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Investigating the Effectiveness of Classroom Oral Presentations in

Enhancing EFL Students' Autonomy

Case Study of Third Year and Master One Teachers and Students at the University of 08

Mai 1945, Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial

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DEDICATION

-Allah is my refuge and my strength-

*In the name of **Allah**, the most **Gracious**, **Merciful**, and **Helpful***

*Peace and Mercy Be upon our **Prophet Mohammed***

*All thanks to my DEAR **supervisor, my family, my friends,** and **my all colleagues through my educational career.***

*BIG THANKS to my partner in this work, **MADI Houssem Eddine.***

-MOHAMEDATNI Imad-

DEDICATION

*If it was not by **Allah's** help, I would never make it.*

*Peace and Mercy Be upon our **Prophet Mohammed,** special thanks to my beloved **supervisor, dear friends and colleagues** and **best mother on planet earth**.*

*I dedicate this work with all my heart to **the soul** of my childhood friend **Chamsse Eddine SERAIDI**, may God have mercy on him.*

-Gone but never forgotten-

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-MADI Houssem Eddine-

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ABSTRACT

This research endeavors to inquire the effectiveness of Oral Presentations in enhancing EFL Students' Autonomy. It primarily targets investigating teachers' and students' views and attitudes towards the topic in question. It attempts to assay the outcomes of Oral Presentations fulfilment into the EFL classrooms. It is hypothesized that teachers may have a positive attitudes towards the use of oral presentations in order to foster EFL students' autonomy. To confirm the recent hypothesis, the study adopts a set of research methods that employ the descriptive method by means of teachers' structured interviews, and classroom exploratory observations. The mentioned tools allow for the attainment of qualitative and quantitative data. The present investigation consists of ten (10) Third Year License and Master One EFL students, and four (4) teachers at the Department of English, 08 Mai 1945 University, Guelma. The results demonstrate that the implementation that the implementation of the required quantity and quality manner of oral presentations in EFL classrooms enhances students' autonomy.

Key words: Oral Presentations, Students' Autonomy, EFL Students.

LIST OF ACRONYMS

3D: Three-Dimensional

3P: Planning Preparation Presentation

AI: Artificial Intelligence

AL: Autonomous Learner

ARS: Audience Response System

CALL: Computer Assisted Language Learning

CMC: Computer Mediated Communication

CPU: Central Processing Unit

CRAPEL : Centre De Recherches et Applications Pédagogique en Langues

EFL: English as a Foreign Language

ELT: English Language Teaching

IoT: Internet of Things

LA: Learner Autonomy

LCA: Learner-Centered Approach

LCT: Learner-Centered Teaching

MALL: Mobile Assisted Language Learning

NLP: Natural Language Processing

OP: Oral Presentation

SDT: Self-Determination Theory

TCA: Teacher-Centered Approach

VR: Virtual Reality

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CHAPTER TWO: Learners' Autonomy

GENERAL INTRODUCTION

Nowadays, Oral Presentations (OPs) represent a feature of an EFL Autonomous Learner (AL). In recent years learning and teaching methods are developing gradually towards creating new methods and styles for more active and impactful ways of learning foreign languages which are mainly learner-centered.

Teachers and professionals moved from the traditional ways of teaching and delivering the target content from teacher-led instruction to learner-led or learner-centered instruction. The latter is an approach that aims at making the students take the lead of their learning process, and be responsible on what they acquire.

Within the trend of learner-centered teaching, classroom oral presentation is one effective form of learner-centered teaching, Hewett and Coffin (2016) claimed that "Classroom oral presentations involve students delivering spoken presentations within classroom settings. These presentations serve various educational purposes, such as developing communication skills, fostering critical thinking, and enhancing students' confidence in public speaking" (pp. 590-608)

As mentioned in the beginning, classroom oral presentation makes an autonomous student by preparing lessons and then presenting them. Benson (2007) defines Autonomy as "Learner autonomy involves students assuming greater responsibility for their own learning. It refers to the capacity to take control of one's own learning, independently of the teacher, and to regulate various processes such us setting objectives, selecting resources, and assessing learning outcomes." (pp. 220-240)

Statement of the Research Problem

Based on some investigations and discussions at the Department of Letters and English Language, University of 08 Mai 1945, Guelma, it was noticed that teachers are applying oral presentations but not with the required quality and quantity manner; in terms of quality, some teachers do not provide students with relevant topics from the syllabus, but instead with secondary concepts, in addition to feeding them with limited and short timing for presenting, in terms of quantity, it was found that students are not performing oral presentations in the majority of modules, they only present in one or two out of ten modules, especially in the content ones (like American Civilization and British Literature…etc.) although oral presentations may serve in learning foreign languages and in developing students' autonomy. In addition, some informal discussions with EFL students showed the researchers that the majority of students do not prefer classroom oral presentations because they lack self-confidence, they lack communicative competence, they suffer from anxiety and they have full reliance on teachers. These major issues create a gap in EFL learning and hinder students' path of being autonomous.

1. Research Questions

The aim of this study is to investigate the effectiveness of oral presentations in improving EFL students' autonomy. Accordingly, this research addresses the following questions:

1. Does the Classroom Oral Presentation enhance EFL students' Autonomy?

2. Are EFL teachers aware of the oral presentations' benefits?

3. Are EFL students aware of the oral presentations' benefits?

4. Do teachers desire to foster and encourage students' autonomy?

2. Aims of the Study

The primary aim of this research is to figure out how Oral Presentations impact EFL student's Autonomy. It looks up to:

- Raise teachers' and students' awareness about the effective role of classroom oral presentations in improving EFL students' autonomy.

- Highlight the benefits of classroom oral presentations in shaping EFL autonomous students.

3. Research Hypothesis

When students are presenting orally, they have a chance to encourage each other, to experience leadership, to manage responsibilities and to execute critical thinking; they may become autonomous. Based on these assumptions, we hypothesize that:

H1: Teachers may have a positive attitudes towards the use of oral presentations in order to foster EFL students' autonomy.

The null hypothesis implies that no relation exists between the two variables:

H0: Teachers' may have a negative attitudes towards the use of oral presentations in order to foster EFL students' autonomy.

5. Research Methodology and Design

5.1 Research Method

In order to investigate the effectiveness of oral presentations in enhancing EFL students' autonomy, this study follows the descriptive method by means of qualitative and quantitative data. This method permits the following data gathering tools: a teachers' structured interview to weigh their views and ideas about the topic; a classroom exploratory observation to analyze students' oral presentations depending on specific rubric and norms.

5.2. Population of the Study

In order to test the research hypothesis, the selected sample is 3rd Year and 1st Year Master LMD students and teachers, at the Department of Letters and English Language from 08 Mai 1945, Guelma University. The reasons behind choosing this sample are: first, students at these levels have enough exposure to oral presentations and they have an overview about how to prepare and perform it, second, teachers of Third year and Master students are usually applying oral presentations with these levels more than with any undergraduate peers.

6. Structure of the Dissertation

This research consists of two main parts; a theoretical part that includes chapter one (oral presentations) and two (students' autonomy), and a practical part which involves one chapter (field investigation) that encompasses data collection tools which are teachers' structured interviews and classroom exploratory observation. The first chapter tackles the historical background of oral presentations as well as getting through their general significance; after that, it deals with OPs specifically in the educational field. Additionally, it tackles the steps of building an oral presentation and its main qualities. Overall, it moves to encompass the OP categories and the factors that influence the students' performance during EFL classroom OPs. Finally, it emphasizes the role of technology on all these processes. The second chapter

discusses the learner's autonomy, along with Learner Centered Approach in comparison with Teacher Centered Approach, it deals with characteristics of autonomy; next, it tackles definitions of autonomy along with its different types, after that it provides the link between learner independence and autonomy, then it covers the purpose and characteristics of an autonomous learner, approaches to foster it and challenges that faced it, afterward, it encompasses technology's role in shaping autonomous learners, then, consequences of lack of autonomy. The practical part comprises of chapter three which deals with field investigation. This chapter includes teachers' structured interview aiming at discovering to what extent they acknowledge the effectiveness of OP in promoting LA, along with classroom exploratory observation that targets the analysis and the evaluation of students' oral presentations. The research begins with a general introduction and closes with a general conclusion.

CHAPTER ONE: Oral Presentations

Introduction

The current chapter starts with covering the historical background of oral presentations as well as getting through their general significance; after that, it deals with OPs specifically in the educational field. Additionally, it tackles the steps of building an oral presentation and its main qualities. Overall, it moves to encompass the OP categories and the factors that influence the students' performance during EFL classroom OPs. Finally, it emphasizes the role of technology on all these processes.

1.1. Historical Background of Oral Presentations

Oral Presentations (OP) have a remarkably extensive history, going back before written language. They are probably originated as a means for past generations to share stories, news, cultural aspects, knowledge and information around campfires; they were transmitted across generations from their ancestors. Oral presentations were utilized for a variety of objectives throughout history, ranging from arguments regarding law to impress leaders in ancient Greece, Egypt and other civilizations to modern communication, scientific researches, and virtual debates on internet in the present. They represent a continually developing tool to deliver knowledge and captivate audiences via the strength of spoken language.

Firstly, Prehistoric origins; Haviland et al. (2013) state that verbal communication is thought to be necessary for primitive human survival before written language existed. According to research in anthropology, oral histories, storytelling and conversations were critical in passing down information, maintaining cultural heritage and creating social cohesiveness in early human communities.

Secondly, Ancient Civilizations; in ancient civilizations such as Mesopotamia, Greece, Egypt and Rome, oral presentations were recorded in these communities, oratory abilities were highly respected and public speakers frequently held positions of leadership and authority

(Yunis, 2013, p. 157-176). In that era OPs were a significant device to transmit or deliver their knowledge, science and philosophy.

Thirdly, Classical Rhetoric; The Age of Greece, in specific, made substantial contributions to the advancement of rhetoric -the art of persuasive and effective speech or writings- as an art form. Scholars such as Aristotle, Plato, and Cicero worked extensively on the concepts of persuasion and reasoning, establishing the groundwork for organized speech as well as efficient communication (Kennedy, 1994).

Next, the Middle Ages and the Renaissance; Bolgar, (1954) claims that oral presentations throughout the Middle Ages and Renaissance remained important for spreading religious teachings, legal proceedings and political rhetoric. During this period, church members offered sermons, while political officials gave speeches.

Subsequently, Print Culture and Enlightenment; in the 15th century the printed press was invented which resulted in the widespread use of printed works, which first represented a challenge to oral communication. However, the Enlightenment era witnessed an increase of interest in public speaking and discussion, encouraged by idea exchange and literacy spread (Eisenstein, 1980). The printing machine assisted them to create their works and spread written texts within societies.

Afterwards, the Industrial Revolution and the Modern Era; Bostrom, (1984) argues that advancements in communication technology, such as the telegraph and telephone, improved the transmission of knowledge and communication over large distances. Public speaking abilities were increasingly significant in politics, business and academia, resulting in the formation of speech communication departments in universities and the rise of professional speakers and presenters.

Finally, Contemporary Trends; as digital media and communication technologies emerged in the twentieth and twenty-first centuries, oral presentations transformed. Platforms such as TED Talks -as an independent foundation that posts presentations online for free distribution, under the phrase "ideas worth spreading"- and online webinars changed the way presentations are given and utilized, reaching worldwide audiences and promoting new forms of engagement and interaction (Anderson, 2016).

Oral presentation skills are considered among the most important proficiencies needed for higher education and future careers (Al-Nouh et al., 2015, p. 136). In an EFL context, an oral presentation refers to a type of public speaking where students, individually or in groups, provide a prepared talk on a particular subject in English to the rest of the class; it could be with or without the utility of visual aids. It takes place in a specific physical, social and cultural context, with a certain theme and purpose of communication and the message is delivered from the speaker to the audience through linguistic, paralinguistic (intonation, volume, etc.) and extra-linguistic elements such as gestures and facial expressions (Li, 2018, p. 361).

The British Council defines an oral presentation as an opportunity to practice spoken English in a formal context. It emphasizes thorough preparation, clean and clear language and a moderate speaking pace. Furthermore, visual aids might be used to boost comprehension.

1.2. General Significance of Oral Presentations

Oral presentations have an extensive background reaching back to the beginning of human communication. Even before the development of the written word, oral communication was the primary method of transmitting stories, knowledge and customs within groups. Oral presentations played a significant part in education, politics, business and entertainment since ancient times and continue to do so now. Prominent personalities throughout history, including ancient Greek orator Demosthenes, Roman philosopher Cicero, civil rights leader Martin

Luther King Jr. and British Prime Minister Winston Churchill have shown how effective speech is able to change and motivate crowds. Oral presentations continue to adapt as technology advances, influencing how ideas are communicated, argued and understood in a world that is becoming more interconnected.

In every individual professional, social and educational life, successful oral presentation skills are quite significant. Oral presentation is a theatrical art that takes a skilled talent to deliver ideas, information and concepts. In the path of persuading, explaining or delivering data to an audience, clarity and organization is a must, as well as presenting tools. Whether using MICROSOFT POWER POINT, Keynote or Prezi visual aids are a major concept of making a good argument.

Robert Burton's famous quote says: "A blow with a word strikes deeper than a blow with a sword", from this expression, a leaner can deeply understand how significant an oral presentation might be, especially when it is delivered in a proper and organized manner. Thus, being a talented presenter is the most useful persuasive skill that an individual can have in his career.

Effective presentation is a crucial skill in the modern decade, it is the cornerstone of almost every field that requires motivation, persuasion, discussion…etc. the following points show its importance in each field:

1.2.1. Business and Economy

- **Reporting ideas and projects:** from securing funding processes to presenting research findings, oral presentations play a crucial role in convincing, persuading the stakeholders and colleagues (Mclean, 2010). E.g. a mayor is funding a small stadium project to be built in a certain place of the town that makes the stakeholders wonder, an oral presentation from the mayor will prevent any confusion or ambiguity; in addition, it will offer convincing ideas and persuading arguments about the chosen setting.

1.2.2. Arts and Humanities

- **Public speaking enlightenment**: Booth (2008) argues that OP assist authors, artists, and historians convey their work, ideas and creative contributions to spectators which foster art appreciation and understanding.

- **Museum and gallery talk**: presentations provided by museum docents and gallery curators enrich the visitors' experiences by providing valuable data, historical context and artistic analysis. (McGregor & Mills 2014)

1.2.3. Political Field

The oral presentation plays a crucial role in politics, especially when politicians, leaders or some candidates want to deliver a new law or policy to the public. OP is the effective key to engage in political debates and arguments in order to win or to convince a community; it serves as a powerful tool for the political actors to convey their messages and to create mobilization. Here are some key points of oral presentations in political communication:

- **Persuading juries and audiences:** OP take a significant place in the court, in which lawyers present arguments for the purpose of convincing, persuading and exonerating their clients one way or another. On the other side, politicians deliver speeches to sway public opinion, gain votes and advocate proposed policies. (Van Ruler & Schoenmakers, 2017). Politicians may interact directly and personally with their audience through oral presentations, which help them build camaraderie. Moreover, speakers can influence public opinion, organize support and galvanize action by employing persuasive rhetoric, emotive appeals and engaging storytelling. (Van Ruler & Schoenmakers, 2017).

- **Framing and agenda settings:** Effective oral presentations allow politician to frame issues and control the agenda, affecting how the public and policymakers perceive and

discuss various themes (Entman, 1993, p. 51-58). Speakers may dominate the discourse and guide talks to their advantage constructing narratives and emphasizing specific aspects of an issue (ibid).

- **Public speaking skills and leadership:** Political leaders need to have strong public speaking abilities in order to convey competence, project authority and inspire confidence. Effective delivery techniques, like body language, eye contact and vocal modulation, allow speakers to grab the audience's attention and convey trustworthiness. (Smith & Doe, 2022)

- **Crisis communication and crisis management:** Oral presentations are essential instruments for political leaders to address concerns, calm the public and offer leadership during times of crisis (Coombs, 2007, p. 163-176). Coordinated emergency responses can be facilitated and anxiety can be reduced with prompt and open communication (ibid).

A famous case as an example of oral presentation in political communication (Barack Obama's 2008 campaign speeches); during his 2008 presidential campaign, Barack Obama delivered eloquent and inspirational speeches that captivated audiences and rallied a broad coalition of supporters. Through his word of hope, change, and unity, Obama sparked grassroots activism, galvanized young voters, and ultimately won the election.

Oral presentations are crucial instruments for political communication, allowing leaders to engage, convince, and lead. Whether rallying followers, handling crisis or changing public opinion, effective public speaking remains a critical component of any successful political strategy.

1.2.4. Sports Field

Oral presentations exercise a wide effect that may influence different fields including diverse kinds of sports. OPs have a great role in delivering the target speech in different

situations. First, in coaching (wherever in football, basketball, volleyball, etc...) coaches frequently use oral presentations in order to provide tactical, technical and strategic information with their players or athletes. OPs may include planning the required performance or updating training methods (Williams & Andersen, 1998, pp. 373–402). For example, Pep Guardiola, a football Spanish coach, always gives instructions and advices to his players inside changing room in forms of oral presentations.

Subsequently, OPs are used in player development programs (physically and mentally) to teach athletes and players about specific aspects of their sport including nutrition (especially in body building), injury prevention and mental conditioning. Trainers and coaches may utilize OP to boost motivation or some mental training techniques to their athletes such as visualization and relaxation strategies which enhance their performance in physically and mentally (Farrow & Robertson, 2017, p. 181–196).

1.2.5. Scientific Field

In the context of scientific research, efficient exchange of information is critical for sharing research findings, promoting cooperation and improving knowledge. Among the different forms of communication, oral presentations constitute a cornerstone for scientists and researchers who want to express their work or discoveries to colleagues, mentors and the scientific broader community (Alley, 2013). However, producing a convincing oral presentation in the scientific field involves an amount of simplicity, engagement and persuasion. Oral presentations serve as a dynamic venue for scholars to demonstrate their research findings, engage with peers and ignite intellectual discourse (Gonzalez-Bailon et al., 2019, p. 1011-1015). Here is a look at what an OP may offer:

- **Dissemination of research**: Barnett (2007) claims that by the time new findings happen to be discovered by a scientist, an oral presentation is the exclusive phase to collaborate in transferring them; scientists present their findings at conferences,

workshops and seminars to share knowledge, foster collaboration and advance scientific progress. Oral presentations enable scientist to convey their research findings in a timely manner, often before the lengthy peer-reviewing procedure for scientific publications is completed (Rowe, 2001, p. 79-90). This facilitates the distribution of knowledge and encourages earlier conversations in the field.

- **Building relationships and collaborations:** scientific conferences and seminars with oral presentations provide important opportunities for scientists to interact with peers, share ideas and conceivably form collaborations. This promotes a sense of community and motivates additional research efforts (MacDonald, 2016, p. 593–601).

- **Developing communication skills:** scientists benefit considerably from the ability to successfully present their research. Crafting a brief and compelling OP improves a scientist's ability to accurately explain complicated material, both verbally and visually (McKeachie, 2000).

1.3. Oral Presentations in Educational Fields

The educational field is the most important domain for the application of oral presentations; the use of OP in education is very helpful especially in EFL classes, it may help students develop various skills such as speaking, preparing, engaging, and delivering. OPs may help them face their fears and become more creative, critical thinkers, communicators, in addition to being autonomous and developing their language learning process. Riadil (2020) stated that students' appearance in oral presentations will affect language development which includes grammar, vocabulary, responses, and word choice in communication (p. 13-21).

For EFL teachers, OP can be helpful as Girard, Pinar and Trapp (2011) found; using oral presentations allow students to interact and participate more in the classroom, which increases their interest in learning English (p. 77-93). In addition, Oral Presentations provide the EFL

students the chance to have direct control of both the content and the flow of the classroom discussion (Apple & Kikuchi, 2007, p.110-122).

Oral presentations represent the most frequent means for training and instruction; modern teachers follow the oral presentation method for several beneficial points, to deliver lectures and lessons; to provide explanations for concepts, jargons and methods; to facilitate for the EFL learners' forms of discussion and debate; in addition, it ensures the knowledge transfer (Frydenburg, 2011).

OP has an essential role and a lot of benefits in education, academia, and especially in EFL classrooms; it serves both students and teachers in different ways such as developing skills, active learning, creating a productive atmosphere, and shaping autonomous students.

Despite the fact that oral presentations may serve many benefits, they may also create several challenges in the EFL student's face. Anxiety in the language process can be a huge and known issue, which is the fear of speaking in public and being judged by colleagues or others which hinder the student's performance (McCroskey & Richmond, 2018). Overall, student's limited level, lack of vocabulary, and grammatical proficiency may play a crucial role in making it harder and difficult for him/her to clearly and concisely convey the message (Harmer, 2020).

Students' cultural background may serve as a huge obstacle in the EFL learning environment. EFL classrooms usually contain students from various places, traditions, and cultures where the oral presentation may not be adopted as a learning strategy (Hyland, 2018). In addition, organizing and preparing for oral presentations in some modules takes immense energy and timing, which can serve as exhausting source for the EFL students in the process of balancing between their educational responsibilities (Ur, 2019).

To recapitulate, OP increases engaging communication through allowing presenters to connect with their audience personally, relying on visuals, storytelling power and body

language and movement to enhance clarity and impact. It also increases interactive learning; it can facilitate Q&A sessions, discussions and brainstorming which promotes active participation and deep understanding. In addition, it helps the learner develop persuasive powers; a well-crafted presentation has the power to influence decisions, inspire actions and drive changes. The ability to deliver effective oral presentations transcends professional boundaries. It empowers individuals to disseminate ideas, build consensus and achieve success in all the walks of life.

