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| **8 MAI 1945 UNIVERSITY - GUELMA** | جامعة 8 ماي 1945-قالمة |
| **FACULTY OF LETTERS AND LANGUAGES** | كلية الاداب و اللغات |
| **DEPARTMENT OF LETTERS & ENGLISH LANGUAGE** | قسم الآداب و اللغة الإنجليزية |

**OPTION: LINGUISTICS**

**The Importance of Oral Presentation in Learning the Speaking Skill**

**Case Study of First Year Master One Teachers and Students at the Department of Letters and English, University 8 MAI 45 – Guelma**

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

| Candidate: | Supervisor: |
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| **Ms.** NOUAIRIA Sara | **Mr.** CHETTIBI Mohammed Walid |

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**June 2019**

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# Dedication

Special thank goes to my ideal parents, to whom I owe everything I have achieved today, «Fatiha» and «Abd-Allah», who provided me with support, prayers and encouragement.

To the best second mother who raised me up, and embraced me whenever I need help, my aunt «Hakima» and her husband «Mounir».

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I have great pleasure in dedicating this work to my little angels «Achref», «Adam» and «Ghoufran».

I would like also to thank my best friends «Aouatef» and «Dhikra», with whom I shared this long journey of education, and to my childhood friends «Nadjia» and «Abir».

To everybody who was important to the successful realization of this dissertation, as well as expressing my apology that I could not mention personally one by one.

To those who love me and care about me. I dedicate this work.

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In the name of Allah, the Most Gracious and the Most Merciful

# Abstract

The main goal of teaching and learning English is to develop the ability of using this global language in communicative context. Hence, developing the ability to communicate requires lot of efforts from both teachers and students of English as a Foreign Language (EFL). Also, many activities need to be used in order to become fluent speakers of English. Additionally, the Communicative Language Teaching Approach (CLTA) provided an important activity for teaching and learning the speaking skill, which is Oral Presentation (OP) is a learner-centered activity and one of the most frequently employed activity in EFL classes, especially at the university environment. In this regard, this study attempts to confirm the hypothesis of the research, which posits that teachers and students at the Department of English in the University of 08 Mai 1945-Guelma emphasize the importance of OP for teaching/learning the speaking skill. A case study was conducted with the use of the quantitative method, two questionnaires were administered to Master One teachers 07 out of 15 and students 30 out of 150 from the Department of English University 08 Mai 1945-Guelma. The results confirm the research hypothesis, which posits that Teachers and students at the department of English in Guelma University consider oral presentation important for teaching/learning or developing the speaking skill, in which the findings show that both Master One teachers and students are aware of the positive correlation between OP and teaching/learning the speaking skill. Furthermore, it can be noticed from the findings that OP can be one of the best used pedagogical activity in both processes of teaching and learning speaking, because it facilitates for teachers their process of teaching and progresses students' level of speaking proficiency

*Keywords:* Oral Presentation, Speaking, Skill, Guelma University, Case Study.

# List of Abbreviations

**ALM:** Audio-Lingual Method.

**CLT:** Communicative Language Teaching.

**CLTA:** Communicative Language Teaching Approach.

**EFL:** English as foreign language.

**N:** Number.

**OP:** Oral Presentation.

**PPP:** Presentation, Practice and Production.

**R:** Raking.

**%:** Percentage.

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# General Introduction

# General Introduction

Nowadays, English is considered as the language of the world. Many people try to learn it for the purpose of communication. Foreign Language (FL) learners try to learn this language through the development of the four skills; listening, speaking, reading and writing effectively. The speaking skill, in particular might be considered as the most important skill to be developed in teaching and learning a FL; since, both teachers and learners need it for interaction in classroom, or in communication with others.

It is argued that Oral Presentations (OP), as a common feature of most courses especially for students at university level, play significant roles in engaging the students cognitively and communicatively in the process of FL learning. Thus, oral presentation becomes more frequent in EFL classes.

## 1. Statement of the Problem

EFL students from all over the world experience a kind of hesitation specially in relation to speaking in English. It is the same case for students of the Department English in the University of 08 Mai 1945-Guelma. This is may be due to the lack of training to speak in English before an audience, or to the fact that the speaking proficiency is not fully developed. The present study investigates the problem to know to what extent the oral presentation can help in developing a high mastery of English speaking skill. As a result, researchers found techniques to develop student's communicative skill, and among those techniques the most appropriate technique for EFL learners is free and guided oral presentations.

## 2. Aims of the Study

Many techniques can be used in EFL classroom to help students to ameliorate their speaking and communicative abilities, such as oral presentation. Therefore, this study aim:

1. to investigate the importance of oral presentation in teaching and learning the speaking for EFL learners.

2. To show whether there is a connection between oral presentation and developing the speaking skill.

3. To raise awareness among teachers and learners about the importance of oral presentation in developing a high communicative skill.

4. To show the attitudes of teachers and students at Guelma university towards adopting oral presentations for a better oral communication.

5. To reveal the benefit behind using oral presentation in EFL classes.

## 3. Research Questions

This study attempts to answer the following questions:

1. What is the importance of oral presentation in teaching and learning the speaking skill?

2. What are the main difficulties learners have in the speaking skill?

3. Do learners care about developing a high oral proficiency?

## 4. Research Hypothesis

Oral presentation is one of the tools that can be adapted to enable the students to develop their speaking skill. The absence of oral presentation may lead to poor speaking skill for EFL students. Therefore, our hypothesis is:

- Teachers and students at the department of English at University of 08 Mai 1945-Guelma consider oral presentation important for teaching/learning and development of the speaking skill. (H1)

- Teachers and students at the department of English at University of 08 Mai 1945-Guelma consider oral presentation unimportant for teaching/learning developing the speaking skill.(H0)

## 5. Research Methodology and Design

The present study adopts a quantitative method to enable gathering in-depth information.

## 5.1. Research Method

The current study is conducted through the quantitative method aiming to confirm the research hypothesis and to answer the research questions, through administering teachers' and students' questionnaires that would provide different views concerning the importance of oral presentation in teaching and learning the speaking skill.

## 5.2. Population of the Study

The sample of the research is Master One students at the English department of Guelma University, and teachers of English of Master one students working at English Department. The sample is chosen randomly. Master One students are chosen; because at this level they are supposed to be familiar with oral presentation, mostly in all modules.

### 5.3.　Data Gathering Tools

In order to prove the research hypothesis, two questionnaires are administered to both Master one students of English and teachers of Master one working at the English Department, and to provide valuable data about the importance oral presentation in developing the speaking skill.

## 6. Structure of the Dissertation

This dissertation is divided into two main parts:

- The first part is the theoretical one, which contains two chapters. First chapter is entitled "**Speaking Skill**". It provides its definition, functions and importance, how to teach and learn the speaking in EFL classes and the difficulties in teaching it. The second chapter is entitled "**Oral Presentation in EFL Classes**" and devoted to Oral Presentation's (OP) definition, types, structuring, importance in EFL classes; the role of teachers in preparing OP, feedback and assessment in OP.

- The second part is the practical one, which involve the third chapter is entitled "**Field of Investigation**", which includes a description of learners' and teachers' questionnaires and their administration. Then, it analyses the data driven from the two questionnaires. Later, it interprets the results according to research questions and hypothe ⁻ ⁻ ⁻

# Chapter One

# The Speaking Skill

**Introduction**

English is widely used all over the world, mainly for the sake of communication between people sharing no other language. Due to the globalization people were in need for a common language to communicate, and English language has become more widely used as global language; because, English is geographically distributed all over the world.  As a result, the percentage of people speaking English is growing each year, the Babbel Magazine stated in 2011 that 20% of the world population speak English, which equals 1.5 billion of the population and most of them are not native speakers of English.

Furthermore, learning English as a foreign language requires the development of the four main skills, which are divided into two main types; the first one concerns the productive skills, which include speaking and writing, and the second type concerns the receptive skills, which involve listening and reading. The four skills are interconnected to each other, but it seems that speaking skill has more importance in the process of teaching and learning English as a foreign language.

## 1.1. Speaking Skill

Everyone needs the speaking skill for the sake of communicating his/her knowledge, ideas and experiences. So, a growing attention is given to the development of the speaking skill in learning English as a second/foreign language, as Nunan (1991) stated "To most people, mastering the art of speaking is the single important aspect of learning a second or foreign language" (p. 39).

## 1.2. Definition of Speaking

Speaking skill is one of the productive skills, in which the students are required to produce any language correctly. The concept of speaking skill has been defined differently by researchers and scholars, since it is of central attention in many studies.

Thornburg (2000) emphasized that speaking is an activity that takes place in real-life situations, between a speaker and a listener to transmit messages through interaction. These activities are unplanned, and its continuity is based on the situation (p. 20). Moreover, the speaking skill can be simply defined as Nunan (1991) stated, "it is the ability to carry out conversation in that language" (p. 39); i,e speaking is the capacity to communicate effectively.

According to Edge (1993), speaking skill is the exchange of information and ideas between two or more persons. Mainly in teaching and learning English as foreign language (EFL), interaction happens between the teacher and learners, in which the focus should not be exclusively on the structure of the language. He stated, "Using language in different interaction is as important to language learning as studying different forms of language" (p. 69).

In addition, Oxford Dictionary (2009) defines speaking as: "the action of conveying information or expressing one's feelings in speech", which means that through speaking, the person can express his/her feelings and transmit the information s/he wants. Also, Harmer (2001) explains the concept of speaking skill in simple words as following: "the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot" (p.269). In other words, speaking is not only about the mastery of the language and knowledge, but it is also about mastering the way to use that knowledge.

## 1.3. The Relationship between the Speaking Skill and the Other Skills

Learning English as a foreign language requires the development of the four skills; speaking, reading, writing and listening. Burns and Siegel (2018) stated that, "The four language skills are at the heart of current practice in English language teaching". These skills are needed for the improvement of learners' ability in social and communicative practices, since the learners need to learn how to listen, speak, write and read.

## 1.3.1. Speaking and Listening

Speaking and listening are interrelated; Gag (2009) assumed that speaking and listening are like best friends, the reason of this description is that best friends listen when their best friends is speaking; despite the fact that each of them belongs to a different type of skill, in which the former is a productive skill while the later is a passive skill. Therefore, this close relationship between the communicative skills makes it difficult for one of the skills to exist in the absence of the other skill. Palmer (2014) emphasized that speaking and listening are the common core skills, wherein he provided a deep description about the relationship between them. He said that, "if you asked a fish about water, the fish would reply, "What's water?" Completely surrounding it, the fish doesn't even recognize water as a separate entity and certainly doesn't realize water's importance" (p. 9), in more simple words, it is the same case for listening and speaking, in which they exist in every aspect of life but they are invisible in terms of importance. However, education shed light on their importance and put them in the logical order: listening first then speaking, like for a baby, s/he learns the language first by listening to others then s/he imitates and speaks. Furthermore, according to Cusack and McCarter (2007) teaching EFL requires the necessity for the development of speaking, which also requires the development of listening, where in the activities of speaking need listening first.

Finally, there is a strong relationship between speaking and listening, in which one cannot work efficiently in the absence of the other, they usually happen simultaneously. Therefore, poor speaking skill could be led by lack of listening (Pinem, 2014, p.13).

## 1.3.2. Speaking and Writing

Speaking and writing are essential for EFL learners, there is a close relationship between the two, and they look the same in some way, since the written language is considered to be the transcription of the spoken language. On one hand, both of them are productive skills, in which the learners need to produce language, but they differ in their production; the speaker must produce language orally and the writer must produce it graphically (Zung, 2013, p.835). Moreover, writing holds ideas and information to be communicated to readers first, the same as speaking holds.

On the other hand, researchers in many fields found during comparison between speaking and writing, that they are very distinct from each other in many things. Like for: Cayer & Sacks, 1979; Hunt, 1965; Loban, 1976; Mollan, 1969, who believe that:

- First of all, written language tends to be more complex than the spoken one, this is because of the vocabulary used in writing. While for speaking, the speaker can explain any complexity at anytime.

- In addition, writing is not the same as speaking in terms of difficulty of the process of teaching and learning this skill. (As cited in Sperling, 1996, p.56).

To sum up, mastering speaking is the main goal of learners, while writing is not given much importance. As Tribble (1997) claims:

An ability to speak well—fluently, persuasively, appropriately—is something that most of us would hope to achieve in our first language. It is also an objective for

many learners of a foreign language, especially those who wish to do business internationally, or to study to travel in English speaking countries. An ability to write appropriately and effectively is, however, something which evades many of us, in our mother tongues or in any other languages we may wish to learn, and this in spite of the many years which are frequently devoted to the development of the skill. (p. 3)

### 1.3.3. Speaking and Reading

Just like the skills mentioned before, reading is also essential for English as a foreign language learners (EFLL), and it contributes in the development of the speaking skill. Through providing EFL learners with vast knowledge of words, that plays a vital role in enhancing the speaking skill (Nunan, 1991, p. 82). Moreover, reading is a crucial skill in language learning, as Bright and McGregor (1970) state that, "Where there is little reading there will be little language learning... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment" (p. 52). In other words, there is a necessity for developing the reading skill for facilitating the process of language learning. Therefore, large reading vocabulary leads to large speaking vocabulary and there is no communication without vocabulary (Murt, 2012, p.91). Moreover, reading can lead to activating speaking, as Zhu (1997) mentioned that, "Reading is the process of converting what are seen to what are heard and what are pronounced".

To conclude, the four language skills; speaking, listening, writing and reading, are interrelated and interconnected to each other, and have strong influence upon each other. Therefore, mastering EFL requires the development of these skills correlated and combined together (Nun, 2018, p. 418).

## 1.2.2. Elements of Speaking

Harmer (2001, pp. 269-271) stated that, there are a number of elements, which help in mastering the ability to speak EFL fluently and accurately.

## 1.2.2.1. Language Features

Among the elements of speaking there are language features, which are required for spoken production and they involve many sub-elements or components:

- **Connected Speech:** being effective speaker requires the ability to connect the speech and not only produce it. These connected sounds can be modified (assimilation), omitted (elision), or added (linking).

- **Expressive Devices:** native speaker of English conveys his/her emotions and feelings, through paralinguistic features, especially in face to face interaction, or through pitch, volume, stress and speed of the utterances. Harmer (2001) argues that, "The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity" (p. 269).

