammar errors, pronunciation, lack of vocabulary and so on. This is due to the fact that students focused on form and ignored the meaning. When students' focus was on meaning, the form was neglected which indicates lack of accuracy in the students' oral presentations. While, when their attention was on form; meaning being ignored. To sum up, focus on both form and meaning led to English proficiency. This confirms our hypothesis upon which this work is based, that focus on both form and meaning leads to English proficiency.

3.2.2. Analyses of Check-list

To analyze this checklist a scale has been made to evaluate students' oral presentations. The criteria have been given in the checklist from 5 to 1 i.e. (from excellent to not good at all).

Presenter One

Table 20

Evaluation of Student One Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	4	3	4	4	4
Content	4	5	5	5	5
Confidence	4	3	3	4	4
Speech	4	4	3	4	4

From the teacher, peers, observers and the presenter himself observation, it is noticed that this student first had a good organization of his oral presentation, and his pronunciation and articulation were clear. Second, he had an excellent explanation of the topic in which he was in control of the subject matter by using examples to explain complex information. Finally, the later had a good self-confidence; he used appropriate language and he looked relaxed and confident.

Presenter Two

Table 21

Evaluation of Student Two Oral Presentation

ts	Aspec nter	Prese er	Teach	Peers vers	Obser ge	Avera
ization	Organ	4	3	4	4	4
nt	Conte	4	2	3	3	3
dence	Confi	4	3	3	3	3
h	Speec	4	4	3	4	4

According to the teacher, peers, observers and the presenter himself, it is noticed that: First, the organization of the oral presentation was good, and the presenter had a good self-confidence. Second, He was fair in transmitting the message to the audience; the explanation of the topic was fair because he did not cover what he intended to cover. Finally, his pronunciation and articulation were good.

Presenter Three

Table 22

Evaluation of Student Three Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	1	1	1	2	1
Content	3	4	4	4	4
Confidence	2	2	2	2	2
Speech	3	3	4	3	3

According to the Teacher, peers, observers and the presenter himself we observed that: First, student’s organization of his oral presentation was not good at all and his pronunciation was fair. Second, he presented with the lack of his self-confidence; no eye contact and he looked very disturbed. Finally, the later had a good explanation of the topic; he covered what he intended to cover.

Presenter Four

Table 23

Evaluation of Student Four Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	2	2	2	2	2
Content	3	4	4	4	4
Confidence	3	3	3	3	3
Speech	3	2	3	3	3

From the teacher, peers, observers, and the presenter opinion we notice that:

First, the presenter was in control of the subject matter; he explained well the topic to the audience with the explanation of complex sentences by using examples to illustrate. Second, his organization of the oral presentation was lacking; he did not explain and discuss the main points and ideas, and he did not state clearly the structure and scope of the talk. Finally, this student had a fair pronunciation and fair self-confidence.

Presenter Five

Table 24

Evaluation of Student Five Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	4	5	5	5	5
Content	3	2	2	2	2
Confidence	3	3	3	3	3
Speech	5	4	5	5	5

According to the teacher, peers, observers, and the presenter himself we notice that:

First, this student made an excellent and well-structured presentation; he stated clearly the structure and the scope of the talk, he explained and discussed the main points and ideas and summed up main points in conclusion. He had also an excellent pronunciation; rate was neither too fast nor was too slow, intonation and volume appropriate. Second, this presenter was fair in making the audience understand what he was talking about. Finally, he had a fair self-confidence.

Presenter six**Table 25***Evaluation of Student Six Oral Presentation*

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	2	2	3	2	2
Content	5	4	5	5	5
Confidence	4	3	4	4	4
Speech	1	1	1	1	1

From the teacher, peers, observers, and the presenter observations we notice that:

This student first was excellent in explaining the topic to the audience; he made them clearly understand his topic by using a good explanation to his main points and ideas with the help of some illustrated examples. Second, he was confident and he looked relaxed. Then, the organization of his oral presentation was done with the lack of the clear statement of the structure and the scope of the talk; he did not explain the main points and ideas and did not sum up with a conclusion to the main ideas of his topic. Finally, he had a very bad pronunciation; he missed pronounced some words, the rate was too fast, the volume and intonation were not appropriate.

Presenter Seven**Table 26***Evaluation of Student Seven Oral Presentation*

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	1	1	1	1	1
Content	4	5	5	5	5
Confidence	4	4	4	3	4
Speech	1	1	1	1	1

According to the teacher, peers, observers, and the presenter himself we notice that this student first had an excellent explanation of the content; he was in control of the subject matter, he introduced interesting terms and concepts, he explained complex information by using examples to illustrate, and he covered what he intended to cover. Second, he looked relaxed and confident; he used the appropriate language and established good eye contact. Then, this student had a very bad organization of the oral presentation; he did not state clearly the structure of the talk, he did not explain and discuss the main ideas and points, and did not sum up with a conclusion to the main points of his topic. Finally, his pronunciation was not good at all, his talk was not clear, the rate was too slow and the volume was not appropriate.

