

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

8 MAI 1945 UNIVERSITY / GUELMA

جامعة 8 ماي 1945 قالمة

FACULTY OF LETTERS AND LANGUAGES

كلية الآداب و اللغات

DEPARTMENT OF LETTERS & ENGLISH LANGUAGE

قسم الآداب و اللغة الانجليزية



Option: Linguistics

Enhancing Learners' Communicative Competence Through Oral Presentations

The Case of Third Year Students at the University of 8 Mai 1945, Guelma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Anglophone Language, Literature, and Civilization.

BOARD OF EXAMINERS

Chairwoman: Mrs. BOUDRAA Amina

University of 8 Mai 1945- Guelma

Supervisor: Miss. BENKAMOUCHE Naziha

University of 8 Mai 1945- Guelma

Examiner: Mrs. ABDAOUI Mounya

University of 8 Mai 1945- Guelma

Student:

Ms. ATAMENIASelma

Supervisor:

Ms. BENKAMOUCHE Naziha

June 2017

I

Dedication

To my idol, my beloved « Mum » the reason of my strength, the one who supported me

along my way and gave me an infinite care.

To you « Dad » the symbol of scarifies and giving.

To the best « Grandmother » and « Grandfather » the world ever known, who raised me up,
prayed for me and embraced me whenever I needed help.

To the memory of my dear grandmother « Akila » who passed away a year ago.

To the most beloved people to my heart, those who bothered me yet loved me and gave me
help, my beautiful sisters: « Rofaida », « Aya » and « Amira ».

To my little wonderful angle: « Miral » the loveliest gift we had ever had.

To my aunt « Sassia » who was always there for me and gave me help and support.

To the person I love and I want to share my life with.

To all my friends « Hayette », « Amel », and « Soumia »..... with whom I shared the university
life.

To those who love me and care about me.

I dedicate this work.

II

Acknowledgements

First and foremost, I thank ALLAH the most merciful for helping me and giving me strength to realize this work.

I am indefinitely indebted to my supervisor Miss. BENKAMOUCHE Naziha for her great efforts, constant assistance and insightful comments. I would like to thank you a lot for your patience, my work would not be possible without your great guidance and supervision.

A special « thank » goes to Mrs. ABDAOUI Mounia for being kind with me and helping me whenever I needed. Thanks for devoting your time and answering all my questions.

I would like also to thank the board of examiners for devoting much of their time and accepting reading and commenting on my work.

I want also to thank all the teachers of English department at Guelma University, who taught us and contributed to our success and education.

Appreciations also go to third year students of the English department at Guelma University for their cooperation and patience.

Profound thank to all those who believed in me and helped me in one way or another to accomplish this work.

III

Abstract

As a matter of fact, oral presentations are among the most important “learner centered activities” that have been widely used in the majority of foreign language teaching and learning contexts to improve learners’ communicative competence. Within the classroom situation, oral presentations are one of the best activities that provide students with the opportunity to practice the target language effectively, interact with each other and most importantly enhance their communicative skills. In this concern, the present study aims at investigating namely the impact of classroom oral presentations on students’ communicative competence. At this end, the case study used is third year LMD students of the English department at Guelma University. This research attempts to investigate the relationship that exists between the two variables by hypothesizing that if students make oral presentations, their communicative competence would rise. Hence, to confirm the validity of this hypothesis, we have adopted a quantitative descriptive method that aimed at gathering valuable as well as reliable data from the students’ questionnaire, which was administered to 110 students from a population that contains 154 students. The results obtained from this questionnaire strongly advocate the reasonably positive correlation between classroom oral presentations and students’ communicative competence. Accordingly, we believe that both students and teachers should be aware about the effectiveness of oral presentations and its positive impact on learners’ communicative competence. Thus, we advocate the importance of adopting classroom oral presentations as an effective pedagogical activity that plays an important role in enhancing students’ communicative competence.

IV

LIST OF TABLES

Table 1: Students Choice of Studying English.....	45
Table 2: Number of Years Studying English	46
Table 3: Students' Appreciation of their Level in English.....	47
Table 4: Students' Knowledge about Communicative Competence.....	48
Table 5: Students' Mastery of the Grammatical System.....	49
Table 6: Students' Beliefs about their Ability to Use the English Language in Authentic Situations.....	50
Table 7: Students' Purpose Behind Learning English at University.....	51
Table 8: Students' Beliefs about the Teaching Methods.....	52
Table 9: Elements to Develop Students' Communicative Competence.....	53
Table 10: Students Communicative Competence	54
Table 11: Number of Students Delivering Oral Presentations	55
Table 12: Students' Beliefs about the Frequency of Making Oral Presentations	56
Table 13: Students' Beliefs Concerning the Time Provided by Their Teachers.....	57
Table 14: Number of Students Being Taught How to Make Oral Presentations	58
Table 15: Oral Presentations and Building Vocabulary	59

Table 16: Students' Beliefs about the Effect of Oral Presentations on the Mastery of the Grammatical System	60
Table 17: Oral Presentations and the Choice of Appropriate Words	61
Table 18: Oral Presentations and Using Appropriate Tenses.....	62
Table 19: Oral Presentations and Practice.....	63
Table 20: Oral Presentations and Students' Interaction	64
Table 21: Oral Presentations and the Interpretation of Messages	65
Table 22: Oral Presentations and Autonomy	66
Table 23: Oral Presentations and Fluency.....	67
Table 24: Oral Presentations and Cohesion	68
Table 25: Oral Presentations and Pronunciation	69
Table 26: Oral Presentations and Communicative Competence	70

LIST OF FIGURES

Figure 1: Number of Years Studying English.....	46
Figure 2: Students' Appreciation of Their Level in English.....	47
Figure 3: Students' Knowledge about Communicative Competence	48
Figure 4: Number of Students Who Defined Communicative Competence.....	49
Figure 5: Students Mastery of the English Language	49
Figure 6: Students' Beliefs about their Ability to Use the English Language in Authentic Situations.....	50
Figure 7: Students' Beliefs about the Teaching Methods Employed.....	52
Figure 8: Students' Communicative Competence.....	54
Figure 9: Number of Students Delivering Oral Presentations.....	55
Figure 10: Students Beliefs about the Frequency of Making Oral Presentations	56
Figure 11: Students Beliefs Concerning the Time Provided by their Teachers to Speak ..	57
Figure 12: Percentage of Students Being Taught How to Make Oral Presentations	58
Figure 13: Oral Presentations and Building Vocabulary	59
Figure 14: Students Beliefs about the Effect of Oral Presentations on the Mastery of the Grammatical System of the English Language	60
Figure 15: Oral Presentations and the Choice of Appropriate Words	61

Figure 16: Oral Presentations and Using Appropriate Tenses	62
Figure 17: Oral Presentations and Practice	63
Figure 18: Oral Presentations and Students' Interaction.....	64
Figure 19: Oral Presentations and the Interpretation of Messages.....	65
Figure 20: Oral Presentations and Autonomy	66
Figure 21: Oral Presentations and Fluency	67
Figure 22: Oral Presentations and Cohesion	68
Figure 23: Oral Presentations and Pronunciation.....	69
Figure 24: Oral Presentations and Communicative Competence.....	70

VI

TABLE OF CONTENTS

DEDICATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES	IV
LIST OF FIGURES	v
TABLE OF CONTENTS	vi
INTRODUCTION	1
1. Statement of the Problem.....	2
2. Aims of the Study.....	2
3. Research Hypothesis	3
4. Research Methodology and Design	3
4.1 Research Method	3
4.2 Population of the Study	3
4.3 Data Gathering Tool	4
5. Structure of the Dissertation	4
 CHAPTER ONE: COMMUNICATIVE COMPETENCE	
Introduction	5
1. 1 History of Communicative Competence.....	5

1. 2 Definition of Communicative Competence.....	8
1. 3The Characteristics of Communicative Competence.....	9
1.4 Criteria of Communicative Competence.....	10
1.4.1 Possibility.....	10
1.4.2 Feasibility.....	10
1.4.3 Appropriateness	11
1.4.4 Performed	11
1. 5 Components of Communicative Competence	11
1. 5. 1 Linguistic Component of Communicative Competence.....	11
1. 5. 1. 1 Grammatical Competence	11
1. 5. 1. 2 Discourse Competence	12
1. 5. 1. 3 Socio Linguistic Competence	12
1. 5. 1. 4 Strategic Competence	12
1. 5. 2 Psycholinguistic Components of Communicative Competence	12
1. 5. 2.1 Knowledge	13
1. 5. 2. 2 Skills	13
1. 6. Models of Communicative Competence	13
1.6. 1 Dell Hymes’ model of Communicative Competence	13
1.6. 2 Canale and Swain Model of Communicative Competence	14

1.6. 3 Canale’s Adaptations of Canale and Swain Model.....	16
1.6. 4 Bachman’s Communicative Language Ability (1990)	17
1. 7 Communicative Competence and L2 Teaching and Learning	20
Conclusion	22

CHAPTER TWO: ORAL PRESENTATIONS

Introduction	23
2. 1 Nature of Oral Presentation	23
2. 2 Importance of Oral Presentation	24
2. 3 Types of Oral Presentation	26
2. 3. 1 Controlled Oral Presentation	26
2. 3. 2 Guided Oral Presentation	27
2. 3. 3 Free Oral Presentation	27
2. 4 Major Factors Effecting Students Oral Presentations	28
2. 4. 1 Speech Anxiety	28
2. 4. 2 Group Boredom	29
2. 4. 3 Lack of Experience	30
2. 5 Steps of Making a Successful Oral Presentation	30
2. 5. 1 Planning an Oral Presentation	31
2. 5. 1. 1 Defining the Purpose of the Presentation	31

2. 5. 1. 2 Analyzing the Audience	32
2. 5.1. 3 Analyzing the Occasion	32
2. 5. 1. 4 Choosing a Suitable Title	32
2. 5. 2 Preparing the Oral Presentation	33
2. 5. 2. 1 Developing the Central Idea	33
2. 5. 2. 2 Developing the Main Ideas	33
2. 5. 2. 3 Gathering Supporting Materials	34
2. 5. 2. 4 Planning Visual Aids	34
2. 5. 3 Organizing the Presentation.	34
2. 5. 3. 1 Introduction	35
2. 5. 3. 2 Body	36
2. 5. 3. 3 Conclusion	36
2. 6 The Role of Teachers in a Classroom Oral Presentation	37
2. 7 The Impact of Oral Presentations on Enhancing Learners' Communicative Competence.....	39
Conclusion	41

CHAPTER THREE: THE FIELD INVESTIGATION

Introduction	42
3. 1 Research Design	42

3. 1. 1 Sample of the Study	42
3. 1. 2 Description of the Questionnaire	42
3.1. 3 Administration of the Questionnaire	45
3. 2 Data Analysis and Interpretation	45
3.2.1 Analysis of the Results and Findings from Students' Questionnaire	45
3.2.2 Summary of Results and Findings from Students' Questionnaire	71
Conclusion	73
GENERAL CONCLUSION	75
1 Concluding Remarks	75
2 Pedagogical Implications	76
3 Research Perspectives and Limitations	79
REFERENCES	80
APPENDICES	84
Appendix 1: Students' Questionnaire	84
French Summary	92

Introduction

With the growing demands for more effective and active ways of foreign language learning, scholars and professionals shifted the focus of instruction from teachers to students or what is known as 'students' centered instruction'. The latter requires students to take charge and responsibility for their own learning. The new instruction necessitates the use of many techniques that help students to play an active role in their learning process. One of those techniques is Oral presentations in which teachers ask their students to prepare their lessons and present them in a form of oral presentations to encourage them to use the target language efficiently and to develop their communicative competence.

Communicative competence has become a vital focus too in learning foreign languages. This process is no longer considered as the ability to understand and produce grammatically correct sentences, but rather it involves the use of grammatical knowledge of syntax, morphology and phonology in appropriate situations. This is what Hymes (1972) referred to as "communicative competence". It enables learners to interact with each other and to interpret and transmit messages in or across various contexts or cultures. It also provides them with opportunities to use the target language in authentic contexts that go beyond the memorization of grammatical and lexical patterns in isolation.

Since the ability to communicate effectively as well as appropriately in the target language is a chief objective in learning any foreign language, teachers should take this into consideration and they should adopt new techniques and methods to help learners communicate effectively; thus, oral presentations seem to be a perfect way to do so since they allow learners to practice the language in authentic situations.

1 Statement of the Problem

Based on informal discussions with some teachers and students at the English Department, University of Guelma, we noticed that the majority of the learners at the English department of 08 Mai 1945 University (Guelma) display poor communicative competence. This can be caused by many factors mainly the lack or the absence of oral presentations. Since the classroom is the typical place in which learners can use or practice the English language, teachers should take this into consideration and follow a certain methodology that provides learners with more opportunities to practice that language as much as possible. Classroom oral presentations are considered as one of the most effective ways that help learners to use the target language and thus to develop their communicative competence. Hence, this research addresses the main following question:

Does the use of oral presentations in the classroom lead to the development of learners' communicative competence?

2. Aims of the Study

This study aims at the contribution of the improvement of learner's poor communicative competence through oral presentations. It seeks to investigate how classroom oral presentations can be effective and beneficial in the improvement of third year English students communicative competence. This study is designed to:

- Provide learners with more opportunities to practice the language.
- Help learners to develop and raise their communicative competence through oral presentations.
- Help learners to communicate effectively in the target language.

3. Research Hypothesis

Oral presentations are considered as one of the most beneficial ways of raising learners' communicative competence. The absence or the inefficient use of oral presentations would lead to low speaking proficiency as well as poor communicative competence. So, on the basis of what has been said we hypothesize that:

If students make oral presentations, their communicative competence would raise. (H1)

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

If students make oral presentations, their communicative competence would not raise. (H0)

4. Research Methodology and Design

4.1 Research Method

For more objective and reliable results, our research would be conducted through the quantitative descriptive method. A questionnaire would be administered to students' to get views concerning the effectiveness of oral presentations in raising their communicative competence.

4.2 Population of the Study

To investigate the above mentioned hypothesis, we would choose third year students at the English Department, University of Guelma as a sample. We choose to work with third year students mainly because after spending three years of studies at University, they are supposed to be communicatively competent. The students are going to be selected randomly, since all of them are asked by their teachers to prepare their lessons and deliver them in the form of oral presentations in order to encourage them to use the target language efficiently and to develop their communicative competence.

4.3 Data Gathering Tools

In this study, a students' questionnaire is going to be used to prove the research hypothesis and to get more reliable as well as comprehensive information about the students' communicative competence and the effectiveness of oral presentations in developing this competence.

5. Structure of the Dissertation

This dissertation is going to be divided into three main chapters. The first chapter entitled "Communicative Competence"; it will comprise different definitions about communicative competence, its historical development and its characteristics. It will also include the components of communicative competence in addition to its different models.

The second chapter will be entitled "Oral Presentations", it will include types of oral presentations, how to structure an oral presentation as well as some steps or tips for a successful presentation.

Chapter three "the Field Investigation" will be devoted to the practical part in which the data collected using students' questionnaire is going to be analysed and then interpreted, to confirm or disconfirm our hypothesis.

CHAPTER ONE: COMMUNICATIVE COMPETENCE

Introduction

During the last decades, the theory of communicative competence starts gaining more importance and influence due to its wide attribution to the field of foreign language teaching and learning. Hymes (1972) emphasized the fact that for communication to be successful, language users must possess both, the ability to produce grammatically correct sentences (Linguistic Competence) as well as the knowledge of how to use these sentences in their appropriate context (Communicative Competence). Hence, this chapter provides a general overview about the notion of communicative competence including its definition, characteristics, components as well as its most significant models.