- **Lexis and Grammar:** producing different speech functions can require the use of common lexical structure that marks spontaneous speech. Consequently, teachers should raise students' competence at various steps of interaction in various contexts, such as job interview, via providing them with phrases with different functions. Such as: agreeing, disagreeing, expressing shock, or approval. In order to, prepare learners to use those lexical structures efficiently.

- **Negotiation Language:** Harmer (2001, p. 269) clarifies that, "effective speaking benefits from using negotiation language we use to seek clarification and to show the structure of what we are saying". First, asking for clarification is crucial for students,

since they need it, especially, when they are listening to someone talking. For example, they can ask questions as: what exactly X means? Could you explain that again? Also, speakers need to structure their discourse; i.e. to give specific organization for ideas that s/he would tackle in the speech. Such as: ordering the ideas from simple to complex or from general to specific.

## 1.2.2.2. Mental/Social Processing

Developing an effective ability of productive speaking requires good knowledge of language skills, as mentioned above, and the ability to rapidly processing skills that are needed in talking.

- **Language Processing:** to process language is a necessity, for the purpose of delivering the intended message coherently and comprehensibly. Language processing involves recalling previous knowledge from memory and processing the information to feat the current situation appropriately. Then, it can be developed through the involvement of classroom speaking activities that help the students to acquire habits of rapid language processing.

- **Interacting with others:** interaction happens between two or more participants, and it involves speaking as well as listening to each other, or writing and reading as for social media. In order to understand what others are saying and respond to them. Interaction requires from the speakers developing linguistic knowledge of how to communicate, which involves the linguistic knowledge of when to take turns and allow others to do so.

- **Information Processing (On the spot):** after processing the language and interacting with others via responding to them, effective speakers are required to process the

information received rapidly. So, the longer the speaker takes time in processing the information, the less effective he/she becomes.

## 1.4. Importance of Speaking

Throughout the history of foreign language teaching (FLT), traditional approaches and methods were used, which gave importance for teaching and learning the structure of language rather than its use. Such as: Grammar-Translation Method, one of its main principals is uncovered by Richards & Rodgers (1986), who mention that, "Reading and writing are the major focus; little or no systemic or no attention is paid to speaking and listening" (p.3).

However, the aims behind learning EFL in recent studies changed to shed light on communication purposes. Hughes (2002) informed that during the nineteenth century, the focus of teaching EFL was on teaching the spoken language, but before that speaking was not given such importance; since, the focus was on teaching reading and writing English, due to the facility of its evaluation. For this reason, speaking was largely ignored in schools and universities (as cited in Kadri & Sahraoui, 2015, p. 12).

Moreover, researchers found out that speaking seems to be the most difficult skill to be developed in the process of EFL acquisition. As Bueno, Madrid and Mclaren (2006) emphasize:

> Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (p. 321).

In addition, Ur (1996) confirms that speaking has more importance than the other skills, by saying that:

> of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (p. 120).

Furthermore, according to Gillis (2013), the ability to speak masterfully the English language supplies the learner with many advantages, such as: the competence to inform and persuade the audience, capacity to stand out before the public, and the ability to become self-confident and self enhanced (The Importance of Speaking Skills, para. 2). Also, speaking is very important for EFL learners, despite the fact that it is a difficult skill to be developed, but learners need it to communicate their opinions and thoughts and to enrich their vocabulary. Luama (2004) argues, "Speaking, particularly in a second or foreign language, is the most difficult language skill to assess" (p.1).

To conclude, the speaking skill is an essential skill for EFL learners to be developed, due to its huge importance in the process of English language acquisition. Since, through the development of the speaking skill learners will be exposed to new vocabulary, which helps to facilitate the process of interacting with others. And, the development of the speaking skill is a need for EFL learners, in order to communicate effectively.

## 1.5. Methods of Teaching Speaking

Looking back at history, teaching speaking was not given much importance, and was not considered as the primary goal in the process of EFL learning. Accordingly, two main teaching methods were pointed out.

First, audiolingualism is a language teaching method, which aims at developing habits based on the patterns of language. It is defined as "a foreign language teaching method that shares many characteristics with the reform methods nevertheless has a clear identity of its own" (Johnson, 2001, 171). There are two important features of the audio-lingual method (ALM), which can be successful in EFL classes, especially with young learners. First, drills with choral response, which Linse and Nunan (2005) maintain that, they "aimed at getting learners to practice using the patterns that occur in language" (p. 52). Simply, it is about imitating and repeating what the teacher is saying. Second feature of ALM is dialogues, which can be easily used in EFL classes, and give the students the chance to be exposed to situation similar to real-life one. Moreover, ALM involves mainly three stages of learning: presentation, practice and production (PPP). PPP was originally used for teaching grammar, but later on with the extension of its use, it was used for teaching the language skills including speaking (Thornbury, 2005, p. 38).

In addition, in the early 1970s, a new approach for teaching speaking was created named communicative language teaching (CLT); it was widely used by English teachers, since it shed light on the importance of oral language teaching. Nunan (2003) defines CLT as, "an approach and a philosophical orientation that connects classroom-based language learning with the language that learners need in order to communicate outside of the classroom" (as cited in Linse & Nunan, 2005, p. 56). Furthermore, CLT contributes in developing a close relationship between the teachers and learners. It emphasizes the enhancement of students'

oral English ability, through changing the roles of teachers and learners. Where, learners change from being passive listeners to active speakers, and the teachers change from being the sole source of information to observers of learners (Xi-chun & Meng-jie, 2015, p. 724).

## 1.6. Activities Used in Teaching Speaking

Teaching speaking requires the involvement of some activities in EFL classes, which help improving learners' oral proficiency. So, teachers use a variety of activities in their classes, in order to involve the learners communicatively. Many scholars provided samples of classroom speaking activities (Harmer, 2001, pp. 271, 275), some are as follows:

### 1.6.1. Acting from a Script

In this activity the teacher is like a director, while the student is like an actor, in which the teacher provides dialogues from plays or course books for the students to be acted before the whole class. Moreover, when it comes to choosing whose turn to present first, the teacher should avoid choosing the students who suffer from anxiety or shyness, and should create a smoothing atmosphere that would help in relaxing students. In addition, the teacher has to give enough time for the students to keep in mind the speeches, since the focus is not on the speech itself, especially when the whole class is required to work on the same script, but rather on how they act, deliver and mainly on their intonation, tone and rhythm. Furthermore, when the students perform acts, they are learning both the language and its production. As a result, their speaking proficiency would be ameliorated.

### 1.6.2. Communication Games

They are activities in the form of games, which requires frequent communication between students in order to be solved. These games involve information gap in which the learner can talk to his/her partner to help him/her to fill-in gaps. For example it can be in a

form of puzzle, drawing or arrangement. Moreover, Harmer (2001, p. 272) stated that television and radio games, like when the chairperson has a TV show or radio program in mind and the others try to guess its name through asking him/her twenty question, can be related to communication games, where communication is a necessity for the learners, since there are a number of questions to be asked by the whole class to one student (chairperson), who should think of an object and tell the others a hint about it, and the game of "Twenty questions" starts, in which the students ask the chairperson questions and guess about the object or the title of a movie, and discover what it is. Next, the activity of "just a minute" demands a chairperson to give topics for the student to talk about fluently for sixty seconds, without hesitation or anxiety. Vihar presents some cases where communication games can be used, such as in "teaching content, critical thinking, problem solving and decision making and for review and reinforcement" (p. 12).

## 1.6.3. Discussion

This kind of activities may face some difficulties, because there can be students who suffer from shyness, have fear from expressing his/her opinion before others, or are unwilling to be involved in classroom discussions, which may break down this activity and leads to its failure. In addition, the teacher can avoid these difficulties and minimize stress, through the 'buzz group', where students have the opportunity to speak in groups before going on stage for speaking individually before the rest, this gives them the chance to organize their ideas and think of what to speak about.

Furthermore, EFL learners can be involved in fluent immediate classroom discussions via the use of 'instant comment', which is a mini-activity. It is called 'instant' because it is at the same moment, and 'comment' because it is about the learners' own opinion and view.

Simply, it is when the teacher introduce the lesson by a picture or a hint, and choose randomly one of the student to tell him/her about what came first to his/her mind.

Moreover, another activity that can be involved in discussion is the "balloon debate", which is called so, because it is based on a story of a group of people travelling in basket of balloon, but the balloon cannot hold them because of over-weight. Hence, the only solution to reduce the pressure on the balloon, is through getting rid of one of them or they will all die. It is the same case for the students that participate in balloon debate, after providing their arguments in discussions; they have to decide who should be the first to jump and who will survive in the debate. This will lead to the development of positive competition between the learners to speak right and fluently for the sake of survival.

Discussions are gate of success for EFL learners, for the purpose of acquiring a speaking proficiency, since it is where the language production happens simultaneously, immediately and fluently.

## 1.6.4. Oral Presentations

A common kind of activities used in EFL classes, is oral presentation prepared by the student to be presented before whole class. It is formal and writing-like since the presenter can read his/her notes. Prepared talks are extremely helpful for the development of the speaking proficiency for the speaker as well as the listening one for the others. Besides, its existence in EFL classes is considered necessary.

## 1.6.5. Interviews

Interviews are practical, since the interviewer prepares plan before it comes to present his/her questions to the responder. Thus, the process of interviewing will involve continues communication and language production between both the interviewer and the responder.

Moreover, learners can design interviews about any topic he/she chooses, with the aid of the teacher as a source of information. Also, it can be in forms of questionnaires. Finally, the outcomes founded from the questionnaire can be used in speeches, assignments, debates and even as evidence in researches.

## 1.6.6. Simulation and Role-play

This activity is profitable for EFL learners, since they act as if they are in real-life situation. Simulation and role-play can assist in the improvement of the speaking skill, and enable the students to surpass problems that they may face in real-life situation. Wherein, students can come through a situation in real-life, which look the same as the one that s/he has already acted in.

In addition, Jones (1982, pp. 4, 5) stated that simulation has specific characteristics in order to work efficiently. First of all, its reality of function, the students should think of themselves as real participants. For example they can take the role of a character in a story, or businessmen... Second, a simulated environment, it is about the classroom, in which the teacher must tell the students about a place that would fit the situation she/he will put them in, for example: a restaurant or an airport. At last, its structure, where students need to know the process they will be going through, in order to simulate effectively.

Furthermore, role-play is an important activity in the process of teaching speaking, where the students take a role and act as the real character would act. Thus, it is about imagination, in which the students put themselves in the shoes of another character, what would they do? How would they act in such situation? Vihar defines it as, "an informal dramatization in which people act out a suggested situation" (p. 11).

Finally, simulation and role-play may benefit the students in three main points. First, these activities are enjoyable for the students and raise their motivation. Second, students who suffer from hesitation would speak freely in these activities, since they will not be responsible for what they are saying, because they are acting in the role of another character. In this vein, Vihar states that, "Simulations are activities structured to feel like the real experience" (p. 12), which means that simulations give the learners the opportunity to process language in situations that are similar to real-life situations.

To conclude, teaching the speaking skill in EFL classes would be easy with the use of enjoyable and entertaining activities, like the classroom speaking activities mentioned before, which may facilitate the process of learning the speaking skill.

## 3.15. Obstacles Preventing the Development of Speaking

The speaking skill is essential for EFL learners, and it is a complex productive skill that needs great efforts from both teacher and learners. So, the process of its development may face many obstacles and difficulties, such as: anxiety, fear of mistake, lack of confidence, lack of motivation and shyness.

### 1.7.1. Anxiety

Anxiety is considered as a common problem that faces EFL classes. Horwitz, Horwitz & Cope (1986) were the first to investigate anxiety in EFL classes and they define it as, "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). Moreover, they stated that anxiety affects the SL production, in which learners' oral proficiency will be poor. As a result, it is considered to be a major obstacle in EFL learning classes, especially for speaking.

### 1.7.2. Fear of Mistakes

It is the state whereby the learners become frightened of language production without a clear reason. Aftat (2008) tackles this issue linking it to the fear of negative evaluation, in which this fearfulness over-controls the learner's mind. That, what he/she produces will be wrong and will get a negative evaluation from the teacher and his/her classmates will make fun of him/her (as cited in Al Nakhlah, 2016, p. 101).

### 1.7.3. Lack of Confidence

It is a common characteristic among EFL learners. This lack of confidence may be due to previous experience with a partner, or to lack of self-esteem of the learner him/herself. Furthermore, Nunan (1999) declared that the lack of confidence guide to poor communication apprehension. Consequently, it is important for EFL students to develop high confidence in themselves for the aim of obtaining a good speaking proficiency, and this can happen with the help of the teacher, who can use specific techniques and strategies of teaching to raise students' confidence (Al Nakhlah, 2016, p. 103).

### 1.7.4. Lack of Motivation

Motivation is considered as the power that pushes the student towards success in second language learning, while lack of motivation means lack of interest in that language. Slavin (1997, p. 345) describes motivation in a general sense as: "what gets you going, keeps you going and determines where you are trying to go". Thus, the absence of motivation may lead to the failure of students in learning EFL.

### 1.7.5. Shyness

Shyness is an obstacle that most of EFL learners suffer from. It is related to the learners' psychology and emotional side. Pilkonis (1977) states that, "shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations" (p.596). So, students who suffer from shyness, may find great difficulty in producing oral English in class, and overcoming this problem can be through the help of the teacher, who would create a friendly environment, where students can freely express themselves (Al-Nakhlah, 2016, p. 102).

Finally, it is common to have such obstacles in EFL classes; however, teachers and learners should work hand in hand to overcome such problems, and to develop a high speaking proficiency.

## Conclusion

Mastering English requires the development of the four language skills which are divided into two types. Firstly, productive skills are speaking and writing. Secondly, passive skills are listening and reading. The current study emphasizes on one of the four skills which is the speaking skill, that is very essential skill for EFL learners and seems to have more importance then the other skills. Also, this chapter involved definitions of the speaking skill from different scholars, its elements, its importance, its relationship with the other skills, methods used to teach speaking and activities, and finally the obstacles that learners may face while learning the speaking skill.