Presenter Eight

Table 27

Evaluation of Student Eight Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	5	5	5	5	5
Content	1	1	1	1	1
Confidence	2	3	3	3	3
Speech	4	5	5	5	5

According to the teacher, peers, observers, and the presenter himself we notice that this presenter first had an excellent organization of his oral presentation; he clearly stated the structure of the talk and explained the main points of his presentation, he summed up with a short and clear conclusion to the main ideas of his topic. Second, he had a very bad explanation of the content of his presentation; he did not cover what he intended to cover, he did not explain the complex information; and he did not use examples to illustrate. Then, this presenter had a fair self-confidence; he did not establish good eye contact, he did not use appropriate language, and he did not look confident and relaxed. Finally, his pronunciation was excellent; he pronounced well words with a varied intonation and appropriate volume, and his rate was neither too fast nor too slow.

Presenter Nine

Table 27

Evaluation of Student Nine Oral Presentation

Aspects	Presenter	Teacher	Peers	Observer	Average
Organization	4	4	5	4	4
Content	5	5	5	5	5
Confidence	4	4	3	4	4
Speech	4	4	4	4	4

According to the teacher, peers, observers, and the presenter himself we notice that:

First, this presenter was excellent in transmitting the message to the audience; he made the audience understand what he was talking about by using simple words, good explanations of some complex information, and he helped himself with the use of some illustrated examples. Second, he had a good organization of the oral presentation; he stated clearly the structure, he discussed the main points of his topic, and he summed up main points in conclusion. Then, this student had a good self-confidence. Finally, his pronunciation was good; he pronounced with varied intonation and appropriate volume, and the rate was neither too fast nor too slow.

Presenter Ten

Table 28

Evaluation of Student Ten Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	3	2	3	3	3
Content	3	4	4	4	4
Confidence	4	4	4	4	4
Speech	2	2	2	2	2

From the teacher, peers, observers, and the presenter observations we notice that:

First, the organization of the oral presentation was fair; this presenter did not state clearly the structure and scope of the talk, he did not explain and discuss the main points and ideas, and at the end he did not sum up main points in conclusion. Second, this student had a good explanation of the content of his presentation; he was in control of subject matter and he covered what he intended to cover. Then, he had a lacking pronunciation; he missed pronouncing some words and the volume and intonation were not appropriate. Finally, this presenter had a good self-confidence; he used appropriate language, he was aware of the audience response and established good eye contact.

Presenter Eleven

Table 29

Evaluation of Student Eleven Oral Presentation

Aspects	Presenter	Teacher	Peers	Observers	Average
Organization	3	4	4	4	4
Content	3	2	2	2	2
Confidence	3		3	3	3
Speech	4	5	5	5	5

According to the teacher, peers, observers, and the presenter himself we notice that:

First, the student’s organization of his oral presentation was good; he started with a good explanation of the topic, and he discussed the main points and ideas. Second, he was a fair in transmitting the message to the audience, and he could not make them understand what he was talking about. Then, he looked relaxed and confident. Finally, this student had an excellent pronunciation; he pronounced very well, the rate was neither too fast nor too slow, the intonation and volume were appropriate.

General Discussion of the Result

Table 30

The Final Evaluation of Students’ Checklist

Students	Focus	organization	content	speech
One	Both M and F	Good	Excellent	Good
Two	Form	Good	Fair	Good
Three	Meaning	Not good at all	Good	Fair
Four	Meaning	Lacking	Good	Fair
Five	Form	Excellent	Lacking	Excellent

Six	Meaning	Lacking	Excellent	Not good at all
Seven	Meaning	Not good at all	Excellent	Not good at all
Eight	Form	Excellent	Not good at all	excellent
Nine	Both M and F	Good	Excellent	Good
Ten	Meaning	Fair	Good	Not good at all
Eleven	Form	good	Not good at all	excellent

The results, as we show in the table above are described as follows:

First, students who focused on meaning had a good or an excellent explanation of the content, but they had on the other hand fair, or lacking, or not good at all organization of the oral presentation. And fair, or not good at all speech; pronunciation was bad. Second, students who focused on form had a good or an excellent organization of the oral presentation and a good or an excellent speech; pronunciation was good. While they had fair, or lacking, or not good at all explanation of the content; they were not in control of the subject matter. Finally, students who focused on both form and meaning they were good, or excellent in organization of the oral presentation, the explanation of the content, and speech.

So, from all students, only students who focused on both meaning and form, student one and nine, had good or excellent oral presentations because they well-structured them, they were in control of the subject matter, and they had a good pronunciation. The rest of students had lacking oral presentations because they focused only on meaning or on form; they ignore some important elements of effective oral presentation and this is why they were criticized by the audience.

3.2.2 Analysis of Students' Interview

Question One: when you were presenting what was your main objective; to make your audience understand what you were talking about or to make a well- structured presentation?

Interviewee One: the goal of my presentation was on both meaning and form; I focused on the organization of my presentation and I focused also on the clarity of my topic.

Interviewee Two: my focus was on the pronunciation, and avoided making grammar mistakes.

Interviewee Three: I focused on the clarity of my topic and giving much information about it in order to make my audience understand what I was talking about.