1.1 Historical Development of Communicative Competence

The 1960's marked the beginning of the scientific history of the notion of Communicative Competence, when the sociolinguist Dell Hymes (1972) criticized Chomsky's (1965) theory of Linguistic Competence by being "too idealistic". However, for a better understanding of the historical development of such notion, it is preferable to start by 1916 when the Swiss linguist Ferdinand De Saussure introduced his very influential book 'Cours de Linguistique Générale' (course in General Linguistics), in which he made a distinction between the three controversial terms: "Language", "langue" and "parole". In his attempt to analyze Saussure's three concept, Lyons (1996) claimed that "language" is "a universal system or the ability of speaking that all human beings possess" (p.14), "langue" is related to the society and has no relation with individuals, "Saussure's langue refers to languages as supra-individual entities" (Lyons, 1996, p.15). However "Parole", is the visible side of language "it is the usage of the system but not the system" (Lyons, 1996, p. 14). For Saussure (1916), language has both a social prospective (langue) as well as an individual one (parole) that together constitute (langage)

Un côté individuel et un côté social. Le côté individuel de la langue serait représenté par la parole. La parole précéderait la langue et permettrait son établissement. En retour, la langue serait nécessaire pour que la parole soit intelligible et produise tous ses effets. (Saussure, 1916, p. 24).

As a reaction to Saussure's *langue* and *parole*, Chomsky introduced two revolutionary concepts "competence" and "performance". According to Chomsky (1965, p. 3-4) competence refers to "the speaker-hearer's knowledge of his language" whereas performance is "the actual use of language in concrete situations". For Chomsky (1965) competence is innate; in the sense that it does not need to be trained, but rather it is already acquired (we are born with it). Apparently, this assumption is applicable only in the field of the first language. "Performance" in Chomsky's view is the production as well as the understanding of actual utterances.

For both Chomsky and Saussure "the idiosyncrasies of individuals" should not be taken into consideration, and this can be easily seen in Chomsky's following passage:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky, 1965, p. 03).

However, if a comparison is to be made between Saussure's "*langue*" and Chomsky's "competence", it is clear that Chomsky's (1965) "competence" differs and even contradicts in some aspects with Saussure's "*parole*". For instance, Saussure (1922) considered "*langue*" as a social product that is manipulated and controlled by the society and has no relation with the individual. However, for Chomsky (1965) "competence" is an individual property that has nothing to do with the society, since it is related to the individual's mind and psychology. In

short, Chomsky's notion of "competence" does not substitute Saussure's "langue", but rather it contradicts with it, hence there should be no association between the two concepts.

Although, Chomsky's theory was considered as the most influential linguistic theory at that time, it was highly criticized by many linguists such as Selinker (1996). Who criticized the following passage of Chomsky:

Linguistic theory is concerned primarily with an ideal speaker- listener, in a completely homogenous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of language in actual performance. (Chomsky, 1965, p. 03).

Hence, Chomsky's notion of idealization can be applicable only in the context of the first language acquisition , However, it is very difficult to be applied in the context of the second language acquisition; Since second language learners are likely to make grammatical mistakes and they even have problems with attention and distraction ect (Selinker, 1996,p.94).

From his side, Hymes (1972) criticized Chomsky's theory by claiming that it is too idealistic. The criticism of Chomsky's limited scope linguistic theory, paved the way for Hymes (1972) to introduce a theory that deals with a broader concept of competence which is "communicative competence", in which he distinguished between the concept of "communicative competence" which is the ability to use the language appropriately in a specific social context and "linguistic competence" which is the grammatical knowledge of rules, with a particular focus on "Communicative competence". In (1972), Hymes emphasized the fact that a language theory should incorporate both grammaticality as well as acceptability. Consequently, unlike Chomsky, Hymes' definition of the notion of competence includes both knowledge as well as the ability to use it.

I should take competence as the most general term for the capabilities of a person... competence is dependent upon both (tacit) knowledge and (ability for) use. Knowledge is distinct, then, both from competence (as its part) and from systemic possibility (to which its relation is an empirical matter). (Hymes, as cited in Knapp and Sidlhofer, 2009, p. 493)

To conclude, Unlike Saussure and Chomsky, the notion of “Communicative Competence” introduced by Hymes (1972) does not exclude or even prioritize any component over the other. Thus, Hymes did not claim that the target language speakers are not obliged to have a linguistic knowledge of the target language, but rather he argued that the mastery of the grammatical system and the linguistic knowledge of the target language alone are not enough to make the language speakers communicatively competent. Wolfson (1989) also claimed that grammatical competence and communicative competence are inseparable since the former is considered as “an intrinsic part” of the latter. Despite of all these still many teachers and course designers misinterpret this notion and consider it as the exclusion of Linguistic competence from communicative competence.

1.2 Definition of Communicative Competence

Soon after Chomsky (1965) introduced the notions of competence and performance, many linguists expressed their disapproval towards his view and highly criticized it by being too limited and idealistic. Hymes (1972) criticized Chomsky and argued that linguistic competence and communicative competence are inseparable, and that the latter requires not only the ability to produce grammatically correct sentences, but also the ability to use them in their appropriate context. Hence, Hymes claimed that communicative competence:

(...) involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation, Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms (As cited in Saville-Troike, 2003, p. 18).

Unlike many linguists, Savignon (1972) gave much more emphasis on the aspect of ability in her definition of communicative competence. She viewed communicative competence as: “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Savignon, 1972, p. 08).

Backlund (1977) suggested a broader definition of communicative competence that goes beyond language usage. He argued that communicative competence is the ability of an interactant to choose among available communicative behavior in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situations. (Backlund, 1977, p. 16).

From the above definitions, we can say that the concept of communicative competence is a combination of both the cognitive as well as the behavioral perspectives; it is not only concerned with the linguistic knowledge of language usage, but rather with how to use this knowledge appropriately to achieve the desired goals.

1.3 Characteristics of Communicative Competence

Today, the process of language teaching and learning all over the world is based on the belief that the main objective of learning a foreign language is to be able to communicate effectively in the target situation (communicative competence). Savignon (1983, p. 8-9) introduced five characteristics of communicative competence which can be summarized as follow:

- a. Communicative competence is dynamic. It relies on the negotiation of meaning between individuals who share to some extent the same symbolic system.
- b. Communicative competence can be applied to both written and spoken language, in addition to many other symbolic systems.

- c. Communicative competence is context specific. Communication occurs in many situations, however success in a particular role depends on both “one’s understanding of the context” and on “a prior experience of a similar kind”.
- d. Competence is defined as “presumed underlying ability”, where as performance is “the overt manifestation of that ability”.
- e. Communicative competence is relative rather than absolute, it requires the cooperation of all involved participants.

In her work Zainil (2003) supported Savignon’s view and proposed the same characteristics. She also claimed that developing communicative competence requires practice; hence, to do so language speakers should focus on use, rather than usage.

1.4 Criteria of Communicative Competence

Hymes introduced four sectors of Communicative Competence including: the possibility of an utterance, the feasibility of an utterance, the appropriateness of an utterance and finally the probability of doing something. Hymes’ four sectors or criteria of communicative competence can be explained as follows:

- Whether (and to what degree) something is formally possible:
this is concerned with grammatical acceptance of utterances. Hymes(1979) argued that "(...) we can say, then, that something possible within a formal system is grammatical, cultural, or, on occasion communicative" (as cited in Barham, 2012, n.pag)
Consequently, for utterances to be considered as formally possible they need to conform to the grammatical and the cultural rules of that language.
- Whether (and to what degree) something is feasible:
- feasibility is mainly related to psycholinguistic factors including cognitive, memory, behavioral limitations as well as perceptual devices Hymes (1979).
- Whether (and to what degree) something is appropriate:

appropriateness is considered as a key factor in Hymes' theory of communicative competence. For Hymes (1997) this criterion entails that language speakers should be aware about the socio-cultural rules of the language they use. Saville –Troike (2006) argued that for language speakers to be communicatively competent, they need to be familiar with both the social as well as the cultural structures of the target language.

- Whether (and to what degree) something is done:

Refers to the extent to which an expression or an utterance is able to produce and interpret actually occurring cultural behaviors (Hymes, as cited in Barham, 2012, n.pag).

Thus, based on the above mentioned criteria, we can say that communicative competence enables language speakers to decide about the extent to which using an utterance or an expression is possible, feasible, appropriate and performed (Widdowson, 2003).

1.5 Components of Communicative Competence

Many linguists including (Canal and swain (1980); Hedge (2000); Bashman (1990)) attempted to introduce the components of communicative competence. For Canale and Swain (1980, 1983), communicative competence is divided into two main competences: linguistic and psycholinguistic.

1.5.1 Linguistic Component of Communicative Competence

This level of communicative competence comprises four areas of competence: grammatical, discourse, socio-linguistic as well as strategic components.

1.5.1.1 Grammatical Competence:

For Canale and Swain (1983) this competence refers to the mastery of the grammatical code of the language. It is mainly concerned with the ability to recognize lexical, syntactical, phonological, and morphological features of a language and to use them to understand and interpret the literal meaning of sentences.

1.5.1.2 Discourse Competence:

For Canale and Swain (1983) Discourse competence is considered as a complement to grammatical competence. It refers to the speaker's ability to combine grammatical sentences in order to form a meaningful whole. While the grammatical mastery of language emphasizes on the structural arrangement at the level of sentences, discourse competence focuses on inter-sentential relationships. Canale and Swain (1983) related discourse competence to coherence and Cohesion in both spoken and written text.

1.5.1.3 Socio-Linguistic Competence:

The socio-linguistic and the strategic competencies are mainly concerned with the functional aspects of the language. For Canale and Swain (1983) the socio-linguistic competence refers to the knowledge of socio-cultural rules and the contextual factors; such as the settings and channels; that determine the extent to which a particular language is appropriate to a specific context or event. In this regard, Savignon (1983, p. 37) argued that

This type of competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance.

1.5.1.4 Strategic Competence:

It refers to the strategies that language speakers use in order to repair and compensate communication deficiencies, such as, paraphrasing, guessing, shifts in register and even gestures. Canale and Swain (1980, p. 30) viewed strategic competence as “the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to the performance variables or due to insufficient competence”.

1.5.2 Psycholinguistic Component of Communicative Competence

The psycholinguistic level is mainly divided into two components: knowledge and skills.

1.5.2.1 Knowledge:

It refers to what a person knows about a language and other aspects concerning the use of communicative language. As a concept, knowledge goes hand in hand with Chomsky's view that language is an innate ability that individuals possess (Canale and Swain, 1983).

1.5.2.2 Skills:

For (Canale and Swain, 1983) skills refer to the extent to which one can apply his/ her theoretical knowledge in real life situations. It involves the four skills: speaking, listening, reading and writing. Obviously, this concept is closely related to Chomsky's notion of performance, however, communicative competence considers skills as an integral part of competence, rather than a separate concept as Chomsky views it.

Consequently, to be communicatively competent, a language speaker should not only rely on his grammatical competence; producing grammatically correct utterances; however, he/ she must take into consideration other components of Communicative Competence, since the latter are viewed to be essential for language users to accomplish their communicative needs and purposes.

1.5.3 Models of Communicative Competence

During the 1970s and 1980s, many linguists, anthropologists and researchers including Dell Hymes, Canale and Swain, Bashman and Widowson, provided a valuable contribution to a further clarification and development of the theory of communicative competence. However, only few of them are going to be dealt with here, mainly those who seem to have the most significant impact on the concept of communicative competence.

1.5.3.1 Dell Hymes' model (1972)

As mentioned earlier, Hymes (1972) introduced the theory of communicative competence as a reaction to Chomsky's (1965) notions of Competence and Performance. The terms "grammaticality" and "acceptability" are used by Chomsky in his attempt to explain his view.

For him, competence is mainly concerned with the ability to use grammatically correct sentences (grammaticality) while performance is mainly concerned with (acceptability). While criticizing Chomsky, Hymes argued that for language speakers to be communicatively competent, they must possess both the ability to construct grammatically correct sentences and also the competence to perform these utterances in their appropriate social contexts. Therefore, Hymes saw that it is very important to take the socio-cultural aspect into consideration in any communicative language study and consequently to increase the number of parameters to four: Possibility, Feasibility, appropriateness and finally occurrence. These parameters are introduced by Hymes as follows:

- a. Whether (and to what degree) something is formally possible
- b. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
- c. Whether (and to what degree) something is appropriate in relation to the context in which it is used;
- d. Whether (and to what degree) something is done, actually performed, and what it is doing entails. (Hymes, 1972, p. 281)

1.5.3.2 Canale and Swain model of Communicative Competence (1980)

Canale and Swain (1980) are considered as one of the first contributors to the development of Hymes's theory of communicative competence. However, their model is mainly concerned with the literature of second language teaching and testing. One of their main arguments is that "Grammatical Competence" and "Socio-Cultural Competence" should be given equal importance since they together constitute communicative competence. They argued that : "Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without the rules of grammar" (p. 5). In this view, Canale and Swain are not against

Hymes, but rather, they want to emphasize the fact that grammatical competence should be seen as a vital component to communicative competence.

Canale and Swain (1980) strongly disagree with Kempson (1977), who supported Chomsky's view and believed that competence refers to the grammatical knowledge of rules while Communicative competence is mainly identified in terms of performance. They argued that Kempson (1977) has completely excluded the sociolinguistic competence, which is considered for them as important as the grammatical competence. They claimed that "there are rules governed, universal and creative aspects of Scio-linguistic Competence just as there are Grammatical competence" (p. 6).

For Canale and Swain, psychological factors such as memory should not be included in the model of Communicative Competence, but rather they belong to Communicative Performance because they affect the production and comprehension of sentences. That is to say, for them the Psycholinguistic Competence is considered as part of Communicative Performance rather than Communicative Competence.

Canale and Swain (1980) theory of Communicative Competence Consists of three main Competencies which are: grammatical, sociolinguistic and strategic competence.

a. The grammatical Competence

Refers to the accurate knowledge of the linguistic code including grammar, vocabulary and other features of language such as morphology, syntax and semantics...ect.

b. The sociolinguistic Competence

Is mainly concerned with the speakers' ability to use and understand the language appropriately in different sociolinguistic and socio-cultural contexts.

c. Strategic Competence

Refers to the ability to use language to avoid and correct communication problems and deficiencies

(Canale & Swain, 1980, p. 28-31).

1.5.3.3 Canale's Adaptations of Canale and Swain Model (1983)

Canale and Swain(1980, p. 38) argued that: “it is almost impossible to create a theory of Communicative Performance, since all of its variables are far from the linguistic knowledge”. However, Canale (1983) holds a different point of view, thus, he tried hard to create such theory but he preferred the notion of “Actual Communication” rather than “Performance”.

For Canale (1983): “Communicative Competence refers to both knowledge and skill in using this knowledge when interacting in actual communication” (p. 5). Hence, the theory of Communicative Competence and Communicative Performance should take into consideration both the contextual as well as the psychological factors that influence ‘actual communication’.

Concerning the components of Communicative competence in this model, they remain almost the same as introduced in the previous model with some necessary and important changes. After refining Canale and Swain model (1980), Canale (1983) added a fourth component which is Discourse Competence.

a. Grammatical Competence

This competence remains the same as it is introduced in Canale and Swain model (1980).

b. Sociolinguistic Competence

Unlike in Canale and Swain model, in this model Sociolinguistic Competence includes only the socio-cultural rules. Thus, for (Canale, 1983, n.pag), this competence is defined as: “the knowledge of socio-cultural rules that

determines the appropriateness of a language to a particular social context”.

Canale preferred to separate the knowledge of discourse from this competence, and decided to put it in a separate competence to highlight its importance.

c. Strategic Competence

As stated earlier in Canale and Swain model (1980), Strategic Competence is mainly concerned with the different strategies that can be used to repair and overcome communication deficiencies and problems. However, in his model Canale tried to expand the scope of this competence to include even the different strategies that are used to improve the effectiveness of communication such as paraphrasing.

d. Discourse Competence

For (Canale, 1983, n.pag) this competence is defined as:“the language users’ ability to produce a unified (coherent and cohesive) spoken or written text”. Canale’s definition of this Competence is the same as the one which was provided earlier in Canale and Swain Model. However, in this model, Canale (1983) introduced this Competence in a separate category to highlight its importance.