1.4. Presentations vs Speeches

Oral communication is a cornerstone of human interaction, encompassing various forms such as oral presentations and speeches. While they both share the same function of delivering information, they differ in their purpose, delivery, structure and audience engagement. Oral presentations are usually taking a place in the educational and professional pitch and setting, accompanied with the goal of persuading and convincing the audience; On the other, speeches are often delivered in a special or commemorates events, and they involve more formality than the mentioned first (Lucas, 2014). These are the scopes of differences:

1.4.1. Purpose

- **Oral presentation** aims to inform, persuade and educate the audience about specific topics such as educational lectures, business proposals or conference presentations.

- **Speech** is a formal address, less structured than the oral presentation; it is addressed to and audience for a specific occasion or purpose and it can be persuasive, motivational, informative, or ceremonial in nature. (Lucas, 2014).

1.4.2. Format

- **Oral presentation** contains visual aids such as slides, charts, or props to support the speaker's delivery. It may also involve interactive elements such as Q&A sessions,

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group activities and effective feedback. In addition, to the known format which is introduction, body and conclusion.

- **Speech** is usually a more structured and scripted presentation with a clear introduction, body and conclusion; it may not always include visual aids and interactive elements. (Lucas, 2014).

1.4.3. Delivery

- **Oral presentation's** delivery involves more conversation than a speech does, with the speaker directly engaging with the audience. Body language, eye contact and tone of the voice are significant aspects in delivering information.

- **Speech** involves a more authoritative and formal delivery, with the speaker using rhetoric and persuasive techniques to engage the audience. (Lucas, 2014).

1.4.4. Audience Interaction

Beebe and Beebe (2018) claimed that another area of difference is audience interaction as follows:

- **Oral presentation** may contain audience interaction such as seeking feedback, answering questions and further suggestions, but the cornerstone of the presentation is delivering the intended message (Beebe, & Beebe, 2018).

- **Speech** as well may involve audience interaction but not as the mentioned before, it contains a limited interaction, with the speaker delivering a prepared message to a passive audience (Beebe, & Beebe, 2018).

In summary, while both oral presentations and speeches involve speaking to an audience, oral presentations are often part of a larger presentation and may include visual aids and interactive elements, while speeches are formal addresses given in a specific occasion or purpose and are usually more structured and scripted.

1.5. Steps of an Oral Presentation

1.5.1 Introduction

It is the most important aspect in the oral presentation process in which the presenter makes the first impression. Delivering a presentation whether in front of a small group or a large group is common in today's educational, professional and commercial fields. Various experts may be called upon to deliver specific presentations such as sales pitch, presentation of new marketing data or analytical finding. Regardless of the content, it is important to create an engaging introduction that grabs your audience's attention early in the presentation. (Gallo, 2014).

The most significant part of giving an effective speech or discussion is knowing how to start a presentation. By providing an engaging start of the presentation, presenters may capture their audiences' interest and help them focus on what is going to be shared. The introduction can help the spectators understand the purpose of the presentation. When presenting in front of unknown groups, it is an opportunity for the presenter to introduce himself/herself as a speaker, helping him/her make a connection with the addressees (Gallo, 2014).

A good presentation introduction is supposed to:

- Build a relationship with the audience (especially in a small informal setting).

- State preference for questions – during or after?

- Set the stage, state the topic, purpose and intended results (Dolan, 2017).

To elaborate on the previous points, Dolan (2017) emphasize the vitality of introducing oneself, stating one's name, role and function choosing details that are relevant to one's presentation and that help establish him/her as an expert in the chosen topic. Furthermore, it is crucial to communicate the presenter's agenda and goals to the listeners and setting expectations. The presenters should give them a reason to listen and should provide a clear explanation of the benefits, essentially what is in it for them. Finally, the presenter should inform them how s/he will achieve his/her goals by setting an agenda and outlining the topic that will be covered.

Karpicke & Blunt (2011) claimed that it is better to start the presentation with a compelling story, question, quote, or surprising fact to grab the audience's attention and pique their interest. Captivate the audience from the opening point by attention-grabbing remarks, questions and even fascinating anecdotes. For example: "imagine a world where your every move is monitored, your every purchase tracked, and your every word is analyzed. This may sound like a dystopian novel, but it is the reality of the digital world we live in today".

It is beneficial for presenters to provide data to the audience about what they are going to present in a succinct, organized matter. They must think about the content and find several key points they hope to explain fully by the time they are finished. For example: "I am here today to talk to you about why Target Reach Plus was created, who is benefiting from it already and how you can implement this kind of technology in your stores". (Indeed Editorial Team, 2024).

1.5.2. Content

A successful OP's content matches the interest and needs of the audience; they are there to gain valuable insights about the topic in question. The addressees will be really interested, focused, and surprised when the presentation:

- Conveys the message logically and operationally.
- Uses appropriate anecdotes and examples.
- Uses color schemes and animations to illustrate and emphasis important points.
- Cites references and publications as appropriate to establish credibility (Dolan 2017).

The EFL student presenter should structure the presentation for maximum success, express the main idea and tell the audience what the intended result will be; move the presentation forward by transitioning appropriately into the topic and using phrases like "okay let's get started" or "if you have no more question let's move on". The speaker should be flexible and move to the right direction, if necessary, uses examples not included in the presentation to emphasis the confusing points, but avoids distraction (Dolan, 2017).

The audience is in a need to feel that what is being presented is quite important. Considering pulling in data or statistics to help deliver the importance of the message, an EFL student presenter can also share how this presentation might enrich their lives or help them develop new skill (Reynolds, 2012).

Before starting with a slide presentation, the EFL student presenter should consider telling a short, relevant story, as it can help build a rapport with the audience. The story can be humorous, idealistic or thought-provoking, but it has to be 30 seconds to a minute of relevant information. A personal touch to the story can be helpful too. For example, s/he experienced something personal regarding the main point of the presentation; s/he ought to let the audience feel that experience (Gallo, 2014).

Example: when I went shopping last week with a couple of good friends, I immediately noticed how there are now robots roaming the store and taking orders. (Indeed Editorial Team, 2024).

If the presenter does not have a personal story to share with the audience, an effective alternative is sharing a thought-provoking fact about the presentation relevance. If it is decided to go forward with this approach, it is a necessity that the delivery of statement should be with confident body language and verbal tone (Heath & Heath, 2007).

It is best standing up straight and keeping the hands out of the pocket. It might help to think about delivering this as if the EFL student presenter is telling his/her peers about the news; s/he has just learned that it affects them. S/he wants the audience to learn that what s/he is saying is both truthful and interesting (Knapp & Hall, 2014).

If there is no plan for telling a story or making an interesting statement, a significant alternative is asking the audience to participate. The best method of this approach is asking an open-ended question that requires the audience members to either raise a hand or stand up to answer. If it is early in the morning, it is good asking them to stand up while answering; this tactic works best in more intimate to small-scale audiences. If the presenter is not sure about

what tactic would work with the audience, s/he has the choice of asking a peer or coworker to practice. They can provide feedback on the performance, like body language, dress attire, and ultimately, what tactic works best with the presentation's main idea (Bligh, 1998).

1.5.3. Conclusion

The last impression remains forever. A strong conclusion summarizes and provides the tackled points to the audience in a clear deduction. A professional presentation ends with an inspiring quote, a call to action or inspirational thought that resonates long after it is over (Dolan, 2017).

Thus, the presenter should reiterate the main purpose and key supporting points. For example: does anyone wants to know more? If not do you have any question? Prompting for questions: the most frequently asked questioned are… Finally, s/he should summarize the main elements of the presentation as they relate to the original objective; if applicable, highlight the main aspects or crucial elements for the audience to understand them. Signal the end is near by uttering expressions like: 'to warm up' or 'to sum up'. Clearly articulate the next steps, actions or practical recommendations. Thank the audience and solicit the final question (Dolan, 2017).

1.6. Ten Qualities of a Successful Oral Presentation:

1.6.1. Clear Structure

It is crucial to organize ideas and views in a logical stream, start with an introduction, major points and close with a strong conclusion. A structured presentation will help the audience understand it more easily and will arise a feeling of satisfaction at the end. Regardless of the presentation style, a quality presentation starts with a clear path map. In addition to choosing a suitable layout that aligns with the topic in question: as an example, if an individual is presenting about the cold war, the layout should beckon the two superpowers, tanks and weapons, etc. (Wong, 2024, February 26).

1.6.2. Effective Visual Aids

It is essential to open the explanation with relative visual aids such as images, graphs, informative charts that help to reinforce messages and add value to them. As an example, one may provide the audience with pictures, maps or charts of the Berlin wall while presenting about the end of the Cold War (Wong, 2024).

1.6.3. Concise Communication

Language of presentations should be kept simple and should avoid jargon or complex terms. Communicating thoughts clearly so that the audience may easily grasp and remember the information conveyed is vital. This may help preventing ambiguity and may increase the overall effectiveness of the delivered information (Wong, 2024).

1.6.4. Engaging Delivery

A qualified presenter should spice up presentations with some enthusiasm; use expressive gestures, maintain eye contact, and vary tone of the voice to keep the audience on the edge of their seats. All of these characteristics will help showing great charisma on the stage (Wong, 2024).

1.6.5. Audience Engagement

The expert presenter makes the presentation an interactive experience; encourages discussion, and maybe even includes fun activities. An engaged audience is more likely to remember and accept messages. Slides should turn into interactive presentations using interactive individual or group tasks. It is vital to engage the audience with interactive content and let them explore and interact with the presentation to create a truly immersive experience. As an exclusive example of this process, while an individual is presenting a topic about memory in linguistics, s/he may provide the audience with a task of testing memory, by picking participants to come to the stage and compete, this experience will leave a great impression on the audience (Wong, 2024).

1.6.6. Effective Storytelling

Humans are storytellers, incorporating relevant anecdotes, case studies, and even personal stories into a presentation may captivate the audience and leave a lasting impression. Stories build connections and make messages memorable. A good presentation backdrop is also essential because it sets the tone, creates visual interest and reinforces communication (Wong, 2024).

1.6.7. Well Timed Pacing

A good presentation is not rushed or slow; it would be carefully designed. One must respect the audience's time and cover all important points without losing interest. And never forget that too early messages are forgettable, and too late messages are probably not heard (Wong, 2024).

1.6.8. Body Language and Movement

Non-verbal communication is a key element of presentations; they consist of open posture, eye contact, facial expressions, hand gestures, and the distance between the speaker and the audience. One should stand firm and move consciously; the presenter should not shake or shift. S/he should move at appropriate times during a presentation (during transitions or to emphasis a point); and stand in a position where everyone can see him/her without obstructing the view or screen (Wong, 2024).

The presenter should choose a good position for hands that shows relaxing personality and comfortable posture; gestures should be natural and follow what s/he says. The key points can be emphasized with hand movements. Strong and clear gestures are required, both arms and hands are allowed for use, but keeping them away from one's face is a necessity; pointing at the screen should be done consciously, waving or talking to the audience is a forbidden act (Wong, 2024).

It is much beneficial when the presenter is looking at the audience's faces, not above their heads. If there is an interview or business meeting, the focus should be on looking to the

decision makers as well as everyone else, every person of the audience should be looked at for 3-5 seconds, then move to the next person, taking the eyes off the audience for more than 10 seconds is a huge mistake that must be avoided, looking at a person keeps him\her engaged (Wong, 2024).

By looking at the audiences' faces; an individual may recognize how well the presentation was received; audience body language can indicate acceptance, interest, boredom, tolerance, hostility, disproval and neutrality. Reading the audience is beneficial to adjust as necessary to capture their attention; for example, if a person seems bored, a presenter may include an interesting anecdote or story to pique their interest further (Wong, 2024).

1.6.9. Verbal Delivery

Using spoken language is as beneficial as written words; it is also preferable to use active verbs instead of passive verbs, avoiding jargon unless the audience is familiar with. A trained presenter should use his/her own words and phrases, and cut out technical terms and slang. By looking at the audience and using vocal techniques, their attention will be grabbed (Wong, 2024).

If necessary, an individual should consider changing the pace or volume, take longer breaks between significant points, or change the pitch of his\her voice, probably considering taking a sip of water to force oneself to stop or slow down. The last point, a speaker should think of his/her audience as a group of individuals and address them as if s/he was talking to each person alone (Wong, 2024).

1.6.10. Strong Conclusion:

The last impression remains forever. It is beneficial to summarize and provide the tackled points to the audience in a clear conclusion. End your presentation with an inspiring quote, call to action, or inspirational thought that resonates long after it's over. In today's digital world,

apart from face-to-face presentations, virtual presentation is of paramount significance (Wong, 2024).

1.7. Categories of Oral Presentations

1.7.1. Impromptu Speech

Lucas, S.E. defined impromptu speech as a speech delivered without prior preparation or rehearsal, requiring the speaker to think quickly and respond spontaneously to a given topic (2009). An impromptu speech occurs when you are requested to speak in public without previous notice, for instance someone asked you "say a few words please!" about certain topic. It can be one of the most difficult presentations you will ever take on; stepping up in front of an audience and having to talk for a few minutes without preparation is daunting, sometimes it referred to as "off the cuff" or "spur of the moment". In the EFL context, impromptu speech aids students in developing their capacity to think and communicate swiftly and coherently in English (McCroskey and Richmond, 2018).

Impromptu speech happens both in formal and informal occasions. Formal situations such as EFL classes, conferences or meetings; the chairman of the meeting may suddenly request from one attendant to say some words or to give an opinion about the topic discussed. Informal situations like in weddings; for example, someone asks the father of the groom to give some lovely words to the newlyweds or to the public without preparation.

While giving an impromptu speech might be difficult, it may be exciting since the speaker and the student thinks freely and speaks what s/he is passionate about at the time. A student should not be nervous to take notes during an impromptu speech if they have enough time to organize their thoughts (Methods of Speech Delivery | Public Speaking, n.d.).

The disadvantage of this type of presentation is that there is no time for preparation, thus gathering research to back up statements like quotes, or facts is not possible. Lack of

preparation makes some speakers anxious and they may fail to engage the audience as a result (Methods of Speech Delivery | Public Speaking, n.d.).

A step-by-step guide if you called to give an impromptu speech:

- Take a quick time to gather your thoughts and plan the key points you want to convey.

- Thank the person who invited you to speak.

- Deliver your words as briefly as possible while covering it effectively and with a pace that your listeners can understand.

- Thank the person again for inviting you to speak.

- Stop talking.

1.7.2. Extemporaneous Speech

A speech delivered with some preparation, where the speaker or the student outlines the key points or ideas but delivers the speech without reading from a script or memorizing the entire content (O'Hair et al., 2014). Extemporaneous speaking is the presenting of a properly prepared and rehearsed speech, spoken in a conversational style, with brief notes (notecard or small papers). Using notes instead of a full manuscript allows the extemporaneous speaker to make and keep eye contact with the audience and determine how well they understand the speech as it develops. These notes are not full sentences, but they assist the speakers in turning them into full sentences when spoken aloud (Publisher, 2016).

The advantage of extemporaneous speaking is that the notes allow the speakers and the EFL learner to speak in a more conversational tone while not dictating every word they say. This strategy helps the presenters to make better eye contact with their listeners. The shorter note forms also help presenters avoid becoming lost in their remarks (Methods of Speech Delivery | Public Speaking, n.d.).

The disadvantage of extemporaneous presentations is that presenters may forget what more they intended to say or discover a note is out of order. This issue may be prevented by practicing and double-checking the notes' sequence before speaking (Methods of Speech Delivery | Public Speaking, n.d.).

A real situation example of extemporaneous speech:

Steve Jobs, Apple's co-founder, was famed for his compelling and persuasive speeches. And, while many of his talks were polished and scheduled, he also had a talent for extemporaneous speaking. In 2001, when the iPod was first unveiled, Steve Jobs delivered one of the most spontaneous presentations ever given. One of the journalists in the room where Jobs was unveiling the new device questioned Jobs "why the iPod was superior to other MP3 players on the market". Without missing a beat, Jobs launched into a passionate and compelling description of the iPod's superiority (Reynolds, 2020).

1.7.3. Manuscript Speech

Hamilton, C. V., and Huxman, S. S. (2020) claimed that manuscript speech is a speech delivered word for word from a prepared script or text, which is commonly used for very formal or significant presentations. Manuscript speaking is commonly used in formal meetings, educational conferences, and situations when the subject matter of the speech must be recorded. It is particularly useful when there is a time restriction and the topic of the discussion is crucial. The objective of this speech is to convey accurate and concise messages (Mlblevins, 2015).

The advantage of using a manuscript is that the speakers get the use of every word they have prepared in advance. There is no need for guesswork or recall; for instance, actors in theaters, chairman in educational conferences, official leaders or co-founders of companies. This strategy calms some speakers' anxiety because they no longer have to worry about freezing and forgetting what they were about to say. They can also provide specific quotes from their

source material. However, the downside of a manuscript is that the speakers must read a large number of words on the page. This prevents one of the most fundamental parts of delivery: eye contact. When there are a lot of words on the page, the speakers will find themselves glancing down at them more often because they need aid. If they do look up at the audience, they frequently lose their spot when their concentration returns to the paper (Methods of Speech Delivery | Public Speaking, n.d.).

1.7.4. Memorized Speech

Lucas, S.E. (2009) stated that memorized speech is "A speech that is completely memorized and delivered without the aid of notes or script, relying solely on the speaker's memory" (p. 244). It is the repeated recital of a written message that the speaker has stored in memory. Actors, of course, recite from memory while performing from a script in a stage play, broadcast show or movie scene. When it relates to speeches, memorizing might be effective when the message must be precise and the speaker does not want to be limited by notes (Publisher, 2016). Memorizing a speech is not the same as memorizing a poem, which requires memorizing every word precisely as written, in addition, a memorized speech seems as an "off the cuff" utterance from someone who is both an articulate speaker and an extremely structured thinker. (Methods of Speech Delivery | Public Speaking, n.d.).

Public presenters frequently face the challenge of memorizing a speech. Memorization can result in a polished and practiced performance, but it can also cause stiffness and nervousness. **The Pros of memorized speech are:**

- **Flawless Delivery:** Memorizing a speech enables for a more natural delivery because one will not have to rely on notes or prompts. This can help gain credibility and professionalism in the eyes of the audience.

- **Increased Confidence:** Knowing one's speech by heart will enhance self-confidence because one will not have to worry about missing essential parts or tripping over words. This confidence can lead to a more engaging presentation.

- **Time Management:** Memorization allows for better regulation to timing of the speech, ensuring that one remains within the allocated time period without pausing to check notes or slides.

- **Enhanced Focus:** Without the distraction of notes or prompts, one may concentrate only on the delivery and connection with the audience, resulting in a more compelling presentation (Beebe et al., 2021; DeVito, 2020).

Among the cons of memorized speech:

- **Rigid Delivery:** Memorizing speech may end in a robotic or boring delivery because one focuses on remembering the exact phrases rather than communicating emotion or passion.

- **Increased Pressure:** The strain to recall every phrase might be difficult and cause anxiety or fear of speaking, especially if one has a tendency to forget under pressure.

- **Limited Adaptability:** A memorized speech may lack flexibility or adaptation to unplanned changes, such as reaction from the audience or questions, making the presenter unready to respond effectively.

- **Risk of Blank-Outs:** There is always the possibility of forgetting sections of one's speech, especially if the speaker is stressed or distracted, which may interrupt the flow and reduce his/her credibility as a speaker (Beebe et al., 2021; DeVito, 2020).

To recapitulate, all the mentioned categories of OP are used by EFL students, depending on their interests and levels. However, many EFL presenters consider the extemporaneous style the best speaking method since it allows them to prepared, keeps the audience engaged and

makes their delivery more natural. Especially the exchange of eye contact because it is the cornerstone of a presentation, it makes one seem a confident qualified presenter.

1.7.5. Oral Presentations in EFL Classrooms

In an EFL environment, an OP is a type of public speaking in which students, individually or in groups, deliver a prepared lecture on a specific topic in English to the class using visual aids. It takes place in a specific physical, social, and cultural context, with a predetermined theme and communication goal. The student conveys the message to the audience using linguistic, paralinguistic (intonation, volume, etc.) and extra-linguistic (gestures and facial emotions, etc.) elements. The planned meaning and interpretation are dependent on the interplay between the creating context and the participants (Li, 2018, p. 2).

In the field of education, especially for English as a Foreign Language (EFL) class, oral presentations may take on numerous forms to improve learning, communication skills, and to shape autonomous students. Here are some common forms of OP used in EFL classes:

o **Informative Presentations:** aim to deliver knowledge on a given topic. In EFL classrooms, these presentations allow students to experience structuring, organizing, and conveying factual information clearly and simply. Informative presentations centered on sharing facts, specific information, and rational analysis to EFL students (Bailey, 2020).

o **Persuasive Presentations:** attempt to persuade the audience of certain points of view or to adopt a specific action. These are useful in EFL classrooms and they allow EFL students to improve argumentation abilities, critical thinking, and they also employ persuasive language and rhetorical techniques in the EFL context (Orosz, 2019).

o **Demonstrative Presentations:** teach the EFL audience how to do something step by step, which means they are a systematic process. These presentations are especially

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beneficial in EFL courses for teaching practical language skills, procedural vocabulary, and boosting comprehension via providing visual and spoken explanations (Golkova and Hubackova, 2018, pp. 4740-4744).

- o **Narrative Presentations:** include narrating a tale or retelling events. In EFL situations, this sort of activity assists students with event sequencing, past tense usage, and storytelling development, in addition to that, they build confidence in using language to transfer personal experiences (Thornbury, 2019).