Interviewee Four: my focus was on remembering all the information that has a relation to my topic. I focused on giving my audiences much information in order to make them understand what I was talking about. For me the clarity of the topic is very important for any presentation.

Interviewee Five: In fact, I didn't focus on the clarity of my topic. My attention was put on avoiding both grammatical mistakes and pronunciation mistakes.

Interviewee Six: I was focusing more on meaning in order to make a good transmission of the message to my audience. I have used simple and clear sentences in order to make my topic more comprehensible for my classmates and my teacher too.

Interviewee Seven: I focus on making my topic clear and I did not give any important to the form. My main objective based on meaning.

Interviewee Eight: I did not give any important to the clarity of my topic. I focused more on avoiding mistakes.

Interviewee Nine: My focus was on both meaning and form. I think that making my audience understand the topic is an important point as making a well- structured presentation without mistakes.

Interviewee Ten: I focused on being comprehensible for my audience and also I did not try to avoid making mistakes during my presentation.

Interviewee Eleven: My focus was on avoiding mistakes only, I did not give meaning any important because the topic is simple and clear.

From the students' replies, we deduce that some students focused on meaning; student three, four, six, seven, and ten. While, student two, five, eight, and eleven were focusing on form. On the other hand, student one and nine were focusing on both form and meaning. So, it depends on the students; some of them said that they give an importance to meaning and ignore the form and others focus on form and ignore meaning, and only two students, student one and nine, make equivalence between form and meaning.

Question two: did you pay attention to avoid making mistakes or not?

Interviewee One: yes, I did. I put my focus on being accurate.

Interviewee Two: yes, of course. I tried to produce correct and well-structured sentences.

Interviewee Three: no, I did not.

Interviewee Four: no, I just focus on meaning and clarity of my topic.

Interviewee Five: yes, in my opinion avoiding mistakes in any presentation helps to be comprehensible to the audience.

Interviewee Six: no, I did not focus on the form.

Interviewee Seven: no, I just wanted to make my audience understand.

Interviewee Eight: yes, I did.

Interviewee Nine: yes, of course.

Interviewee Ten: no, I did not because I think that meaning is more important.

Interviewee Eleven: yes, I gave an importance to the form and I focus more on being correct.

According to student's answers, it can be said that student two, five, eight, and eleven, they answered by saying that they tried to avoid making mistakes and being grammatically correct. While student three, four, six, seven, and ten, said that they were focusing on meaning only. Students who focused on both meaning and form, student one and nine, on the other hand said that they tried to avoid making mistakes. So, students who focused on form and those who focus on both form and meaning tried to avoid making mistakes in order to be correct. While, students who focused on meaning ignored the form, and they did not put their attention to the mistakes they made.

Question Three: When you were in front of your audience did you make mistakes? What type of mistakes?

Interviewee One: yes, I did some grammatical mistakes.

Interviewee Two: Yes, I made some pronunciation mistakes and I mixed some verbs.

Interviewee Three: no, I did not.

Interviewee Four: In fact, I did not remember because I was focusing on meaning

Interviewee Five: yes of course no one is perfect. I miss pronounced some words.

Interviewee Six: yes, I did some grammatical mistakes.

Interviewee Seven: no, I did not.

Interviewee Eight: yes without any doubt, we all students and we made mistakes. I miss structured some sentences.

Interviewee Nine: yes, I did some pronunciation mistakes.

Interviewee Ten: yes, I miss conjugate some verbs in the past simple; I used simple present instead of the past simple.

Interviewee Eleven: yes, I did some mistakes in grammar.

According to the students' answers, we find that all the students can make mistakes during the presentation, but students who focused on the form as student two, five, and eight and eleven, and students who focus on both meaning and form, student one and nine, they said their mistakes and what type of mistakes they made. In contrast to students who focused on meaning, some of them said that they did not make mistakes, student three and seven and some of them said that they made some grammatical mistakes, student six and ten. Student four said he did not remember whether he made a mistake or not. So, students who focused on form know well about their mistakes and what type of mistakes they made. While some students who focused on meaning said that they did some grammatical mistakes but for sure they did not give these mistakes any importance. And student four did not remember whether he made mistakes or not because his focus was put on meaning and ignoring the form.

Question Four: Did you go back and correct your mistakes or errors during your presentation or you just ignore them?

Interviewee One: yes, I returned back and correct my mistakes

Interviewee Two: yes, I correct them.

Interviewee Three: no, I just ignore them.

Interviewee Four: no, I did not correct them.

Interviewee Five: yes, I tried to avoid mistakes but when I made them I correct them at the same time.

Interviewee Six: no, I ignore them.

Interviewee Seven: no, I gave the importance to the comprehension of my topic only. I ignore the errors that I made during my presentation.

Interviewee Eight: yes, my focus was on the form, so I tried to correct all the mistakes at the moment of producing them.

Interviewee Nine: yes, I tried to correct them all.

Student Ten: no, I ignore them.

Interviewee Eleven: yes, I did my best to correct them all.