1.5.3.4 Bachman’s Communicative Language Ability(1990)

Ten years after introducing Canale and Swain model of Communicative Competence, a more comprehensive model called “Communicative Language Ability” was introduced by Bachman. For (Bachman, 1990, p.84), this term includes both “knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use”.

Bachman’s model marks its difference and uniqueness from the previous models in two ways: First, unlike other models this model attempts to describe “the processes by which the

various components interact with each other and with the context in which language use occurs' (Bachman, 1990, p.81). Second, it distinguishes between the concepts of 'knowledge' and 'skills'.

Moreover, Bachman introduced three central components for "Communicative Language Ability" (CLA) including: "language competence", "strategic competence", and "psycho physiological mechanisms". Language Competence is divided by Bachman into two main divisions: Organizational Competence and Pragmatic Competence. The first one includes the different abilities involved in producing and comprehending the formal structures of language with respect to grammar, understanding their propositional content and ordering them into a text. (Bachman, 1990, p.87). He further classified this competence into two other competences: Grammatical Competence and Textual Competence.

The former corresponds with that of Canale and Swain (1980), in the sense that it includes the different abilities that govern the formal structure of language including knowledge of vocabulary, morphology, phonology and syntax etc. It also controls the choice of words and the arrangement of utterances to express particular functions and prepositions. However, the latter pertains to the knowledge of conventions for combining sentences to form a text that corresponds with the rules of cohesion, coherence and rhetorical organization that includes common methods of development such as comparison, description and narration (Bachman, 1990, p. 88). For Bachman (1990) this competence is also believed to include the different conventions of conversational language use, including starting, maintaining, and closing a conversation. Hence, Bachman's textual competence can be considered as a combination of both Canale and Swain's discourse and strategic competence.

The second one is mainly concerned with the relationship between what one says, and what acts he/she intends to perform through his/her utterances. Thus, for Bachman, pragmatic competence is

Concerned with the relationship between utterances and the acts or functions that speakers (or writers) intend to perform through these utterances, which can be called illocutionary Force of utterances, and the characteristics of the context of language use that determine the appropriateness of utterances (Bachman, 1990, p. 89-90).

Bachman further divided this competence into “illocutionary competence” and “sociolinguistic competence”. The Illocutionary Competence refers to “the knowledge of pragmatic conventions for performing acceptable language function” (Bachman, 1990, p. 90).

It also refers to the speakers’ intention to produce a specific type of utterance. This intention can be expressed either directly through using the medium explicitly so that the receiver can easily understand the intention of the speaker or indirectly where the interpretation of the intention highly depends on the context in which it is produced. Consequently, the illocutionary competence enables both the speaker to use the language to serve different functions and the listener to interpret the illocutionary force of an utterance or a conversation (Bachman, 1990).

However, Sociolinguistic Competence refers to the knowledge of how to use language appropriately to achieve a specific function in a specific context. Bachman introduced four abilities to sociolinguistic competence: the ability to be sensitive to regional and social language varieties, the ability to be sensitive to differences in register, the ability to produce and interpret utterances based on naturalness of language use and the ability to understand cultural reference and figures of speech (Bachman, 1990, p. 95-98).

For Bachman (1990) the third one refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place. He argued that Canale and Swain’s (1980) strategic competence lacks the description of the mechanism by which it operates. Thus, he preferred the psychological view of strategic competence since

it takes such mechanism into consideration. For Bachman, this competence comprises three components: assessment component, planning component and execution component.

Based on the above mentioned models we can conclude that, the notion of “communicative competence” can hold different meanings depending on both the target learners as well as the pedagogical objectives of a particular context. Although these different models of communicative competence may differ and even contradict in some aspects, however, what is significant about them is that they all share the same purpose that is developing and broadening the theory of communicative competence.

1.6 Communicative Competence and L2 Teaching and Learning

Recently, many language teachers, researchers, and others interested in the field of foreign and second language teaching and learning, have noticed the failure of the preceding approaches that focused mainly on “the form” in developing learners’ ability to communicate effectively in authentic situations. Hence, they shifted the interest from developing a mechanical process of learning towards developing the ability to communicate effectively and fluently in real life situations or what is known as The Communicative Language Teaching (CLT).

The latter highlights learners' communicative competence and considers it as a primary focus of language teaching. Thus, the main aim of the Communicative Language Teaching approach is to develop learners’ ability to communicate competently, rather than developing their ability to use the language the same way native speakers do.

Brown (1994a), introduced four characteristics in defining CLT in a second language context, which can be summarized as follows:

1. In second language learning classrooms the major emphasis should be on the components of communicative competence in which the grammatical competence is only a part. In

other words, in second language teaching classrooms, the main focus should be on communicative competence rather than grammatical competence.

2. Classroom activities should be designed to engage students in the pragmatic, authentic, and functional use of language for meaningful purposes.
3. In a second language learning context both fluency and accuracy are complementary. Thus they should be given equal importance.
4. Learners' target language should be used both productively and receptively, in an authentic context under an appropriate guidance, far from teacher's control.

(Brown, 1994a, p. 245)

To increase learners' communicative competence in English, many educational language policies and programs all over the world have changed their focus from the traditional teaching approaches that focused on the structural as well as the grammatical knowledge of the language towards a more practical approach (Communicative Language Teaching) (Littlewood, 2007). Traditional approaches including the grammar translation method, the direct method and audio-lingual methods, that were commonly used for language teaching and learning, were mainly accepted and seemed to be successful because in such contexts, only few people needed to use English for communicative purposes. However, due to the rapid expansion and development of technology and business, EFL learners today need to use English for real communication. Hence, these traditional approaches are no longer considered as being effective since they no longer serve the needs and the objectives of learners.

Although many educational policies and university curricula preferred the adoption CLT, professionals and researchers argued that even though this theory seems to be very successful, there still a gap between theory and practice. (Savignon, 2002) argued that the implementation of this approach faced many problems and obstacles in several EFL contexts mainly because of two main reasons. First, the majority of instructions and methods applied in

EFL classrooms and setting are still dominated by traditional approaches. Second, the principles and educational values of CLT are different from those of many EFL settings. Moreover, situational factors including learners' low proficiency, crowded classrooms and teacher centered approaches have also affected CLT practices.

Hence, Even if the majority of schools and university curricula support the adoption of this approach, however, it is only the teacher who can really decide about what suits his/her classroom.

Conclusion

Although there is lack of consensus about the exact meaning of the notion of communicative competence, in general terms, it refers to the language users' ability to use the language correctly as well as appropriately in different socio-cultural contexts. Many linguists, researchers and course designers today are interested in developing the ability to communicate effectively and fluently in real life situations or what is known as The Communicative Competence. However, the realization of such competence requires not only the grammatical knowledge of the linguistic system, but also the competence to perform this knowledge in its appropriate social contexts.

CHAPTER TWO: ORAL PRESENTATIONS

Introduction

Developing effective oral communication skills is very important since it serves as the key to success in people's personal as well as professional life. Thus, during the last decades, oral presentations started gaining more importance in the field of foreign language teaching and learning especially in the university environment. Researchers, professionals and course designers started to consider them as one of the best platforms that combine both effective verbal skills as well as non verbal cues to broaden learners' communicative competence. Although such tasks require lots of ideas, motivation and hard work, if properly guided, organized, and practiced, oral presentations will allow learners to present their ideas and speak confidently in front of their teachers and peers.

Hence, in this chapter, we will deal with notion of "Oral Presentations" as a process-based communicative activity that takes place in the majority of nowadays schools and University curricula, starting with its nature, importance, different types and steps, in addition to the teacher's role in classroom Oral Presentations.

2. 1 The Nature of Oral Presentations

Oral presentations are considered as a richer medium in comparison to written documents. They allow the speaker to establish stronger contact and interaction with his/her audience and convince them of his/her ideas and views through verbal and non verbal Communication. Hence, for Rizvi (2005) an oral presentation.

Is a participative two-way communication process characterized by the formal as structured presentation of a message using visual aids. It is purposeful and goal oriented, and communicates a message to an audience in a way that brings about the desired change in their understanding or opinion". (p. 195)

Thus, based on the above definition, we can say that an oral presentation is purposeful, in the sense that each presentation has a specific purpose, interactive, since it involves both the speaker and the listener, formal because it occurs in formal situations, and finally, audience oriented since it deals with different topics from the listeners' perspective.

According to (king, 2002; Freeman, 2003; Rizvi, 2005) oral presentations take different forms including: seminars, workshops, students' presentations, team presentations, industry conferences, peer conferences, departmental presentations as well as company profile presentations. However, whatever the form of the presentation is they all seek to accomplish a specific objective.

Moreover, for (Rizvi, 2005, p.196) "Oral presentations differ from other forms of oral communication such as speeches and debates". Since the former are mainly used "to raise a particular issue for discussion". However, the latter are meant "to celebrate an occasion, to felicitate a person, to welcome or bid a farewell to someone or to inaugurate a function"(p.196). However, for Harmer (2007), Oral Presentations are not "(...) designed for informal spontaneous conversations; because they are prepared, they are more 'writing like' " (p. 351), which means that they are good for fluency, accuracy and for avoiding hesitation and gaining more self confidence.

Consequently, oral presentations are a considered as process-based communicative activities that teachers frequently use as part of their educational system to develop their students' communicative skills and foster their self confidence and autonomous learning.

2. 2 The Importance of Oral Presentations

One of the most significant aspects about language curriculum at colleges and universities today is teaching students how to plan, design and deliver successful as well as effective oral presentations, in order to operate effectively in both professional as well as academic settings. Hence, according to (King, 2002) "The introduction of oral presentations to EFL classrooms

provide a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public” (p. 413).

According to Morley (2001), successful oral communication requires students’ engagement “in an in-depth instruction and practice” (p.110), and the best way to do so is delivering classroom oral presentations. Thus, the latter are considered as a very essential step for both employability as well as education since they allow students to make debate, maintain reasoning and develop critical thinking.

Additionally, oral presentations provide learners with more opportunities to practice the English language in an authentic way than other simple speaking tasks and activities, which is very important because if the latter have no relation to authentic situations and language use, they will be considered as “a poor preparation for autonomy” (Thornbury, 2005, p. 91). Hence, oral presentations do more than simply providing students with the opportunity to speak and use the target language; they also require them to use the language to understand the topics they will present and teach to their peers. This highly reflects authentic language use.

Among many other benefits of oral presentations are the ones pointed out by King (2002, p.402). as follows:

1. They bridge the gap between language study and language use;
2. They enable learners to use the four language skills in a naturally integrated way;
3. They help students to collect, inquire, organize and construct information; enhance teamwork;
4. They help students become active and autonomous learners.

Despite of all the advantages of delivering classroom oral presentations, many students still show their resistance to make an extra effort, or to speak in front of a public. However,

according to Meloni & Thompson (1980) “if properly guided and organized, oral presentations provide a learning experience and teach lifelong skills that will be beneficial to ESL/EFL students in all school subjects, and later in their careers” (p. 503).

Consequently, oral presentations become an integral part in any college and university curriculum since they are considered as one of the best ways to improve learning and help learners operate effectively in both personal as well as professional settings.

2. 3 Types of Oral Presentations

Oral presentations can take different forms and types. Formal or informal (Kenneth); individual, in pairs or in groups...ect. Additionally, for(El-Issa and Redha,2010, n.pge)oral presentations could be divided into three main types: controlled, guided, and free oral presentation. This division depends on several factors including: students’ level of proficiency, presentation methods, choice of topics and types of assessment.

2. 3. 1 Controlled Oral Presentations

This type of oral presentations is usually conducted by students whose level of language proficiency is from beginners to elementary. Thus, in this case teachers should choose a topic that can be easily conducted and suits his/her students’ level. The latter should be also taken into consideration when it comes to the choice of grammar and vocabulary. Additionally, students with such level of proficiency should not be expected to speak using the target language for a long period of time (El-Issa and Redha, 2010).

Concerning the presentation method, for (El-Issa and Redha, 2010) students at this stage are generally from (6 to 10 years old) which means that they have a limited and sometimes no knowledge about technology and computers. Thus, it would be better if teachers simply ask their students to write their presentations on papers rather than using technology, because according to (El-Issa and Redha, 2010, n.pge), the main objective behind using this type of presentations is “to provide opportunities for young students to gain confidence in taking the

floor, to maximize their classroom participation in a meaningful way, and to practice the target language”.

2. 3. 2 Guided Oral Presentations

A guided presentation is usually implemented to students whose level of proficiency lies from lower-intermediate to intermediate. Thus, at this stage, students should be given a topic that suits their level. Although the latter may be much higher than that of beginners, they should be expected neither to use complex sentences and vocabulary nor to speak for a long period of time without making any errors and mistakes (El-Issa and Redha, 2010).

Additionally, at this level of proficiency, teachers are supposed to guide their students to prepare and deliver their oral presentations using different visual aids and technological equipments including: Power-Points, diagrams, videos and Overhead Projectors (OHP) because this would “help students reduce and minimize their nervousness and fear, gain more self confidence and make the presentation more enjoyable”. (Remond and Vrchota, 2007. n.pag)

Although many researchers including King (2002) opposed memorization and claimed that, taking information that include complex structures and vocabulary from various websites and sources and reading them as they are make the presentation looks dull and boring. However, in this case, memorization can be beneficial because “good memorization” improves students’ performance by helping them gain more self confidence, use the target language correctly and remember what they want to say (Duong & Nguyen, 2006, p.4).

2. 3. 3 Free Oral Presentations

In a free oral presentation, students are supposed to possess an upper-intermediate to advanced level of language proficiency. Hence, According to (El-Issa and Redha, 2010, n.pag) “they should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider the most appropriate, and use any kind of language level”.

Additionally, in this case students are usually expected to use different technologies and visual aids, and make long presentations with few errors.

Although each one of these types of oral presentations is designed to suit a specific group of students, they all share a common purpose which is helping students use the target language, gain more self confidence, and develop their communicative competence.

2. 4 Major Factors Effecting Students' Oral Presentations

Delivering oral presentations in front of an audience is considered as one of the best ways that have been widely used by teachers and course designers to improve students' communicative competence. However, many students find it absolutely frustrating and challenging when assigned to do so especially in English, since they often face many difficulties that hinder their communication. Hence, according to King (2002), speech anxiety, group boredom and lack of experience are considered as the major difficulties that face students and cause their oral presentations failures.

2. 4. 1 Speech Anxiety

There are many reasons that demotivate students and hinder their oral presentation skills. Anxiety is considered as one of these major problems that cause students oral presentations failure. Students are afraid of making errors and mistakes, of getting low marks or being judged by their teachers and peers. Hence, they prefer to remain passive and avoid being involved in such tasks (King, 2002).

All of these previously mentioned fears are called "communication apprehension", which is defined by (McCroskey, 1977, p. 78) as an "individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons". Hence, many students feel afraid of making oral presentations because of their fears of interacting with others.

Mulac and Sherman (1974) provided a detailed behavioral description of speech anxiety which:

includes a quivering or tense voice, lack of volume, no fluencies, heavy breathing, lack of eye contact or extraneous eye movement, rigidity or tension, fidgeting or motionless arms and hands. Everyone can easily identify with sweaty palms, accelerated heart rate, and memory loss” (as cited in King, 2002, p. 404).

Hence, teachers today can easily detect such symptoms and better provide the necessary solutions to help their students cope with their fears.

According to (King, 2002, p. 404), the best solution to help students successfully overcome or at least cope with their fear, is “to acknowledge that speech fright or speech anxiety is perfectly normal”. Thus, talking to students and making them share their concerns will improve their performance and help them feel that they are not the only ones who have such fears. He also claimed that adopting “some insights and strategies from psychotherapy and speech communication literature can help students overcome public speaking anxieties and reduce nervousness” (p.405). Hence, such advice and strategies will certainly allow students overcome their fears and accomplish their goals.

