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Department of English



**The Role Of Oral Presentation In Improving The
Speaking Proficiency Of Students In EFL Classes.**

The case study: first year students of License in Salhi
Ahmed University Center of Naama

*A Dissertation Submitted to the Department of English in Candidacy for the Requirement
of the 'Master' Degree in Linguistics*

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DEDICATION

This humble work is dedicated to our families and dear teachers and also to our beloved friends

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ABSTRACT

Nowadays, it is very important to learn English as a foreign (EFL) or second language (ESL). Teaching methods that focus on communication skills are becoming popular, particularly in improving students' speaking abilities. However, some students struggle with speaking. To address this, teachers should incorporate oral activities in the classroom to help enhance students' speaking skills. This dissertation aims to study how oral presentations can improve students' speaking abilities in English classes. The hypothesis suggests that if students give well-structured oral presentations, their speaking skills will improve and they will become better at communicating. To test this hypothesis, questionnaires were given to 20 first-year students in the English department at SALHI AHMED University. The results show that most English students find oral presentations important in improving their speaking skills. The research identifies common difficulties in speaking English, such as lack of confidence, pronunciation mistakes, and anxiety about speaking in front of others. Solutions to overcome these difficulties are suggested. The research also emphasizes the need for students to practice preparing oral presentations. The findings of the study are valuable for future research and highlight the importance of oral presentations and activities in developing speaking skills.

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List of abbreviations and Acronyms

- EFL: English as a Foreign Language
- ESL: English as a Second Language
- FL : Foreign language

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GENERAL INTRODUCTION

General Introduction

Teaching and learning a foreign language (FL) is difficult for both students and teachers. By the end of their school years, students should be able to use the language well, including speaking it fluently. However, this can only happen if students have enough exposure to the language and different ways it is used. Speaking well is a major goal for English learners, but one of the challenges is how to help them speak the language. It is crucial for learners to practice using the language in real situations where they can express their thoughts and improve their speaking skills.

The communicative approach to language learning is a method that focuses on improving the ability to communicate in a second or foreign language. It believes that the best way to learn a language is by practicing real-life conversations. When learners engage in real communication, they naturally develop strategies to acquire and use the language effectively.

Classroom activities focus on creating meaningful and real conversations. This means there is a greater emphasis on practicing skills rather than memorizing rules. Lessons are designed to involve the learners more, with teachers encouraging students to speak and interact with each other in English.

In this study, we will look at how students' speeches in class can help them get better at speaking.

The main goal of learning a foreign language is to be able to communicate using that language. In my experience as a student in the English department, I have noticed that many students nowadays graduate from high school or even university without being able to actually "speak" English. This is because they haven't had enough practice speaking English, and not all students participate in class discussions. Only the best students take advantage of the opportunity to speak. Speaking is a skill that most students don't practice. Speaking is actually difficult because it combines the challenging parts of writing and listening: it requires a deep understanding of grammar, and students need to use this knowledge in real-time conversations. Additionally, they have to pronounce words correctly, and some students may face psychological obstacles like anxiety or shyness.

General introduction

We think that having students give oral presentations in class will make them more interested and motivated to practice speaking English. In this study, we will try to find ways to help students speak more during oral presentations, because it is important for English learners to practice speaking as much as they can.

This study wants to find out if oral presentations are helpful in English classes for first-year students at NAAMA University Center. It has three main goals: 1) to see if doing oral presentations improves the students' English skills, 2) to give teachers ideas on how to use oral presentations to help students speak better, and 3) to show that oral presentations can help students feel more confident and become better speakers

To achieve the above aims, the following questions are asked :

- How do Oral Presentations improve the oral performances of EFL students' ?
- Do Oral Presentations cover all aspects of the speaking skill?

This research is studying whether students can get better at speaking and communicating by giving a well-organized oral presentation in class.

This research is being done to learn more about how students in the English department at the University Center of Naama are learning and presenting their work. We will do this by asking the first year students some questions.

This dissertation has two parts – a theoretical part and a practical part. The theoretical part talks about the different aspects of the study. It is split into two parts. The first part gives an overview of oral presentations and how they help improve oral skills. The second part gives an overview of speaking skills in general. The practical part represents the student questionnaires as tools of collecting data, and their analyses. Finally, on the basis of the research findings, some recommendations are provided about how to help students enhance the speaking skill through the implementation of Oral Presentations in EFL classrooms

CHAPTER ONE

Theoretical Part

Chapter One

Theoretical part

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Literature Review

Introduction

The speaking is a very important skill when learning English as a foreign language. It is crucial for students to improve their speaking abilities to make progress in learning the language. However, many students find speaking to be difficult. Instead of just writing, EFL students should try to express themselves through talking, either with their teacher or classmates; According to Ur (1996, 120), "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important ". In learning any language, people try to speak before any other skill. Therefore, the teacher has to provide learners, with opportunities to use the language orally in order to enhance this skill.

Teaching a new language is not easy. But these days, the way we teach languages is changing. Instead of just learning grammar and vocabulary, we now focus on helping students communicate in the language they are learning. This means giving them activities and exercises that help them practice speaking and understanding the new language. According to Baker (2000, p.1), "communication is the act of transmitting and receiving information." students need to become proficient in all aspects of speech. Oral expression courses aim to teach students how to speak and improve their speaking abilities. One of the activities used in these classes is the oral presentation, which helps develop students' speaking skills.

This chapter will tackle the two main variables of this study which are the speaking skill and oral presentations. It is divided into two parts. The first one is about the speaking skill. It contains the definition of speaking and explains its importance. The second part is devoted to the definition and types of Oral Presentations and then, advantages of oral presentations. Also, the role of visual aids. In addition, this part deals with the students' problems in doing this activity and the teachers' role in preparing learners of English as a foreign language to do an oral presentation. Finally, this part will tackle the effect of oral presentations on developing the speaking skill.

Part I: The Speaking Skill

I.1. Definition of the Speaking Skill

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

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as “speakers” of that language.

As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Many experts define speaking in different ways. Brown and Yule (1983) stated that " speaking is to express the needs-request, information, service, etc.". Another definition of the speaking skill is "the process of building and sharing meaning through the use of verbal and non – verbal symbols into a variety of contexts" (Chaney, 1998: 13). Hedge (2000, p.261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed”. In other words, speaking reflects people’s thoughts and personalities, that’s why it deserves more attention in both first and second languages.

Therefore, learning or teaching speaking is not an easy task, its mastery requires much experience and practice. Luoma (2004 : 1) argues that " speaking in a foreign language is very difficult and competence in speaking takes a long time to develop".

I.2. Importance of Speaking

The speaking skill is greatly important for the learners of any language. Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place where there is speech. Without speech we cannot communicate with one another. Learners of English as a Foreign Language need to be able to speak this language well, in addition, mastering speaking helps them to express themselves, ideas, emotions and problems. Thus, they raise their chances for further education and employment since most of technology and businesses in recent decades are in English. According to Bygate (1987, cited in Inurrtia and Vegacely, 2006, p.15), "speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages." Therefore, the speaking skill deserves a big attention because the aim of learning a second or foreign language is to be able to communicate, and with a developed speaking skill learners can communicate easily.

I.3. Teacher's Role in Teaching the Speaking Skill

Teaching is a job that requires specific abilities that can only be learned through formal training in teaching methods. This training helps teachers shape their students. Teachers have important responsibilities in the process of teaching and learning. Harmer suggests several roles of teachers, such as:

I.3.1. Controller

Harmer (1991, 236) points out that teachers, fulfilling this role, "[...] control not only what the students do, but also when they speak and what language they use." Everything that happens in the class is controlled by the teacher and is his/her responsibility.