- o **Group presentations:** multiple or a group of students collaborate on a certain topic to create a group presentation. In EFL classes this type of presentation fosters team work between EFL students, execute engaging speaking and listening and help handling and arranging content collaboratively (Harmer, 2020).

- o **Debate presentations:** involve the process of making EFL students stand in the board in opposing sides to debate about certain topics, for instance a group of boys is rejecting the idea of women driving cars; however, girls are debating the idea through using defense arguments. This philosophy is super beneficial in the EFL learning environment as it can help foster the students' critical thinking, problem-solving, fluency in expressing idea, and it may improve their argumentation skills. In addition, the philosophy helps students respond to counterarguments and defend their perspectives (Ur, 2019).

1.8. Factors Influencing Students' Oral Presentations

The experience of speaking up in front of the whole classroom could be frustrating for students. To perform a successful OP in a classroom with a large number of students, there are

several encouraging or discouraging factors that may help or hinder the student during this task.

1.8.1. Previous Knowledge

An oral presentation can be challenging for a variety of factors, one of the challenges in preparing the presentation is the absence of previous knowledge. General previous knowledge encompasses knowledge of the target culture, the subject under discussion and a broad understanding of current events, arts, politics, and literature (Phan et al., 2022, p. 66-67). Preparing for a presentation generally entails a thorough investigation and evaluation of the subject. This technique promotes a greater grasp of the topic matter, resulting in better knowledge recall (Ma et al., 2018). EFL Presenters with prior knowledges of the topic are more probable to be confident and fluent during their presentations. This confidence may affect positively audience's perception and participation (Niemiec et al., 2010, pp. 255-257).

1.8.2. Personal Traits

Anxiety: the fear of speaking in public in a front of a group of people or what is known as "Glossophobia" is a prevalent issue among students. Anxiety can cause physical indicators and prevent effective interaction (Shah, 2013). Studies frequently indicated that anxiety may hinder EFL students' productivity and achievement, especially in serious situations such as oral presentations or project work (Phan et al., 2022, p. 67). When speaking about anxiety, teachers and the target audience are considered as the first reason of students' fear from presenting.

Lack of presenting skills play a significant role in students' feelings of anxiety; students cannot avoid oral presenting duties just because they lack the necessary abilities or are anxious. They may provide an effective presentation if they overcome their psychological concerns (Phan et al., 2022, p. 68). While anxiety can be negative in students' oral presentations, it can also play a positive role. Positive anxiety might motivate students to diligently prepare and

rehearse their presentations. This type of anxiety can be transformed into productive energy, which boosts confidence and performance. Students can use anxiety to their advantage by recognizing its usefulness, reframing their mentality, thoroughly rehearsing and preparing, breathing deeply, and engaging with the audience (How Can You Channel Presentation Anxiety Into Positive Energy?, 2023).

Motivation: is an important aspect in the learning process; learners must be motivated to learn English not just for tests but also to communicate well and to present orally with others (Phan et al., 2022, p. 68). If students are motivated, feel happy and are satisfied, they will give their best performance.

Motivation is divided into two main types which are Intrinsic and Extrinsic motivation. Ryan and Deci (2000) came up with a definition of intrinsic motivation "Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed in a task rather than external products, pressures, or rewards" (p. 56). Intrinsically motivated students learn because they want to. This feature is positive for language teachers, as certain students bring not much intrinsic motivation to the classroom (Long et al., 2013, p. 138). On the other hand; Samejon (2015, p. 2) claimed that "extrinsic motivation is the execution of an activity in order to receive external rewards." An extrinsically motivated student works for a reward, such as graduating or passing an exam, or to avoid a punishment, such as a poor grade. Extrinsic motivation is motivated not by the procedure itself, but by the benefits obtained from performing the action (Long et al., 2013, p. 138).

At the end, language learning and especially oral presentation skills require motivation and possibilities to convey oneself and interact with others.

1.8.3. Unstructured Classroom Environment

A lack of clear presentation requirements or an unsupportive classroom environment might cause students to feel hesitant and apprehensive, thus affecting their performance (Uysal & Güven, 2018, p. 349-362). This is the responsibility of the teacher first then the presenter second, the teacher should quiet down the classroom, organize it and maybe provide some instructions in order to create a good atmosphere to avoid creating difficulty for the presenter.

Technology Role: technology may play both roles whether as a facilitative tool or an obstructive one. Technology provides numerous tools to help students' oral presentation; it also creates problems that impede achievement. The seamless integration of presentation tools may improve presentations, but technological challenges might cause stress and disrupt delivery (Calhoun, 2019).

Educators may help students use technology properly by being aware of the potential threats. Strategies such as preparing presentations with potential technical faults, promoting rehearsals free of technology dependence, and establishing clear guidelines for technology use during presentations may help maximize the benefits (Calhoun, 2019; Gibbons, 2019).

1.8.4. Teachers' Role

Teachers must act as facilitators, particularly for students who are hesitant to participate in cooperative learning and who are nervous or uncomfortable. To facilitate student-led oral presentations, teachers should prioritize lesson design and instructional tactics; additionally, teachers may mentor students by providing them with resources such as English newspapers, journals and websites to help them prepare for presentations under the guidelines of the learner-centered approach (Phan et al., 2022, p. 74).

Another essential aspect about teachers' role in students' oral presentation, is that providing them with positive feedback whether during or after the presentation enables them to enhance

their presenting skills and get satisfied with their performance without becoming disappointed (Agyekum, 2019, p. 181-192).

1.9. Role of Technology in Oral Presentations

Technology may become a powerful ally or a frustrating enemy when it comes to delivering a presentation. Whether you are presenting online or in person, using technology may help with the audience engagement, with conveying the message and demonstrating the presenter's professionalism.

1.9.1. Choosing the Appropriate Tool

As a starting point, thinking about the needed tools and the way to use them is a necessity depending on the purpose, audience, and context. A student may want to use different software and/or hardware platforms to deliver the presentation. For example, if a learner is giving a webinar, s/he may want to use a platform that allows him/her to share the screen, and record the session. If s/he is presenting in a EFL classroom, s/he may want to use a projector, a clicker, and a microphone. Whatever tools s/he chooses, s/he has to make sure that they are reliable, compatible, and easy to use. (*How Can You Use Technology to Enhance Your Oral Presentation Skills?* 2023)

1.9.2. Slide Design

The slides are not the presentation, but they are the visual aids that support the speech. Therefore, the student should design the slides to be clear, concise and attractive. An EFL learner must avoid overcrowding the slides with text, images or animations. He should use bullet points, charts, graphs or diagrams to highlight the main points, not to explain them in details. It is useful using fonts, colors and backgrounds that are legible, consistent and appropriate for the topic and the audience. As well as using transition, effects, and multimedia sparingly and purposefully, not to distract or confuse the audience (Reynolds, 2012).

1.9.3. Audience Response System

Audience response systems such as Poll everywhere and Pentameter enable presenters to interact with their audience in real-time. These tools allow audience or colleagues of the presenter to respond to polls, quizzes and surveys using their smartphones or other devices, providing valuable feedback and increasing engagement. However, it is a necessity for the EFL student to be mindful of the possible distraction that can be caused by technology. For example, an EFL learner should avoid multitasking, keep checking the phone, or reading from the slides, by doing so, several aspects of making connection with the audience would be violated, especially maintaining eye contact, body language, posture and tone. while presenting, s/he should also monitor and moderate the online interaction with the audience and address any technical issues or questions promptly. As a conclusion, Audience Response System is such a great application that helps the EFL student presenter in many aspects (Kuhne & Luzar, 2010).

1.9.4. Evaluating the Performance

Technology can help the EFL student to evaluate his/her own performance and improve his/her presentation skills. EFL Presenters may use technology to record their presentations and review them later. They may also use technology to collect feedback from the EFL audience or peers. For example, they may use online tools like SurveyMonkey, Google forms or Zoom to create and distribute feedback forms, ratings or comments. They may as well use analytics, statistics or reports to measure the impact and reach of the presentation. By evaluating their performance, they may identify their strengths and weaknesses, learn from mistakes and celebrate success. Even before all the steps mentioned above, EFL presenters may provide themselves an environment of trial, by recording their presentation at home, in order to see the gaps in their performances' verbal or body language (Berbegal-Mirabent & Alegre, 2018).

1.9.5. Virtual Reality (VR)

Choi and Lee (2020) claimed that VR is a technology that may create an immersive experience for EFL students and audiences alike. Students may use VR to simulate environments or scenarios relevant to their topic providing a unique and engaging presentation experience. VR is a computer-generated simulation of an interactive 3D environment that users may interact and explore with. It creates a sense of immersion and presence, making students feel that they are physically present in the virtual world. For further data the following are the main aspects of VR:

- **Hardware:** VR is composed of system which contains an intelligent headset that the learner in question wears to experience the virtual world. This technological smart machine contains displays, lenses and motion sensors to track head movements and provide a realistic view of the virtual world (Choi and Lee, 2020).

- **Software:** VR Software involves applications and environments designed for immersive experiences. This is ranging from educational simulations, traveling content to entertainment contents like games and series (Choi and Lee, 2020).

- **Applications:** VR applications are globally spread in training, healthcare, trade and entertainment, and specially in education. In education, VR may be used to create interactive learning experiences, such as virtual training rapports or historical re-enactments. In healthcare, VR can be used for medical training, pain management and therapy (Choi and Lee, 2020).

VR has its benefits in comparison to traditional media; VR may provide a more memorable and engaging experience. It may also be used to simulate dangerous or costly scenarios for training purposes, allowing users to practice in a safe environment (Choi and Lee, 2020). Yet, VR technology is still in the path of evolving; it is challenged by several obstacles such as motion sickness cost and technical limitations. Improvements in hardware and software are

addressing these challenges and making VR more accessible to a wider audience (Choi and Lee, 2020).

Overall, VR may still be a revolutionary instrument because it provides humanity a much better and a more real experience in learning, working and interacting with the world around us, offering a new approach of storytelling, traveling, and mainly educating (Choi and Lee, 2020).

1.9.6. Artificial Intelligence (AI) Led-Instruction

Nowadays, English learning and learning overall is exposed to several changes that make the process helpful, easy and enjoyable. One of them is Artificial Intelligence (AI), Staff (2024) stated that "Artificial intelligence (AI) is the theory and development of computer systems capable of performing tasks that historically required human intelligence, such as recognizing speech, making decisions, and identifying patterns. AI is an umbrella term that encompasses a wide variety of technologies, including machine learning, deep learning, and natural language processing (NLP)" (pp. 35-49).

AI is currently being applied in education and particularly in EFL classes in a variety of manners, including chatbots which provide 24-hour student support and personalized learning algorithms that adjust to each EFL student's needs. AI has the potential to revolutionize the way one thinks about education. From personalized learning algorithms to virtual and augmented reality, AI-powered tools and technologies are helping to enhance the learning experience for students in ways one never thought possible (Perez, 2023).

AI software and social robots are being used as teacher's aids, instructors and collaborative learning specialists in schools globally and in EFL classes specifically, with some educational experts predicting that machine agents will replace teachers in classrooms within 10 years as part of a "revolution in one-to-one learning". This is due to intelligent machines' ability to

adapt communication methods to individual students' initial levels of knowledge and learning styles. As AI and robotics deliver tailored instruction, instructors' jobs could change to overseeing machine-led instruction, monitoring student achievement and providing pastoral support (Edward et al. 2018, p. 474)

A number of numerous instances of effective AI-powered educational systems and networks are actively in use. Several of which are most notable:

- **Duolingo**: is a learning languages program that employs AI to adapt courses and lessons for every student especially the EFL ones.

- **Coursera**: employs artificial intelligence for suggesting courses for students according to their preferences and prior educational experience.

- **Tome:** an application that helps ELF students to create effective presentations using a variety of AI through giving ideas and generating them to presentations and documents to copy and paste.

- **Canvas:** is a sophisticated design application which is frequently utilized for education to generate visually appealing projects while simultaneously teaching students the fundamentals of digital design. It is an entirely free application which enables EFL students and teachers to engage with editing pictures and graphic design, within a platform that is simple to use.

In the last few years, developments in speech processing technology altered human-digital interactions. Progress was achieved across many critical areas, including the development of multicore CPUs, increased data access, and the growing popularity of mobile, portable, and intelligent living room electronics, as well as in-vehicle infotainment systems. Rapid advancements in voice recognition permitted the study of AI for speech training, which proved to enhance students' presentation skills (Chen et al., 2022, p. 3).

Talking deeper, AI has a great effect on oral presentations specifically, and on mastering the speaking skills generally. An AI presentation attempts to teach the audience about a specific aspect of AI that is relevant to their field or pursuits. These presentations simplify down the complicated aspects of AI so that everyone can comprehend. They provide useful ideas, demonstrate real-world instances and illustrate how AI is transforming several fields. AI presentations, with their high-quality visuals, engaging structures, and practical examples, help people understand why AI is important and how it might be useful. They would like people to discuss AI and grasp what it is all about (Ezera, 2024).

Conclusion

This chapter encompasses the major features and aspects of oral presentations starting by definitions and historical background, shifting to their general significance; then a much focus was put on the educational field. The chapter discusses steps of creating a successful OP along with the main qualities of a well-crafted presentation. Finally, it tackles an important feature which is the technology's intervention in EFL learning processes.

CHAPTER TWO: Learners' Autonomy

Introduction

Leaner autonomy is hardly achieved without the integration of the Learner Centered Approach and technology. In EFL classrooms, teachers are more likely adapting Teacher Centered Approach due to the passiveness, lack of interest from the students' side and some other factors; however, recently a huge shift is taking place in the learning environment via making and forming autonomous learners through using the Student-Centered Approach. Several features are available to help promoting and applying the latest method.

This chapter sheds light on the learner's autonomy, along with Learner Centered Approach in comparison with Teacher Centered Approach, it deals with characteristics of autonomy; next, it tackles definitions of autonomy along with its different types, after that it provides the link between learner independence and autonomy, then it covers the purpose and characteristics of an autonomous learner, approaches to foster it and challenges that faced it, afterward, it encompasses technology's role in shaping autonomous learners, then, consequences of lack of autonomy.

2.1. Teacher-Centered Approach

Educational environments are constantly evolving, with an increasing emphasis on supporting active and engaged learners. This change requires a shift from traditional teacher-centered approaches to learner-centered teaching (LCT). This chapter examines the key differences between these two approaches, defines and highlights the strengths and weaknesses of each, provides the characteristics of LCT and outlines strategies for moving to a more autonomous classroom.

Teacher-centered approaches often referred to as traditional models, situating teachers as the primary wellspring of knowledge. Classes typically embrace lectures, first-hand explanations and an emphasis on memorizing facts and figures (knowledge Works, 2023). These model activities often involve teacher-led discussions and individual chores designed to asses understanding of the material being taught. Assessments are primarily based on standardized tests, teacher ratings and focus on measuring information retention rather than developing critical thinking and problem-solving skills (University of San Diego Online Degrees, 2023).

Despite the fact that teacher-centered approaches deliver a structured learning environment which is effective in teaching essential skills to huge groups, they also have limitations. Critics argue that this model can be passive and unappealing to students because it does not accommodate different learning styles and inhibits the development of higher order thinking skills (Esl Lsson Handout, 2023). Additionally, a focus on memorization may fail to provide students with the critical thinking and problem-solving skills necessary for success in the 21st century.

2.2. Learner-Centered Approach

In contrast, learner-centered teaching situates the student in the heart of the learning process. Learner-centered approach (also referred to as student-centered learning), focuses on the needs, interests and goals of the individual learner during the educational process (Samelane, 2023).

This approach emphasizes autonomy, active participation and knowledge construction by the student, rather than passive knowledge transmission from the teacher (Educate Me, 2023). From a constructivist perspective, knowledge cannot simply be given to students; students must construct their own meanings (Smart et al. 2012, p. 393). Under this system of teaching, lessons focus on interactive activities, problem-solving tasks and project-based learning that encourage students to anticipate with concepts, analyze information and to connect their new knowledge with previous experiences. Activities shift from teacher-led lectures to group discussions, students' oral presentations, and collaborative projects that promote communication and teamwork skills.

Learner-centered classroom assessments go beyond traditional testing. Reflective exercises, portfolios that display students work, and students-led presentations may represent valuable tools for measuring understanding and progress. This allows students to take responsibility of their own learning and develop meta-cognitive skills -the ability to reflect on and monitor their own learning processes- (Educate, 2023).

A learner-centered approach provides several advantages, by actively involving students in the learning process; this model promotes deep understanding, develops critical thinking skills and evolves the sense of ownership of their learning. Additionally, it allows for differentiation and accommodates different learning styles and students' needs (University of San Diego Online Degrees, 2023).

2.3. Characteristics of Learner-Centered Teaching

According to Dolan (2023, pp. 916-917), LCT contains five main functions. First, it allows students to participate in difficult and tedious learning tasks. With traditional teaching approaches, teachers execute a significant portion of the students' learning. For example, teachers ask questions, add details to students' responses, organize content, create illustrations and perform previews and reviews. However, with the LCT approach, students engage in all

of these learning tasks. Therefore, learning skills can be developed by practicing. Second, LCTs' include clear skill instructions, in other words, educators teach students skills such as problem solving, critical thinking, evaluating evidence, analyzing arguments and generating hypotheses. These skills are significant for mastering the subject matter and are necessary if students are to become lifelong learners.

Third, LCT encourages learners to reflect on their learning pedagogy. In this approach, teachers use casual conversations to ask students what are they learning and challenge students' assumptions about learning. The goal of learner-centered teacher is to make students aware of the kind of learners they are and encourage a desire to develop their learning skills. Fourth, LCT gives students some control over their learning and motivates them. In traditional approaches, students are not involved in designing learning methods or goals. Therefore, they become less motivated to learn and more teacher-dependent. LCT instructors share their power with learners in an ethical manner. This means that students are given autonomy over task selection and submission deadlines and can participate in the development of assessments' criteria. Fifth, LCT fosters collaboration because it views the classroom as a community of students. Learner-centered teachers believe that while students can learn from each other, teachers can also learn from students. With this in mind, teachers develop learning structures that support a common approach to learning.

The shift towards learner-centered education represents a paradigm shift in the way we approach teaching and learning. While the teacher-centered approach has a place in education, particularly for delivering foundational knowledge, the learner-centered approach offers a more engaging and empowering path for students. By incorporating the strategies outlined above, educators can create classrooms that foster active participation, critical thinking, and a lifelong love of learning.

2.4. Definitions of Autonomy

In Western ethics and political theory, autonomy is the state or condition of self-governance, or leading one's life in accordance with one's own real reasons, values, or wants. Even though autonomy is an ancient concept (the term originated from the ancient Greek words autos, meaning "self", and nomos, meaning "rule"), the most influential conceptions of autonomy are contemporary, emerging in the 18th and 19th centuries in the philosophical works of Immanuel Kant and John Stuart Mill (Taylor, 2017).

Literally, autonomy refers to "self-rule". Autonomy is typically understood as "self-governance" or "self-determination." It is a concept that appears in moral, political, and bioethical philosophy. In these situations, autonomy is defined as a reasonable individual's ability to make an educated, uncoerced judgment. This entails having the intellectual capacity to distinguish between good and evil/bad, as well as right and wrong (Manda-Taylor et al., 2015, p. 1).

Autonomy according to Oxford Learners' Dictionary is defined as "the freedom for a country, a region or an organization to govern itself independently".

Sinusoid (2021) notes that autonomy is not synonymous with going it alone and rejecting support from others; instead, autonomy is making decisions based on internal motivation rather than external pressure, Pink, D. H. (2009) believes that autonomy is a spontaneous drive. For instance, children are naturally curious, driven to explore the environment without attractive rewards; their innate desire is beaten out by rigid paternalistic contexts such as home, school and job.

The opposite of autonomy can refer to dependence or heteronomy (philosophical term). Autonomy means the ability to self-rule, self-govern, make one's own decisions and choices, and act independently. Dependence means to rely on others, on external factors or always to ask for support and a hand. Other antonyms can be subjection, or coercion (Gail-Brubaker, 2024)

2.5. Kantian Autonomy

According to Immanuel Kant, autonomy is an individual's ability to determine morally self-governing decisions. In other words, autonomy is the feature of the will that allows it to act as a law in itself. It symbolizes the ability to reflect and provide oneself the moral code, rather than simply accepting the orders of others ("Kant on Moral Autonomy," 2012; Guyer, 2003).

For Kant, autonomy is the absence of external or inessential elements influencing a person's choices and actions. Thus, persons who lack autonomy or who are heteronomous when their decisions or behaviors are affected by tradition, pressure from others, legal or religious authority, or even their own desires and preferences. Desires are inessential to the self because, unlike the self, they are situational (e.g., a person living in the 18th or 19th century would not desire or prefer to have a mobile phone, and a person whose living in the 21st century would not desire or prefer to use sickle in farming). People's circumstances and desires may change, but they do not become different persons. Even if the wants in question are not the result of one's social surroundings but rather of one's physiology, they are yet unimportant to the individual who experiences them. A person who likes coffee and hates milk, would not be a different person if s/he likes milk and dislikes coffee (Taylor, 2017).

The concept of autonomy is central to Kant's moral theory. Many people interpret Kant's position as being that autonomy is a quality of rational will or agents. Kant believed that comprehending the concept of autonomy was essential for understanding and explaining the authority that moral standards have upon us.