2. 4. 2 Group Boredom

Group boredom is another reason that makes students feel uncomfortable and leads to their oral presentations failure. King (2002) stressed the fact that

The audience feels bored when they have to listen to a tedious reading or word-for-word memorized speech from a presenter who reads rapidly and monotonously, losing command of their voice, tone, and pacing. Reciting from passages copied down from references makes the presentation sound canned, machine-like and dull (p. 405).

Hence, based on the above quotation, we can conclude that taking information that contains complex structures or low frequency words from different sources and references

and reading them word by word demotivate students and make the presentation boring, which in turn make the presenter loses his/ her self-confidence. To avoid such phenomenon, students should be regularly reminded by “the importance of using communicative English in their presentations and keeping the audience in mind when they prepare. They may also use note cards as reminders of what they are going to say” (king, 2002, p. 405).

2. 4. 3 Lack of Experience

For King (2002) lack of experience is probably the main reason behind student stress, fear and oral presentation difficulties. Thus, according Tanveer’s (2007) “limited exposure to the target language and lack of opportunities to practice speaking in such environments are considered as the major setbacks to the development of students’ communicative abilities” (p. 24).

The possible explanation of students’ lack of experience is that they were rarely involved in any public speaking activities, since they used to focus on the memorization of isolated vocabulary, expressions and grammatical rules instead of actually using the target language and interacting with others. Hence, because of little exposure and lack of experience, students found it a frightening task when they were asked to deliver classroom oral presentation in front of an alive audience (King, 2002).

Consequently, according to (king, 2002, p. 406): “Experience builds confidence, which is vital to effective oral presentations”. However, it is considered as a great challenge for both teachers to help their students overcome their traditional learning styles and strategies that have been commonly used in schools and universities and for students to adopt these new learning strategies such as oral presentations and overcome their fears (king, 2002).

2. 5 Steps of Making a Successful Oral Presentation

Delivering a successful oral presentation requires preparation. Planning and preparing oral presentations is, thus one of the most important steps in delivering an effective oral

presentation. Therefore, the following steps and strategies are provided to help students successfully plan, prepare and organize their oral presentations.

2. 5. 1 Planning an Oral Presentation

Tarcy (2000, p.18) claimed, that “fully 90 percent of your success as a speaker will be determined by how well you plan your speech.” Hence, since delivering an effective oral presentation is highly determined by the extent to which it was successfully planned, the following steps are provided to help students successfully plan their oral presentations.

2. 5. 1. 1 Defining the purpose of the presentation

According to Foster (2006), “An effective oral presentation focuses on a clearly defined purpose” (p.4). Thus, the first step in conducting any successful oral presentation is defining both its general as well as its specific purpose because once the purpose of the presentation is defined, the content, the structure and the method of the delivery are easily determined Rizvi (2005).

For Rizvi (2005), the general purpose of oral presentation is either informative; to inform others and share information and ideas; persuasive; to change views, attitudes and behaviors or demonstrative; to show the audience how something is done. However, the specific purpose of the presentation involves “identifying an observable measurable action that the audience should be able to take, and using one idea that matches audience needs, knowledge, expectations, and interests” (p. 197).

2. 5. 1. 2 Analyzing the Audience

For Rizvi (2005) each audience is different thus, in order to achieve the desired results and ensure success and effectiveness, you should always consider who is your audience and what would be their potential expectations. The presenter’s failure to address his/ her audience wants, needs and expectations can ruin his/her entire presentation. Hence, audience analysis is an important step in preparing any oral presentation, and it includes the following steps:

- **Identifying Audience Characteristics:**

In order to know his/ her audience well, the presenter should first determine their basic characteristics including age, gender, interests, values and likes and dislikes ect. Then, if these characteristics are successfully determined “the presenter will be much better equipped to plan and prepare his/her presentation effectively” (Rizvi, 2005, p. 198).

- **Analyzing Students Needs and Expectations:**

According to (Rizvi, 2005), to maintain your audience attention and keep them interested in what you are saying; you should meet their expectations and requirements. Hence, in order to achieve their previously mentioned goals, (Monk et al. 2017, n. pag) assumed that the presenter has to ask the following questions:

What are my audience interests? What do they already know about the topic? What do they want to know? What are their expectations? What are their needs? And how can my presentation meet these needs?

Once these questions are answered, the presenter will be able to make the necessary modifications and adjustments to suit his/her audience requirements and expectations.

2. 5. 1. 3 Analyzing the Occasion:

Analyzing the occasion on which the presentation is made is another important step in preparing any successful oral presentation. Thus, according to Rizvi (2005), for an effective oral presentation “several aspects of the event like its background, the people involved, the organizations or associations linked to the event and so on need to be considered” (p. 199).

2. 5. 1. 4 Choosing a Suitable Title:

Any presentation requires a title, a suitable title gives the audience a glimpse about how the presentation would be. Thus, the title should be appropriate and reflects the essence of the message you want to convey Rizvi (2005).

For Rizvi (2005), the process of choosing a suitable title starts by identifying the topic, however, the latter depends on several factors including the occasion, the audience and the purpose of the presentation. After selecting a suitable topic, “the nature of the general and specific purpose of the presentation as well as audience expectations and rhetorical sensitivity may be considered” (p. 200).

2. 5. 2 Preparing the Presentation

Once the purpose is defined, the audience and the occasion are analyzed and the title is chosen, the student can start preparing his/her presentation. A well prepared presentation is a successful one because it allows the presenter overcome his/her fears and gain more self confidence. Hence, for (Rizvi, 2005) preparing a successful presentation involves the following steps:

2. 5. 2. 1 Developing the Central Idea:

The central idea summarizes the key points of the presentation. It reflects the essence of the presentation and conveys the message that the speaker wants from his/ her audience to remember when the presentation is done. Thus, it does not simply restate the aim of the presentation. However, it reveals its content too Rizvi (2005). He provided five characteristics of a central idea “it restates the presentation topic; it is a simple audience- centered idea; it is a one sentence summary of the presentation; it focuses on the content of the speech; and it uses specific language” (Rizvi, 2005, p. 201).

2. 5. 2. 2 Developing the Main Ideas:

The presenter can use many techniques to develop his/her main ideas. He can either make a logical division to the core idea; by adding its different types, causes and effects, establishing reasons or supporting it by a series of steps and strategies Rizvi (2005).

2. 5. 2. 3 Gathering Supporting Materials:

For (Rizvi, 2005) Gathering appropriate as well as relevant supporting materials is considered as one of the most difficult steps in preparing any oral presentation because while doing so, the presenter has to follow a systemic approach. First, he should gather all the information related to his topic, and then he has to select only the relevant ones. According to Sanders (2003), these supporting materials may include: statistics, examples, definitions, quotations or experts opinions.

After gathering the suitable materials, a well structured outline should be developed, then the first draft should be written and revised until it is well organized. Additionally, at this stage accuracy, coherence and cohesion should be taken into consideration (Rirvi, 2005).

2. 5. 2. 4 Planning Visual Aids:

Planning suitable visuals makes the oral presentation more enjoyable and increases its effectiveness. Anderson et al. (2004) defined visual aids as “anything that can be seen and help listeners to follow, pay attention and interest to the oral presentation” (p. 19). They can be either: charts, slides, handouts, overhead transparencies, overhead projector, whiteboards, chalkboards, drawing, graphs, maps, photographs, images, flipcharts, tables, posters, videotapes or Videotaping (Baker & Thompson, 2004).

Hence, if properly used, visuals can help reducing students’ nervousness and anxiety, increasing their self confidence, maintaining audience attention, avoiding total dependence on notes and maximizing the effectiveness of oral presentations. (Remond and Vrchota, 2007, n.pag).

2. 5. 3 Organizing the Presentation

The key to maintain your audience attention is a well organized oral presentation. Rizvi (2005) divided oral presentations into three main parts: Introduction, Body and Conclusion. Each has a specific function and serves a particular purpose.

2. 5. 3. 1 Introduction

Preparing a suitable introduction is the first step that any presenter has to do to ensure a well organized presentation. According to (Rizvi, 2005, p.204), a good introduction can serve many functions such as establishing strong contact with the audience, gaining interest and attention, introducing the topic, giving the audience a reason to follow, establishing credibility and previewing the major ideas.

- **Gaining Interest and Attention:**

Audience form their first impression right from the very beginning of the presentation (Meloni & Thompson, 1980). Thus, the opening of the presentation should be introduced in a way that drives listeners' attention. According to (Rizvi, 2005, p. 204) the latter can be captured in different ways: either by telling a short story, asking interesting questions, using relevant quotations or even using humorous references.

- **Introducing the Topic:**

Introductions help the presenter to introduce the main idea and tell the audience what his/her presentation will be about.Hence, in an introduction, the speaker should start by a clear statement that tells the audience what he/she is going to speak about during the presentation. (Ellis & Johnson, 1994).

- **Giving the Audience a Reason to Listen:**

A good introduction allows the speaker to drive his/ her students attention by giving them a clear overview about how can this presentation serve their needs and interests Rizvi (2005).

- **Establishing Credibility:**

Credibility is one of the most important aspects that the speaker has to establish at the very beginning of the presentation because “he/ she should be able to convince the

audience that he/she is worth listening to” (Rizvi, 2005, p. 205). Hence, he/she should be well prepared and speak confidently in front of his/her audience.

- **Previewing the Main Ideas:**

By the end of the introduction, the speaker should preview the core idea as well as the main points that the audience is going to listen to during the presentation (Rizvi, 2005).

2. 5. 3. 2 Body

For Rizvi (2005) the body of the presentation is where the presenter introduces and develops the main points, claims, illustrations and evidence that support his/ her topic. Thus, the information included in the body should be well organized and structured. The latter is crucial hence, the presenter has to choose the sequence he/she feels that it suits his/her topic the most. According to him the most commonly used organizational patterns are: sequential, general to specific and vice versa, more important to less important or the opposite, problem and solution or contrast and comparison (Rizvi, 2005, p. 205).

At this stage, the presenter should also provide a clear link between main ideas and use the appropriate transitions to show his/ her transition from one idea to another. Additionally, the inclusion of visual aids is another important element that has been emphasized by Remond and Vrchota (2007) since “it motivates the audience, fosters their interest about the presentation and makes it more enjoyable” (p. 18).

2. 5. 3. 3 Conclusion

The conclusion usually provides the listeners with a brief summary of the whole presentation. It restates and covers main ideas and what has been shown and dealt with previously in the body of the talk (Foster, 2006). Thus, for Storz et Al (2002, p. 11) “the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so, a short conclusion, make comments or open a

discussion.” However, at this stage the speaker may also raise relevant questions and offer the opportunity for creative recommendations.

Finally, once the presentation is properly planned, prepared and organized the presenter will be able to deliver it confidently and achieve his/her desired objectives successfully.

2.6 The Role of the Teacher

In order to improve students’ learning and performance, many colleges and universities all over the globe have adopted classroom oral presentations in their teaching programs and curricula so that students will have more chances and opportunities to use the target language effectively. If compared with the traditional dumb EFL classes, today’s oral presentation classes develop students’ application talent as well as their interest in learning the target language.

Hence, according to Al-Issa and Redha (2010), one of the main causes of failure of the traditional EFL oral presentation classes is those particular roles played by teachers in such context which are embodied in exercising authority and controlling the classroom; however, today the role of teachers have completely changed to be as facilitators, research guider, ultimate reference, organizer, consultant and supporter (King, 2002; Xinaming, 2005). The latter plays a very important role in improving the effectiveness as well as the quality of EFL teaching and learning. Thus, according to king (2002) teachers' role in classroom oral presentation can be summarized in following steps:

Step 1: Handing Out Guidelines

A well prepared and planned guideline help improving students’ acceptance and readiness to deliver classroom Oral Presentations. Thus, according to King (2002), stating clear objectives, making assignment forms, distributing tasks among students and deciding about the time as well as the length of the presentation increases students’ participation and improves their performance as well as their academic achievements.

Step 2: Grouping and Scheduling Student Presentations

Planning oral presentations for large classrooms is considered as one of the major challenges faced by teachers. Thus, to facilitate such tasks, teachers tend to organize their presentations in forms of groups that contain 4 to 5 students in order to save time, encourage cooperative learning and reduce nervousness. However, at this step, teachers should give their students the freedom to choose their partners since it is going to be much better for them to work with someone they know rather than working with students from other departments (King, 2002).

Step 3: Choosing Topics and Gathering Information

One of the best ways of making students feel comfortable and improve their creativity is giving them the freedom to choose the topics they would like to deal with. In this regard, King (2002, p. 409) argued: “It is interesting to see the variety of topics presented by students”. However, at this stage the teacher’s role is mainly manifested in providing students with different documents and resources to facilitate their work.

Step 4: Handling Technical Problems

Although using visual aids in oral presentations have many advantages including reducing students nervousness, better explaining information and fostering students self confidence, Remond and Vrchota (2007), sometimes the latter can be the reason behind ruining the student’s entire presentation; especially when they are used in a way that dominates the presentation rather than supports it or when students are unable to fix the technical problems they may face during the presentation (King, 2002).

Thus, for (King , 2002), To handle such problems and obstacles, teachers should introduce their students to the available supporting materials. They should also show them how to handle the equipments and emphasize on the importance of verifying the materials one week before the presentation. Moreover, they should teach their students how to use specific tips

and strategies when presenting such as, keeping eye contact with the audience, using microphones to ensure good voice quality and reminding their students to refer occasionally to images and texts written on slides.

Step 5: Holding Questions & Answers Sessions

King's (2002) "Quality control sessions" or as (Al-Issa and Redha, 2010, n.pag) called it "post-presentation question and answer session" is a very important step in ensuring effective oral presentation since it allows teachers anticipate possible obstacles and difficulties students may face while presenting and better provide for avoiding them.

Step 6: Preparing Teacher and Peers Evaluation

Peer evaluation is a sort of feedback provided to the presenter from his/her colleagues. Such type of evaluation is very necessary since it does not only provide the students with the opportunity to evaluate their peers; however, it can also make them learn from the strengths and weaknesses of their colleagues' presentations King (2002).

However, concerning teacher's evaluation, it should be given to students before starting their work in order to be used as a guideline while preparing their presentations. Hence, if students are previously informed about their teacher's expectations and the criteria by which they are going to be evaluated, they will be able to avoid the majority of mistakes and produce a very successful oral presentation (King, 2002).

Consequently, based on what has been said earlier, we can confirm that classroom oral presentations do not only require from teachers to act as facilitators, organizers, research guiders, ect, however, teachers should also provide their students with the necessary feedback, hold post presentation questions and answers sessions, hold technical problems and finally evaluate and assess their students' performance.

2. 7 The Impact of Oral Presentations on Enhancing Learners' Communicative Competence

Successful oral communication is considered as a vital component for both the success and the improvement of one's professional as well as personal life. According to (Hedge, 2000) one of the most significant aims of the communicative language teaching approach "is to be able to operate effectively in real world" (p. 44-45). Thus, in today's teaching and learning classrooms, developing the ability to communicate completely among EFL learners becomes necessary and even imperative for their success.

According to Brumfit (1997), effective communication requires from students both the sufficient exposure and practice of the target language in different situations and contexts which would enable them to exercise what they have learned and express their ideas and views freely. He claimed that:

Traditionally in the foreign language classroom, students have been encouraged to produce more or less what they have been taught. However, if we are to allow for the really large scale exposure which is now possible, we also need to allow considerable opportunities for students to exercise themselves in fluency work which will encourage them to experiment with what they have heard or read. (as cited in Johnson & Morrow, 1986, p.48)

The best way to do so is to deliver classroom oral presentations. Because according to Gray (2010), the latter are considered as a great opportunity for improving students' authentic communications in addition to their leadership skills.