I.3.2. Organizer

When the teacher takes on this role, they make sure the activities are planned and the time for teaching and learning is managed. It's important for the teacher to organize things well because the success of the activities depends on good organization and making sure students know what they need to do. Organizing simply means telling the students what their task is, what they need to do, and what activity they will be doing. The teacher also organizes the feedback once the activity is done

I.3.3. Resource

The teacher serves as a valuable source of support and knowledge, always ready to assist learners in need and supply them with the necessary language skills during their communicative tasks. It is important for the teacher to be accessible for students to seek help, but it should only be done when truly essential.

As a guide for learners, providing them with information and directing them towards available resources, such as the internet. However, it's important to avoid spoon-feeding learners as this can make them overly dependent on the teacher. By encouraging learners to explore resources on their own, they can develop the skills to independently seek out knowledge and information.

I.4. Learner's role in Speaking Activities

In order To achieve teaching and learning goals, teachers and students should work together. Students are important in the learning process because their needs should be met. They have a say in what happens in the classroom, from planning to evaluation, in order to meet their needs and achieve their goals. They can influence things like the materials used, the teaching methods chosen, and the media used, which should be suitable for the students. Students should be involved in all activities led by the teacher. Palmer states that "Our students listen to lectures, explanations, and material read aloud. They ask questions, speak in small groups, and present reports on various topics" (Palmer, p.2). This means that students are very important in the classroom because they are the ones who are learning. They should participate actively in their own learning, both by themselves and with others. Teachers need to make sure students are motivated to learn, so that they

willingly accept the things they are taught and take part in tasks and projects assigned by the teacher.

When students are involved they play an important role in teaching and learning. The teacher should help and encourage students to participate in all class activities.. Furthermore, students need to show characteristics of good students as they are proposed by Riddell in what follows: “What makes a good student? respect your teacher, know that you’re not the only student in the class, you must have a desire to study, listen, respect other students, be interested, socialize with other students and teachers, speak in class, pay attention, do your homework, spend time outside class using English, go over what you have learnt in class, know why you are learning English, respect the culture of the country, be attentive, disciplined, active in class” (Ridell, 2007, p.4)

I.5. Factors that Cause Speaking difficulties to EFL Learners

Many people struggle to communicate well in a foreign language because of different reasons. Speaking is often the hardest skill to get good at for English learners, and they still struggle to talk confidently in English. According to experts, there are several factors that make speaking difficult for learners, and they are as follows :

I.5.1. Inhibition

This problem occurs when students want to practice in class but face obstacles that make it difficult. One of these obstacles is called inhibition. According to Littlewood (1999, p. 93), “it is too easy for a foreign language classroom to create inhibition and anxiety.”Students often struggle to communicate in English because they are afraid of making mistakes. This fear becomes even stronger when they are speaking to someone who is highly critical. Ur (2000) claims that: “learners are inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. (p.111). When teachers ask students to talk in front of their classmates, it can make them feel worried and this can stop them from practicing confidently.

I.5.2. Nothing to Say

Some students stay quiet when they're asked to talk about a specific subject because they don't feel motivated or interested in it. That's why they have nothing to say about it. Rivers (1998, p.192) says, "The teacher may have chosen a topic which is uncongenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language." Learners don't have much to share about a topic because they have very few thoughts or are not sure how to express themselves correctly. Also, some learners might not find the topic interesting.

I.5.3. Low Uneven Participation

This problem is about how much each student talks in class. According to Rivers (1968), some personal qualities can affect how much a student participates in a foreign language class, and teachers should be aware of these qualities. Some students are very talkative and take up most of the talking time for the whole class. On the other hand, there are students who only speak if they are confident that what they say is correct, and there are also students who stay quiet and show no interest or participation throughout the lesson. According to Harmer (2001), a good strategy is to put students who may not participate as much in groups, where they can work together. This way, they won't feel as intimidated by more confident students and the teacher can make sure everyone is involved. Another thing that can make it harder for students to participate is how the classroom is arranged, which might not be conducive to doing speaking activities. Bowman, Burkart & Robson (1989: 40) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." The reason why some students may not participate in class is because the teacher is not doing enough to motivate them. If the teacher doesn't make an effort to inspire the students, even the ones who usually talk a lot will lose interest. Therefore, it is the teacher's job to make sure the students are motivated and engaged.

Part II: The Oral Presentation

II.1. Definition of Oral Presentation

An Oral Presentation is, according to Cook (n.d.) “an oral activity assigned to students to encourage them to speak and use language in a communicative way”. Oral performances are when students have to pick a topic and get ready to talk about it in a certain amount of time. They have to stand in front of other people and speak clearly and confidently. It's important to be well prepared, manage time wisely, and plan ahead. These presentations give students a chance to show what they know and practice speaking a foreign language in front of a group. Some students might feel nervous talking in front of others, while others might enjoy the chance to speak more. (Cook, n.d.).

II.2. Types of Oral Presentations

Oral presentations can be done in different ways: by yourself, with a partner, or in a group with other students. There are also three types of presentations: controlled, guided, and free. This depends on things like the topic you choose, how much time you have, the words you use, and how you deliver your presentation (usually in front of an audience, but sometimes over the internet using video chat programs like Skype). The most important thing is how well you can speak and present, based on your skill level.

II.2.1. Controlled Oral Presentation

In these types of presentations, the students usually don't know much English. The teacher has to guide what the students do, choose topics that the students are comfortable with, and make sure they feel at ease. The teacher shouldn't expect the students to be perfect because they are not expected to give long presentations. The aim is to give students an opportunity to gain self-confidence and practice the target language (TL) in context (Al-Issa & Redha, 2010). It is also suggested not to judge how well students are doing, and mistakes should be expected because the teachers might not know everything

II.2.2. Guided Oral Presentation

The students already know some language and have learned certain skills. So, the presentation we guide them through should be helpful for them to learn. We don't need to have full control over them, but we should guide them to use the right grammar and lexical items (Al-Issa & Redha, 2010). Even at this stage, students are expected to make language errors. The instructor can guide his students to prepare their projects, using PowerPoint and Overhead Projectors (OHP) if such materials are available.

II.2.3. Free Oral Presentation

In this type of presentation, students should be really good at the subject. They can choose what they want to talk about and use any language they want. They can use harder words and speak for a longer time if they have practiced enough. They get more confident and can talk about more things by learning from different sources. When they finish their presentation, there is a discussion where people ask them questions. They have to answer the questions from the teacher or other students. (Al-Issa & Redha, 2010).

II.3. Advantages of Oral Presentations

An oral presentation helps students practice and improves their skills. It allows them to share information with others. Also, by listening to presenters, students can improve their own performance abilities. In this respect, Girard, Pinard and Trapp (2011) have declared, “students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills.”

In summary, when students learn how to give a good speech, they will improve their communication skills with others. Moreover, it will become easier and more effective for them to learn and use the English language. According to Emden and Becker (2004, p.1), “developing the abilities to speak to an audience is one of the greatest benefits you'll ever get from your time in further or higher

education". Giving a speech in front of others is an important aspect of teaching a foreign language, especially at the university level. This is because it has many benefits for students learning English as a foreign language. Some advantages of oral presentations in EFL classes include :

- Speaking to a group or presenting information out loud helps connect learning a language with actually using it.
- It helps students to gather, ask questions about, arrange, and put together information.
- It creates autonomy in learners.
- In oral presentation, students use all the four skills in a natural and integrated way.

