University of Zawia

Postgraduate Studies and Training

Department of English

Applied Linguistics

Exploring Libyan EFL University Students' and Teachers' Attitudes towards Using Oral Presentations in Developing Speaking Skill

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Applied Linguistics

By

Omaima Abuojaylah Abdullah Alkhaddashi

Supervised by

Dr. Sadiq Mohamed Al-Bousaifi

Academic Year 2023

الملخص

تهدف هذه الدراسة إلى استكشاف مواقف طلاب وأساتذة الجامعات الليبية للغة الإنجليزية كلغة أجنبية تجاه استخدام العروض التقديمية الشفوية في تطوير مهارة المحادثة. استخدمت الدراسة نهجًا مختلطًا يجمع بين الأساليب الكمية (استبيان مغلق) والأساليب النوعية (مقابلات شبه منظمة). وقد سمح استخدام الأساليب الكمية والنوعية في هذه الدراسة بإجراء تحليل شامل لمواقف المشاركين تجاه العروض التقديمية الشفوية كتقنية لتنمية مهارات المحادثة. تم استخدام تقنيتي العينة العشوائية والعينة المتساقطة لاختيار عينات الدراسة. تم استخدام الاستبيان المغلق لجمع البيانات الكمية من الطلاب لفهم مواقفهم تجاه استخدام العروض الشفوية. تم إجراء مقابلات شبه منظمة لجمع البيانات من الاساتذة. شملت المشاركين 120 طالبًا جامعيًا تم اختيارهم عشوائيًا من الفصول دراسية الثلاثة الاخيرة (الفصل السادس والسابع والثامن) من قسمي اللغة الإنجليزية في جامعة طرابلس بكلية التربية جنزور وجامعة الزاوية بكلية التربية الزاوية. شارك في الدراسة 11 عضو هيئة تدريس من نفس الأقسام. تم تحليل البيانات الكمية إحصائيًا باستخدام برنامج Microsoft Excel وتم تقديمها في شكل مخطط دائري. تم استخدام تحليل المضمون لتحليل البيانات النوعية. أظهرت نتائج الدراسة أن غالبية المشاركين كانت لديهم اتجاهات إيجابية تجاه استخدام العروض التقديمية الشفوية في تطوير مهارة المحادثة وأهمية استخدام الوسائط المرئية لضمان النجاح، على الرغم من مواجهتهم بعض الصعوبات في اتقان هذه التقنية في جوانب مختلفة من إعداد وتقديم العروض التقديمية الشفوية. وتشمل هذه الصعوبات نقص الهياكل النحوية والتعابير المناسبة، النطق غير الصحيح، الاستخدام المحدود للتكنولوجيا، نقص الثقة بالنفس، الاستعداد والممارسة غير الكافية، بالإضافة إلى القلق من العروض التقديمية الشفوية وعدم القدرة على التعامل مع الأسئلة خلال العرض. تسلط هذه الدراسة الضوء على أهمية استخدام العروض التقديمية الشفوية كتقنية لتنمية مهارات المحادثة في جميع مستويات التعليم الجامعي وتوفير المزيد من الفرص للطلاب والمعلمين لممارسة وتطوير مهارة المحادثة. تساهم نتائج الدراسة في فهم أفضل للفرص والتحديات المرتبطة باستخدام العروض التقديمية الشفوية للغة الإنجليزية كلغة أجنبية في الجامعات، وتقدم نصائح حول الممارسات التعليمية الفعالة والاستراتيجيات لتعزيز مهارات المحادثة لدى المتعلمين. يمكن للاساتذة أن يساعدوا المتعلمين في بناء ثقتهم وكفاءتهم واحترافيتهم في مهارة المحادثة وتعزيز فرص نجاحهم في حياتهم المهنية المستقبلية.

Abstract

This study aims to investigate the attitudes of Libyan EFL university students and teachers towards using oral presentations in developing speaking skill. The study utilized a mixed method approach of quantitative (Close-ended questionnaire) and qualitative (Semi-structured interview). The use of both quantitative and qualitative methods in this study allowed for a comprehensive analysis of the attitudes of participants towards oral presentations as a technique for developing speaking skill. Two sampling techniques (Random sampling) and (Snowballing sampling) were used to select samples of the study. Close-ended questionnaire was used to collect quantitative data from students in order to know their attitudes towards using oral presentation. Semi-structured interviews were conducted to gather data from teachers. The participants were 120 undergraduate students who selected randomly from three last semesters (6th, 7th, and 8th semesters) from English language departments in university of Tripoli and University of Zawia at two faculties of education Janzour and Zawia. Eleven teachers from the same departments participated in this study. Quantitative data was analysed statistically by Microsoft excel and presented in pie chart. Thematic analysis was used to analyse the qualitative data. The results of the study indicated that the majority of participants had positive attitudes towards using oral presentations in developing speaking skill and the importance of utilizing visual aids to ensure success, despite some of the difficulties were faced in mastering this technique in various aspects of preparing and delivering oral presentations. These included a lack of grammatical structures and expressions, incorrect pronunciation, lack of facilities with limited use of technology, insufficient self-confidence and motivation, inadequate preparation and practice in addition to anxiety of making mistakes also inability to handle questions during an oral presentation. The study highlights the importance of utilizing oral presentations as a technique for developing speaking skill at all levels of university education and providing students and teachers with more opportunities to practice and develop their speaking skill. The study's findings contribute to a better understanding of the opportunities and challenges of using oral presentations in EFL university classrooms and provide insights into effective teaching practices and strategies for enhancing learners' speaking skill. Teachers can help learners to build their confidence, competence, and professionalism in speaking skill and enhance their prospects for success in their future career.

Keywords: Oral presentation, Speaking skill, Attitudes

Dedication

This work is dedicated to:

The candles that lighten my whole life my parents and my dear husband, whose prayers, support and guidance always surrounded me.

Acknowledgements

First of all I would like to thank ALLAH for giving me power, patience and inspiration to finish this study.

Then I would like to express my gratitude and appreciation to my supervisor Dr.Sadiq Mohamed Albosaifi for his valuable guidance and support.

Many thanks are due to Dr. Abdussalam Tantani and Dr.Slama Embarek for their precious advice and encouragement. In addition many thanks are to all my instructors whose support and encouragement were always a motivation for me. I am so grateful for the knowledge and skills that my instructors have imparted to me. My instructors have not only taught me valuable lessons but also inspired me to strive for excellence.

I would like to thank university students and also English language teachers for their willing to participate and collaborate to finish the work at Janzour faculty of education and Zawia faculty of education.

Next I would like to thank my parents, my husband, my daughter who gave me inspiration and all my lovely family who always are proud of my achievements. They all sacrificed by allowing me to focus on my studies. Also I would like to thank my beloved ones and my friends who share me positive and negative experiences.

Declaration

I hereby certify that this dissertation titled "Exploring Libyan EFL University Students' and Teachers' Attitudes towards Using Oral Presentations in Developing Speaking Skill," is my own work. Additionally I declare that the work of other researchers have been paraphrased or directly quoted then identified with proper citation and referencing.

Omaima Aboujaylah Alkhaddashi

Signature ……………………………….

Date ………………………………….

Table of Contents

Chapter one: Introduction

Chapter Two: Literature Review

Chapter Three: Research Methodology

Chapter Four: Data Analysis

Chapter Five: Findings and Discussion

Chapter Six : Conclusion

List of Figures   Page

List of abbreviations

DVD: Digital Video Disk

EFL: English as a Foreign Language

ESL: English as a Second Language

OP: Oral Presentation

OPs: Oral Presentations

Chapter One

Introduction

1.1 Introduction

This chapter presents the background of this study. It also discusses the statement of the problem, aims of the study and research questions. Significance of the study, methodology as well as the organization of the whole dissertation are all discussed in this chapter.

1.2 Background of the Study

The main goal of learning English as a Foreign Language (EFL) for students is to effectively communicate in the target language. Speaking is fundamental and vital to human communication. According to Al Mashharawi (2006), if the aim of a language course is to converse in the foreign language, speaking skill should be taught and developed in the classroom. When communication is included in the classroom, it will undoubtedly increase overall student motivation, resulting in a powerful and effective learning environment.

In order to find out the speaking difficulties of Libyan EFL university students, Abdallaha (2018) conducted a study at English language department Al Kufra University that investigated the EFL university students' speaking difficulties and the causes of these problems from the viewpoints of instructors and students. As a consequence, it was indicated that the students had difficulty in English speaking, and the causes for these difficulties were similar across teachers and students. The majority of students claimed that their language was restricted to basic vocabulary and grammatical patterns with a lack of motivation to speak .As a result, he confirmed that speaking is the most undeveloped component of language learning and certainly it is one of the most important skills of communication that EFL teachers must deal with throughout delivery of language course. Therefore, teachers require employing additional communication techniques including practicing oral presentations to enhance students` speaking skill in language classrooms. So the study suggested that teachers should create a supportive environment by taking into account the encouragement of students to participate in classroom activities. Also, Libyan EFL university students should be given as many speaking opportunities as possible in order to enhance their speaking skill, as well as a rich environment in which to overcome their difficulties in speaking skill. An oral

presentation is a student-centered activity where teachers can give an opportunity to their students to communicate with other students in their class using the target language.

Oral presentations become an increasingly significant aspect of language instruction, particularly at the university level. One of the important aspects of the language curriculum at universities is teaching students how to plan, organize, and deliver good OPs for professional purposes. Students are taught how to create effective oral presentations in order to prepare them for their academic jobs. Oral presentations exist in the EFL works. William and Books (2014, p.512) defined that Oral presentations as *"a process-based, communicative activity that can provide students with an enjoyable way to use English to communicate with their classmates."* On other words, Hanifa (2018) clarified that an oral presentation is more than a speech during the presenting time; it must also engage the audience in interaction. For effective teaching, the oral presentations technique is necessary for teachers and students as Kosar and Bedir (2014) emphasized that instructional techniques should focus on the communication intent both during and after training. Thus, teachers should use teaching techniques that are suitable to speaking abilities of students when teaching English to the demands for social development so that students' speaking skill can gradually improve.

Gardner (1985, p.5) gave a definition of an individual's attitude as *"an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent."* According to Bohner and Wänke (2002), attitudes indicate an evaluative reaction toward a goal and can be specifically characterized as a summary evaluation of an item or notion. Therefore, teachers' attitudes toward students can affect students` attitudes toward the language they learn. For instance, Kariminia and Salehizadeh (2007) asserted that in contexts where language learning occurs primarily in formal classroom settings and teachers are the main source of language input to students that greatly affect students' learning. Special attention must be paid to the connection between the teachers and learners' attitudes towards each other and their fulfillment in English learning. As a result, being aware of students' and teachers' language attitudes will aid to ensure better language learning.

This study investigates Libyan EFL university students and instructors' attitudes toward the implementation of the OP technique in order to improve speaking skill in the classroom. The researcher is interested in exploring viewpoints towards OPs advantages and obstacles encountered by those students and teachers.

1.3   Problem Statement

It has been noted that the lack of opportunities for Libyan EFL university students to practice oral presentations extensively in their language classes is a significant issue that can have a negative impact on their ability to develop their speaking skill. This lack of exposure to oral presentations can result in students having difficulty communicating effectively in English. This can limit their prospects for success in their future careers or even being as active participants in the English language community. Regard to Libyan study that examined the difficulties of speaking skill presented by Abdallaha (2018) that found the most undeveloped aspect of language learning is speaking. Speaking is clearly one of the most essential aspects of communication in which EFL teachers should implement as many speaking opportunities for EFL undergraduate students as possible. Also, Diaab (2016) established that teachers' emphasis on accuracy over fluency, as well as a lack of speaking opportunities, all contributed to Libyan EFL students' speaking difficulties.

1.4   Aims of the Study

This study intends to:

1. Investigate the attitudes of EFL university students towards the role of using oral presentations in developing speaking skill.
2. Investigate the attitudes of EFL university teachers towards the role of using oral presentations in developing speaking skill.
3. Identify the alignment between teachers' attitudes and students' attitudes.

1.5   Research Questions

This study seeks to address the three following questions:

1. What are the attitudes of Libyan EFL university students towards the role of using OPs in developing English speaking skill?
2. What are the attitudes of Libyan EFL university teachers towards the role of using OPs in developing English speaking skill?
3. Do the teachers' attitudes align with students' attitudes?

1.6   Significance of the Study

The present study offers some important insights for the researchers, language learners, and instructors. It Enhances EFL university students' and teachers' awareness about the effectiveness of integrating oral presentations extensively as a part of academic preparation

and their motivational role in teaching and improving speaking skill. This study also is valuable to language program administrators so they can make ideal plans for teaching and learning process with integrations of oral presentation technique for practicing language which contributes to improve speaking skill and ease teacher in teaching instruction aspect.

1.7   Methodology of the Study

To achieve the purpose of this study, the researcher investigated how students and teachers in university of Tripoli and University of Zawia at two faculties of Education Janzour and Zawia from English language departments consider the effectiveness of using OPs in achieving better results in improving their speaking skill. This study examines difficulties students and teachers may face using OPs technique. This study utilized a mixed method approach of investigation that included quantitative and qualitative methods of data collection. The researcher distributed closed-ended questionnaire to 120 students then data was analysed using descriptive statistics (Microsoft-excel) that rated the percentages of students` attitudes towards using OPs. The researcher also investigated 11 teachers about how they consider using OP as a particular technique to enhance their students' speaking skill by using semi-structured interviews. Particularly, these interviews were analysed using thematic analysis.

1.8   Organization of the Study

This study was organized systematically into six chapters. The following is a brief description of each one:

- Chapter one introduces the topic of the research, gives a background of the research, states the questions that are being investigated, shows the significance of the study, briefly describes of how data is collected and illustrates the organization of the study.

- Chapter two presents four main ideas based on previous studies firstly, this chapter sheds light on speaking skill definition, its importance in addition, the problems that students may face. Secondly, it moves to give oral presentation definition, types of oral presentation, the basic instructional design, the organization of oral presentation, the use of visual aids, oral presentation skills, teaching oral presentation, its importance, and obstacles. Thirdly, it clarifies the relationship between oral presentations and speaking skill. Finally, it provides definitions for

attitude and its types then it moves to show some previous studies related to teachers' and students' attitudes.

- Chapter three explores the research design. It describes the data collection tools, namely: close-ended questionnaire, and semi-structured interviews and it justifies their use. Furthermore, it illustrates the participants (population) of the study and the sampling techniques. It explains the process of data collection and analysis.

- Chapter four shows the results of the collected data. The results of each question of the close-ended questionnaire are presented in a pie chart to clarify the percentage of how many students agreed or disagreed with each statement. On the other hand, the data of the interview is analysed using thematic analysis.

- Chapter five of the study discusses the findings of the study. The results of the investigation that give the satisfactory answers to the research questions.

- In chapter six the study's overall conclusions are presented. The implications, recommendations, limitations of the study, and suggestions for further study are then provided.

Chapter Two

Literature Review

2.1 Introduction

This chapter sheds light on oral presentations as one of the crucial techniques for teaching English as a foreign language. In doing so, this chapter provides valuable insights into this technique from different resources. It starts by defining an oral presentation and it includes theories that interested in oral presentation also the main types of OP are clarified. Then it moves on to show instructional design of oral presentation and its importance and values, in addition to the obstacles that students and teachers may face. Moreover this chapter defines speaking skill and highlights the importance of speaking skill and the studens' problems in this skill. Then it describes the relationship between OPs and speaking skill. Also the attitude as term and its types are discussed. Finally, it provides previous studies that related to EFL students and teachers attitudes.

2.2 Definition of Oral Presentation

Oral presentation, according to Baker (2000), is similar to a formal discussion, with speaking to a group as a natural activity. This process aims to improve communication. It is designed to enlighten or persuade the audience. Oral presentations take place in an organizational setting with time constraints, and they should be well planned. In addition Mandel (2000) stated that presentations are speech that is usually given in a business, technical, professional, or scientific environment. The audience is likely to be more specialized than those attending a typical speech event. Furthermore, Kamrul (2013) demonstrated that oral presentation entails making significant points to a large audience. It is a concise discussion of a particular topic to a public audience to impart knowledge or stimulate conversation.

With regard to this, King (2002) clarified that giving an oral presentation is a gratifying and engaging experience for both teachers and students in terms of building abilities and practicing delivering a confident presentation in front of the class. Furthermore, oral presentations assist students in gathering, inquiring, organizing, and constructing knowledge since they apply all four skills in a natural integrative manner. In addition to this; Melion and Thompson (1980) showed that if oral presentations are managed and planned, they will

provide students with a learning experience and teach them a vital skill that will improve ESL/EFL students in all of their academic subjects and ultimately in their careers.