Additionally, for AlMutawa and Kailani (1989, p.104-105) "learning to speak is a lengthy, complex process" and "is more effectively achieved by speaking in living natural English". Therefore, oral presentations are perceived as very important as well as effective activities that enable students to practice the target language in a meaningful way, and enhance their communicative competence.

To conclude, if students learn how to prepare and deliver successful classroom oral presentations, they will be able to enhance their ability to communicate effectively and interact with each other in authentic contexts. Therefore, oral presentations are viewed as one of the best ways of foreign language teaching and learning, especially in college and university levels, because “if properly guided and organized, oral presentations, can provide a very successful learning experience and teach lifelong skills that will help ESL/EFL learners today in all school subjects, and later in their careers” (Meloni and Thompson, 1980, p. 503). They also encourage students to make debate and constant reasoning (Morley, 2001) which are considered as one of the most important characteristics of communicative competence.

Conclusion

Oral presentations are considered as one of the most significant activities that have been widely used to provide students with more opportunities to communicate with their peers in the classroom and develop their communicative skills. The introduction of such activities in EFL contexts represents a rewarding as well as a stimulating experience for both teachers and students. They are considered as a process-based, communicative activity that fosters students self confidence, minimizes their total dependence on teachers and maximizes their autonomous learning. Oral presentations have also been proved to help developing students’ communicative competence. However, despite of all these advantages of giving oral presentations, only few students are given the chance to do so and practice the target language efficiently.

CHAPTER THREE: THE FIELD INVESTIGATION

Introduction

To answer the research questions and to validate our hypothesis we have designed a questionnaire for students to investigate how students consider the effectiveness of using oral presentations in enhancing their communicative competence. Hence, the present chapter is going to be devoted to the analysis and the interpretation of data which were collected through a students' questionnaire about the impact of oral presentations on enhancing students' communicative competence. By the end, some suggestions and recommendations are going to be added for both students; to help them make successful oral presentations and improve their communicative competence and for teachers; to help their students achieve their desired goal.

3.1. Research Design

3.1.1. Sample of the Study

To test the validation of our hypothesis, we choose third year students from the department of English at Guelma University as a sample. The majority of third year students are already familiar with oral presentations since they are always asked by their teachers to do so. From a population of 154 students we dealt with 110 students the number of this sample was based on (Karejcie and Morgan, 1970) scale of sampling. (As cited in Cohen et al., 2000, p. 94). Accordingly, our sample could be representative for the whole theoretical population.

3.1.2. Description of the Questionnaire

This questionnaire contains 28 questions which are divided into three main sections. The first one concerns students' background information, and the other two sections cover the different views and perspectives of oral presentations, communicative competence and the

impact of the former on enhancing the latter as well. The questions used in this questionnaire are either closed; requiring from the participants to answer by yes or no, or open; in which students need to select the most appropriate answer from a variety of choices.

Section one is designed to obtain background knowledge about the participants involved in the study. It consists of three questions (3) in which the students' are asked in question one (Q1) about whether English was their first choice or not. Question two (Q2) is about the number of years studying English and question three (Q3) is concerning their considerations of their level in English.

Section two contains eight (08) questions. It aims at gathering data about students' knowledge of communicative competence, its components and the extent to which they are communicatively competent. First of all, students are asked in question four (Q4) about their knowledge of communicative competence then they are asked to define it (for those who said yes), this question aims at figuring out whether students are aware about the notion of communicative competence or not. In questions five (5) and (6), participants are asked whether they master the grammatical system of the English language or not, and whether they are able to use the English language appropriately. Students are also asked in question (7) about their main purpose behind studying English at university; whether it is to learn how to write and read, to improve their communicative competence or to have a respectful job in the future. Question (8) is designed to know students views concerning the teaching methods employed at the university and whether they help them achieve their purposes or not. By asking such question, we aimed at knowing whether the present teaching methods employed at schools and universities satisfy the students' needs and objectives or not . Concerning questions (9) and (10), students are asked about the most important elements to be acquired to develop their communicative competence and finally whether they are communicatively competent or not.

Section three consists of eighteen (18) questions. The latter are planned to collect answers from students about the frequency of making oral presentations, the time provided for them to speak, the importance of oral presentations in improving vocabulary, grammar, self confidence and pronunciation in addition to students' attitudes concerning the use of oral presentations in enhancing their communicative competence. Hence, in question (11), students are asked whether their teachers ask them to prepare and deliver oral presentations or not. Then, in questions (12), (13) and (14) they are asked about the frequency of making oral presentations and whether the time provided for them to speak is enough to express their ideas and practice the target language efficiently or not. The main aim behind asking those questions is to figure out whether students are familiar with making oral presentations or not and whether they are given enough time to speak and express their ideas. Question (15) aims at knowing whether students are being taught and guided to make successful oral presentations or they just work alone without any guidance which justifies their failure.

Additionally, questions (16), (17), (19), (20) and (24) are designed to get information about students' opinions concerning the effect of oral presentations on using appropriate tense and its importance on improving their vocabulary, grammar, self confidence and the ability to practice the English language efficiently in the classroom, the aim behind asking such questions is to know whether oral presentations help students developing their communicative competence or not since the latter is composed of all these elements. Questions (18) and (21) aims at investigating whether oral presentations help students to use appropriate words and interact with each other in authentic contexts. In the last three questions of this section (25), (26) and (27) students are asked whether they agree with the idea that the employment of oral presentations improves their pronunciation, fluency and the ability to communicate effectively or not. Finally, in order to collect more information about the topic, we provided

the students with the opportunity to add more suggestions and comments concerning other ways for enhancing communicative competence.

3.1.3. Administration of the Questionnaire

This questionnaire was administered to one hundred and ten (110) third year students who were chosen randomly from the English department of Guelma University during a period of two days from 2nd May, 2017 to 3rd May, 2017. It was answered by the end of the sessions with the presence of both the researcher and the teacher to avoid any ambiguity and ensure the students understanding to the topic and questions.

3. 2 Data Analysis and Interpretation

3.2.1 Analysis of Results and Findings from Students' Questionnaire

Section One: General Information

Item 1: Was English your first choice?

Table n.1: Students Choice of Studying English

Option	Number	Percentage %
a- Yes	77	70%
b- No	33	30%
Total	110	100%

As it is shown in table n° 1, 77 participants (70 %) opted for “yes” English was their first choice. While 33 participants (30%) said that they did not choose to study it. Thus, based on the obtained results, we can conclude that the majority of the students choose to study English, which means that they are motivated to study and improve their level in it.

Item 2: How many years have you been studying English?

Table n. 02: Number of Years Studying English

Option	Number	Percentage
a- 10 years	81	73,63%
b- More than 10 years	13	11,81%
c- Less than 10 years	16	14,56%
Total	110	100%

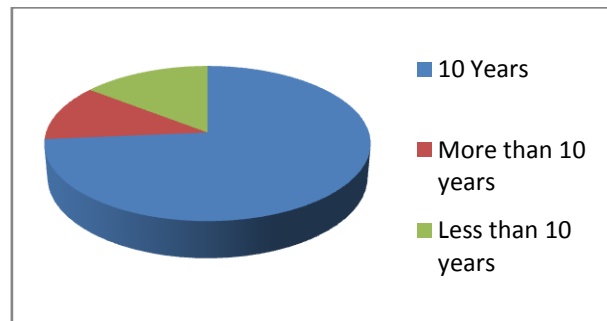


Figure 3.1. Number of Years Studying English

As it is clearly revealed in figure 3.1, the majority of the participants (eighty one), 73,63 %) said that they have been learning English for a period of ten years; those are the participants who never failed in their learning carrier. While, thirteen students (11, 81%) claimed that they have been learning English for more than ten years; which can be justified either by a failure in their learning carrier or a change in their field of study. However, sixteen students (14,56%) answered that they have been studying English for (three or four) years; this can be justified by a misunderstanding of the question since they have counted only the years they were studying English at the university.

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

Table n.3: Student Appreciation of their Level in English

Option	Number	Percentage
a- Very good	9	8,18%
b- Good	65	59,09%
c- Average	29	26,36%
d- Bad	7	6,36%
e- Very bad	0	0%
Total	110	100%

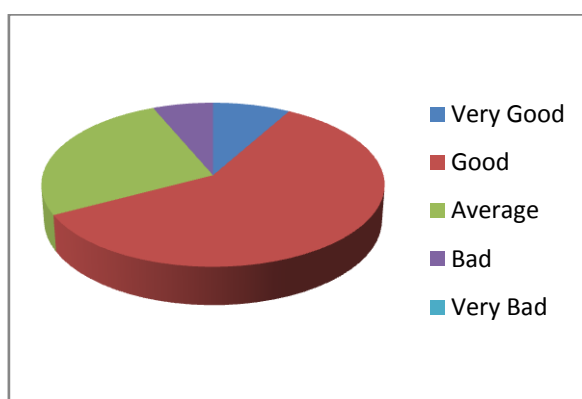


Figure 3.2. Students' Appreciation of their Level in English

Concerning students' level in English, no one said that it is very bad. Roughly the majority of the participants (59,09%) claimed that it is good. Nine students (8,18%) said that it is very good. But only seven students (6,36%) confessed that they are bad. Whereas the rest (26,36%) viewed it as average, which means that the majority of the students consider themselves good in English.

3. 2. 2 Section Two: Communicative Competence

Item 4: Do you know what is meant by communicative competence?

Table n. 4: Students' Knowledge about Communicative Competence

Option	Number	Percentage
a- Yes	73	66,36%
b- No	37	33,63%
Total	110	100%

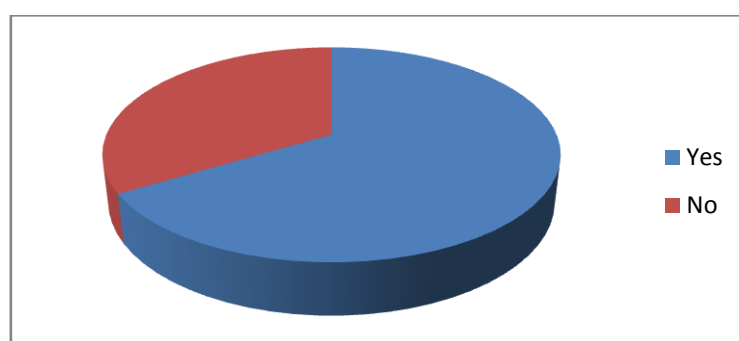


Figure 3. 3. Students' Knowledge about Communicative Competence

Concerning the students' knowledge of communicative competence, the results obtained from the figure 3.3 revealed that seventy three students (66,36%) know what communicative competence is. However, thirty seven students (33,63%) do not. This indicates that the majority of students are aware about it and its importance.

- If yes, how can you define it?

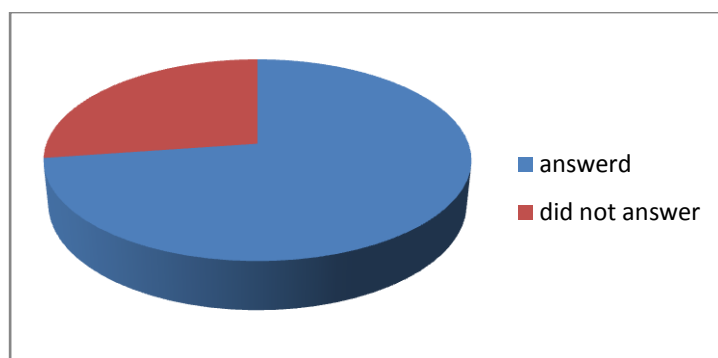


Figure 3. 4. Number of Students Who Defined Communicative Competence

As it is shown in figure n° 3.4, the majority of the students (72,72%) were able to define the notion of communicative competence. Whereas (27,27%) of them did not. For those who did, their definitions can be mainly summarized as the ability to use the target language and communicate effectively with others.

Item 5: Do you think that you master the grammatical system of the English language?

Table n. 5: Students' Mastery of the Grammatical System

Option	Number	Percentage
a- Yes	67	60,90%
b- No	43	39,09%
Total	110	100%

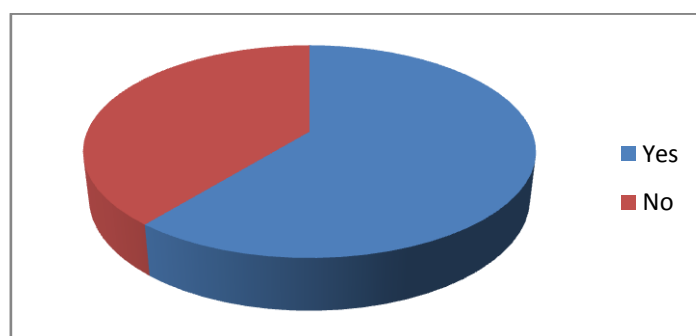


Figure 3.5: Students' Mastery of the English Language

The answers in the previous figure show that 67 students (60,90%) opted for “yes” they master the grammatical system of the English language. Whereas the rest (39,09%) claimed that they do not, which entails that the majority of them face no difficulty when it comes to the use of the grammatical system of the English language.

Item 6: Do you think that you are able to use the English language appropriately in authentic contexts?

Table n.6: Students’ Beliefs about their Ability to Use the English Language
In Authentic Situations

Option	Number	Percentage
a- Yes	72	65,45%
b- No	38	34,54%
Total	110	100%

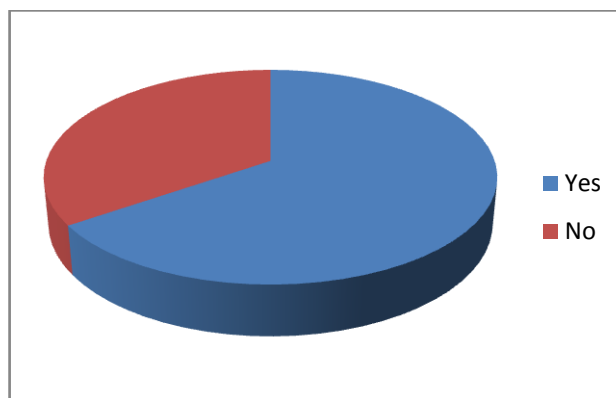


Figure 3.6 Students’ Beliefs about their Ability to Use the English Language in Authentic Situations

The figure 3.6 illustrates that 72 participants (65,45%) claimed that they are able to use the English language appropriately in real situations. Whereas the rest (34,54%) confessed that

they do not. This implies that the majority of the students have the ability to communicate effectively in various authentic contexts.

Item 7: What is your main purpose behind learning English at university?

Table n.7: Students' Purpose Behind Learning English at University

Option	number	percentage
a- To learn how to write and read the English language	13	11,81%
b- To practice the English languageAnd improve your communicative abilities	110	100%
c- To get a diplomat and have a better job in the future	88	80%
d- Other	00%	
Total	110	100%

Concerning the purpose behind studying English at university, studentshaveto select one or more answers from the three choices. They could choose “other” if they have other reasons which are not mentioned. All the students (100%) opted for the second choice which is practicing the English language and improving their communicative skills. Also, the third choice attracted the majority (80%) of the students' attention. So, students believe that the main purpose behind studying English is to be able to communicate effectively using that language and to ensure a respectful job in the future. Only 13 students (11,81%) opted for the first choice which implies that the majority of them neglect the importance of learning how to write and read the English language. No student opted for “other” which indicates that students do not have other reasons for learning English at university.

Item 8: Do you think that the teaching methods employed at the university help you achieve your purpose?