II.4. Visual Aids

Ming (2005, p. 119) stated that "Because we live in time when communication is visual and verbal, visual aids are as important to oral communication as they are to written communication". According to Anderson and their team in 2004, visuals can be described as anything that can be looked at and assist people in understanding, staying focused, and being engaged during a spoken presentation. Ming (2005, pp. 119-120) asserted that "The presentation that uses visual aids effectively is more persuasive, more professional, more interesting, and more informative".

Visuals are different ways to show information, like pictures, diagrams, or written words. Redmond and Vrchota found that using visuals can help people feel less nervous before giving a presentation. Visuals also make it easier to explain things and help the speaker remember without relying only on notes.

II.5. Some Visual Aids**II.5. 1. Slides**

They are pictures or other types of visuals that help the speaker illustrate and explain what they are talking about. They are important and helpful tools during presentations.

II.5. 2. Power Point

PowerPoint grants the presenter the ability to generate visually appealing slides that they intend to present. These slides encompass the most crucial details related to the subject matter.

II.5. 3. Videos

Using videos in a presentation is a really good idea because it helps to get the audience interested and involved. Instead of just listening to the presenter speak, they will have something else to watch. Plus, it can be a nice break for the presenter to take a quick rest, have a drink of water, or refer to their notes.

Conclusion

This chapter had two parts. The first part was about speaking skills, and the second part was about oral presentations. In the first part, we learned what speaking is and why it's important. We also learned about good teachers who help us with our speaking skills and what factors can affect our speaking skills.

The second part was all about oral presentations. We learned what they are and the different types of oral presentations. We also learned about the benefits of oral presentations and how visual aids can help. Finally, we learned how oral presentations can help us improve our speaking skills.

CHAPTER TWO

Data Collection, Results and Analyses

Chapter Two

Data Collection, Results and Analyses

Introduction

2.1 Research Method

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2.2.1 Students

2.3 Data Gathering Tools

2.4 Questionnaire

2.4.1 The Aim of the Questionnaire

2.4.2 Description of the questionnaire

2.4.3 Students' questionnaire Results.

2.5 Interpretation of the Results

2.6 Recommendations and Suggestions

Conclusion

Introduction

The first chapter covered the theoretical aspects of the current study, whereas the second chapter concentrates on the practical applications. It will provide a summary of the study's findings. It will next display the information obtained through surveys, as described in the general introduction, and move on to analysis, discussion, and conclusion.

2.1 Research Method

The current study will utilize the descriptive method, as it is appropriate for understanding the reasons behind students' difficulties in communicating fluently. By employing this method, the researchers aim to gather information about the specific situation being investigated. The main objective is to examine whether the use of oral presentations can enhance students' speaking abilities, with the intention to establish a connection between the two.

2.2 Sample of the Study**2.2.1. Students**

This study focuses on the first year students enrolled in the English department at the University of Salhi Ahmed. The researchers chose to work with these students due to their high level of motivation for learning the English language. To gather data, a sample of 20 students was randomly selected for this study.

2.3. Data Gathering Tools

The goal of data collection is determined by the overall research objective. In this case, the objective is to investigate the impact of oral presentations on students' speaking skills and determine if they require further practice to improve their fluency in English. To achieve this, the primary method for gathering information is through the use of a questionnaire administered to the students. This tool will provide valuable insights and help in understanding students' perspectives and experiences related to oral presentations and their English speaking abilities.

2.4 Questionnaire

The questionnaire which is used as a data collecting tool, is randomly distributed to 20 first year students.

2.4.1 Aim of the Questionnaire

The questionnaire is used to collect data about the role of oral presentations in enhancing the students' speaking skill and also study how the English language is used and practiced by the first year students.

2.4.2 Description of the questionnaire

The questionnaire is divided into three parts:

Part 01: Background Information

It contains five (5) questions that aim at gathering information about students' age, gender, the reason for their choice to learn English, their level and whether it enables them to express themselves orally.

Part 02: The Speaking Skill

This part consists of six (6) questions and it asks students about which language skills they prefer and which ones get the most attention from the teacher. It also inquires about speaking difficulties that students have faced in learning English, in addition to their opinion about the use of oral presentation to enhance their speaking skill. The part also asks them about their speaking inside the classroom and outside and about their teachers' type and attitude in the classroom.

Part 03: Oral Presentation

This consists of seven (7) questions. It aims to get information about the students' attitudes towards the oral expression course and to know the students' opinions about the use of oral presentation in this course. In addition, it aims to know if students have the ability to do an oral presentation and what they want the teacher to do in order to help them to do it. This part also asks them how often they are assigned oral presentations and what aspect of it they want feedback

2.4.3 Students' Questionnaire Results

Twenty students from the first year LMD of English at the English department of the University Center of Naama have answered the questionnaires . In the next part, the researcher shows the findings of the questionnaire.

Demographical Questions :

Question01:The question is concerned with students' age and gender. The following table represents the findings

Gender		Age
Females	Males	Ranged from 18 to 48
9	11	
45%	55%	

Table 2.1 : Respondents' Gender and Age

The table shows that there are more male students than female students. Out of a total of 20 students, there are 9 females (45%) and 11 males (55%). The smaller number of females does not affect the findings of the research. However, there might be an expectation that girls are more interested in studying a foreign language than boys.

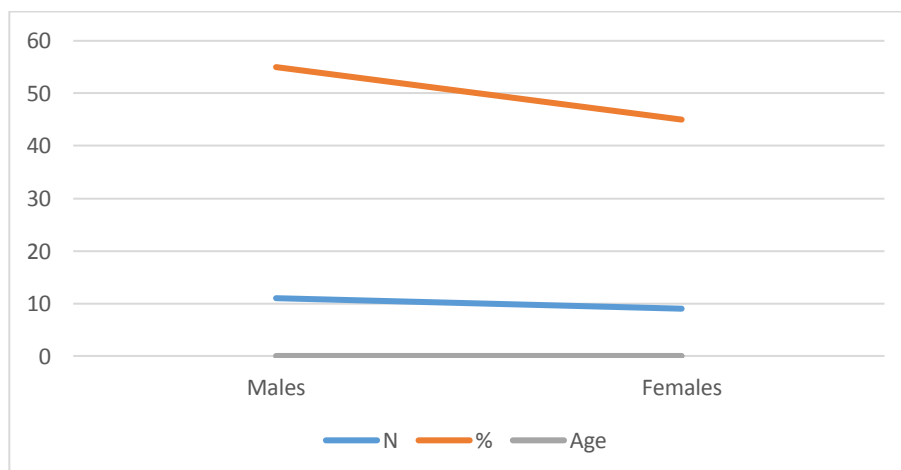


Figure 2.1: Respondents' Gender and Age

Question02: was English your first choice?

