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The Gap between Theory and Practice in Students' Oral Presentations
Case Study of Master One Students' English Department Guelma University

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DEDICATION

I have the honor to dedicate this work to:

My parents and especially my admired mother, who is always by my side.

-Boussadia Radhia-

DEDICATION

In the Name of Allah, Most Gracious, Most Merciful,

This dissertation is dedicated to my beloved parents for their prayers, patience and for who I am today.

- Ouledief Hiba-

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ABSTRACT

This study aims at detecting the gap between theory and practice in oral presentations. Accordingly, the sample of the research was randomly selected from Master One students of English at the English Department. The hypothesis is stated as: students' oral presentations display a gap between the LMD system's theoretical principles and their application in reality. In conducting the research, the Descriptive Method was utlized. Questionnaires devoted to both teachers and students have been distributed; teachers' questionnaire has been handed to 30 teachers at Guelma University's English Department; while students' questionnaire has been provided to 50 Master one students. Research results displayed that Oral presentations pave the students' way towards educational and work professionalism. From early stages in higher education, the LMD system's students are required to perform oral presentations both as a lesson delivery and assessment form, yet students are not provided with norms, rules and guidelines on how to deliver oral presentations. Consequently, few Oral presentations indicate a real mastery of the norms of presenting, which leads to a new area of concern: the fracture between theory and practice in students' oral presentations. The hypothesis is therefore confirmed, neither teachers nor students are satisfied with students' oral presentations. Accordingly, some pedagogical implications are greatly recommended, guiding teachers as well as students in oral expressions modules at the one hand, and in the modules that deal with students' oral presentations as a form of evaluation on the other hand, the thing that might enhance students' performance.

LIST OF ABBREVIATIONS

AC: Abstract Conceptualization

AE: Active Experimentation

CE: Concrete Experience

CLL: Cooperative Language Learning

ECTS: European Credit Transfer System

EFL: English Foreign Learners

ELT: English Language Teaching

FL: Foreign Language

LMD: License Master Doctorate

RO: Reflective Observation

SAW: Speaking Arguing Writing

SCI: Student-Centered Instructions

SCL: Student-Centered Learning

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General Introduction

General Introduction

In the traditional approaches of teaching, most class time is spent with the tutor lecturing and the students listening. However, the Student-Centered Learning (SCL) shifts the focus of learning from the teacher to the students.

Student-Centered Learning (SCL) is based on the philosophy that the student is at the heart of the learning process, but the teacher's role remains paramount, since he is the guide and the facilitator of the task. The Student-Centered Learning (SCL) strategies and approaches aim to increase the students' capacities by making them more aware of what skills, knowledge and competences they can develop through their studies.

The Student-Centered approach to Learning makes the core of the License Master Doctorate (LMD) system; it permits direct interactions between the teacher and the students. Accordingly, the teacher guides, advices and orients his students throughout their learning process. Oral presentations represent the essence of the LMD system, since the student is the one who makes researches, selects the appropriate information, prepares them under the form of an oral presentation, and performs them and manages the discussions that follow.

Oral presentations pave the students' way towards professionalism in both their academic life as students and in their future career as teachers. However, the students are not equipped with norms, rules, and guidelines on how successful oral presentations should be. The net result is inefficient oral presentations. The fact that leads to a new area of concern: the gap between theory and practice in students' oral presentations.

1. Statement of the Problem

Oral presentations, which considers the students at the center of the learning process as an alternative to teachers oriented classrooms, are paid a considerable attention in the English department of Guelma's University, since they dedicate a whole module called 'oral expressions', yet this module is not restricted in matters of content; consequently, students

still encounter difficulties before, during and after delivering an oral presentation, such as anxiety, the lack of sources, and the shortage of teachers' guidance.

2. Aims of the Study

The current study aims to raise awareness about the existence of a gap between theory and practice in students' oral presentations and seek to provide the possible solutions to overcome the problems students encounter in performing their expositions. In doing so, the study first attempts to investigate the students' awareness about the criteria of efficient oral presentations, then it tries to examine whether the students' oral presentations really reflect their academic level.

3. Research Questions

This study aims at investigating the gap between theory and practice in students' oral presentations. In order to explore such an issue, different questions are asked at the beginning of the study:

1-Do students know the characteristics of effective oral presentations?

2- Do students actually apply the norms of effective oral presentations?

3-Are the audience actively involved in oral presentations?

4-How do teachers respond to students 'oral presentations and how do they grade them?

5- How do teachers involve the other students in the delivered presentations?

6-What are the obstacles and the difficulties faced by both the teachers and the students during oral presentations?

4. Research Hypothesis

Based on the pre-mentioned research questions the hypothesis is stated as follows:

H1: The students' oral presentations display a gap between the LMD system's theoretical principles and their application in reality. However, H0 implies that there is no gap between LMD system's theoretical principles and their application in reality. Hence, H0 is: the

students' oral presentations do not display a gap between the LMD system's theoretical principles and their application in reality.

5. Research Methodology and Design

In order to investigate the gap between theory and practice in students' oral presentations, this study follows a descriptive method based on questionnaires to evaluate and analyze students' oral presentations with correspondence to their current year of study. In order to inspect this issue, two questionnaires are delivered to both master one students and teachers, followed by in-depth analysis of the results, designed to check their awareness about the oral presentations' norms, question the fruitfulness of their presentations, and try to detect the causes of the inefficient oral presentations.

6. The Structure of the Study

This study falls into three main parts preceded by a general introduction. The first chapter is theoretical in issue, it deals with the theoretical orientation of the research. The second chapter is dedicated to two questionnaires distributed to both teachers and students. The third chapter includes the pedagogical implications, followed by a general conclusion.

Chapter One:

Oral Presentations between

Theory and Practice

Chapter One: Oral Presentations between Theory and Practice

Introduction

The present chapter covers: the Student-Centered Learning approach; the License Master Doctorate system (LMD); oral presentations, their basic requirements, types, forms, purposes, structure, evaluation forms, as well as the major problems and difficulties faced by the students in oral presentations.

1.1. Oral Presentations between Theory and Practice

The gap between theory and practice exists in every field and every domain; for instance medicine, mathematics, Physics and chemistry as sciences are difficult to be applied. The teaching-learning process also reveals a gap between what is learned (theory) and what is applied (practice). According to Merrill (2002), "most instructional design theories advocate application of knowledge and skill as a necessary condition for effective learning" (p. 6). In this regard, learning is enhanced when students are provided with courses, instructions and opportunities to learn effectively and to apply and practice appropriately.

This study is interested in considering the theoretical side of education in the Algerian context and its practical side in the language classroom. In Algeria, the Student-Centered Learning is adopted. The LMD system is its reflection, and oral presentations are one of its applications. Oral presentations as a form of lesson delivery and assessment are of critical importance in the learning process. This presentation technique, if done appropriately, will enhance students' oral proficiency, develop their critical thinking and argumentative skills, and thus, prepare the students academically and professionally. Even this form of lesson delivery and assessment, which represents the adequate image of the Student-Centered

Learning displays a gap between theory and practice because its application does not reflect its theory.

1.2. The Student-Centered Learning

The Student-Centered Learning was created as a concept within the field of educational pedagogy and has been a topic of discussion within many higher educational institutions and within national policy-making for over the past few decades. Whilst the concept of 'student-centered' learning in its most recent form is relatively new, the idea of looking at the way in which teaching is conducted and how learning processes work has spanned over almost two centuries (Attard, Di Ioio, Geven, & Santa, 2010).

The term Student- Centered Learning is widely utilized by a number of higher education policy- makers; however, it does not have a universally- agreed upon definition.

The Student-centered learning approach is diametrically opposed, in its ethos, to the philosophy underlying the conventional method of learning. By its very nature, SCL allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. By definition, MacHemer and Crawford (2007), argued that the Student - Centered Learning experience is not a passive one, as it is based on the premise that 'student passivity does not support or enhance … learning' and that it is precisely 'active learning' which helps students to learn independently (as cited in Attard, Di Ioio, Geven, & Santa, 2010, p. 11).

"Student- Centered Instructions (SCI) is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively" (Collins & O' Brien, 2003).

The students' various needs as a result of the different higher education programmes applied in distinct cultures and contexts make it difficult to provide a holistic definition of Student-Centered Learning.

1.2.1. The Parameters of Student- Centered Learning

Despite the multiplicity of possible methods of the Student- Centered Learning application, one can nevertheless point out some key features of SCL:

1.2.1.   Innovative Teaching

Innovative teaching focuses on promoting teaching methods, which allow teachers to create the best supportive learning atmosphere for students. A recent study advocates that teacher-training plays a vital role in ameliorating the teaching- learning process. According to Gibbs et al (2004), "… Training can change teachers such that their students improve their learning" (p. 98). Innovative teaching aims at enhancing students' critical thinking, preparing "individuals to become independent lifelong learners" (Tsui, 2002, p. 740).

As believed by Attard, Di Ioio, Geven, & Santa (2010, p. 11), Innovative teaching takes different forms:

A. Team/ Cooperative Learning

Team Learning requires students to be responsible for their own learning (Felder et al., 1996), which gives them the opportunity to interact and share ideas with their classmates.

B. Problem- Based Learning

The Problem- Based Learning, acknowledged as a method that is based on the assumption that the application of the students' early gained knowledge during the learning process enables them to learn more effectively and exposes them to real-life situations outside the classroom.

C. Student Self- Regulated learning

This process confirms that the students do not only learn independently, but also are responsible for their own monitoring, motivation, and feedback process during and after learning (Van Eekelen et al., 2005, p. 451).

As maintained by Zimmerman (2002), Student Self- Regulated Learning comprises eight indispensable skills (p. 66):

1. Setting specific goals.

2. Adopting powerful strategies for attaining these goals.

3. Monitoring one's performance.

4. Restructuring one's learning environment to make it compatible with one's goals.

5. Managing one's time effectively.

6. Self-evaluating one's method.

7. Attributing results to causation.

8. Adapting future methods.

1.1.1. The Learning Outcomes

According to cf. European communities (2009), the Learning Outcomes can be described as the student's expected knowledge, skills, and understanding to be acquired as a result of their learning experience. The Learning Outcomes enable students to better administer their studies and pave their way to handle their own learning.

Generally, the learning outcomes should be stated in the future tense, point out crucial learning demands, use clear language, be achievable and understandable (Attard, Di Ioio, Geven, & Santa, 2010).

1.1.2. The System of Transfer and Accumulation of Credits

According to European Commission (2010), European Credit Transfer and Accumulation System (ECTS) "… is a tool which enables students to collect credits for learning achieved

through higher education. ECTS is a learner-centered system which aims to increase transparency of learning outcomes and learning processes".

The transferability and accumulation of credits makes the heart of the student centered learning, in order to get access into a higher education programmes.

1.1.3. Flexible Curricula and Learning Paths

This final parameter provides the students with the ability to make their own decision in constructing and taking responsibility for their own learning, which results from maintaining flexible curricula that grants the students the opportunity to draw their own paths. This can be related to the concept of lifelong learning in permitting the students to build their own learning process based on their needs.

Student- Centered Learning requires both a shift in focus from what is taught to how and why it is taught, in addition to the shift from teacher performance to student learning.

1.3. The License Master Doctorate (LMD)

Globalization, the formation of a unified space, and the competitiveness in the labour market were the main reasons behind the embracement of the License/bachelor Master Doctorate (LMD) system in higher education in Algeria.

The Classical system, i.e., four years bachelor, two years magister - four years doctorate system, did not respond favorably to the various demands constrained by the growth of economy, of politics, and of the society in Algeria. In 2004, the Algerian government and education policy makers decided to adopt the European educational system known as LMD, to respond and coincide to socio-economic growth contributing to a significant evolution of the country (*Arab World English Journal*, 2012).