# Chapter Two

# Oral Presentation

**Introduction**

Nowadays, teaching English as a foreign language (EFL) has one purpose, which is developing learners' communicative skills; since, many scholars (Hughes, 2002; Ur, 1996; Gillis, 2013; Luama, 2004) confirmed the importance of developing speaking for EFL learners. However, the process of teaching speaking is complex and needs the involvement of many activities, in order to be mastered fully. Among those activities there is oral presentation.

Oral presentation (OP) is a common task in EFL classes, especially in university environment, which is used to practice English language effectively, and achieve good communicative skills. This chapter discusses the definition of OP, its importance, types, barriers, types of assessing it, steps of delivering it, and at the end its importance in teaching and learning the speaking skill.

**2.1. Definition of Oral Presentation**

OP is an important part of the process of EFL learning, but there is limited number of studies conducted about it (King, 2002; Otoshi & Heffernen, 2008; Schcolnik & Kol, 1999; Webster, 2002), which all have emphasized on indicating the theoretical and practical aspects of oral presentation.

First of all, De Grez defines OP as, "the combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade" (p. 5). In other words, OP is the delivery of information and previous knowledge before a public, for the aim of voicing feelings, convincing others to do something, or informing others.

In addition, OPs are planned, well prepared and structured to take place in formal settings before an audience and with a limited time for presenting, so that teachers and learners can grasp and profit from it (Melion & Thompson, 1980, p. 503). Even Harmer (2007, p. 351), confirms that OPs are not "designed for informal spontaneous conversations; because they are prepared, they are more 'writing like'". That is to say, OPs are already prepared written presentation, to be delivered in formal settings, such as: a business meeting and classroom assignment. Also, Tuan and Noemy emphasize that, OP are commonly prepared activity in EFL classes, for teaching and learning English as a second language (2013, p. 104). Additionally, McHugh (2015, p. 22) defines it as, "a short talk a person gives to a group about a certain topic".

Besides, OPs are form of activities that teach the learners the basic skills, they need after graduating. According to Huxham, Campbell & Westwood (2010) who argue that, OPs "are a more authentic form of communication which graduates will need in job interviews and also in day to day communication in the work place".

## 2.3. Importance of OP

Few researchers have shed light on the importance of OP in EFL education system. It was firstly recognized by the communicative approach as a learner-centred activity, that has great importance in EFL learning and teaching, and needed to be included in every language learning setting (Harmer, 2002, p. 402).

OP is a frequently used activity in EFL classes; since, it gives the learners the chance to experience the use of language in real life situation, as Miles (2009) emphasizes:

> Oral presentations are becoming a more important part of language teaching, especially in the university environment. Often the purpose of these classes is to

prepare students for business presentations that they will likely be expected to carry out after graduating and getting jobs. (p. 103)

In addition, Al-Issa and Al-Qubtan (2010) asserted that "an important feature of the EFL classroom in different parts of the world today is oral presentations" (p.227). Thus, OPs exist where learning EFL exists, since it has a significant role to play there. Additionally, Morley (2001) emphasized that, "One essential way to support students is surely giving them oral presentations; since oral presentation skills are necessary for academic success as they lead students to enter into debate and sustained reasoning" (p. 131). This means that, OP gives the learners the ability to be involved in formal debates and conversation, wherein they can grasp information and knowledge and boost their self-confidence.

Moreover, King (2002, p. 402) listed some advantages of OP in EFL classes. First, OP works as a bridge between language learning and language use; i.e. that OP plays the role of transition between how to learn a language and how to use it. Second, it gives the learners the capacity to use the four skills in a naturally integrated way; through reading the findings, writing them down, delivering the data to the audience by speaking, and listening to other's feedback or questions. Next, OP aids the students to gather, search, order and construct information. Then, it improves group working, if it is done with peers. Last, it promotes active learning and enhances learners' autonomy. Also, he agreed that, "a rewarding and stimulating experience both for teachers in developing and facilitating skills, and for students in training themselves to have confident presentations in public" (King, 2002; p.413). This means, that OP is beneficial for both the teacher and the students.

## 2.3. Types of OP

The type of OP can be distinguished, mainly, according to students' level of proficiency, the time devoted for the presentation, topic' choice, vocabulary and grammar. So, there are three main types of oral presentations mentioned by Al-Issa and Al-Qubtan (2010, p. 232, 236).

## 2.3.1. Controlled OP

In this type of OP, EFL learners have a low level of proficiency and limited knowledge. For this reason, the time devoted for the presentation should not be long, and the teacher should provide easy and available topics for the learners. The same for the grammar and vocabulary used, it should be very simple. Furthermore, at this level of presentation the teacher works as a controller, and there is no need for assessing the students, since they are still in the stage of beginners.

Moreover, controlled OP is employed usually with young learners (from 6 to 12 years) who have limited knowledge about technology, such as: data show, PowerPoint and speakers, or with learners who have no access to such technological tools. In this type, the teacher asks the learners to prepare their paper version presentation, which they can read to their peers and present it in pairs or group. Next, the presenter has to use simple familiar language, in order not to be misunderstood by his/her classmates. In addition, the purpose behind this presentation is, first to provide the learners with the opportunity to practice English, then to push them to speak-up their point of view, and to boost students' self-confidence through giving them the chance to talk before a public (Al-Issac & Al-Qubtan, 2010, p. 232, 233).

## 2.3.2. Guided OP

In this type, learners are at a medium level, since they have already acquired some knowledge from previous exposure to language. Hence, the teacher takes the role of a guide and provides suitable topics for them, and the presenter should be guided in terms of the applicable grammar and vocabulary to be used in the presentation. Next, the teacher should not look forward to the presenter to carry out a perfect presentation, because at this stage learners will be given longer period of time, wherein they are expected to commit some errors that could affect their self-confidence and the way they present (Al-Issac & Al-Qubtan, 2010, p. 232).

In addition, in guided OP students can use visuals aids and technological equipment, such as PowerPoint if it is available, which can include the main ideas that will be discussed in the presentation. The use of such aids can be very helpful in making the presentation interesting and move smoothly, in relation to this Rice University announced that, "Research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional—i.e., more effective—than presentations without such aids" (2010, para. 1). Furthermore, the presenter can use handouts that involve the presentation and distribute them to his/her classmates, and let separate copy for him/her that contains explanations and examples to be discussed with the whole class.

Besides, memorization is common for EFL learners in their presentation, in which they learn it by heart; this can make their presentation dull and the audience uninterested. As a result; many researchers including King (2002), are in disfavour of memorization, and learning something by heart without making efforts of creative thinking. Nevertheless, memorization can be helpful in some manner, because any language has expressions and phrases that need to be memorized. Consequently, good memorization could aid the presenter

to gain more confidence, be more fluent and accurate when speaking and incorporating the four skills. Duong and Nguyen (2006) define good memorization as, "a strategy to help improve the effectiveness of students learning EFL" (p. 14).

### 2.3.3. Free OP

In the third type of OP, students are supposed to be in a higher level of proficiency, they are 16-22 years old. Normally, they have already been exposed to the last two types of OP, wherein they developed experience, and their knowledge is on the process of growing. Thus, they have the ability to use complex language and present in a longer period of time. In this type, students are given more freedom, they are free to choose the topic that suits them, use the level of language they desire, and design the presentation as they want.

Moreover, free OP requires from the presenter a small period of time at the end the presentation, called "post-presentation" which is dedicated for discussion. In addition, the role of the audience changes from being passive listeners to active speakers. Unlike the other two types, where they is struggling to ask and answer questions about topics that they are exposed to for the first time. Furthermore, in order to reduce stress, this post presentation can be removed (Al-Issac & Al-Qubtan, 2010, pp. 235-236).

To sum up, the three types of oral presentation; controlled, guided and free should be in accordance to the presenter' level of proficiency and knowledge.

### 2.4. Types of Assessing OP

OP is a frequently used activity that needs to be assessed. Assessment is defined simply by Merriam Webster Dictionary (2019) as, "the action or an instance of making a judgement about something". As a result, the person who delivers the oral presentation will be

commented and judged according to his/her level and way of delivery. There are three main types of assessment, which are: self-assessment, peer-assessment and teacher-assessment.

## 2.4.1. Self-assessment

Self-assessment is essential for EFL learners, since in this type of assessment the presenter can evaluate and assess his/her own performance without waiting for others. It is also called "self-reflection" and "self-evaluation", wherein learners build confidence and improve his/her understanding through correcting his/her own errors (Race, 1999).

Furthermore, self-assessment is composed of mainly two elements, as stated by Boud (1995), which are "making decisions about the standards of performance, and making judgments about the quality of the performance in relation to the standards". This means that the learners should first decide about the measurements of the activity done, then judge how good or bad they have performed.

According to Boud & Lublin (1983), "one of the most important processes that can occur in undergraduate education is the growth in students ability to be realistic judges of their own performance and the ability to monitor their own learning" (p. 245). In other words, this type of assessment can improve learners' metacognitive strategies[1].

## 2.4.2. Peer-assessment

This type of assessment enables students to get authoritative voice in the class, by taking the role of assessors during others' presentation, and evaluating their peers objectively. Also, it gives students the chance to acquire professional experience, through assessing and

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[1] Which are defined as "a term used in information-processing theory to indicate an "executive" function and it refers to the strategy that is used by learners as the means to manage, monitor and evaluate their learning activities" (Chen, 2010, p. 136).

evaluating others' performance and detecting errors that they may do in their own presentation (Stefani, 1994, p. 69).

Next, peer-assessment raises students' awareness about the skills demanded for future employments after graduation; such as these personal transferable skills listed by Magin and Churches (1989), which are: communication and presentation skills, problem-solving and organisational skills, and team-work and leadership skills (p. 224). Additionally, Gil-Salom and Benlloch-Dualde (2016, p. 657) demonstrated the importance of peer-assessment for EFL learners, by discovering that it enables them to be self-reflective and self-criticiser, supports team-working, and aids in increasing learning autonomy.

Moreover, in this type of assessment the presenter recognizes his/her points of strength and weakness, through getting immediate feedback from their colleagues. Also, learners interact and discuss with their peers about where they succeeded and/or failed in the delivery of presentation, in order to achieve a higher level of performance (Earl, 1986, p. 61).

## 2.4.3. Teachers-assessment

The last two types are not utterly authentic, since the learners could provide positive assessment for each other or for themselves that they do not really deserve. Also, the two forms of assessment can be subjective, which is unreliable in learning environment (Boud & Fatchikov, 1989, p. 25). Unlike the latter, teachers-assessment is objective, formal and traditional form of assessment wherein the teacher would be fair in assessment.

Moreover, Al-Issa and Al-Qubtan (2010) indicate that, "assessors (teachers) should show interest in product and process equally and give both almost equal priority in order to achieve a holistic look at the presentation and end up with a fair assessment of the presenter" (p. 239). Accordingly, the focus of the teacher should not be only on the findings of a certain

presentation, but the way of delivery as well, in order to get a whole overview about it and to be as fair as possible in assessing the presenter. The teacher can use a checklist that involves many elements, such as: body language, eye contact with the audience, voice projection, rate of speech, the structure of the presentation.

As a conclusion, there are three main types of assessing the presenter; self, peer and teacher assessment, which are used in academic settings. But, the most reliable type of assessment is teacher-assessment which is a highly formal, objective and authentic way of assessing.

## 2.5. Major Factors Effecting Students' OP

EFL students face many difficulties while delivering OPs, since they are presenting in a language that is not yet fully mastered, and have fear from making errors that might be criticized by others. In addition, barriers like: speech anxiety, group boredom and lack of experience, may affect the way they present and prevent them from giving effective presentations. Accordingly, King (2002) pointed out that there are three main difficulties or factors, which affect EFL learners' oral presentation stated as follows:

## 2.5.1. Speech Anxiety

Anxiety is a common difficulty in EFL classes, in which teachers can easily detect its symptoms that the presenter may display while presenting before the class. Mulac and Sherman (1974) give clear description of anxious persons stating that anxiety:

> 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).

In order to overcome this difficulty, teachers have to work hand in hand with their learners. First, students have to admit that this fear from OP and anxiety is normal and anyone can face it, and engage themselves in some positive self-talk, like "yes I can do it". Then, the teacher can open discussions with students about anxiety, by doing so, anxious learners will discover that they are not the only persons facing that problem (King, 2002, p. 404). Hence, they will get rid completely of this problem.

## 2.5.2. Group Boredom

It is the state of being uninterested or fed-up that results from listening to a memorized speech, wherein the audience loses interest in what is presented, because of listening to a tedious reading or a word-for-word memorized speech. Moreover, EFL students rely totally on memorization for carrying out OPs that lead to lifeless, dull, machine-like presentation and parrot-like presenter who speaks only what s/he has learned by heart.

Thus, the teacher could guide the learners to use communicative language, to keep the presentation vivid and the audience actively interacting with them. Also, the presenter can use note cards, return to them whenever needed. Next, s/he has to keep in mind the audience while presenting, and use body language, like eye-contact, to show that s/he is addressing them (King, 2002, p. 405).

## 2.5.3. Lack of Experience

Lack of experience is the main contributor to EFL learners' stress, fear and anxiety during the delivery of OP. King (2002) supports this by stating that, "Experience builds confidence, which is vital to effective oral presentations" (p. 406). Hence, experience plays a vital role in building students' self-confidence, and shaping the level of presentation they deliver.

Additionally, experience is simply defined by Merriam Webster Dictionary (2019) as, "skill or knowledge that someone gets by doing something". Then, EFL students can attain it through prior teacher-guided and controlled presentations, in order to overcome beginners' frustration, anxiety and cope with the difficulties they may face. Otherwise, learners without experience may feel that they are dropped to the sea without any way for survival, where they have to struggle. Furthermore, it is difficult for the teachers to give free presentation to learners, since there are some requirements that the learner needs to master fully to get this freedom, which are stated by King (2002) as follows:

- First, the presenter needs to develop a well organized outline to the information founded, since it is a brief summary of what is going to be said about the topic, and can be of great help in delivering effective presentation.
- Next, s/he has to provide a clear coherent introduction and conclusion to his/her speech, in order to make the audience have a clear idea about the start and end of the presentation (p. 406).

To conclude, these three factors; speech anxiety, group boredom and lack of experience; can easily affect learners' performance during the presentation. However, it is not impossible to overcome these problems, since the most efficient way is to develop high self-confidence, whenever it is attained learners can defeat any kind of difficulty, also being well-prepared for delivering the presentation can be of great help in overcoming these problems.