2.2.1 Theories Related to Oral Presentation

Bandura (1977) proposed the Social Learning Theory, which argues that people develop up oral presentation skills through observation, modeling, and other people's feedback. This theory interested in studying the behaviors of effective presenters, following their lead, and asking for criticism in order to enhance oral presentation skills. It helps to improve public speaking abilities even further, and to enroll in a class or join a group.

According to communication accommodation theory, Giles et al (1991) claimed that in order to communicate effectively, people must modify their speech patterns, sound cues, and nonverbal behavior to fit those of their audience. When addressing a group of scientists. For instance, the presenter might use formal language and data-heavy slides, whereas when addressing a group of non-specialists the presenter might use more informal language and visual aids. On the other hand, in information processing theory, Mayer (2009) suggested that people go through several phases as they get the information given orally, organize oral presentations logically and coherently to aid the information processing and retention. To help demonstrate crucial concepts, the presenter use clear, brief sentences and visual aids like diagrams, charts, and photographs. Regarding to the Cognitive Load Hypothesis (CLH), Sweller (1988) indicted that the amount of material delivered during an oral presentation should be managed to a minimum in order to avoid overwhelming the audience and compromising their capacity for remembering crucial information. Limiting the quantity of material using clear, brief language and structuring sentences with pauses and breaks that help audience to comprehend and retain information. . Certainly, In order to encourage successful learning outcomes, Kaczmarek and Kruk's (2020) study underlined the significance of integrating Cognitive Load Theory ideas into public speaking instruction. According to the authors, public speaking is a challenging cognitive task that puts a lot of demands on working memory and this might cause cognitive overload and hinder learning. Through employing straightforward language, avoiding slides with a lot of text, dividing up complex information into smaller portions and incorporating multimedia tools, presenters can enhance their presentations for audience engagement, comprehension, and remembering by implementing these techniques.

2.3 Types of Oral Presentation

There are two types of presentation: informative oral presentation and persuasive oral presentation. Liu (2016) analyzed the use of informative and persuasive speech acts in English classroom discourse and found that both types are commonly used by teachers and students. Both informative and persuasive oral presentations can be effective in language classrooms, depending on the goals of the presentation and the context. In classifying oral presentation types Chivers and Shoolbred (2007) distinguished them as follows:

2.3.1 Informative Oral Presentation

The major purpose of this style of presentation is to teach the audience something new. Within this style of presentation, the speakers provide an informative discourse. The goal of an informative presentation is to communicate with the audience and provide them with a wealth of details in a short period. Chiver and Shoolbred (2007, p.5) asserted that the goal of an instructive presentation might be to describe a recent political event, arrange a group of essential items, or deliver a research report on a certain issue. Furthermore, in an academic atmosphere, the presenters employ an informative speech to explain a topic, train the audience, show a procedure, or narrate an occurrence. Presenters may choose the topic on their own. Informative presentation "*is utilized in many firms when students or employees are expected to report progress at crucial phases of a project*" (Chiver & Shoolbred, 2007, p.5). Kormos and Dénes (2004) found that both informative and persuasive speeches are important for developing fluency and communicative competence.

2.3.2 Persuasive Oral Presentation

The goal of a persuasive speech is to persuade the audience to change their views about a topic that is either offered or selected by the speaker. It is frequently used to get the audience to respond or discuss the issue with the presenter. Speakers in this style of presentation, according to Chivers and Shoolbred (2007), must have powerful material and communicate it straightforwardly. Moreover, the presenters should make an effort to convey their confidence to the audience. When it is essential, the Speakers can convey various emotions. Liu (2016) also found that the use of persuasive speech acts was associated with higher levels of engagement and interaction. The study by Balcikanli (2010) investigated the effectiveness of persuasive techniques in language teaching and found that persuasive techniques can be effective in motivating students and promoting language learning. The study also found that

the use of persuasive techniques should be balanced with other teaching methods to avoid overuse and potential negative effects. Furthermore, Baker (2000) clarified that persuasion includes three different elements: Ethos, logos, and Pathos.

2.3.2.1 Ethos

According to Tracy (2008) Ethos relate to how the speakers` credibility is established. This refers to speakers` character, ethics, and believability when they speak. Increasing your audience's credibility with speaker before and throughout the speech enhances the likelihood that they will accept your reasoning and follow through on your recommendations. It is ethical because the speaker should use his or her personality to persuade the audience with convincing arguments. McAndrew and Warms (2016) added that through using ethos in student oral presentations in an undergraduate communication course, variety of strategies including citing credible sources, demonstrating knowledge and expertise, besides using personal experiences to connect with the audience are included.

2.3.2.2 Logos

The topic of a persuasive presentation must be reasonable and logic that is used to persuade the arguments to be cohesive. Tarcy (2008) stated that while speaking about a topic, speakers should arrange their ideas from the most essential to the least significant. The speakers must connect such concepts in logical assertions or arguments. Likewise, logos denotes that the speakers will compose what they will say logically from beginning to conclusion. In addition, Li (2017) emphasized the use of logos in English oral presentations through using evidence to support arguments is an important strategy for appealing to logos in oral presentations, using clear and concise language to present arguments and evidence and structuring the presentation in a logical and coherent way.

2.3.2.3 Pathos

The speaker's use of emotion is referred to as pathos. Pathos is the only method to get the audience to alter their opinions as Tracy (2008, p.9) argued. So, it is an attempt to persuade the audience to support the speaker's ideas. The speaker must be logical in his delivery while simultaneously using emotion to convince the listener. Pathos is one of the most important elements that speakers can use to persuade the audience. Liu (2018) investigated the use of pathos in EFL oral presentations and he found that the use of pathos helped to create a more engaging and effective presentation, but it should be balanced. The study suggests that the use of pathos can be effective in language classrooms. Effective persuasion requires

speakers to strike a balance between logic and emotion. By using evidence and logical argumentation, speakers can appeal to logos and establish the credibility of their argument.

2.4 Basic Instructional Design of Oral Presentation

Designing an effective oral presentation involves careful planning and organization to ensure that the message is delivered clearly and engagingly. Here are some basic steps to follow when delivering oral presentation

2.4.1 Preparation of Oral Presentation (Setting up Oral Presentation)

According to Tarcy (2000, p.18) through preparing oral presentation "*fully 90% of your effectiveness as a speaker will be influenced by how effectively you arrange your speech*." Therefore, the speakers will discuss why they chose the topic to deliver. Mandel (2000) reported that if the presenters find the exact answer at the planning stage, it will aid them in making the presentation clear. Furthermore, amount of time students have to prepare their presentations have a significant impact on the outcome. As a consequence, providing students plenty of time to prepare their work can aid them to get a better outcome. Also, Chivers and Shoolbred (2008) provided a guideline for planners to follow in order to be successful in their preparation:

a) Organize tasks of presentation in order of importance.

b) Determine how much time each task will require.

c) Keep track of the progress.

d) Seek to expand the remaining time to ensure that all jobs are done.

2.4.2 Preparation of the Content

Oral presentations differ from other types of presentations in that presenters will deliver their information on the topic orally. Lucas (2014) explained that to effectively present your content, it is important to create a well-organized and coherent structure that makes it easy for your audience to follow along. This can be achieved by using headings, subheadings, and transitions to guide your audience through your presentation. By doing so, you can help your audience to understand and retain the information you are presenting. Essentially, a clear structure should ensure that your presentation flows smoothly and logically, making it simpler for your audience

to follow and comprehend. As a result, the material must be relevant and engaging to the audience. According to Chivers and Shoolbred (2008), it is beneficial to develop content in the following ways:

a. Decide What to Include and What to Exclude

Chivers and Shoolbred (2008, p.23), stated that "*speaker will need to set a selected content within the framework of the module studied and verify that it is relevant, accurate, and interesting to the audience.*" As a result, the speaker should select themes that are both interesting to them and relevant to what they have learned via personal experience.

b. Choose Examples to Provide Interest and Improve Understanding

Examples should be included in the content preparation. Utilizing examples in oral presentation promotes comprehension and learning as Chivers and Shoolbred (2008) affirmed. As a result, examples are an important component of understanding the material since the presenter provides examples that are relevant to the information. Also, those researchers clarify that examples aid the speaker and audience in explaining and comprehending the notions.

c. Provide Links to Further Sources of Information

The speaker should remind the audience where the information on the topic is derived from. Chivers and shoolbred (2008) demonstrated that these sources might refer to material that you have not been able to incorporate but can be utilized for additional reading and knowledge growth. The purpose of providing sources is to assist the audience in obtaining further information about the topic.

2.4.3 Delivery of Oral Presentation

Oral presentation differs from report delivery in that if the audience does not comprehend the speaker, they cannot look back and try to draw a link to grasp the concept. As a result, the delivery of an oral presentation should be planned such that the audience understands the presentation`s goal. Speakers must be able to manage their time well to achieve their objectives.

2.4.3.1 Time Allocated for Delivering an Oral Presentation

A smart presenter knows how to make the most of the time given to them. They will be able to complete their presentation within the time allocated. The utilization of time during a presentation as Chivers and Shoolbred (2008) empahasized that it has a relationship with the content. Speakers should prepare themselves according to the time and attempt to use it effectively. If the speakers do not have much time to present, they can deliver only the main point to the listeners. Furthermore, one of the issues that speakers encounter is when they practice in a group setting. They do not have the same amount of practice time in this situation. Thus; to stay on time, speakers must plan and manage their work.

2.4.3.2 Structure of an Oral Presentation (organization of oral presentation)

By breaking up your presentation into logical parts, you may save your audience some time and effort (Platow, 2002). An ordered design or structure is required for an OP so that the audience understands the main topics. Also as Chivers and Shoolbred (2008, p. 22) argued that" *Typically a clear framework helps the audience to obtain a rapid comprehension of the content of the presentation*".

A. Introduction

a. Get the Audience's Attention and Signal the Beginning.

Asking direct or rhetorical questions to engage the audience in the presentation is an excellent tactic. For example, presenter encourages to show hands in response to a question, for example, or provide facts in a way that the audience can relate to it as Chivers and Shoolbred (2008) mentioned. The presenter can share anecdotes, strange or astonishing facts, or a relevant life example that could be useful. Using such phrases can be useful; Let's begin, good, fine, great, Shall we start? ...etc.

b. Greet the Audience

It is crucial to greet the audience with phrases such as "hello, ladies and gentlemen," "good morning, mummer of the jury," "good afternoon, respected guests," "good evening," and so on. Lucas (2014) provided several tips for greeting the audience effectively in an oral presentation. To greet the audience effectively in an oral presentation, it is important to smile, make eye contact, and acknowledge the audience. The presenter starts with a hook can also capture the audience's attention and make them interested in what you have to say. Through following these tips, the presenter can establish a positive relationship with your audience and set the tone for a successful presentation.

c. Introduce One Self

When a speaker introduces themselves (Name, Position…etc), for example, by stating, "Good afternoon, ladies and gentlemen, allow me to introduce myself..." Good day, everyone! I would want to start by saying hello..., my name is..., etc., to identify themselves. This may also help the audience recognize the presenters` relationship to the subject. The presenter should give the title and introduce the subject. After starting any presentation, the presenters should tell the audience the title of their presentation and the contents of what they will be covering. On the other hand, to attract the audience's attention and probably discover

where they are, speaker can start by saying: Have you ever heard of/ seen X? You have probably seen it countless times... or you may have wondered...etc.

d. Give your Objective (purpose, aim, and goal)

The main goal of an oral presentation introduction is to provide information about a specific topic. As a result, Storz et al (2002, p. 7) showed that the presenters must persuade the audience to pay attention to what they say in order to establish and interpret the purpose they wish to convey. It is essential to begin an academic presentation with the research's goals and objectives. The speakers can use some forms to clarify their purposes such as; What I would like to do today is to explain…, to illustrate... to give you the essential background information on..., to outline..., or to have a look at ... . Therefore, Lucas (2014) emphasized the importance of defining the purpose and identifying the audience when preparing a presentation. This will help you determine the most effective way to present the information and make sure that your message is relevant and engaging to the audience.

e. Announce your Outline

The listeners must be informed of the speaker's outline to know what will happen next. Furthermore, Storz et al (2002, p.7) confirmed that presenters should use the same grammatical form throughout the discourse and use transitions to guide the audience from one section to the next. Including the key points is typically sufficient. For example, I have broken my speech down/ up into X parts. I have divided my presentation (up) into Y parts.

f. Questions and Comments from the Audience.

As Chivers and Shoolbred (2008, p. 22) argued during the introduction the presenter should also inform the audience when and whether they can ask questions. For example, I would ask you to save your questions for the end, there will be plenty of time at the end of my speech for a discussion, and the speaker may interrupt me at any moment to ask questions or make comments

B. The Body

The body should be provided in a logical, simple manner that is relevant to the issue. For the audience to understand the material and message given, the speaker seeks to clarify his or her basic thoughts about the topic in a clear manner.

a. Content

The speaker provides information that is relevant to their topic. According to research by Reynolds (2011), effective oral presentations should be structured around a compelling narrative that engages the audience and helps to bring the message to life. This can be achieved by using techniques, such as anecdotes, examples, and case studies, to illustrate key points and make the message more relatable and memorable. When it comes to the content of an oral presentation, it is important to focus on delivering a clear, concise message that is relevant and engaging for your audience. In relation to research by Pink (2009), effective presentations should be structured clearly.

b. Quantity

Instead of concentrating on how much information the speaker gives to the audience, the speaker should focus on the quality. It is crucial to find a balance between presenting enough information to make your point and avoiding overwhelming the audience with excessive details. According to Yaffe's (2014) research, some effective strategies to manage the amount of information presented include incorporating visuals, breaking up the information into smaller segments, and allowing for audience engagement and interaction. Through these techniques, presenter can ensure that the audience remains engaged, understands the information and retains the key points from the presentation.

c. Sequencing your Ideas

The speaker should link their facts together. This will make it easier for the audience to follow. Chivers and Shoolbred (2008) added that to make themselves understood, the speakers can offer examples; general to particular; well-known to the unknown; as in accepted to controversial; cause/ effect; problem/ solution.

On the other hand, the presenter must use their voice (tone, pitch, speed, and slow speaking) to interest their listeners to be comprehended. As a result, people try to identify themselves in a natural setting. According to Storz et al (2000, p.8), the voice is crucial in conveying the appropriate message to the audience. The speaker will get the audience into the subject if the speakers raise their voices. Furthermore, some audiences may fall asleep if the speaker speaks slowly. Also, correct pronunciation is vital because many words in English are similar, hence the speaker should say them with the appropriate stress and intention.

C. Conclusion

The presenter must conclude his speech with a summary of the presentation. According to Storz et al (2000, p.11) conclusion is "*the end of the presentation should comprise four parts: a brief reminder of what the speaker tried to show in his or her speech and how he or she tried to do so, a brief conclusion making comments or opening a discussion.*" The presenter concludes by providing the audience the opportunity to ask questions or make comments on the topic. The conclusion covers two topics including reinforcing the essential points with the audience and reinforcing the message. Lucas (2014) suggested that in conclusion, main points the presenter has made throughout a presentation should be summarized briefly. This will help reinforce the key ideas to the audience.

2.5 Presentation Skills

Cheung (2008) suggested that presentation skills can be divided into two: macro and micro oral presentations. By focusing on both micro and macro organization in their presentations, speakers can create a clear and cohesive message that effectively conveys their ideas to the audience:

2.5.1 Macro Organization

Teaching macro organization is the first stage. The purpose, objectives, overview, introduction, and conclusion should all be included in the structure of an academic presentation as Cheung (2008) clarified. The purpose is a statement that indicates the presentation's overall goal. The objectives are the specific aims you wish to accomplish towards the end of your presentation. The different portions, sections, or components of your presentation are referred to as the outline. You can instruct your students to begin with a word origin, a fascinating inquiry, a description of a term, an analogy, or even a personal experience in the introduction. The conclusion should not contain any new material; instead, it should simply recap the main points of your presentation. In a summary, the bottom line is..., what it boils down to is..., or other similar phrases might be used to start the conclusion. Macro organization as Beebe and Beebe (2015) classified, refers to the overall structure of the presentation, including the arrangement of the main points and the flow of the presentation. Effective macro organization involves using a clear and logical structure, such as a chronological or topical approach, to ensure that the presentation flows smoothly and is easy for the audience to follow.

2.5.2 Micro Organization

Micro-management or Micro organization, which relates to textual coherence, transitions, and linkages from one component to another, is the second step. To achieve a smooth transition, a student can utilize statements like "I'm going to switch gears," "Let us move on to the next part," "Next, let us look at...", or "Next, I am going to talk about..." Micro organization refers to the internal structure of each individual part of the presentation, such as the introduction, body, and conclusion. According to Beebe and Beebe (2015), effective micro organization involves clearly stating the purpose of each section, using transitions to connect ideas, and using supporting evidence and examples to illustrate key points.