Among other European languages English is the most dominant and useful language, it is a required subject at all levels of university education which paves the way to students to

take a part in the globalization. Thus, the Algerian education policy makers implemented different policies to develop ELT. (Arab World English Journal, 2012, p.181)

Nowadays, education policy makers emphasize the importance of English as a foreign language. Coleman (2010) reviews the functions of English in development by classifying its four roles: employability, international mobility, unlocking development opportunities and accessing information as an impartial language.

The LMD system, as the latest new reform applied in the Algerian universities, aims at bringing the Algerian diploma to the universality and the Algerian student to a higher level of learning on the one hand and to the business world on the other. According to Arab World English Journal (2012),''The introduction of LMD into the Algerian universities should be accompanied by these new ideas for innovative teaching practices to improve the performance of the university system but also lead to greater employability of graduates''(p.181) .

Theoretically speaking, oral presentations, along with discussions and other learning/ teaching forms which require the learners' autonomy and motivates the students to take a part in their learning, reflect the principles of the Student-Centered Approach and the LMD system. In this sense Oral presentation as a practical face of Learner-centered approach and the LMD system is applied in Foreign Language Teaching.

1.4.   Oral Presentations

Oral presentations are one of the most common requirements in university courses. Scholars, professionals, and students in all fields desire to share the new topics and knowledge they confront, and this is often accomplished by delivering oral presentations *Duke University's Thompson Writing Program.*

Oral presentations represent the students' first step towards the student- centeredness, they allow the students to alter the memory and transmission-based learning, which is still

operating in various educational systems in the developing world (Al-Issa, 2007a, 2007b), with a dynamic, interactive, independent learning based on students' innovation, discovery and critical thinking.

Oral expression skills are essential to students' learning and academic success. With oral expression students are able to express ideas, explain thinking in a critical manner, retell stories, contrast and compare concepts or ideas.

1.5. Effective Oral Presentations

When teachers ask students to prepare and deliver an oral presentation on any topic, most of them have not the clear image of an effective oral presentation. In addition, they do not know how to present the work in a correct way. "In speaking …you must read and research 100 words for every word you speak, or the listener will know that you are speaking off the top of your head" (Tracy, 2008, p. 18).

According to Chivers and Shoolbred (2007), "Effective presentations achieve their objective and usually bring some benefit and learning to all the people Involve them whether presenters, audience or tutors" (p. 22). Furthermore, sometimes students cannot remember things they have learned from lectures; however they can easily remember it if they learn it in a form of a presentation. Chivers and Shoolbred (2007), claim that in order to prepare and deliver the presentation, there are some characteristics, which are important to make it effective (p. 21-22):

- Careful planning and preparation

- Good time management

- Relevant and interesting content

- Good communication skills

- Appropriate use of technologies

- Clear supporting documentation

- A suitable audience participation

Therefore, it is necessary for students to realize the structure of oral presentation. In addition, they need to know how to prepare it and to deliver it because this will make its content and structure more and more effective.

1.6. The Basic Requirements of Efficient Oral Presentations

In order to deliver successful oral presentations students need to possess: oral proficiency skills, oral communication skills and a communicative competence.

1.6.1. Oral Proficiency

Research by Omaggio (1986), illustrates that oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations. (as cited in Stein, 1999, p. 1).

1.6.2. Oral Communication

Oral presentations involve a communicative ability of producing and receiving information. Byrne (1986) states that, "Oral communication is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)" (p. 8).

Oral communication involves the negotiation of meaning between two persons; when we speak the listener should be able to comprehend what is being said. Both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

1.6.3. Communicative Competence

Communicative competence is originally derived from Chomsky's distinction between competence" a speaker's intuitive knowledge of the rules of his native language'', and performance'' what he actually produces by applying these rules". According to Hymes

(1972), the communicative competence is the ability to use grammatical competence in a variety of communicative situations. Backlund (1977) offers a wider definition of communicative competence, "the ability of art interactant to choose among available communicative behavior in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situations"(p. 16).

Canale and Swain (1980) and Canale (1983) explain the communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three divisions of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to achieve communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles.

Oral communication involves the negotiation of the intended meaning between two persons. It is the students' ability to express meaning properly and adequately.

1.7. Types of Oral Presentations

There are many types of oral presentations. Catherine (2010) suggests different types among them: The informative presentation, the instructional presentation, the persuasive presentation, and the attention grabbing presentation.

1.7.1. The Informative Presentations

Informative presentations require students to deliver information and knowledge. According to Catherine (2011),"The purpose of informative presentation is to communicate information, facts, and data''. For this reason, Catherine sees that students need to precede the following structures to transmit the information successfully:

A.   Chronological Structure

In this type of structures students are demanded to:

- Explain when things should happen.

- Work with visual students who can see the overall sequence of events.

- Use words to list order such as: first, second, third.

B.   Location Structure

In the location structure students need to:

- Clarify when things should happen.

- Use words like region 1, 2, 3 to display order.

C.   Cause and Effect Structure

To display cause and effect information, the students in their oral presentations need to:

- Explain and clarify how things should happen

- Utilize phrases like: because of, in order to….

- List information in their order of importance.

1.7.2.   The Instructional Presentations

Instructional presentations, which purpose is to provide precise regulations or orders, this type of presentations will presumably be longer, since it deeply "covers" the presented topic, the outcomes are new knowledge in the audience's package. The presenter of this type explains the importance and value of the information, defines the learning objective of this program of instructions, and gives the audience the chance to ask questions on the one hand, and to exchange feedback with the presenter as well as their peers on the other hand.

1.7.3.   The Persuasive Presentations

Persuasive presentations aim at convincing and persuading the audience i.e. the teachers and the students. Catherine (2010) claims that successful persuasive presentations are achieved only if students "… present sufficient logic, evidence, and emotion to sway the audience … ". Furthermore, students need to:

- Open the presentation with a considerable introduction.

- Grab the audience's attention.

- Create a desire by providing arguments for the audience to be convinced.

- Close the persuasive presentation with a call to make a decision.

1.7.4.   The Attention Grabbing Presentations

The main aim of this type of presentations is to stimulate people's thinking on a particular problem or situation via activating their emotions towards the subject matter, the presenter makes use of 'vivid' language in order to display excitement and seriousness. To fulfill his purpose, the presenter of this type first illustrates the issue with an attention grabbing story that may be sometimes exaggerative, then demonstrates the urge to provide a solution for the problem being presented, suggest the solution and compare the world with and without the problem to finally arrive at urging the audience's reaction to help solving the issue.

1.8. Forms of Oral Presentations

1.8.1.   Individual Oral Presentation

According to Oral Preparation and Presentation Guide**,** each student has the freedom to select a topic with the guidance of the teacher. For the guide, the topics selection may reflect the student's personal interests and needs." Topics may be based on any aspect(s) of the work(s) studied, including:

- Cultural setting of the work (s) and related issues

- Thematic focus and characterization

- Techniques and style

- Interpretation of particular elements from different perspectives.

1.8.2. Group Work

Group work is a way to develop interaction between students. It is the most used strategy in oral presentations. Adrian Doff (1991) describes group work as follows "In group work, the teacher divides the class into small groups to work together (usually four or five students in each group). As in pair work, all the groups work at the same time" (p. 138).

Research by Richards and Nunan (1996-1999), support that group-work together with pair-work change the interactional dynamics of the classroom. However, Harmer (1992) argues that group-work is even more dynamic and productive than pair-work and individual work:

There are more people to react with and against in a group and, there is a greater possibility of discussion. There is a greater chance that at least one member of the group will be able to solve a problem when it arises, and working in groups is potentially more relaxing than working in pairs, for the latter puts a greater demand on the students' ability to co-operate closely (p. 245-246)

For Olson and Kagan, Cooperative Language Learning requires learners to learn from each other in pairs or small groups. In this sense Group work stresses the learners' accountability in which each member of the group is responsible for his own contribution to activity. As for Olsen and Kagan as cited in Richard & Rodgers, 1992), CLL is is an activity in which learning depends on the information exchange between the learners working in groups, where everyone is responsible for his own learning and possesses enough motivation to develop others' learning. Group work aims to promote cooperation between students, and develops their communicative competence.

Deutsch (1949) classifies three goal structures: cooperative, in which each individual's goal-oriented efforts contribute to others goal attainment; competitive, in which each

individual's goal-oriented efforts prevent others from reaching their goals; and individual, in which individual's goal-oriented efforts have no connection with others goal attainment. The table below points out a comparison between cooperative learning, competitive learning, and individual learning:

Goal structure	Cooperative learning	Competitive learning	Individual learning
Learning goals	To have an objective is essential	It is important for students to have an objective. What they care more is to win or to lose	An objective and individual are both important. Everyone's last expectation is to reach his own objectives
Teaching activities	It implies to any subjects of teaching task. The more complicated and the more abstract the task is, the more it needs cooperation.	It focuses on practice and drills of skills as well as memory and review of knowledge.	Acquisition of simple skills and knowledge

Interaction between teachers and students	Teachers supervise and participate in the groups so as to instruct cooperative skills	Teachers are the main resources of reconciliation, feedback reinforce and support. Teachers posit questions and clear up rules. They play a reconciliatory role in a disputed point and they are judges of connect	Teachers are the main resources to assist, feedback, reinforce and support.
Interaction among students	Encourage students to interact, help and share with each other as the relationship to positive interdependence.	The homogeneous group maintains fair competition, which is a type of negative interdependence.	There is no interaction among students.
Teaching materials	The arrangement of teaching materials is based on the goal of the courses.	It is to arrange teaching materials for group or individual.	The arrangement of teaching materials and teaching are simply for individual.

Table1: Slavin (1995); Johnson & Johnson (1998) based on the research of Dr. Tzu-Pu Wang

(2009: 114)

A group work is a classroom situation where students are working within smaller units or groups. It is the most used activity in oral presentations to negotiate and exchange information.

1.8.3. Role play

Revel (1979), sees role play as "an individual's spontaneous behavior reacting to other in hypothetical situation" (p. 16). This signifies that role play invites students to speak through a fictitious identity in an imagined situation

In oral presentations, students gain a great benefit from role-play, since they are not passive recipients of the instructor's knowledge. Rather, they take an active part. In this respect, Poorman (2002) sees that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (p. 32).

1.8.4. Problem Solving

Research by Barker and Gaut (2002, p. 160) explains problem solving as follows "A problem- solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings''. Problem solving is a method that requires students to make suggestions and give reasons.

In this sense, Henry.J (1991) states that: "Many curriculum theories for elementary as well as secondary education exemplify a primary of method within the proposed school program''. This method usually consists of some form of problem solving procedures as the basis for most, if not all, teaching- learning activities"(p. 299).

Most of the problem-solving tasks require pair or group work. Thus, students can be asked to solve the problem individually or collectively.

1.9. The Purposes of Oral Presentations

Students are asked to deliver oral presentations for different purposes. According to Barbara and Michael (2007), student's presentations may be given for the purposes of: Advocacy/ Persuasion, Training and Teaching and learning.

1.9.1. Advocacy/ Persuasion

Advocacy presentations commonly involve influencing and persuading members of the audience to take actions or make a decision. The students in this context deliver presentations to make the audience adopt a certain position.

1.9.2. Training

This type of presentation requires students to demonstrate their skills as trainers or teachers. It helps the "students to demonstrate professional practice such as an interview technique, counseling skills, or classroom management techniques" (Barbara & Michael,

2007). Furthermore, oral presentations are considered as occasions and chances for students to practice and rehearse.