## 2.6. Structuring Effective OP

Every EFL learner is expected to give an OP, even after graduation. Consequently, s/he needs to develop the skill of structuring effective OP, in which a good presentation needs to be perfectly designed and planned, so that learners' knowledge will be wider and their interest going to be higher. As Janice (1994, p. 1027) affirms, "A good oral presentation is an

inspiring experience in which learners' minds are broad- ended and their interests piqued". In order to carry an effective OP, the presenter has to go through three main stages, which are before, during and after the presentation.

## 2.6.1. Pre-Presentation

This stage demands hard work from the presenter, since it is the most important stage in delivering effective presentation. Wherein the presenter gets the chance to prepare what s/he is going to say. Also, this stage contains by itself number of steps, which are planning, outlining, rehearsing, selecting examples, and choosing visual aids (Janice, 1994, p. 1027). As elaborated as follows:

- **Plan:** it is crucial for effectiveness. The word 'PLAN' can help in remembering four main things. First, 'P' stands for "purpose"; it is simply about the answer for the question "why are you presenting this presentation?" Either to persuade, inform or express an opinion. Next, the latter 'L' indicates "length", it is about how long your presentation is supposed to be. In order to decide whether it will be a detailed or a summarized one. Then, 'A' signifies "audience", to whom you will present this presentation. For the sake of knowing the details that suit the audience's previous knowledge. Last, 'N' represents "notes", what should be included in the note cards. To remind the presenter whenever s/he forgets (McHugh, 2015, pp. 8-10).

- **Outline:** it is to structure the founded information in a logical order, dividing it into three main parts (introduction, body and conclusion). In relation to this, Anderson, Juan, and Tony (2004, p. 39) agreed that a perfect outline of a presentation should contain:

  a) A welcoming and informative introduction.

  b) Chronological sequence of the main points.

c) From most to least important.

d) From general to particular.

e) One point of view compared with another point of view.

f) A very clear and purposeful conclusion.

- **Rehearse:** it is about practicing the presentation while keeping in mind the time devoted for it. Rehearsing the presentation allows the presenter to modify the presentation whenever needed (Janice, 1994, p. 1027).

- **Selecting examples:** providing illustration in the presentation is crucial. Additionally, examples should be placed coherently throughout the presentation, and presenter should use simple short illustration in order to clarify complex details (Janice, 1994, p. 1028).

- **Visual aids:** technologies are part of our daily life, and learners make use of it, for the purpose of having an interesting presentation that includes infinite pieces of information, and make the audience follow actively. Furthermore, a number of visual aids can be used by the presenter, such as: PowerPoint, records, images, and videos, for the sake of overcoming the problem of easy bored audience and keeping the presentation vivid (Luisa, 2013, p. 345).

## 2.6.2. Mid-Presentation

After doing the previously mentioned steps, the presenter can ensure doing well during the presentation, by following other steps needed to be fulfilled at this stage, which are stated by Janice (1994, pp. 1028-1031), as follows:

- **Getting learners' attention:** it involves ice breakers, for the purpose of making the audience and presenter relax. Also, attracting audience's attention can be simply through greeting them, introducing yourself or providing a funny or shocking image.

- **Keep learners informed:** the presenter has to inform the audience about what s/he is going to discuss. Through providing them with an introduction that involves the general idea of the presentation.

- **Involve the learners:** it is about making the audience actively involved in the presentation. This can be done, for example, through providing them with pictures and making an open discussion about their interpretations.

- **Be prepared for questions:** being well prepared for questions decreases stress for the presenter. In the case of finding difficulty in understanding the question asked by peers, the presenter can ask them to repeat the question, in order to understand it and gain time to think about the answer.

- **Use humour appropriately:** humour is crucial in engaging and keeping the audience' attention. Moreover, it is considered as an important quality of good teachers when it is used appropriately.

- **Summarize briefly:** in which the presenter provide the audience with a brief summary of what has been said. This will aid the learners to remember questions about things that they could not understand in the presentation.

## 2.6.3. Post-Presentation

When completing the presentation, the presenter will be assessed and evaluated by his/her peers. Then, s/he can take the comments into consideration in order to enhance his/her teaching and presenting skills. Additionally, if the presentation was criticized negatively, the presenter needs to overcome these deficiencies as they are fresh; i.e. if the content or the way of presenting was assessed negatively, the presenter needs to make a rapid review at the same time, and display the changes to the audience (Janice, 1994, p. 1031).

## 2.7. The Importance of OP in Teaching/Learning Speaking

The use of OP in EFL classes is beneficial for both the presenter and audience, in which it provides them with the chance to practice English in authentic settings. Then, EFL learners can practice English through the delivery of OP, not only while presenting but even before, and amid preparing. Especially if it is presented in group, the learners can make use of English to negotiate what they will include, how the work is going to be divided, etc. Thus, English is practiced frequently before, during and after delivering an oral presentation, to meet learners' goal in an authentic way. Also, OP requires students to use the four skills; speaking, reading, writing and listening. First, speaking is needed while giving the OP. Next, reading is required to gather information needed in the OP. Then, writing is used for saving the founded information. Finally, the listening skill is used when the learner is part of the audience, where s/he should listen to others' presentation (Brooks and Wilson, 2014, p. 203).

Furthermore, OP needs to exist in every learning context, where learning and teaching speaking takes place. Since, the EFL learners learn to read through reading, learn to write through writing and learn to speak through delivering sequence of OP. Thanks to which, they master many things to be effective speakers, such as: self-confidence, self-correction, motivation, communication skills and teaching skills (Janice, 1994, p. 1031).

According to King (2002), "The introduction of oral presentations to EFL classrooms provides 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). Hence, OPs are helpful for the teachers in enhancing and facilitating the process of teaching the needed skills, like: speaking, listening, writing and reading, for EFL learners to master English fully. It is helpful for the learners, as well, in increasing their self-confidence

that is required to be effective speakers of English. Furthermore, he emphasized that OP bridges the gap between language learning and use.

Moreover, Wilson and Brooks (2014) agree that teachers use OP in EFL classes, in order to give learners the necessarily opportunity to practice English regularly. Additionally, they stated that OPs are considered as communicative activities that integrate EFL learners in effective and beneficial communication with their peers and teacher. Besides, Miles (2009) stressed that EFL learners carry OP for the sake of enhancing their level of speaking in English, gaining self-confidence to speak in that language and challenge themselves to be better speakers of English.

## Conclusion

OP is essential in the process of EFL learning and teaching, since it brings great benefits for both learners and teachers of English as a foreign language. Among these benefits there are, boosting learners' self-confidence, improving their speaking proficiency, and enabling the learners to acquire communicative skills. While for the teachers, it facilitates for them the process of teaching the necessary skills like speaking. Despite the fact that, OP brings more benefits than harm to EFL learners, there are no many studies conducted about importance of the involvement of OPs in EFL learning process.

# Chapter Three:

# Teachers and Students' Attitudes towards the Use of Oral Presentation in Developing the Speaking Skill

**Introduction**

The present conducted research attempts to investigate the importance of OP in teaching and learning the speaking skill in EFL classes. Because of the nature of the subject, the quantitative method was used to better investigate it. So, two questionnaires were distributed for Master One students and teachers at Guelma University, in order to answer the research questions and confirm or disconfirm the research hypotheses. Accordingly, this chapter is dedicated for the analysis and interpretation of the findings of both teachers' and students' questionnaires. By the end, some suggestions and recommendation for both teachers and students are provided in order to help them to improve the process of teaching and learning the speaking skill through the use of OPs in EFL classes.

## 3.1. Research Methodology

To test the validation of the research hypotheses, the quantitative descriptive method is used in order to determine the importance of OPs in the process of teaching and learning the speaking skill in EFL classes. Moreover, this kind of research method requires descriptive statistics for the purpose of collecting reliable data in relation to the study. Thus, the findings are presented numerically, and converted into percentage in tables to best represent the results of the data collection tools.

Furthermore, the data collection tool used in this research is teachers' and students' questionnaire for both teachers and students, for the purpose of getting numerical data that describe the relationship between the two variables; 'OP' and 'teaching and learning the speaking skill'. Additionally, the questionnaires are used for Master One students and Master One teachers from the English Department of Guelma University, since there is more frequent use of OP in comparison to other levels. Also, through using the questionnaire the participants

feel free and comfortable to answer and express their beliefs, perspectives and evaluation, thanks to its anonymity. Last, questionnaires are frequent data collection tool because they are easy administered.

## 3.2. Population and Sample of the Study

The chosen population of the study are Master One teachers and students from the English department of Guelma University. In which (30) students and (07) teachers are taken as the sample of the study, in order to test the validation of the variables. Furthermore, this sample is already familiar with the topic of the research, since for the students, they are supposed to deliver OP in each module, while the teachers have the role of observers and assessors of these presentations. Hence, this study attempts to investigate the importance of OP for (30) EFL students in their process of learning the speaking skill out of the whole population (150), and for (07) EFL teachers in the process of teaching the speaking skill out of (15).

## 3.3. Students' Questionnaire

One of the data tools used in this study is students' questionnaire that is devoted for thirty (30) students of master. Next, its description, administration and analysis are discussed.

## 3.3.1. Description of the Questionnaire

The questionnaire is designed to know students' perspective towards the importance of OPs in the process of learning to speak in EFL. It contains five main sections, each one of them involves eight (08) questions, except the first and last one, in which the latter is dedicated for suggestions, while the former concerns general information. Additionally, there is a mixture of questions used in this questionnaire: closed questions, in which the students need to answer by accepting or declining, and multiple choice questions, wherein they are

required to choose from multiple choices. Also, the total number of the questions used in this questionnaire is twenty-six (26) questions.

First of all, the questionnaire starts with brief introduction, wherein the aim behind it and the topic of the study is presented clearly. Next, there is a small part of general information about the learners that contains two (02) questions.

Furthermore, the first section is about the speaking skill, it includes eight (08) questions, which are about learners' perception, level and knowledge about the speaking skill. Also, the second section involves eight (08) questions that concerns OP, the frequency of delivering OP, the topics, their focus while carrying out an OP, etc. Moreover, the third section is devoted to the relationship between the speaking skill and OP and consists by itself of eight (08) questions, mainly about students' opinion towards OP. Last, the fourth section is for any suggestions concerning the topic.

## 3.3.2. Administration of the Questionnaire

The questionnaire was distributed randomly to thirty (30) Master One students from the English department of the University of 8 Mai 1945, Guelma. It was answered in 5th May, 2019 by the students in the classroom at the end of the session with the presence of the teacher. In order to make sure that everything is clear and to avoid any misinterpretation of the questions, students were informed that they can ask questions for further elaboration. Fortunately, they did not ask for any help since the language used in the questionnaire is very simple. The participants had enough time to read and answer the questions. In addition, the copies of the questionnaire were collected immediately after they had answered the question, to make sure that all of them are returned back.

### 3.3.3. Analysis of the Results

This sections deals with students' attitudes towards Master Degree English studies, speaking skill and OP.

### Section One: General Information

In this section, some general information about the students is revealed.

**Q1:** How many years have you been studying English?

**Table 3.1**

*Number of Years Studying English*

| Years | Number | (%) |
|---|---|---|
| a.  11 | 29 | 97 |
| b.  12 | 01 | 03 |
| **Total** | **30** | **100** |

As clearly revealed in Table 3.1, the majority of participants have studied English for 11 years; out of thirty students, there is (97%) of students who have been studying English for 11 years, while there is only (03%) of them has been studying English for 12 years. As result, it is noticed that the majority did not experience failure in their learning carrier and have enough knowledge about English, except for a minority.

**Q2:** Do you think that you deserve to be accepted in master degree?

**Table 3.2**

*Students' Perception to the Acceptance in Master Degree*

| Option | Number | (%) |
|---|---|---|
| a. Yes | 30 | 100 |
| b. No | 00 | 0 |
| **Total** | **30** | **100** |

Table 3.2's results shows that the whole sample believe that they deserve to be accepted in master degree, which means that they are ambitious and have confidence about their level, that may help them to overcome problems of speaking especially in oral presentation.

## Section Two: Speaking Skill

**This section aims at gathering insights concerning** students' perception towards the speaking skill's level, difficulties, favorite task, etc.

**Q1:** According to you what is the most difficult skill to develop (classify from 1 to 4)

**Table 3.3**

*The Most Difficult Skill in Learning*

| Option | Ranking 1 | | R 2 | | R 3 | | R 4 | |
|---|---|---|---|---|---|---|---|---|
| | Num | % | Num | % | Num | % | Num | % |
| a. Listening | 11 | 37 | 08 | 27 | 08 | 27 | 03 | 10 |
| b. Reading | 05 | 17 | 02 | 07 | 07 | 23 | 16 | 53 |
| c. Speaking | 09 | 30 | 15 | 50 | 05 | 17 | 04 | 13 |
| d. Writing | 05 | 17 | 05 | 17 | 10 | 33 | 07 | 23 |
| **Total** | **30** | **100** | **30** | **100** | **30** | **100** | **30** | **100** |

Table 3.3 indicates that the top most ranked skills according to difficulty are listening (37%) and speaking (30%), since they are highly needed to be developed in their learning process despite their difficulty. While, half of the sample (50%) ranked speaking as the second difficult skill in development, and writing was ranked as the third difficult skill by (33%) of them. Besides, more than half of the participants (53%) believed that reading is the least in difficulty of development. This means that the two skills that are needed in communication; speaking and listening, are highly difficult to be developed by EFL learners.

**Q2:** Do you speak English at home?

**Table 3.4**

*Speaking English at Home*

| Options | Number | (%) |
|---|---|---|
| a.  Always | 02 | 07 |
| b.  Frequently | 07 | 23 |
| c.   Sometimes | 15 | 50 |
| d.  Rarely | 06 | 20 |
| **Total** | **30** | **100** |

Table 3.4 indicates that half of the sample (50%) use sometimes in English orally at home in order to develop higher communicative skill. Others (20%) said that they use it rarely at home. Finally, the least percentage (07%) indicates the students who said that they speak English at home always. This shows that not all students have the chance to speak English at home to develop their language skills, since there are some illiterate families that do not know how to speak in English, or they may have a negative attitude towards its use.