2.6 The Use of Visual Aids in Oral Presentation

According to Turk (1985), presenters have access to a wide range of presenting tools. Supporting audience members in comprehending and remembering even with the simple visual aids that can convey a grasp of the structure and flow of the argument. Also, King (2002, p.402) stated that "*with the availability of technology, video cameras, slides, projects, power points, DVD and other visual aids might be much more engaging and interesting than traditional ones."* Tufte (2006) demonstrated the use of visual aids such as slides, diagrams, and charts, can help illustrate your points and make your presentation more engaging. Use visuals sparingly and make sure they support rather than distract from your message.

2.6.1 Types of Visual Aids

In the presentations, the presenters use a variety of visual aids such as drawings, pictures, slides, maps, graphs, charts, and other presenting aids are categorized by Beebe (2007, p.325):

2.6.1.1 Drawings

They are popular and frequently used because they are simple and affordable to prepare and employ to explain a point to an audience. Generally, broad and simple line drawings are more successful for stage presentations than detailed graphics, demonstrated Beebe (2007). As a consequence, the drawings are effective for explaining or illustrating something to listeners.

2.6.1.2 Photographs

This type of aid can be used to show or illustrate items or locations that cannot be shown in drawings or that cannot be seen directly by the audience. Beebe (2007) mentioned these aids enable them to gain a better understanding of particular aspects of the subject. To ensure that everyone in the audience sees the photograph, the presenter should zoom it.

2.6.1.3 Maps

Maps are helpful in explaining information to the audience while performing verbally, as Beebe (2007) clarified. The speaker can employ a variety of colors to keep the audience's attention.

2.6.1.4 Graphs and Charts

According to Beebe (2007) graphs are very useful in demonstrating underlying patterns and linking among data. As a result, graphs help the audience understand the points by explaining the statistical data in considerable depth. So most of the audiences think that graphs serve to make data more concrete by representing statistical data in a convenient style. They are extremely successful tools because they allow the presenter to convey a lot of information in a very clear and easy way that catches the attention of audiences.

2.6.1.5 Slides

Slides are used to display visual pictures of anything the speaker wishes to discuss. They are identified as important tools in any presentation. Beebe (2007) argued that if the speaker has access to a screen and a slide projector, slides can be used to aid in explaining his or her presentation. Slides can be created from charts and graphs prepared on a computer by the presenter.

2.6.1.6 PowerPoint

Mallete and Clare (2001, p.161) stated that oral presentation as *"the most common method for presenting information and are usually done with a computer and projector."* This one is an additional computer-related service. The presenter can utilize Powerpoint to prepare visual presentations with the crucial data.

2.6.1.7 Chalkboards and Whiteboards

According to Beebe (2007) chalkboards and whiteboards are often used to offer visual support for spoken words. It means that before beginning the presentation, the presenter marks a few points or aspects of his or her speech on the board to clearly support it. They are low-cost and easy to use.

2.6.1.8 Handouts

Beebe (2007) explained that handouts are set of prepared sheets that contains a summary of the material that the speakers will present to their audiences. Handouts are one of the most powerful visual aids, but they must include a brief description of the subject. The presenters can hand out handouts at the end, rather than giving them out at the beginning. The audience's attention may decrease.

2.6.2 Some advantages of using visual aids

The use of visual aids can create a more engaging and memorable experience for the audience. The following are the advantages of using visual aids in presentations as Walters and Walters (2002, p.324) mentioned:

- Visual aids can carry more details,
- They are ideal for audience engagement,
- They can display motion,
- They are easy to edit or design,
- They keep the room lights up,
- They can be a practical reminder of the lesson.

2.7 Importance of Using Oral Presentation

Oral presentations in the classroom have been found to be advantageous by numerous researchers. As Hedge (2000) argued, communication ability is the main objective of communicative language instruction and how to function well in the actual world. Therefore, OPs are a typical feature of many higher education courses because they are one of the best ways to enhance course material learning. Additionally, Kosslyn and Rosenberg (2001) noted that oral presentations can help to build relationships between the speaker and the audience, and can be particularly effective in contexts where persuasion or influence is the goal. They provide guidance on how to effectively structure and deliver oral presentations, including tips on audience analysis, organization, and delivery.

According to Girard & Trapp (2011), students can improve their communication and presenting abilities by examining the strengths and weaknesses of other speakers. Also they mentioned the possible benefits of students' OPs, including enhanced class engagement and involvement, increased interest in learning, new views not provided otherwise, and improved communication and presenting skills. These allow students to completely participate in their education, demonstrate their communication skills, and gain competence in a field relevant to their future employment. Oral presentations reveal one of the most effective methods for "*getting the attention of students, encouraging curiosity, and offering challenges*" (Hutchinson &Waters, 1987).

The following are some of the many benefits of designing oral presentations for students accounted by King (2002): bridging the gap between language study and language use; inherently integrating the four language skills; assisting students in collecting, inquiring,

organizing, and constructing information; enhancing teamwork; supporting students in becoming active and autonomous students. "*Developing the abilities to communicate to an audience is one of the best rewards you will ever gain from your time in further or higher education*" (Baker & Emden, 2004, p.1). Particularly in a university setting, an oral presentation is a crucial aspect of teaching a foreign language. Actually students take an active role in their own learning, participate in real-world experiences, and develop creative and critical thinking and problem-solving abilities, which are crucial for success in the twenty-first century. The ultimate purpose is to assist students in reaching their personal and professional potential.

2.8 Teaching Oral Presentation

EFL teachers determined the variety of skills that students would need in their presentations in English classes and the activities provided to students to practice and deliver OPs (Gershon, 2008; Grussendorf, 2007; Powell, 2011).Through providing effective instruction, continuous feedback, practicing opportunities and support, teacher can help students to develop oral presentation and assess their progress effectively.

2.8.1 Teacher`s Role

King (2002, p.207) claimed that teachers change from the traditional position of teacher as an authoritative expert to the new role of facilitator of learning. Additionally, teachers have to get their students prepared for this task. In OP, the teacher's role is that of a facilitator, organizer, advisor, resource provider, and supporter. Teacher organize students into groups, prepare details, and more information about the topic, aid them in learning, allow to use using visual aids in their presentations and then at the final stage, evaluate the students' performance. Along with this Xinaming (2005) agreed, teachers still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement.

2.8.2 Assessment of Oral Presentation

In an oral presentation, the speaker is the initial focus of evaluation. The teacher should assess these learners' performance by looking at their pronunciation before moving on to the type of content provided in the presentation. Xinaming (2005) argued that the essential judgment in this activity is the speakers' ability to answer the questions of the audience. Instead of criticizing students' development, teachers should try to be supportive in their evaluation. Furthermore, Otoshi and Heffernen (2008) proved that teachers may give formal or informal

feedback to students on their presentations. At the first assessment, teacher ends up giving mark for the presentation, whereas this is not so for the second assessment criteria that includes the choice of a topic, the use of audiovisual aids such as (PowerPoint, posters, pictures, wall charts, video, and realia) and the connection of ideas, the correctness of language (fluency and accuracy), clarity of speech, and the ability to answer teachers' and students' questions. These researchers also explained that informal peer assessment is a key activity for developing and facilitating students' autonomy. It also improves student motivation and alleviates boredom during the session. Regarding to find out teachers' and students' attitudes towards oral presentation tasks in EFL classes, Jalilifar and Salmani-Nodoushan (2010) conducted a study and they found that teachers tended to view oral presentations as a means of assessing students' language proficiency.

2.9 Obstacles of Using Oral Presentations

An oral presentation is not a composition task. Most EFL students are unable to speak English fluently, as Baker (2000, p.113) explained "*speaking to a group is a notoriously stressful activity,"* giving of an oral presentation might be challenging for all EFL students. Along with this, Meloni and Thompson (1980) clarified that OPs can be challenging and typically contain unusual activities for many students. Therefore, if they are not effectively applied in the classroom, OPs can ultimately offer multiple obstacles for EFL students. The following two points are the main:

2.9.1 Speech Anxiety

As King (2002) demonstrated when speaking in public, speech anxiety is a typical and natural emotion that everyone might experience. Speech anxiety can be noticed in the presenter's voice. Teachers may simply overcome nervousness by telling their students that it is a common occurrence in designed to motivate them to do their oral presentation without fear. Furthermore, students will feel less alone if the instructor makes an open decision concerning speech fear. One of the most common issues students mentioned in oral presentations was anxiety or worry about speaking. Anxiety has been shown in studies to inhibit EFL students' productivity and success (Al-Nouh; Abdul-Kareem & Taqi, 2014). Also Elliott and Chong (2004) discovered that students' personal characteristics were the cause of their anxiety during oral presentations. The conducted study of Hashemi and Sarani (2015) about the attitudes of EFL learners towards oral presentation tasks demonstrated that some students found oral presentations challenging and anxiety-provoking.

2.9.2 Group Boredom

King (2002, p.405) suggested that some EFL presenters find it difficult to memorize material in English, therefore they try to learn it by heart. The audience will become bored when they are forced to listen to what the speaker has to say since it will appear that they are reading their material "*word for word*" from what they have memorized. Furthermore, if students do not use communicative English in their OPs and instead read from a memorized script with difficult language, the audience will become distracted. "*Teachers should consistently remind students of the necessity of utilizing communicative English in their presentations and having the audience in mind while they prepare*," (King: 2002, p.405). Oral activities such as presentations, according to Morita (2000), are demanding and complicated in terms of interaction and mental processes.

From the students and teachers' viewpoints, Abu Al-Enein (2011) intended to identify the main obstacles faced by university English majors during oral presentations. Students' lack of motivation to give presentations, lack of confidence in their abilities, anxiety and fear, lack of eye contact with the audience, focusing on accuracy rather than fluency, incorrect pronunciation, lack of proper vocabulary, weak speaking skill, inability to use technology, poor time management, and inter lingual mistakes while presenting were discovered to be among the difficulties. Girard and Trapp (2011) argued that despite the benefits of using presentations in the classroom, some students may refuse doing extra work, be afraid of public speaking, or express disinterest while listening to others' presentations if they are not engaged in the experience. As a result, these students may have negative attitudes toward presenting presentations in the classroom.

2.10 Definition of Speaking Skill

Brown (1994) defined speaking as an interactive process of building meaning that includes the production, reception, and processing of data. It is insufficient if students just have the skills of listening, reading, and writing without the opportunity to put those skills into practice directly through oral speaking. In this case, teachers play a critical role in helping their learners become effective communicators. In order to create a suitable and enjoyable learning environment, they must select an appropriate instructional strategy. Cora and Knight (2000,) identified speaking as the process of using and generating oral language to express a message in a variety of situations and contexts. Speaking is a productive skill for integrating all elements of language together to perform or construct the intended message in order to

communicate with other speakers, respond to someone else, and know how to deal with diverse occurrences.

The tone of voice, stress, intonation, and pace of speech are some of the features that distinguish spoken language from other abilities, as the speaker's gestures and facial expressions, which they can use with repeats and pauses. All of these qualities contribute to the speaker's intended or conveyed message to the listener. Hadfield (1997) pointed that speaking as a form of bridge between the classroom and the outside world for students. It is to say, speech is the most appropriate communicative medium for students to share their views, feelings, and thoughts in social interactions.

2.10.1 Importance of Speaking Skill

Nunan (1991, p.39) claimed that "*To most people, mastering the art of speaking is the single most significant component of learning a second or foreign language, and success is measured items of the capacity to carry on a conversation in the language.*" Mc Donoyly (1993) pointed out, speaking is a language that reflects a learner's linguistic understanding and has the goal of creating an oral message for communication and self-expression. Speaking aids speakers in their development as distinct groups of people. In addition, the student can use speech to express their feelings and thoughts.

According to White (2004), speaking in a foreign language helps students developing their communicative fluency and cognitive skills. It also aids in the development of students mental processes such as creativity, imagination, comprehension, critical thinking, and intelligence. Speaking as Thornbury (2005) suggested as much a social skill as it is a linguistic one. This skill is not just a matter of grammar and generating well-structured sentences, but also of social interaction, which should take into account speaking turns and situations.

2.10.2 Students' Problems in Speaking Skill

EFL students have difficulties in the use of this language and they face challenges with speaking tasks in the classroom. According to Ur (1996, p.121), there are four main problems for this:

a.Inhibition

Students learning English as a foreign or second language often face inhibition in speaking tasks due to fear of making mistakes, being judged or appearing weak. In the classroom, students may be discouraged from speaking in a foreign language, leading to anxiety and inhibition. Also Littewood (1999, p.93) agreed with this idea that foreign language classrooms can create inhibition and anxiety, leading to students being unable to speak in English due to

their fear of making mistakes. This fear of mistakes can cause students' anxiety to rise when speaking in front of a critical audience.

b. There is nothing to say

This is another issue that Learners frequently express their frustration for not being able to come up with anything to say. They have even less desire to show themselves outside of the classroom pressure to speak. River (1998, p.192) stated "*The teacher may have adopted an undesirable topic or one about which he knows so little as a result of which he has almost nothing to convey, whether in the native or foreign language.*"

c. Low or uneven participation

Ur (1996) demonstrated that only one person can speak at a time in a given speaking activity. As a result, in large classes, each person will have a limited opportunity to speak. Some students tend to dominate; some other students prefer to talk just when they are sure they have got the right answer while others talk rarely or hardly at all. Also Bowman et al (1989) showed that seating arrangements of conventional classrooms frequently work against a teacher in interactive teaching; this issue may be related to motivation of some students who will not practice if the teacher does not motivate them.

d. Use of mother tongue

Ur (1996) noted that when second language students share the same mother tongue in class, they prefer to use it since it is more accessible and they believe that speaking in a foreign language is inappropriate. Further, Beker and Westup (2003) identified that obstacles might arise if students intentionally or unconsciously transfer cultural rules from their mother tongue to a foreign language because they miss a sufficient vocabulary in the target language. As a result, they may find themselves unable to interact efficiently in a foreign language.

2.11 Oral Presentations and Speaking Skill

Oral presentations are widely regarded as one of the most powerful techniques for helping students to develop speaking and communication abilities in the context of English language courses. As Baker (2000) stated oral presentation is "*a formal conversation, speaking to a group as a natural activity. The purpose of this practice is to communicate.*" Oral presentations are created to inform or persuade EFL users. Oral presentations occur in an

organizational setting with limitation in time and it should be arranged carefully. Also Tracy (2008, p.1) confirmed that when someone is able to talk to an audience, they will be successful in enabling them to achieve their objectives. In addition, Thornbury (2008) claimed that the students` experience of standing up in front of their colleagues and speaking for a prolonged turn is excellent preparation for real-life speaking, despite the fact that learners will have to deliver presentations or talks in actual life. Lucas (2014) proved that oral presentations are an important technique for developing speaking skills and building confidence, and that they should be a central component of language learning curricula. Furthermore, in order to improve their speaking skill, students should give as many oral presentations as possible in the classroom. To sum, speaking proficiency necessitates students delivering a well-prepared oral presentation.

2.12 Attitude as a Critical Factor in Achieving Success

According to Eagly and Chaiken (1993), attitude can be defined as a lasting framework of motivational, emotional, perceptual, and cognitive processes that are directed towards a particular aspect of our environment. Attitudes can be positive or negative and they can vary in intensity and strength. They are shaped by a variety of factors, including personal experiences, cultural norms, and social influences. Building on this, Hogg and Vaughan (2018, p.138), defined that attitude as "*a relatively enduring evaluation of some aspect of the world that is expressed in our thoughts, feelings, and behaviors.*" Also, attitude is described by Albarracín and Johnson (2018), as a relatively consistent and long-lasting appraisal of an object, person, group, or concept. It reflects an individual's favorable or unfavorable emotions, beliefs, or intentions towards that entity.

a. Types of Attitudes

There are different ways to categorize attitudes, but here are some of the main types of attitudes based on the reference sources mentioned by Hogg and Vaughan (2020):

1.**Affective attitudes**

Affective attitudes are based on an individual's emotions and feelings towards an object, person, or situation. They involve a positive or negative valence towards the target of the attitude. Affective attitudes can be measured through self-report questionnaires that ask individuals to rate their feelings towards a particular target on a scale.

2. Cognitive attitudes

Cognitive attitudes are based on an individual's beliefs and thoughts about an object, person, or situation. They involve a judgment or evaluation of the target of the attitude. Cognitive attitudes can be measured through self-report questionnaires that ask individuals to rate their agreement or disagreement with a series of statements about the target.

3. Behavioral attitudes

Behavioral attitudes are based on an individual's behavior or action towards an object, person, or situation. They involve a tendency to act in a certain way based on the target of the attitude. Behavioral attitudes can be measured through observation of an individual's actions towards the target.

4. Explicit attitudes

Explicit attitudes are consciously held and can be easily reported by individuals. They are often measured through self-report questionnaires or interviews that directly ask individuals about their attitudes towards a particular target.