1.9.3. Teaching and Learning

The purpose of oral presentations is to teach students skills of teaching and learning. For Barbara and Michael (2007)," presentations are used for developing a deeper understanding of a topic, covering a specific areas of the curriculum … and inviting a visiting expert to speak on a given topic" (p. 4).

1.10. Preparation of Students for Oral Presentations

The communicative approach emphasizes how to make the students master the language and cultural rules. Teachers focus more on activities, which help students to improve their speaking skills. The oral presentation is one of these activities that students do in oral communication courses. According to King (2002): "having students give oral presentation in a front of their class is one of the learner centered activities that has been widely included in teachers' lesson plans to improve students' oral proficiency"(p. 402).

Many students do not know how to prepare an oral presentation. Meloni and Thompson (1980, p. 503) state that when learners do oral presentation with a correct preparation and organization, this will be beneficial to them in academic settings and help them later in all their carriers.

In this sense, teachers need to inform the students on the importance of oral presentation. In addition, they need to teach them the effective norms of efficient oral presentations.

1.10.1. Teaching Oral Presentations

Many students have a negative attitude towards oral presentations; they do not have the required skills and most of them do not find oral presentation an enjoyable activity. Their affective filter rises when teachers ask them to prepare an oral presentation. According to

Chivers and Shoolbred (2007, p. 31), "Many students feel highly nervous about undertaking class presentation."

Besides, students have a fear from delivering an oral presentation because they do not have enough background and they do not master the required norms of effective oral presentations. Furthermore, students do not have confidence in their abilities. It has been stated that "When students were been asked about what is a good presentation, they related it to a clear speech, correct language and when the audience gets the main idea" (King, 2002, p. 406). Accordingly, it is significant to teach students how to deliver an oral presentation because most of them do not have a clear idea and an exact format about how to do it.

1.10.2. Running an In-Class Workshop on Oral Presentations:

Teaching students the norms of effective oral presentation improves their performance and helps them to overcome the different problems they may encounter. Speaking, Arguing, & Writing (SAW) Program gives some suggestions for teachers to run an in-class workshop on public speaking and oral presentations.

- Hand out copies of a criteria form.
- Discuss the criteria on the form so that the language becomes meaningful to everyone.
- Show a video of a sample presentation (perhaps of a student from a previous year).
- Show how you would apply the criteria by giving examples.
- Ask students to apply and to practice what they have learned.

Running an in-class workshop gives the teacher a chance to clarify the criteria and the form of effective oral presentations and the students the opportunity to learn how to deliver effective oral presentations.

1.11. The Teachers' Role in Oral Presentations

The role of the teacher is critical for the success of students' oral presentations. It differs considerably from the role of the teacher in traditional teacher-directed teaching. The teacher's role changes from a deliverer of information to a facilitator of learning.

In oral presentations, teachers have to create highly structured and well-organized environments for classroom instruction. Harel (1992) defines the teacher's role in the classroom as follow:

> During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity, encouraging thinking conflict, observing student and supplying resources (p. 169).

According to Xinaming (2005), "teachers … still play a key role in the background, as a facilitator, research guides, ultimate references, and as source of encouragement" (p. 120).

The role of the teacher in oral presentations may change according to the activity or from one-step to another. Harmer (2001, p.57) suggests the teachers' roles in the learning process. The role is changing according to the lessons; thus it is changing in oral presentation since it is a form of lesson delivery. In this regard the teacher can be:

- Organizer: the role of the teacher in oral presentations is organizing students to do various activities: giving them information setting the main objectives and the appropriate time, telling them how they are going to do the activities and putting them into pairs or groups.

- Prompter: in oral presentations, the teacher should become prompter when students get lost and cannot think about what to say next .teacher should be careful because if he helps the student all the time this will hinder their learning and their motivation to

speak. In this context, the role of the teacher is to encourage and to motivate students to speak, to clarify their opinion, and to promote their proficiency.

- Participant: in oral presentations there is a chance for the teacher to take a part; for example; in discussions. The role of the teacher here is to introduce new information or to clarify a given idea.

At the end of oral presentations teachers need to engage in discussions with students to examine their knowledge, to clarify information, and to inquest their understanding of the topic.

1.12. The Delivery of Oral Presentations

The delivery of oral presentation is different from writing a report, because in an oral presentation if things are not clear and the audience do not understand the presenter, the presentation becomes uninteresting and senseless. Consequently, the way of giving an oral presentation should be standardized to make the audience understand the objective of the work which can be achieved with the respect of time.

1.12.1. Time Allocated for Delivering an Oral Presentation

A proficient presenter is the one who knows how to use and to respect the time allocated for his/ her presentation.. According to Chivers and Shoolbred (2008, p. 22), the use of time during the presentation has relation with the content. Also sometimes, the audiences get some of this time in asking questions so the speakers should be organize themselves according to the time and try to use it effectively, if the speakers do not have much time to present, they can give just the important points to the audience. In this sense the presenter needs to pay attention to the time allocated for his/her presentation.

1.12.2. Visual Aids in Oral Presentations

Presenters can use many visual aids in their presentation. According to to king (2002,p.402) "with the availability of technology video cameras, slide, project, power point,

VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones."

The use of visual aids in oral presentation is to make the topic more effective, so students need to be careful in their choice of these aids, because the aim of it is to help them in their presentation. In addition, much use of visual aids makes the hearers focus in it more than its focus on the topic (baker, 2000, p.127).

A.Types of Visual Aids

There are many types of visual aids, which are available to speakers. Ixaniming (2007:120) states that "There some kinds of oral presentation will require one kind of visual aids" fellow some of this types of visual aids:

- **Handouts**

It is sheets of prepare which include a summarizing of information that the speakers will tackle. Handouts are one of the most effective forms of visual aids, including a brief explanation about the topic.

- **Maps , Charts and Graphs**

They are very effective tools because; the audience gets much information in an easily visual formal. In addition, the presenter can use colors to grab the audiences' attention

- **Power Point**

This tool is dependent on the use of computer. Power point is enabling the presenter to create visual slides that speakers want to use. These slides include the power information of the topic.

1.12.3. The Structure of an Oral Presentation

In order to affect the hearer, the speaker provides a clear framework and structure of his topic. According to Chivers and Shoolbred (2008, p. 22), "a clear structure usually helps the audience to gain a quick understanding of the content of the presentation." If presentation is well organized and well structured; the listeners can easily understand the content of the presentation. Storz et Al (2002, p.5) decide that are three parts to typical presentation:

A. The Introduction

The introduction is the crucial part of the oral presentation. The presenters need to grab the listeners' attention. In English countries when speakers want to get the audience attention sometimes they start with a joke or make a statement to surprise them and raise their interesting (Storz et al., 2002). In this respect, the presenters have to be intelligent to hook and to attract the teachers and the students' attention.

- **Greet the Audience**

It is important to great the audience by saying something like: hello, ladies and gentlemen, good morning, good afternoon …etc

- **Give the Title and Introduce the Subject**

It is necessary for the speakers before starting any presentation to inform the audience about the title of the presentation and the details included in the content

- **Give an Objective (purpose, aim ,goal)**

The primary goal of introducing an oral presentation is to provide information about the topic. Accordingly, the speakers need to make the audience keep an intention to all what they are saying, in order to establish and understand, the message that they want to clarify. In academic presentations it is very important to start by the aims and objectives of the research (Storz et al., 2002).

- **Announce your Outline**

The audience needs to be aware with speakers' outline and the major points that will be discussed during the oral presentation.

B. The Body

- **Content**

Speaker gives information, which is relevant to their topic.

- **Quantity/ Quality**

The speaker should focus on the quality rather than how much information he includes in the presentation.

- **Sequence**

The information should be given in an organized manner for instance from general to specific, cause to result…etc.

- **Linking Ideas**

The speaker should make a connection between information. This will help the audience to follow and to understand.

- **Voice and Pronunciation**

In order to attract the audience and to be understood the presenters need to give a great importance to their pronunciation as well as to their voice (tone, pitch, speed and slow speech). the voice is important in giving the audience the exact meaning. If the speaker raise his/ her their voice, he/ she will put their audience in the subject. (Storz et al., 2000).

C. The Conclusion

It is more important to inform the audience that the presentation is finished. There are different ways to announce the end of an oral presentation. According to Storz et al (2002,p. 11) " the end of the conclusion of your talk should include four parts: a brief reminder of what

you tried to show in your speech and how you tried to do so , a short conclusion , make comments or open a discussion."

At the end of the presentation, the presenters try to answer all the audiences' questions and try to clarify ambiguous information.

1.13. Evaluating Oral Presentations

Because public speaking is very complex for many students and since evaluation and feedback is a crucial step in oral presentations, it is especially important to point out the negative aspects of the presentation as well as areas for improvement when evaluating students' presentations.

According to Speaking, Arguing, & Writing (SAW) Program, teachers need to remember their goals and objectives when deciding how to evaluate the students' oral presentations. The program distinguishes between oral evaluation and written evaluation:

1.13.1. Oral Evaluation

"Student speakers receive immediate feedback and teachable moments become part of the schedule"(SAW Program p. 8). In this sense, teachers need to play the role of feedback provider, and oral evaluation may be given during (immediate feedback) and after (delayed feedback) each presentation to know both areas of strength and weaknesses.

A. Immediate feedback

Many studies have revealed better performance when feedback is immediately given. For example, research by Kulik (1988) reported a meta-analysis of 53 studies. The conclusion to the meta-analysis was that, "although delayed feedback was often found to produce better results in laboratory studies, immediate feedback resulted in better performance in applied studies in actual classrooms".

B. Delayed feedback

Two laboratory studies (Butler, et al., 2007; Butler & Roediger, 2008) found that delayed feedback leads to better performance on the follow-up cued recall test than immediate feedback. Butler and his colleagues pointed out that distributed repetition of delayed feedback leads to better comprehension.

It is important that studies investigating differences in the timing of feedback take special care to ensure that the feedback is processed and attended to the participants   Whether feedback is given immediately or at a delay, teachers need to give more and great interest to the type of feedback displayed to the presenters.

1.13.2. Written Evaluation

Written feedback is "helpful by providing a record of response for each speaker, and it encourages those responding to be more thoughtful and deliberate".

The Speaking, Arguing, & Writing (SAW) Program claims that, "using evaluation forms rather than free-form comments facilitates consistency in feedback". p 8.

The program also finds that it is preferable to combine both oral and written responses to motivate and to enhance students 'performance. The program also suggests the table below to facilitate evaluation for the teacher:

Delivery	Excellent	Good	Needs Improvement
Introduction clear and understanding			
Related topic to audience			
Used standard English grammar			
Communicated sincerity & enthusiasm			
Maintained strong eye-contact			
Presented visual aids well			
Seemed knowledgeable & confident			
Completed speech within time limit			
Content			
Clear thesis			
Main points well-organized			
Used supporting evidence & examples			
Written Work			
Outline well-written and complete			
Bibliography included in proper format			

Table2: Oral Presentation Evaluation Form

By following the table of evaluation, the presenters will know their presentations' points of strength and weaknesses and as a result they will make more efforts to develop their performance.

1.1. The Importance of Oral Presentations

Effective oral presentation skills are essential in education, social and professional life. According to Meloni and Thompson (1980, p.503), if the oral presentation is appropriately

guided and structured, it will be beneficial to EFL in all their learning subjects and later in their future professions. Students need more practice before they graduate. In this sense, Chivers and Shoolbred (2007, p. 4) claim that "There are many reasons why students are asked to give presentation and these will be influenced by their academic course and situational and organizational factors" So, one of the purposes of assigning oral presentations is to give an information with a formal way.