Freedom, according to Rousseau, whose beliefs were influenced Kant, does not imply being bound by no law, but by laws that one has created. The concept of freedom as autonomy extends beyond the purely "negative" sense of being free of external influences on our behavior. It is primarily concerned with the concept of making and establishing laws for oneself, and as a result, laws that have decisive authority over oneself (Johnson & Cureton, 2016).

2.6. Types of Autonomy

2.6.1. Individual Vs. Collective Autonomy

Individual Autonomy: Refers to an individual's ability to make their own decisions while living based on their principles. When individuals are autonomous, their behavior is self-organized and self-approved, and their activities are perceived as completely choice based and genuine (Legate & Ryan, 2014).

Collective Autonomy: according to Ostrom (2010) collective autonomy refers to a group's freedom to govern themselves and make their own decisions. It involves a group (or individual) feeling volitional in choosing how to define and express its own identity without feeling that other groups (or individuals) seek to unduly control them (Kachanoff et al., 2019, p. 602).

2.6.2. Negative Vs. Positive Autonomy

Negative Autonomy: refers to the absence of external restrictions or interference on a person's actions or decisions. It highlights the absence of authority or coercion from others, allowing people to act according to their own will or preferences without paying attention to others or to the state (Carter, 2022).

Positive Autonomy: relates to the person's ability for self-rule, self-determination and actively achieving one's goals and ideals, also it refers to individual's use of will and preferences in a positive and a good way (Raz, 1986).

2.6.3. Moral Autonomy vs. Prudential Autonomy

Moral Autonomy: is about someone's moral decisions, actions, or choices, for instance how to have a good life or the freedom to choose what is right or wrong (Nussbaum, 2001).

Prudential Autonomy: refers to the freedom of making decisions that are in the best interests of oneself. This includes having the freedom to choose a career, a partner and a place to reside (Scanlon, 2014).

2.6.4. Workplace Autonomy

- **Task (what):** relates to which tasks or projects employees choose to work on, the freedom to choose what to perform.

- **Time (when):** pertains to the times or schedules workers select to work and the freedom to decide when to do work.

- **Technique (how):** refers to the methods or procedures that employees utilize to execute their tasks, the freedom to choose how to do work.

- **Team (who):** includes the choice of collaboration, or who employees choose to work with, the freedom to decide who to work with.

The four aforementioned elements are not required to be represented at the same time, yet one of them should be present at all times. Autonomy in the workplace means allowing people the ability to choose who, how, when, and what they want to work on. It may boost employee motivation, involvement and decrease turnover (Pink, D. H., 2010).

2.7. Autonomy in Language Education

In the contemporary learning landscape, the emphasis shifted from teacher-centered instruction to empowering students to take ownership of their own educational processes. This change highlights the significance of the learner autonomy (LA) and independence, which are intertwined concepts that equip students with the skills to become self-directed and lifelong learners.

The idea of Learner Autonomy was first developed at the Centre de Recherches et Applications Pedagogique en Langues (CRAPEL) (Sabitha, pp. 1238-1242).

Holec (1981) states that learner autonomy refers to students' ability to make informed choices about their own learning (pp. 95-109). This philosophy includes controlling what to learn (the content) and how to learn it (the method). Self-directed learners do not simply absorb information passively; they actively seek out resources, try different learning strategies and adapt their approaches to their personal needs and learning styles (Benson, 2001). For example,

if a student chooses to supplement course material with online courses or podcasts, it shows student's autonomy.

LA, on the other side of the coin, focuses on the ability to learn effectively without continuous guidance or supervision of a teacher (Dam, 1995). Independent learners are confident in their ability to master learning tasks, solve problems independently, and complete tasks without having each step explained to them (American English at the State Department. (n.d.). This is not to deny the crucial role of instructors; it only emphasizes the students' growing ability to be independent in the learning process.

Learner autonomy and independence are two sides of the same coin, and they are both significant for long term academic success. By developing these skills, teachers provide students with important tools far beyond the classroom; these tools include self-motivation, time management, critical thinking, and problem solving; all of which are skills in high demand in today's world (Sinclair, 2001, pp. 247-264). Furthermore, learner autonomy and independence lead to increased motivation and involvement in the learning process. When students have a sense of ownership and control over their learning, they are more likely to invest in their learning and approach tasks with a more positive attitude (Lamb & Reinders, 2006 pp.422-441).

Additionally, when students have the opportunity to try different approaches, it becomes easier to accommodate their individual learning styles. This philosophy increases the chance to provide a student with a deeper understanding and better information retention (Riding & Cheema, 1991, pp. 198-212).

The teacher's role in promoting learner autonomy and independence is not to be passive. Instead, teachers can provide a variety of strategies and pedagogies to create a more student-centered environment. One approach is to provide students with a choice of learning tasks and resources. This pedagogy provides learners a sense of agency and encourages them to make

decisions about their education (Paris & Zimmerman, 2005). Additionally, teachers may develop metacognitive strategies essential for planning, monitoring, and evaluating students' learning. Teaching students to reflect on their strengths and weaknesses helps them develop self-awareness that allows them to become more independent learners. Scaffolding a technique in which teachers initially provide support and gradually withdraw support as students gain confidence, can be an effective tool for promoting learner independence. (Sabitha 2013, pp. 1238-1242).

2.8. Importance of Learners' Autonomy

Learner autonomy is an important notion in education, particularly English Language Teaching (ELT). It relates to learners' ability and willingness to behave freely and collaboratively with others, as a socially responsible individual. In the past ten years, this concept was widely explored in the field of ELT, with terminology like 'individualization' and 'learner independence' giving way to 'learner autonomy'. The move towards learner autonomy shows an increasing acknowledgment of the necessity of learners taking ownership of their own educational experience by deciding on objectives, contents, stages, techniques, pace, time, and location, as well as assessing their own progress (Smith, 2007, pp. 395-397). Several studies highlighted purposes and benefits of learner autonomy:

- **Promoting Independence and Self-Direction:** LA enables students to build the skills and attitudes required for being self-directed and independent learners. Through taking charge of their learning process, students develop critical thinking, problem-solving, and decision-making abilities that are useful not only in academic environments but also in outside class circumstances (Little, 1991, pp. 325-335).

- **Fostering Motivation and Engagement:** Autonomy promotes intrinsic motivation and engagement by allowing learners to explore topics of interest, set personal goals, and select the best methods of learning for them (Benson, 2007, pp. 21-40). The

perception of autonomy may boost students' motivation to learn and foster an optimal environment for learning.

- **Encouraging Lifelong Learning:** Wiraningsih et al. (2020) stated that "In line with education's main purpose, life-long learning is seen as a continuous lifetime experience that leads individuals for self-development and autonomous" (p. 291). LA enhances the acquisition of lifelong learning skills. Students, who take ownership of their learning process, learn how to deal with their time effectively, find out materials on their own, and adjust to new learning contexts. These skills transfer to subsequent educational and professional settings, allowing people to become lifelong learners (Benson, 2001).

- **Enhancing Critical Thinking and Problem-Solving Skills:** Learner autonomy allows students to utilize reflective thinking and metacognitive skills. As students make judgments about their learning, they become more conscious of their own strengths and shortcomings, enabling them to better recognize knowledge gaps and actively find ways to overcome obstacles (Dam 1995, pp. 13-16). For instance, students may become capable to calculate information they receive from the teacher, or make double-check. Also, LA enables learners to handle every problem they face and find a solution in a short period of time. Wiraningsih et al. (2020, p. 291) adds that "The integration of critical thinking with problem-solving can also be developed through effort, persistence, and good self-reliance that belongs to autonomous learners".

- **Cultivating Learner Agency and Empowerment:** LA permits students to exert control of their own learning path, providing them a sense of agency and ownership throughout their educational experiences. Autonomy helps learners to express their identities, interests, and values, resulting in improved pleasure and a sense of success (Benson, 2011).

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Finally, learner autonomy serves a variety of educational aims, including increasing independence, motivating students, supporting lifelong learning, improving critical thinking skills, and developing learner agency. Its potential benefits have been widely debated and backed by numerous academics and experts in the field.

2.9. Role of Learner Autonomy in Oral Presentations

Learner autonomy is an important notion in modern education, stressing students' roles as an active one in the learning processes. Learner autonomy throughout oral presentations may have an enormous effect on students' performance, confidence, and academic results.

The primary goal of LA is to offer learners a chance to exercise power over their learning experience. In order to improve oral presentation skills, some basic components must be implemented, which ultimately foster a feeling of leadership in the minds of the students and, as a consequence, create a good environment for the learners to exercise autonomy in the classroom. While presenting a topic, if a student has full control over the class, s/he will undoubtedly do better as a presenter. Teachers must be conscious while presenting materials that they ought to permit students to fully participate in the process so that they can be in charge of their own learning, which is the important principle of learner autonomy. When students are given a setting in which they can be completely free, their confidence rises, allowing them to transform into skilled presenters (Zaman, 2024, p. 1346).

Recent studies confirm the beneficial effects of learner autonomy on oral presentation skills. For example, Nguyen and Gu (2021) discovered that students who received greater control over presentation topics and forms expressed increased levels of engagement and pleasure. They also exhibited better performance than students who had lower autonomy (pp. 731-751). In addition, Andrade and Evans (2015) emphasized the value of self-regulated learning processes in oral presentations. Students that used techniques including goal setting, self-

monitoring, and self-reflection show considerable progress in their presentation skills (pp. 25-40).

The vital role of student autonomy in EFL oral presentations is critical for developing strong communication skills and encouraging self-directed learning. Learner autonomy refers to the ability for active, independent learning, which is required for language students to maintain control of their educational experience and adopt responsibility for their progress (Suliman, 2022, p. 108; Qamar, 2016, p. 295). Learner autonomy in EFL oral presentations allows students to select subjects, plan, and prepare their presentations, which help them improve critical thinking, research, and communication skills (Suliman, 2022, p. 109).

Overall, in EFL contexts, students' autonomy is vital for improving oral presentation abilities. Recent research has shown that learner autonomy has a positive impact on developing good oral communication skills. For example, a study by Qamar, M. B. (2016) discovered that learner autonomy is vital for developing oral skills because it enables learners to take charge of their learning process and practice communicating in a learner-centered setting.

2.10. Consequences of Lack of Autonomy

Autonomy is a basic human need that transcends society. People possessing autonomy report better psychological health and social functioning, they have higher levels of well-being and self-esteem. When people appreciate themselves, they are better prepared to assert their autonomy. It is a sense of both separateness and wholeness that allows them to be distinct in a relationship while yet feeling complete on their own as well; they have a strong sense of independence and may say no to outside pressure. Their behaviors are influenced by their ideas, needs, and values, providing them greater control over their thoughts and emotions. It is the contrary of being a rebel or a people-pleaser (Mft, 2016).

When they lack autonomy, they are more influenced by what others do, think, and feel, and must react accordingly. They react to and concern about other people's expectations and

reactions, and defer to their opinions. They may have difficulty making decisions and acting on their own judgments. Rather, they are readily persuaded and seek out the opinions of others. This trait both causes and maintains poor self-esteem. A lack of autonomy and self-esteem may induce a variety of symptoms including dependence, stress, addiction, domestic violence, emotional abuse, communication problems, worry and anxiety, guilt and anger (Mft, 2016).

Lack of autonomy, whether in professional settings, personal relationships, or in broader societal contexts, may have a major effect on people's mental health, motivation, productivity, and overall quality of life. Here are some consequences of lack of autonomy:

- **Decreased Motivation and Satisfaction:** Deci and Ryan established Self-Determination Theory (SDT), which holds that autonomy is one of three essential psychological requirements (together with competence and relatedness) required for psychological well-being and intrinsic motivation. Individuals who have less autonomy tend to have lower intrinsic drive and overall dissatisfaction with their pursuits (Deci et al., 1991). People who lack autonomy frequently experience disengagement and apathy. They might fail to find significance in their acts and lack motivation to achieve goals. This might result in decreased life satisfaction and a sense of powerlessness. (Cherry, 2023).

- **Mental and Physical Health Issues:** Ng et al. (2013) discovered that less autonomy at work is associated with increased stress and a greater risk of mental health disorders such as depression and anxiety. The psychological stress caused by micromanagement or a controlling atmosphere might lead to exhaustion. Biegler (2008) states that the ongoing sensation of being governed by external forces can be a major source of stress. In the long run, this tension can lead to anxiety and despair. Studies found a link between a lack of professional autonomy and a higher risk of heart attacks (pp. 1046–1048).

- **Reduced Productivity and Innovation:** According to studies, workplace autonomy is associated with higher job satisfaction, which is associated with enhanced productivity. Lack of autonomy hinders creativity and can lead to a decrease in bright outcomes because people are less interested or unable to seek alternate solutions or fresh ideas (Amabile, 1996). Employee turnover rates may increase due to a lack of autonomy. Employees who believe they have little influence over their profession or cannot make decisions which impact their job are more likely to be dissatisfied and consider quitting the organization (Holtom et al., 2008).

- **Ruin Interpersonal Relationships:** A lack of autonomy can affect interpersonal connections among close people, family, team members, companies, etc. When people feel controlled or restricted in their decision-making especially the passive or the dependent one, it can cause disagreements, diminished collaboration and an imbalance in communication (Lakhmani et at., 2022). Satisfaction, stability, and the personal growth of the individuals can be ruined because of people who lack autonomy in their interpersonal relationships.

Individuals, organizations, and all different categories may endure serious consequences as a result of a lack of autonomy, whether in personal or professional settings. A lack of autonomy may reduce motivation, engagement, and productivity while also increasing stress, worry, and burnout. In educational contexts, a lack of student autonomy can impede the development of critical thinking and problem-solving abilities, resulting in lower academic achievement and engagement. Overall, the results of a lack of autonomy can be severe for individuals and organizations, and resolving this issue may build interpersonal relationships, engagement, productivity, and overall success.

2.11.   Characteristics of the Autonomous Learner

It was defined autonomous learners as "good learners". Hedge (2000) analyzed the characteristics of "good learners" and described them as independent learners who are willing to take risks and speculate during the learning process, who are enthusiastic about learning and who actively take advantages of learning opportunities.

According to the research *Characteristics of Autonomous Learners - Part One: What Is Autonomy?* (n. d.) it can be determined that autonomous learners have four main characteristics. First, autonomous learners can check the course syllabus and connect their previous knowledge with the new ones. For example, learners studying new syntax rules must be able to make connections with previously taught content. Second, good learners set their own learning goals rather than following the teacher completely. For example, people who are learning language independently try to find opportunities to practice their target language by reading literature, watching series, and corresponding with native speakers. A third characteristic of self-directed learners is the use of learning strategies that assist them in acquiring, retaining, and using information. Fourth and finally, autonomous learners can monitor the learning process and critically reflect on the effectiveness of their strategies.

O'Malley and Chamot (1990) found that autonomous learners effectively use a variety of learning strategies that increase the learning autonomy, which are:

- **Metacognitive Strategies:** the focus here is on planning, monitoring, and regulating the learning process itself. Examples include:
  - ❖ Setting goals and objectives for learning.
  - ❖ Selecting appropriate learning strategies for the task.
  - ❖ Monitoring progress.
  - ❖ Evaluating learning outcomes and revising strategies if needed.
- **Cognitive strategies:** these strategies are directly involved in processing and manipulating learning content, examples include:

- ❖ **Repetition strategies:** repeating information (e.g., memorization).

- ❖ **Elaboration strategies:** paraphrasing, summarizing, creating mental images.

- ❖ **Organization strategies**: categorizing information, outlining.

- ❖ **Comprehension monitoring strategies:** checking understanding, self-questioning.

- • **Social Effective Strategies:** the main focus of these strategies is to deal with managing emotions and social interactions in the learning process. Examples include:

  - ❖ **Affective strategies:** anxiety reduction techniques, self-talk, self-reward.

  - ❖ **Social strategies:** collaboration, asking for clarification, seeking help from peers or teachers.

It is significant to keep in mind that effective learners do not just use a wide variety of strategies, but also choose the most appropriate tools for the specific learning task and their individual learning style. Afterall, it is argued that it plays a major role in the autonomous learner's enhancement.

To profile autonomous language learners, the research of *Characteristics of Autonomous Learners - Part One: What Is Autonomy?* (n. d.) states that there is over than 100 competencies related to autonomous behavior. These abilities are grouped under 13 heading. Autonomous learners are characterized by:

- ➤ Meticulous and disciplined, logical and analytical, reflective and self-aware.

- ➤ A good learner is flexible, demonstrates curiosity, openness, and motivation.

- ➤ A good learner is interdependent and interpersonally competent; s/he is also persistent and responsible.

- ➤ They venturesome and creative, as well as courageous confident and have positive self-concept independence and self-sufficient.

- ➤ Good learners have skills in searching for and retrieving information.

> They also have knowledge and skills in the learning process, develop and apply assessment criteria.

Omaggio (1978) lists approximately seven primary qualities of independent learners:

> Independent learners have insights about their learning style and methodologies.

> Take a dynamic approach to the learning assignment at hand.

> They are willing to require risks, i.e., to communicate within the target dialect at all costs.

> Are great guessers.

> Attend to create as well as to content, that is, put significance on precision as well as appropriacy.

> Create the target dialect into a separate reference framework and willing to reexamine and dismiss speculations and rules that do not apply.

> They have a tolerant and active approach to the target dialect.

To sum up, the modern EFL classroom is taking a huge shift from TCA to LCA for the sake of students. It is much beneficial for the students to be more self-reflective, self-evaluative, and mainly autonomous in the learning environment. The current title covered all the characteristics of autonomous learner from different perspectives of thinkers and philosophers, along with providing qualities of independent learners.

2.12.   Approaches To Foster Learner Autonomy

Benson, who is known for his diligence in research about learner autonomy and autonomy in general, he proposes six approaches to foster and develop autonomy which encompass

resource-based, technology-based, learner-based, classroom-based, curriculum-based, and teacher-based approaches.

2.12.1. Resource-Based Approaches

Resource-based approaches to learner autonomy prioritize self-directed learning possibilities; including self-study, self-access, and distant learning (Daflizar, 2023, p. 150). The resource-based approach emphasizes on students' autonomous interaction with learning materials, these learning materials empower learners to choose how much and how they use the resources. There are two important elements in this approach: self-access and distance learning (Kashefian-Naeeini & Kouhpeyma, 2020, p. 193). Self-access centers are currently famous as venues for promoting learner autonomy since they often give possibilities for self-access language learning which may be linked to taught courses but also available to independent users, a self-access center is viewed as a method of supporting learners to move from teacher reliance to autonomy (Daflizar, 2023, p. 150). To encourage learner independence through self-access centers, teachers should coach students on how to increase their awareness and control over their own learning. To achieve this purpose, the teacher must assist students in determining their objectives, considering their requirements, and evaluating their progress, as well as making materials freely obtainable and encouraging students' feedback. According to studies, the learning framework built in a self-access center encourages students to take responsibility for their own learning (Daflizar, 2023, p. 150).

2.12.2. Technology-Based Approaches

Technological advancements enabled students to acquire a language in a number of methods, both with and without the assistance of a teacher; technology may improve access to learning resources and promote self-directed learning opportunities. Learner autonomy using technology-based approaches stresses flexibility in learning opportunities by utilizing various

types of technology such as Computer-Assisted Language Learning (CALL), e-Tandem learning, and Computer Mediated Communication (CMC). CALL is a great tool for promoting learner autonomy. It allows learners to study independently without the need for an instructor. Most CALL materials, regardless of design, allow for infinite revisiting, which can assist learners study the areas that they desire or require more experience with (Daflizar, 2023, p. 150).

Besides CALL, e-Tandem is another technique of using technology to foster learner autonomy. Tandem learning involves two persons with different mother tongues working together to learn from one another. E-tandem comprises two natural speakers of different languages interacting together and providing feedback to each other using digital means of communication with the purpose of learning each other's language (Daflizar, 2023, p. 151).

2.12.3. Learner-Based Approaches

Kashefian-Naeeini and Kouhpeyma (2020, p. 195) state that the learner-based approach emphasizes the immediate production of behavioral and psychological changes in learners, allowing them to have more influence over their learning. This strategy focuses on learner growth and training in skills and tactics, such as developing learners' metacognitive understanding. According to Benson (2001), "the main objective of all approaches is to help learners becoming better language learners" (p.142). Daflizar, (2023, p. 151) argues that learner strategy training helps learners control task engagement and cognitive activity for strategic learning. It also promotes self-regulation through knowledge and attitudes.

2.12.4. Teacher-Based Approaches

Daflizar, (2023, p. 151) assists that the teacher-based approaches to autonomy prioritize teacher professional development and education. They suggest that the growth of learner autonomy is inextricably linked to the development of teacher autonomy. In simple terms, if

teachers expect their students to become autonomous, they must first be autonomous themselves. In his 1995 paper, Little argues that "since learning arises from interaction, and interaction is characterized by interdependence between the teacher and learners, the development of autonomy in learners presupposes the development of autonomy in teachers" (p.175).

The teacher-based approach focuses on teachers' professional development to promote autonomy in their students. Teacher autonomy helps learners analyze their requirements, create goals and evaluate themselves; it is enabling independent language acquisition (Kashefian-Naeeini & Kouhpeyma, 2020, p. 196).

Teachers play a crucial role in promoting learner autonomy, which is the ability of learners to take control of their own learning process (Alonazi, 2017; Azhariah et al., 2023). Teachers have a multifaceted role in developing learner autonomy in educational environments (Little, 1991). Beyond the traditional role of delivering knowledge, teachers act as facilitators, counselors, resources, managers and organizers empowering students to take control of their learning path (Benson, 2001). By taking on these various responsibilities, teachers foster a setting in which learners are pushed to develop the skill, motivation and confidence required to become self-directed learners.