5. Implicit attitudes

These attitudes are unconscious or automatic, and may not be readily accessible to individuals' conscious awareness. They are often measured through Implicit Association Tests (IATs) or other indirect measures that assess the strength of an individual's automatic associations between a target and positive or negative concepts.

6. Social attitudes

Social attitudes reflect an individual's beliefs and opinions about social groups or categories, such as race, gender, or sexual orientation. They can be influenced by cultural norms and stereotypes and can be measured through self-report questionnaires that ask individuals about their attitudes towards different social groups.

In relation to teachers and students attitudes, Schunk and Pajares (2009) studied the factors influencing students' attitudes toward learning and they found that can influence their academic achievement and motivation. Students, who have positive attitudes toward learning, such as confidence in their ability to learn and a preference for challenging tasks, may have higher levels of motivation and achievement. Conversely, students with negative attitudes toward learning, such as a fear of failure or disinterest in academic tasks, may have lower

levels of motivation and achievement. Similar to this, Wang and Eccles' research (2013) discovered that teachers' attitudes towards teaching and learning can have an effect on their students' academic results. Positive classroom environments can result in increased levels of student motivation, engagement and accomplishment when teachers have positive attitudes toward teaching and believe they can positively affect their students. Furthermore, Wigfield and Eccles (2002) suggested that students' attitudes towards learning play a crucial role in academic performance. Positive attitudes are associated with increased motivation, persistence, and engagement in learning activities, while negative attitudes can lead to disengagement, underachievement, and a lack of motivation to learn.

2.13 Previous Studies Related to Teachers` and Students` Attitudes towards OPs

Understanding the attitudes of students and teachers towards oral presentations is crucial for enhancing the effectiveness of this technique for language learning. While some students and teachers view oral presentations as valuable for developing communication skills and promoting active learning, others may find them intimidating or challenging. According to Brown (2007), attitudes towards oral presentations in developing speaking skills can vary among language students and teachers; with some finding they seem intimidating or challenging while others see them as valuable. Attitudes can be influenced by factors such as cultural background, language proficiency, and prior experiences with public speaking. To foster positive attitudes, teachers can create a supportive environment and design activities that allow for low-pressure practice. Several studies have investigated the attitudes of EFL university teachers and students towards using oral presentations as a technique for developing speaking skill. For example, Castro (2016) conducted a study that investigated Chilean EFL students' and teachers' attitudes towards using oral presentations in the classroom. The study used a mixed-methods approach and collected data from 30 EFL students and 3 EFL teachers at a university in Chile. The data was collected through questionnaire and interviews with both students and teachers in order to gather information on participants' attitudes towards using oral presentations in the classroom. The study found that both students and teachers had positive attitudes towards using oral presentations in the classroom. However, students faced challenges related to anxiety, lack of confidence, and lack of preparation. The study also found that the use of technology, such as PowerPoint, helped to improve students' confidence and motivation in oral presentations.

Another study was undertaken by Wang and Zhang (2017) in China used a quantitative approach to investigate the attitudes of EFL university students towards oral presentations and it employed a survey to collect data from 427 EFL university students in China. The survey included Likert-scale items and open-ended questions, and the study analysed the data using descriptive statistics. The study found both students and teachers had positive attitudes towards using oral presentations, and recognized the importance of such tasks in developing speaking skill and promoting active learning. Otherwise, the study also identified obstacles such as lack of preparation time and difficulty in choosing appropriate topics for presentations. The study suggested that teachers need to provide more guidance and support to students in preparing and delivering oral presentations, and to create a positive and engaging environment.

Khodadady and Shams (2018) conducted a study with 70 EFL university students and 20 EFL university teachers in Iran through using a mixed-methods approach to investigate the attitudes of EFL university teachers and students towards using oral presentations in the classroom. The researchers found that both teachers and students had positive attitudes towards using oral presentations in the EFL classroom, and recognized the benefits of such tasks in developing speaking skill and promoting critical thinking. However, the study also identified challenges such as lack of confidence, anxiety, and lack of preparation time for oral presentations.

In a study was conducted by Salmani-Nodoushan and Jalilifar (2012), the researchers found that students who participated in oral presentation tasks showed significant improvement in their speaking skill. The study also established that students had positive attitudes towards using oral presentations to develop their speaking skill as they found the tasks are engaging and motivating. Another study was undertaken by Kojic-Sabo (2018), provided discussion of the various roles that teachers can play in the implementation of oral presentations in EFL classrooms. The critical role that teachers play in the implementation of oral presentations in EFL classrooms. For instance; teachers provide guidance and support, facilitate classroom environment, and evaluate student performance. The researcher argued that teachers must take an active role in promoting and supporting oral presentations as a tool for improving students' speaking skill and overall language proficiency.

On the other hand, despite these positive attitudes, previous studies have also identified challenges and obstacles that can affect the implementation and effectiveness of oral presentation tasks. For example, a study by Al-Khasawneh and Al-Ajlouni (2019) in Jordan found that students faced challenges related to language proficiency, lack of confidence, and lack of preparation time for oral presentations. It used a qualitative approach to investigate the challenges faced by EFL students in Jordan in developing their oral presentation skills and it conducted semi-structured interviews with 10 EFL students at a university in Jordan. It analyzed the interview data using thematic analysis. The study found that challenges such as language proficiency, lack of confidence, and lack of preparation time were common among students.

Moreover, Hashemi and Ansarin (2017) explored the attitudes and practices of teachers regarding the use of oral presentations in English as a Foreign Language (EFL) classes. The researchers found that most teachers believed that oral presentations were an effective technique for developing students' speaking skill and this technique allowed students to practice and improve their communication abilities in a real-life setting. Conversely, the study also revealed that teachers faced various challenges in implementing oral presentations in their classes. For example, time constraints were mentioned as a major challenge, as teachers often struggled to fit oral presentations into their already-packed curricula. Additionally, many teachers reported a lack of resources, such as access to technology or appropriate teaching materials, as a hindrance to effective implementation of oral presentations.

2.14 Summary of the Chapter

This chapter reviewed previous studies related to using OPs in language classrooms. It presented several definitions of OP. Also it discussed oral presentation`s types, aids, the importance of using OP and the obstacles that may face. Then it moved to highlight the speaking skill and the difficulties students may face. Then it pointed out the relationship between OPs and speaking skill. It was concluded with clarifying attitudes in addition, some previous studies related to students` and teachers` attitudes were reviewed.

Chapter Three

Research Methodology

3.1 Introduction:

This chapter presents the methodology of investigating attitudes towards using oral presentation as a technique in the language teaching process among students and teachers. The mixed method approach (Quantitative and Qualitative) is used in this study. Moreover, instruments of data collection are highlighted. It also indicates the validity and the reliability of the research instruments. The procedures of data collection and methods employed to analyse the data are explained. Finally, the ethical considerations are mentioned.

3.2 Research Design

According to Shona (2019), the research design serves as an overall plan or strategy that guides the research process and helps to answer the research questions. The research design involves decisions about various aspects of the study, including the type of data to be collected, the methods for collecting and analyzing data, the sample size and selection, and the overall structure of the study. The research design also establishes the parameters of the study, determines what will and will not be included, and sets the criteria for evaluating the results and drawing conclusions. A well-designed research study is essential for ensuring the reliability and validity of the results. This study utilized a mixed method approach of investigation that included quantitative and qualitative methods of data collection. The quantitative component involved the use of questionnaires, while the qualitative component involved conducting semi-structured interviews. Mixed methods research as Dornyie (2007) involved, it has different combinations of qualitative and quantitative research even in data collection and data analysis. Burke et al. (2007, p.123) defined mixed approach as: "… *the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis and inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.*" According to Creswell and Plano Clark (2011), this approach allows for a higher value of insight to be obtained than if a single approach was used for a given study. So a mixed method approach was appropriate to be applied in this study because the researcher tried to explore the phenomena through participants' attitudes.

To achieve the purpose of this study the researcher tried to investigate how students of Tripoli and Zawia Universities at two faculties of Education Janzour and Zawia consider the effectiveness of using oral presentations in achieving better results in developing their speaking skill in English language departments through the closed-ended questionnaire. The researcher explored how teachers consider the use of OPs as a particular technique to develop their students' speaking skill by conducting semi-structured interviews.

3.3 Data Collection Instruments

Both quantitative and qualitative research methods were employed to collect data. The quantitative component involved the use of questionnaire, which allowed the researchers to collect standardized, numerical data from a large sample of participants. The questionnaire was designed to measure the attitudes of undergraduate students towards using oral presentations in developing speaking skill. On the other hand, the qualitative component involved conducting semi-structured interviews with university teachers, which allowed the researcher to gather in-depth, descriptive data about their experiences using OP technique.

3.3.1 Questionnaire

Brown (2001,p.6) defined questionnaires as are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Also according to Bell (1999) questionnaire is a structured technique for collecting primary data, and it will be applied because it is believed that the use of questions can be effective for measuring the behavior, attitudes, preference, opinions, and intentions of a relatively large amount of students more quickly and efficiently and providing more practical information than other methods. With regard to closed-ended forms Dornyei (2007,p.40) illustrated that *"closed-ended (or simply 'closed') questionnaires, although this category encompasses a wide range of item types, they all have one thing in common, the respondent is given pre-made response options to choose from, which they usually do by circling or ticking one or placing a 'X' in the appropriate slot/box."* That is, the respondents are not required to produce any free writing in response to these questions. Instead, they must select one of the options, regardless of whether their favorite option is one of them.

In this study close-ended questionnaire was designed and disturbed to 120 EFL undergraduate students. It contained 24 statements of choosing the appropriate answer from a number of choices. This study utilized a questionnaire that was derived from three sources

that are closely related to suit study goals. Each point in the questionnaire aimed to identify the attitudes of the participants towards a specific aspect for instance; from Petrus (2013) questionnaire in order to identify the oral presentation advantages, the items (1-2-3-4) were developed while items (7-8-9-10-11-12) were adopted from Chikh and Dich (2016). In addition statements (15-16-17-18-19-20-21-24) were selected from Al-Nouh et al (2015) to find out the participants` oral presentations difficulties then the researcher emended those items to achieve the study aim. On the other hand the rest of the statements (5-6-13-14-23) were created by the researcher. So mixed statements that asked the informants to oral presentations use for one of the proposed possibilities, in form of a Likert scale where the respondents choose one option that best aligns with their attitudes, and which is arranged from strongly agree, agree, strongly disagree, and disagree. Roopa and Rani (2012, p. 274) stated that "the Likert scale is a type of psychometric scale that is commonly used in research studies that utilize questionnaires to measure social attitudes." Questionnaire statements ask students about OP technique; if students attend the OP sessions in addition; they asked about what the learners may improve through delivering classroom OPs and the difficulties that may be faced.

3.3.2 Semi-Structured Interview

Semi-structured interview as qualitative method of data collection was used to collect the teachers' attitudes. Dexter (1970) described an interview as a meaningful conversation between an interviewer and an interviewee. As Kvale (1983) reminded that the purpose of the interview is to obtain "uninterrupted" descriptions of an experience. Cohen et al (2011) observed that during interviews, respondents are able to explain their attitudes and understanding of a particular circumstance. It is their own utterance of their point of view, as the interview is not merely concerned with gathering data about life: it is a part of life itself and unavoidable. According to Byrne (2004), the interview's participatory feature is both extremely flexible and somewhat unpredictable. Also, Gillham (2000) explained that in real-world research, a semi-structured interview is a crucial method as a much more flexible form of the structured interview. In order to achieve this, it was adapted in this study.

A semi-structured interview was conducted with 11 teachers from two faculties of education Tripoli and Zawia. Nine of them have Masters` degree and the other two have PhD. The interview contained 12 questions whose aim was to gather information about the teachers' attitudes towards using oral presentations to enhance students' speaking skill and the difficulties are faced by the presenters. Furthermore, identifying teachers' more information

about applying oral presentation technique from their teaching experiences is another aim. These questions were designed in a form of structured questions. It is created to be short and head to the point, to help the interviewees feel comfortable and relaxed.

3.4 Reliability and Validity

Questionnaire and interviews were evaluated for reliability and validity. DeVellis (2017, p.24) explained that reliability refers to the extent to which a measure or instrument can consistently produce the same outcomes or results over time or across different raters or observers. Simply, it is a measure of the level of consistency and stability of a measurement tool and the extent to which it is free from measurement error, allowing for dependable and accurate results. In this study, the questionnaire was designed by the researcher then checked by the supervisor to ensure its validity and appropriateness. By administering the questionnaire to two instructors prior to its actual distribution, and discussing the points with them in order to that the researcher attempted to maintain the reliability and validity of the questionnaire items and interview questions. The instructors were requested to offer their opinions, advice, and corrections where necessary. In addition, ten students were used to test the student questionnaire. Robson (2011) stated that validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure. Feedback gained also helped the researcher to do some modifications to the interview questions. For example, this question was modified to be in new version, what the main features do you focus on giving your feedback of students` oral presentation? Creswell (2014) noted that qualitative research is when a researcher uses certain procedures to check for the accuracy of the research findings. .

The reliability of the study's questionnaire instrument was also assessed using the Cronbach's Alpha coefficient test also. According to Gliem and Gliem (2003, p. 83) Cronbach's Alpha is a *"measure of internal reliability"* for likert-type scales in which the researcher`s questionnaire consisted of 24 statements. The students' respective Cronbach Coefficients were 0.65 and that indicated the surveys were reliable as it is clear in the table below (3.1). The minimum Cronbach alpha value suggested was 0.60 in order to provide good support for internal consistency reliability as Morgan et al (2007, p.129) emphasized. As a result, the researcher is able to depend on the questionnaire's results.

Table 3.1: Cronbach`s Alpha Level

Reliability Statistics	
Items	24

Sum of item variances	16.75
Variances of total scores	45.29
Cronbach's alpha	0.6575

3.5 Sampling

Sampling is a crucial aspect of research design, as it enables researchers to draw valid conclusions about the population being studied and ensures that the findings can be generalized to the larger population. Bryman (2016, p. 97) defined Sampling as,

> *The method of selecting a portion of individuals or groups from a larger population, with the aim of estimating characteristics of the population as a whole. The goal of sampling is to obtain a sample that is representative of the population, thus allowing researchers to make inferences about the population with a known degree of confidence.*

This study was conducted with two groups of participants university students and teachers in two English language departments at Tripoli and Zawia Universities/Janzour and Zawia Faculties of Education.

In the current study, two sampling techniques were used to select the participants. The study aimed to achieve its research aims by using both simple random sampling and snowball sampling methods. This approach involved selecting participants from the population using random selection procedures, as well as selecting individuals based on specific criteria relevant to the research question. By employing these two sampling methods, the study attempted to obtain a sample that was both representative and relevant to the research aims. The participants were chosen by using simple random and snowball sampling techniques. Particularly; Thomas (2020) indicated that a sampling technique called simple random sampling makes sure that every individual in a population has an equal opportunity to be selected as a participant. This approach was applied to specific outcomes in research. When a study's objective is to establish a generalized conclusion that can be applied to a large population, simple random sampling is appropriate. This technique was used to choose questionnaire participants. 120 students from three last semesters (sixth, seventh and eighth) that will become future teachers. The researcher selected students randomly from two faculties of education. However, snowball sampling as Vogt (1999) defined, it is a method for

locating study participants. One participant supplies the researcher with the name of another, who then provides the researcher with the name of a third, and so on. This sampling technique was used to choose interview participants. Eleven teachers were selected for this study.

3.6 Pilot study

To ensure the reliability and accuracy of the research instruments used in the study, the researcher employed several measures. Prior to administering the instruments in the main study, a pilot study was conducted to test the questionnaire statements and interview questions. A pilot study is typically conducted before the main study to assess the feasibility of the research design, methods, and procedures. It is often used to identify and address potential problems with the study, such as issues with recruitment, data collection, and data analysis, before conducting the larger study. According to the American Psychological Association (APA) (2021, p.724), a pilot study is *"a small-scale, preliminary study conducted in order to evaluate feasibility, time, cost, adverse events, and effect size"*. Pilot testing can help researchers to identify and address any issues with the instruments, such as unclear questions, confusing instructions, or inappropriate response options.

In the present study, a pilot test of the questionnaire was conducted to assess its structure, logical flow, clarity, length, and comprehensibility for university students and teachers. Additionally, a pilot test of semi-structured interviews was performed to explore participants' ability to answer the questions and their attitudes towards being interviewed. The primary purpose of these pilot tests was to identify and address any potential issues with the research instruments before using them in the main study, with the aim of improving their quality and validity. The pilot study involved the participation of three language instructors who had significant experience in the field, to evaluate the structure and clarity of the questions. This was done to ensure that the questions were well-designed and unambiguous. Additionally, ten students were also involved in the pilot study to assess the simplicity and ease of understanding of the questions. The pilot study was conducted on 16th of October 2022. These steps were taken to establish the validity of the research instruments and to ensure that the data collected from the study was accurate and reliable.