Oral presentation is a good way to develop the students' abilities to practice. They will be able to inform report and illustrate. In addition, when students listen to the presenters, this develops and enhances their abilities in performance. Students give an oral presentation in front of the class is one of activities that learners have, and it is included in the lessons to improve the students' proficiency level (king, 2002, p. 401).

In general, when students learn how to make an effective oral presentation, they will develop their ability to communicate with others. Furthermore, Learning the Foreign Language will become easier and more effective for them. According to Emden and Beker (2004, p.1), "developing the abilities to speak to an audience is one of the greatest benefits you'll ever get from your time in further or higher education."

Then, the oral presentation is one of the most important parts of teaching a foreign language, especially in the university environment since it develops the students' oral performance and it prepares them as future teachers.

1.14.1. Oral Presentations and Experiential Learning

Experiential learning stands on the conception of the unfixedness of understanding, which can be formed and reformed by experience. It is an extending process which indicates that students' learning is influenced by the knowledge, ideas, beliefs, and practices that should successively be shaped by experience. For Kolb (1984), experiential learning is a process in which knowledge is created through the transformation of experience. Specht and Sandlin

(1991), believe that experiential learning focuses on "doing" in addition to the "hearing" and "seeing" that occur in traditional learning. (as cited in Fri, Ketteridge, & Marshall, 2009)

Classroom-based experiential learning methods need to be more effective than the traditional methods of teaching, they are active, experienced based and related to the students' former and potential experiences. Chickering (1977), states that " It turns us away from credit hours and calendar time toward competence, working knowledge, and information pertinent to jobs, family relationships, community responsibilities, and broad social concerns"(p. 86). Research by Kolb (1984) stresses the importance of a development of competence-based methods that have identifiable outcomes of learning from experience.

Oral presentations prepare students professionally and academically. It is recognizable that experience and practice enhance learning; this can be associated with David Kolb's 1984 model, which ideas are extracted from earlier models of experiential learning. *The handbook for teaching and learning in higher education, p.15*

The "Kolb Learning Cycle" encompasses four kinds of abilities required for a successful learning (see Figure 1.1).
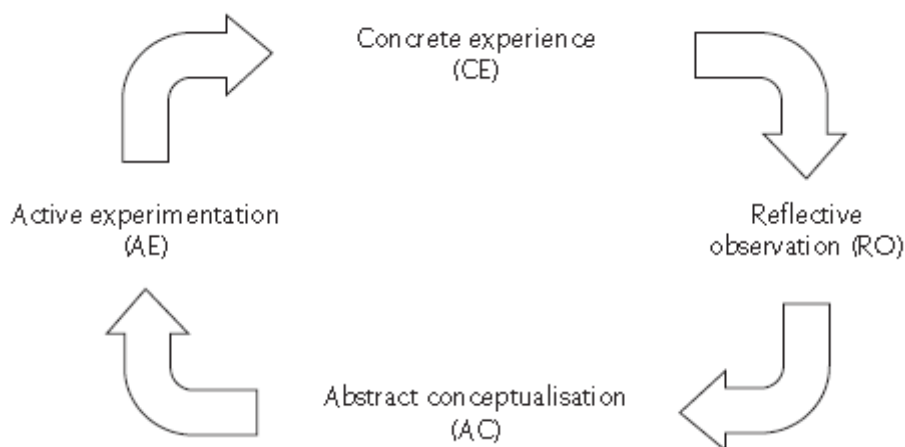
Figure 3.1 The Kolb Learning Cycle

Figure 1.1 The Kolb Learning Cycle

First, the students' full and free involvement in novel experience (CE). Second, the creation of the appropriate time and space to be able to reflect on their experiences from different viewpoint (RO). Third, the students' ability to form, reform and process their ideas, integrating their new ideas and understanding into sound, logical theories (AC). These middle two elements in the cycle can be strongly influenced by feedback from others. The fourth point (AE) implies the use of the required understanding for decision-making and problem-solving, implication testing and the adaptation to new situations.

The teacher needs to be aware that in practice learners do not cycle smoothly through the model, but may get stuck, fail to progress or 'jump about'. The way in which the learner resolves these tensions will have an effect on the learning outcome and the development of different types of strength in the learner and, as will be seen, may pertain to personality traits and/or disciplinary differences. (Fri, Ketteridge, & Marshall, 2009)

Experiential learning embraces the second step i.e. reflection as a key point. Boud et al (1985) argue that "[reflection] turns experience into learning". In order to learn from experience, students are demanded to investigate and analyze the experience; reflection in this context means its conscious or subconscious use when taking a deep approach to learning. "Reflection consists of those processes in which learners engage to recapture, notice and reevaluate their experience, to work with their experience, to turn it into learning" (Boud et al.,1993, p. 9). The reflection process helps the students to improve the students' active involvement."The reflective activities such as the keeping of learning portfolios, debriefing sessions, guided reflection and periods of quiet contemplation following experience-based classroom activities''(Boud & Walker, 1992, p. 165).

1.15. Problems of Oral Presentations

An oral presentation is the result of the accumulation of different studies, surveys and practices. However, different studies show that students face many problems in oral presentations. The following problems are considered amongst the major problems:

1.15.1. Lack of Preparation

Many studies stress the importance of preparation before delivering an oral presentation. According to Tracy (2008), " fully 90 percent of your success as a speaker will be determined by how well you plan your speech" (p. 18). In this respect students need all the time to prepare an effective oral presentation; however, students ignore and overpass this crucial step. As a result students face many problems like: choosing the irrelevant information, forgetting the outline of the presentation, overtaking time and not providing links for further information. Cambridge University Press cites the different obstacles induced by lack of preparation as follows:

- More information than available speaking time.

- Difficulty for the audience to understand.

1.15.2. Performance Anxiety

Public speaking causes many difficulties especially for students who feel shy and less confident. Speech anxiety is a natural reaction that everyone can have. According to Tury (2008): "51 percent of adults rate fear of public speaking a head of the fear of death" (p. 14). The listeners and the teacher can easily notice the speech anxiety in the voice of the presenter; however, teachers can deal with students' anxiety by telling them it is a normal behavior. Furthermore, students will more encouraged and less stressed if teachers rise their awareness about anxiety (King 2002, p. 404- 405).

1.15.3. The Teacher

It is a big barrier for most students that they are not given the minimal specific guidance before undertaking an oral presentation unknown *Australian Catholic University*. Actually, teachers do not teach students the norms of effective oral presentations and do not give the students the exact format of efficient oral presentations which results in bad and unsatisfied performance. For the Australian Catholic University , when assessing students' oral presentations teachers mostly focus on:

- Structure.

- Content.

- Analysis and presentation skills.

In this respect, teachers need to inform the presenters about what they expect from delivering a given presentation. Furthermore teachers represent a problem for students because some teachers do not know when and how to give the appropriate feedback.

1.15.4. Inhibition and Fear

Practicing the foreign language in the classroom causes inhibition. This problem happens when student try to practice in the classroom .There are many factors that prohibit students to adequately make public speaking . According to Littewood (1999), "it is too easy for a foreign language classroom to create inhibition and anxiety" (p. 93). The fear of making mistakes and the teachers' severe judgments are the major reasons why students are not able to communicate. Students fear to make mistakes increases when they speak to a critical audience. Ur (2000) claims that: "learners inhibitated about trying to say things in a foreign language in the classroom Vorried about making mistakes, fear full of criticism or loosing face, or simply shy of the attention that their speech attracts" (p.111).

1.15.5. Group Boredom

Some EFL students and presenters have problem with memorizing information with English so they try to get it by heart memorizing the presentation word by word. By this way,

the audience including the teacher and the students will feel bored when they have to listen to what the speaker says (King, 2002, p. 405). Moreover, if students do not use the appropriate non verbal communication in their oral presentation and they only read and memorize information, the audience will lose attention and show less interest. According to King(2002), " teacher should constantly remind students of the importance of using communicative English in their presentations and keeping the audience in mind when they prepare" (p. 405).

1.15.6. Mother Tongue Use

Student use their mother when they cannot convey the information adequately in the Foreign Language, they use the mother tongue to feel more comfortable. According to Beker and Westup (2003, p. 12)" barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language». In different cases students use their mother tongues because they lack the appropriate vocabulary in the target language and they cannot make the audience grasp what they mean; this may lead them to be unable to use it correctly.

Conclusion

   Throughout this chapter we have seen the importance of oral presentation as one of the application of the Student-Centered approach and the LMD system, accentuated the major problems students are subject to before during and after delivering oral presentations, stressed the necessity of highlighting the value of oral presentation and equipping the students with the basic Requirements of efficient oral presentations.

The following chapter will tackle the practical side of the research: two questionnaires followed by an in-depth analysis.

Chapter Two:

Description and Analysis of

the Questionnaires

Chapter Two: The Field of Investigation

Introduction

Up to the present, we have presented a review of literature related to oral presentations between theory and practice. The following stage moves to the practical side of the research. As far as our research is concerned, the descriptive method is the most relevant one. Research by Burns and Grobe (2003, p. 201) affirms that the descriptive design "is designed to provide a picture of a situation as it naturally happens", the main aim of this design is a practical problem identification with the intention of enhancing the practice outcomes. Moreover, different data collection procedures are available for use, such as tests, questionnaires, observations. The choice of which procedure to employ undoubtedly depends on the research aim, time available, the nature of the data collected as well as the sample under examination. In our collection of the data, we have relied on designing two questionnaires. One directed to the English language teachers in the English department who deal with students' oral presentations, and thus are perceived to be in good positions to contribute with relevant data, while the other addressed to the English department's master one students, who are asked to provide information about their actual learning state.

2.1. Students' Questionnaire

2.1.1. Aim of the Questionnaire

The questionnaire is principally devoted to diagnose the students' awareness of the criteria of efficient oral presentations, describes their actual state of learning, in addition to investigating the degree applicability of effective oral presentations' features.

2.1.2. Administration and Description of the Questionnaire

The students' questionnaire has been randomly handed to 50 Master1 students of English at the University of Guelma on April 27th, 2016. As a matter of fact, students, and especially Master students are very often asked to perform oral presentation tasks. It is consequently important to mention that the number of questions devoted to the students is purposefully higher than the one devoted to the teachers; since our sample students will enrich our information about their actual state of learning. We made sure that all 50 students answered and returned the questionnaire (100%).

In designing this questionnaire for the purpose of conducting a research, dichotomous questions (yes/ no questions) are demanded, in addition to close ended questions, i.e. questions in which participants are required to choose from previously determined answers, which are generally accompanied with follow- up questions like "justify" or "others, please specify", and open ended questions in which the respondents are given the opportunity to answer in their own words. The questionnaire is divided into two sections.

Section One: General Information (Q1- Q2- Q3)

In this section, the students are required to indicate the number of years they have been studying English in (Q1). In (Q2), they are asked to provide a definition to the learner-centered approach. Q3 is devoted to elicit information about students' opinions on the LMD system's reflection of the learner- centered approach's real image

Section Two: Oral Presentations between Theory and Practice (Q4- Q21)

This is the questionnaire's longest section, which seeks information about whether the lesson delivery forms are: teachers centered, oral presentations, discussions (Q4). The next question aims at exploring whether they prefer group or individual works (Q5). The following dichotomous question (Q6), tries to investigate the students preparation to their oral presentations. (Q7) seeks to know whether students check the reliability of their information.