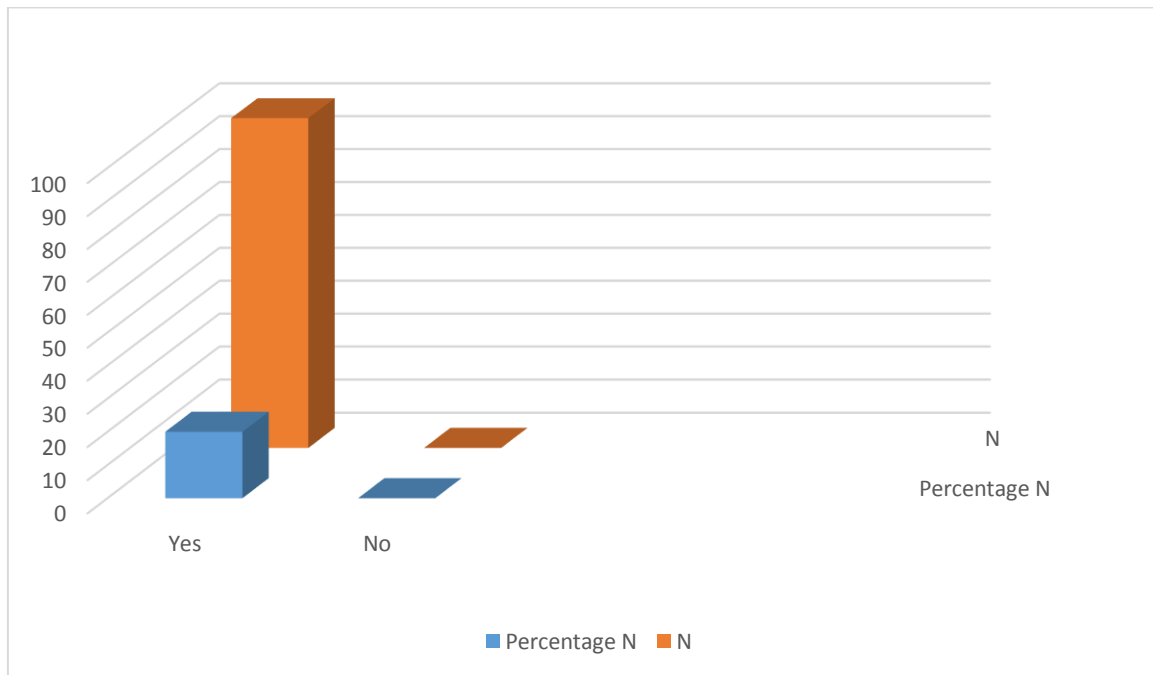


Figure 2.2 : student choice

According to the graph, all students chose English as their primary language preference, with a 100% selection rate. This suggests that the students have a keen interest in learning English and are motivated to enhance their proficiency in this particular language.

Question03: how do you evaluate your level in English?

According to the given figure, approximately half of the students, or 50%, believe that they possess a good level of English. A slightly smaller percentage, 40%, consider their level to be average. The remaining 10% of students admit to having a poor level of English proficiency.

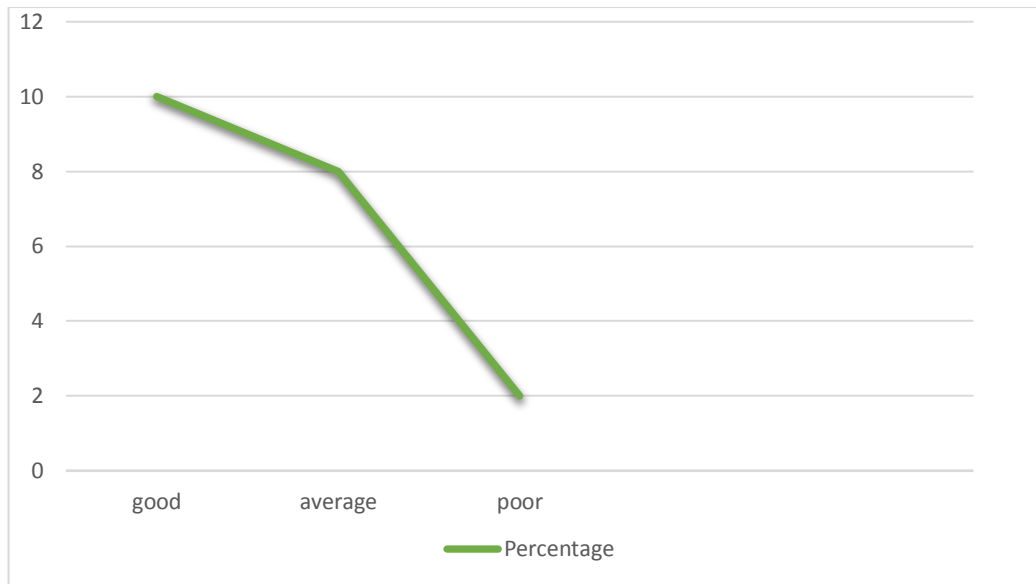


Figure 2.3 : English level

Question04: Does your level enable you to express yourself orally?

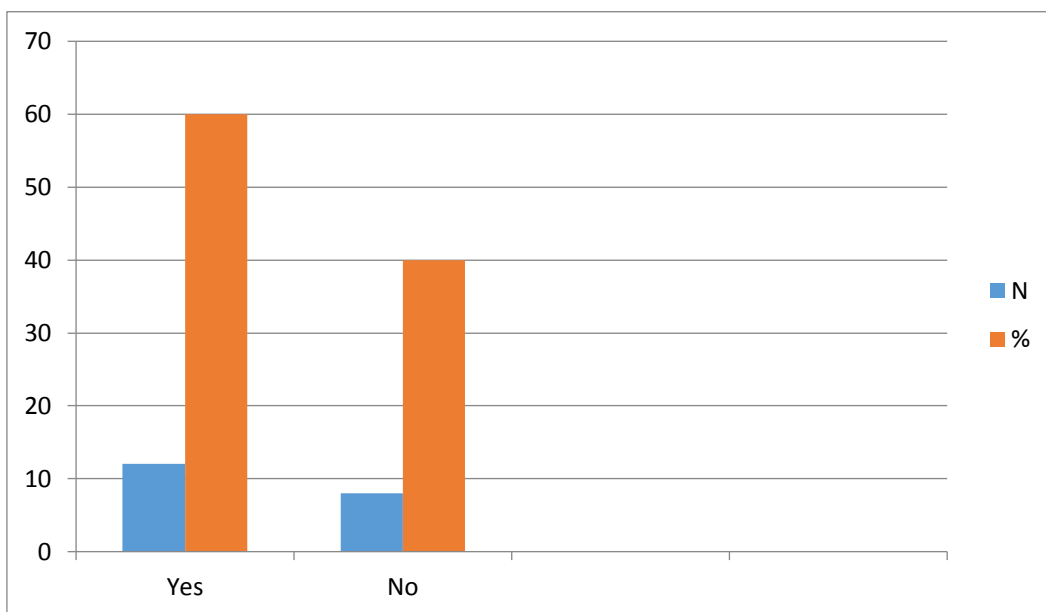


Figure 2.4 : Students' Beliefs about their Abilities

From the graph, it is evident that the majority of students, specifically 12 out of the total, or 60%, believe that they possess the ability to express themselves verbally. On the other hand, only 8 students, or 40%, hold a negative view regarding their oral expression abilities. Those who responded negatively are

expected to provide an explanation for their answers. Their perspective is that oral expression is not solely determined by their speaking proficiency but also relies on their self-confidence, speaking skill, and vocabulary. Thus, self-confidence plays a significant role in improving students' speaking abilities.

Part 02: The Speaking Skill

Question 01: Which of the four skills do you want to master most ?