For all the students, student one, two, five, eight, nine, and eleven who corrected their errors and mistakes during their oral presentation. While student three, four, six, seven, and ten did not correct their mistakes. So, the students, who focused on form and those who focused on both meaning and form, corrected their errors because their attention was put on doing a well structured presentation without mistakes. And students who focused more on

meaning, the clarity and comprehension of their topic, they just ignored the mistakes and completed their presentation.

Interview's General Discussion

The table above summarizes the students' focus during their oral presentations.

Table 31

The students' Focus during their Oral Presentations

	Number	%
Focus on form	05	36,36
Focus on meaning	04	45,45
Focus on both F and M	02	18,18
Total	11	100

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

(36, 36%) of students focused on the form of the oral presentation; their main objective is to make a well-structured presentation with no mistakes and errors in both grammar and pronunciation. (45, 45%) is the highest percentage obtained by students who considered themselves focused on meaning; their attention was put on the clarity of the topic and how to make their audience understand what they were talking about. (18, 18) of students stated that they focused on both form and meaning during their performance of the oral presentation.

Conclusion

The attitude questionnaire, checklist and the interview demonstrates that focus on both form and meaning is proved to be the effective way for achieving English proficiency. Almost students' focus during their oral presentation is put either on form or meaning or mostly on form. In short, the result of the study show that the low percentage of focus on both form and meaning confirm our hypotheses that students focus on form and meaning helps them to achieve English proficiency.

3.2.3 Limitation of the Study

In the present study, the results of this research were significant. However, limitations should also be taken into account. It is important to acknowledge the limitations of the study to assist future researchers who plan to use similar methods and ideas. This will also pave the way for extending this study into any future research. These limitations are presented as follows:

- ✓ This study is restricted to only 40 participants in the English Department at Jijel University, while it is preferable to have a larger number of students to validate data.
- ✓ The findings are bound by the time limit for the period in which the study was conducted.
- ✓ Lack of resources.

3.2.4 Recommendations for Further Research

A number of remarks that emerged from the findings of this study are worthy for evaluation and further research. Based on the limitation of the present study, here are some proposed recommendations for future research:

- ✓ It is better to enlarge the number of participants to give the study more significance.
- ✓ It is better to apply an experimental design to carry on this research.
- ✓ Teachers may raise students' attention to both form and meaning by giving them the way they evaluate their presentation.
- ✓ Teachers choose topics that can help their students to make equivalence to both form and meaning.
- ✓ Teachers should select methods that serve his or her students to achieve oral English proficiency.

General conclusion

A great number of EFL learners study English for different purposes. In learning English, some students give more importance to learn the linguistic aspects of the language specially grammar and phonology and neglect speaking which is actually an important passageway in communication, and some others are interested in speaking and ignore the linguistic aspects of the language. In fact, learners' attention should be put on both form; linguistic aspects of the language, and meaning; communication in order to achieve oral proficiency. However, little research has been conducted on both focus on form and focus on meaning instructions in order to investigate the importance of focus on form and focus on meaning and their role in learners' oral proficiency.

The present study has attempted to investigate whether EFL learners' attention is put on meaning, or on form, or both meaning and form during their oral presentations. Moreover, the design of the study was aimed at showing the importance of both meaning and form during students' oral presentations.

In order to answer the major questions of this study and to best deal with this topic of investigation, a review of literature was necessary. Chapter one of the current research work tackles the oral presentation with its types, its importance, its strategies, students' problems during their presentations, oral proficiency and teaching oral presentation. Chapter two deals with focus on form versus focus on meaning which is divided into two sub sections, the first sub section entitled focus on form and the second one focus on meaning.

In the light of the literature review and to achieve the aims of this study, a questionnaire was designed and administered to a randomly selected sample of EFL students. Considering students' questionnaire, forty (40) students out of one-hundred and twenty (120) were given the questionnaire to fill in. Moreover, a classroom observation was also conducted for the purpose of gathering more data. As a part of the classroom

observation procedures, eleven EFL students at Mohammed Seddik Ben Yahia University of Jijel were selected and observed during their oral presentations for a period of five sessions. In addition, in order to support the classroom observation we made an interview with the observed students after their oral presentations and their answers were recorded.

After conducting a detailed analysis of the participants' responses, the results have provided a moderate support for the hypothesis of this study which stated that if EFL learners focus on both form and meaning, they will be proficient in their oral presentation. On the contrary, the present study showed that the majority of students lack the focus on both form and meaning in their oral presentations. Only two students, besides the eleventh observed students, put their attention on both meaning and form during their oral presentations. These two students made effective oral presentations; organization of the oral presentation was excellent; they stated clearly the structure, they discussed the main points of his topic, and they summed up the main points in conclusion. Moreover, they succeed in making the audience understand what they were talking about by using simple words and good explanations of some complex information and helping themselves with the use of some illustrating examples. That is, the two students, who focused on both meaning and form during their oral presentations, achieved oral proficiency and made well structured and well comprehensible oral presentations. Thus, the research hypothesis is confirmed.