(Q8) is designed to highlight students' credibility verification strategies. (Q9) aims to know if the students make use of visual aids. (Q10) intends to find out how often teachers provide their students with feedback to their oral presentations. (Q11) seeks to find out students' attitudes towards oral presentations as a lesson delivery technique. (Q12) elicits students' opinions about the significance of oral presentations in their studies. (Q13, 14, 15) respectively, aim at exploring whether oral presentations have a positive influence on students' oral proficiency, develops their oral proficiency, their future as teachers, and their critical thinking. (Q16) seeks to collect information about students' feelings when delivering their oral presentations. (Q17) inspects the effect of students' feeling of anxiety, fear and/ or shyness on students' performance. (Q18) aims to explore the problems students face while verbally presenting. (Q19) tries to investigate whether students take notes to rely on them for exams. (Q20) is designed to investigate how often do students provide their peers with handouts at the end of their oral presentations. The last question (Q21) asks students about the kind of feedback they mostly receive in oral presentations.

2.1.3. Analysis of the Results and Findings

Section One: General Information

Q 1: How many years have you been studying English at the university?

a- 4 years

b- 5 years

Options	Responses	Percentage %
a	47	94 %
b	3	6 %
Total	50	100 %

Table 3: Students' Experience in Studying English

As highlighted in the table above, an overwhelming majority of 94% have been studying English at the University for 4 years, which implies their belonging to the LMD system; while only 6% of them stated that they have been studying it in the University for 5 years, this minority undoubtedly belongs to the Classical system.

Q 2: What is your definition to the Learner-Centered Approach?

Options	Responses	Percentage %
The learner is the center of the teaching/ learning process	22	44%
No answer	28	56 %
Total	50	100 %

Table 4: Students' Definition to the Learner- Centered Approach

The results in the table above demonstrate students' definitions to the Learner- Centered Approach. The majority of the informants (56%) neglected this question, which may be explained by the fact that open ended questions are generally avoided, or that they simply do not know the definition. (44%) agreed that the Learner- Centered Approach places the learner at the center of the teaching/ leaning process, a minority of those who answered this question specified the role of the teacher as a guide.

Q 3: Do you think that the License Master Doctorate (LMD) system reflects the Learner-Centered Approach's real image?

a- Yes

b- No

Options	Responses	Percentage %
a	22	44%
b	28	56%

Total	50	100%

Table 5: Students' Perceptions about the LMD System's Reflection to the Learner-Centered Approach

The present item of information seeks to inspect students' perceptions about the LMD system's reflection to the Learner- Centered Approach. Results reveal 22 students, translated into 44% answering "yes", providing the following justification: The core of the LMD system and the Learner- Centered Approach is the idea that the learner is at the center of the learning process.

Section Two: Oral Presentations between Theory and Practice

Q 4: In your current level, the lesson delivery takes the form of:

a- Teacher- centered

b- Discussions

c- Oral presentations

d- Oral presentations and discussions

Options	*Responses*	*Percentage%*
a	0	0%
b	2	4%
c	7	14%
b + c	41	82%
Total	50	100%

Table 6: Lesson Delivery Forms

The table above aims to find out the lesson delivery forms students are subject to regarding their current level. We have recorded no respondents (0%) selecting teacher- centered delivery forms; with a numerical minority of 4% of the informants who opted for discussions; 14% of students indicated that the lesson delivery takes the form of oral presentation; while a

remarkable majority of 82% of the students combined between the second and the third option, indicating that their lessons contain both discussions and oral presentations.

Q 5: In Oral presentations do you prefer?

a- Individual work

b- Group work

Options	Responses	Percentage %
a	11	22%
b	39	78%
Total	50	100%

Table 7: Students' Work Preferences in Oral Presentations

The results in the table above prove that the majority of the subjects 78% prefer having group work instead of other types of tasks, this percentage may be divided into those who may think that group work is a good way to cooperate and complement each other's lacks, those who may be dependent on others, and those who may be introvert and shy to stand alone and have all the attention on them. Only 11 subjects (i.e. 22%), however, opted for individual work, these subjects may be those who prefer to work alone, or those excellent students who are too demanding to be satisfied with others' works.

Q 6: When you have an oral presentation, do you well prepare it?

a - Yes

b - No

Options	Responses	Percentage%
a	31	62%
b	19	38%
Total	50	100%

Table 8: Students' Preparation of Oral Presentations

Preparation is one of the most crucial requirements for effective oral presentations. Only 19 students out of 50, which represent 38%, confessed about the insufficiency of their preparations. Whereas 31 students, which represent 62% have stated that they get well prepared before presenting orally. The table results uncover a clear gap between theory i.e. how things should be and practice i.e. how they are actually going on.

Q 7: Do you often verify the credibility and the reliability of your information?

a - Yes

b - No

Options	Responses	Percentage %
a	13	26%
b	37	74%
Total	50	100%

Table 9: Students' Verification of the Credibility and the Reliability of their Information

A majority of 37 students (74%) of the sample admitted that they do not check the reliability of their information, which may be considered the core reason for students' inadequate information, low performance, and thus unsatisfying achievements. Only 26% emphasized that they insist on verifying their information's credibility; which, once again, indicates a gap between theory and practice.

Q 8: Which of the following strategies do you use?

a- Checking books

b- Reviewing multiple websites

c- Asking teachers

d-Others, please specify

Options	Responses	Percentage %

A	1	7.69%
B	11	84.62%
C	1	7.69%
D	0	0%
Total	13	100%

Table 10: Student's Verification Strategies

The table results show that from those who opted for yes, a majority of 84.62% have emphasized the fact that in order to verify their information's credibility, they review multiple websites, which is expected because of the dramatic spread of the internet; while the rest 15.38 % is equally divided into checking books and asking teachers about the credibility of their information

Q 9: When you deliver oral presentations do you use visual aids?

a- Yes

b- No

Options	*Responses*	*Percentage %*
A	38	76%
B	12	24%
Total	50	100%

Table 11: The Use of Visual Aids

The statistics related to this question show that (76%) of the subjects actually make use of visual aids in delivering their oral presentations, against (24%) who do not. This may be due to: the students' lack of motivation to use visual aids, their lack of training on how to use them, the unavailability of ICTs, perhaps time did not allow them to prepare an e- version of their presentation, or this is may be explained by the fact that their teacher did not necessitate their use.

Q 10: How often do your teachers provide feedbacks to your oral presentations?

a- Always

b- Sometimes

c-   Never

Options	Responses	Percentage %
A	5	10%
B	38	76%
C	7	14%
Total	50	100%

Table 12: Teachers' Feedback

Feedback is indispensable for students to know how well their presentations were, as it has a strong link with students' satisfaction and productivity. The majority of the subjects 76% stated that teachers "sometimes" provide them with feedback, only 14% declared that they "always" receive feedback, whilst 10% said that they "never" get teachers' feedback, the last answer may denote students' dissatisfaction with teachers' feedback, not their real state of learning.

Q 11: What is your attitude towards students' oral presentations as a technique of lesson delivery?

a- Like

b- Do not like

c- Like with some criteria

Options	Responses	Percentage %
A	5	10%

B	26	52%
C	19	38%
Total	50	100%

Table 13: Students' Attitudes towards their Oral Presentations as a Lesson Delivery Technique

The present item of information is intended to ask subjects about their attitudes towards their oral presentations as a lesson delivery technique. More than half of the sample (52%) honestly said that they do not like them, 38% stated that they like them with some criteria, while only 5% actually expressed a preference to this technique. Students' negative attitude towards oral presentations as a lesson delivery technique may be interpreted by their anxiety while delivering a speech, their concerns about the teachers' and the audience's remarks, their dissatisfaction with the criteria based on which teachers assess their work, or their preference to other skills like writing.

Q 12: Do you think that oral presentations have a considerable role in your studies?

a- Yes

b- No

Options	*Responses*	*Percentage %*
A	19	38%
B	31	62%
Total	50	100%

Table 14: Students' Opinions about the Importance of Oral Presentations

Since the majority of students explicitly stated that they do not like oral presentations as a lesson delivery technique, it is not surprising that when they were asked whether oral presentations have a considerable importance in their studies, a majority 31 subjects (62%)

said no, while only 19 subjects or (38%) said yes. Again, the number of noes shows that respondents are not satisfied at all with oral presentations.

Q 13: Do you think that oral presentations develop your oral proficiency?

   a- Yes

   b- No

Options	*Response*	*Percentage %*
Yes	42	84%
No	8	16%
Total	50	100%

Table 15: Correlation between Oral Presentations and Students' Oral Proficiency

Oral presentations are of great importance to develop one's oral proficiency. Statistics have shown that a clear majority of 42 students (84%) answered "yes", indicating their belief that oral presentations develop their oral proficiency; whilst only 16% expressed no correlation between the two, which may be explained by their lack of awareness, their state of denial because of their discontent with oral presentations, or their perception that they already master their speech and oral presentations is doing them no good.

Q 14: Do you think that oral presentations prepare you as a future teacher?

a- Yes

b- No

Options	*Responses*	*Percentage%*
a	42	84 %
b	8	16 %
Total	50	100 %

Table 16: Students' Opinions towards Oral Presentations and Teaching

The table results have stated that the majority of students, translated into 84%, answered yes, displaying their awareness of how beneficial oral presentations are to prepare them as future teachers; against 16% who think that they do not, which may be explained by the fact that they witness poor presentations which are by no means helping their future careers, or that their teachers do not raise their awareness about the importance of oral presentations.

Q 15: Do you think that oral presentations develop your critical thinking?

a- Yes

b- No

Options	Responses	Percentage%
A	20	40 %
B	30	60 %
Total	50	100 %

Table 17: Correlation between Oral Presentations and Critical Thinking

Students were asked whether oral presentations develop their critical thinking, a glimpse at the table above will be enough to show that 30 students, interpreted into 60% answered "no", which may be interpreted by the fact that they suffer from their peers' poor presentations skills , or that the teachers' questions are not helping to develop their critical thinking; this dramatic majority displays students' discontent with their oral presentations; while 20 of them (i.e. 40%) said "yes", indicating that oral presentations have a considerable positive effect on developing one's critical thinking, or at least it on theirs, possibly, this minority is aware of the importance of oral presentations.

Q 16: While delivering oral presentations do you feel?

a- Anxious

b- Afraid and stressed

c- Shy

Options	Responses	Percentage %
A	21	42 %
B	13	26 %
C	03	6 %
A+B+C	13	26%
Total	50	100 %

Table 18: Students' State while Delivering Oral Presentations

We have recorded a majority of 21 respondents (42%) who have admitted possessing a high anxiety level while delivering their oral presentations; about 26% have stressed their fear during the oral presentations; while a numerical minority of 30 respondents (i.e. 6%) have indicated their feeling of shyness; with 26% of the subjects combining between the three answers.

Q 17: Does anxiety, fear and/ or shyness have:

a- A positive effect on your performance

b- A negative effect on your performance

c- No effect at all

Options	Responses	Percentage %
A	3	6%
B	47	94%
C	0	0%
Total	50	100%

Table 19: the Effect of Anxiety, Fear and/ or Shyness on Students' Performance

The aim of this question is to see whether students' anxiety, fear, and/ or shyness positively, negatively, or have no effect on their performance. Apparently, a vast majority of 94% believe that their high affective filter negatively affects their performance, which urges

teachers as well as students to work on reducing students' affective filters. On the other hand, only a minority of 3 subjects out of total 50 (i.e. 6%), turn to be able to make a positive effect out of their high affective filter.

Q 18: Which of the following problems do you face?

a- Bad pronunciation

b- Lack of sources

c- Lack of guidance from the teacher

Options	Responses	Percentage %
A	3	6 %
B	2	4 %
C	29	58 %
B+C	16	32 %
Total	50	100 %

Table 20: Problems that Students Face before, during and after Orally Presenting

The present item of information aims at exploring the problems students face before, during and after verbally presenting. More than a half of the sample, (i.e. 58%) have chosen the lack of guidance from the teacher as a major problem, the thing that strains the need to provide the students with a clear idea on the information they should include in their oral presentations, guidelines on the way oral presentations should be, as well as the time they want them to dedicate to their oral presentations ; only 3 subjects, translated into 6%, have selected bad pronunciation; 4% who have mentioned the lack of sources as a notable problem; in addition to a recorded 32% who have opted for a combination of the second and the third choice.