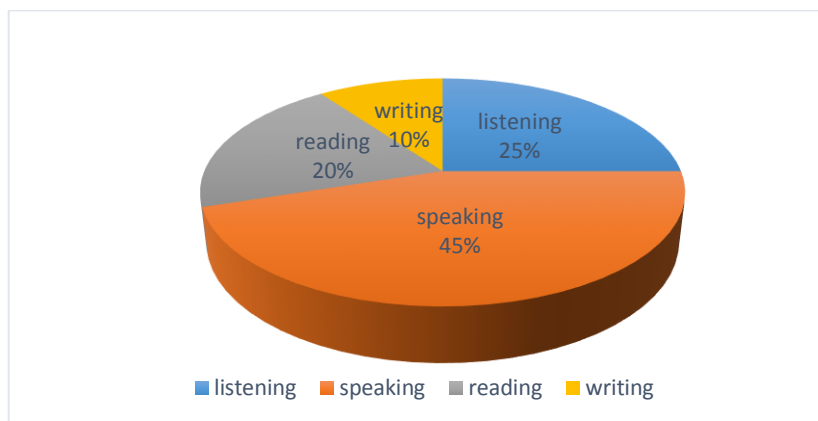


Figure 2.5 : Skills Students Want to Master Most

According to the students' responses, a significant majority (45%) expressed a desire to attain proficiency in speaking. A smaller percentage, 10%, selected writing as their preferred skill to improve. 25% of the students prioritize being successful in listening, while 20% hope to enhance their reading abilities.

Question 02: Do you agree that in order to learn a language you have to speak it?

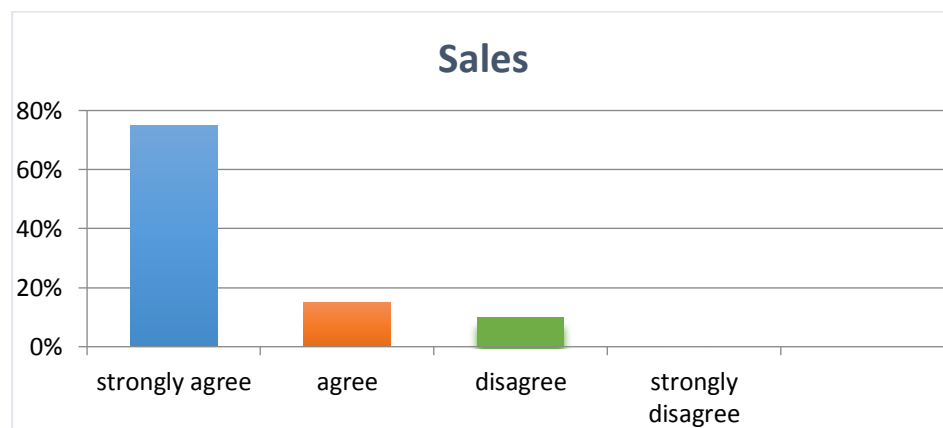


Figure 2.6 : Importance of the Speaking Skill in Learning a Language

According to the graph, the findings reveal that a total of 15 students, which accounts for 75% of the participants, strongly believe that in order to effectively learn English, they need to practice speaking it. This suggests that the primary objective for most students when learning English is to become fluent in speaking. Another 3 students, making up 15% of the group, agree with this viewpoint, while only 2 students, or 10%, do not concur that speaking is necessary to learn a language. Interestingly, no students strongly disagree with the notion that speaking is crucial for language acquisition. Therefore, it can be concluded that developing one's speaking skills is considered vital when acquiring a new language.

Question03: Do you have difficulties in speaking?

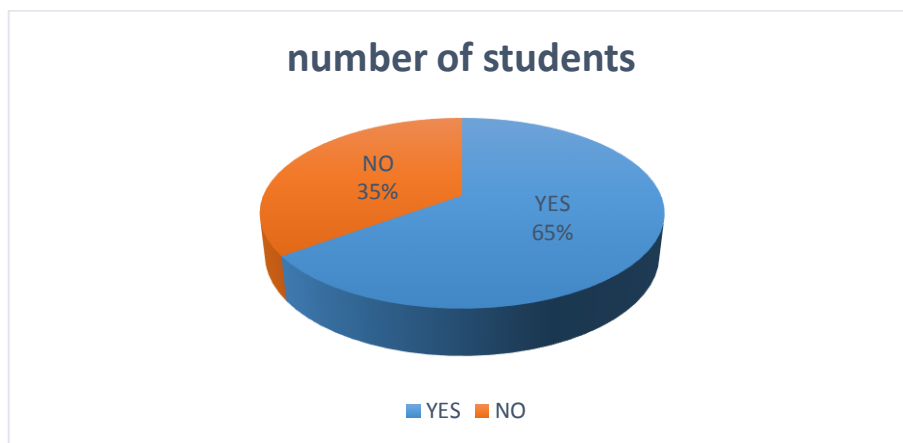


Figure 2.7 : Students' Difficulties in Speaking

According to the graph presented above, it is evident that out of the total number of students, 65% which is equivalent to 13 individuals, encounter difficulties in speaking. On the other hand, approximately 35% or about 7 students do not face any obstacles in speaking. These findings indicate that a significant majority of English students struggle with speaking skills. Therefore, it becomes crucial for teachers to dedicate their efforts towards improving their students' ability to speak proficiently. This can be achieved by providing them with a diverse range of oral activities that enable them to practice and enhance their oral communication.

Question 04 : If your answer is yes, is it because of

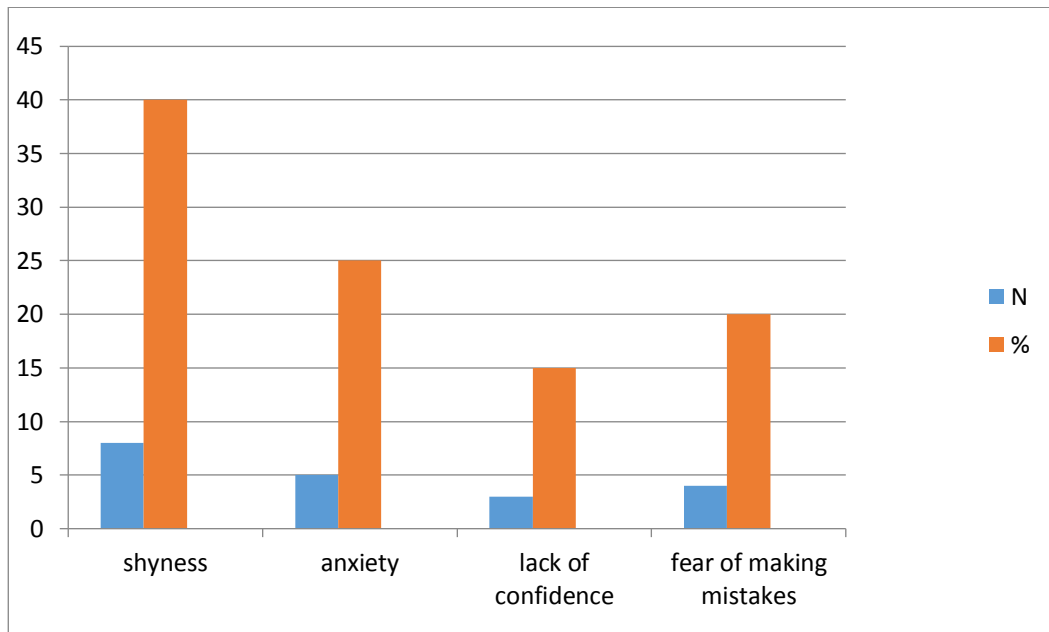


Figure 2.8 : Reasons for students' Difficulties in Speaking

According to the findings, a significant portion of students (40%) attribute their speaking difficulties to shyness. Another 25% stated that anxiety is the primary reason for their struggles. Additionally, 15% identified their lack of self-confidence as the cause of their speaking difficulties. Furthermore, 20% expressed fear as the underlying factor that hinders their ability to speak proficiently.