References

- Adendroff, R. (1996). The functions of code switching among high school teachers and students in KwaZulu-Natal and implications for teacher education. In K. Bailey and D. Nunan (Eds.), *Voices from the language classroom* (pp. 388-407). Cambridge: Cambridge University Press.
- Al-Hazmi, S. (2003). EFL teacher preparation programs in Saudi Arabia: Trends and challenges. *TESOL Quarterly*, 37 (2), 341-344.
- Annual JALT Pan_SIG conference. Koyoto, Japan. retrieved 9/2/2015, from <http://hosted.jalt.org/pansig/2003/HTML/Brown.htm>
- Al-Hazmi, S. (2003). EFL teacher preparation programs in Saudi Arabia: Trends and challenges. *TESOL Quarterly*, 37 (2), 341-344.
- Baker, A. (2000). *Improve your Communication Skill*. Kogan Page.
- Baker, L., & Emden, J.V. (2004). *Presentation Skill for Students*. Plogrove Macimllan.
- Bernstein, N. (2004, July 29). *Lingua franca? Yes, it's English*. The New York Times. Retrieved July 30, 2004 from <https://news.yahoo.com>
- Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamin.
- Boyd, J. K & Goldberg, A. E. (2009). Input Effects Within a Constructionist Framework. *The Modern Language Journal*, 93, 418-29.
- Brown, J. D. (2003, May 10-11). Promoting fluency in EFL classroom. Second
- Brown, H. D. (2007a). *Principles of language learning and teaching* (5th ed.). New York: Longman.

- Brown, H. D. (2007b). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). New York: Longman.
- Butler, Y. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly*, 38 (2), 245-278.
- Celce-Murcia, M. (1991). Grammar pedagogy in second- and foreign-language teaching. *TESOL Quarterly*, (25), 459-80. Retrieved from http://tesol.aua.am/tq_digital/TQ_DIGIT/VOL_25_3.PDF#page=92
- Celce-Murcia, M.; Larsen-Freeman, D. (1999). *The grammar book: an ESL/EFL teacher's guide*. 2nd ed. Boston: Heinle & Heinle.
- Chivers, B., & Shoolbred. (2007). A Students' Guide to Presentation Making your Count.
- Davies, P & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
- Doughty, C., & Williams, J. (1998). Focus on form in classroom second language acquisition. New York: Cambridge University Press. Takeshi Matsuzaki November 20, 1998.
- Doughty, C., & Williams, J. (1998a). Issues and terminology. In C. Doughty & J. Williams (Eds.). *Focus on Form in Classroom Second Language Acquisition*, (pp.1-11). Cambridge, England: Cambridge University Press.
- Doughty, c. & Williams, J. (1998b). *Pedagogical choices in focus on form*. In *Focus on Form in Classroom L2 Acquisition*, C. Doughty & J. Williams (Eds.), pp. 197-261. New York: Cambridge.

- Doughty, C., & Williams, J. (1998b). Focus on form in classroom second language acquisition. New York: Cambridge University Press. Takeshi Matsuzaki November 20.
- Doughty, C. and Williams, J. (1999). "Pedagogical choices in focus of form", in C. Doughty and J. Williams (eds.), Focus on Form in Classroom Second Language Acquisition. Cambridge: Cambridge University Press, 197-262.
- Ellis, R. (1993). Second language acquisition and the structural syllabus. *TESOL Quarterly*, 27, 91-113.
- Ellis, R. (2001). Investigating form-focused instruction *Language Learning*, 51 (1), pp. 1-46.
- R. Ellis, H. Basturkmen, S. Loewen. (2001), Preemptive focus on form in the ESL classroom. *TESOL Quarterly*, 35 (3), pp. 407-432.
- Ellis, R., Basturkmen, H., and Loewen, S. (2001a). "Preemptive focus on form in the ESL classroom." *TESOL Quarterly* 35(3), 407 – 432.
- Ellis, R., Basturkmen, H., and Loewen, S. (2001b). "Learner uptake in communicative ESL lessons." *Language Learning*, 51(2), 281-318.
- Ellis, R., Basturkmen, H., & Loewen, S. (2002). Doing focus on form. *System*, 30, 419-432.
Retrieved from: <http://www.doi.org/fmr2tm>.
- Ellis, R. (2005). Measuring implicit and explicit knowledge of a second language: A psychometric study. *Studies in Second Language Acquisition*, 27, 14-172.
- Ellis, N.C. (2006). Language acquisition as rational contingency learning. *Applied Linguistics*, 27, 1-24.
- Ellis, R., Loewen, S., & Basturkmen, H. (2006). Disentangling Focus on form. A response to Sheen and O'Neill (2005). *Applied Linguistics*, 27, 135-141.