Q 19: Do you take notes out of your oral presentations and rely on them for exams?

a- Yes

b- No

Options	Responses	Percentage %
a	31	62 %
b	19	38 %
Total	50	100 %

Table 21: Oral Presentations and Note Taking

In answer to the above question, a majority of 31 respondents (62%) said that they take notes and rely on them for exams, stating that this is an obligation, since no presenter (their peers) and very few teachers provide them with handouts, and even if they do, the handouts are handed just before the exam. In comparison, 19 respondents, interpreted into 38%, answered "no", justifying this by the fact that they cannot catch up to the presenters' speed, and that they do not trust them enough to rely on the information they provide for exams.

Q 20: At the end of your oral presentations, how often do you provide your audience with handouts?

a- Always

b- Sometimes

c- Never

Options	Responses	Percentage %
A	00	00 %
B	00	00 %
C	50	100 %
Total	50	100 %

Table 22: Handouts' Supply

As shown in the table above, a totality of 50 respondents, (i.e. 100%) of the sample, have admitted that they never provide their audience with handouts which backs up their previous

complains about the lack of handouts from their peers as well as their teachers, and, to some extent, explains their negative attitude towards oral presentations.

Q 21: What kind of feedback do you receive most in your oral presentations?

a- Immediate feedback

b- Delayed feedback

Options	Responses	Percentage %
a	32	64%
b	10	20%
a+b	8	16%
Total	50	100 %

Table 23: Kinds of Teachers' Feedback

The question above aimed to find out the kind of feedback students receive most in their oral presentations. The majority of the respondents (64%) have mentioned that they mostly receive immediate feedback i.e. feedback during their oral presentations; against 10 (20%) respondents who have answered ''delayed feedback''; in addition to 16% who have opted for a mixture of the two answers. The existence of one fact and diverse answers may be explained by the fact that students do not differentiate between the kinds of feedback, or that they receive a mixture of the two kinds of feedback, yet each students only pays attention to a particular kind.

2.1.4. Results and Main Findings

Following the analysis of the learners' questionnaire, the most important findings are summarized as follows:

- The sample under examination was randomly chosen from Mater one students of English at Guelma's University for the academic year 2015/ 2016.

- Through students' replies, more than half of the students under investigation (56%) avoided answering the open ended question about the definition of the learner- centered approach, in fact many respondents avoid this kind of questions; consequently, it is not surprising to find a shortage in the open ended 'answers'. Another explanation to this shortage is the fact that they do not actually know the definition.

- Regarding their current level, the delivery of the lessons take the form of oral presentations accompanied with in- class discussions; the thing that, if done appropriately, will develop students' oral proficiency as well as their critical thinking.

- The reported results revealed student' work preferences; (78%) of the participants display a very positive attitude to group works, since group works allow students to cooperatively employ their points of strengths to overcome their weaknesses, which enhances their self confidence and motivation.

- (62%) of the students emphasized that they well prepare their oral presentations; although (72%) of them admitted that they do not check the reliability of their information.

- A concerning minority of (10%) of the students said that they 'always' receive feedback from their teachers on their oral presentations; when (76%) answered that they 'sometimes' get feedback from the teachers.

- Results have shown that (62%) of the respondents answered that they take notes, specifying that they are obliged to do so because neither teachers nor students provide them with handouts.

- (52%) of the respondents displayed a discontent with oral presentations as a lesson delivery technique. This dissatisfaction with oral presentations was also demonstrated in their answers that this technique of lesson delivery does not enhance students' critical thinking.

- Results have proved that (42%) of the subjects recorded a high anxiety level during oral presentations, and most of them emphasized the fact that it negatively affects their performance.

2.2. Teachers' Questionnaire

2.2.1. Aim of the Questionnaire

To inspect the gap between theory and practice in students' oral presentations, it is significant to contemplate the teachers' opinions. The teachers' questionnaire is designed to consolidate data about the teachers' experience and their attitudes towards Oral presentation as a form of lesson delivery. It also aims at investigating the different problems being encountered while dealing with oral presentations.

2.2.2. Administration and Description of the Questionnaire

Our target population makes up all teachers of English in the department of English at the University of Guelma. Considering the unfeasibility of covering the whole population, we have reduced the sample to thirty (30) teachers who have similarities with the whole population, and whose courses contain students' oral presentations.

The questionnaire was delivered to thirty teachers; however, only twenty-four teachers have handed back their questionnaires. Thus, our sample contains a total of twenty-four (24) teachers. In the light of these circumstances, only 24 teachers have co-operated with our work and we feel very grateful to their comprehension.

Section One: General Information (Q1- Q2- Q3-Q4)

In this part, teachers are invited to specify the degree they hold in (Q1). In (Q2), they are required to indicate the number of years they have been teaching English in. In (Q3), teachers are asked to display a definition to the Learner- Centered Approach. Q4 is devoted to elicit information about teachers' opinions on the LMD system's reflection of the learner-centered approach's real image.

Section Two: Oral Presentations between Theory and Practice (Q5- Q 14)

(Q5) attempts to find out the teachers' opinions about the possibility to give students lessons and formats on oral presentations. (Q6) is designed in relation to the previous question, it quests the teachers about whose responsibility is teaching the students how to present. The following question (Q7), seeks to know the importance of using technology. Q8 is dedicated to know the students' motivation to deliver oral presentations. Q9 inquires the teachers' accord and discord about the motivation considerable role. (Q11) explores the most used techniques. The next question (Q12) requires the teachers to evaluate the students' delivery of oral presentations. (Q13) interrogates the teachers to identify the major problems facing the students. The last question (Q14) explores the kinds of feedback displayed to students' oral presentations.

2.2.3. Analysis of the Results and Findings

Q 1: Degree (s) held

a- BA (License)

b- MA (Magister/ Master)

c- Ph.D (Doctorate)

Options	Responses	Percentage %
a	0	0%
b	24	100%
c	0	0%
Total	24	100%

Table 24: Degree (s) held

As shown in the table above, all the subjects answered that they have MA (Magister/ Master) degree.

Q 2: How long have you been teaching English?

Options	Responses	Percentage %

6 years	8	33.33%
7 years	7	29.17%
8 years	4	16.67%
9 years	1	4.17%
11 years	2	8.33%
12 years	2	8.33%
Total	24	100%

Table 25: The Number of Years Teaching English

The present item of information is intended to ask subjects about the number of years they have been teaching English, 33.33% of them answered 6 years, 29.17% said 7 years, 6.67% replied 8 years, only one subject answered 9 years, while the rest 16.66% of the sample was equally divided between those who have been teaching English for 11 and 12 years.

Q3: What it your definition to the Learner-Centered Approach?

Options	*Responses*	*Percentage %*
The learner is the center of the teaching-learning process	19	79.17 %
No answer	5	20.83 %
Total	24	100 %

Table 26: Teachers' Definition to the Learner-Centered Approach

From the table above 19 respondents, (i.e. 79.17%) of the sample have defined the Learner-Centered Approach as "An approach of leaning that puts the learner in the center of the teaching-learning process". While, the rest 5 teachers which represent 20.83% of the sample did not answer the question which is interpreted by the fact that open-ended questions are generally escaped.

Q 4: Do you think that the License Master Doctorate (LMD) system reflects the real image of the Learner-Centered Approach?

a- Yes

b- No

Options	Responses	Percentage %
a	11	45.83%
b	13	54.17%
Total	24	100%

Table 27: Teachers' Perceptions about the LMD System's Reflection to the Learner-Centered Approach

From the table above, more than half of the sample which represent 54.17% of teachers do not see that the License Master Doctorate (LMD) as the real image of the Learner-Centered Approach. This can be interpreted in terms of its difficulty to be applied and students' dependency on teachers' as a source of information. However, 11 teachers (45.83%) have approved that the LMD reflects the real image of the Learner-Centered Approach.

Section Two: Oral Presentations between Theory and Practice

Q 5: If you use Oral presentations as a form of lesson making, do you think that the students need to be given a clear idea about how the oral presentation should be?

a- Yes

b- No

Options	Responses	Percentage %
a	24	100%
b	0	0%
Total	24	100%

Table 28: Teachers' Opinions about the Necessity of Clarifying the way Oral Presentations should be

As mentioned in the table above, all the respondents agreed on the fact that students need to be informed about how the oral presentations should be, this is mainly due to their perception that if students are given a clear idea on the way oral presentations should be, they will present more efficiently and according to each teacher's evaluation standards.

Q 6: If yes, whose job is it?

a- The Oral Expression teachers

b- Your mission ,so that they present according to your standards

c- According to their cleverness and creativity

Options	*Responses*	*Percentage %*
a	6	25%
b	6	25%
c	2	8.33%
a+b	5	20.84%
a+c	3	12.5%
b+c	2	8.33%
Total	24	100%

Table 29: Teachers' view point about whose job it is

6 teachers, who represent 25%, claimed that providing the students with information on the way their oral presentations should be is the oral expression teachers' duty; equally, 25% think that this is their own missions, that way students will have an idea about the standards based on which the teacher will evaluate them; 2 teachers, which represents 8.33% answered "according to students' cleverness and creativity"; 20.84% combined between the first and the second option; 12.5% escaped the blame and opted for a combination between the first and the third option; while 8.33% combined between the second and the third answer.

Q 7: Do you think that using technology helps the students to well deliver their oral presentations?

a- Yes

b- No

Options	Responses	Percentage %
A	24	100%
B	0	0%
Total	24	100%

Table 30: Teachers' Perceptions of the Importance of Technology in the Delivery of Oral Presentations

Using technology in teaching and learning is of critical importance to the lesson development and delivery. A quick glance at the table above will reveal that all the respondents (100%) have agreed on the importance of technology in the delivery of oral presentations.

Q 8: Can you say that your students are motivated to deliver oral presentations?

a- Yes

b- No

Options	Responses	Percentage %
a	6	25%
b	16	66.67%
Somehow	2	8.33%
Total	24	100%

Table 31: Teachers' opinions about students' motivation to deliver oral presentations

A majority of teachers (66.67%) of the sample admitted that students are not really motivated to deliver oral presentations this is may be due to their negative attitudes towards

oral presentation. 6 subjects (25%), agreed that students are motivated to prepare and deliver oral presentations; however, 2 teachers, who represent 8.33% of the sample, avoided the generalization to emphasize that students are "somehow" motivated.

Q 9: Do you agree that motivation plays an important role in the students' oral presentations?

    a- Agree

    b- Disagree

Options	*Responses*	*Percentage %*
A	24	100%
B	0	0%
Total	24	100%

Table 32: Teachers' Opinions about the Significance of Motivation to Students' Oral Presentations

The table above, reports that all teachers have agreed on the importance of motivation in oral presentations considering that motivation plays a crucial role in the teaching-learning process since it enhances and facilitates the task for both the teacher and the student.

Q 10: According to you, what is/are the major characteristics of effective oral presentations?

a- Good preparations

b- The adequate information

c- The oral proficiency

d- The appropriate non verbal communication and self confidence

e- Classroom management

Options	Responses	Percentage %
A	8	33.33 %
B	4	16.67 %
C	2	8.33 %
D	3	12.5 %
E	1	4.17 %
a+b+c	6	25 %
Total	24	100 %

Table 33: The Major Characteristics of Effective oral Presentations

This item of information aims at eliciting teachers' opinions about the main requirement for effective oral presentations; the highest rate (33.33%) went to good preparations; followed by (25%) to a combination of option A, B and C; while 16.67 opted for the adequate information; 8.33% chose the oral proficiency; in addition to a minority of 4.17 who selected classroom management.