3.7 Data Collection Procedures

The questionnaire was distributed to 120 students of three last semesters (sixth, seventh and eighth) at Tripoli and Zawia Universities from English language departments at the faculties of education Janzour and Zawia during the period of time from 25th October 2022 to 13th of

November 2022 to elicit their attitudes towards using oral presentations. One hundred and twenty students immediately responded and returned the questionnaire. This suggests that the participants were prompt in completing the questionnaire without any delay.

With regard to qualitative data, semi-structured interviews were conducted with 11 teachers from two faculties of education Tripoli and Zawia. Nine of them have Masters` degree and the other two have PhD. The interview took place during the period of time from 27th of October 2022 and continued to 8th of November 2022. The interviews were between 13 to 24 minutes. Teachers were interested under investigation and provided related information. This table provides information on the dates and duration of the interviews that were conducted:

Table 3.2: Teachers` Interview Schedule

Interviewee	Interview date	Length (Minutes)
Teacher A	27th/Oct/2023	14min:02sec
Teacher B	30th/Oct/2023	18min:44sec
Teacher C	31st/Oct/2023	19min:02sec
Teacher D	31st/Oct/2023	15min:50sec
Teacher E	2nd/ Nov /2023	16min:58sec
Teacher F	3rd/Nov/2023	13min:07sec
Teacher G	5th/ Nov/2023	13min:35sec
Teacher H	6th/ Nov/2023	15min:41sec
Teacher I	6th/ Nov/2023	21min:08sec
Teacher J	7th/ Nov/2023	24min:22sec
Teacher K	8th/ Nov/2023	15min:34sec

3.8 Data Analysis

A combination of methods for analysing data was utilized. Descriptive analysis was utilized to analyse quantitative data while thematic analysis was used to analyse qualitative data.

3.8.1 Questionnaire Data Analysis

Quantitative data was analysed and processed by using Microsoft Office Excel and the results will be shown in pie charts with percentages and comments. The analysis of quantitative data through the use of statistical methods. As stated by Guerrero (2019) through utilizing Excel's fundamental mathematical functions, the user may accomplish a variety of analytical

processes using his own creativity, and also it has developed capabilities for basic statistical analysis that are highly valuable. In presenting those statistics Khan and Shah Khan (2011) established that in recent years, a myriad of visualization techniques have been created in order to display and analyse large amounts of data. One of those visualization techniques is a pie chart, Spence (2005) described it as a circle graph; the circle of a pie chart is divided into a number of sectors, each of which describes a proportion in a full quantity that will be suitable to show the percentages of the frequency of the questionnaire answers.

3.8.2 Interview Data Analysis

On the other hand, qualitative data was analysed through thematic analysis Braun and Clarke (2006) described thematic analysis as "*a method of identifying, analysing and reporting patterns or themes within the data.*" This analysis technique was used and considered to be adequate to identify the important data and the frequency of occurrence of various patterns and themes emerged from the data. The goal of qualitative data analysis is to gain a deeper understanding of the research subject, explore complex phenomena, and achieve the research aims and objectives At first stage, the data of the interviews were transcribed then it was classified into themes and relevant codes with examples of meaning units (quotes).

3.9 Ethical Considerations

The researcher illustrated the purpose of the study obviously before distributing the questionnaire. Within the administration time of the questionnaire the researcher clarified the ambiguities the participants may face. Teachers` interviews were conducted at their universities. The researcher contacted the heads of the English departments with an official request letter to allow communicating with members of the instructors in the targeted departments. Recordings and transcripts were stored in a locked folder. The data was used for research purposes only. The participants were free to participate or withdraw at any time.

3.10 Summary of the Chapter

This chapter clarified the methodology and the design of the current study .The data collection instruments were explained and introduced into two forms: students` questionnaire and teachers` interviews. The population and sampling techniques of the study were described. The validity and the reliability of the study in addition to pilot study were discussed. Then data collection and analysis procedures were all shown in this chapter. The ethical considerations were also included.

Chapter Four

# Data Analysis and Results

4.1 Introduction

This chapter presents the analysis and the results of data of this study. The data in this chapter is gathered through distributing close-ended questionnaire to 120 students and through semi-structured interviews that are conducted with 11 teachers. Both instruments are designed to elicit Libyan EFL University students and teachers attitudes towards using oral presentations in developing speaking skill. The results gained are presented in the form of pie charts in order to illustrate the major findings. Microsoft Excel is used to give quantitative results. In contrast thematic analysis is used to analyse qualitative data.

4.2 Results of Students` Questionnaire

In the following section the analysis of the questionnaire likert scale statements is shown on pie chart as visualizing technique followed by a description with students` numbers and percentages of each questionnaire`s item.

4.2.1 Student Attitudes towards the Importance of Using OP Technique:

In this section, the following figures (1-15) explore the students attitudes towards the importance of using this technique and considerations related to the significance of utilizing OP.

Figure1: In order to learn the language, you have to speak it.
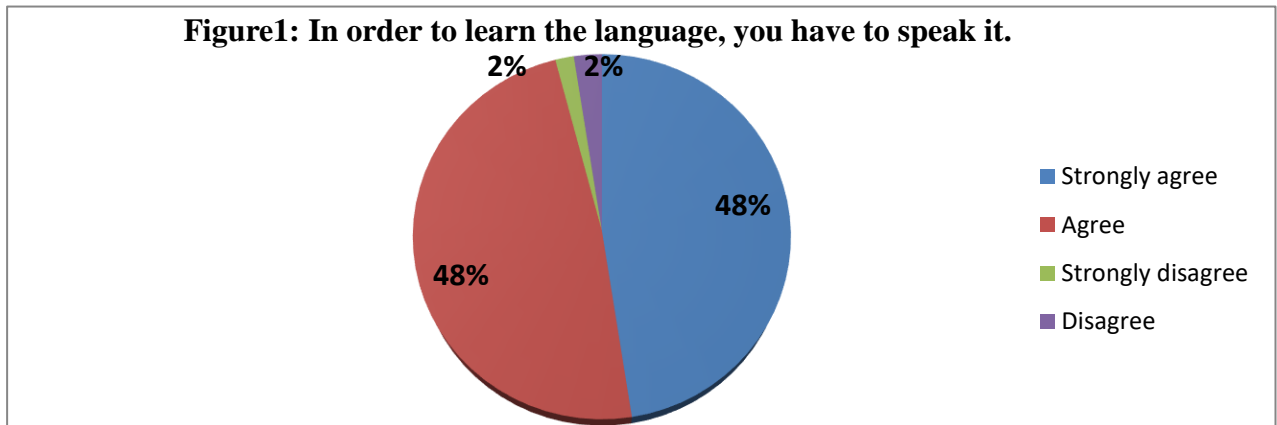
The above results on figure 1 show that 58 (48%) of the students strongly agreed and equally 59 (48%) of them agreed that in order to learn language, you have to speak it. While just 3 (2%) of the students affirmed their disagreeing toward this idea and 2 (2%) of them strongly disagreed.

Figure 2 : Oral presentations make you more independent in learning.
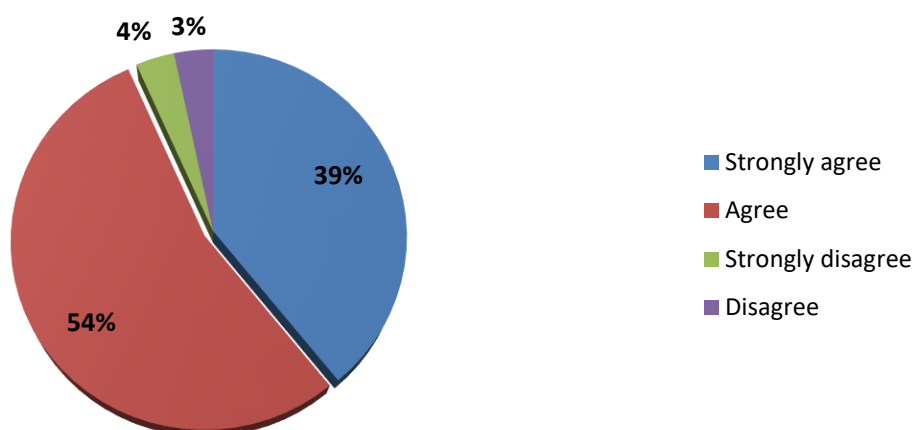
As it is shown in the chart, most of the students 112 (93%) believe that OPs make them more independent in learning. However, only 8 (7%) of the students had negative attitude about this notion.

Figure 3: Oral presentations allow you to become active and build self-confidence as students learn how to explain the topic or material in front of their classmates.
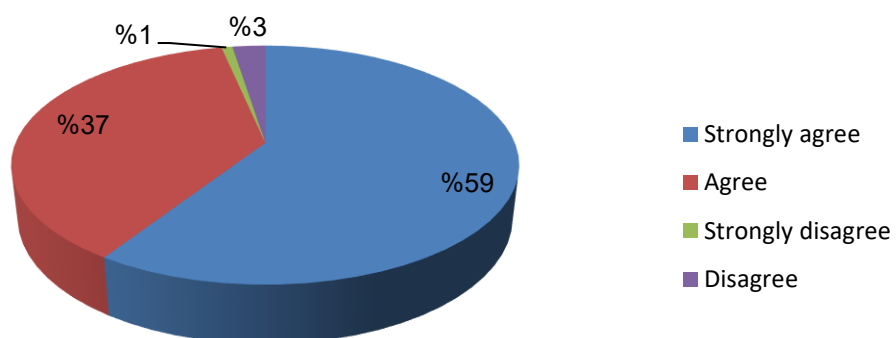
From the pie chart, it is clear that 71 (59%) of the participants strongly agreed with the statement that using OPs allow to become active and build self-confidence, and 45 (37%) of them agreed. On the other hand, 3 (3%) of the students disagreed and only 1 (1%) of them strongly disagreed.

Figure 4: You can practice/ improve your speaking skill through oral presentations.
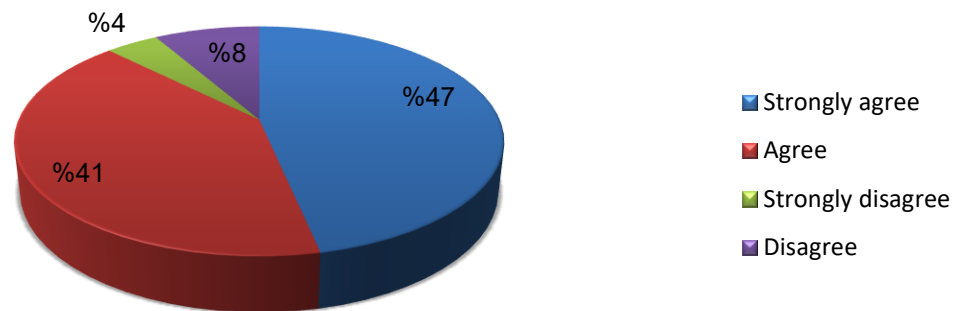
The results indicate that 105 (88%) of the students think that oral presentations help them to practice and improve speaking skill. However, 15 (12%) of the participants were against this.

Figure 5: Using visual aids in your presentations to attract the audience.
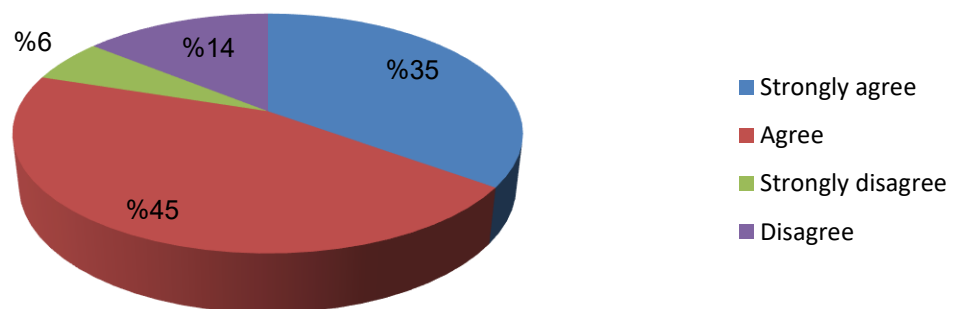
The findings reveal that 42 (35%) of the students agreed with the idea that using visual aids in presentations attract the audience also 54 (45%) of them strongly agreed. Nevertheless, 17 (14%) disagreed and only 7 (6%) strongly disagreed.

Figure 6: You can learn how to present well and how to share ideas in question-answer sessions.

%5   %12   %28

%55

- Strongly agree
- Agree
- Strongly disagree
- Disagree
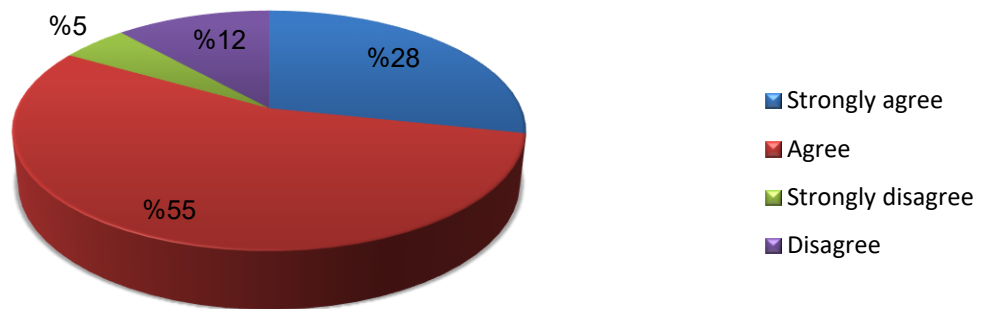
This chart clarifies that most of the students 100 (83%) were between strongly agree and agree. On the other hand, 14 (12%) of the students disagreed and only 6 (5%) of them strongly disagreed.

Figure 7: Oral presentations teach you the grammatical system of the English language, including tenses and sentence structure in addition help you to acquire a good amount of vocabulary.

%7   %12   %40

%41

- Strongly agree
- Agree
- Strongly disagree
- Disagree
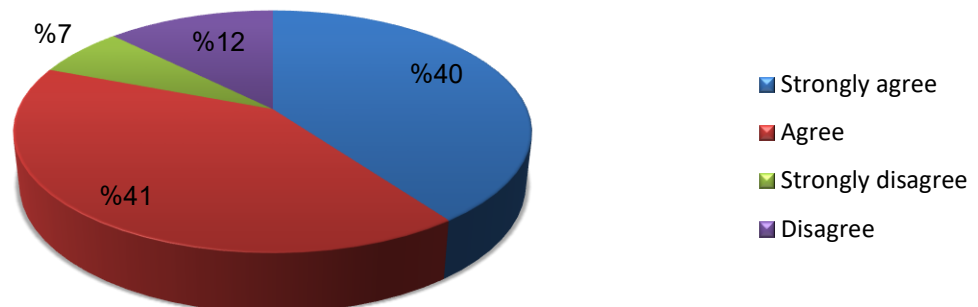
As shown in this figure, the majority of the students 97 (81%) believed that oral presentations teach them the grammar and vocabulary, whereas 15 (12%) of the students disagreed with this notion, while a mere 8 (7%) of students strongly disagreed.

Figure 8: Oral presentations help you to learn the suprasegmental features of the English language such as stress, intonation, etc.
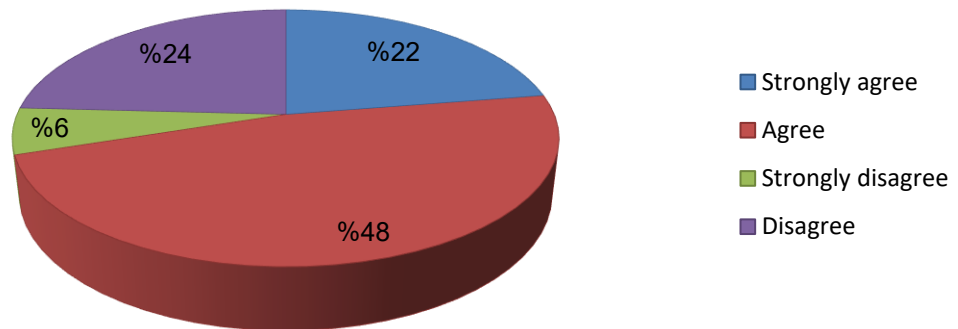
According to this chart that 84 (70%) of the students were positive towards the idea of using OPs can help to learn super segmental features such as stress and intonation. However only 36 (30%) of them were divided between disagree and strongly disagree.