- Ellis, R. (2006). "Current issues in the teaching of grammar: An SLA Perspective", *Tesol Quarterly* 40/1: 83-107. <http://dx.doi.org/10.2307/40264512>
- Ellis, R., & Sheen, Y. (2006). Re-examining the role of recasts in SLA. *Studies in Second Language Acquisition*, 28, 575–600.
- Ellis, R., Loewen, S., & Basturkmen, H. (2006). Disentangling Focus on form. A response to Sheen and O'Neill (2005). *Applied Linguistics*, 27, 135-141.
- Ellis, N. & L. Collins. (2009). The influence of language distance and language status on the acquisition of L3 phonology. *International Journal of Multilingualism*, 4.
- Ellis, R. (2012). *Language Teaching Research and Language Pedagogy*. Wiley-Blackwell, Sussex.
- Ellis, R. (2015). The importance of focus on form in communicative language teaching. *Eurasian Journal of Applied Linguistics* 1(2) (2015) 1–12, <https://creativecommons.org/licenses/by-nc-nd/4.0/>
- Felix, S. (1985). More evidence on competing cognitive systems. *Second Language Research* 1.
- Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Rowley, MA.
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York: Routledge.
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York: Routledge.
- Harley, B. & Swain, M. (1984). The interlanguage of immersion students and its implications for second language teaching. In A. Davies, C. C., and A.P.R. Howatt (Ed.), *Interlanguage* pp. 291-311). Edinburgh: Edinburgh University Press.

- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Higgs, T., & Clifford, R. (1982). The push toward communication. In T. Higgs (Ed.), *Curriculum, competence and the foreign language teacher* (pp. 57-79). Skokie, IL: National Textbook Company.
- Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10, 301-320.
- Howatt, A.P.R. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Hui, C. (1997). New bottles, old wine: Communicative language teaching in China. *Forum*, 35 (4), p. 38.
- Jones, L. (2007). *The student-centered classroom*. Cambridge: Cambridge University Press.
- King, J. (2002). Preparing EFL Learner For Oral Presentation. *Dong Hina Journal of Humanistic Studies*, p. 401-402.
- Krashen, S., & Terrell, T. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon..
- Krashen, S. (1985). *The Input hypothesis: Issues and Implications*. London: Longman.
- Krashen, S.D. (1994). Bilingual education and second language acquisition theory. In bilingual Education Office (ed.) *Schooling and language-minority students: A*

- theoretical framework* (2nd ed., pp. 47-75). Los Angeles: Evaluation Dissemination and Assessment Center, California State University.
- Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 26 (1), 27-56.
- Long, M.H. (1983). Does second language instruction make a difference? A review of research. *TESOL Quarterly* 17, 3, 359-382.
- Long, M. (1988). Instructed interlanguage development. In L. Beebe (Ed.), *Issues in second language acquisition: Multiple perspectives* (pp. 115-141). Rowley, MA: Newbury House.
- Long, M. (1991). *Focus on form: a design feature in language methodology*. In K. de Bot, R. Ginsberg, & Kramsch (Eds.), *Foreign Language research in Cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.
- Long, M. H. & Robinson, P. (1998). *Focus on form: theory, research and practice. in focus on form in classroom L2 Acquisition*, C.Doughty & J.Williams (Eds.), pp. 85-114. New York: Cambridge
- Long, M. (2000). Focus on form in task-based language teaching. In R.D. Lambert & E. Shohamy (Eds.), *Language Policy and Pedagogy: Essays in honor of A. Ronald Walton*, Philadelphia: John Benjamin.
- Lightbown, P.M. (1998). The importance of timing in focus on form. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 177-196). Cambridge: Cambridge University Press.

- Lotherington, H. (2004). Emergent metaliteracies: What the Xbox has to offer the EQAO. *Linguistics and Education*, 14(3-4), 305-319 (PDF) *From Literacy to Multiliteracies in ELT*. Retrieved From https://www.researchgate.net/publication/226802846_From_Literacy_to_Multiliteracies_in_ELT
- Maley, A. (1986). "A rose is a rose", or is it? : Can communicative competence be taught?
- Mandel, S. (2000). *Effective Presentation Skill a Practical Guide to Better Speaking*.
- Meloni, C, & Thompson, S. (1980). Oral Reports in the Intermediate ESL Classroom. *TESOL Quarterly*.
- Nassaji, H. & Fotos, S. (2004). Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, 24, pp. 126-145.
- Ozkan, Y. Bada, E, and Genc. B. (2011). *Speak the Real: News Articles as Major Source for Oral Competence*. David, J.A. *English as a Second Language: Languages and Linguistics*. New York: Nova
- Poole, A. (2003b). New Labels for Old Problems: Grammar in Communicative Language Teaching. *Profile*, 4, 18-24.
- Poole, A. (2005). Focus on Form Instruction: Foundations, Applications, and Criticisms. *The Reading Matrix*, Vol. 5, No. 1.
- Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: Oxford University Press. Schmidt, R. (1994).
- Purpura, J. E. (2004). *Assessing Grammar (Vol. 2004)*. Cambridge: Cambridge University Press.