**Q3:** How could you evaluate your level of speaking?

**Table 3.5**

*Students' Level of Speaking*

| Options | Number | (%) |
|---|---|---|
| a. Very good | 04 | 13 |
| b. Good | 20 | 67 |
| c. Average | 05 | 17 |
| d. Bad | 01 | 03 |
| e. Very bad | 00 | 0 |
| **Total** | **30** | **100** |

The findings of table 3.5 demonstrate that no one of the sample has a very bad level of speaking, (17%) have average, while only (03%) have bad level. This means that the majority of students' speaking level is above average, which can be thanks to the quality of education they received during the past years.

**Q4:** Do you enjoy speaking English?

**Table 3.6**

*Enjoying Speaking English*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 28 | 93 |
| b. No | 02 | 07 |
| **Total** | **30** | **100** |

As shown in the table 3.6, the majority of the participants (93%) enjoy speaking in English. However, a small percentage of the sample (07%) does not. This indicates that most of them like the experience of speaking English and have strong motivation towards doing so.

**Q5:** Are you interested in developing a high speaking proficiency?

**Table 3.7**

*Interest in Developing a High Speaking Proficiency*

| Options | Number | (%) |
|---------|--------|-----|
| a. Interested | 28 | 93 |
| b. I do not know | 02 | 07 |
| c. Not interested | 00 | 0 |
| **Total** | **30** | **100** |

Concerning students' interest in developing a high speaking proficiency, it is highly appreciated by most of the sample, which represents (93%). While, only (07%) of the participants do not know whether they are interested in developing a high speaking proficiency or not. Strikingly, there is none of Master 1 students who is not interested in it. So, speaking is considered to be favorable and interesting for most of students to be developed, in order to be used in communicative situation.

**Q6:** Which of these difficulties do you face while speaking in English?

**Table 3.8**

*Students' Difficulties of Speaking*

| Options | Number | (%) |
|---------|--------|-----|
| a. Shyness | 05 | 17 |
| b. Fear of Mistakes | 16 | 53 |
| c. Lack of Confidence | 02 | 07 |
| d. Others | 06 | 20 |
| e. No answer | 01 | 03 |
| **Total** | **30** | **100** |

The data analysis of table 3.8 shows that half of the participants (50%) suffer the same obstacle while speaking in English, which is fear of making mistakes; whereas, students who face shyness as a problem during speaking represents (17%). Moreover, there are only a small number of students (07%) who indicates that their difficulty is lack of confidence. Also, there is percentage of (20%) that represents participants who face other difficulties; such as: public-speaking, lack of interest and knowledge about the topic, finding the exact words and forgetting what s/he was saying. Finally, there is just one person (03%) who said that s/he faces no difficulty while speaking in English. Thus, the results show that most of Master 1 students face list of difficulties when it comes to speaking in English, which are mainly psychological ones. This can be interpreted as lack of exposure to the language, since it is not their mother tongue, or lack of opportunities to practice the language.

**Q7:** What is the best activity used for learning the speaking skill, according to you? (You can tick more than one)

**Table 3.9**

*Activities of Speaking Skill*

| Options | Number | (%) |
|---|---|---|
| a.  Reading aloud | 01 | 3 |
| b.  Role play | 00 | 0 |
| c.  Oral presentation | 05 | 17 |
| d.  Communication games | 00 | 0 |
| e.  Discussions | 02 | 7 |
| f.  Interviews | 00 | 0 |
| a+d | 01 | 3 |
| a+e | 01 | 3 |
| b+c | 01 | 3 |
| c+d | 01 | 3 |
| c+e | 01 | 3 |
| d+e | 03 | 10 |
| a+d+e | 01 | 3 |
| a+c+e | 02 | 7 |
| b+c+e | 01 | 3 |
| b+d+f | 01 | 3 |
| c+d+e | 02 | 7 |
| c+d+f | 01 | 3 |
| a+b+c+f | 01 | 3 |
| a+b+d+e | 01 | 3 |
| a+d+e+f | 01 | 3 |
| b+c+d+e | 02 | 6 |
| b+c+d+e+f | 01 | 3 |
| Others | 03 | 9 |
| **Total** | **30** | **100** |

Table 3.9 indicates that the most selected choices that are involved approximately in all students' choices are OP (17%) and discussions (7%) as the best activities used for learning the speaking skill according to Master 1 students. Also, some students (9%)

suggested other activities, like: listening to native speakers and music, watching movies. This means that the frequently used activities for learning the speaking skill are very ordinary, such as: OP, discussions and reading aloud.

**Q8:** What tasks can the teacher provide for developing the speaking skill?

**Table 3.10**

*Tasks Developing the Speaking Skill*

| Options | Number | (%) |
|---|---|---|
| a. Records of native speakers | 12 | 40 |
| b. Correct pronunciation | 08 | 26.5 |
| c. Interactions | 08 | 26.5 |
| d. Others | 02 | 07 |
| **Total** | **30** | **100** |

As it is indicated in the table 3.10, the highest percentage of the sample (40%) stated that records of native speakers can be the best task to be provided by the teachers, in order to develop the speaking skill. However, two equal percentages (26.5%) were listed for two different tasks. the first is for participants who choose correct pronunciation, and the second is for those who select interaction as their favorable task. While, a percentage of (7%) mentioned other tasks that the teacher can provide to develop the speaking skill; such as: movies and music. The results mentioned imply that most of the sample prefer listening to records of native speakers as a task to be provided by the teacher, in order to develop speaking.

## Section Three: Oral Presentation

This section is devoted to revealing Ops' obstacles, ways of delivery, favorite types and ways of assessing, etc.

**Q1:** Do you present in classroom?

**Table 3.11**

*Number of Students Delivering Presentation*

| Options | Number | (%) |
|---------|--------|-----|
| Yes | 30 | 100 |
| No | 00 | 0 |
| **Total** | **30** | **100** |

Table 3.11 presents that the whole sample without exception performs OP in classroom, which means that OP is one of the main activities used in EFL classes, and has significant importance for the teachers.

**Q2:** How often do you deliver oral presentation in classroom?

**Table 3.12**

*The Frequency of Oral Presentation*

| Options | Number | (%) |
|---------|--------|-----|
| a. Always | 10 | 33 |
| b. Usually | 15 | 50 |
| c. Often | 05 | 17 |
| d. Rarely | 00 | 0 |
| e. Never | 00 | 0 |
| **Total** | **30** | **100** |

The data tool of Table 3.12 indicates that half of the participants (50%) usually delivers OP in classroom, and (17%) of them often present. Whereas, none of the participants had never performed an OP, which indicates that EFL students are familiar with the activity of OP, in which they need to use it frequently in university environment.

**Q3:** Who provide topics for oral presentation?

**Table 3.13**

*The Topics' Provider for Oral Presentation*

| Options | Number | (%) |
|---|---|---|
| a. Teacher | 08 | 27 |
| b. Students | 04 | 13 |
| c. Both | 18 | 60 |
| **Total** | **30** | **100** |

Concerning the person who provides topics for the presentation, a small percentage (13%) is given to the students, and (27%) of the participants said that the teacher is the one who provides topics. While, more than half of the sample (60%) uncovered that both of the student and teacher provide topics for the presentation. This shows that most teachers give their students the freedom to choose topics that suits them, however, few of them take the responsibility to decide about the topics of OP.

**Q4:** Can oral presentation be helpful way in your learning process? Justify,

**Table 3.14**

*The Help of Oral Presentation in the Learning Process*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 26 | 87 |
| b. No | 04 | 13 |
| **Total** | **30** | **100** |

According to the results shown in Table 3.14, it is noticed that (87%) of students agree that OP is helpful way in their learning process, justifying that it can help them to overcome some difficulties, practice the language, develop knowledge and improve oral competence and proficiency. Besides, the rest of the students (13%) emphasized that oral presentation is not helpful in their learning process, justifying that it is a waste of time and students have other important things to do. This can be interpreted as students' awareness about the important role that this activity plays in their learning process.

**Q5:** When working on oral presentation, do you like to:

**Table 3.15**

*Students' Preference during Oral Presentation*

| Options | Number | (%) |
|---|---|---|
| a. Be guided | 12 | 40 |
| b. Work freely | 18 | 60 |
| **Total** | **30** | **100** |

Table 3.15 indicates that most of Master 1 students (60%) prefer to work freely while working on OPs. Although, (40%) of the sample are in favor to be guided by the teacher. Hence, the results show that the majority likes to get freedom in working on OP, in order to display their own findings without any help from the teacher. This difference in preference can be related to personal factors. In which, each one has his/her own preferred way of working.

**Q6:** Do you use material, such as files, texts and videos in your presentation?

**Table 3.16**

*Oral Presentation and Visual Aids*

| Options | Number | (%) |
|---------|--------|-----|
| a. Yes | 23 | 77 |
| b. No | 07 | 23 |
| **Total** | **30** | **100** |

Table 3.16's results display that a big percentage of the sample (77%) usually uses visual aids in their OP, such as: videos, texts and handouts. Whereas, only (7%) of them do not use them. This means that students are highly interested in using technology, but not all of them have them.

**Q7:** How do you usually present? (You could tick more than once)

**Table 3.17**

*The Way of Delivering OP*

| Options | Number | (%) |
|---------|--------|-----|
| a. In group | 03 | 10 |
| b. In pairs | 03 | 10 |
| c. Individually | 07 | 23 |
| a+b | 01 | 3 |
| a+c | 01 | 3 |
| b+c | 03 | 10 |
| a+b+c | 12 | 40 |
| **Total** | **30** | **100** |

Concerning the way of delivering OP, most of the students (40%) emphasized that they present in three different ways; in pairs, in groups and individually. However, (23%) of the sample agreed that they present usually individually. Additionally, equal percentages were provided for the choices of in groups and in pairs as students' way of delivering OP. This indicates that EFL classes involve different ways of presenting, in which students have the opportunity to choose the way that suits them best.

**Q8:** Do you prefer to be corrected during the presentation by:

**Table 3.18**

*The Preferred Assessor during OP*

| Options | Number | (%) |
|---|---|---|
| a. Your teacher | 25 | 83 |
| b. Your classmates | 05 | 17 |
| **Total** | **30** | **100** |

The results indicates that a small number of students (05) like to be assessed by their classmates, while the majority favor the evaluation of their teacher. This shows that most of Master 1 students prefer teachers as assessors of their OPs, due to their objective and formal assessment.

## Section Four: Oral Presentation and Speaking Skill

Section four is placed in order to reveal the relationship between the variables, which are 'OP' and 'speaking skill', and show the importance of the former in teaching and learning the latter from the students' perspective.

**Q1:** Can oral presentation be considered as an important step in enhancing the speaking skill?

**Table 3.19**

*Enhancing Speaking Through OP*

| Options | Number | (%) |
|---|---|---|
| a. Totally agree | 14 | 48 |
| b. Agree | 13 | 43 |
| c. Neither agree nor disagree | 01 | 03 |
| d. Disagree | 01 | 03 |
| e. Strongly disagree | 01 | 03 |
| **Total** | **30** | **100** |

Table 3.19 shows that the majority of the participants agreed (48%+43%) that OP can be considered as an important step in enhancing the speaking skill. But, small number (6%) disagreed with this view, and only one participant stood in a neutral position in which s/he neither agree nor disagree. This can support the positive role OPs play for the majority in improving their speaking proficiency.

**Q2:** Does oral presentation help students to develop:

**Table 3.20**

*OPs Developments for the Students*

| Options | Number | (%) |
|---|---|---|
| a. Large vocabulary | 03 | 10 |
| b. Communicative skills | 23 | 77 |
| c. Grammatical structure | 04 | 13 |
| **Total** | **30** | **100** |

The data tool demonstrates that few of the participants (10%) believe that OP aids them to develop large vocabulary, and (13%) grammatical structure. However, most of the population (77%) emphasized that it helps in developing students' communicative skills, and others provided suggestions that OP could develop team-work and self-confidence. This means that OP is beneficial for EFL learners.

**Q3:** Can oral presentation offer the students the help to overcome problems, such as anxiety, stress and the fear to speak in public?

**Table 3.21**

*Overcoming Students' Problems through OP's Aid*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 29 | 97 |
| b. No | 01 | 03 |
| **Total** | **30** | **100** |

It can notice from the results shown that the majority of Master 1 students (97%) agree that OP offer great help for them to overcome difficulties, such as: fear of public speaking, anxiety and shyness, because it develops self-confidence that aids them to face those difficulties. While, only one student disagreed with this view. These results demonstrate that learners who deliver regularly OPs can come to a highly developed level where they can get rid of these problems.

**Q4:** How often does the teacher comment on your speaking level during the oral presentation?

**Table 3.22**

*Teachers' Feedback about Speaking during OP*

| Options | Number | (%) |
|---|---|---|
| a. Always | 01 | 03 |
| b. Sometimes | 16 | 54 |
| c. Never | 13 | 43 |
| **Total** | **30** | **100** |

The Table 3.22 shows that the least percentage (03%) represents students, who always receive comments from the teacher about their speaking proficiency during OP. Besides, approximately more than half of the sample (54%) is sometimes commented on by their teachers, and (43%) of them never receive comments. This can be explained by either having a high level of speaking proficiency so their teachers have nothing to comment on, or their teachers prefer to assess them directly through marks without giving the feedback.

**Q5:** Does oral presentation brings knowledge about when to start, develop and end a conversation?

**Table 3.23**

*OP and Knowledge about Conversation*

| Options | Number | (%) |
|---|---|---|
| a.  Agree | 27 | 90 |
| b.  Disagree | 03 | 10 |
| **Total** | **30** | **100** |

Table 3.22 indicates that the highest percentage (90%) represents those who agree that OP brings knowledge about when to start, develop and end a conversation. While, the least percentage (10%) is for the rest of the sample who disagreed with the previous view. That is to say, Master 1 students use communication with their peers and teachers during their OP, thus they will develop knowledge about when to start, develop and end a conversation.

**Q6:** Do you comment on your classmates speaking proficiency during their presentation?

**Table 3.24**

*Peer-assessment in OP*

| Options | Number | (%) |
|---------|--------|-----|
| a.  Yes | 07 | 20 |
| b.  No | 23 | 77 |
| **Total** | **30** | **100** |

Concerning making peer-assessment during OP, only (23%) of the population did make comments on their classmates speaking proficiency during their OP; whereas most of them make no comments. This means that the majority does not support peer-assessment, since it is subjective.