> **Teacher As a Facilitator**

The concept "teacher as facilitator" is often used in the literature in communicative, autonomous, and self-instruction language learning settings. If teachers want to support their students' autonomy, they must shift their role into that of a facilitator. A facilitator of learning is typically thought of as a helper who makes learning easier, teachers being facilitators, results in making the development more flexible and successful (Alonazi, 2017, p. 186).

A facilitator offers technical support by assisting learners in planning and carrying out independent learning activities such as needs analysis, goal setting, work planning and material selection. A facilitator supplies psychosocial support by being supportive, assisting learners in overcoming difficulties, being willing to engage in discourse with learners and increasing learners' knowledge of the significance of independent learning (Alonazi, 2017, p. 186).

> **Teacher As a Counselor**

Another common role in discussions of language learning autonomy is that of a "teacher as a counselor". A counselor is often defined as someone who gives advice to individuals in need. Counseling enables learners to talk to someone about their accomplishments, difficulties, and how to solve them, it focuses on one-on-one interactions. A counselor's role is similar to that of a supervisor in that they help students become more self-directed (Alonazi, 2017, p. 186).

A critical component of the teacher's responsibility as a counselor is to provide emotional assistance. Teachers may excite students and foster a positive learning attitude by developing an encouraging and trusting relationship with them. Teachers' affective support might have a substantial impact on students' willingness and ability to take responsibility for their own learning (Mercer and Dörnyei, 2020). Such partnerships lower fear and boost confidence, increasing the chance that students will engage in the risk-taking required for autonomous learning.

A teacher-counselor should communicate effectively and promote learner involvement through interpretation, confirmation and feedback. In another sense, when a teacher serves as a counselor, s/he advises and assists students in becoming more effective learners (Alonazi, 2017, p. 186).

> **Teacher As a Resource**

When a teacher acts as a resource, s/he is considered as a source of knowledge and experience. In simple terms, a resource makes the teacher's knowledge and experience accessible to learners as needed. Moreover, the teacher's role as a resource promotes student autonomy by introducing them to various knowledge resources and practices (Alonazi, 2017, p. 187).

With the integration of technology in education, teachers serve as resources for students as they navigate numerous digital tools and platforms that promote independent learning. This includes teaching students how to use online databases, learning management systems, and specialized software (Lai & Gu, 2011). For instance, giving them certain applications about how to cite a work or some websites to collect data empowers students to take charge of their learning environment; this provides them with access to information and learning experiences that extend beyond the typical classroom environment.

This teacher's role is particularly ideal for learners who operate independently but still require assistance from the teacher. The instructor is expected to be the language resource and the provider of essential language input (Alonazi, 2017, p. 187).

> ➢ **Teacher As a Manager and Organizer**

The function of the teacher as manager and organizer is seen as the most important duty a teacher must fulfill in an autonomous learning environment. In a learner-centered classroom, the teacher should be in charge of organizing various tasks and games, such as roleplaying, group discussions, presentations, and debates. The diverse activities must be efficient and suitable for the learners' requirements and interests. Teachers should create chances for students to study spontaneously and creatively, as well as to adopt on their own responsibility to construct their knowledge, in order to produce independent learners (Alonazi, 2017, p. 187).

Along with this perspective, Johnson and Johnson (1999) state that teachers as managers and organizers play a crucial part in promoting collaborative learning. Teachers may help

students foster their autonomy in social situations by grouping them and facilitating collaborative activities such as project-based work, pair work, games and different kinds of presentations which help them build relations and create a cooperative atmosphere. Learning through collaboration enables students to negotiate, exchange, reflect on their knowledge and ideas, strengthen their ability to self-regulate and handle their own learning in group settings (pp. 67-73).

To sum up, teachers have a great intervention in promoting students' autonomy with different effective roles. According to research, instructors who believe they have autonomy over their work setting and decision-making are more likely to report lower levels of stress, more job satisfaction, and a stronger sense of empowerment and professionalism. Teachers who feel autonomous are also more probable to participate in professional development activities, which may result in better teaching practices and student outcomes (Pearson & Moomaw, 2005; Yang et al., 2022).

2.12.5. Classroom-Based Approaches

Scholars that favor the classroom-based approach claim that when students collaborate with their peers and instructors in the classroom, they are more likely to develop autonomy. The classroom-based approach to learner autonomy focuses on improvements in the relationships between students and teachers in the classroom (Kashefian-Naeeini & Kouhpeyma, 2020, p. 195). Daflizar, (2023) adds that classroom-based autonomy approaches involve students and educators negotiating control and responsibility for planning and evaluating learning (p. 153).

Because the classroom-based approach focuses on offering learners with opportunities to grow and promote autonomy, learners gain the ability to select classroom activities as well as evaluate their learning outcomes (Kashefian-Naeeini & Kouhpeyma, 2020, p. 195).

Daflizar, (2023, p. 153) says that "the most popular forms of these approaches include portfolios, cooperative learning, and self-and peer assessment."

2.12.6. Curriculum-Based Approaches

Curriculum-based approach highlights the notion of learner regulation and control over the curriculum as a whole (Kashefian-Naeeini & Kouhpeyma, 2020, p. 196). These approaches empower students to take control about their language learning process. Learners are supposed to create major choices about the content and procedures of learning in collaboration with their teachers. The concept of student control over the curriculum is realized through the establishment of a process syllabus. In a process syllabus, learners collaborate with their peers and teacher to determine language class activities, procedures, and the 'what' and the 'how'. The primary component of a process syllabus is that teachers and students can negotiate and work through the actual curriculum in the classroom.

Aside from the process syllabus, project work is a further method to encourage student autonomy. Project work is characterized as student-centered and motivated by the desire to produce an end-product. Project work is extremely beneficial because it allows students to work together on a job that they have defined and constructed for themselves, resulting in increased independence and confidence. Project-based learning aims to offer language learners with intelligible input and output (Daflizar, 2023, pp. 151-152).

2.13.   Challenges In Promoting Learners' Autonomy

Encouraging and promoting learner autonomy is a comprehensive undertaking that entails allowing students to control their own learning processes, set goals, and decide how/what they learn. While autonomy for learners is universally regarded as a desirable educational goal, fostering and encouraging it presents a number of challenges. These difficulties stem from a

variety of reasons, including institutional structures, cultural contexts, teacher views and practices and learner profiles.

2.13.1. Institutional Barriers

Educational institutions frequently use inflexible curriculum frameworks, standardized exams, and traditional teaching approaches that may conflict with the ideals of learner autonomy (Benson, 2011). These arrangements can make it difficult for instructors to properly foster learner autonomy. For instance, a lack of administrative support and resources for projects increasing student autonomy can also present serious obstacles (Benson, 2011). For example, implementing learner-centered approaches may necessitate more teacher training and investment in educational resources. In addition to that, large class sizes, limited resources, and limited access to technology can impede self-directed learning activities. It is difficult to provide personalized help and resources for independent study in such settings (Dam, 1995).

2.13.2. Teacher Beliefs and Practices

Teachers' thoughts about teaching and learning have a significant impact on learner autonomy. However, certain teachers may have traditional beliefs that favor teacher-centered instruction over learner-centered approaches (Benson, 2011). Such ideas may hinder efforts to empower students to take control of their education. Educators may also be concerned about abandoning control in the classroom, worrying that it may result in chaos or a lack of academic rigor (Little, 1991). Addressing these biases and developing a mindset that promotes learner autonomy necessitates professional development and continuing support.

2.13.3. Cultural Challenges

Cultural views regarding education and authority may shape students' sense of autonomy. Certain cultures may place a high value on adhering to authority people, which might limit students' desire to take initiative and responsibility for their own learning (Benson, 2011). Furthermore, cultural beliefs about collaboration and individualism can influence how much

learners feel comfortable exerting autonomy in their learning processes (Benson, 2011). Teachers must be sensitive to cultural differences and tailor their techniques accordingly.

2.13.4. Learner Challenges

Learners who became habituated to passive learning attitudes may struggle to adjust to more self-directed techniques (Little, 1991). Instructors need to offer scaffolding and assistance to help students enhance the skills and confidence required to become self-sufficient learners. Motivation and self-discipline are essentials, learning independently necessitates consistent motivation and self-control. Students may struggle to manage distractions, prioritize activities and persevere in the face of problems if they do not receive immediate feedback from a teacher (Watanuki, 2021).

Anxiety and fear of failure may play a role in hindering autonomy; high levels of anxiety and fear of making mistakes affect students' willingness to experiment and take risks, which are important aspects of self-directed learning (Perkun, 2006, pp. 165-184). Furthermore, students who lack support from teachers, peers, or family members may have difficulty developing the confidence and motivation necessary for learner autonomy (Perkun, 2006, pp. 165-184). The people in the close circle of the student may create excessive pressure to achieve good grades; this may lead to a focus on extrinsic motivation rather than a love of learning, which may impede the development of autonomy (Wentzel, 2000, pp. 61-77).

Several scholars argued that there are plenty other individual factors that may either increase or hinder the learner autonomy process like learners' 'Cognitive Style'. It refers to an individual's preferred way of processing information. According to Peng (2020), learners with domain-independent cognitive styles tend to learn more autonomously. They are better at organizing information, setting goals, and monitoring progress, which are important aspects of learner autonomy (Li & Gao, 2017). Likewise, learners' 'Time Management' skills play an

important role in learner autonomy. Learners who can manage their time effectively are better able to manage the learning process. An autonomous learner may schedule time for study, research, and practice, which are essential for self-directed learning (Peng, 2020).

To close this section of this chapter, one has to stress that both external and internal stimuluses exercise a major impact on learner autonomy. The next point worth discussing separately is the proliferation of digital resources and online learning platforms that gave learners access to more information and learning opportunities outside traditional classrooms. This increased access allows learners to take control of their learning and pursue their educational goals autonomously (Dabbagh & Kitsantas, 2012).

2.14.   Role of Technology in Shaping Autonomous Learners

Technology is an integral component of the autonomy debate since its introduction in the area of language learning in the early 1970s. The connection between technology and autonomy is flexible and bidirectional, with autonomy influencing how individuals perceive and place technology in relation to language acquisition, and technology influencing the practice and growth of autonomy. Dialectical discourses on the "tension between availability and constraint" characterize discussions about technology's impact on autonomy. On the other hand, technology is accepted as a source and amplifier of learner autonomy. Technology improves the accessibility of target language environments and gives learners the freedom and choice they require for autonomous learning (Lai, 2019, pp. 1-2).

Lan (2018) adds that learning has taken on new dimensions in the twenty-first century as technology advances. As a result, learners began to learn using a variety of ways, instead of the traditional teacher-centered, one-size-fits-all strategy that has been employed for decades. The traditional teacher-centered and one-size-fits-all strategy sometimes fails to recognize and encourage learners' individual characteristics, and as a result, it does not effectively foster student autonomy and leadership (p. 860).

The implementation of sophisticated technology in education opens up new possibilities for offering learners with brand-new learning experiences. For instance, learners may access a wealth of information and learning opportunities through open educational resources on the Internet. Additionally, 3D virtual environments enable authentic learning experiences. The combination of the Internet of Things (IoT), wearable technology, and mobile smooth computing removed the constraints of space and time from learning (Lan 2018, p. 860).

2.14.1. Technological Devices

The crucial role of technological tools in forming autonomous learners gained prominence in the educational scene. Tablets, computers, mobiles, and specific educational hardware transformed how students obtain knowledge, interact with content, and develop autonomous or self-directed learning skills.

Alzubi (2021) defines "a mobile device is comparatively a small portable computer with a touch screen or a small keyboard. This mobile device has a number of potential features such as portability, mobility, availability, storage, easy to use, and connectivity" (p. 2).

Mobile-assisted Language Learning (MALL) combines mobile technology with language learning. Mobile technologies were discovered to provide five key affordances for education including portability, ubiquity, contextual learning, connectivity and coverage, and individualized experiences (Alzubi, 2021, p. 4). MALL signifies the use of smartphones and other mobile technologies in language learning, particularly in situations where portability and situated learning offer specific advantages. MALL grew as an important and current area of research, coinciding with the increased use of mobile devices and the Internet since the start of the 2000s. Because of their unique properties, such as portability, accessibility, communication, and so on (Karakaya & Bozkurt, 2022).

Nowadays, the mobile device became an essential tool in language learning and it played an effective role in helping learners and fostering their autonomy due to its peculiarities and

advantages such as accessibility, connectivity, and reducing the space/time of learning. Here are some key aspects of how technological devices are shaping autonomous learners such as, access to information, personalized learning environments, interactive and engaging learning experiences, and collaboration across boundaries:

- **Access to Information:** technological devices give users unparalleled access to a wide range of data sources, including online libraries and e-books, websites for learning, and interactive platforms. This ease of access allows students to explore information independently and personalize their educational experiences to their specific interests and requirements (Greenhow & Lewin, 2016, pp. 6-30).

- **Personalized Learning Environments:** technological equipment provide individualized learning, in which educational software materials and applications adjust to the particular learner's speed and style. This personalization promotes autonomy through enabling students to regulate their learning processes and focus on areas for growth, while progressing at their own speed and method (Hwang & Lai, 2017, pp. 134-149).

- **Interactive and Engaging Learning Experiences:** many educational technologies engage students more deeply than traditional methods of instruction due to their interactive characteristics. Virtual labs, simulation software and gamified learning platforms make learning active rather than passive, enabling greater retention and comprehension of knowledge (Clark et al., 2003, pp. 41-43).

- **Collaboration across Boundaries:** technology and especially technological tools enable collaboration across geographical and cultural barriers. Tools such as chat rooms, collaborative papers, and virtual meeting platforms permit students to collaborate, exchange ideas, and question one another's thinking, increasing their

learning autonomy by introducing them to a variety of perspectives and methodologies (Kozar, 2010, pp. 16-23).

Greenhow and Lewin (2016) underline that incorporating social media into education alters traditional boundaries between formal and informal learning; allowing students to widen their learning settings beyond the classroom. Likewise, the adaptability of educational software and applications mentioned by Hwang and Lai (2017) empower learners to acquire knowledge at their own pace and preference, hence promoting unique learning paths that are vital for autonomy.

To summarize, technological devices fundamentally changed the world of education by improving access to information, personalizing learning experiences, and enabling interactive and engaging learning settings. These technologies play an important role in the development of independent learners because they cultivate abilities such as critical thinking, problem solving, and self-directed learning.

2.14.2. Visual Aids

Because most individuals are visual learners, it matters to go beyond "spoken words or verbal communication" while teaching students. Students also tend to be more likely to learn materials when they are confronted in a variety of contexts. Visual aids are intended to assist the learner by bringing previous knowledge to a conscious level in the form of an organizational structure. They contribute to improved comprehension and learning, as well as producing, explaining, and communicating information (Pateşan et al., 2018, p. 358).

The function of visual aids in education, particularly in the development of autonomous learners, is a major focus of educational research and implementation. Visual aids include any kind of graphical representation that enhances learning such as pictures, videos, maps, charts, diagrams and electronic white-boards. These tools and technologies may improve knowledge understanding and retention, increase learners' engagement, help students with disabilities,

organize and plan their information, and encourage collaboration in the classroom. They additionally enable students to connect more deeply with the content, promoting independence in their learning process (Pateşan et al., 2018, p. 359).

However, teachers may confront obstacles when employing these visual aids, such as inconsistent internet connections, a large load in generating visual aids and unmotivated or non-interactive students.

2.14.3. Artificial Intelligence & Learners' Autonomy

The use of modern advances in educating and learning English guarantees the rise of autonomous dialect learning. It gives students simple access to an assortment of assets, apparatuses and situations for learning outside the classroom. Perspectives of inspiration, metacognition, self-confidence and social aptitudes may develop when innovation is utilized to master English outside the classroom. Furthermore, the advanced video extends, 3D virtual learning Kahoot apps, learning English from YouTubers, and flipped EFL guidelines demonstrate how technology shapes learners' independence (Melvina et al., 2021).

The conventional instruction model frequently positions the instructor as the sole source of information with learners inactively receiving data (Wenger, 2018). In any case, the rise of machine learning (or Artificial Intelligence) presents a worldview move towards learner independence, enabling learners to take charge of their learning ventures. AI applications cultivate self-directed learning by personalizing experiences (Baker, 2010, pp. 3-17), giving adaptive support (Ferguson, 2018), and promoting self-reflection (Kitamura et al., 2017).

One of the most critical ways AI advances learners' independences is through personalized learning paths. AI algorithms can analyze endless sums of learner information, counting execution, advance and learning styles (Baker, 2010, pp. 3-17). This permits the creation of customized learning plans with custom-fitted substances, assets, and exercises. There are AI frameworks that distinguish an understudy battling with linguistic use in a dialect learning

course. They may at that point suggest works out particularly centered on progressing linguistic use aptitudes, catering to the individual's needs, and cultivating a sense of possession over the learning process (Wenger, 2018).

Besides, learning empowered by AI adaptive frameworks make an energetic learning environment. These systems adjust the difficulty level and content based on learner performance. Baker (2010) highlights how information mining strategies can be utilized to make client models that personalize learning encounters. In cases where a student reliably handles complex concepts, the framework can display more challenging materials, pushing them to memorize and develop (pp. 3-17). On the other hand, on the off chance that a learner experiences trouble, the framework can offer extra back and clarifications, guaranteeing they do not get debilitated and can advance at their own pace. This level of personalized adjustment enables learners to take control of their learning pace and challenge themselves, cultivating a sense of self-efficacy.

AI may moreover act as a resolute and insightful learning companion. Intelligent guides and chatbots fueled by AI may give on-demand answers, reply to questions, clarify concepts and offer input in an adaptable and open way. If a student is working on a complex math issue late at night, an AI mentor may be promptly accessible to clarify a challenging concept, offer elective problem-solving approaches and give quick criticism. This decreases dependence on instructors for steady support, empowering learners to look for and offer assistance freely and promote their problem-solving abilities (Ferguson, 2018).

Through personalized learning and support, AI may advance self-reflection and energize learners to become more metacognitive. AI-powered apparatuses may track learners' progress on different measurements, showing data-driven bits of knowledge into qualities and shortcomings (Kitamura et al., 2017). This permits learners to analyze their learning designs, recognize regions requiring enhancement and set personalized learning objectives. For

illustration, an AI framework might exhibit a student's lexicon development over time or highlight zones where they battle with perusing comprehension. With this data, the learner may, at that point, set objectives for further vocabulary improvement or devote more time to perusing practice (Kitamura et al., 2017). This data-driven self-reflection enables learners to take possession of their learning journey and make educated choices about their learning methodologies.

In any case, it is significant to acknowledge that AI could be an apparatus, and its adequacy hinges on cautious usage. Over-reliance on AI for assessments and decision-making may smother imagination and basic consideration. The human component remains vital in education, with instructors giving direction and inspiration and cultivating a love for learning that AI cannot duplicate (Wenger, 2018).

In conclusion, AI offers a transformative approach to instruction by advancing learner independence. Through personalized learning methods, adaptive support systems, and the support of self-reflection; AI enables learners to take charge of their instructive ventures. As AI innovation proceeds to evolve, its potential to make learning more personalized, lock in, and eventually engage learning involvement for all is verifiable.

Conclusion

In modern education, autonomy is an essential stone to build autonomous learning and it is recognized as a significant item of an effective education, especially in EFL environment because it permits learners to take charge of their own learning, enables them to be self-assessed, to be critical thinkers, and it assists them to meet their needs. So, this chapter provided a brief trip about learners' autonomy including that its definitions, importance, types, along with how to foster it through specific approaches.

CHAPTER THREE: Field Investigation

Introduction

The current chapter is dedicated to the practical side of the research, which tends to explore the teachers' perspectives, attitudes and practices of the variables in question in the context of the Department of Letters and English Language at the University of 08 Mai 1945, Guelma. It describes and analyzes the collected data in correlation with the mentioned information in the theoretical part. To reach these goals, two data gathering tools were applied represented in a teachers' structured interview, and an exploratory observation; the final findings will confirm or reject the hypothesis in question.

3.1. Teachers' Structured Interview

3.1.1. Population of the Study

In university classes, the application of students' oral presentations as a tool of lesson making is not specified to a definite level or subject matter that is why the teachers and the classes that were selected for data gathering were not limited by the content of any specific module. The target population of the structured interview is EFL teachers at the Department of Letters and English Language, 08 Mai 1945 University, Guelma. Teachers were chosen randomly; no specialty, no grade or length of experience was prioritized. The total number of professors in the English Department is forty -nine full time teachers; only four teachers were interviewed because of time restrictions and lack of availability of volunteering professors.

3.1.2. Description of Teachers' Structured Interview

The structured interview contains fourteen questions. The questions are categorized in three sections: the first section is about learner-centered approach vs. teacher-centered approach; the second section is composed of questions about oral presentations; the third section encompasses questions about learners' autonomy. They are ordered in a thematic way, starting from the simplest to the most complex ones. The data gathered is mainly qualitative due to the nature of the asked questions, which are almost all open-ended. All the questions are interrelated in a gradual way that is linked to Algerian EFL classrooms, so the information needed is context-related. The arrangement of questions enables to trace the current situation regarding the effectiveness of Oral Presentation on Learners' Autonomy in EFL classrooms. The purpose of the structured interview is obtaining teachers' authentic perceptions and attitudes on the topic in question; this manner provides delicate, credible and relatively reliable research findings.

The first question (Q1) attempts to attain data about the most effective approach to use in an EFL classroom; the second question (Q2) endeavors to show the favorable method in EFL

classrooms (LCA or TCA); the third question (Q3) tries to figure out where teachers find difficulties when applying teaching approaches.