Q 11: In oral presentations, which of the following techniques do you most use?

a- Individual work

b- Group work

c- Problem solving

d- Discussions

Options	Responses	percentage %
a	0	0%
b	10	41.67%
c	0	0%
d	6	25%
b+d	8	33.33%

| | Total | 24 | 100% |

Table 34: Teachers' most Used Techniques in Oral Presentations

There are several ways for delivering oral presentations. We have suggested 5 options for teachers to choose among them .The majority of teachers (42%) claimed that they use group work as a technique in oral presentation ,teachers in favor of this type of technique may have their reasons such as presenting in groups is less time consuming and students may feel less inhibited and more confident. On the other hand, 8 teachers representing (33%) use group work and discussions, while 25% have claimed that they use discussions only.

Q 12: In general, which of the following describes your students' delivery of oral presentations?

a- Low

b- Average

c- High

Options	*Responses*	*Percentage %*
a	9	37.5%
b	15	62.5%
c	0	0%
Total	24	100%

Table 35: Teachers' Rating to Students' Oral Presentations

Teachers, here, are required to evaluate their students' delivery of oral presentations; we have recorded no teacher thinking that their students' oral presentations are of a high level. The majority (63%) of teachers have stated that students have an average level. While, a considerable percentage of 37% have described them as low; this is due to the students' lack of preparation and their total reliance on memorization.

Q 13: Which of the following problems the students face while delivering oral presentations?

a- Fear and Anxiety

b- Total reliance on notes

c- Less understanding and more memorization

d- Unequal division

e- Lack of practice

Options	Responses	Percentage %
a	1	4.17%
b	0	0%
c	2	8.33%
d	0	0%
e	1	4.17%
a+c+e	15	62.5%
All the options	5	20.83%
Total	24	100%

Table 36: Teachers' Choice of the Problems Facing Students in Oral Presentations

The delivery of oral presentation requires a lot of efforts; however, students may face different problems. The statistics related to this item have shown that 63 % of the subjects have combined together "fear and anxiety, less understanding and more memorization and lack of practice" as major barriers faced by students. However, 5 teachers representing 21 % have claimed that students face all the problems suggested. Only 8 % of the subjects have stated that students less understand the topic and they more memorize the content of the presentation, and 8 % divided equally between fear and anxiety and lack of practice.

Q 14: What kind of feedback do you give most?

a- Immediate feedback

b- Delayed feedback

Options	Responses	Percentage %
a	13	54.17%
b	5	20.83%
a+b	6	25%
Total	24	100%

Table 37: Teachers' Feedback

The statistics related to this item have revealed that 13 teachers who represent 54% have claimed that they provide feedback immediately to presenters. Teachers prefer this type of feedback for many reasons such as to correct mistakes, justify a given opinion and give extra information. 21 of the subjects have stated that they deliver feedback at the end of oral presentation. In addition to 25 % of the subjects who have opted for a mixture between immediate and delayed feedback.

Q 15: Suggestions to motivate and to enhance students' oral presentations:

Only 10 teachers, representing 41, 66% of the sample, have answered this item. Their recommendations and suggestions are summarized as follows:

1. Extensive practice is the best way to enhance students' oral presentations because it helps in reducing fear and anxiety.

2. Students need good preparation to well deliver their oral presentations.

3. Oral skills or communicative competence is as important as linguistic competence and one of them can never be reinforced without the other. Thus, students should be aware about this point.

4. Teachers should raise the students' awareness about the crucial importance of oral presentations

5. Teachers should not negatively evaluate students in front of their classmates; this will hinder their creativity and production. Thus, teachers should give a great importance to feedback and evaluation.

6. All teachers, not only oral expression teachers, are concerned to motivate their students to deliver oral presentations and help them understand how to do so.

7. The question should be raised with the oral expression module itself. In brief, are we supposed to teach students (during oral expression sessions) how to speak? Or these sessions are just a space for students to speak as much as they can?

2.2.4. Results and Findings

Posterior to the analysis of teachers' questionnaire, Results have shown that all teachers held a Magister degree having a long experience in teaching English.

- More than half of the sample (54.17%) of teachers stated that the License Master Doctorate (LMD) system does not reflect the real image of the Learner-Centered Approach.

- The entire sample maintained the necessity to teach students the norms of effective oral presentations.

- Half of the sample (50%) is equally divided between those who argued that it is their responsibility and those who escaped the blame to agree that this is the mission of oral expression teachers.

- All the teachers agreed that motivation plays an important role in enhancing students' oral presentations; however, (66.67%) of the respondents admitted that students are not motivated to prepare and deliver oral presentations, which explains that (37.5%) of the teachers who claimed their discontent with students' delivery, describing their level as low.

- Results have shown that (33.33%) of the respondents answered that effective oral presentations require good preparation.

- (62.5%) of the teachers affirmed that students' lack of practice, along with fear and anxiety, less understanding and more memorization are from the major problems faced while delivering oral presentations.

Conclusion

The present chapter has introduced the results generated by the two research instruments that were employed in the research i.e. the questionnaires for both Master One students and teachers who deal with students' oral presentations. The data obtained from the analysis revealed contradictory replies. Teachers' questionnaire revealed their perceptions of good preparations being from the most basic requirements for effective oral presentations. Moreover, the majority of the students, in their questionnaire, stated that they well prepare their oral presentations. Contradictory to their statements, teachers emphasized the lack of practice (preparation), along with anxiety and memorization on the expense of understanding, as a primary problem that arises during students' oral presentations.

It is worth mentioning that the results obtained from the two questionnaires confirmed our hypothesis; that is, students' Oral presentations are not perfect due to the gap between theory and practice; since 74% of students admitted their dereliction in checking the reliability and the credibility of their information. Accordingly, 63% of the teachers judged their students' oral presentations to be average; 37% described them as low; while none of the teachers rated them to be of a high level.

Chapter Three:

Pedagogical Implications

Chapter Three: Pedagogical Implications

Introduction

Based on the research findings, Educational improvements are of a critical importance, in this respect we hope that the suggestions and the recommendations proposed in this work will be helpful and useful to overcome the gap between theory and practice in students' oral presentations.

3.1. Suggestions for Teachers

3.1.1. Discourse Markers

EFL students should be taught the Lexical Discourse Markers (LDMs) like *well*, *on the other hand so*, *in fact*, *I mean*, *of course*, *actually*, that native speakers frequently utilize; the thing that adds more fluency and naturalness to their speech.

3.1.2. Feedback

Teachers should be aware of feedback types to vary them in order to suit the learners' needs, individual differences, and the learning situation:

A. The Students' Needs

Immediate feedback is moderately required whenever the teacher senses the existence of a serious error or mistake that is worth interrupting the students' oral presentations for correction. Delayed feedback may be used in times where the oral presentation is a new task

for the students, and thus immediate feedback would hinder them from effective communication.

B. Individual Differences

Introvert students are the ones teachers need to be prudent about, especially when they are newly introduced to oral presentations as a form of assessment; providing a harsh comment will definitely discourage their communication.

Students' individual differences make them use their monitors differently: Monitor over-users are very interested in the form of their oral presentations and thus need explicit feedback; while monitor under users are less form-concentrated, and thus sense criticism threat.

C. The Learning Situations

Taking the example of the learning modules, it is not vital to correct students' grammatical mistakes during their oral presentations in the 'literature' module as it is for the 'grammar' module.

3.1.3. Body Language

Students' actually do not know how to use body language (eye contact, gestures, and facial expression) which is necessary for an effective oral presentation. Therefore, oral expression teachers can help his/ her students to appropriately use non-verbal communication to improve their performance.

3.1.4. Motivation

In order to motivate the students to deliver oral presentations, the teacher shouldn't only state the errors and mistakes students commit, but also should put emphasis on the correct forms and contents they produce.

3.1.5. Teaching Students How to Argument

Discussions, which mainly make use of argumentations, are central to students' oral presentations; consequently, teachers as well as students should be aware of the techniques needed for effective argumentations; and thus efficient oral presentations' discussions. Stott, Young, & Bryan, 2001, provide key features and skills needed for an effective formal argument:

The features include a claimant i.e. the person who brings the claim; an interlocutor i.e. the person who responds to the claim; an audience who will or will not be convinced by the arguments; the reasons that participants will use to reach their goals.

The skills are summarized as follows: openness, the discussions must start with different opinions, possessing and opinion is not enough, students should be open to new ideas so they can hear others; the ability to reason and provide constructive judgments: thinking that one knows everything about a subject matter is one of the strategies of 'bad reasoning', avoiding prejudgments, looking at the matter from a wider angle, and trying to see the matter from others' perspectives are from the strategies of 'good reasoning'; the ability to ask meaningful and relevant questions: Voltaire's famous saying says it all "Judge a man by his questions rather than by his answers"; being concise: stating the most important arguments and, if necessary, providing the most important details for the argument that needs further explanations; providing clear arguments: clarity is a crucial element to any argument which demands thinking in advance, a good pronunciation, simplicity and a moderate speech slowness.

Students should be introduced to meaningful situations and tasks in which they apply what they studied about argumentation techniques:

- **Creating the Situation**

The teacher can create a situation, in which he makes comments and additions or draws diagrams if necessary with the intention of clarification.

3.1.5.1.The Situation

Imagine a teenager, Sarah, who wants to attend an all- night party; in order to achieve her goal, she needs to persuade her parents. First, she must make her statement: "I should be allowed to go to Jane's party"; time choice is very important, she must choose a "moment" when her parents are most likely to listen; if they accept to listen, she might start convincing them that she is "responsible, that she will be safe, and that people who her parents trust will be there"; however, if they are not willing to answer, or stop her after her first statement and say for instance: " you're not going because I say so" then her arguments will be of no use. They may also "counter" her arguments by stating that it is still risky/ she is still young to be on her own and so forth. In an argument, there is a claimant- the person who states his claim that his/ her arguments will defend; an interlocutors(s) - the person(s) who respond to the claimant's claim with counterclaims, objections, and evidence to support their own claims. There is a chance that Sarah, or her parents will lose their claim, yet as a group they should reach new positions, they should be open to possibilities, her parents can even disagree on a certain point and switch roles, moving from interlocutors to claimants.

- **The Task (The Oral Presentation Teachers' Job)**

The teacher should create a new situation for the students to exercise the argumentation parts and techniques they have learned.

- **The New Situation**

You want to convince your mother to buy you a new cell phone, write a short account about the argument you have had, naming the features of your argument.

3.2. Suggestions for Students

3.2.1. Tips to Prepare an Oral Presentation

Students should enhance their performance by intensive preparation. The more students practice, the less they make mistakes. Thus, students can review previous presentations to have a clear idea and they need to be organized by applying the rule of **1H** and **4W:**

- ✓ **H**ow the presentation should be?

- ✓ **W**hat materials and data are needed?

- ✓ **W**ho is the audience?

- ✓ **W**here the oral presentation will take place?

- ✓ **W**hen the presentation is going to take place?

Rehearsing the oral presentation enhances the students' performance. In this respect, Students to well prepare their topics using the following tips:

- Presenting to another person: speaking directly to another person (a friend, parents….) will help students to relax and give experience. Moreover, if they have questions about the speech, it is likely that members of an audience will have the same questions.

- In front of the mirror (by paying attention to: facial expressions, gestures, body movements).

- Coming earlier to the classroom and making a rehearsal as a first step to practice, this will help them to answer and clarify all the questions addressed by the teacher or classmates during the oral presentation.