**Q7:** Oral presentation can help the students to develop a good understanding of speakers' intention, and to respond to them appropriately?

**Table 3.25**

*OP and the Ability to Respond/Understand Appropriately in Different Situation*

| Options | Number | (%) |
|---------|--------|-----|
| a.  Agree | 27 | 90 |
| b.  Disagree | 03 | 10 |
| **Total** | **30** | **100** |

As shown in table 3.25, only (10%) of students disagreed that OP helps them to develop good understanding of speakers' intention, and respond to them appropriately; while, most of them (90%) agreed on that. This clearly explains that most of the students develop the

ability of responding appropriately in different situations through the use of OPs, especially in post-presentation period which is dedicated for discussions.

**Q8:** Can oral presentation give the chance for the student to develop high self-confidence?

**Table 3.26**

*OP and Self-confidence*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 28 | 93 |
| b. No | 02 | 07 |
| **Total** | **30** | **100** |

It was found that (93%) of the sample agreed that OP gives them the chance to develop high self-confidence. While, few of the participants (07%) disagreed, which means that students can boost their self-confidence through having an authoritative voice in the class during their OPs.

## Section Five: Suggestions

(33%) of the sample provided suggestions concerning the topic, in which the positive comments can be summarized as follows:

- Using ICTs in oral presentation would make it very interesting and easy for the presenter and the audience to be understood.
- OP can develop high speaking proficiency, prepare the learners to be future teachers and help them to overcome some speaking problems.

- It would be better if the students work freely and on topics of their own choice, rather than working on random topics chosen by the teacher.

- Teachers should not comment during learners' presentation, but let ~~it~~ [them] at the end, and should take it easy when the learners make mistakes since they learn from them. Also, they should provide sources in order to guide learners to deliver effective presentation.

- The speaking skill is the most essential skill in EFL learning, since it is the basis for developing the other skills.

However, some students stated OP's weakness by mentioning that:

- OPs are not enough to develop the oral proficiency, however, practicing the language frequently can be better, like in classroom discussions.

## 3.3.4. Summary of the Results and the Findings of Students' Questionnaire

The previous analyses of students' questionnaire provide a clear idea about students' perception and views towards the importance of OP in teaching and learning the speaking skill. Moreover, the participants are Master 1 students from the English department of Guelma University, in which the majority of them (97%) have been studying English for 11 years, and the whole sample with no exception, believe that they deserve to be accepted in Master degree.

Additionally, the second section revealed that half of the sample ranked speaking as the second difficult skill to develop. Also, questions (1) and (2) showed that most of the participants speak sometimes in English at home and that they have a good level of speaking. The next two questions indicated that (93%) of them are interested in developing a high

speaking proficiency and enjoy speaking in English. Then, the majority selected OP among the activities that help in teaching the speaking skill.

Furthermore, section three showed students' perception towards OP, wherein all students claimed that they frequently deliver OPs in classroom, which means that the students are already familiar with this activity and OPs are frequently used in university environment. Next, the percentage of (60%) represents both students who prefer to work freely in their OPs, and those who emphasize that both of the teachers and students provide topics to work on in OPs. Besides, the majority of the sample (87%) agreed that OP is a helpful in their process of learning English. Likewise, the majority uses visual-aids in their presentation.

Moreover, the next section implicated the bridge between OP and the speaking skill, in which it demonstrated clearly the importance of OPs in learners' process of learning the speaking skill. Additionally, in the first question (01) almost all of the participants (91%) agreed that OP aid in enhancing the speaking skill. While, a percentage of (97%) of them agreed that it can be the solution to overcome students' difficulties in speaking; such as: fear of making mistakes, anxiety etc, through agreeing on the role OP plays in boosting students' self confidence. Statement 20 revealed that approximately the entire sample (90%) agreed that OPs brings to them knowledge about when to start, develop and end a conversation, and the same percentage claimed that OP gives them the ability to respond appropriately in different situations.

Finally, the last section dedicated for students' suggestions about the topic revealed that (33%) of the sample provided some valuable prepositions. As a result, from the analysis of students' questionnaire it is noticed that OPs are one of the best activity that the learners can do, in order to enhance their speaking proficiency and boost their self-confidence. Also,

teachers should give learners freedom in presenting topics of their choice in the way they want, and then assess them.

To conclude, the results obtained from the questionnaires can answer the research questions, which are: What is the importance of oral presentation in teaching and learning the speaking skill? What are the main difficulties learners have in the speaking skill? Do learners care about developing a high oral proficiency? What is the purpose behind the use of oral presentation in teaching and learning the speaking skill?

## 3.4. Teachers' Questionnaire

The second data tool used in this study is teachers' questionnaire that is devoted for seven (07) teachers of Master One. Next, its description, administration and analysis, will be discussed.

## 3.4.1. Description of the Questionnaire

In accordance with students' questionnaire, teachers of Master One in the English department at Guelma University are chosen as the second population sample of the study. In which, a questionnaire that involves twenty-six (26) questions was administered. The questions used in this questionnaire are mixture of structured and semi-structured questions; the latter is about question without choices, while the first is for questions that involve choices such as: yes/no question and multiple choices questions.

The questionnaire is divided into five main sections. First, section one is dedicated to general information about the teacher, it involves two main (02) questions, one about the years of teaching experience and the second is about the holding degree. Then, the next two sections are about the speaking skill and OP, while the third is about the importance of the former on teaching the latter. Each of the sections involves eight (08) questions in order to

reveal teachers perception towards the topic of the study. The last section is for further teachers' suggestions about the topic.

## 3.4.2. Administration of Teachers' Questionnaire

Normally the population of the study consists of fifteen (15) teachers of Master 1, and since the number is small it was chosen as sample too; but, only seven (07) teachers had answered and returned the questionnaire. Hence, this questionnaire was administered for seven teachers of Master 1 students from English department of Guelma University during a period of two weeks from 20th May, 2017 to 11th June, 2017. It was given to them during the session they teach and they took it home to be answered.

## 3.4.3. Analysis of Teachers' Questionnaire

In this section, the teachers' current professional level, experience, attitudes towards speaking and OPs **are demonstrated in texts and tabulations.**

## Section One: General Information

This section is done for the purpose of introducing general information about Master One teachers.

**Q1:** How many years have you been teaching English?

**Table 3.27**

*Years of Teaching Experience*

| Options | Number | (%) |
|---|---|---|
| a.  More than 9 years | 06 | 86 |
| b.  Less than 9 years | 01 | 14 |
| **Total** | **07** | **100** |

The table 3.28 displays that most of the teachers (86%) have been teaching English for more than nine (09) years, while only one teacher has started teaching English recently. This means that the majority has a long experience in teaching English.

## Section Two: Speaking skill

The second section is entitled 'Speaking Skill' in accordance with the first variable and the first chapter of the dissertation, in order to reveal teachers' perception towards this skill.

**Q1:** According to you what is the most difficult skill to teach? (Classify from 1 to 4)

**Table 3.28**

*The Most Difficult Skill in Teaching*

|  | Ranking 1 |  | R 2 |  | R 3 |  | R 4 |  |
|---|---|---|---|---|---|---|---|---|
| **Option** | **Num** | **%** | **Num** | **%** | **Num** | **%** | **Num** | **%** |
| a. Listening | 02 | 29 | 00 | 0 | 02 | 29 | 03 | 43 |
| b. Reading | 00 | 0 | 01 | 14 | 02 | 29 | 04 | 57 |
| c. Speaking | 04 | 57 | 02 | 29 | 01 | 14 | 00 | 00 |
| d. Writing | 01 | 14 | 04 | 57 | 02 | 29 | 00 | 00 |
| **Total** | **07** | **100** | **07** | **100** | **07** | **100** | **07** | **100** |

The data tool indicates that the first ranked difficult skill in teaching is writing with percentage of (57%), and the second ranked one is speaking. While, the least difficult one according to more than half of the sample (57%) is the reading skill. The focus on writing and speaking as the most difficult skills to teach can be related to needed skills to be assessed by the teacher.

**Q2:** How can you evaluate the level of your learners' speaking proficiency?

**Table 3.29**

*Learners' Level of Speaking Proficiency According to Teachers*

| Options | Number | Percentage |
|---|---|---|
| a. Very good | 00 | 0% |
| b. Good | 04 | 57% |
| c. Average | 03 | 43% |
| d. Bad | 00 | 0% |
| e. Very bad | 00 | 0% |
| **Total** | **07** | **100%** |

Most of the teachers answered this question saying that some students are very good, others are average and others are bad. However, most of the participants (57%+43%) claimed that their students' level is above average. This means that their learners in general have good level of speaking.

**Q3:** Do you speak only English in your class?

**Table 3.30**

*Speaking only English*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 04 | 57 |
| b. No | 03 | 43 |
| **Total** | **07** | **100** |

The table 3.32 indicates that the majority of the teachers (57%) use only English in their classes, while (43%) of the participants do not use exclusively English. This means that not all teachers use English as the only language through which they communicate with their learners, but they may use also the mother tongue or French language.

**Q4:** What kind of activities do you use for teaching the speaking skill? (You can tick more than one)

**Table 3.31**

*Activities for Teaching the Speaking Skill*

| Options | Number | (%) |
|---|---|---|
| a. Reading loud | 00 | 0 |
| b. Role play | 00 | 0 |
| c. Oral presentation | 00 | 0 |
| d. Communication games | 00 | 0 |
| e. Discussions | 00 | 0 |
| f. Interviews | 00 | 0 |
| c+e | 02 | 28.5 |
| a+c+e | 02 | 28.5 |
| b+c+d+e | 02 | 28.5 |
| a+b+c+d+e | 01 | 3.5 |
| **Total** | **07** | **100** |

Concerning the activities used for teaching speaking, all teachers' choices involve OP and discussions as frequently used activities in Master One classes. In which, equal percentage (28.5%) was provided for nearly the same selected choices that all of them involve (c) OP and (e) discussions. This means that the frequently used activities by teachers are those that involve communicating ideas, information and expressing opinions.

**Q5:** Are you interested in developing your students' speaking skill?

**Table 3.32**

*Teachers' Interest in Developing Learners' Speaking*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 07 | 100 |
| b. No | 00 | 0 |
| **Total** | **07** | **100** |

Concerning teachers' interest in developing their learners' speaking skill, the entire sample with no exception agreed on this. Which means that developing a high speaking proficiency is essential in EFL classes.

**Q6:** Which method do you consider as the best one for teaching the speaking skill?

In this question (29%) of the sample use the communicative approach for teaching the speaking skill, while (43%) believed that it is better to use mixture of methods (eclectic method) in order to meet different needs of different learners' styles. However, there is percentage of (29%) from teachers who did not answer this question at all, but one of them stated that Master 1 students are already good speakers of English and do not need to be taught speaking.

**Q7:** Which of these obstacles do your students face most when speaking? (You can tick more than one)

**Table 3.33**

*Students' Obstacles when Speaking*

| Options | Number | (%) |
|---|---|---|
| a. Anxiety | 00 | 0 |
| b. Fear of mistakes | 00 | 0 |
| c. Lack of confidence | 00 | 0 |
| a+b | 01 | 14 |
| a+c | 02 | 29 |
| b+c | 01 | 14 |
| a+b+c | 03 | 43 |
| **Total** | **07** | **100** |

Table 3.35 indicates that the highest percentage (43%) goes for the three obstacles combined together: anxiety, fear of mistakes and lack of confidence. While (29%) of them

uncovered that there students face two main problems in EFL, which are anxiety and lack of confidence. Additionally, some teachers (43%) listed other obstacles, such as: introversion, lack of knowledge and vocabulary. This means that most of EFL students face different difficulties when it comes to speaking in the target language.

**Q8:** What would you suggest to your students to help them to develop their speaking skill?

The suggestions provided by the teachers for the learners to develop their speaking skill can be listed as follows:

- To speak without thinking about the mistakes they may do.
- To listen to authentic materials.
- To prepare well their lessons and presentation, in order to speak without fear.
- To use English even with their friends.
- To watch English series and movies.

## Section Three: Oral Presentation

This section concerns 'Oral Presentation' that is the second variable and second chapter of the dissertation. It aspires to uncover the teachers' perceptions about the essence of OPs.

**Q1:** Do you ask your students to prepare oral presentation?

**Table 3.36**

*Giving Students' OP*

| Options | Number | Percentage |
|---------|--------|------------|
| a.  Yes | 07 | 100% |
| b.  No | 00 | 0% |
| **Total** | **07** | **100%** |

• If yes, how often do you ask them to prepare it?

**Table 3.37**

*Frequency of Delivering OP*

| Options | Number | Percentage |
|---|---|---|
| a. Often | 02 | 28.5% |
| b. Sometimes | 02 | 28.5% |
| c. Always | 03 | 43% |
| **Total** | **07** | **100%** |

Table 3.37 shows that all of Master 1 teachers ask their learners to prepare OP to be delivered in class, but they differ on its frequency as shown in table 33, in which (03) of them claimed that they always give their students OPs, while (02) out of (07) teachers said that they use it sometimes, and the rest (02) use it often.

**Q2:** Who provides topics for the presentation?

**Table 3.38**

*Suggestions of Topics*

| Options | Number | (%) |
|---|---|---|
| a. Teacher | 05 | 71.5 |
| b. Student | 00 | 0 |
| c. Both | 02 | 28.5 |
| **Total** | **07** | **100** |

As shown in table 3.38, the majority of the sample (71.5%) mentioned that they themselves who provide topics to be dealt with in OPs. While, (28.5%) of them claimed that these topics are provided by both the teacher and student.

**Q3:** According to you, what is the aim behind delivering oral presentation in EFL classes?

Being questioned about the aim of giving OPs, the entire sample provided some aims, which are listed below:

- Developing learners' communicative skills.

- Boosting their self-confidence.

- Learning to look for information, selecting the appropriate one, organizing them and transmitting them to the audience.

- Involving the students actively in the learning process.

- Encouraging discussion and interaction between the learners.

- Practicing English.

- Assessing the students objectively.

- Helping the students to acquire teaching skills, since they are supposed to be future teachers.