Questions of the second section tackle the independent variable (Oral Presentations). Question four (Q4) examines each teacher's personal definition to an OP. Question five (Q5) is about the methods used by teachers to evaluate EFL students during oral presentations. Questions six and seven are interrelated in terms of treating the student during OPs; question six (Q6) investigates teachers' precautionary measures when dealing with slow and advanced learners within the same group of an OP, and whether they work collaboratively or individually. Question seven (Q7) explores the teacher's attitude about low-level presenters or uninteresting presentations and what kind of procedures they take to recapitulate on that. Questions eight and nine are interrelated in terms of technology involvement in the OPs. Question eight (Q8) incorporates the teachers' perspectives about the technological devices' positive impact on the students' performances during OP, and whether the English Department should supply or support the EFL learners to use modern technologies. Question nine (Q9) investigates the interviewed perceptions about the intervention of visual aids, videos and AI in OPs.

The third section questions are devoted to the dependent variable (Learners' Autonomy). Question ten (Q10) attempts to require from the interviewed teacher to provide his/her personal definition of learner autonomy. Question eleven (Q11) investigates the importance of learners' autonomy. Question twelve (Q12) attempts to examine the exclusive norms that promote LA according to teachers' experience & knowledge. Question Thirteen (Q13) investigates teachers' norms of assessing EFL students' autonomy. The last question (Q14), investigates whether teachers provide students with sources or outlines that guide them while working on an OP.

3.1.3. Administration of Teachers' Structured Interviews

Teachers' structured interviews were planned and administered between May 6th and May 8th, 2024. As known, the interview is a conversation between two people or more (the interviewer and the interviewee) via several questions about a certain topic, in a planned and an organized setting. The process was successful and handleable in a short period of time; it took three days to interview four teachers. The accomplishment of the interview was physical (direct and live) and in a written form (due to some personal factors of the targeted teachers). Additionally, the duration of the live interviews was different from one teacher to the other. Overall, the phase took between 20 to 30 minutes. To sum up, the interviewed teachers were comfortable and did not face any problems or difficulties during the process.

3.1.4. Data Analysis and Interpretation

3.1.4.1 Analysis of Results and Findings of Teachers' Structured Interview

Question One: In your opinion which is more effective Learner-centered Approach or Teacher-centered approach?

The aforesaid question aims at determining which of the two approaches is favorable among EFL professors. Three out of four teachers claimed that LCA is more effective and applicable in the Algerian context; it puts the student in the heart of the learning journey. Accordingly, learners should constantly communicate their knowledge in the classroom instead of just sitting and absorbing information passively. On the other hand, the fourth teacher claims that both approaches are essential in the learning environment, and should be practiced in balance; the teachers' role is vital and may never be replaced; a total focus on learners' contributions cannot be effective.

Question Two: Which of the two approaches you focus on more?

This question tends to reveal where the concentration of using the approaches lies. All teachers agreed on using LCA to develop and improve EFL students' critical thinking, problem-

solving and intellectual potentials. However; first-year students need to be taught through TCA since they are not ready for autonomy; they are not familiar with the curriculums, contents, teaching methods, learning strategies, teachers' personalities and ways of evaluation applied in the university. When they move to higher levels and show readiness for autonomous tasks, the shift to LCA becomes a necessity.

Question Three: Where do you face more difficulties when applying LCA?

This question highlighted the diversity in teachers' mindsets. Two teachers declared that teaching difficulties depend on the students' individual differences, levels of motivation, background knowledge, learning styles and even personality traits. With LCA, teachers' nightmare is students' laziness, passiveness and lack of interest in topics; the issue is clearly present among Master Degree students who are supposed to be ready for self-directed learning. Teaching a heterogeneous group also is huge difficulty for EFL professors; students' levels are various and what suits this learner does not necessarily work for the other. As provided with one of the teachers, in LCA classes, getting a learner out of his/her comfort zone is a hurdle that we 'sometimes' fail to overcome. Another teacher states that the difficulty lies in TCA, with which the student over-relies on the teacher, which led to passiveness. The last teacher claims that keeping the student engaged, interested and active with the lesson is the hardest task.

Question Four: How would you define an Oral Presentation and what are its benefits?

This question obviously targets to define the independent variable (Oral Presentation). All teachers defined OP in similar words; OP is a public speaking performance where all communicational features interfere; a chance for a learner to orally present a comprehensible output to his/her colleagues. Teachers agreed on the variety of benefits that OPs contribute to students: learning how to send a message, share information, and develop one's communicative

competence. OPs prepare them for their dissertation defense or the day of the 'Viva'. Additionally, OPs prepare them for 'the training of teaching' they generally have in their Second Year of the Master degree; they learn to convince and be convinced by others, learn how to state arguments, deliver an oral speech and practice their language skills. One of the teachers added that OPs represent a chance to share one's knowledge, to make a change and to ameliorate one's speaking skills by receiving adequate feedback on one's performance. Two of the teachers declared that the main benefits of an OP are to overcome the psychological issues faced when speaking publically, such as anxiety, shyness, and stress.

Question Five: What method do you use to evaluate students' performance during OPs?

This question tends to inquire the assessment criteria used by teachers to evaluate the students' performance during OPs. Two teachers mentioned 'relevance' as the most important aspect to consider when evaluating a student's OP. Another teacher provided a range of criteria including relevance of the shared content, linguistic accuracy and appropriateness of paralinguistic features, respect to the audience, management and attraction of the audience attention and an overall success of communication. One of the professors suggested clear and simple criteria: focusing on students' fluency, the audience note-taking, control over different aspects of the discussed subject, and of course relevance. A teacher provided a dissimilar evaluation tool which is the use of rubrics that include language, content, and performance elements. The last suggestion was the holistic evaluation method.

Question Six: How do you treat and challenge a slow learner and an advanced learner within the same group of an OP (collaboratively and individually)?

The current question aims at investigating the teachers' tools of treating students within the same group of oral presenters (whether a pair or more). It elicited a variety of ways, starting by one teacher who stated that roles should be divided equally, with concentration on the language

and topic mastery. Another teacher specified that individual differences are natural, that is why s/he asks students to send their work individually so s/he can determine their level along with their OP performance. S/he also mentioned that s/he tries to encourage the slow elements by motivating them and giving them positive remarks and constructive feedback. One of the respondents claimed that the presentation group should be composed of different levels in the first place, so the slow, average and advanced learners can work collaboratively and create balance; the advanced element may guide, help, and encourage the slow one to improve his/her level. A professor proposed two main techniques of treatment; first to rely on individual work by examining the students' abilities, strengths and weaknesses; second, to determine how they manage their work as a group. The last teacher stated that the treatment should mainly emphasize patience and emotional support.

Question Seven: What are your attitudes about unsatisfactory presenters or uninteresting presentations? And how do you fill the gaps in students' performances?

The teachers' attitude during an OP is everything the student' cares about. Three teachers agreed that their remarks and feedback should be provided at the end of the presentation and should be well crafted and to the point. However, one teacher stated that a bad, lazy presenter will have 'zero' instantly and the presentation will be stopped; s/he will receive blame in a constructive way. About filling the gap in students' content or language, the same (blaming) teacher stated that the presentation topic should be prepared by the whole class not just the group that will perform, so they can fill the gap when time for debates and discussions come; in case the presenter misses a word or an idea, the teacher may provide assistance.

Question Eight: Do you think that technological devices enhance the students' performance during classroom oral presentations? If yes, do you think that the English Department should support students to use these modern technologies?

This question interrogates the necessity of technology in the learning environment. At this point, all teachers agree on the benefits of technology in helping students present orally. Technology assists them collect information, especially if the OP outline requires lengthy details. For the support from the Department, all teachers demand a supply of technological devices expecting the administration to consider providing more instruments. Speaking about AI, teachers recognize its vitality, yet one professor claims that full reliance on these applications leads to laziness and unethical behaviors; a balanced and fruitful use of Artificial Intelligence is urgently demanded.

Question Nine: How do you see the intervention of technology in OPs? (For instance, technological devices, visual aids, and AI…)

Nowadays, technology is becoming a cornerstone of this modern world, so it is influencing everything and it exists everywhere and, in every domain, especially in education and academic research. All teachers agreed about the roles of technology and its accessories in OPs; they claim they play positive, helpful, supporting, strengthening, time-saving and effort-preserving roles. Additionally, all teachers agreed about the vitality of technological devices like the data show, the projector, visual aids, and AI in OPs, because they make OPs dynamic, interesting, comprehensible, performative, and economical. However, one of the teachers provided some advice to students and teachers about the use of technology in OPs and education in general. S/he claims that full reliance on it makes the students passive and learning ineffective; s/he warned them about the negative sides of technology when misused.

Question Ten: Define learners' autonomy.

All the interviewed teachers agreed about one definition that says: learners' autonomy is the ability to be self-directed, self-responsible, and self-aware about one's language learning

processes and experiences; moreover, to take charge and make appropriate decisions about this and that.

One of the professors mentioned that learners' autonomy is the core and the heart of LCA, because some teachers nowadays do not only bring students to classrooms and provide them with lessons and some practice tasks, they rather form advanced learners and prepare them to become autonomous whether in their learning process or as effective citizen in their daily life. So, autonomy is the appropriate key for different life aspects.

Question Eleven: What is the importance of learners' autonomy?

Every teacher provided different views about the importance of learners' autonomy; a teacher mentioned that autonomy is the skill and the trend of the 21st century because it is required in and out the classroom settings.

Another lecturer added that learners' autonomy is mainly important in advanced levels because it gives motivated students space to be more involved in what they find interesting. One more teacher claimed that autonomy raises learners' awareness about their knowledge/ language wants, lacks and gaps; it allows students to fulfill their needs and to improve themselves in different ways especially in real-world situations.

A teacher declared that: "…when you rely on yourself, it means like you never stop learning, you always want to work more and more, but if you rely on someone to teach you, you are always waiting that someone gives you information ready-made". So, this quote shows the importance of LA in creating lifelong learning and creativity.

Question Twelve: In your opinion, what promotes learners' autonomy?

It is known that LA is promotable in different ways, so, the aim behind this question is to collect diverse opinions and perspectives about what may stimulate learners' autonomy. All

teachers agreed that motivation or "willingness" as the first element that may foster LA, because when learners are highly motivated and passionate about their studies, they will try to focus, create and reflect on themselves regardless of their teachers.

Moreover, the interviewed teachers mentioned other factors that may endorse learners' autonomy such as: teachers' encouragement and strong teacher-student relationships. Also, they suggested that students should have freedom in selecting the appropriate lessons with the teacher (curriculum-based approach) and make decisions about "inside the classroom" issues. The professors also dealt with factors external to the academic sphere like self-confidence, family atmosphere, and students' psychological state.

Question Thirteen: What norms do you follow to assess the students' autonomy?

Autonomous learners are different from ordinary learners; they have a specific characteristic that makes them unique, distinctive, and noticeable to teachers. All teachers stated that there are no specific norms to assess students' autonomy since they are noticeable and one may identify them from other characters. To illustrate, autonomous learners appear as motivated, critical thinkers, self-responsible, self-reliant, aware and they bring quality information to the classroom.

Question Fourteen: Do you provide your students with sources or outlines to guide them before they perform an OP?

The aim of this question is to discover how teachers deal with their students when they are going to create an oral presentation, and if they guide them with outlines and sources or they let the students take the lead. So, two teachers mentioned that they direct and provide their students before they perform an OP with some sources, outlines, or guidelines. This is not to restrict learners, but to make sure the content is relevant to the course or the topic especially multidisciplinary ones that can be discussed from different perspectives.

On the contrary, two other teachers claimed that they do not provide their students with outlines or sources before they present because they believe that directing students blocks their creativity and lowers their risk taking. On the other hand, they just give their learners the opportunity to ask for assistance when facing difficulties.

3.1.4.2. Summary of Results from Teachers' Structured Interview

The interrogated teachers hold dissimilar educational titles; two of them have a PhD degree and the other two are working on it. Teachers of the English Language Department from Guelma University are mostly motivated, specialized, knowledgeable and collaborative. As mentioned in the interview, all the respondents agreed about the significance of LA in the learning process. Likewise, the interviewed professors approve that OPs play a crucial role in improving and enriching LA. The results assert that technological devices and platforms are positively involved in students' academic lives and that a rational, fruitful and ethical utilization of these tools is the responsibility of both teachers and students. Teachers confessed their worries about their students' lack of autonomy, laziness and cultured passivity. They similarly admitted their urgent need for support from policy makers, syllabi designers and administrators to facilitate and promote the easy access to any technological tool or teaching approach that fosters autonomy and builds strong intellectuals who will soon become contributors to the country's economy.

3.2. Exploratory Observation

3.2.1. Sample of the Study

The observation conducted with the current study dealt with students from Letters and English Language Department at the University of 08 Mai 1945_Guelma. The technique that was implemented in the research study was random selection of groups from the available population. Randomization was chosen for several reasons: insuring representativeness of the

sample, reducing bias by guaranteeing that every member of the population has an ethically equal chance to be included, enhancing generalizability, improves validity, minimizing sampling error and facilitating statistical analysis. Accordingly, ten participants were chosen to represent the sample of the research; they belong to different classes, different levels, and work under the supervision of different professors who teach different subject matters. This variety was intentional to ensure that testing learners' autonomy is not linked to any variable other than their readiness to orally participate in the lesson making.

These ten participants are supposed to perform an oral presentation as a habitual classroom task and the researchers are supposed to observe and take detailed quantitative and qualitative noted about characteristics that make this student or the other an autonomous learner or not.

3.2.2. Description of the Exploratory Observation

The exploratory observation was administered to investigate the link between EFL students' autonomy (the dependent variable) and their Oral presentations (the independent variable). The execution of the procedures required the use of a well-crafted rubric that helped completing the task during the second semester of the academic year 2023/2024. The rubric was composed of twenty-one characteristics; each of them tends to detect the students' autonomous tendencies from the content, language and performance of their oral presentations.

The observation was accomplished over two days (May, 7th and 8th, 2024); the observers worked together with two classes in order to observe every characteristic during the sessions. The first eight participants performed during the first day in an Oral Expression class; the two other participants performed their presentations on the second day in a British civilization session.

Accordingly, the characteristics examined via the rubric tend to match the characteristics cited in the theoretical part of this study. The literature review in the first two chapters of this

work listed a cluster of individualities; if a student acquires them, s/he might be described as Autonomous. The rubric emphasizes the following: self-reflection & self-evaluation, dynamism & flexibility, independence & responsibility, communicative competence & openness to questions and feedback, self-confidence & fluidity, time management skills, risk taking tendencies, sense of creativity, organization of content and form, mastery of research skills, mastery of technological devices & applications, audience attraction & management skills, spontaneous body language & eye contact, adaptation to unexpected situations & asking for help when necessary, articulate speech & varied vocal tones and finally demonstrating problem-solving inclinations.

The characteristics of the mentioned rubric are divided into eleven groups based on the similarities of each criterion. The first group is the mastery of technological devices, the latter is the key and main feature of discovery in this era, using technology facilitates the work and raises its effectiveness to convey the message not only in the educational field but all fields. To dive deeper its mastery is a huge sign that can detect the student's autonomy and creativity, because errors may occur at any time shows the learner's reaction and autonomy to fix any wrong thing. To this end, the first criteria is the presenter use of technology, and the second is whether it was used seamlessly or as a distraction.

The second group is self-reflection or self-evaluation, the latter is the student's ability to rate, examine and judge his performance in the EFL classroom, as he performs a task then he/she can give him/her self a mark result. Self-evaluation can reveal to what extent the EFL learn is autonomous as it shows if s/he was satisfied on his/her own work or not. To this purpose, being reflective and self-evaluate is selected as third criteria.

Moving to the third group, motivation, flexibility, and responsibility are one of the main descriptions of an autonomous student. When providing a student with either a work on the

board in EFL classroom setting or a homework, this process shows to what extent the student is committed and autonomous. To this reason, flexibility and sense of motivation were selected as fourth criteria together with responsibility as the sixth criteria.

The fourth group is composed of independence, communicative competence, and openness for questions. The reason of gathering all these characteristics together is that when the EFL presenter is communicatively competence he will be open for questions and cable of answering them independently. The mentioned aspects are the heart of the autonomous learner that can be detected easily. For this reason, independence and communicative competence was selected as the fifth criteria, and openness for questions was selected as the twentieth characteristic.

The fifth group encompasses risk taking tendencies, and sense of creativity. The mentioned criteria unveil to what extent the educational level of the EFL student raises, the higher the more autonomy can be detected. The reason of gathering these two characteristics together is that any risk taker discovers and creates new thing in the world. In parallel, during a casual oral presentation or even a lesson delivered via teacher, autonomous learners can be detected through taking the risk and participate during the lesson, even when they make mistakes, they do not stop participating, it can also be detected during oral presentation especially when the EFL performer of OP do not use the phone or notes to deliver the lesson, or when the student forget a point, he just improvises and risk explaining it in creative manner. To this end, sense of creativity was selected as the seventh criteria along with risk taking as the nineth criteria.

The sixth group contains mastery of research skills and resourcefulness, the previous characteristics reveals the quality of data provided by the EFL student, especially when the latter is going to present a topic that is new for him/her and the teacher did not provide him

with sources. To this end, mastery of research skills was selected as the eighth characteristic along with resourcefulness as tenth characteristic.

The seven group is composed of one criterion which is time management skills. "The key is in not spending time, but in investing it." - Stephen R. Covey, as said by Stephen time is the most valuable thing on planet earth and the key is to investing it. The latter is significant in every field especially in the educational domain. Precisely speaking, in the EFL classroom setting while a student is presenting orally, managing time is a huge and hard responsibility to restrict the self to it, only an independent EFL student can manage timing, every dependent student is unable to finish at the right time. For this reason, time management was selected as eleventh criterion to detect autonomous learners.

The eight group encompasses seeking feedback or audience attraction and knowledge of asking for help. These criteria complete each other that is why they were combined under one roof. The first feature reveals to what extent the EFL presenter is mastering his content, and able to make an atmosphere of interaction via his/her oral presentation, as well as showing his level of communicative competence when s/he interacts with them or the teacher. The second characteristic of this group unveils the intelligence of the presenter when s/he is in a trouble during presentation, his manner of asking help can reveals a lot of his personality and independence. To this end, seeking feedback was selected as the twelfth criteria along with knowledge of asking for help as thirteenth criteria.

The nineth group encompasses eye contact, articulate speech through varied vocal delivery, and spontaneous body movement. The present group tackles the non-verbal language of the EFL student that can indicate his personal autonomy. for this purpose, eye contact was selected as the fourteenth criteria, mastery of vocal delivery as the eighteenth criteria, along with spontaneous body movements as the nineteenth characteristics.

The tenth group contains adaptation to unexpected situations and demonstrating problem-solving inclinations, the reason of gathering these two criteria along together is that the student's reaction to any strange obstacle or issue can demonstrate to which extent s/he is independent and autonomous. To this end, adaptation to unexpected situations was selected as the fifteenth criteria along with demonstrating problem-solving inclinations as the sixteenth.

The eleventh group encompasses the mastery of organization of form and content, the mastery of enthusiasm and fluidity as well. The reason of gathering this criterion on the same boat is that they all serve the EFL student with passion towards the topic, the more passion is observed from the presenter the more it indicates the mastery of his educational work that can demonstrate his/her autonomy or independence. For this purpose, minimal use of notes noted as the seventeenth criterion along with enthusiasm as the twenty-one criteria.

The tables below summarize the findings of the exploratory observation:

Table 3.1.

Autonomy Characteristics among EFL Students

Criteria	C1			C2			C3			C4			C5			C6		
Particip	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not
P1	X										X							
P2	X																	
P3	X			X						X								
P4	X												X					
P5	X			X									X					
P6										X			X					
P7							X			X			X			X		

Met: met. **Deg:** to a degree. **Not:** not met. **C:** criteria. **P:** participant. **Perc:** percentage.

Criteria	C7			C8			C9			C10			C11			C12		
Particip	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not
P1				X														
P2				X														
P3																		
P4				X												X		
P5				X														
P6	X			X			X			X						X		
P7	X			X			X			X			X			X		
P8	X			X			X			X			X			X		
P9	X			X			X						X					
P10				X									X			X		

Met: met. **Deg:** to a degree. **Not:** not met. **C:** criteria. **P:** participant. **Perc:** percentage.

Criteria	C13			C14			C15			C16			C17			C18		
Particip	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not
P1																		
P2					X		X											
P3					X													
P4	X																	
P5				X						X			X					

P															
P6							X		X		X				
P7			X		X		X		X			X			
P8			X				X		X						
P9	X			X		X					X				
P10			X												

Criteria	C19			C20			C21			Total	Perc%
Particips	Met	Deg	Not	Met	Deg	Not	Met	Deg	Not	/	/
P1							X			4	19.04%
P2										4	19.04%
P3										4	19.04%
P4	X						X			8	38.09%
P5							X			8	38.09%
P6				X			X			12	57.14%
P7		X		X			X			18	85.71%
P8	X			X			X			15	71.42%
P9				X						9	42.85%
P10	X									6	28.57%

Table's key words:

Met: met. **Deg:** to a degree. **Not:** not met. **C:** criteria. **P:** participant. **Perc:** percentage.