- Purpura, J. E. (2004). *Assessing Grammar (Vol. 2004)*. Cambridge: Cambridge University Press.
- Richards, T. & Rodgers, J. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (2nd Ed.)*. UK: Cambridge University Press.
- Richards, Jack C.; Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching (2nd ed.)*. Cambridge, New York: Cambridge University Press.
- Richards, J. C. (2005b). *Approaches and methods in language teaching*. Cambridge : CUP.
- Rutherford, W.E. 1987. *Second Language Grammar: Learning and Teaching*. Longman.
- Schmidt, R.W. 1993. Awareness and second language acquisition. *Annual Review of Applied Linguistics* 13, 206-226.
- Schachter, J. (1989). Testing a proposed universal. In S. Gass and J. Schachter (eds.), *Linguistic perspectives on second language acquisition*. Cambridge: Cambridge University Press.
- Schwartz, B. (1993). On explicit and negative data effecting and affecting competence and linguistic behavior. *Studies in Second Language Acquisition*, 15, 147-62.
- Seedhouse, P. (1997) Combining form and meaning, *ELT Journal*, Volume 51, Issue 4, Pages 336–344, <https://doi.org/10.1093/elt/51.4.336>
- Seedhouse, P. (1997). The case of the missing “no”: The relationship between pedagogy and interaction. *Language Learning*, 47, 547-583.

Sharwood Smith, M. (1993). Input enhancement in instructed SLA: Theoretical bases. *Studies in Second Language Acquisition*, 15(2), 165-179.

Stein, M. (1999). *Developing oral proficiency in the Immersion classroom*. Retrieved 8/3/2015, from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.473.9091&rep=rep1&type=pdf>

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

Swain, M. (1995). Three functions of output in second language learning. In G. Cook and B. Seidhofer (Eds.), *Principles and practice in the study of language: Studies in honor of H.G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.

Swain, M. (1998). Three functions of output in second language learning. In G. Cook and B. Seidhofer (Eds.), *Principles and practice in the study of language: Studies in honor of H.G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Madden, S. M. G. a. C. G. (Ed.), *Input in Second language Acquisition* (pp. 235-53). Rowley, MA: Newbury House.

Terrell, T., & Krashen, S. (1983). *Natural approach: Language in the classroom*. Oxford: Alemany Press.

Terry, C. (2008). *How to teach speaking in an EFL class*. Peru: ICPN San-Miguel. pp. 1- 29.
Retrieved from:

<http://www.fr.slideshare.net/suartini/how-to-teach-%20speaking-in-an-EFL-class-ii-carolina-terry-8386560>

- Thornbury, S. (2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.
- Tracy, B. (2008). *Speak to Win, How to Present with Power in any Situation*. America Management Association.
- Ur, P. (1988). *Grammar practice activities*. Cambridge: Cambridge University Press.
- Ur, P. (1999). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- UR, P. (2000). *A course in Language Teaching :Practice and Theory*. Cambridge: Cambridge University Press.
- Vavrus, F. (2002). Postcoloniality and English: Exploring language policy and the politics of development in Tanzania. *TESOL Quarterly*, 36 (3), 373-398.
- Verspoor, M. and Winitz, H. (1997) Assessment of the lexical-input approach for intermediate language learners. *International Review of Applied Linguistics* 35 (1), 61-75.
- White, L. (1991). Adverb placement in second language acquisition: some effects of positive and negative evidence in the classroom. *Second Language Research* 7, (2), 133-161.
- Willis, D. & Willis, J. (2007) *Doing Task-based Teaching*. Oxford: Oxford University Press.
- Xinaming, Z. (2005) .Developing oral presentation skill in ELT Classroom; *Celea Journal (Bim Onthly) industry teachers College*, 118-120.
- Zafar, S. (2003). The sociocultural context of English language teaching in the Gulf. *TESOL Quarterly*, 37 (2), 337-341.

Zitouni, N. (2013). The use of students' oral presentations in enhancing speaking skill in the English language classrooms. Master's thesis, Biskra University.

Yu, L. (2001). Communicative language teaching in China: progress and resistance. *TESOL Quarterly*, 35 (1), 197-198.

Appendices

Appendix A

Questionnaire

Department of English:

Mohammed Seddik Ben Yahia University, Jijel

Students' questionnaire

Dear students,

This questionnaire is part of a Master II research work conducted to investigate the effectiveness of focusing on form and/or meaning in the quality of oral presentations. You are kindly requested to answer the following questions. Your answers are very important for

the validity of this research. Please, tick the appropriate box (☐) and make full statements whenever necessary.

Section One: Speaking

1. Which of the following skills are you still in need to develop at your level?

- a. Speaking b. Listening c. Reading d. Writing

2. Speaking English is:

- a. Very easy b. Easy c. Very difficult d. Difficult

3. Do you have difficulties in speaking?

- a. Yes b.No

If yes, would you mention some of the difficulties that you face?

.....

.....

.....

4. When you are asked to speak in classroom, you:

- a. Speak without any problem b. Hesitate
 c. Give short answers to avoid speaking d. Get embarrassed

Section two: Oral presentation

01. Do you think that an oral presentation as a task helps enhance your speaking skill?

a. Yes

b. No

02. Do you like oral presentations?

a. Yes

b.No

03. Do you fix your eyes on your audience visual scope?

a. Yes

b. No

04. What type of sentences do you use during your presentation simple or long and complex sentences?

.....

.....

.....