Question 05: When you are asked to speak in the classroom, do you

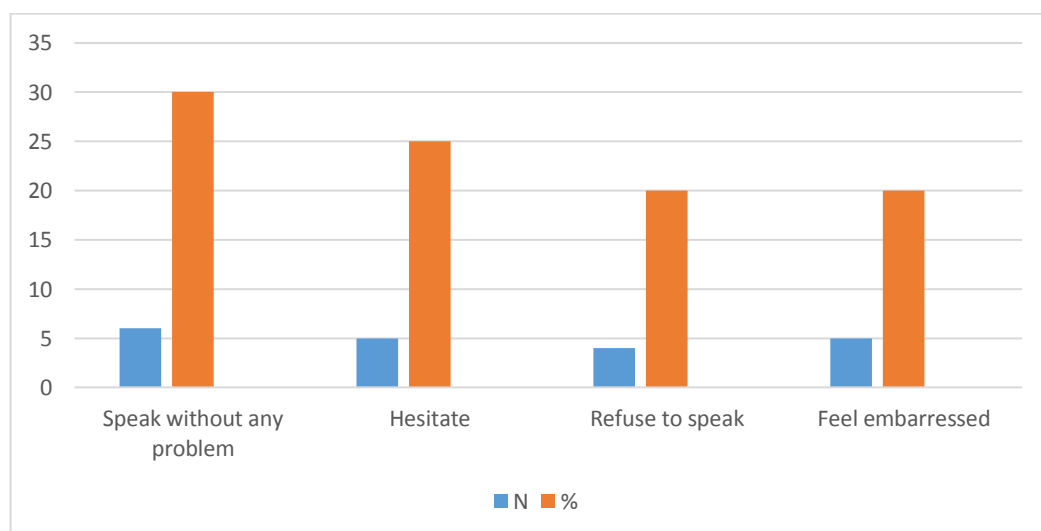


Figure 2.9 : Students' Manner of Speaking in Classroom

The results obtained denote that 6 students (30%) stated that they speak in their class without any problems, and 5 students (25%) hesitate when the teacher asks them to speak. Other 4 students (20%) say that they refuse to speak during the speaking class. The remaining 5 students (25%) feel embarrassed to speak in front of their teacher and classmates.

Question06: How do you describe your teacher' role?

Statements	Number	Percentage
Controller	7	35%
Guide	6	30%
Participant	3	15%
Organizer	4	20%

Table 2.2 : Teachers' Role

The table above displays the responses of students regarding their perception of their teacher's role in the classroom. According to the table, a majority of 7 students, accounting for 35% of the total, view their teacher as someone who exercises control over the classroom. However, there are 6 students, comprising 30% of the total, who perceive their teacher as more of a guide. On the other hand, 3 students, representing 15% of the total, believe that the teacher's role is that of a participant. Lastly, 4 students, making up 20% of the total, describe their teacher as an organizer.

Part three: Oral presentation

Question 01: Do you like your oral expression class?

Gender	N	%
Yes	18	90%
No	2	10%

Table 2.3 : Students 'Attitudes towards the Oral Expression Class

In response to the question, the majority of students (90%) expressed a positive liking towards the oral expression class. Their feedback suggests that this course holds significance as it provides them with the chance to speak and articulate their thoughts. Additionally, it serves as a catalyst for improving their speaking and listening abilities while also aiding in the acquisition of new vocabulary. The students' interaction with both their teacher and peers further enhances their engagement with the course. However, it is worth noting that around 10% of students do not have an interest in or enjoy the oral expression class. This could possibly be attributed to their lower proficiency level in the speaking skill, making oral expression a challenging activity for them.

Question 02: Does your teacher ask you to prepare oral presentations?

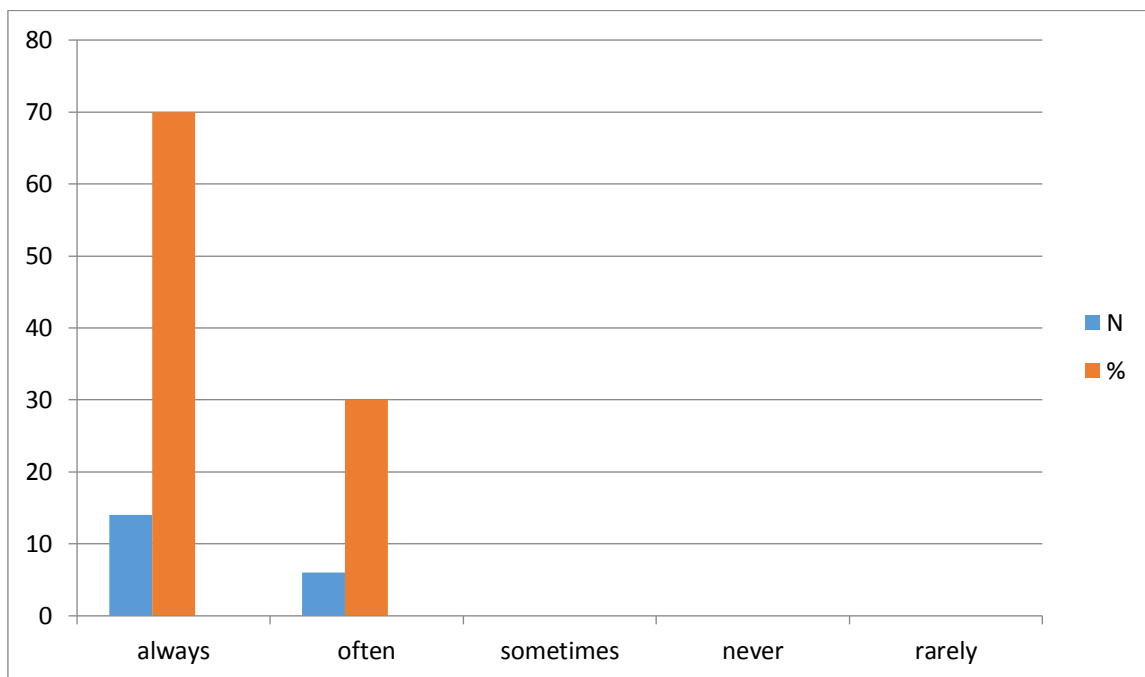


Figure 2.10 : Frequency of Assigned Oral Presentations

According to the data presented, it is evident that most students, 14 out of 20 (70%), reported that they are frequently requested to prepare oral presentations. On the other hand, the remaining students, 6 out of 20 (30%), mentioned that they are occasionally asked to do so. Interestingly, none of the participants indicated that they rarely or never receive such requests.

Question 03: Do you think that you have the ability to do an oral presentation?

Options	N	%
Yes	16	80%
No	0	0%
Somehow	4	20%

Table 2.4 : Students' Beliefs in their Ability to Do an Oral Presentation.

Based on the data presented in the table, the majority of students (80%) expressed confidence in their ability to deliver an oral presentation, whereas the remaining students (20%) indicated some level of capability in giving such a presentation. None of the respondents stated that they were unable to conduct an oral presentation. It is important to note that the students were also asked to provide reasons or explanations to support their responses.

Justifications of Students who answered by yes:

These students are confident in their speaking abilities and believe that making an oral presentation is an effortless task for them. They feel this way because they possess a wide range of vocabulary and can pronounce words with accuracy. Additionally, they enjoy presenting on new subjects, as it allows them to demonstrate their knowledge and effectively express their thoughts to their peers.