**Q4:** What is your role during students' oral presentation?

**Table 3.37**

*Teachers' Role during Students' Presentation*

| Options | Number | (%) |
|---|---|---|
| a. Control | 00 | 0 |
| b. Guide | 06 | 86 |
| c. Observer | 01 | 14 |
| **Total** | **07** | **100** |

Being questioned about their role during their students' OPs, (86%) of teachers claimed that they take the role of a guide, justifying that by stating that students' level is not yet fully developed, so from time to time they may not know what to do and the teacher here needs to guide in terms of content and way of delivery, in order to deliver a perfect presentation. While, only one teacher confirmed that s/he acts as an observer during OPs, because learners are supposed to be assessed in this activity through observing their OP skills and speaking proficiency. Also, (14%) of the sample mentioned in the justification that teachers' role depends on students' performance during their OPs, in which some can work perfect, hence the teacher only observe, and some may face difficulties, consequently the teacher should guide them.

**Q5:** How often do you comment on your students' performance during the delivery of oral presentation?

**Table 3.38**

*Teachers-Assessment of Students' Performance*

| Options | Number | (%) |
|---|---|---|
| a. Always | 01 | 14 |
| b. Usually | 02 | 29 |
| c. Often | 04 | 57 |
| d. Rarely | 00 | 0 |
| e. Never | 00 | 0 |
| **Total** | **07** | **100** |

The data tool shows that more than half of the participants (57%) claimed that they often assess or comment on students' performance during the delivery of OPs. The rest of the percentage is divided among teachers (29%) who said that they usually provide assessment, and the rest (14%) stated that s/he always assesses students' performance.

**Q6:** What is your main focus during the oral presentation?

**Table 3.39**

*Teachers' Focus during OPs*

| Options | Number | (%) |
|---|---|---|
| a. Content | 00 | 0 |
| b. Way of delivery | 00 | 0 |
| c. Pronunciation | 00 | 0 |
| d. All of them | 07 | 100 |
| **Total** | **07** | **100** |

Table 3.39 indicates that the whole sample (100%) agreed that their main focus during students' OPs is directed for three main things, which are: content, pronunciation and way of delivery. Moreover, they provide some reasons for choosing all of them, which can be listed as follows:

- They are all important element to evaluate what they know so far, and what they need to know.

- They lie at the heart of the construct of oral proficiency and should be assessed.

- They are needed to be fully developed in order to be successful teachers, researchers, translators, editors, writers and journalists.

**Q7:** What type of oral presentation is used in your class?

**Table 3.40**

*Type of OPs Used in EFL Classes*

| Options | Number | (%) |
|---|---|---|
| a. Controlled OP | 01 | 14 |
| b. Guided OP | 04 | 57 |
| c. Free OP | 02 | 29 |
| **Total** | **07** | **100** |

Table 3.40 indicates that the most common type of OP used by Master 1 teachers (57%) is the guided one, in which their students are supposed to be at a higher level of education and already acquired some knowledge. Thus, the teacher' role in this type is to guide them in order to deliver effective OP. Additionally, a percentage of (29%) of the sample claimed that they use free OP in their classes, wherein they give their students a total freedom to do what they want in their OPs, because they are at an advanced academic level of proficiency. The rest percentage (14%) represent one teacher who uses controlled OP in his/her Master 1 classes, which means that s/he believes that the students have limited knowledge or they use it in order not to exceed the amount of time devoted to OPs.

**Q8:** Which kind of feedback and assessment do you support more?

**Table 3.41**

*The Type of Assessment Teachers Support*

| Options | Number | (%) |
|---|---|---|
| a. Peer-assessment | 02 | 28.5 |
| b. Self-assessment | 02 | 28.5 |
| c. Teacher-assessment | 03 | 43 |

| | | |
|---|---|---|
| **Total** | **07** | **100** |

Concerning the type of assessment teachers support more, two equal percentages (28.5%) were listed for two different types. The first one concerns teachers who believe that peer-assessment can work better for Master 1 students, wherein students can receive feedback from their classmates, and the second one concerns teachers who support self-assessment. While. The highest percentage (43%) goes for teachers who claim that teacher-assessment works best for EFL learners.

## Section Four: Oral Presentation and Speaking Skill

Section four intends to expose the teachers' views about the function of OPs in regard to the teaching and learning of the speaking skill.

**Q1:** Can oral presentation be an important step in the process of teaching the speaking skill?

**Table 3.42**

*The Importance of OP in Teaching the Speaking Skill*

| Options | Number | (%) |
|---|---|---|
| a. Agree | 07 | 100 |
| b. Disagree | 00 | 0 |
| **Total** | **07** | **100** |

Table 3.42 shows that the entire sample believes that OP is an important step in teaching the speaking skill. They justify this agreement by providing the following statements:

- It is teachers' way of evaluating learners' speaking abilities, and students' tool of practicing the speaking skill.

- It helps the students to learn new words, expressions and most importantly how to use them in the appropriate situation.

- It puts the students in communicative contexts, where they should exchange ideas and information with their peers.

**Q2:** Does oral presentation give the students the opportunity to practice English regularly inside the classroom?

**Table 3.43**

*Practicing English through Using OPs*

| Options | Number | (%) |
|---------|--------|-----|
| a. Yes | 06 | 86 |
| b. No | 01 | 14 |
| **Total** | **07** | **100%** |

Regarding teachers responses, only one teacher out of seven claimed that OP is not enough for giving the students the opportunity to practice English regularly inside the classroom. While, six teachers agreed that practicing English can be through the frequent use of OPs. This means that students are given chance to practice English through OP inside the classroom, but it is not enough since they need to practice it regularly in different ways.

**Q3:** Can oral presentation boost your students' self-confidence to perform better in front of public?

**Table 3.44**

*Boosting Students' self-confidence by Delivering OPs*

| Options | Number | (%) |
|---------|--------|-----|
| a. Agree | 07 | 100 |
| b. Disagree | 00 | 0 |
| **Total** | **07** | **100** |

The results displayed in table 3.44 shows the entire sample agreed that increasing students' self-confidence can be attained through the use of OPs, in order to perform better before a public.

**Q4:** How do you evaluate the changes of your students' speaking performance is there a progress or not from their first oral presentation to the last ones? And why?

All of the teachers noticed progress in students' performance from their first presentations to the last ones. Because they overcome the problems they were suffering from at the beginning, developed a high self-confidence to speak-up their views and ideas without fear, acquired more knowledge of how to speak effectively, and the more they practice the language the more they become fluent.

**Q5:** Do you think that oral presentation helps the students to acquire knowledge about how to communicate effectively?

**Table 3.45**

*OP and Communicating Effectively*

| Options | Number | (%) |
|---------|--------|-----|
| a.  Yes | 07 | 100 |
| b.  No | 00 | 0 |
| **Total** | **07** | **100** |

Table 3.45 demonstrates that none of the teachers disagreed with the view that OP helps the students to acquire knowledge about how to communicate effectively. In which, by doing this activity learners do not only deliver a work prepared before hand, but they communicate meaning and ideas, express points of views, defend them, and respond to their classmates.

**Q6:** Do you think that oral presentation helps your students to produce accurate pronunciation of English sounds?

**Table 3.46**

*Producing Accurate Pronunciation through Delivering OP*

| Options | Number | (%) |
|---|---|---|
| a. Yes | 07 | 100 |
| b. No | 00 | 0 |
| **Total** | **07** | **100** |

All teachers admitted that producing accurate pronunciation of English sounds can be achieved through the frequent use of OPs. Hence, it is all about practice, by doing OPs learners can hear their own pronunciation, detect their errors and would try to correct them.

**Q7:** Can oral presentation help the students to respond accurately when they are involved in real life situations?

According to the answers obtained, the whole sample agreed that students can learn to respond accurately when it comes to real life situations. Because, they are already familiar with facing the audience and exchanging ideas, and they may cover different topics in OP that includes some real life situations.

**Q8:** Would you speak of an experience that marked your life as a teacher in relation to oral presentation and speaking proficiency?

Only three teachers out of seven answered this question. Wherein, one of them stated that the experience s/he had so far are not that good, even though s/he teaches Master 1

students, who are not even "taking it easy" with the idea of OP. Then, the other teacher believes that OP gives students a big chance to practice the language, but unfortunately this opportunity was not provided for him/her before. Last, a teacher provided a noticeable experience of one of his/her students, in which s/he mentioned that one of the students was always talkative, but had serious language issues at all levels including the grammatical ones. By the end of the year, the sum of errors s/he repaired was significant.

## Section Five: Suggestions

One teacher out of seven provided a suggestion concerning the topic, in which, s/he admitted that positive evaluation of the teachers is key element for gaining positive results from students' OPs. Besides, teachers who give negative remarks to their students may "screw" everything, since learners would lose confidence rather than gain it.

## 3.3.4. Summary of Results and Findings from Students' Questionnaire

Concerning the second version of the data tool in this research, teachers' questionnaire was used in order to uncover teachers' perception towards the importance of using OPs in the process of teaching the speaking skill, and to compare them to those of the students. Most of the teachers have considerable years of teaching experience, and have Master/Magister academic qualification.

The data drawn from the analysis of section two presented that Master 1 teachers from the English department of Guelma University are highly interested in developing learners' speaking proficiency. Also, they commented on their students' level of speaking in general with a mixture of average and good levels. Furthermore, OPs for the majority of them were among their choices of activities used for teaching the speaking skill, and they claimed that they use one of the main methods for teaching it, which is the communicative teaching

method. Then, all of the teachers provided helpful suggestions for the learners, in order to develop their speaking skill, like: listening to native speakers, engaging in conversation with their peers, and preparing their presentations and lessons before.

Additionally, the findings taken from section three that concerns OP, revealed that all teachers give their students OPs frequently, this indicates that OPs are frequently used activities in university environment. Besides, the majority of the sample use the type of guided presentation and work as a guide in their classes. While, all of them mentioned that they focus on three main things during students' presentations, which are: content, way of delivery and pronunciation. Moreover, different types of assessment are used by the participants, they can be listed as follows: peer-assessment, self-assessment and teachers-assessment.

Regarding the last section, teachers' answers shows that the entire sample of this research are aware of the important role OP plays in the process of teaching the speaking skill. Also, all of them agreed on many statements provided. First, OP gives students the opportunity to practice English regularly. Second, it boosts students' self-confidence. Third, it helps them to acquire knowledge of how to communicate. Then, it aids them to produce accurate pronunciation of English sounds. Next, it assists the students to respond when they are involved in real life situation. In addition, they provided some noticeable justifications, in which they highlighted that in OP students are not only expected to deliver a prepared work, but also communicate ideas and information, express points of views and defend them, and respond to their classmates. Also, all teachers agreed that there is progress in their students' speaking performance from the first OP to the last one.

## 3.4. Suggestions and Recommendation

The main focus behind conducting this research is to reveal the importance of OP in teaching/learning the speaking skill. Thus, some suggestions and recommendations are provided for both teachers and students, which can be summarized as following:

## 3.4.1. Teachers' Roles:

➢ Master 1 teachers should allow more time to their students for both preparing and delivering presentations, and expressing all their thoughts and ideas.

➢ Teachers have to involve students in communicative tasks, in order to practice the English. As the old Chinese proverb says: "Tell me and I forget, teach me and I remember, involve me and I learn".

➢ Teachers should encourage students to develop their speaking proficiency, through listening to native speakers, watching English movies and series, storytelling, discussions, role-playing and OPs.

➢ Some of EFL teachers are so authoritative in the class, however Benseddik (2005, p.23) emphasized that they should act as "assessor, organizer, prompter, participant and as a source". For the purpose of facilitating the process of delivering OP and giving more freedom for the presenters.

➢ Teachers need to take a passive role during students' OPs, since it is a learner-centred activity, wherein learners will be highly motivated and develop high self-confidence.

➢ They should focus on the principles of the communicative language teaching (CLT), in order to meet students' communicative needs and develop their communicative proficiency.

➢ Teachers should provide varied topics for discussion, and varied activities and strategies for teaching speaking.

➢ EFL teachers should use different types of assessment in their classes, peer, teachers and self-assessment, in order to develop students' autonomy.

## 3.4.2. Students' Roles

➢ Students need to practice English regularly inside and outside the classroom, in order to develop their fluency.

➢ They should listen to English songs, native speakers' records, movies and read books and articles, in order to know about the target culture and enrich their vocabulary.

➢ EFL learners have to get rid of the obstacles they face while carrying out an OP, like: group boredom, speech anxiety and lack of experience. This can be done via the use of visual aids to make vivid presentation. Then, admitting that anyone can face anxiety but it is up to the presenter to keep it under control. Last, experience can be attained through the frequent use of OPs.

➢ Students need to get involved in communication tasks done in classroom, such as: participation, classroom discussions, reading aloud and storytelling.

➢ They should not rely only on the teachers as the only source for learning; they need to rely on themselves and learn from other sources, in order to improve their knowledge.

➢ EFL learners should use English as much as they can with their peers, family and even with themselves, and they need to be confident while speaking.

➢ They should search for data from books and articles, rather than already designed OP on the internet.

➢ Students should not be bothered or unmotivated when being evaluated by a negative feedback, because failure is part of success.

➢ Students should travel abroad if they can, in order to practice English in its context and learn the target culture.

➤ EFL learners have to pinpoint their weaknesses and look for effective ways to overcome them.

## 3.5. Limitations of the Study

Despite the fact that this research attained its aims and was successfully conducted, it faced two main limitations. First of all, time limitation is considered to be the main obstacle this study had faced, since only one research tool was used in this study (teachers' and students' questionnaires), however, the research is about the importance of OP in teaching /learning the speaking skill which means that it needs to involve a longitudinal classroom observation, in order to witness the progress which this activity had made and to get more reliable data. In addition, another limitation of this research is the small size of the sample (30 students and 07 teachers), hence, it is difficult to generalize the attained results of this investigation to the whole population of Master One teachers and students from the English department of Guelma University. Yet, the results found can determine the important role this activity plays in teaching and learning speaking. Also, the lack of references and hard access to some documents were other obstacles of this research.

## Conclusion

To conclude, the results obtained from teachers' and students' questionnaires implicate that the vast majority of them are aware of the importance of OP in the both processes of teaching and learning the speaking skill. Hence, OPs are frequently used activities in university environment, which provide a lot of help for the students to develop high speaking proficiency, practice English regularly, improve their communicative skills, and boost their self-confidence. While, for the teachers OPs help in facilitating the process of teaching the speaking skill.