05. Do you interact with your audience?

a. Yes

b. No

06. When you present, do you use examples from real world life to explain your ideas?

a. Yes

b.No

07.-In your oral presentation, do you feel at ease?

a. Yes

b. No

- If no, why?

a. Fear of making language mistakes

b. Inability to express ideas

c. Not well-prepared

Section three: Focus on Form vs. Focus on Meaning

01. During your oral presentation, do you pay attention to your errors?

a. Yes

b. No

- If yes, what type of errors do you make?

a. Errors related to language

b. Errors related to content

c. Both

02. Do you go back and correct your errors that are related to language?

a. Yes

b.No

- In both cases, explain why?

.....

.....

.....

Appendix B

Observation Check-List

Observation Check-List for student

Please, put a tick in the cell corresponding to your personal evaluation of the oral presentation by the student indicated above.

Criteria of Evaluation	Excellent	Good	Fair	Lacking	Not good at all
1. Organization:					
a. Introduction: the student stated clearly the structure and the scope of the talk					
b. Body: the student explained and discussed the main points and ideas.					
c. Conclusion: the student summed up main points in conclusion.					
2. Content:					
a. The student was in control of subject matter.					
b. The student introduced interesting terms and concepts.					
c. The student explained complex information.					
d. The student used examples to explain content.					
e. The student covered what s/he intended to cover.					
3. Confidence:					
a. The student looked relaxed and confident.					
b. The student used appropriate language.					
c. The student established good eye contact					
d. The student was aware of the audience response.					
4. Speech:					
a. Pronunciation and articulation were clear.					
b. Rate was neither too fast nor too slow.					
c. Intonation varied and appropriate.					
d. Volume was appropriate.					

Appendix C

Interview

01-When you were presenting what was your main objective; to make your audience understand what you were talking about or to make a well structured presentation?

02-Did you pay attention to avoid making mistakes or not?

03-When you were in front of your audience, did you make mistakes? What type of mistakes?

04-Did you go back and correct your mistakes or errors during your presentation or you just ignore them?

Le résumé

La présente étude s'intéresse à explorer l'efficacité de la concentration des étudiants sur la forme et/ou le sens lors des présentations orales au niveau du département d'anglais à l'Université Mohammed Seddik Ben Yahia, Jijel. Cette étude est fondée sur l'hypothèse suivante : la compétence orale est acquise par les étudiants d'anglais une fois ils intéressent à la forme et le sens de leur discours. Pour tester la validité de cette hypothèse, cette étude a été réalisée au cours du second semestre de l'année académique 2017/2018 auprès de quarante étudiants de première année Master. Les données obtenues à partir des outils utilisés dans cette recherche indiquent que n'arrive pas réaliser les étudiants qui se concentrent sur la forme, ainsi que les étudiants qui se concentrent sur le sens n'atteignent la compétence orale en anglais. Ces données ont montré que les étudiants qui se concentraient principalement sur la forme atteignaient la précision orale, alors que ceux qui se concentraient uniquement sur le sens atteignaient la fluidité verbale, tandis que ceux qui se concentraient sur la forme et le sens atteignaient l'anglais oral. Cela a conduit à la conclusion que la maîtrise de l'anglais impose une focalisation à la fois sur la forme et le sens.

ملخص

تتناول الدراسة الحالية فعالية التركيز على المبنى أو المعنى أو كليهما على جودة العروض الشفوية بالنسبة لطلبة السنة الأولى ماستر في قسم اللغة الإنجليزية في جامعة محمد صديق بن يحيى ، جيجل. وقد بنيت الدراسة على الفرضية التي مفادها أن الطلاب يتمكنون من إتقان اللغة الإنجليزية عندما يركزون على الشكل والمعنى معا. للتحقق من صحة هذه الفرضية ، تم إجراء هذه الدراسة خلال الفصل الدراسي الثاني من العام الدراسي 2018/2017 بمشاركة أربعين طالباً و طالبةً في السنة الأولى ماستر. ومن أجل تحقيق صحة هذه الفرضية تم توزيع الاستمارات على الطلبة و إنجاز قائمة تدقيق كتقييم للمقدم، حيث تم تقييمه من طرف زملائه من جهة و من طرف الملاحظين و أستاذه من جهة أخرى، كما كان للمقدم أيضا فرصة لتقييم عرضه الشفوي. وقد دعمنا قائمة التدقيق بمقابلة مع احدى عشر مقدا بهدف تحقيق نتائج أدق. تشير البيانات التي تم الحصول عليها من الأدوات المستخدمة في هذا البحث إلى أن كل من الطلاب الذين يهتمون بالشكل على حساب المعنى ، و نظرائهم الذين يهتمون بالمعنى على حساب الشكل لا يتمكنون من إجادة اللّغة الانجليزية. وأظهرت تلك البيانات أن الطلاب الذين ركزوا بشكل أساسي على الشكل حققوا دقة شفوية ، أما أولئك الذين ركزوا فقط على المعنى فقد قدموا عرضهم بطلاقة ، في حين أن القلائل منهم أو الذين ركزوا على كل من الشكل والمعنى تمكنوا من إلقاء عرضهم بدقة شفاهية عالية. وقد أدى ذلك إلى استنتاج مفاده أن إتقان اللّغة الانجليزية يفرض التركيز على كل من الشكل و المعنى على حد سواء.