Table n.8 Students' Believes about the Teaching Methods

Option	Number	Percentage
a- Yes	48	43,63%
b- No	62	56,36%
Total	110	100%

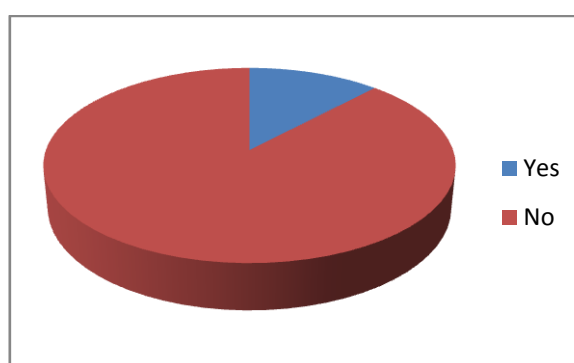


Figure 3. 7 Students' Beliefs about the Teaching Methods

Concerning the students' beliefs about the teaching methods employed at the university, 48 student (43,63%) opted for "yes" the teaching methods help them achieve their purposes. Whereas the rest (56,36%) confessed that they do not, which implies that more than half of the students are convinced that the different teaching methods employed do not meet their expectations.

Item 9: According to you, what are the most important elements that should be acquired to develop your communicative competence? (More than one option)

Table n. 9 Elements to Develop Students' Communicative Competence

Option	Number	Percentage
a- knowledge about phonology, morphology and syntax	31	28,18%
b- Grammatical system of the English language	61	55,45%
c- Ability of using English appropriately	92	83,63%
d- knowledge of using the socio-cultural rules of the target language	54	49,09%
e- other	0	0%

Concerning the elements to be acquired to develop the students' communicative competence, students have to select one or more than one option from the four choices. They could choose "other" if they have or think about other elements which are not stated. The majority of the students (83,63%) opted for the third choice which is the ability to use the English language appropriately. This implies that students acknowledge the importance of acquiring how to use the target language appropriately in developing their communicative competence. Also, the second option attracted (55,45%) of the participants which indicates that more than half of the students consider that the acquisition of the grammatical system of the English language is crucial in developing their communicative competence. Additionally, Fifty four students (49,09%) agreed on the necessity of knowing the socio-cultural rules of the target language in developing their communicative competence. However, only thirty one students (28,18%) thought that acquiring knowledge about phonology, morphology and syntax could be useful, which signifies that the majority of them ignore the importance of acquiring the phonological, morphological and syntactical system of the language on

developing their communicative competence. Surprisingly, no student opted for “other” which indicates that students do not think of any other elements to develop their communicative competence.

Item 10: Are you communicatively competent?

Table n.10 Students’ Communicative Competence

Option	Number	Percentage
a- Yes	63	57,27%
b- No	47	42,72%
Total	110	100%

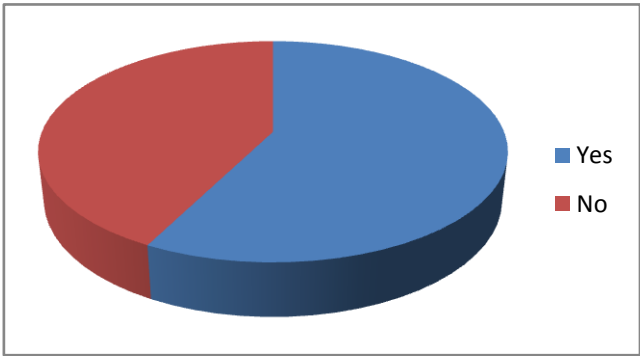


Figure 3. 8 Students Communicative Competence

Concerning students’ communicative competence, more than half of the participants (57,27%) believe that they have the ability to communicate and express themselves effectively. However, the rest (42, 72%) think that they do not posses such ability. The latter justified their answer by either a lack of practice, self confidence and vocabulary or because of shyness.

3. 2. 3 Section Three: Oral Presentations and Communicative Competence

Item 11: Does your teacher ask you to deliver oral presentations?

Table n.11 Number of Students Delivering Oral Presentations

Option	Number	Percentage
a- Yes	110	100%
b- No	0	0%
Total	110	100%

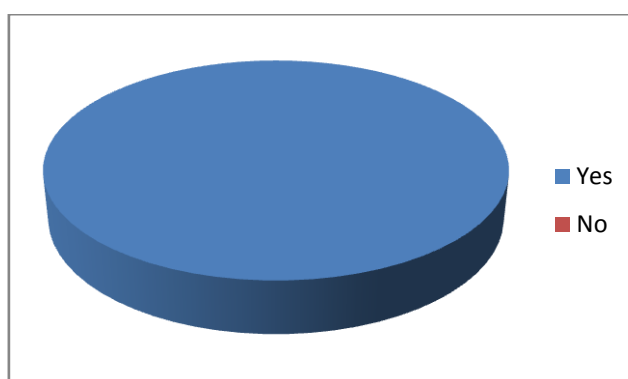


Figure 3. 9 Number of Students Delivering Oral Presentations

As it is indicated in the above figure, all the students (100%) opted for “yes” their teachers ask them to prepare and deliver oral presentations, which implies that the majority of teachers acknowledge the importance of giving oral presentations in the classroom.

Item 12: If yes, how often you make oral presentations?

Table n.12: Students Beliefs about the Frequency of Making Oral Presentations

Option	Number	Percentage
a- Always	31	28,18%
b- Sometimes	68	61,81%
c- Rarely	11	10%
d- Never	0	0%
Total	110	100%

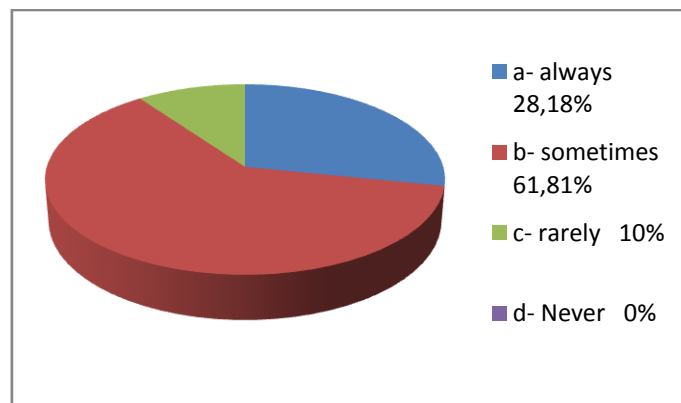


Figure 3.10 Students Beliefs about the Frequency of Making Oral Presentations

From the figure 3.10, we notice that 31 students (28,18%) said that their teachers always ask them to make oral presentations, 68 students (61,81%) claimed that they are sometimes asked to do so. Whereas only 11 students said that they are rarely asked to deliver oral presentations. However, no one said that they never do so which again indicates the teacher's acknowledgement of the importance and necessity of such tasks.

Item 13: Do you think that the time that is provided by your teacher is enough for you to express your ideas and practice the target language?

Table n.13 Students Beliefs Concerning the Time Provided by their Teachers

Option	Number	Percentage
a- Yes	44	40%
b- No	66	60%
Total	110	100%

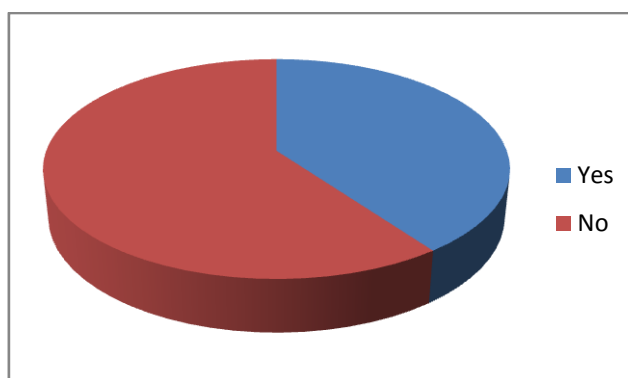


Figure 3.11. Students Beliefs Concerning the Time Provided by their Teachers to Speak

As it is clearly shown in figure 3.11, forty four participants (40%) opted for “Yes” the time provided by their teachers is enough for them to speak and practice the target language. Whereas the rest (60%) claimed that it is not. This implies that more than half of the students are not satisfied about the time provided to them by their teachers and think that it is not enough to express their ideas and practice the target language efficiently.

Item 14: Does your teacher teach you how to prepare and deliver oral presentations?

Table n.14: Number of Students Being Taught How to Make Oral Presentations

Option	Number	Percentage
a- Yes	41	37,27%
b- No	69	62,72%
Total	110	100%

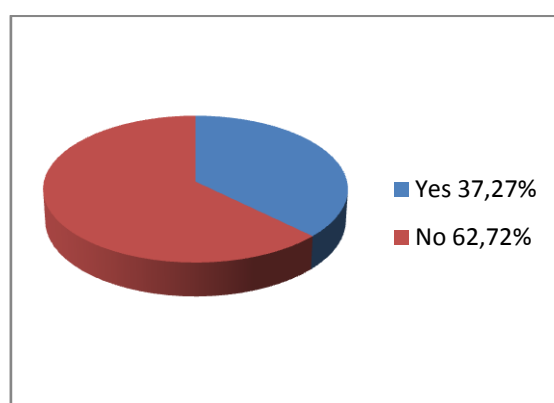


Figure 3. 12 Percentage of Students Being Taught how to Make Oral Presentations

This question aims at investigating whether students are taught how to prepare and deliver classroom oral presentations or not. As it is clearly shown in the previous figure, forty one students (37,27%) claimed that their teachers teach them how to prepare and deliver oral presentations. Whereas the rest (62, 72%) said that they do not which can explain the reason why the majority of the students fail in making successful oral presentations.

Item 15: Oral presentations help the students to build a good amount of English vocabulary?

Table n.15: Oral Presentations and Building Vocabulary

Option	Number	Percentage
a- Strongly agree	77	70%
b- Agree	32	29,09%
c- Strongly disagree	1	0,09%
d- Disagree	0	0%
Total	110	100%

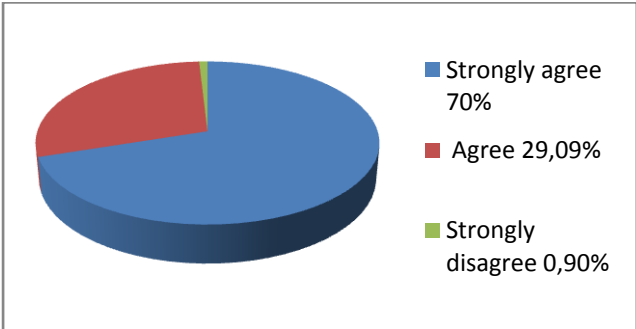


Figure 3.13 Oral presentations and Building Vocabulary

The figure 3.13 shows that the majority of the informants (70 %) strongly agree that oral presentations help them acquire a good amount of English vocabulary. While (29,09 %) of them only agree with this arguing that making researches when preparing oral presentations give them the opportunity to enlarge their vocabulary and improve their linguistic competence. However, only one participant said that he/she strongly disagrees with this claim which indicates that the majority of the participants acknowledge the importance of oral presentations in enlarging and improving their vocabulary.

Item 16: Oral presentations help the students to master the grammatical system of the English language?

Table n.16 : Students Beliefs about the Effect of Oral Presentations on the Mastery of the Grammatical System

Option	Number	Percentage
a- Strongly agree	40	36%
b- Agree	63	57,27%
c- Strongly disagree	3	2,72%
d- Disagree	4	3,63%
Total	110	100%

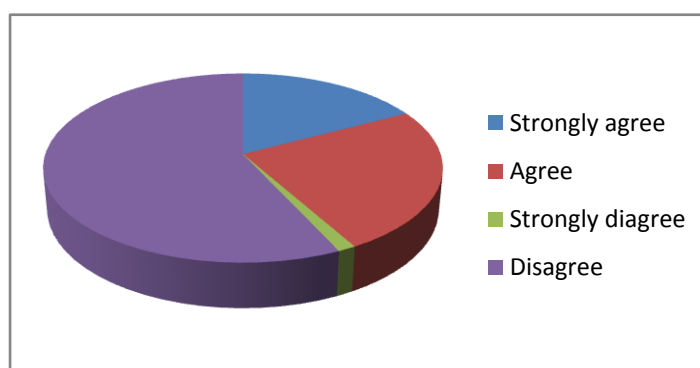


Figure 3.14 Students Beliefs about the Effect of Oral Presentations on the Mastery of the Grammatical System

We notice from figure 3.14 that the majority of the participants (57,27%) agree that oral presentations help them master the grammatical system of the English language. While (36,36 %) said that they strongly agree with this. Which indicates that the extensive exposure and practice of the target language allows students to improve their Linguistic competence .However, only (3,63 %) of them claimed that they disagree. and the rest (2,72%) confessed that they strongly disagree.

Item 17: Oral presentations teach the students how to use the appropriate words when expressing their ideas?

Table n. 17: Oral Presentations and the Choice of Appropriate Words

Option	Number	Percentage
a- Strongly agree	60	54,54%
b- Agree	46	41,81%
c- Strongly disagree	0	0%
d- Disagree	4	3,63%
Total	110	100%

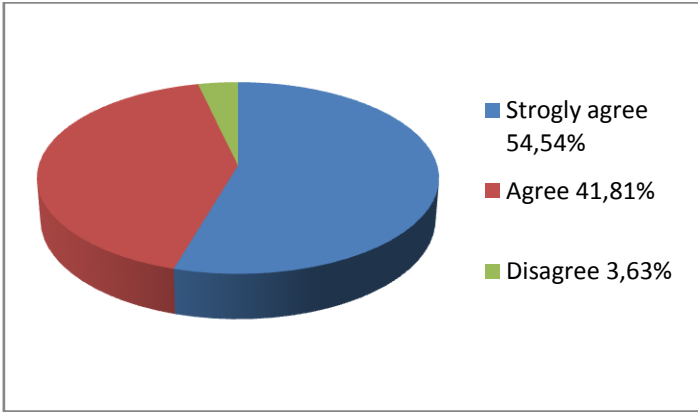


Figure 3.15 Oral Presentations and the Choice of Appropriate Words

Figure 3.15 shows that more than half of the participants (54,54 %) strongly agree that oral presentations teach them how to use appropriate words when expressing their ideas. while (41,81 %) of them only agree with this. However, only four students (3,63%) claimed that they strongly disagree with this. This signifies that the majority of the students agree on the importance of oral presentations in training them how to use the appropriate words when speaking, and this can be due to the extensive exposure that oral presentations provide them with, which enlarges their vocabulary and develops their communicative abilities.

Item 18: Oral presentations teach the students how to use correct and appropriate tenses when speaking.

Table n. 18: Oral Presentations and Using Appropriate Tenses

Option	Number	Percentage
a- Strongly agree	70	63,63%
b- Agree	34	30,90%
c- Strongly disagree	00%	
d- Disagree	6	5,45%
Total	110	100%

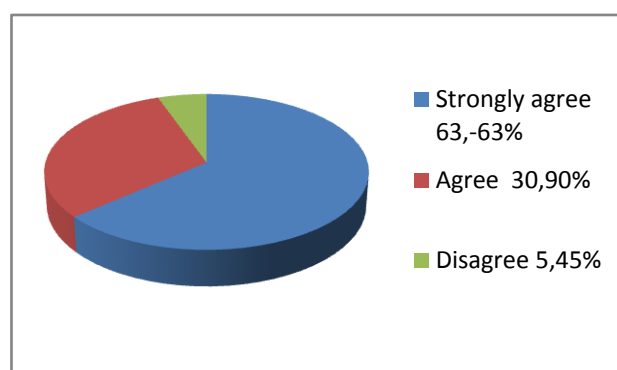


Figure 3.16 Oral Presentations and Using Appropriate Tenses

Concerning the effect of oral presentations on using correct and appropriate tenses, the majority of the students (63,63%) claimed that they strongly agree that oral presentations teach them how to use correct as well as appropriate tenses when speaking. While the rest (30,90%) said that they only agree with this. However, only six students (5,45%) claimed that they disagree. This indicates that oral presentations play an important role in training the students how to use appropriate tenses while speaking mainly because of two reasons, which are the efficient usage of the target language that the oral presentations provide the students with; which makes them familiar with the target language rules in addition to teachers

feedback during the presentation; since it allows them to learn from their mistakes and teach them how to use the correct rules.