Figure 9: When delivering oral presentations, you can develop your understanding of other speakers' intentions, and respond to them appropriately.
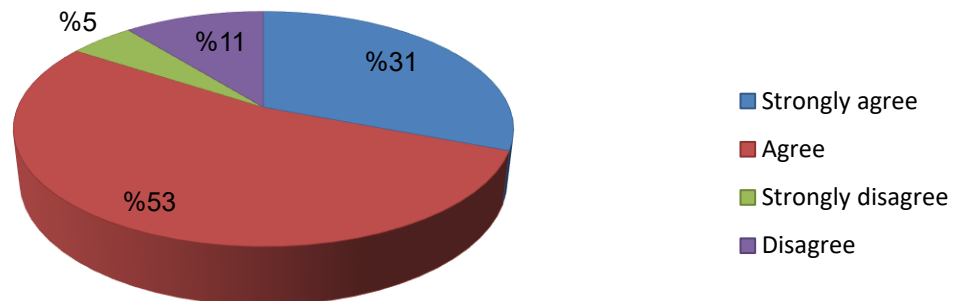
It is observed from the figure above that 64 (53%) of the participants agreed with that when delivering OPs can develop their understanding of other speakers` intentions and respond to them appropriately. In addition 37 (31%) strongly agreed, while 13 (11%) of the students disagreed and only 6 (5%) of them strongly disagreed with this idea.

Figure 10: Oral presentations teach you how to express ideas positively using the appropriate language concerning the audience, setting, and the topic.

%2 %7
%35
%56

- Strongly agree
- Agree
- Strongly disagree
- Disagree
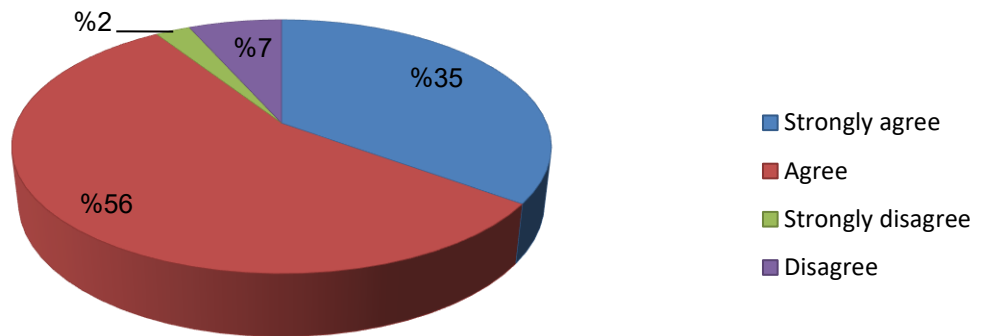
This pie chart results show that the majority of the students 109 (91%) had positive attitudes towards the notion that oral presentations teach them how to express ideas positively using the appropriate language concerning the audience, setting, and the topic. However, 8 (7%) of them did not agree and 3 (2%) of them strongly disagreed.

Figure 11: Oral presentations help you to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text.

%2
%5
%49
%44

- Strongly agree
- Agree
- Strongly disagree
- Disagree
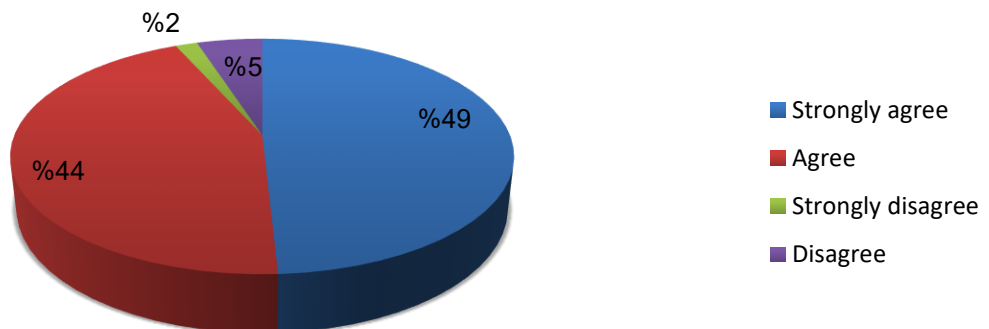
The findings denote that 59 (49%) of the students strongly agreed with this idea and an additional 53 (44%) of them agreed, while 6 (5%) of the students who disagreed and the presence of only 2 (2%) of students who strongly disagreed.

Figure 12: Delivering oral presentations can help you to develop knowledge of verbal and non-verbal (body language) communication strategies, and how to use them to compensate for breakdowns of communication.
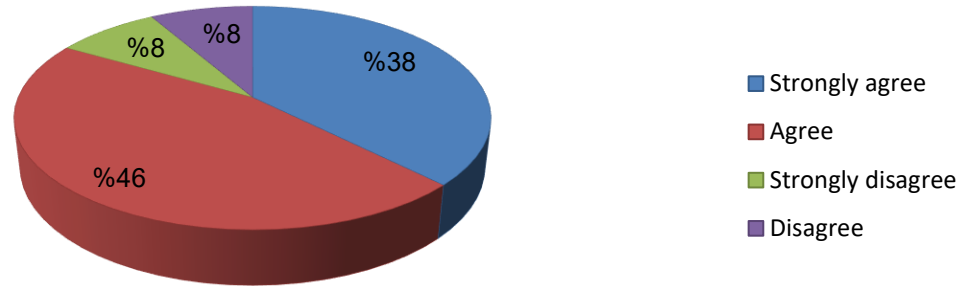
In this figure, the idea of delivering OPs can help to develop knowledge of verbal and non-verbal (body language) communication strategies was accepted by 100 (84%) of the students but rejected by 20 (16%) of them.

Figure 13: The oral presentation can prepare you for the future career.
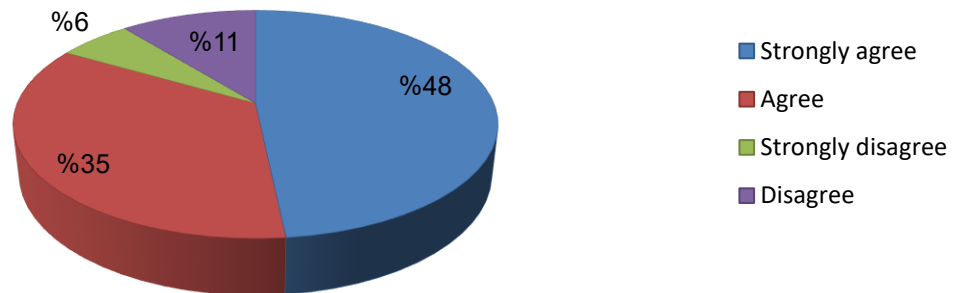
As it is noticed from the chart above that the majority of the participants 100 (83%) had positive attitudes towards the statement that practicing OP can prepare for the future career. However, 20 (17%) of them did not agree.

Figure 14: Extensive oral presentation practice should be included as a crucial part of your academic preparation.
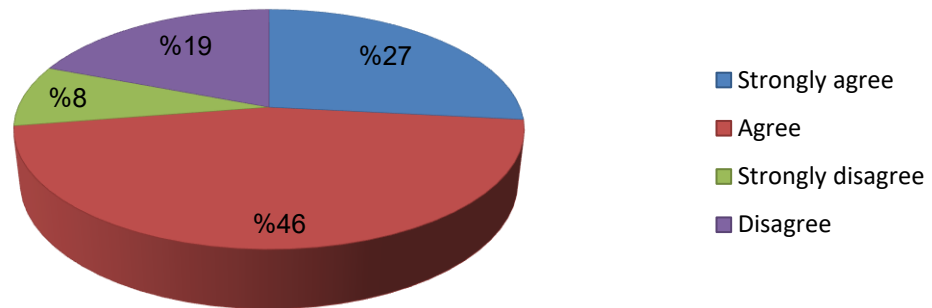
As it is obvious in this chart, 55 (46%) of the participants agreed with the notion and 32 (27%) of them strongly agreed. In contrast, the rest 23 (19%) disagreed, and only 10 (8%) strongly disagreed.

4.2.2 Oral Presentations` Difficulties Encountered by Students

By acknowledgeing and understanding the obstacles, the EFL students and teachers can approach the use of OP more thoughfully and effectively. In the following Close-ended questionnaire results (figures 15-24), the researcher identifies OP challenges and difficulties that students encounter.

Figure 15: You feel afraid when you speak English.
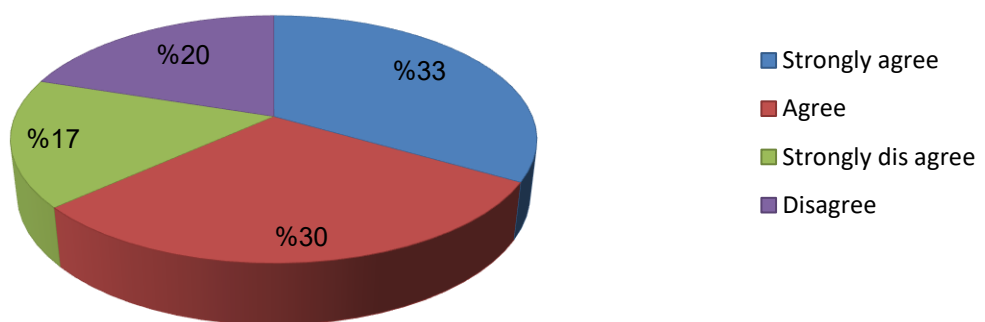
Regarding to among the students' responses to the statement, a majority of 76 (63%) of the students acknowledged feeling fear when speaking English, while a minority of students 44 (37%) stated that they did not experience such fear.

Figure 16: You feel anxious when you are going to be called on to speak English without preparation in advance.

Legend:
- Strongly agree
- Agree
- Strongly disagree
- Disagree

%16
%15
%30
%39
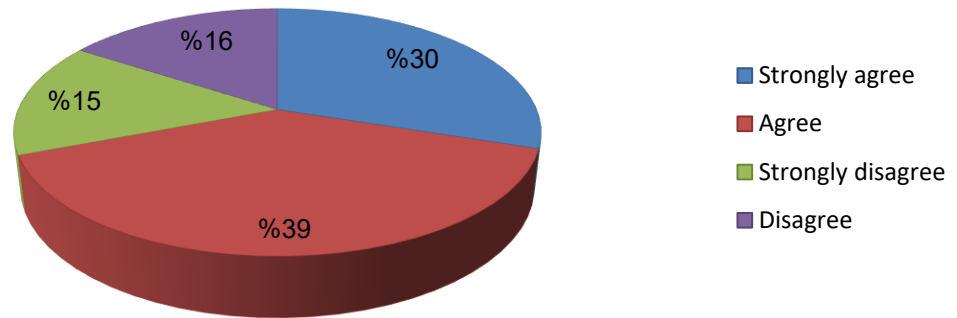
According to the provided chart, it is evident that 47 (39%) of the participants, agreed with the notion that they experience anxiety when unexpectedly asked to speak English without prior preparation. Furthermore, 36 (30%) of the participants, strongly agreed with this idea. Conversely, 19 (16%) of the participants expressed disagreement, while 18 (15%) strongly disagreed with the statement.

Figure 17: Even when you are well-prepared, you tremble when knowing that you are going to be called to speak English.

Legend:
- Strongly agree
- Agree
- Strongly disagree
- Disagree

%18
%10
%25
%47
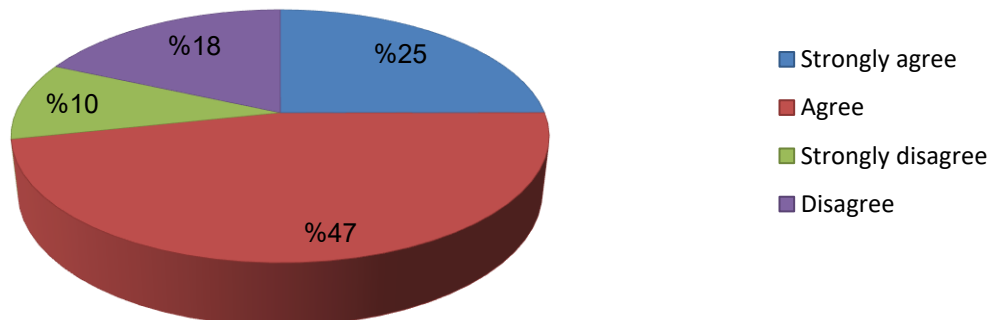
As it is indicated in the chart, 86 (72%) of the students were with this idea that even when they are well-prepared, they tremble when knowing that they are going to be called to speak English while 34 (28%) of them were against it.

Figure 18: Some students do not prepare for the presentation.

Legend:
- Strongly agree
- Agree
- Strongly disagree
- Disagree
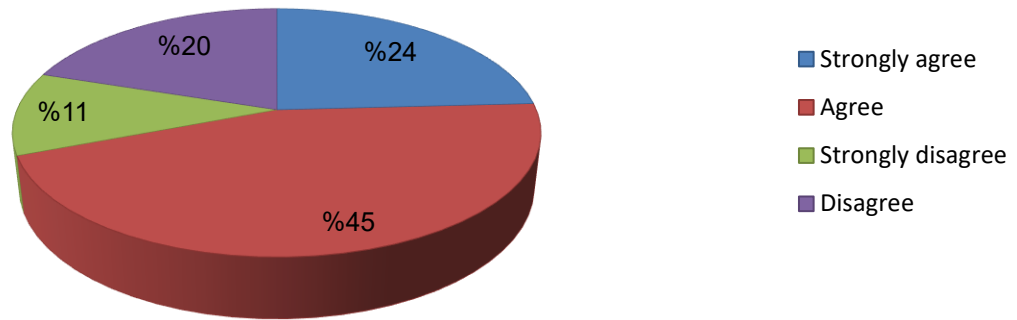
In this figure the students were asked if some students do not prepare for the OP, and their attitudes were as follows 29 (24%) strongly agreed and 54 (45%) agreed, whereas 13 (11%) strongly disagreed and 24 (20%) disagreed.

Figure 19: When presenting, some students just read, not try to explain.

Legend:
- Strongly agree
- Agree
- Strongly disagree
- Disagree
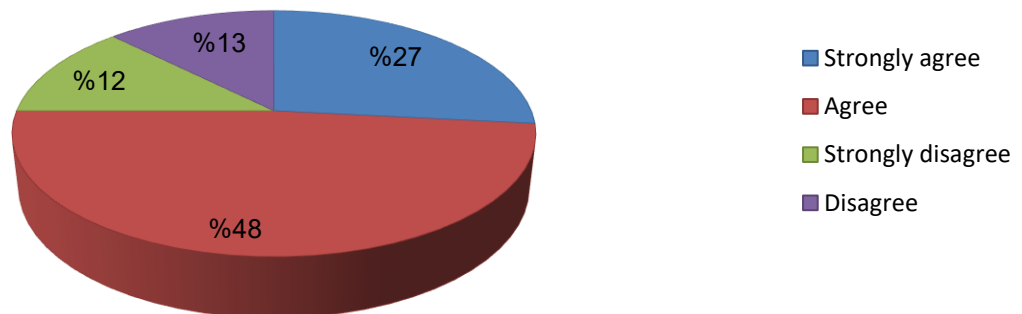
Based on the data presented in the chart, approximately 75% of the participants, which corresponds to 90 individuals, expressed agreement ranging from strongly agree to agree with the statement that some students simply read without making an effort to explain when they present. Conversely, only 25% of the participants, accounting for 30 students, did not agree with this statement.

Figure 20: Some students do not present well so the other students do not understand the material or topic.
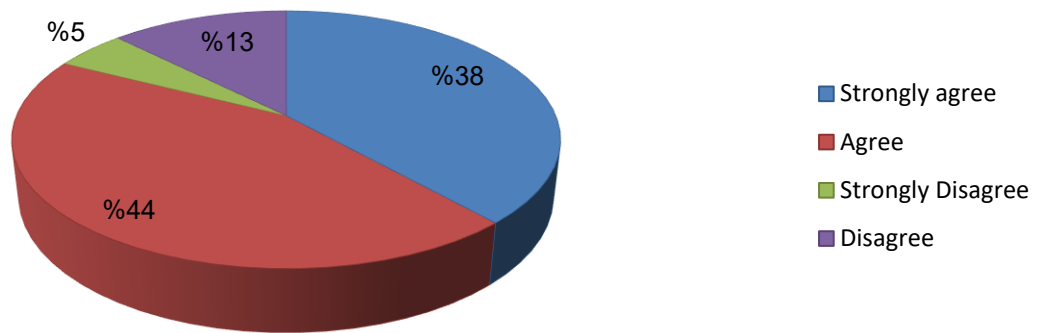
It is clear that the majority of the students, 99 (82%), supported the idea that if some students do not present the material or topic well, it hinders the understanding of others. Conversely, only 21 (18%) disagreed with this notion.