# General Conclusion

# General Conclusion

In today's world developing a high speaking proficiency is very essential, and it is the desired goal of the majority of EFL learners. Thus, OP may be one of the best activities used for facilitating the process of teaching and learning speaking in EFL classes. Therefore, this study attempted to reveal the importance of OP in teaching/learning the speaking skill. Through a questionnaire designed for both teachers and students of Master 1 from English Department of Guelma University, by which the validity of our hypothesis was confirmed and proved, the research questions were answered.

This dissertation is comprised of three chapters. The first chapter concerns the theoretical consideration of the speaking skill and the importance of its development in EFL classes. While, the second one deals with the notion of OP as a frequently used activity in university environment, and the correlation between them for the purpose of achieving a high speaking proficiency. Then, the last chapter provides the practical part of the study, wherein the analysis of the findings from teachers' and students' questionnaires is done and further suggestions and recommendation are provided for improving students speaking proficiency.

The findings obtained from the data tool reveal that the majority of Master 1 teachers and students are aware of the important role OP plays in facilitating the process of teaching the speaking skill and improving students' oral proficiency. Furthermore, OPs are frequently learner-centred used activity in EFL classes, which offer the students with the opportunity to practice English in order to develop a high speaking proficiency. Additionally, the results shows that some of the teachers use the communicative language teaching (CLT) as the best approach for teaching speaking, and its implementation brings a lot of benefit in the context of EFL learning and teaching. Moreover, all teachers indicate that they noticed progress in their students speaking proficiency from their first delivered OP to the last ones.

To conclude, the findings and results deduced from this investigation can push teachers and students at Guelma University to pinpoint the position of OP and speaking skill, and to include it in their assessment instead of using only the written forms. Also, it can be a key element in measuring students' success in foreign language acquisition.

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# Appendices

# Appendix A

## Students' Questionnaire

Dear students,

You are kindly requested to answer the following questionnaire. Your answers would be of great help in conducting this research, that investigates the importance of oral presentation in teaching and learning the speaking skill for master One students at Guelma University. You can answer the questions through selecting the appropriate answer from the suggested boxes, which best reflects your opinion, or you can give a full statement whenever it is necessary.

Thank you for collaboration.

Ms. Nouairia Sarra

Supervisor: Mr. Chettibi Mohammed Walid

*08 MAI 45 University - Guelma*

## General Information

1. How many years have you been studying English?

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

2. Do you think that you deserve to be accepted in master degree?

   Yes [ ]          No [ ]

## Section one: Speaking skill

3. According to you what is the most difficult skill to develop (classify from 1 to 4)

   a. Listening ☐

   b. Reading ☐

   c. Speaking ☐

   d. Writing ☐

4. Do you speak English at home?

   a. Always ☐

   b. Frequently ☐

   c. Sometimes ☐

   d. Rarely ☐

5. How could you evaluate your level of speaking?

   a. Very good ☐

   b. Good ☐

   c. Overage ☐

   d. Bad ☐

   e. Very bad ☐

6. Do you enjoy speaking English?

   a. Yes ☐

   b. No ☐

7. Are you interested in developing a high speaking proficiency

    a. Interested ☐

    b. I don't know ☐

    c. Not interested ☐

8. Which of these difficulties do you face while speaking English?

    a. Shyness ☐

    b. Fear of mistakes ☐

    c. Lack of confidence ☐

    If others, specify.............................................................................................................

9. What is the best activity used for learning the speaking skill, according to you? (You could tick more than once)

a. Reading aloud ☐

b. Role play in conversations ☐

c. oral presentation ☐

d. Communication games ☐

e. Discussions ☐

f. Interviews ☐

- Others? ………………………………………………………………………………

10. What tasks can the teacher provide for developing the speaking skill?

    a. Records of native speakers ☐

    b. Correct pronunciation ☐

    c. Interactions ☐

    If others, mention.............................................................................................................

## Section Two: Oral Presentation

11. Do you present in classroom?

   a. Yes ☐

   b. No ☐

12. How often do you deliver oral presentations in classroom?

   a. Always ☐

   b. Usually ☐

   c. Often ☐

   d. Rarely ☐

   e. Never ☐

13. Who provide topics for oral presentations?

   a. Teacher ☐

   b. Students ☐

   c. Both ☐

14. Can oral presentation be a helpful way in your learning process?

   a. Yes ☐

   b. No ☐

   Justify,...............................................................................................................................................

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

15. When working on oral presentation, do you like to:

   a. Be guided ☐

   b. work freely ☐

16. Do you use material, such as files, texts and videos in your presentation?

   a. Yes ☐

   b. No ☐

   If yes, state them..............................................................................................................

17. How do you usually present? (You could tick more than once)

   a. In group ☐

   b. In pairs ☐

   c. Individually ☐

18. Do you prefer to be corrected during the presentation by:

   a. Your teacher ☐

   b. Your classmates ☐

## Section Three: Oral Presentation and Speaking Skill

19. Can oral presentation be considered as an important step in enhancing the speaking skill?

   a. Totally agree ☐

   b. Agree ☐

   c. Neither agree nor disagree ☐

   d. Disagree ☐

   e. Strongly disagree ☐

20. Does oral presentation help students to develop:

    a.  Large vocabulary     ☐

    b.  Communicative skills   ☐

    c.  Grammatical structures   ☐

    d.  Others, ...................................................................................................................

21. Can oral presentation offer the students the help to overcome problems, such as anxiety, stress and the fear to speak in public?

    a.  Yes     ☐

    b.  No     ☐

    Justify,.........................................................................................................................

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

22. How often does the teacher criticise your speaking level during the oral presentation?

    a.  Always     ☐

    b.  Sometimes   ☐

    c.  Never     ☐

23. Does oral presentation brings knowledge about when to start, develop and end a conversation?

    a.  Agree     ☐

    b.  Disagree     ☐

24. Do you comment on your classmates speaking proficiency during their presentation?

    a.  Yes     ☐

    b.  No     ☐

25. Oral presentation can help the students to develop a good understanding of speakers'

intention, and to respond to them appropriately.

    a.  Agree      ☐

    b.  Disagree    ☐

26. Can oral presentation give the chance for the students to develop a high self-confidence?

    a.  Yes      ☐

    b.  No      ☐

27. Do you have any suggestions you could add concerning the topic?

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*Thank very much for your cooperation!*

# Appendix B

## Teachers' Questionnaire

Dear teachers,

You are kindly requested to answer the following questionnaire, that attempts to shed light on the importance of oral presentation in teaching and learning the speaking skill for master One students at Guelma University. Please, answer the questions through ticking (✓) the appropriate answer from the suggested boxes, which best reflect your opinion, or you can give a full statement whenever it is necessary. Your answers would be of great help in conducting this research.

Thank you for collaboration.

Ms. Nouairia Sarra

Supervisor: Mr. Chettibi Mohammed Walid

*08 MAI 45 University - Guelma*

## General Information

1. How many years have you been teaching English?

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

## Section one: Speaking Skill

2. According to you, what is the most difficult skill to teach (classify from 1 to 4)

   a. Listening ☐

b. Reading ☐

c. Writing ☐

d. Speaking ☐

3. How can you evaluate the level of learners' speaking proficiency?

a. Very good ☐

b. Good ☐

c. Overage ☐

d. Bad ☐

e. Very bad ☐

4. Do you speak only English in your class?

a. Yes ☐

b. No ☐

5. What kind of activities do you use to teach the speaking skill? (You could tick more than once)

a. Reading aloud ☐

b. Role play in conversations ☐

c. Oral presentation ☐

d. Communication games ☐

e. Discussions ☐

f. Interviews ☐

Others:..................................................................................................................

6. Are you interested in developing your students' speaking skill?

a. Yes ☐

☐

b. No

Justify:...........................................................................................................................

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7. Which method do you consider the best one for teaching the speaking skill? Why?

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8. Which of these obstacles do your students face most when speaking? (you can tick more than one)

a. Anxiety ☐

b. Fear of mistakes ☐

c. Lack of confidence ☐

Others,...................................................................................................................

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

9. What would you suggest to your students to help them to develop their speaking skill?

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**Section two: Oral Presentation**

10. Do you ask your students to give oral presentation?

a. Yes ☐

b. No ☐

•If yes, how often do you ask them to prepare it?

a. Often ☐

b. Sometimes ☐

c. Always ☐

11. Who provides topics for the presentation?

a. Teacher ☐

b. Student ☐

c. Both ☐

12. According to you, what is the aim behind delivering oral presentation in EFL classes?

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13. What is your role during students' oral presentation? (you can tick more than one)

a. Controller ☐

b. Guider ☐

c. Observer ☐

Justify,...........................................................................................................

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

14. How often do you comment your students' performance during the delivery of oral

presentation?

c. Always ☐

d. Usually ☐

e. Often ☐

☐

f. Rarely

g. Never ☐

15. What is your main focus during the oral presentation?

   h. Content ☐

   i. Way of delivery ☐

   j. Pronunciation ☐

   k. All of them ☐

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

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

16. What type of oral presentation is used in your class? (you can tick more than one)

   a. Controlled presentation (students have limited knowledge) ☐

   b. Guided presentation (students have already acquired some knowledge) ☐

   c. Free presentation (students have advanced level of proficiency) ☐

17. Which kind of feedback and assessment do you support more? (you can tick more than one)

   l. Peer assessment ☐

   m. Self-assessment ☐

   n. Teacher assessment ☐

## Section three: Oral Presentation and Speaking Skill

18. Can oral presentation be an important step in the process of teaching the speaking skill?

   a. Agree ☐

   b. Disagree ☐

Justify,....................................................................................................................................

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

19. Does oral presentation give the students the opportunity to practice English regularly

inside the classroom?

a. Yes ☐

b. No ☐

20. Can oral presentation boost your students' self-confidence to perform better before a

public?

a. Agree ☐

b. Disagree ☐

21. How do you evaluate the changes of your students' speaking performance is there a

progress or not from their first oral presentation to the last ones? And why?

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22. Do you think that oral presentation helps the students to acquire knowledge about how to

communicate effectively?

a. Yes ☐

b. No ☐

Explain,....................................................................................................................

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

23. Do you think that oral presentation helps your students to produce accurate pronunciation of English sounds?

a. Yes ☐

b. No ☐

Justify,..........................................................................................................................

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24. Can oral presentation help the students to respond when they are involved in real life situations? And why?

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25. Would you speak of an experience that marked your life as a teacher in relation to oral presentation and speaking proficiency?

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26. Do you have any suggestions you could add concerning the topic?

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*Thank very much for your cooperation!*

# Résumé

Enseigner et apprendre l'anglais a pour objectif principal de pouvoir utiliser cette langue globale dans un contexte de communication. Par conséquent, le développement de cette capacité nécessite beaucoup d'efforts de la part des enseignants et des étudiants d'anglais comme langue étrangère (ALE). De plus, de nombreuses activités doivent être utilisées pour parler couramment cette langue. En outre, l'approche d'enseignement communicative des langues (AECL) a fourni une activité importante pour enseigner et apprendre l'habileté à parler, qui est la présentation orale (PO) qui est une activité centrée sur l'apprenant et une des activités les plus fréquemment utilisées dans les classes d'anglais comme langue étrangère, en particulier en milieu universitaire. Dans cette préoccupation, cette étude tente de confirmer l'hypothèse de la recherche, selon laquelle les enseignants et les étudiants du département d'anglais de l'Université de Guelma considèrent la PO importante pour l'enseignement/l'apprentissage de l'habileté à parler. Par le biais d'une étude d'un cas, en utilisant de la méthode quantitative, deux questionnaires ont été administrés aux enseignants et aux étudiants du Master Un du département d'anglais de l'Université de Guelma. Les résultats obtenus montrent que les enseignants et les étudiants de Master Un sont conscients de la corrélation positive entre les deux variables: PO et enseignement / apprentissage de l'habileté à parler. De plus, on peut constater à partir des résultats que la PO peut être une des activités pédagogiques la mieux utilisée à la fois dans les processus d'enseignement et d'apprentissage de la parole, car elle facilite pour les enseignants leur processus d'enseignement et fait progresser le niveau de maîtrise de la parole des élèves.

# ملخص

لتعليم وتعلم اللغة الإنجليزية هدف رئيسي، وهو القدرة على استخدام هذه اللغة العالمية في سياق التواصل. وبالتالي، فإن تطوير هذه القدرة يتطلب الكثير من الجهود من كل من معلمي وطلاب اللغة الإنجليزية كلغة أجنبية (ا.ل.أ) .كما يجب استخدام العديد من الأنشطة من أجل تكوين متحدثي هذه اللغة بطلاقة. بالإضافة إلى ذلك، وفر نهج تدريس اللغة التواصلية (CLTA) نشاطًا مهمًا لتعليم وتعلم مهارة التحدث، وهو العرض شفهي (ع.ش) الذي يمثل نشاطًا يرتكز على المتعلم و واحد من النشاطات الأكثر استخدامًا في أقسام اللغة الإنجليزية كلغة أجنبية، وخاصة في بيئة الجامعة. في هذا الصدد، تحاول هذه الدراسة تأكيد فرضية البحث، والتي تفترض أن المدرسين والطلاب في قسم اللغة الإنجليزية بجامعة قالمة يعتبرون العرض الشفهي مهمًا لتدريس / لتعلم مهارة التحدث. من خلال إجراء دراسة حالة، باستخدام الطريقة الكمية، حيث تمَ توزيع استبيانين لمعلمي والطلاب السنة أولى ماستر من قسم اللغة الإنجليزية بجامعة قالمة. أظهرت النتائج التي تم العثور عليها أن كلا من المعلمين والطلاب في سنة أولى الماستر على دراية بالعلاقة الإيجابية بين المتغيرين: العرض الشفوي وتدريس/تعلم مهارة التحدث. علاوة على ذلك، يمكن  من ملاحظة النتائج التي تمَ التوصل إليها أن العرض التقديمي الشفوي يمكن أن يكون واحد من أفضل النشاطات التعليمية المستخدمة في عمليتي التدريس والتعلم، لأنه يسهل على المدرسين عملية التدريس ويحسن مستوى الطلاب في التحدث.