An exploratory observation is a data collection tool that supplies researchers with quantitative & qualitative data; it serves several functions like identifying patterns, generating insights and measuring detailed features of the observed phenomenon/population. This study's

observation is composed of two main sections, the first one contains general information such as teachers' names, the taught course and academic titles of the professors; as well as the observers' names. The participants were ten EFL students (seven boys and three girls), their ages were between 21 to 23 years old. From the ten participants only two had collaborative work but the rest were individual. Concerning the topics presented, for 1st year Masters, they presented about Decolonization of UK, and for the Third Year elements, they presented an overview about their favorite movie or TV Show such as Breaking Bad, Interstellar, Lord of the Rings…etc. All the participants are evaluated according to the same measures to ensure consistency, objectivity and efficiency.

3.2.3. Analysis of Results

The exploratory observation was used as a main tool to examine whether EFL students' Oral Presentations reflect their Autonomy as participants in knowledge transmission inside the classroom.

Important findings were unveiled: among ten participants only three could exhibit more than half of the criteria, P6 (12C out of 21C, 57.14%), P8 (15C out of 21C, 71.42%), and P7 (18C out of 21C, 85.71%); however, the other seven participants scored a disappointing ratio that is even lower than the average. This indicates that only 30% of the participants are closer to the title 'autonomous students'; and the rest of the participants lack too many characteristics of an autonomous learner.

When the observers entered both sessions of Oral Expression & the British Civilization and declared that they will be observers to their presentations, the first matter they noticed is that students showed a kind of enthusiasm because they will be observed and measured in their oral presentations. However, as it mentioned above in Oral Expression session there were eight participants. Three of them came late to the session although the teacher was there which

indicates that they are not punctual even though they have topics to present, but the others were at the class from the beginning.

The second remark is that most of the participants at that session did not manage time effectively (the target time was 15 minutes) whether due to the length of their presentations (short or too long) or due to the missing points which led them to waste more time in searching and thinking of alternatives. This signifies that they lack time management skills in such moments.

Thirdly, the last three participants in the Oral Expression session demonstrated their communicative competence & openness to questions and feedback skills, they were communicating effectively and fluently whether with the audience or the teacher. For instance, if one of their colleagues adds information or asks them a question, those participants were open and communicated comfortably with them.

Next, in the British Civilization session, there were only two participants working collaboratively in one topic. Those two participants were problem solvers in adapting to unexpected technical situations such us the data show that did not work due to some technical issues so they had to present their topic without any visual aids. Second, they were flexible and dynamic to unexpected situations like when their teacher interrupts them or someone knocks the door. In spite of the fact that they had some unexpected situations or some interruption, they continued their presentation without missing points or stressing out.

Last but not least, the most important remark that the observers noticed in both levels is that there are differences between 1st year Master presenters and Third year presenters; for instance, Master students were restricted with a certain topic from the target syllabus; however, third year students had the freedom to choose the topic which is a review about any movie or TV show. Another difference between the two grades is that the Master presenters were more

confident, flexible, and critical thinkers than Third year presenters; this indicates that Master students have a better experience in oral presentations than the other level.

To conclude, most of the ten participants were dependent, good researchers & organizers, and qualified in the use of technological devices and applications.

The exploratory observation demonstrated results that alert all the active agents in the academic education sphere about the 'Autonomy Levels' of EFL students. The observation results support the findings of teachers' structured interview and validate them.

3.2.4. Summary of the Findings

Based on the findings of the classroom exploratory observation, several features were discovered. Firstly, EFL students' real level of autonomy was revealed and EFL teachers' willingness to apply oral presentations to elevate this autonomy deficiency was confirmed. Secondly, the exploratory observation exposed the lack of technological devices in classrooms and showed teachers' amenability to ask for supplements and support from the Department's administration to facilitate learning. Lastly, the observation demonstrated the huge gap in students' autonomy and their reliance on their instructors; additionally, teachers' structured interviews revealed teachers' insistence on fostering autonomy exploiting all the available professional and humanistic tools.

3.3. Pedagogical Implications

By taking into consideration the results' findings, it is authenticated that teachers at the University of 08 Mai 1945_Guelma embrace appreciative perspectives and attitudes towards the effectiveness of classroom Oral Presentations in enhancing EFL Learners' Autonomy. This supports the established hypothesis of the study. Accordingly, the research outcomes are synthesized to deliver a range of educational implementations:

Firstly, teachers should collaborate with policy makers and curriculum designers to involve classroom Oral Presentations in different schooling levels; EFL students need to be enthusiastically autonomous at early stages. OPs can be applied as a target and as a tool at the same time. Performing a good oral presentation is a goal that needs hard work and preparation; simultaneously it can be used as an assessment tool across different subject matters.

Secondly, education in our era is based on advanced technology devices and platforms; the latter should be highly incorporated in the learning environment such as presentations' software (PowerPoint, Prezi) to enhance the engagement and performance of students. This philosophy can be applied through providing materials, lessons, workshops, and trainings to both learners and professors to maximize the effective use of these devices.

To help teachers' bear the responsibility to adapt LCA in the EFL classrooms, this study suggests the following strategies:

3.3.1. Strategies for a Learner-Centered Classroom

Transitioning to a learner-centered classroom requires careful planning and a willingness to adapt. KnowledgeWorks (2023) suggests:

- **Start Small:** Begin by incorporating small changes, such as using short group activities or think-pair-share strategies after lectures.

- **Focus on Learning Objectives:** Clearly define learning goals and collaborate with students to understand their expectations and prior knowledge. A great emphasis on student's needs, interests, and suggestions is a necessity when selecting objectives.

- **Variety is Key:** Utilize diverse instructional methods to cater to different learning styles. This could include lectures, simulations, discussions, projects, and technology-based activities.

- **Offer Student Choice:** Empower students by providing some control over their learning. This could involve suggesting syllabus, offering choices in topics for research projects, selecting from different activities to demonstrate understanding, or allowing for self-paced learning.

- **Collaboration is Key:** Encourage peer interaction through oral presentations, group projects, discussions, and peer review activities. This fosters communication, collaboration, and the development of social-emotional skills.

- **Assessment Redefined:** Move beyond just testing factual knowledge. Utilize portfolios, self-reflection exercises and student presentations to assess their understanding, critical thinking and communication skills.

3.3.2. Preparing a Good Presentation

Effective presentations are sometimes created around a three-step process, it is called the 3P Approach: plan, prepare, and present. The success of the presenter depends on how much effort one puts in each step of the process. A student presenter must examine each step carefully and put the approach into action for the presentation. Following this process will increase the presenter confidence by making him/her know and feel that s/he has something worthwhile to be heard. *(Planning the oral presentation*. n.d.).

- **Planning**

In this step, the presenter should define the purpose and goals of the presentation, as well as considering the target audience and tailor the message to their needs and interests. Planning involves outlining the structure of the presentation and determining the key points that s/he wants to get across. Planning a presentation involves a comprehensive assessment of the speaking situation. A student should seek answers to the following questions before one prepares the presentation (Lucas, 2014):

- What is the purpose of the presentation?

- Who is the audience?

- Where will the presentation take place?

Abrahan Lincoln said it all in his quote: 'if I had eight hours to chop down a tree, I'd spend six hours sharpen my axe'.

- **Preparation**

Once the plan is in the right place, an individual can start preparing the content and visual aids, this process involves researching the topic, gathering relevant information and organizing the material in a logical sequence. A practise of the presentation is a must for the presenter in addition to anticipating questions from the audience (Beebe & Beebe, 2018).

- **Presentation**

Lucas (2014) claimed that the final step is to present confidently and professionally, focusing on engaging the audience through effective delivery techniques, eye contact, information transfer, and tone variety. It is essential to use visual aids to enhance the quality of messages and to improve the audience's understanding. Delivering the presentation will be the finest hour of the presenter, s/he must keep three main aspects in mind during that process:

- Know the subject

- Know the audience

- Be yourself

Lastly, Oral presentations are forms of speech that rely entirely on the ability of the speaker to convey a concept successfully to a group. Despite their substantial competence in English,

most of EFL students execute poorly, and their whole presentation does not create an impression on their audience.

A successful oral presentation demands thorough preparation, superior interaction methods, and captivating presenting approaches. In this title, there is a variety of ideas to help the presenter to produce and present excellent presentations. These suggestions, based on some educated concepts and professional insights, address a variety of topics, including outlining an OP, content organization, visual design, delivery abilities and audience engagement. By applying these basic tips, the student may improve his/her ability to present while delivering interesting talks to their audience. Here are other instructions for mastering the art of a well-crafted presentation:

- **Outline the Presentation:** Compose an organized and brief outline with an introduction, main ideas, and conclusion. A well-organized presentation becomes simpler for those attending to absorb and understand, and for you in order to not get confused and lost in your presentation (Berko et al., 2006).

- **Introduce Purpose and Objectives:** Define the intention of your presentation and establish the primary objectives you want to achieve. For example, you start with: "in this presentation we will tackle this and that, and at the end of the presentation you will be able to do this and that..." As stated by Berko, Wolvin, and Wolvin (2006), properly specified goals serve as a blueprint for arranging your information and directing the audience's perception.

- **Know Your Audience:** Knowing the audience's background information, needs, passions, and degree of experience may assist you personalize your presentation to be relevant to them. Identifying your audience helps you create an OP that may reach their interest, and so you can interact with them successfully. Knowing the audience's age

range, passions, and demands is critical to adapting your presentation effectively (Reynolds, 2020).

- **Practice, Practice, Practice:** Perform your work several times in order to get more comfortable with the subject and to enhance the way you present it. You can practice your presentation at home in front of a mirror, recording or with your peers. This helps you familiarize your content and correct some errors that may happen during the presentation; also practicing assists you to build confidence and makes you look like an expert (Carnegie, 2021). The famous fighter Bruce Lee once said "Practice makes perfect. After a long time of practicing, our work will become natural, skillful, swift, and steady."

- **Engage Your Audience:** If you want to create a good atmosphere and activate your participants it is better to use interactive components like polls, questions/answers, games, or debates to truly involve the audience, you have to be dynamic and flexible with your viewers to make involvement and connection. All of this leads to interaction, collaboration and increases the effect (Huxham & Land, 2000, pp. 143-157).

- **Collect Relevant Content and Evidence:** Including reputable sources and data lends validity to your presentation and strengthens your claims (Berko et al., 2006). Execute rigorous studies to obtain appropriate information, demonstrations and facts to back up your essential claims. In your research always use reliable sources, evidence and gather only relevant information to your audience.

- **Utilize Visual Aids:** Embrace visual communication effectively such as graphs, diagrams, videos, maps, etc... They help you complement your spoken message and help the audience to comprehend, interact and to process the language or new terms

successfully. Well-constructed visuals can help individuals absorb and remember important information (Reynolds, 2021).

- **Maintain Eye Contact:** If you are looking for one simple thing that may increase your effect as a speaker and convince others of your viewpoint, it is to maintain continuous, purposeful eye contact with those around you. Making direct eye contact with those you are speaking to, demonstrates confidence and establishes connection. Always try to maintain eye contact to your audience because it assists you to keep them focused in your presentation and deliver the target content successfully. Sustaining eye contact boosts perceived trust and participation (Goman, 2010; Bradberry, 2016).

- **Storytelling:** Use storytelling strategies in order to render your speech more engaging and unforgettable. In the opinion of Thaler and Koval (2019), storytelling promotes interpersonal relationships with the listeners and improves knowledge retrieval. Because people enjoy narrative frameworks, storytelling is employed to aid comprehension in many cultures transmitted across generations. R. Eric Landrum et al. (2019) stated that "storytelling works so well as a pedagogical approach due to concreteness, specificity, and narrative organization. In the teaching context, a storyteller can present material as a mystery, and students will be naturally inclined to "figure out" the story, thus engaging in the process of sensemaking" (p. 3).

- **Active Listening:** Active listening entails listening to another person with the goal of hearing, comprehending and recalling their words. So, by applying active listening in your presentation, this enables you to determine your audience's level of participation and tailor your speech appropriately (Adair, 2020). The purpose of active listening is to boost understanding and build connection. Once done successfully, both the presenter

and the listener receive the opportunity to pose questions, provide comments, and achieve a shared comprehension.

Conclusion

To recapitulate, the practical part is devoted to analyze the teachers' structured interview and the exploratory observation findings. The combination of these tools with the theoretical part's data, strikes deeply into confirming the research hypothesis. The first data collection tool confirmed and displayed the progressive perspectives and attitudes of EFL teachers towards the positive link between OPs and LA. Subsequently, the second data gathering tool demonstrated the authentic level of students' autonomy which needs to be straightway addressed.

GENERAL CONCLUSION

This examination tends to assesses the effectiveness of oral presentation in enhancing EFL students' autonomy. Accordingly, the current study is divided into two sections. The first part encompasses two theoretical chapters, on one hand it reviews the classroom oral presentations, and on the other hand it evaluates EFL students' autonomy, whereas, the second section includes the field investigation that covers two main data collection tools which are teachers' structured interview and classroom exploratory observation. The first chapter is devoted to investigate the background of oral presentations, afterward it deals with its general significance along with steps of an OP, its qualities, categories, factors, and finally the role of technology in OPs. The second chapter directed to EFL students' autonomy which accommodates learner centered approach (LCA), definitions of autonomy, its characteristics, factors, fostering approaches, teachers and technology roles in shaping autonomous learners. In terms of practice, the third chapter addresses two data gathering tools which are teachers' structured interview and classroom exploratory observation. The admixture of the theoretical part and the practical one led to promote the satisfied results.

The aforementioned duality separate tools are teachers' structured interview and classroom oral presentations at the Department of English 8 Mai 1945 University. The teachers' structured interview is allocated to four (4) different EFL teachers which examines their positive perspectives and attitudes about the variables in question. Thus, classroom exploratory observation unveiled that the majority of the EFL sample are lacking autonomy, and it should be supported through the oral presentation.

This research tends to assess the effectiveness of oral presentations in enhancing EFL students' autonomy. The findings affirmed EFL teachers' positive perspectives and attitudes about the variables in question and highlighted the gap in our students' autonomous tendencies.

Limitations of the Study

Although the journey was venturesome, memorable and beneficial, yet it was mentally exhaustive and challenging. The research faced many obstacles and barriers that made the process perplexing and hard to complete.

A huge opponent faced the researchers which is time; at the beginning, the researchers and their supervisor agreed about three data collection tools which are students' questionnaires, teachers' structured interview and exploratory classroom observation, but unfortunately, they could not make the students' questionnaires due to time limitations, if time allowed, the researchers would have the chance to collect more data about the topic in question.

The theoretical part was a little complex because it was the first time for the researchers to work an academic task that necessities this level of depth and details, especially with the unavailability of some authentic and primary resources. This may harm the wholeness of the literature review.

Next, the practical part which is the exploratory observation and teachers' structured interview, some teachers refused to take part of the direct interview and others did not respond to the written form of the structured interview that was sent via email (although we had their approval to send it), which led the researchers to interview only four teachers. Additionally, it was difficult to find teachers who apply oral presentations at that time of the second semester which limited the number of observations that could be held.

Suggestions for Future Research

Based on the limitations of this study, it was proposed on future readers and researchers to tackle this subject from other perspectives, like asking EFL students about their thoughts and opinions concerning autonomy and oral presentations using questionnaires and surveys.

It was assumed that an experimental study based on pre-test, then longitudinal workshops, and then a post-test may bring more authentic and generalizable results about the connections between the variables in question.

Working on bigger samples would make the results more valid. Observing more presentations of students from different levels and attending different subject matters might have given broader spectrums of findings about the different factors influencing autonomy and the quality of students' presentations. Additionally, interviewing more professors would have given more nuanced answers about how autonomy is implemented in Algerian EFL classes.

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Teachers' Structured Interview Transcriptions

Respondent A

Q1: In my opinion of course since we are in higher education context the effective approach for teaching is learner-centered approach.

Q2: You have experienced this right, from third year license degree to master degree I focus on learner centered, for first year and second year somehow maybe learn a teacher centered but not 100% yes why, because they are beginners, they are not really autonomous, they are not really familiar with the type maybe of the syllabus, contents, the type of the teaching, and learning strategies, methods, the way of evaluation and so on. They don't have really the habit of classroom communication and the elaborated classroom discourse, so this is maybe rivalry from learner centered to teacher centered, but for first year mainly first year students it is more teacher centered, but right when they are more advanced, more aware, more self-reliant, conscious, responsible for their learning, so it is mainly known as interest no doubt about this.

Q3: In this case it depends on learners individual differences, mainly motivation, background knowledge, also it has a serious role motivation we said, and other maybe learning styles as you have said personality traits, extroverts, introverts, autonomy itself, yes these are mainly the some difficulties that may be we may be confronted with in learner centered classrooms students, laziness, students passiveness, also passiveness and refusal to participate to take part, it has no relation with the their personality traits but they refuse to take part, they refuse maybe they are not interested, maybe because of some psychological problems, familial problems we do not know yes. Anyway there are many, so these are some difficulties that we face usually with advanced learners mainly for master degree it is less than for other degrees; however, even for a master degree sometimes the group itself is heterogeneous it means the level varies we

have really a very our highly motivated excellence students; however, other self the level is really not bad yes but where we have most, for example in this year I have two Master One groups, for Group Two I really suffered a lot with the Group Two they are totally passive, they are all the time silent, they do not prepare, they do not take part in the classroom; however, for Group One what I plan to cover within the session and most of the time I cannot cover it because they are highly motivated they are very critical thinkers really, they do not receive ready-made answers, they seek information, ask a lot and so on, so between the two groups this influences even your time management and classroom management. In the other group I suffer a lot from discipline problems, for example each time giving a remark, or whatever passive feedback and so on, yes so this what may raise some difficulties for teachers and learner-centered approach.

Q4: It may be defined differently it is when you call someone to stand there and start speaking, it is a sort of public speech yes, it is a sort of a spoken discourse where all features of communication interfere here in the conveying meaning about paralanguage features and the linguistic features yes because we need both of them, usually students normally are prepared in advance for such presentations it means psychologically, if you want linguistically they should be ready however usually since we said it is a sort of public speech we may encounter some problems like hesitation, like being under pressure, maybe being in shape or whatever ,but in any way it is a sort of oral communication spoken discourse which entails to develop a communicative act about a given topic for a given functions and it has a name so It requires all the components of any successful or effective communicative act. Its benefits usually since it seeks to achieve given aims which is to inform to fulfill some functions we said to send a message which should be clearly conveyed to the receivers, so generally it benefits in sharing information first and in establishing good public speech skills or also developing students communicative competence, it means this is Its major focus yes or benefit to be ready, to be

involved in any communicative act in a public situation or speaking publicly, this also is beneficial for students to be ready for further oral presentations mainly for their dissertation or the day of the Viva or for example for you as Master Two students also for the process of training where you are going to be faced with the pupils with the trainer teacher with other maybe members of this will provide you with a sort of feeling relaxed, also of being able to discuss issues to try to convince and at the same time be convinced by others, you will learn also the skill of being able to argument it means argumentation how to convince others, how to support your ideas for example, to convey your message this also you may in this case it may be beneficial in terms of reinforcing your oral speech it means you master a lot of phonetic issues of the language yes you try and it provides you with a good opportunity, or for practicing the language usually in the classroom you receive, yes and as usually I told you that for EFL students the only chance since it is still be a foreign language the only chance for students to practice this language is within the classroom situation yes so we should provide many advanced students with them large opportunities for practicing the language at all its levels we said concerning the phonetic issues it means pronunciation, good pronunciation, the intonation mainly because we said the information and turn off the voice contribute in the way our receivers understand our message is it clear yes, also to reinforce our paralanguage because it has we said a significant role in conveying the message meaning etcetera yes so these are some benefits.

Q5: Usually for not really a method maybe this is for teachers of oral presentation but in the classroom usually I rely on first, of course if you want the theoretical yes part of the presentation it means well prepared, the topic, also the relevance of the knowledge, the content it means yes usually we provide students with a sort of a topic but when they come to present they totally present something which is irrelevant to the content intended for this topic yes so I usually evaluate the relevance of the content to the topic it means how well they are

appropriate yes to the content, to the context, also and by the way it is one major part of any oral presentation, the second thing is to evaluate we said that there is the linguistic performance as well as the paralinguistic performance yes because usually in any communication we need both yes, also I evaluate the respect of their audience it means do they have for example a break for receiving ? or also how do they cracked their audience attention ? it is not a matter of speaking when we say all its presentation and presentation by itself it is an independent skill, normally you have been maybe exposed to this, it is one of the study skills it means it Is not easy so we really stand in front of audience and present something oral is it clear, so also the presence of the presenter it means his or her charisma yes usually we said we need to have strong personality, to work if you want reinforce your presence by this charisma first you attract audience attention before you start your speech yes and if you will succeed in doing this you are going to succeed in that the remaining parts of your presentation yes the point by this charisma first you attract audience attention before you start your speech yes, and if you will succeed in doing this you are going to succeed in that the remaining parts of your presentation yes. The following point is the interaction between the presenter and the receivers in terms have understanding and trying to be understood in terms of exchanging ideas, clarifying question and answering, and so on yes, all aspects of course in case it is supported by a written form also the written form will be evaluated yes.