Figure 21: The students should read a lot to understand the material before the presentation.
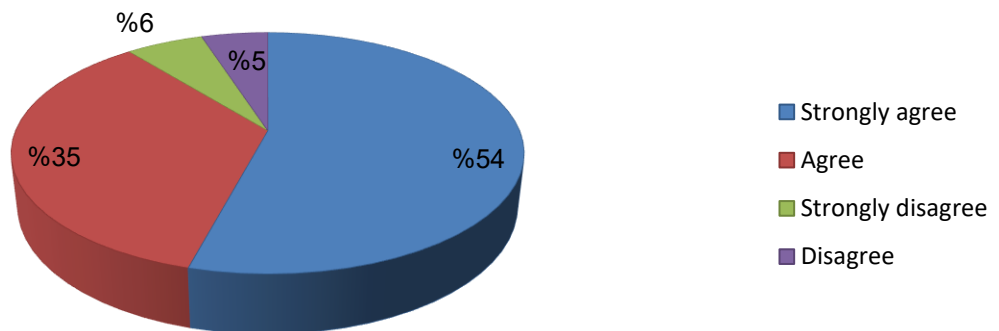
The results obtained from the chart above reveal that 65 (54%) of the students strongly agreed and about 42 (35%) agreed, while 7 (6%) of them strongly disagreed. Only 6 (5%) of the students disagreed with the statement that students should read a lot to understand the material before the presentation.

Figure 22: Some students are passive in the teaching and learning process.
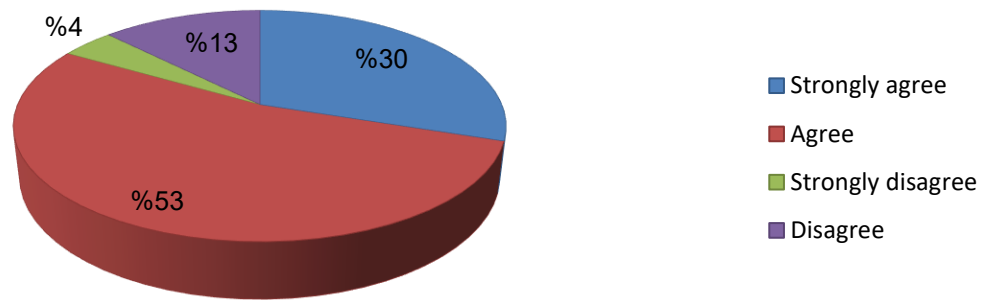
According to this chart, it can be inferred that a majority of the participants, specifically 100 students or approximately 83%, affirmed the idea that certain students demonstrate passivity in the teaching and learning process. In contrast, 20 students or approximately 17% expressed disagreement with this notion.

Figure 23: Some students do not pay attention and make noise during the presentation and do not study the material or care about the topic.
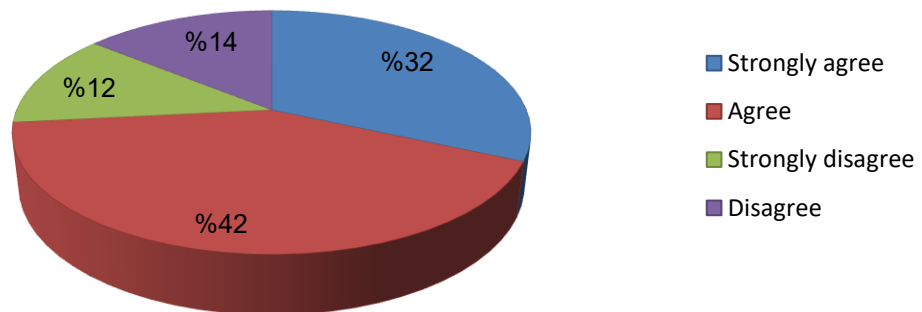
Regarding the above figure, 38 (32%) of the students strongly agreed and 50 (42%) agreed with this item of the questionnaire that some students do not pay attention and make noise during the OP and do not study or care about the topic, whereas 17 (24%) disagreed and only 15 (12%) strongly disagreed.

Figure 24: Teachers should give more feedback on Pronunciation mistakes, body language (facial expressions, eye contact, gestures), grammatical mistakes the content, and the organization of the presentation.
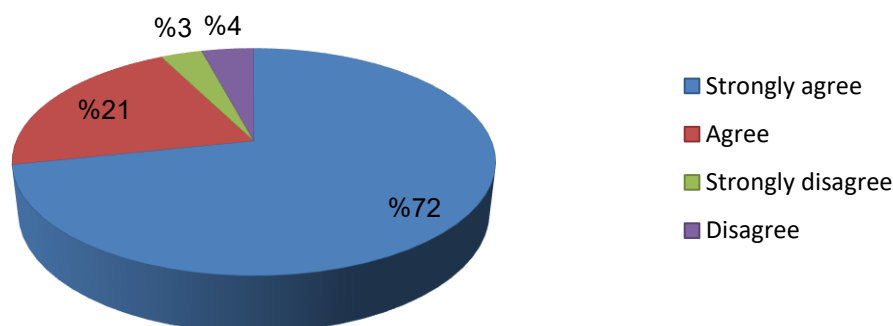
The chart presented illustrates that a significant majority of students, comprising 111 (93%), expressed agreement ranging from strongly agree to agree with the given notion. Conversely, only 9 (7%) of the students disagreed with this notion.

4.3 Results of Teachers` Interviews

The purpose of qualitative data collection was to find teachers` attitudes towards using oral presentations in developing speaking class. Therefore, these attitudes supported the quantitative data and revealed overall results of the study. Thematic analysis was used to analyse the data. First the responses transcribed then the data were marked the frequency of occurrence of various patterns, codes and themes to get more insight and information.

With regard to the answers of eleven teachers` interview questions; it was clear that they were familiar with OP technique. The interviewees stated that they applied this technique in their classes along with their responses. The participants' experiences in teaching English courses were ranged from 7 to 25 years while their experience of teaching by using oral presentations was ranged from 1 to 9 years. The following sections clarified teachers` responses in classification form of letters (Alphabetic) A-B-C-D-E-F-G-H-I-J-and K. The data was provided in a form of themes and codes with examples of meaning units (Quotes):

4.3.1 Teachers Attitudes towards Using Oral Presentation in Developing Speaking

The analysis of interviews with 11 teachers showed completely positive comments about this technique. Two teachers (A and F) noted that it helps in producing organized speech with listeners' feedback as one of interviewees teacher A declared *"...in giving presentation they produce a language and will have listeners and those listeners judge ...they will know the*

weakness." Also teacher F was with this by explaining that *"...it is a process of preparation ...rehearse and practice that completely help in producing the language."* besides the responses of three other interviewees (G, H and I) who agreed with this OP help to develop the ability to speak. The other four teachers (B, G, J and K) asserted that it gives opportunities to speak, prepare, present, share and interact with others for example, teacher B demonstrated that *"...the main point ... I give presentation which makes my students to share and interact."* On the other hand, teacher G mentioned that *"...it starts helping them of how to stand, how to say if needs to be fast or slow down and how to deal with others."* Another one (Teacher E) agreed with this the development personality and being confident for the future career *"...through encouragement, support, I get surprised from those students who present in front of others."*

4.3.2 Ways of Presenting Oral Presentation Course

Teachers provided various answers according to their background and teaching experiences. For example, three teachers (A, C and D) introduce terms while four of them give instructions of how to prepare. As one of them, teacher A revealed: *"First of all, I introduce the terms and topics that will be discussed and focused on the whole course."*

On the other hand, six teachers (A, B, G, H, I and K) prefer using media and prepare slides on power point. In addition one tried to give videos and short speech as participant I said *"Actually I use data show preparing slides about the topic ...and explain the content orally containing the terms that will be discussed."* Also another one, teacher G commented: *"... I come to present by giving them either short videos to watch ...then ask them a set of questions to answer."*

Another teacher tends to use PPP then gives feedback as teacher J stated: *"I always use PPP presentation, practice, and production ...using data show to watch the videos in which presenter make mistakes and the students should notice."* Instead, one of the teachers uses sheets to present the course. The interviewee K reported: *"I mainly depend on sheets and create groups ... and give students a chance to see the models how the speakers used it."*

4.3.3 Oral Presentation Preparing Sessions

The findings gained showed that teachers use many different ways in preparing sessions to help students to practice using OP technique. Three of the teachers (A, B and H) give a certain topic to prepare and present at limited time for example teacher A showed that *"I ask*

students to prepare in groups, each group should present for ten minutes." Moreover four(C, G, J and K) of them particularly practice each part of presentation individually before assessment session the third interviewee teacher C claimed: *""I divided my presentation into parts and give them time to prepare an introduction to present in class then go to main body…practicing all parts."*

While another one teacher D presented an overview and content, he stated that *"when I give presentation course for example giving overview then they come to present their topic."* Another teacher prefers that students search online and other sources to collect information about the topic through preparing for the presentation. Therefore, as interviewee F commented: "*It is like looking for a topic online and collecting information about it… I am giving them certain areas to talk about."*

4.3.4 Oral Presentations` Activities

Four of the teachers (A, D, H and J) try to apply question answer sessions while two others use discussions after presentation. As teacher A explained: "…*discuss the topics, ask and let them try to answer questions*." Pair and group work are used by three other teachers (B,E, and H). Likewise, one of teachers (G) shows videos and gives students chance for pair assessment as teacher G commented *"...I give them videos to watch then try to present….feedback sessions through pair assessment using feedback list"*. Clearly three of the teachers (C, F, and K) use debates and competitions as teacher C revealed *"...we do games related to the topic presented…competition for fun to students."*

4.3.5 Teachers Belief about Students' Ability to Give Oral Presentation

Analysing the data gained from the teachers revealed that they had many views regarding to the students' ability provided by two teachers (A and B) think that students' ability depends on their levels as teacher A stated: *"not all of the students could give the presentation."* While one of them teacher C argued that confidence is the main factor for instance; *"Not all of them, definitely it depends on other factors, ability to stand in front of others."* Other two teachers (D and H) stated that everyone have an ability and needs to be woken up and put in challenge. As one (Teacher D) revealed *"look everyone have the ability, but they have to wake it up."*

But the majority of the teachers (A, B, C, E, F, G and K) declared that students require teachers' encouragement support and motivation to believe in their abilities *90% of them have the ability, except for the weak ones, but they can make it by encouraging and helping each*

other." Similarly two (B and G) other teachers claimed it depends on practice and guidance as teacher G demonstrated *"They can if you give them enough information of how to do it …and they need guidance."* Conversely, this some students are passive towards their ability for example, teacher I commented *"not all of them, some of them are passive even they have the ability."*

4.3.6 Teacher`s Role

It is clear that the participants of interview agreed with the idea of having various roles inside OP classroom. Three of the participants (A, H and J) try to be facilitator through oral presentation sessions as one (T H) showed *"…I facilitate the atmosphere of the presenting."* Besides, two of them (B and E) work as encourager for instance, teacher B said *"I thank them, encourage, support then give them feedback."* It should be noted that the majority (six) of teachers (B, C, F, G, I, and J) were assessors as teacher G added *"After giving input sessions … judge them in the time of presenting."*

While one of them works as listener as it was noted that through teacher C response *"I am listener as other audiences … I am assessing and encouraging with eye contact even showing interest and facilitate everything."* Clearly the other two (D and G) play a role of instruction provider and organizer. Along with monitoring and observing as three other teachers (F, I and J) for example; teacher J added *"I give them instruction how to deal with audience, how to organize the presentation."*

4.3.7 Students' Belief about their Abilities from Teachers` Views

According to the results, two teachers (A and K) claimed that students require to be pushed as teacher A believed *"Yes, I agree that students have positive belief but after putting them in challenge."* other four (B, C, D, and F) shared the same belief that the students should be practiced to gain confidence for example, one of them (D) commented *"some of them have... others may lose self-confidence just at the beginning…but they will have it after practicing …with motivation."*

On the other hand, two of the teachers (E and G) think positively about their student abilities with requirement for encouragement and support to practice as one of interviewees, teacher E stated: *"they need something from teacher… practicing, encouraging they may have that positive belief."*

Another one affirmed that students believe in their abilities positively after practice. For instance interviewee H reported that *"Not all of them, but the students may think positively after practicing."* However, two teachers (I and J) offered that some students were being uncomfortable toward their abilities as one of them teacher I explained *"Most of them have negative belief even at first time of presenting but after practice they will get confidence."*

4.3.8 Difficulties of Delivering Oral Presentation:

The teachers might encounter some obstacles when integrating OP. While teachers confirmed that OP was a helpful technique, they listed a number of difficulties that encounter in the classroom. One of the teachers clarified that lack of grammatical structures and pronunciation with regard to the interviewee (A) who commented *"I think the way of delivering information, lack of grammatical structures…and disability to pronounce well."*

Also lack of using technology was another challenge as the other one (Teacher A) declared *"I think the lack of using technology"*. In contrast, the other teachers (B, C, D, E and K) five out of eleven asserted that it may depends on many such as lack of self-confidence, being shy, fear of making mistakes and being reluctant and anxious such as teacher B response which was *"most of students are afraid of they do not have self-confidence and …they think they will make mistakes."* And another interviewee (Teacher D) added that *"…they seem reluctant and anxious."*

On the other hand four of them (C, E, G and I) considered lack of preparation and practice, lack of organization besides presentation skills for example one of interviewees (Teacher C) stated *"Generally speaking lack of preparation and practice also lack of self- confidence."*

Two interviewees` responses (D and I) showed that students read from notes rather than explain as one (Teacher D) explained *"They think that they should read rather than explain"*. Another teacher mentioned some students have problems to deal with questions in sessions. For example, teacher H pointed out *"…some students cannot deal with questions through presentation and after it in discussion sessions."*

As another one (Teacher J) suggested lack of motivation could be a reason *"…some students do not have internal motivation to develop such skills."* According to another interviewee, teacher K who claimed that some students have fear of negative assessment *"… they are afraid of unfair assessment."*

4.3.9 Feedback Features

With regard to the ways of giving feedback the majority of the interviewees (A, B, C, D, E and H) start with praising as teacher B commented ""*…first of all thank them, and then give them feedback.*" Another one, teacher E emphasized that*"… I do not ignore the idea I start with praising."*

Also one of the teachers gives feedback on how the presenter grasp the audience as teacher K said*"…usually I give them feedback for example; how to get attention…"* On the other hand body language as four the interviewees (A, B, D and H) confirmed and one of them, teacher B claimed *"… I focus on body language."* As well as another one (Teacher D) *who claimed "I focus on gestures and facial expressions"*

Concentration of more than half of the respondents (A, B, C, D, F and H) on language matters such as grammar, pronunciation and intonation, teacher C mentioned that*"…in terms of language I focus on how they choose the alternative words to content and grammatical structures…how they pronounce words."* Similarly two of them concerned the use of terms(C and F).

While six of them (A, B, D, F, I and J) give feedback mainly on organization of the presentation and the sequencing of ideas as teacher F commented "*I give feedback on the organization of the presentation*" the other six teachers (A, C, E, F, G, and K) focused on the way of delivering the content. Another one teacher K clarified that the coherence and unity of the presentation should be focused on, she explained that *"…usually I give them feedback for example… the coherence and unity of the presentation."* The use of visual aids and designing slides on power point as three of teachers (D, G and K) showed. Teacher G reported that *"…regarding to feedback I focus on visuals while presenting slides."*

4.4 **Summary of the Chapter**

To sum up; all the data gained from quantitative (Students questionnaire) and qualitative (Teachers interviews) was analysed. The results of quantitative data revealed that students prefer to use OP as crucial technique in the undergraduate studies to develop their speaking skill and this was confirmed by the qualitative data as the teachers` responses obtained the benefit of integrating OPs despite obstacles that they encounter through this integration process. These findings are discussed in depth in the next chapter.

Chapter Five

Discussion

5.1 Introduction

In this chapter the researcher clarifies and discusses the results that answered the research questions of the study with regard to their organization in data analysis chapter. The discussion of the questions is divided into three main sections in order to answer research questions. The first discusses the positive aspects of using oral presentation. The second highlights the difficulties the students and teachers face. The last section sheds light on students and teachers considerations.

5.2 Major Findings and Discussion

The aim of this study was to investigate the attitudes of both EFL students and teachers towards the use of the oral presentation technique for developing speaking skill. The study utilized both quantitative and qualitative data to answer the research questions. The results were presented and discussed, drawing on theoretical foundations from the literature review in chapter two. The study sought to determine the attitudes of both students and teachers towards using OP for developing speaking skill. Additionally, the study aimed to determine whether the attitudes of the students align with those of their teachers. To answer these questions, data was collected through questionnaires and interviews. To facilitate the discussion of the results, the attitudes were divided into three sections, with each section addressing a related issue. Overall, the study provides valuable insights into the attitudes of both students and teachers towards the use of the OP technique for developing speaking skill, and the alignment of these attitudes. The use of both quantitative and qualitative data enriched the study's findings and helped to provide a comprehensive understanding of the topic.