Justifications of Students who answered by somehow:

A portion of these students are lacking confidence in themselves and struggle with a limited vocabulary. Meanwhile, some students express that their ability to give oral presentations is influenced by their level of interest in the topic at hand; if they find it engaging, they can confidently deliver presentations, but vice versa if they lack interest. Additionally, there are other students who feel shy and anxious about giving presentations. They experience fear when speaking in front of their teacher or classmates, which adds to their apprehension.

Question 04: Do you use visual aids to support your presentation?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

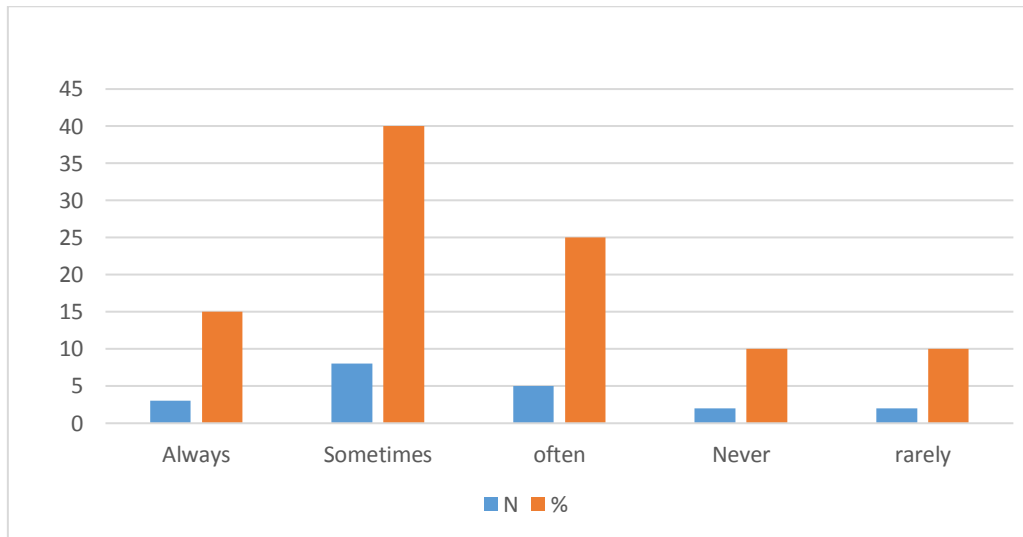


Figure 2.11 : The Use of Visual Aids

According to the graph, 15% of the surveyed students always use visual aids in their presentations. Additionally, 25% of the students stated that they often use visual aids, while 40% mentioned that they sometimes use them. A small portion, 10% of the students, reported that they rarely utilize visual aids. Lastly, 10% of the students never incorporate visual aids into their oral presentations

Question 05: Do you feel afraid to give an oral presentation?

- a. Yes
- b. No

Options	N	%
Yes	14	70%
No	06	30%

Table 2.5 : Student's fear of giving an Oral Presentation

The data provided in the table indicates that a significant proportion of the students, specifically 14 out of the total, which represents 70%, mentioned feeling afraid when it comes to giving oral presentations. Conversely, a smaller portion of the students, specifically 06 individuals, representing 30%, revealed that they do not experience any fear while presenting orally.

Question 06 : If your answer is yes, is it because of:

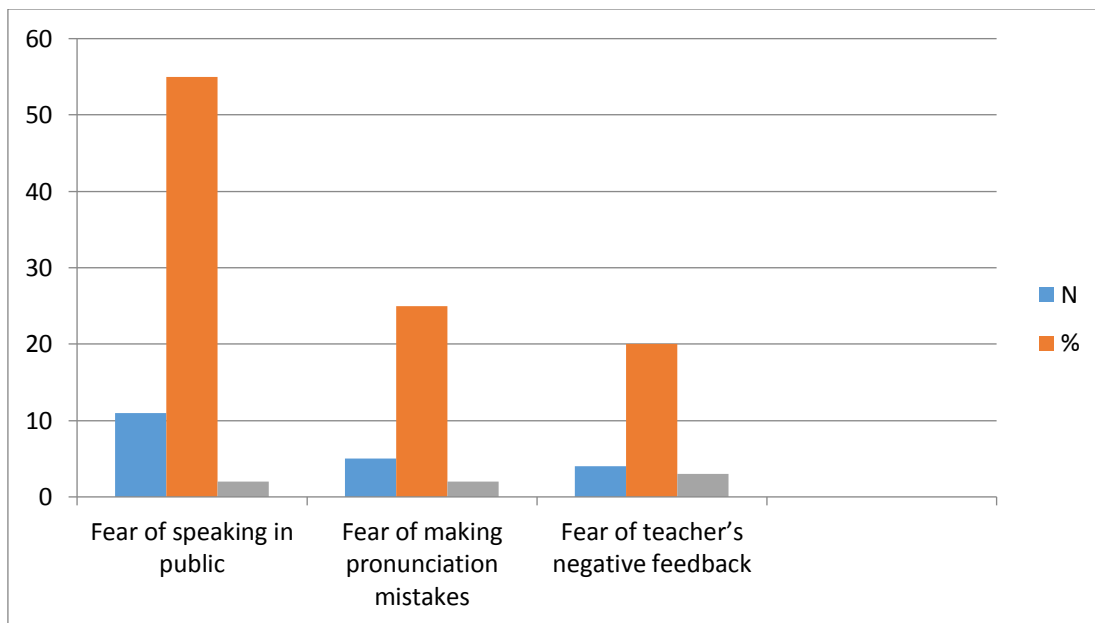


Figure 2.12 : Student's fear reasons of giving an Oral Presentation

The findings reveal that a majority of 11 students, accounting for 55%, experience fear in giving oral presentations primarily due to their fear of speaking in public. They feel anxious and unable to overcome this fear when speaking in front of others. Additionally, 5 students, representing 25% of the group, are scared of making pronunciation errors during their presentations. On the other hand, 4 students, making up 20%, express fear of receiving negative feedback from their teacher, as it may discourage and demotivate them.

2.5 Interpretation of the Results;

Findings suggest that the study focuses on a group of first year EFL students who vary in age, with a majority being male. These students have voluntarily chosen to study English, demonstrating a high level of motivation to learn the language. Many of them consider their English proficiency to be good or average, indicating their ability to express themselves orally based on the responses to the initial five questions. The majority of students express a desire to master speaking skills as they believe it is crucial for language learning and effective communication. However, the analysis also reveals that students face certain challenges in speaking, such as shyness, lack of self-confidence, fear of making mistakes, and anxiety. Concerning the teacher he/she should be creative and should use technology and visual aids that facilitate the achievement of the lesson's objectives. In addition, he/she should give his/her students' freedom in order not to limit their abilities. For the students, they should also be creative in their presentation, and use some of visual aids in their presentations.

This research supports the hypothesis that conducting a well-structured oral presentation during the oral expression session leads to an improvement in students' speaking skills and gradual development of their communicative competence.

2.6 Recommendations and Suggestions

Ultimately, some recommendations are suggested to help both teachers and students overcome the various challenges.

Most of the suggestions are centred around the following:

- Students recognize that their teacher has a crucial influence in assisting them with delivering a successful oral presentation. They believe that the teacher's support can be instrumental in providing adequate guidance and explicit instructions. Moreover, students appreciate their teacher's encouragement, even in the face of mistakes, as it fosters a positive learning environment.

- Students should never give up on their efforts, even in the face of failure. It is essential for them to continuously attempt and practice, regardless of any negative feedback they receive. Through persistence, they can enhance their oral presentation abilities and consequently improve their speaking skills.
- Learners need guidance from their teachers to make proper oral presentations to enhance their speaking skills.
- Students should practice their oral presentation many times.
- Oral presentations should be well prepared.