3.2.2.. Strategies to Overcome Performance Anxiety

Students should build self-confidence and self-esteem and they need to overcome fear and anxiety by learning how to relax and turning the n**ervousness into positive energy to enhance performance and to easily inform the audience.** Leicester University suggests different strategies to reduce performance anxiety and to replace negative thoughts (ie; the way students see themselves presenting in a bad way) with a positive energy:

Negative thought	Positive replacement
'It will be a disaster.'	'I will aim to do the best I can.'
'I never do any good at this kind of thing, it's bound to go horribly wrong.'	'Just because I had a problem with this is in the past does not mean that things are bound to go wrong.'
'They won't like me.'	I can do it
'They are looking for ways of catching me out.'	'They are giving me an opportunity to demonstrate my knowledge of something that I have worked hard to understand.'

3.2.3. Assessment

Assessment of oral presentations represents a considerable challenge for both teachers and students; hence, teachers should leave space for questions, comments and even assessment. Speaking, Arguing, & Writing Program suggests a valuable exemplary for students (listeners) to participate in evaluating the delivery of oral presentations:

Peer Evaluation – Presentations

Speaker: _____Topic _____Time _____

CONTENT

Comments on introduction (Captures attention? Clear topic?) :

……………………………………………………………………

Comments on body/main points (Clear argument? Convincing?) :

…………………………………………………………………….

Comments on organization (Flow? Order? Logic?) :

……………………………………………………………………

Comments on conclusion (Reviewed major points? Memorable?):

……………………………………………………………………

DELIVERY

Comments on speaking (Clear and concise? Expressive?):

……………………………………………………………………

Comments on body language (Eye contact? Gestures? Nervous mannerisms?)
……………………………………………………………………………..

Conclusion

The students' oral presentations display a gap between theory and practice. Thus this chapter provides some pedagogical implications and suggestions that can enhance and develop the students' oral presentations.

General Conclusion

General Conclusion

The present research has chiefly sought to inspect the existence of a gap between theory and practice in oral presentations. Consequently, it investigates master one students' oral presentations at Guelma University. It first targets students' knowledge of the characteristics of effective oral presentations, as well as the problems that students are subject to while verbally delivering a presentation; the thing that deepens that gap.

Theoretically speaking, oral presentations as a form of lesson delivery and assessment reflect the real image of the LCA generally and the LMD system particularly applied in the Algerian university. However, practically speaking, there is a remarkable gap between theory and practice in the sense that students are used to teacher- centered approach from primary, elementary to the secondary school, and suddenly exposed to oral presentations in the University environment, in addition to lack of courses that teach the required skills and forms of efficient oral presentations, as well as the insufficiency of the appropriate tools for the complete application of the LCA, which creates barriers for both teachers and students before, during and after the delivery of oral presentations, the thing that negatively affects the students' outcomes.

1. Aim of the Study

The current study aims to raise awareness about the existence of a gap between theory and practice in students' oral presentations and seek to provide the possible solutions to overcome the problems students encounter in performing their expositions.

2. Summary of the Results

From what have been investigated in the literature review and the results of the questionnaires the research hypothesis (H1): Students' oral presentations display a gap between the LMD system's theoretical principles and their application in reality is confirmed and the research questions have been answered.

3. Limitations of the Study

This research has been limited by:

- Time shortage, which deprived us from using other relevant research tools like observation.

- Lack of sources, or the availability of non reliable, cited sources.

- Deficiency in teachers and students cooperation and thoughtfulness.

- Technical problems such as the loss of a considerable amount of work and troubles in connecting to the internet.

4. Suggestions for Future Research

This study was limited to Master one students, thus it should be applied to larger population because the gap between theory and practice in students' oral presentations arise from early levels and it should be eradicated from early stages. Furthermore, it is highly recommended to extend this study to encompass the gap between theory and practice in written expressions. The data collection procedures should vary to include in-depth observation, in addition to well structured tests to obtain more accurate and reliable data.

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Appendices

STUDENTS' QUESTIONNAIRE

Dear student,

This questionnaire is a part of master degree research which collects data about your state of learning.

You are kindly invited to answer the present questionnaire, by crossing the right answer (s), and providing answers to the blanks. This questionnaire aims to investigate the Gap between Theory and Practice in Students' Oral Presentations. Your answers are very important for the validity of this research.

Thank you for your help!

SECTION ONE: General Information

1- How many years have you been studying English?

………………………………………………………………………………………………

2- What it your definition to the Learner-Centered Approach?

………………………………………………………………………………………………

………………………………………………………………………………………………

3- Do you think that the Licence Master Doctorate (LMD) system reflects the real image

of the Learner-Centered Approach?

a- Yes ☐   b- No ☐

Justify…………………………………………………………………………………………

………………………………………………………………………………………………

SECTION TWO: Oral Presentations between Theory and Practice.

4- In your current level, the delivery of lessons take the form of:

a- Teacher- centered ☐

b- Discussions ☐

c - Oral presentations ☐

d - Oral presentations and discussions ☐

5- In Oral presentations do you prefer?

a - Individual work ☐

b - Group work ☐

6- When you have oral presentation do you well prepare it?

☐

a - Yes

b - No ☐

7- Do you often verify the credibility and the reliability of information?

- Yes ☐   - No ☐

8- If yes, which of the following strategies do you use?

- Checking books ☐

- Reviewing multiple websites ☐

- Asking teachers ☐

-Others, please specify……………………………………………………………

9- When you deliver oral presentations do you use visual aids?

- Yes ☐   - No ☐

10- How often do your teachers provide feedbacks to your oral presentations?

a- Always ☐

b- Sometimes ☐

c- Never ☐

11- What is your attitude towards students' oral presentations as a technique of lesson delivery?

- Like ☐

- Do not like ☐

- Like with some criteria ☐

12- Do you think that oral presentations have a considerable importance in your studies?

- Yes ☐   - No ☐

13- Do you think that oral presentations develop your oral proficiency?

☐   ☐

- Yes   - No

14- Do you think that oral presentations prepare you as future teacher?

- Yes ☐   - No ☐

15- Do you think that oral presentations develop your critical thinking?

- Yes ☐   - No ☐

16- While delivering oral presentations do you feel?

- Anxious   ☐
                                                     ☐
- Afraid and stressed

- Shy   ☐

17- Do anxiety, fear and/ or shyness have?

- A positive effect on your performance   ☐

- A negative effect on your performance   ☐

- No effect at all   ☐

18- Which of the following problems do you face?

- Bad pronunciation   ☐

- Lack of sources   ☐

- Lack of guidance from the teacher   ☐

19- Do you take notes and rely on them for exams?

- Yes ☐   - No ☐

20- At the end of your oral presentations, how often do you provide your audience with handouts?

- Always   ☐

- Sometimes   ☐

                                                     ☐

- Never

21- What kind of feedback do you receive most in your oral presentations?

- Immediate feedback ☐

- Delayed feedback ☐

Thank you!

TEACHERS' QUESTIONNAIRE

Dear Teacher,

 This questionnaire serves as a data collection tool for a research work that aims to investigate the Gap between Theory and Practice in Students' Oral Presentations.

 We would greatly appreciate if you could take the time to share your experience by answering the questions below; either by crossing the right answer (s), providing answers to the left blanks, expressing agreement or disagreement, or by adding explanations whenever you feel necessary.

 Your answers hold a great significance for the completion of this work.

- Miss BOUSSADIA Radhia

- Miss OULEDIEF Hiba

Departement of English

University of 08 Mai 1945 –Guelma-

Academic year 2014/ 2015

Thank you!

SECTION ONE: General Information

1- Degree (s) held:

a- BA (License) ☐

b- MA (Magister/ Master) ☐

c- Ph.D (Doctorate) ☐

2- How long have you been teaching English? ....

3- What it your definition to the Learner-Centered Approach?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

4- Do you think that the License Master Doctorate (LMD) system reflects the real image of the Learner-Centered Approach?

a- Yes ☐   b- No ☐

Justify ……………………………………………………………………………………………...

……………………………………………………………………………………………………...

……………………………………………………………………………………………………...

……………………………………………………………………………………………………...

SECTION TWO: Oral Presentations between Theory and Practice.

5- If you use Oral presentations as a form of lesson making, do you think that the students

need to be given a clear idea about how the oral presentation should be?

a- Yes   ☐   b- No   ☐

6- If yes, whose job is it?

    d- The Oral Expression teachers   ☐

    e- Your mission ,so that they present according to your standards   ☐

    f- According to their cleverness and creativity   ☐

7- Do you think that using technology help the student to well deliver their oral presentations?

    a- Yes   ☐   b- No   ☐

8- Can you say that your students are motivated to deliver oral presentations?

    b- Yes   ☐   b- No   ☐

9- Do you agree that motivation plays an important role in the students' oral presentations?

    a- Agree   ☐

    b- disagree   ☐

10- According to you, what is/ are the major characteristics of effective oral presentations?

    f- Good preparations   ☐

    g- The adequate information   ☐

    h- The oral proficiency   ☐

    i- The appropriate non verbal communication and self confidence   ☐

    j- Classroom management   ☐

11- In oral presentations, which of the following techniques do you most use?

- e-   Individual work ☐

- f-   Group work ☐

- g-   Problem solving ☐

- h-   Discussions ☐

12- In general, which of the following describes your students' delivery of oral presentations?

- d- Low ☐

- e- Average ☐

- f- High ☐

13- Which of the following problems the students face while delivering oral presentations?

- f-   Fear and Anxiety ☐

- g- Total reliance on notes ☐

- h- Less understanding and more memorization ☐

- i- Unequal division ☐

- j- Lack of practice ☐

14- What kind of feedback do you give most?

- a- Immediate feedback ☐

- a- Delayed feedback ☐

15 - Suggestions to motivate and to enhance …………………………………….............

………………………………………………………………………………………………….

………………………………………………………………………………………………….

…………………………………………………………………………………………………

Thank you

الملخص

تساعد هذه الدراسة على الكشف عن الفرق بين النظري و التطبيقي في العروض الشفوية ووفقا لذلك اختير نموذج البحث عشوائيا من طلبة السنة الأولى ماسترفي قسم اللغة الانجليزية مستخدمين المنهج الوصفي.

افترضنا أن العروض الشفوية تكشف ثغرة بين المعايير النظرية لنظام LMD و تطبيقه في الواقع وعلى هذا الأساس تم توزيع استبيانات مخصصة لكل من الأساتذة و الطلبة.

استبيا الأساتذة سلم لثلاثين استاذا في قسم اللغة الانجليزية لجامعة قالمة، بينما وفر استبيان الطلبة لخمسين طالبا ماستر1 أظهرت نتائج البحث ان العروض الشفوية تمهد احترافية التعليم و العمل من المراحل الاولى للتعليم العالي يتطلب على طلبة نظام LMD انجاز و تقديم عروض شفوية التي تعتبر كصيغة لتقديم الدروس و كشكل من اشكال التقويم لكنهم غير مزودين بمختلف المعايير و القواعد و التوجيهات التي تساعد هم في عرض بحوثهم الشفوية ما ينتج عن ثغرة بين النظري و التطبيقي.

و بالتالي الفرضية المقترحة اكدت ، لا التلاميذ و لا الاساتذة راضون عن العروض الشفوية . ونتيجة لذلك، فإننا نوصي إلى حد كبير ببعض الاقتراحات و التوصيات التربوية لتوجيه المعلمين وكذلك الطلاب في التعبير الشفهي باللغة الانجليزية، وفي الوحدات التي تتعامل مع الطلاب في العروض الشفوية كشكل من أشكال التقييم الشيء الذي ينمي اداء الطالب.