Item 19: Oral presentations are considered as a great opportunity to practice the English language efficiently in the classroom.

Table n.19: Oral Presentations and Practice

Option	Number	Percentage
a- Strongly agree	77	70%
b- Agree	33	30%
c- Strongly disagree	0	0%
d- Disagree	00%	
Total	110	100%

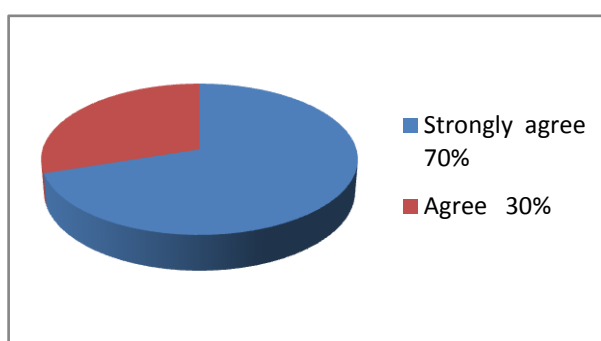


Figure 3. 17 Oral Presentations and Practice

As it is indicated in the previous figure, (70%) of the students said that they strongly agree that oral presentations are considered as a great opportunity to practice the target language efficiently in the classroom, while (30%) of them claimed that they only agree with this. No one opposed this idea which indicates that all the students agree on the importance of classroom oral presentations in practicing the English language efficiently.

Item 20: Oral presentations help the students to interact with each other in an authentic context.

Table n.20: Oral Presentations and Interaction

Option	Number	Percentage
a- Strongly agree	68	61,81%
b- Agree	32	29,09%
c- Strongly disagree	0	0%
d- Disagree	10	9,09%
Total	110	100%

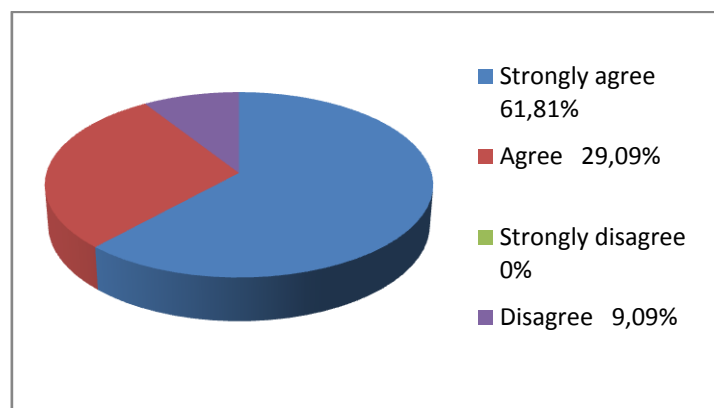


Figure 3. 18 Oral Presentations and Students' Interaction

Based on figure 3.18, one can notice that (61,81%) of the participants strongly agree that delivering classroom oral presentations allows them to interact with each other in authentic contexts. (29,09%) of them said that they only agree with this, while the rest (9,09%) claimed that they disagree, which means that the majority of our sample is aware about the great opportunities that oral presentations provide to them to speak and interact with each other in authentic contexts.

Item 21: Oral presentations teach the students how to transmit and interpret messages in various contexts and cultures.

Table n. 21: Oral Presentations and the Interpretation of Messages

Option	Number	Percentage
a- Strongly agree	65	59,09%
b- Agree	40	36,36%
c- Strongly disagree	0	0%
d- Disagree	5	4,54%
Total	110	100%

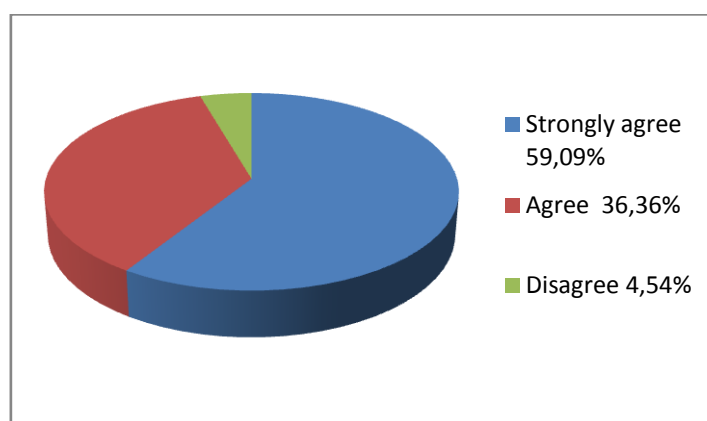


Figure 3. 19 Oral Presentations and the Interpretation of Messages

Concerning the impact of oral presentations on transmitting and interpreting messages in various contexts and cultures, more than half of the participants (59,09%) admitted that they strongly agree with the idea that oral presentations teach them how to transmit and interpret messages in various contexts and cultures. While (36,36%) claimed that they only agree, which entails that the majority of the participants agree on the importance of oral presentations in teaching them how to transmit and interpret messages in different situations. However, only five participants (4,54%) declared that they disagree.

Item 22: Oral presentations help the students to be active and responsible for their own learning process.

Table n. 22 Oral Presentations and Autonomy

Option	Number	Percentage
a- Agree	109	99,09%
b- Disagree	1	0,09%
Total	110	100%

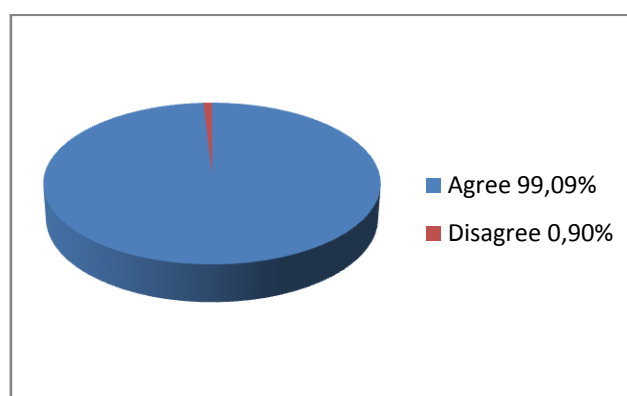


Figure 3. 20 Oral Presentations and Autonomy

As it is indicated in figure 3.20, only one participant disagreed with the idea that oral presentations help the students to be active and responsible for their own learning. However, (99,09%) of the participants agreed with this claiming that oral presentations teach them how to make researches, decide about what to include and what not and finally to take the responsibility to transmit the message and teach it to their classmates.

Item 23: Oral presentations aid students to be more self confident and fluent speakers.

Table n. 23 Oral Presentations and Fluency

Options	Number	Percentage
a- Strongly agree	75	68,18%
b- Agree	35	31,81%
c- Strongly disagree	0	0%
d- Disagree	0	0%
Total	110	100%

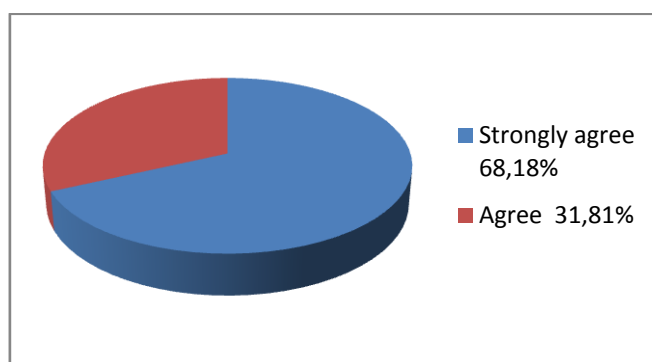


Figure 3. 21 Oral Presentations and Fluency

As it is clearly shown in figure 3.21, seventy five students (68,18%) declared that they strongly agree with the idea that oral presentations allow them to gain more self confidence and improve their fluency, while the rest (31,81%) claimed that they only agree. No one disagreed with this idea which implies that all the students acknowledge the importance of classroom oral presentations on both fostering their self confidence as well as improving their fluency.

Item 24: Oral presentations teach the students how to produce a cohesive spoken language.

Table n. 24 Oral Presentations and Cohesion

Option	Number	Percentage
a- Agree	105	95,45%
b- Disagree	5	4,54%
Total	110	100%

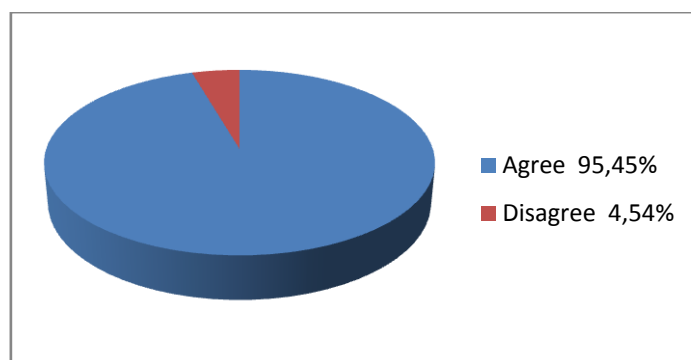


Figure 3. 22 Oral Presentations and Cohesion

The figure 3.22 reveals that the majority of the participants (95,45 %) agreed that delivering classroom oral presentations teach them how to produce a cohesive spoken language, claiming that preparing and delivering oral presentations requires from them to present their ideas and views in an organized way which teaches them how to be more fluent and improves their ability to produce a cohesive spoken language. On the other hand, only five participants declared that they disagree with that.

Item 25: Oral presentations help the students to improve their pronunciation.

Table n. 25 Oral Presentations and Pronunciation

Option	Number	Percentage
a- Strongly agree	76	69,09%
b- Agree	30	27,27%
c- Strongly disagree	0	0%
d- Disagree	4	3,63%
Total	110	100%

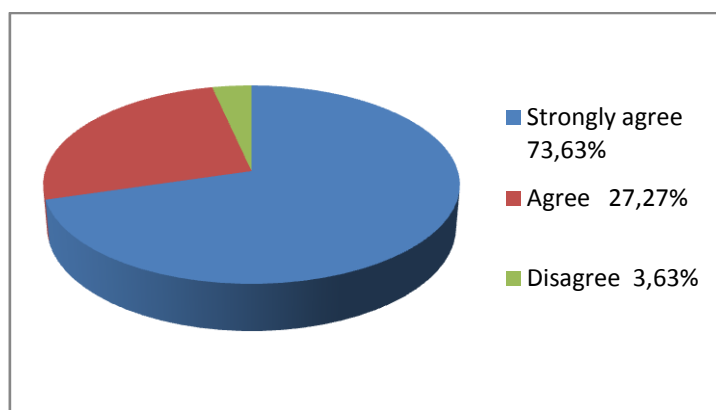


Figure 3.23 Oral Presentations and Pronunciation

Eighty six students (73,63%) strongly agreed that oral presentations are considered as an effective way to improve their pronunciation skills. While the rest (27,27%) claimed that they only agree with this. However, only four students disagreed with this idea, which implies that the majority of students agree on the importance of oral presentations in improving their pronunciation skills.

Item 26: Do you think that oral presentations can help you to develop your ability to communicate effectively?

Table n. 26 Oral Presentations and Communicative Competence

Option	Number	Percentage
a- Yes	109	99,09%
b- No	01	0,09%
Total	110	100%

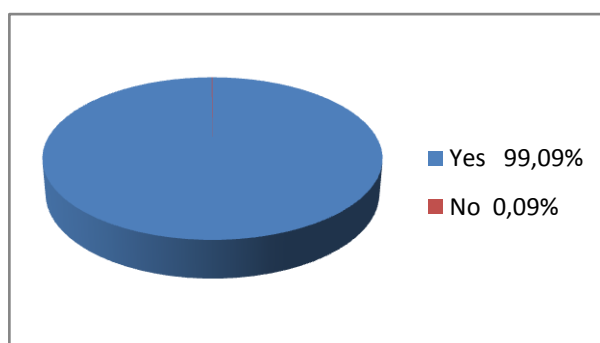


Figure 3.24 Oral Presentations and Communicative Competence

Concerning the effect of oral presentations on developing students' communicative competence, only one participant responded negatively and opted for "No". Whereas the rest agreed with this idea claiming that communicative competence is best developed through practice and oral presentations are considered as a perfect way to express their ideas and practice the target language efficiently.

Item 27: What are your suggestions for enhancing communicative competence?

Eighty students (72,72%) out of 110 added suggestions. The students' suggestions can be summed up as follows:

- Students should be encouraged to interact with natives via social media or at least listen to them while speaking to develop their communicative skills and improve their pronunciation.

- They should have more presentations, attend conferences and interact with classmates.
- They need to Read more books and articles to acquire more vocabulary.
- Watch English movies, shows, listen to music and travel abroad.
- Teachers should provide students with more chances to speak freely and express their ideas.

It seems from the above suggestions that the majority of students are aware about the importance of practicing the target language, interacting with native speakers or classmates and making more oral presentations on developing their communicative competence.

3.2.2 Summary of Results and Findings from Students' Questionnaire

The responses gathered earlier from the student's questionnaire helped us to investigate our hypothesis since it provided us with the necessary information concerning the students' views and perceptions about Oral presentations, communicative competence, and the importance of the later on improving and enhancing the former. As mentioned earlier, our study is based on a sample population of third year students of English department who have been learning English for ten years, in which the majority of them choose to study it and consider their level as good.

Besides, as revealed in section two, (66, 36%) of the students know what is meant by communicative competence and think that they possess such ability to communicate effectively since the majority of them claimed that they master the grammatical system of the English language and have the ability to use that language appropriately in authentic contexts, as shown in fourth, fifth, sixth and tenth questions. However, in reality this is completely wrong because the majority of teachers complain from their students poor communicative skills claiming that they face many problems with grammar and they lack the ability to use the target language effectively. Additionally, almost all the students in question seven claimed that they have two main purposes behind learning English at university; first, to practice the

English language and improve their communicative skills and second, to ensure a respectful job in the future. However, when asked about their views concerning the different teaching methods employed at university, more than half of them (56,36%) claimed that they do not meet their expectations since they do not help them achieve their desired goals and objectives. This mainly reveals that nearly the majority of the students are not satisfied with the different teaching methods employed at the university.

Moreover, section three showed that students are already familiar with oral presentations since all of them (100%) said that their teachers ask them to prepare and deliver classroom oral presentations. However, (60%) of them claimed that their teachers do not provide them with enough time to speak and express their ideas freely which indicates that the majority of students lack practice since they are not provided with enough opportunities to speak and use the target language efficiently. Statement 15 revealed that (62, 72%) of the students are not taught how to prepare and deliver oral presentations which justify their failure of making successful oral presentations.

Based on students' answers to question 16, 17, 18 and 19, we conclude that the majority of the students agree on the importance of oral presentations on enhancing their linguistic competence; including vocabulary, since making researches when preparing oral presentations give them the opportunity to learn new words, enlarge their vocabulary and consequently improve their linguistic competence, grammar since preparing and delivering oral presentations are viewed as a great opportunity for students to master the grammatical system of the English language, and finally the knowledge of how to use appropriate words and tenses when speaking.

Additionally, the students need to practice the target language efficiently in the classroom, to interact with each other in authentic situations and to transmit and interpret messages in different contexts and cultures. Thus, in statements 20, 21 and 22, the majority of students

agreed that oral presentations allow them to do so, which indicates that oral presentations are considered as one of the best activities that can be used to help the students practice the English language efficiently, interact with each other and teach them how to transmit and interpret messages in different situations and consequently enable them to be communicatively competent.

One of the most significant characteristics of communicative competence is the ability to communicate fluently and produce a cohesive spoken language. The majority of students (68, 18%) in statement 24 strongly agreed that oral presentations foster their self confidence and help them to be fluent speakers. Additionally, almost all the students (95, 45%) in statement 25 agreed on the fact that oral presentations help them learn how to produce a cohesive spoken language. This may be due to their extensive usage of the target language. Statement 23 revealed that (99,09%) of students agreed with the idea that oral presentations help them to be active and responsible for their own learning process. Thus, oral presentations are considered as a good opportunity for students to develop both their communicative skills as well as their autonomy by being fluent, active and responsible in the same time.