Conclusion

After analyzing the results collected, answers and explanations to the research questions and hypothesis have been obtained as follow:

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

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

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

All these findings and answers to the research questions help prove the research hypothesis.

GENERAL CONCLUSION

General Conclusion

General Conclusion

Our research focused on investigating the perspectives of both teachers and learners when it comes to utilizing students' oral presentations as a means to improve and foster their speaking abilities. The theoretical aspect of our study examined two distinct factors: oral presentations and speaking skills. We dedicated separate parts to explore each variable in detail. To assess our theoretical assumptions, we collected data through questionnaires administered to first-year students enrolled in the English department at Naama University Center.

By analyzing the questionnaire responses from both students and teachers, we gained insight into their opinions and attitudes regarding the utilization of oral presentations in EFL (English as a Foreign Language) classes. The analysis enabled us to understand how these presentations contribute to the improvement of students' speaking skills. Additionally, it allowed us to compile a comprehensive overview of the challenges that first-year students face when speaking in public.

The findings indicate that both teachers and students have a positive view on oral presentations. Students perceive oral presentations as a valuable tool for enhancing their speaking abilities and communication proficiency. On the other hand, teachers endorse oral presentations as an effective approach to tackle the difficulties students encounter while speaking. The main obstacles faced by students include timidity, anxiety, fear of errors, and fear of public speaking. Teachers play a crucial role in motivating and empowering students to overcome these fears by providing encouragement in the face of mistakes and offering constructive feedback.

In summary, this study successfully answered all the research questions and met its goals. The tools utilized in this research have also validated the hypothesis. The findings indicate that if students deliver a well-structured oral presentation during the oral expression session, their speaking skills will improve, and they will gradually enhance their ability to communicate effectively.

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Appendix

Dear students,

We will be grateful if you would answer this questionnaire which aims at gathering information about the role of oral presentations in enhancing the students' speaking skill in EFL classes.

Please, tick (✓) the choice that corresponds to your answer and provide full answers whenever you are requested to.

Thank you in advance.

Part One: background information:

1. Gender: Male Female

Age: a - 18-20 b - 20-25 c - More than that

2. Was English your first choice upon entering university?

Yes

No

3. How do you evaluate your level in English?

Very good

Good

Average

Poor

4. Does your proficiency level in English enable you to express yourself well orally?

Yes

No

If no, please explain why?

.....

Part Two: The Speaking Skill

1. Which of the four skills you wish to master most?

Listening

Speaking

Reading

Writing

Justify your answer, please?

.....

2. Do you agree that in order to learn the language you have to speak it?

Strongly agree

Agree

Disagree

Strongly disagree

Appendix

3. Do you have difficulties in speaking?

Yes

No

4. If your answer is "yes", is it because of:

Shyness

Lack self-confidence

Fear of making mistakes

Anxiety

5. When you are asked to speak in the classroom, you

Speak without any problem

Hesitate

Refuse to speak

Feel embarrassed

6. How do you describe your teacher' role?

A controller

A guide

A participant

An organizer

Part Three: Oral Presentation

1. Do you like your oral expression class?

Yes

No

Justify your answer, please?

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

Appendix

2. Does your teacher ask you to prepare oral presentations?

Always Often Sometimes Rarely Never

3. Do you think that you have the ability to do an oral presentation?

Yes No Somehow

Justify your answer, please?

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

4. When your teacher asks you to make an oral presentation how many days do you take in your preparation?

.....
.....

5. Do you use visual aids in your presentation?

Always Often Sometimes Rarely Never

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

Yes No Somehow

7. If your answer is "yes", is it because of:

Fear of speaking in public

Fear of making pronunciation mistakes

Fear of teacher's negative feedback

Thanks a million !

ملخص

تعلم اللغة الإنجليزية وتطوير الإبداع اللغوي من قدرات كتابية وكلامية أصبح أسهل ومتنوع أكثر بسبب دمج التكنولوجيا الحديثة في عملية التدريس، حاليا مدرسة اللغة الإنجليزية أصبح يملك الكثير من الأدوات التي تسمح له بتطبيق العديد من التقنيات التعليمية خلال الدرس لدفع متعلمي اللغة إلى أقصى حدود اكتساب المعرفة والمهارة اللغوية عندما يتعلق الأمر بتعلم اللغة الإنجليزية، إما بالنسبة للتلاميذ فالأدوات التي يستخدمونها يوميا من هواتف نقالة وحواسيب أيضا تعتبر عامل مؤثر على قدرته في ممارسة اللغة وتطويرها على كلا المستويين الكتابي والكلامي. هذا البحث من اجل التحقيق في إمكانيات تطوير الإبداع اللغوي لمتعلم اللغة الإنجليزية عبر استخدام التكنولوجيا والأدوات المعلوماتية، ولتحقيق ذلك تم اعتماد الاستبيان لملئه من قبل طلبة اللغة الإنجليزية السنة الأولى ليسانس في المركز الجامعي صالحى أحمد، وتحليل البيانات المجمع من الناحيتين النوعية والكمية. بشكل عام أظهرت النتائج أن طلبة اللغة الإنجليزية سنة أولى ليسانس تأثروا بطريقة مباشرة وغير مباشرة من التكنولوجيا وأدوات المعلوماتية المستخدمة في تدريسهم اللغة الإنجليزية، وساعدت في تطوير قدراتهم اللغوية وتحسينها، بل حتى استخدام التكنولوجيا خارج القسم أثر بطريقة أو بأخرى على إبداعهم الكتابي والكلامي في استخدام اللغة الإنجليزية.

Résumé

L'apprentissage de la langue anglaise et le développement de la créativité linguistique à partir des capacités écrites et verbales sont devenus plus faciles et plus diversifiés, grâce à l'intégration de la technologie moderne dans le processus d'enseignement. Actuellement, l'école de langue anglaise dispose de nombreux outils qui lui permettent d'appliquer de nombreuses techniques pédagogiques pendant la leçon pour pousser les apprenants de langues aux limites maximales de l'acquisition des connaissances et des compétences linguistiques lorsqu'il s'agit d'apprendre l'anglais. Quant aux étudiants, les outils qu'ils utilisent au quotidien à partir des téléphones portables et des ordinateurs sont également considérés comme un facteur affectant leur capacité à pratiquer la langue et la développer tant à l'écrit qu'à l'oral. Cette recherche vise à étudier les possibilités de développer la créativité linguistique de l'apprenant de langue anglaise grâce à l'utilisation de la technologie et des outils d'information. Les résultats ont montré que les étudiants de première année de langue anglaise pour leurs études de premier cycle étaient touchés, directement ou indirectement, par la technologie et les outils d'information utilisés dans leur enseignement de la langue anglaise, et les ont aidés à développer et à améliorer leurs capacités linguistiques.

Abstract

Learning the English language and developing linguistic creativity from written and verbal abilities has become easier and more diverse, thanks to the integration of modern technology into the teaching process. Currently, the English language school has many tools that allow it to apply many teaching techniques during the lesson to push language learners to the maximum limits of acquiring knowledge and language skills when it comes to learn English. As for students, the tools they use on a daily basis from mobile phones and computers are also considered a factor affecting their ability to practice the language and develop it both written and spoken. This research aims to study the possibilities of developing the linguistic creativity of the English language learner through the use of technology and information tools. The results showed that first-year English language undergraduate students were affected, directly or indirectly, by the technology and information tools used in their English language teaching, and helped them develop and improve their language skills.