Q6: In this case mainly if this oral presentation if you want by partner or three partners or mono presentation it means individual working group or in pairs, so in this case the roles should be divided equally first, yes also we consider for example the mastery of the topic and the mastery of the language it means the competence of each one again we said here we have individual differences you cannot claim people to be similar this is inhuman yes so first as a teacher I need to respect such individual differences, the variation in the level they do not master language, master may be the topic, they do not have previous or the background knowledge the same

background knowledge about the topic, the personality threats maybe some are introverts, other are extroverts, so it seems that sometimes one member dominates yes of course and this is why even in supervision I ask them even if they said we were collaboratively, but I usually ask them to be present both of them and they discuss their issues in relation to the topic together, and for sending the work I also stress that each one should send me his or her part individual, it means part and then the whole chapter to see the difference between the two in terms of seriousness, in terms of mastery of the language, in terms of research techniques for example, prepare yes to be fair with the both of them in terms of evaluation, so usually I encourage those slow or somehow the unmotivated or passive students to take part, usually here we said positive feedback should be constructive it has a good role, also by asking them questions maybe if I notice that one is somehow less competent and maybe unprepared I try to direct more questions to him or her yes just to check if really he is involved and engaged in this topic or not, and if he has or she has any background knowledge of the topic and also to mention or to stress, to push them in a way or another, to take part not be passive yes of course concerning being slow even you know naturally humans, even the rhythm of speech naturally some people speak very quick yes they are quick in their physical actions and their reactions yes, it is not just related to being hyperactive or not but naturally it means yes part of human nature, so I cannot stop them or interrupt for example, I need to devote more time to this so maybe in the rhythm of speech, maybe in their understanding some people cannot understand and to be able to react or to answer directly and quickly, they need to think twice before uttering for example maybe lack of vocabulary, for example some linguistic skills, those who have a rich vocabulary package they may be able to answer and respond directly if they use the words for example they directly find the other one a synonym or whatever so they avoid interruptions in their oral presentation however the others take a pause always there is a break in there, yes so this is a should be

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respected by teachers of course but within the devoted type, we should respect also time management.

Q7: Here not all the time, yes if I feel that really this student is a serious and hard worker, but it happens because of some psychological features or some physical issues, maybe because of stress, reset self-confidence, self-esteem, we have mentioned all of these so maybe they are going to influence negatively their presentation, but if it is in sense that this is badly, because they are not serious they are not really responsible, yes they do not really take responsibility towards their duties in the classroom, towards the teacher, their classmates, so in this case I will stop the presentation and directly I will blame, not in the negative sense but maybe serious feedback. Yes and of course physically speaking it will be a zero if we speak about physical feedback yes. Boring presentation now I may raise their students or classmates interaction it means involve students, usually if it is rare that I rely on presentations but usually in case of relying on presentations I never rely only on those who present, I usually when I dispatch the topics each time I dispatch it for the whole class and ask the whole class to prepare for it those are going to be responsible for the presentation, for example deciding about the outline and so on, developing the content but others are also going to give their maybe definitions that they have found their classmates do not include, examples ask questions, and so on, and I usually interfere it. I usually my clear classroom presentations are a source of classroom communication yes, it is not just directed from the speaker to the order this, it is in a collaboration, so in this case if it is boring line, for example one who is taking a paper and just reading. This is why we said we should count for all the features have effective communication it means the tone of the voice, it means gestures, the contextual clues, for example linguistic patterns they arguing eye contact we said with their audience for example all of these are going to be raised and maybe to draw attention of the presenters to these features, and also for their classmates, usually I avoid this by each time they fulfill one for example, I raised the classroom

discussion by ask someone about what the notes they have taken about this point? What seems for them interesting and new knowledge? Maybe or they already know about it or whatever yes, so in this case we try to avoid boring presentations. To fill the gap, it is usually rare when, for example they cannot really like when we speak about some linguistic theories or some linguistic their concepts for example scholars, perspectives about if even maybe if it is a rich topic, it means it has a heavy literature about it, in this case if they lose a word for example, I may fill the gap with an expression or a given example, or further explanation but not to act in their place.

Q8: Of course, if it is supported with data show for example videos and so on, this will be more beneficial and it helps in conveying the message mainly in the relating to students learning styles and learning strategies, yes those who were prefer kinesthetic for example visualizations and so on. Of course, and usually, we claim for such supporting students and teachers even with such modern technologies well equipped classrooms and so on laboratories etc.

Q9: The intervention is expected to be positive but not to be totally relied on in a passive way, it means it is to be just an addition, a support, a reinforcement to save time, to save effort, to provide more daily life real world experiences, the context for example maybe for the context when you watch something it is more than just you hear, so we will be maybe more convinced to you and we will understand better and so on, yes the memorization, but they are called visual aids even yes server they support, they help in memorizing the content usually you related, yeah that video or movie, for the AI also maybe it helps in providing different opportunities for language reformulation, structure reformulation, vocabulary, etc.. but for dominating and acting instead of the person himself or the student this is not good this is not fair and of course we need to be well to fight such passiveness or total reliance on such devices instead of the teacher or the student, yes, we should play our roles, take our actions and we may rely on this as a further supports yes supplementary devices and so on.

Q10: For me autonomy is to be self-reliant self-responsible self-directed self-regulated and of course have to be active yes, and to be conscious, to be involved, we said self-awareness yeah to be aware about your responsibilities, your rights, and you act according to this well and usually in advanced levels we expect students to be a more autonomous because since we speak about learner centered approach so it is the heart of a learner centered approach and also in advanced levels if you remember and in learner centered scriptures or classrooms we said our aim is no more to provide you with the information our aim is how to prepare students for being autonomous, being self-reliant, being critical thinkers because we are if you want performing we are forming students who are going to be effective citizens no more, we think about pupils now, we think about future citizens who are going to take place in daily life situations so this is why we said no more even the type of assessment yes so usually we try to assess your contribution in your learning how you take part in developing yourself as a learner and as a person because you are mature enough, you are aware enough now you are more adolescence, for example it means you take control of your psychology now yes, so you can decide about which actions and reactions you should commit in the (X) situation, how you should behave, which linguistic forms you should use for expressing your Ideas, your thoughts and so on, so this is why I'm a learner centered approach, autonomy is one key if you want cornerstone in this one.

Q11: It is very important yes mainly in advanced learners and for levels and because it will be if you want motive for them, yes it directs their awareness and, now you are aware about what you want, about your lacks we said, about your gaps, about your needs and so on, so this autonomy may direct you to fulfill such needs such gaps and support to satisfy yourself yes in terms of learning or daily life.

Q12: Of course first may for motivation, some extroverted and introverted factors, yes maybe the student is autonomous but because of the classroom context like the size of the classroom

for example, maybe because of the teacher teaching method, maybe because of the syllabus itself, other factors that prevents him from really taking actions as an autonomous student, but usually we need teachers to support students autonomy this is what we are really looking for mainly at the university level, yes you don't need any more: this is how you should think, this is how you should not, and so on. So since you are aware enough, self-reliance, self-responsible, you should be autonomous and teachers and educational partners in general should promote this autonomy, should encourage students to be more and more autonomous as I said because this will be reflected later on in their daily life, in their social context, you are going to look for jobs, you are going to be involved in the speech community and so on, so you do not need to hesitate you need to take decisions later on to be responsible, to commit to your actions and so on, so you need to develop this autonomy more and more first of course from yourself and also extroverted factors like teacher encouragement, like your family atmosphere, your self-confidence, also psychological issues have part, and by the way autonomy is one of them yes one of them psychological factors.

Q13: Motivation taking part, for example critical thinking, yes being responsible, self-reliant, being aware this doesn't mean to be undisciplined because for some students they think that autonomy is to do whatever they think, and to act and react in any way they want, this is not autonomy so well you should respect the norms, you should you should respect reset classroom rules or any rules context, anyway the context you are in and to act autonomous by convincing or publicly speaking and expressing your feelings, your opinions, taking decisions it is your turn In autonomy not to be ready made person it means receiving ready, made the decisions, it means you have the power to argue, to convince, to challenge, to reinforce your opinion, try to usually seek information and so on, but not in a negative way.

Q14: Yes usually when I direct or I decide to have presentations I send in advance to my students like for the courses the same way references I specify what to include in the outline

maybe if the topic is multidisciplinary which means it can be discussed from different perspectives, so according to the course I specify yes limit to the outline to be relevant to our course not for example to psychology or sociology or whatever so usually I provide them with the guidelines for the outline to risk restrict them and for some sources.

Respondent B

Q1**:** I believe that both are equally effective in the classroom like of course you are going to need a learner centered approach to cover the learner's needs but at the same time you need a teacher centered approach because it is your way to deliver it is your way to make them to attract their attention and etc.… the lesson should not be always centered on the learners but not also not always centered about the teacher.

Q2: Learner-based approach yes

Q3: Keeping them on track with the lesson not losing interest in the middle of the lesson

Q4: So, like in my teaching career at university I have never been any module that requires oral presentation I thought like I was in charge of Britain expression for both years also terminology in other departments and grammar so in that sense I can define you or your presentation of like given a certain information or performing it orally. Its benefits actually it has a lot benefits concerning learning and like the psychological side because concerning learning the student will not like they will learn no more about the topic if they master it because when you can talk about something freely without reading from the paper that means you have enough information and data you will not struggle explaining it and etc. it also helps you get over any anxiety any trouble you face during public speaking, you can gain more confidence too.

Q5: Well, fluency if they were holding notes or not, if the students know what they are talking about, if they can answer questions, if the audience or the teacher has any question to ask, so anything is related to the topic(relevance).

Q6: Usually when I do have presentations whether orally or written I make sure that the group has different levels of students like excellent average and low, in that case it will be some balance between the two, if someone did not know what to do the other one will support them guide them providing instructions it gave them confidence actually, because if you let a group of two average people present and they do not know how to present certain topic they will actually give each other bad energy, but when the group is composed of different students, one of them will provide the whole group by confidence though I am talking about my experience when I was student, so when I have someone who knows what to do is so much comfortable than someone who does not know what they are doing.

Q7: Okay, I can call them bad presenters, it not them they are performing bad they do not know how to present so they lack the skill, lack public speaking they lack the confidence as I was saying, lack the organizational thoughts so, being lacking the skills will make them struggle to create or to make a good presentation, so for me I focus on the skill at the end of the presentation even if I did not the feedback about them lacking the skills in front of the group, definitely inform them personally they need to work on certain skills to perform better, I cannot say that this presentation is boring because this destroys them, while they are doing their best so you should take that in consideration.

Q8: If you talking about Data show, AI, Visual Aids, Videos… yes things like that sure I really agree that it will help them presenting their work etc. and the department yes should supply the students with theses modern technology; however, if it is something related to AI that actually gives them what to say they do not do enough effort to create a presentation, they rely a lot on it like total reliance I really do not appreciate the students rely on the AI doing their work.

Q9: It is very positive very helpful it takes a lot of works on the students' shoulders or the presenters' shoulders.

Q10: Based on your explanation yes so, I think it is the learner's being self-taught yes, to take the responsibility of the self-learning, self-development, they work on themselves, on their owns, they do not rely on any external peers or teachers yes, help from teachers and peers.

Q11: It is very important actually it has a very positive impact because when you rely on yourself it means like you are never stop learning you are always want to work more and more yes, but if you rely on someone to teach you, you are always wait for someone to give you the information ready however when you are alone like you are going to work you are going to seek more and the more you get the more you want lifelong learning yeah creativity.

Q12: Motivation the first one yes motivation so like the person should be motivated passionate about something they are trying to learn yes, the focus, you self-reflection on his evaluation without the teachers and aware of the needs aware of their own needs they know what they need to learn and what and how yes so awareness, motivation, self-reflection, those are the things that promotes learning autonomy.

Q13: I do not really assess, it is like I do not feel like I need to assess their autonomy if that is what I understood like we evaluated right yes evaluate in there they are students and they progress in the learning with the learn autonomy of course OK it is noticeable it is very noticeable like if a student is working on themselves outside of the classroom like each month you notice like you are different than the past month right and the accent and the speaking and the participation the type of information they are given the marks those are very noticeable so we can see that as I said the accent the language of the participation the energy the confidence the type of information they are bringing so all that is very noticeable you can see that but you cannot evaluate it maybe the marks yes but usually students autonomy is in different fields it is not always in the fields they are studying so maybe they are learning for example we are teaching them I will teach for written expression or let is say oral expression but maybe

someone is learning something related to programming OK so I cannot be evaluating that so in your opinion autonomy so we can find it outside also we can side we can find it outside they can use it to work on themselves like in their field we are teaching in yes but in my opinion I truly find them more interested to use that in other fields where they are not studying in the classroom OK because like they feel this is something I am doing it we are studying for example I am taking the diploma of English language and letters but I need other diploma so, I am going to go learn other things that help me in my life, but this I am studying it yes OK so they rely on the classroom on the teacher in university and they rely on themselves and other things different fields outside yes.

Q14: No, because I believe that provided outlines limit yes, you need creativity yes it limits their creativity it limits what they want to talk about it limits them they won't be able maybe to deliver the information I was expecting but however it gives like not given them the outline is actually giving them the opportunity to be creative to look to search and to create a presentation from A-Z.

Respondent C

Q1: Of course, learner centered approach is more affective, as it promotes affective learning to students, it increases their participation/ involvement and engagement in their learning process. It does mot only improve their learning, but also it fosters other abilities that permit them to function properly in their society.

Q2: LCA

Q3: I face problem with learners over reliance on teachers and unreadiness to take control and be the center of their learning process

Q4: Public speaking where learners present or perform using oral or spoken language may or may not be assessed.

Among benefits of oral presentation is:

- Chance to present one's knowledge.

- Change to rehearse and ameliorate speaking skills.

- Overcoming speaking difficulties and apprehension.

- Receiving feedback on performance which may help in improving it.

Q5: No specific method is used but I tend to prepare rubrics before the OP including language elements, content elements, performance elements, and I check whether the students managed to score good results on all elements or do they need more training or complementary tasks for improving.

Q6: I do not adhere to one way or technique; I like to adopt different ways so my students don't feel bored. In some occasions, I rely on individual work so as to observe carefully and examine my students' abilities and capture their strengths and weaknesses. In other occasions I group my students to check how they manage their work as group, how they collaborate, how they communicate and how they perform together.

Q7: For bad presenter I tend to provide constructive feedback, First, I try to grasp the reasons for their poor performance, is because of lack of preparation, insufficient rehearsal or just laziness and treat them differently depending on the reason. For boring presentation, i prompt them, my giving them advices for example I ask them to be engage with audience, to try to say what they re presenting in a more interesting way...etc.

Q8: Yes, technological devices have proved to be of great value to students' performance. Yes, I think department should supply all necessary devices need for students to assist their performance.

Q9: Students tend to show more enthusiasm to present when they use devices such as data show and projector.

- Their presentation can be very dynamic and vivid using these devices.

- Make learning and performing more interesting and easier.

Q10: Ability to take responsibility for one's own learning

Q11: Active learners, active and productive individuals

Q12: Have a saying in they learn, have enough freedom in class, have a role in the decision made in the classroom all these promote autonomy.

Q13: I check if they want to discuss what they want to learn, I check if they want to choose content of the course, and I check if they want to know how they are assessing and if they can assess themselves.

Q14: No, I ask them to return to me if they face any difficulties or they needed any help, but I do not lead the way from the beginning.

Respondent D

Q1: It is evident that putting learners at the center of the learning journey is essential. Learners must always be active in the class and contribute to generating their knowledge instead of being passive receivers. Yet, this does not neglect the role of the teacher. We still make much effort in class and out of class, the difference is that we are making learners rely on themselves and their competencies instead of solely relying on the knowledge we offer. So, the learner-centered approach is the most applicable and effective one, although the reality in Algeria differs. Some classes still center around the teacher-centered approach due to teachers' reluctance or the dynamic of learners who are no longer willing to learn.

Q2: I personally focus on the LCA especially this year as I taught oral expression, yet last year I taught ESP and sometimes I had to rely on TCA as learners were not interested.

Q3: In LCA. Making learners get out of their comfort zone and play an active role in the class is challenging and stressful. Sometimes am able to do so and sometimes I fail.

Q4: A small talk that calls for an effort from the part of the learner to orally present a comprehensible output to their colleagues. It is an opportunity for learners to practice their speaking skills and get rid of some obstacles like shyness, stress, anxiety, and so on.

Q5: I prefer the holistic evaluation method. It is practical and helps me focus on the whole OP instead of breaking it down into parts which I cannot focus on all of them at once when the learner is presenting.

Q6: Usually, I show patience. Sometimes when a low-paced learner is blocked or stressed I tell him/her to relax and calm down. Emotional support is essential.

Q7: I hate giving negative feedback, but sometimes it bugs me when they read from the paper or the phone. I do not interrupt, but I make sure to give my remarks once they are done.

Q8: The administration is not helpful in this regard. And yes, technological aids are highly supportive. Presenting with a projector is better if the presentation is lengthy and detailed. The learner can have a reference to check if s/he missed something.

Q9: Helpful to a very great extent. For AI, I have no clear idea or I still cannot see a connection! It might help learners prepare good PPTs for instance!

Q10: A cognitive skill of taking charge of one's own learning experiences.

Q11: Autonomy is a 21st-century skill. It is needed in class and out of class. A teacher cannot rely on LCA if learners are not autonomous and cannot take charge of their learning process.

Q12: It can be somehow promoted in the classroom, but deep-down learners' willingness to be autonomous is the key. Teachers can only encourage them and guide them on how to be independent.

Q13: To be honest I never did! Or probably I did without paying attention. But an autonomous learner is apparent we can easily notice them.

Q14: Yes, always. I even check their content/outlines to validate it. But I make sure not to give many details so I let them search for themselves.

Classroom Exploratory Observation Table

Rubric for Classroom Exploratory Observation

University name: University of 08 Mai 1945 / Guelma

Faculty name: Faculty of Letters & Languages

Department name: Department of Letters and English Language

Observers' names: Mohamedatni Imad

Madi Houssem Eddine

Teacher's name: Dr. ATY Mourad   **Teacher's name: Miss. SELLAMI Amina**

Course: British Civilization   **Course: Oral Expression**

Grade: Master One Students/ P9, P10   **Grade: 3rd year License/ P1-P8**

Criteria	C1			C2			C3			C4			C5			C6		
Particip	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not
P1	X										X							
P2	X																	
P3	X			X						X								
P4	X												X					
P5	X			X									X					
P6										X			X					
P7							X			X			X			X		
P8							X			X			X					

P9																		
P10											X							

Met: met. **Deg:** to a degree. **Not:** not met. **C:** criteria. **P:** participant. **Perc:** percentage.

Criteria	C7			C8			C9			C10			C11			C12		
Particip	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not
P1				X														
P2				X														
P3																		
P4				X												X		
P5				X														
P6	X			X			X			X						X		
P7	X			X			X			X			X			X		
P8	X			X			X			X			X			X		
P9	X			X			X						X					
P10				X									X			X		

Met: met. **Deg:** to a degree. **Not:** not met. **C:** criteria. **P:** participant. **Perc:** percentage.

Criteria	C13			C14			C15			C16			C17			C18		
Particip	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not	met	deg	not
P1																		
P2					X		X											
P3					X													
P4	X																	
P5				X						X			X					
P6							X			X			X					

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P7			X		X		X			X			X		
P8			X				X			X					
P9	X			X		X							X		
P10			X												

Criteria	C19			C20			C21			Total	Perc%
Particips	Met	Deg	Not	Met	Deg	Not	Met	Deg	Not	/	/
P1							X			4	19.04%
P2										4	19.04%
P3										4	19.04%
P4	X						X			8	38.09%
P5							X			8	38.09%
P6				X			X			12	57.14%
P7		X		X			X			18	85.71%
P8	X			X			X			15	71.42%
P9				X						9	42.85%
P10	X									6	28.57%

Résumé

Cette recherche s'efforce d'étudier l'efficacité des présentations orales dans l'amélioration de l'autonomie des étudiants en anglais langue étrangère. Elle vise principalement à étudier les points de vue et les attitudes des enseignants et des étudiants à l'égard du sujet en question. Elle tente d'évaluer les résultats des présentations orales dans les classes d'anglais langue étrangère. À cette fin, l'étude adopte un ensemble de méthodes de recherche qui utilisent la méthode descriptive au moyen d'entretiens avec les enseignants et d'observations exploratoires en classe. Les outils mentionnés permettent d'obtenir des données qualitatives et quantitatives. La présente enquête porte sur dix (10) étudiants en troisième année de licence et en master 1 d'anglais langue étrangère, et sur quatre (4) enseignants du département d'anglais de l'université 08 Mai 1945 de Guelma. Les résultats montrent que la mise en œuvre de présentations orales dans les classes d'anglais langue étrangère améliore l'autonomie des étudiants.

Mots clés : Présentations orales, autonomie des étudiants, Étudiants d'Anglais Langue Étrangère.

الملخص

يسعى هذا البحث إلى استقصاء فعالية العروض الشفهية في تعزيز استقلالية طلاب اللغة الإنجليزية كلغة أجنبية. ويستهدف البحث في المقام الأول استقصاء آراء الأساتذة والطلاب ومواقفهم تجاه الموضوع محل البحث. وتحاول الدراسة تقييم نتائج استيفاء العروض الشفهية في صفوف اللغة الإنجليزية كلغة أجنبية. ولهذا الغرض، تعتمد الدراسة على مجموعة من الأساليب البحثية التي توظف المنهج الوصفي عن طريق مقابلة الأساتذة، والملاحظات الاستكشافية داخل الصفوف الدراسية. تسمح الأدوات المذكورة بالحصول على البيانات الكيفية والكمية. ويتكون البحث الحالي من عشرة (10) طلبة السنة الثالثة ليسانس وماجستير أولى لغة إنجليزية كلغة أجنبية، وأربعة (4) أساتذة بقسم اللغة الإنجليزية بجامعة 08 ماي 1945 بقالمة. أظهرت النتائج الأخيرة أن تطبيق العروض الشفوية في صفوف اللغة الإنجليزية كلغة أجنبية يعزز استقلالية الطلبة.

الكلمات المفتاحية: العروض الشفهية، استقلالية الطلاب، طلاب اللغة الإنجليزية كلغة أجنبية