Consequently, based on the analysis and the interpretation of the students' responses, we can conclude that oral presentations are considered as one of the best activities that can be used to enhance students' communicative competence and foster their self confidence as well as their autonomy. Thus, responsible authorities, course designers and mainly teachers should recognize and acknowledge the importance of oral presentations and encourage their students to be involved in such activities.

Conclusion

To sum up, the results obtained from the students' questionnaire revealed that nearly the majority of the participants agree about the effectiveness of classroom oral presentations on enhancing their communicative competence. Classroom oral presentations, thus, are considered

as one of the learner centred activities that provides the students with the opportunity to interact with each other, use the target language efficiently and consequently, develops their linguistic competence as well as their communicative competence.

General Conclusion

1. Concluding Remarks

We live in a small village in which our ability to communicate effectively is of a paramount importance. Hence, today's teachers and course designers tried to adopt Classroom oral presentations as one of the best techniques to allow students develop their communicative competence and achieve their desired objectives. Therefore, the present study attempted to figure out the extent to which oral presentations can enhance students' communicative competence. To explore and investigate the research hypothesis, a questionnaire was administered to third year students of the English department at Guelma University as the main data gathering tool.

As an attempt to better prove this hypothesis and provide a holistic picture concerning the positive correlation that exists between Oral presentations and students' communicative competence, three chapters were set down. The first chapter dealt with a theoretical consideration of the notion of communicative competence. The second chapter provided a theoretical account of the concept of oral presentations as a classroom activity that takes place in the majority of today's schools and universities. The last chapter stood as the practical part of the study it was devoted to the analysis and interpretation of the results collected via a students' questionnaire.

The findings then revealed that, nearly the majority of the participants, consider oral presentations as an inevitable as well as a necessary tool in learning any foreign language. Moreover, students claimed that it is one of the most important activities to enhance their communicative competence because according to them, they perform poorly on different speaking tasks and activities mainly because of the lack of interaction and practice of the target language, and classroom oral presentations are valuable to promote both their ability to interact with each other and their opportunities to use the target language in the classroom and

consequently enhance their communicative competence. Hence, the obtained results successfully confirmed the hypothesis. This research also included some suggestions for both teachers and students concerning making successful oral presentations and enhancing learner's communicative competence. Hoping that those suggestions and pedagogical implications would be beneficial and help students' improve their communicative abilities.

2. Pedagogical Implications

As oral presentations are regarded as a crucial activity for enhancing students' communicative competence and since the latter serves as the key to success in people's personal as well as professional life, the following suggestions and recommendations are proposed for both teachers and students:

Teachers' Role

- Teachers should encourage their students to practice the target language on a daily basis in the classrooms.
- They should get rid of their traditionally exercised roles which are manifested in being "the authority figure" and controlling the learning environment, towards being "a guider and a facilitator" of the learning process, and focusing more on learners themselves (learner centered approach). Which make them more active and increase their autonomy in addition to their opportunities to practice the target language efficiently.
- They should also provide their students with more opportunities to practice the target language in the classroom through delivering more oral presentations. The latter require many steps to be taken into consideration; hence the following are some suggestions for a successful oral presentation.

1. First, teachers should be flexible and provide their students with topics that meet their needs and interests to increase their motivation to present them and express their ideas easily.
2. Then, students should be taught how to search for information to be included and how to organize it in a way that derives their audience intention.
3. Also, teachers should encourage them to use power point presentations and visuals such as data shows and projectors to avoid Boredom and make the oral presentations more enjoyable.
4. Students should be provided with enough time both before and during the presentation. First, to prepare themselves well and to collect the necessary information and then, to have the opportunity to express their ideas freely and practice the target language efficiently.
5. Additionally, instructors should provide the students with outlines or the necessary sources to be used to facilitate their tasks and avoid being lost.
6. Nobody enjoys listening to memorized speeches, thus teachers should encourage their students to interact with the audience, avoid reading from long scripts and use note cards where they may write only the main ideas.
7. Students should be constantly reminded to maintain eye contact with all the audience even those sitting at the back of the room and try to move and walk instead of staying in one place. Which help them maintain their audience focus, interest and avoid distraction.
8. Finally, teachers should take into consideration their students feelings and emotions when correcting their errors and mistakes. Consequently, they should avoid “harsh criticism” and know when and how to correct them.

Students' Role

To improve their communicative competence students should:

- Practice the target language efficiently both inside and outside the classroom through interacting with classmates, friends and native speakers.
- Get involved in different speaking tasks such as oral presentations and taking enough time to speak and express their ideas.
- Avoid shyness, anxiety and maintaining their self confidence.
- Use the target language outside the classroom spatially with friend and colleges. In other words, they should try to have partners with whom they can practice the target language outside the classroom.
- Study grammar alone would never improve students' speaking abilities; they have to actually speak and use that target language, however in case the students do not have someone to talk to there is a technique that allows him/her to speak by themselves which is imitation. In this case, the students are supposed to listen to others' speeches and imitate what they are saying which may help them learn the correct pronunciation of words and improves their communicative competence.
- Listen to music, watch movies and read books to gain more vocabulary and learn about the target language culture, and consequently enhance their communicative competence.
- Never stop speaking English even when alone, they can talk to themselves in the mirror, feel free express their feelings and emotions nobody is judging them.

3. Research Limitations and Perspectives

Although the present study was successfully conducted and reached its desired aims and objectives, there were some inevitable obstacles and limitations. First, because of time constraints, this study was conducted with only a small size of participants (110) which prevented us to some extent from making generalizations to larger populations external to our population. However, for more reliable results, it would be better if it was conducted with a larger population. Second, although the questionnaire was designed to collect reliable information about students' attitudes and views concerning oral presentations and its impact on enhancing their communicative competence, a certain degree of subjectivity can be seen; some answers were not reliable since they do not reflect the reality of the students. Finally, although this research was meant to be conducted through two main research instruments (students' questionnaire and an observation) due to time limits only a questionnaire for students was used

References

- Al-Mutawa, N., & Kailani, T. (1989). *Methods of Teaching English to Arab Students*. UK: Longman Group UK Limited.
- Anderson, K., Juan, M., & Tony, L. (2004). *Study speaking: A course in spoken English for academic purposes* (2nd ed.). Cambridge: Cambridge University Press.
- Al-Issa, A, S., & Redha, A. (July 2010). "Taking the floor: Oral presentations in EFL classroom". *TESOL Journal*, 1(2), 226-247.
- Backlund, LG. (1977). Issues in communicative competence theory, paper presented at the annual convention of the speech communication association, Washington D.C.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Brown, H. D. (1994a). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Baker, W. H., & Thompson, M. P. (2004). *Teaching Presentation Skills*. *Business Communication Quarterly*, 67(2), 216-219.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: The M.I.T. Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second Language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R. W. (Eds.), *Language and Communication*. (pp. 2-27). London: Longman.
- Duong, O., & Nguyen, H. (2006). Memorization and EFL students' strategies at university level in Vietnam. *TESL-EJ*, 10(2), 3-4. Retrieved from <http://tesl-ej.org/>

- Ellis, M., & Johnson, J. (1994). *Teaching Business English*. Hong Kong: Oxford University Press.
- Foster, G. (2006). *Powerful presentations: seven steps to successful speaking*. Pembroke Publishers.
- Gray, F. E. (2010). Specific Oral Communication Skills Desired in New Accountancy Graduates. *Business Communication Quarterly*, 73(1), 40-67.
- Hymes, D. H. (1972). "On Communicative Competence". In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics* (pp. 269-293). Baltimore, USA: Penguin Education, Penguin Books Ltd.
- Hymes, D. H. (1979). "On communicative competence". In Barham, S.A, (Eds.), *Effects and implications of pragmatic competence for enhancing EFL university students written performance* (n. pag). .AuthorHouse.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: OUP.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). China: Pearson Education.
- Johnson, K., & Morrow, K. (1986). *Communication in the classroom*. Essex: Longman Group Limited.
- King, J. (2002). Preparing EFL learners for oral presentations preparing. *Dong Hwa Journal of Humanistic Studies*, 4, 401-418.
- Lyons, J. (1996): On competence and performance and related notions. In G. Brown, K. Malmkjær & J.N. Williams (eds). *Performance and Competence in Second Language Acquisition* (pp. 14-15). Cambridge, Cambridge University Press.
- Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Littlewood, W. (2007). *Communicative and task-based language teaching in East Asian*

- classrooms. *Language Teaching*, 40, 243-249.
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human communication research*, 4(1), 78-96.
- Meloni, C., & Thompson, S. (1980). Oral reports in the intermediate ESL classroom. *TESOL Quarterly*, 14 (4), 503-510.
- Morley, L. (2001). Producing New Workers: Quality, Equality and Employability in Higher Education. *Quality in Higher Education*, 7(2), 131-138.
- Monk, E. Brady, J. & Mendelsohn, E. (2017). Problem solving cases in Microsoft access & excel. Cengage Learning.
- Rizvi, M. A. (2005). Effective technical communication. India :Tata McGraw-Hill Education.
- Redmond, M. V., & Vrchota, D. (2007). Everyday Public Speaking. England: Pearson Education.
- Saussure, F. de. (1972 [1916]). *Cours de linguistique générale*. (T. De. Mauro, édition critique). Paris: Payot. (pp. 13-43). (Original work published 1916)
- Savignon, S. J. (1983). *Communicative Competence: Theory and Classroom Practice*. Reading, MA: Addison-Wesley.
- Storz, C & The English Teachers (2002). *Oral presentation skills a practical guide*. Institute national de telecommunications.
- Savignon, S. (2002). *Communicative language teaching: Linguistic theory and classroom practice*. Mary Jane Peluso.
- Sanders, M. Verhulst, H., & Vitullo, M. (2003). *Oral presentations in English: a guide for Dutch speakers*. Garant Publishers.
- Saville-Troike, M. (2003). *The ethnography of communication: An introduction* (3rd ed.).

Blackwell Publishing.

Savignon, S. J. (1972). *Communicative Competence: An Experiment in Foreign Language Teaching*. Philadelphia, Pa.: Center for Curriculum Development.

Thornbury, S. (2005). *How to teach speaking*. Harlow: Pearson Education.

Tracy, B. (2008). *Speak to Win, How to Present with Power in any Situation*. America Management Association.

Xinaming, Z (2005). *Developing oral presentation skill in ELT Classroom*; *Celea Journal* (Bimonthly) industry teachers College, 13(10),118-120.

Zainil (2008). *Actional and Functional Model (AFM)*. Padang: Sukabina Offset.

APPENDICES

Appendix One

Students' Questionnaire

Dear Third year students,

We are conducting a research entitled “Enhancing Communicative Competence through Oral Presentations”. We would be grateful if you could answer the following questions to provide us with introductory information about your communicative competence and oral presentations. Your answers are crucial for the validity of our research and for our Master graduation.

Please, feel free to cross the appropriate box (X) which indicates your choice. And to specify your answer when needed.

Atamenia Selma

Department of English

University of 8 May 1945, Guelma

Section one: General Information

1- Was English your first choice?

a-Yes b-No

2- How many years have you been studying English?

.....

3- How do you consider your level in English?

a- Very good

b- Good

c- Average

d- Bad

e- Very bad

Section two: Communicative Competence

4- Do you know what is meant by Communicative Competence?

a-Yes b-No

If yes, how can you define it?

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

5- Do you think that you master the grammatical system of the English language?

a-Yes b-No

6- Do you think that you are able to use the English language appropriately in authentic contexts?

a-Yes b-No

7- What is your main purpose behind learning English at university?

a- To learn how to write and read the English language	
b- To practice the English language and improve your communicative skills	
c- To get a diplomat and have a better job in the future	
d- Other	

If other please specify

.....

8- Do you think that the teaching methods employed at the university help you achieve your purpose?

a-Yes b-No

Please justify your answer

.....

9- According to you, what are the most important elements that should be acquired to develop your communicative competence? (you can choose more than one option)

a- Knowledge about phonology, morphology and syntax	
b- Grammatical system of the English language	
c- Ability of using English appropriately	
d- Knowledge of the socio-cultural rules of the target language	
e- Other.	

If other, please specify:

.....

10- Are you communicatively competent?

a-Yes b-No

Please justify your answer

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

Section three: Oral Presentations and Communicative Competence

11- Does your teacher ask you to deliver oral presentations?

a-Yes b-No

12- If yes, how often do you make oral presentations?

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

13- Do you think that the time that is provided by your teacher is enough for you to express your ideas and practice the target language?

a-Yes b-No

14- Does your teacher teach you how to prepare and deliver oral presentations?

a-Yes

b-No

15- Oral presentations help the students to build a good amount of English vocabulary.

Strongly Agree	Agree	Strongly disagree	Disagree

Justify your answer

.....

.....

.....

16- Oral presentations help the students to master the grammatical system of the English language.

Strongly agree	Agree	Strongly disagree	Disagree

17- Oral presentations teach the students how to use the appropriate words when expressing my ideas.

Strongly agree	Agree	Strongly disagree	Disagree

18- Oral presentations teach the students how to use correct and appropriate tenses when speaking.

Strongly agree	Agree	Strongly disagree	Disagree

19- Oral presentations are considered as a great opportunity to practice the English language efficiently in the classroom.

Strongly agree	Agree	Strongly disagree	Disagree

20- Oral presentations help the students to interact with each other in an authentic context.

Strongly agree	Agree	Strongly disagree	Disagree

21- Oral presentations teach the students how to transmit and interpret messages in various contexts and cultures.

Strongly agree	Agree	Strongly disagree	Disagree

22- Oral presentations help the students to be active and responsible for their own learning process.

a-Agree

b-Disagree

why

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

23- Oral presentations aid students to be more self confident and fluent speaker.

Strongly agree	Agree	Strongly Disagree	Disagree

24- Oral presentations teach the students how to produce a cohesive spoken language.

a-Agree b-Disagree

Justify your answer

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

25- Oral presentations help the students to improve their pronunciation.

Strongly agree	Agree	Strongly Disagree	Disagree

26- Do you think that oral presentations can help you to develop your ability to

communicate effectively?

a- Yes b-No

Justify your answer

.....

.....
.....

27- What are your suggestions for enhancing communicative competence?

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

Thank you for your collaboration

Résumé

En fait, les présentations orales sont parmi les activités les plus importantes axées sur l'apprenant qui ont été largement utilisées dans la majorité des contextes d'enseignement et d'apprentissage des langues étrangères pour améliorer la compétence de communication des apprenants. En classe, les présentations orales sont l'une des meilleures activités qui permettent aux étudiants de pratiquer efficacement la langue cible, d'interagir les uns avec les autres et, surtout, d'améliorer leurs compétences communicatives. Dans cette préoccupation, la présente étude vise à étudier et à savoir l'impact des présentations orales en classe sur la compétence de communication des étudiants. À cette fin, l'étude de cas utilisée sont les étudiants de troisième année LMD du département d'anglais de l'Université de Guelma. Cette recherche tente d'étudier la relation qui existe entre les deux variables en supposant que si les élèves font des présentations orales, leur compétence communicative augmenterait. Par conséquent, pour confirmer la validité de cette hypothèse, nous avons adopté une méthode descriptive quantitative visant à recueillir des données précieuses et fiables du questionnaire des étudiants, qui a été administré à 110 étudiants d'une population qui compte 154 étudiants. Les résultats obtenus à partir de ce questionnaire défendent fortement la corrélation raisonnablement positive entre les présentations orales en classe et la compétence communicative des élèves. En conséquence, nous croyons que les étudiants et les enseignants devraient être conscients de l'efficacité des présentations orales et de leur impact positif sur la compétence de communication des apprenants. Ainsi, nous préconisons l'importance d'adopter des présentations orales en classe en tant qu'activité pédagogique efficace qui joue un rôle important dans l'amélioration de la compétence communicative des étudiants.