5.2.1 Positive Aspects of Using Oral Presentation

The majority of students consider oral presentation as effective technique that motivates them to speak confidently (see 4.2 figure1), as well as large number of them believe that OP helps to be active and makes them more independent in learning while few number disagreed with this notion (see 4.2 figure 2) as it is obvious in the phases of quantitative data also most of the teachers agreed with this idea as one of them teacher J suggested "…*they find themselves have to use language to speak.*" With regard to this, this aspect refers to the fact Nunan (1991,

p.39) who demonstrated that " *mastering the art of speaking is the single most significant component of learning a second or foreign language, and success is measured items of the capacity to carry on a conversation in the language,"* (See 2.10.1). Along with Thornbury (2008) argument that the students` experience of standing up in front of their colleagues and speaking for a prolonged turn is excellent preparation for real-life speaking (See 2.12). Correspondingly, Salmani-Nodoushan and Jalilifar (2012) agreed with this and found that students who participated in oral presentation tasks had significant improvement in self-confidence. In addition to Wang and Zhang (2017) argument that revealed both students and teachers had positive attitudes towards using oral presentations (2.13). Clearly, this means the participants are aware of the importance of OP technique which helps to develop their language generally and speaking skill particularly. This suggests that oral presentations can help learners to become more confident, active, and independent in their learning, while also providing valuable preparation for real-life speaking situations.

Based on the information provided, it appears that a high percentage of students believe that oral presentations are helpful in understanding how to share ideas through a question-answer session as activity while only small number of them rejected this idea. Additionally, most teachers have a positive attitude towards using question-answer sessions as well as the other activities such as video presentations and feedback sessions through pair assessments, to enhance oral presentation skills in their students. Some teachers even use debates and competitions as a way to engage students and make the learning process more enjoyable as the importance of incorporating a variety of activities and teaching methods to improve students' oral presentation skills is required. As far as the researcher concerned by using different activities, teachers can cater to diverse learning styles and help students develop the confidence and ability to effectively communicate their ideas. Furthermore, the study suggests that students play an active role in their own learning process, as their positive attitudes towards oral presentations can contribute to their success in developing their speaking skill.

It was notable that most of the participants believe that OP sessions teach them grammar and vocabulary. However, a few of them disagreed (See 4.2 figure7). Interviewed Teachers were with this notion. As this also corresponds with King (2002) that oral presentation technique helps in bridging the gap between language study and language use; inherently integrating the four language skills (See 2.7). Moreover, the students` and teachers' agreement with the notion that oral presentation sessions can teach grammar and vocabulary highlights the

importance of using a communicative approach to language teaching, which emphasizes the integration of language skills and the use of language in authentic contexts.

The majority of the students agreed with that OP also help to develop super segmental features such as stress and intonation (See 4.2 Figure 8). But limited number of the participants were against this idea. Teachers also were with the idea and they suggested that the focus should be on pronunciation, stress and intonation. Along with this, Storz et al (2000, p.8) agreed with that the voice is crucial in conveying the appropriate message to the audience. The speaker will get the audience into the subject if the speakers raise their voice (See 2.4.3). Furthermore, some audiences may fall asleep if the speaker speaks slowly. Also, the correct pronunciation is vital because many words in English are similar, hence the speaker should say them with the appropriate stress and intonation. The cited research and anecdotal evidence from teachers and students suggest that oral presentations can enhance learners' experience of learning new expressions and structures, and help them to pronounce and communicate more confidently and effectively.

The idea of using visual aids to attract the audiences in presenting was agreed by high number of students (See 4.2 Figure5) and preparing slides was confirmed by teachers. While only a few of them disagreed with this idea. Conformity to King (2002, p.402) findings that also revealed the availability of visual aids make OP more engaging interesting (See 2.6). Along with Castro (2016) findings, indicated that the use of technology such as PowerPoint, helped to improve students' confidence and motivation in oral presentations. Evidence from researchers, students and teachers support the use of visual aids in language teaching and learning, and highlight the importance of incorporating multimedia materials into oral presentations.

Large number of students had positive attitudes towards the notion of OPs teach them how to express ideas positively using the appropriate language concerning the audience, setting while only limited number of the participants disagreed (See 4.2 figure10). Teachers views were with this idea. This finding is consistent with Hashemi and Ansarin (2017) findings which indicated, most of teachers believed that oral presentations were an effective tool for developing students' speaking skill, as they allowed students to practice and improve their communication abilities in a real-life setting. By using spoken language and applying what they have learned in terms of grammar, vocabulary, and organizational skills, learners can become more confident and effective speakers.

Besides that the results identifies the majority of the participants think that oral presentations help them to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text and topic (See 4.2 figure11).In addition to OP practice the presenter how to share ideas in question-answer sessions. This finding correspondence with Cheung (2008) finding, the clear structure should be included in an academic presentation (See 2.5.1). Also Chivers and Shoolbred (2008) demonstrated, oral presentation has a clear framework (See 2.4.3.2). Furthermore most of the participants agreed with this technique helps to produce a cohesive spoken text and the topic also how to share ideas in question-answer sessions that is in harmony with Storz et al (2002) argument that the presenter concludes by providing the audience the opportunity to ask questions or make comments on the topic (See 2.4.3.4). This means that they gain benefit from their presentation preparing sessions. From interviewees support the use of oral presentations in language teaching and learning, in addition its importance of providing learners with opportunities to practice their speaking skill in authentic contexts.

With regard to the benefits of using OP technique also high percentage of the participants believe that oral presentation helps to develop knowledge of verbal and non-verbal (body language), asking direct or rhetorical questions to engage your audience in your presentation is an excellent tactic (See 4.2 figure12). With regard to this, Chivers & Shoolbred (2008) noted that encouraging to show hands in response to a question for example, or provide facts in a way that the audience can relate to it. The presenter can share anecdotes, strange or astonishing facts, or a relevant life example that could be useful (See 2.4.3.2.1). It follows that oral presentation motivates students to apply such tactics and teachers support the effectiveness of this technique in language learning and communication skills development.

Throughout the investigation about the requirement of extensive OPs practice for the future career, a large number of the participants agreed with this importance (See 4.2 figure13) whereas a minimal percentage of the participants disagreed. In accordance with Baker and Emden (2004, p.1) evidence of developing practicing of oral presentations, is one of best rewards in higher education (See 2.7). This finding goes also in a line with Hutchinson and Waters (1987) conclusion, OP is one of the most effective methods (See 2.7). This means OP allowed students to completely participate in their education, demonstrate their communication skills, and gain competence in a field relevant to their future employment. As

it is clear that extensive oral presentation practice can be beneficial for learners` confidence, professionalism, critical thinking and creativity.

The majority of the participants greed on that the teacher has various roles inside the OP classroom such as being facilitator, encourager, supporter, assessor, listener and organizer. The students ability to present OP in the classroom depends on their confidence and how to be woken up by teacher and requirement of teachers' encouragement, support and motivation to believe in their abilities. Similarly, two other teachers (B and G) claimed it depends on practice and guidance as teacher G demonstrated *"They can if you give them enough information of how to do it ...and they need guidance."* Along with teacher J who explained that *"I give them instructions how to deal with the audience, how to organize the presentation."* this finding agrees with Kojic-Sabo (2018) argument that provided various roles that teachers can play in the implementation of oral presentations in EFL classrooms. Through facilitating and creating a supportive classroom environment that encourages students to engage in the oral presentation process. Teachers involve assessing students' language proficiency, as well as their ability to organize their thoughts, use appropriate visual aids, and deliver effective presentations. By providing guidance, support, and resources to students, teachers can help students to develop their speaking skill, overcome challenges, build their confidence, and achieve success in their language learning journey.

5.2.2 Difficulties of Using Oral Presentation

Focusing specifically on the obstacles that were faced through preparing and delivering OPs, the most of the participants agreed with those difficulties. For instance, more than half of participants believe that they feel afraid and anxious when they speak English without preparation in advance (See 4.2 figures 15-16). Teachers agreed and found that one of the reasons why students are unable to speak in English is their fear of making mistakes. In accordance with Littewood (1999) also agrees with that it is too easy for a foreign language classroom to create inhibition and anxiety. As well as Ur (1996) illustration, students are reluctant to make mistakes, of being judged or of appearing weak or simply of speaking out (See 2.10.2). Similarly, Hashemi and, Sarani (2015) findings showed that some students found oral presentations challenging and anxiety-provoking (See 2.9.1). This finding is in consistent with Khodadady and Shams (2018) study that identified challenges such as lack of confidence and anxiety. It is obvious that both the findings suggest that students and teachers face significant obstacles when preparing and delivering oral presentations while engaging in

presentations: Including fear and anxiety related to language use and also self-confidence. Teachers and learners may need to work together to address these obstacles by creating a supportive and constructive learning environment, providing opportunities for practice and feedback, and helping learners to develop their confidence and competence in speaking.

On the other hand, high percentage of the participants notably showed that through preparing and delivering sessions some of their colleagues are passive , do not prepare (See 4.2 figure18) and read from notes rather than explain (See 4.2 figre19) so they should read a lot before presenting. Teachers agreed with this notion and mentioned that some students read from handouts. This finding is in a line with Castro (2016) result that students face challenges such as lack of preparation. This may refer to the fact the some students do not interest in using oral presentation technique in addition to King (2002) finding that noted the obstacles and suggested that if students do not use communicative English in their oral presentations and instead read from a memorized script with difficult language, the audience will become distracted (See 2.9.2). Moreover, Girard & Trapp (2011) argument agreed with this finding, some students may refuse doing extra work, and be afraid of public speaking (See 2.9.2). Variety of obstacles were faced when preparing and delivering oral presentations, including lack of engagement, lack of preparation, difficulty in sequencing ideas, and fear of public speaking. Teachers and students may need to work together to address these obstacles by providing support, feedback, and guidance on effective preparation and delivery techniques, and by helping students to develop and increase their motivation to speak.

To add more, the majority of participants agreed with the idea that some students do not pay attention and make noise during the presentation and do not study or care about the topic while limited number of participants disagreed with this (See 4.2 figure23). This matches Girard & Trapp (2011) conclusion, some students express disinterest while listening to others' presentations if they are not engaged in the experience (See2.9.2). As a result, some of the students may have negative attitudes toward presenting presentations in the classroom. Lack of interest towards topic creates passive participants in OP classroom.

Another issue which seemed to be a problem for the most of students and teachers that they prefer to use OP technique but the lack of facilities restricts their application. Along with finding, Hashemi and Ansarin (2017) proved that main obstacles are a lack of resources, such as access to technology or appropriate teaching materials, as a hindrance to effective implementation of oral presentations (See 2.13). Addressing these obstacles may require a

collaborative effort between teachers and learners to create a supportive and constructive learning environment, supply relevant and engaging learning experiences, and ensure that necessary facilities are available. By working together to address these challenges, teachers and students can maximize the effectiveness of oral presentations as a learning tool and help learners to develop their speaking skill and prepare for their future careers.

5.2.3 Teachers and Students Considerations

A large numbers of students believed that OP course should be included as a crucial part of their academic preparation from first semester to the last one. Also, teachers agreed with this while a few number of them disagreed (See 4.2 figure14). With regard to this Baker and Emden (2004, p.1) provided evidence of developing the abilities to communicate to an audience through practicing OP is one of the best rewards the students will gain from their time in further or higher education (See 2.7). This may signify to their requirements to develop their speaking in higher education level and prepare them to be confident EFL speakers for future employment. Also it suggests that oral presentations can be a valuable tool for learners in developing their communication skills. By including oral presentation courses as a crucial part of academic preparation and finding ways to make this technique more engaging and effective for learners, teachers can help learners to develop their confidence enhance their prospects for success in their chosen careers.

The majority of the students emphasized that presenter should read a lot about the topic of OP as well as teachers views which were with this consideration (See 4.2 figure21). This accords with Chivers and Shoolbred (2007, p.23) findings that the speaker's work is to situate the selected content within the framework of the module being studied and ensure its relevance, accurate, and appeal to the audience (See 2.4.2). The attitudes of students and teachers towards preparation suggest that they recognize the importance of this stage in the presentation process, by investing time and effort in preparation, presenters can increase their confidence, reduce their anxiety, and enhance the quality of their delivery.

Meanwhile most of the participants affirmed that some teachers should focus on praising students at first place and then give more feedback on pronunciation mistakes, body language (facial expressions, eye contact, gestures), grammatical mistakes, the content, and the organization of the presentation on the other hand, small scale involvement of the students rejected this notion (See 4.2 figure24). In addition, teachers agreed with being various in

giving feedback. Along with this Otoshi and Heffernen (2008) explored that teachers may give formal or informal feedback to students on their OPs (See 2.8.2). Overall, the findings suggest that effective feedback is a critical component of successful oral presentations, and that teachers should focus on providing constructive and supportive feedback on all aspects of the presentation. Throughout the effective feedback, teachers can help learners to develop their speaking, build their confidence, and prepare students to be successful presenters.

High percentage of the participants emphasized that facilities in university curriculum should be available in every language classroom and give the guideline how to use projector with computers and smart boards in addition the free access to internet. Providing learners with the necessary facilities and guidance on effective use of technology, teachers can create an engaging learning environment that enhances learners' communication skills and prepares them for success.

To summarize, according to the first and second research questions that tended to find out the EFL university teachers` and students` attitudes toward using oral presentation in developing speaking skill, the analysed data of the study showed that both teachers and students` attitudes viewed oral presentation techniques as a valuable means of enhancing speaking skill. Participants recognized the motivational benefits of having opportunities to speak and the effectiveness of using visual aids and addressing an audience. However, the study also revealed that students encountered several obstacles when preparing and delivering oral presentations, including limited access to resources, difficulties with grammar and pronunciation, lack of self-confidence, lack of motivation and insufficient preparation and practice. Pertaining to the third research question which aimed to explore that if the students` attitudes align with the teacher` attitudes, the results obtained that both students and teachers held a positive attitudes of the usefulness of OP techniques, recognizing their effectiveness in developing speaking skill. This alignment of attitudes suggests that the use of OP techniques could be adopted. The study suggests that oral presentations could be widely used across different undergraduate levels to improve students' presentation and speaking abilities, with teachers providing guidance and support. The study underscores the potential of oral presentation techniques to enhance communication skills and highlights the importance of addressing the challenges associated with their use.

5.3 Summary

The results obtained were discussed in details in this chapter, along with previous researches. To summarize, the discussed findings come to a conclusion that OPs had a positive impact on students` speaking skill. This was through discussing research questions and findings that were tended to provide exploration for the university students and teachers attitudes towards using OPs in developing speaking skill.

Chapter Six

Conclusion and Recommendations

6.1 Introduction

This chapter presents conclusion that has been drawn from the whole study. Then it moves to show the implications, recommendations, limitation of the study and suggestions for further studies.

6.2 Conclusion

Based on the results provided, the findings of the study revealed that both students and teachers hold positive attitudes towards the usefulness of oral presentation technique in enhancing speaking skill. Participants recognized the significance of opportunities to speak and the motivational effect it has on their confidence to express their ideas orally. They also acknowledged the effectiveness of oral presentations in addressing an audience and the supportive role of visual aids for success. In spite of that, the study also revealed a number of difficulties that participants encountered in preparing and delivering oral presentations, including issues with grammar, pronunciation, lack of self-confidence, lack of motivation and lack of access to technology and facilities in addition to lack of extensive preparation and practice, anxiety of making mistakes, fear of negative assessment and finally, inability to handle questions during an oral presentation. The attitudes of students towards using the OP technique for developing speaking skill align with those of their teachers. Both students and teachers recognize the benefits of using OP techniques, such as the valuable opportunities to speak, the effectiveness of addressing an audience and the use of visual aids. The study suggests that this alignment of attitudes could facilitate the use of OP techniques as a standard teaching tool across different levels, with teachers guiding and supporting students in their use. These difficulties suggest the need for providing learners with the necessary guidance and support as well as effective feedback and more opportunities to practice OPs with adapted teaching methods. Teachers can help students to overcome these challenges and develop their speaking skill, build their confidence, and prepare for success in their future careers.

In conclusion, the study's findings demonstrated the participants positive attitudes towards using oral presentation technique in developing speaking. However, the challenges and

difficulties that participants encountered in using this technique highlight the need for a supportive and constructive learning environment, effective feedback, access to facilities and adapted teaching methods. Therefore, more opportunities for students to practice and develop their speaking skill.

6.3 Implications

The study`s findings highlight several implications for EFL teachers and university education in Libya. These implications include:

1. The findings suggest that the importance of utilizing oral presentations as a tool for developing speaking skill among EFL university students. Therefore, EFL teachers incorporate oral presentations into their teaching strategies to provide students with more opportunities to practice and develop their communication skills.

2. This study offers insights into the requirement for a supportive and constructive learning environment that provides learners with the necessary guidance and support to overcome these challenges.

3. The finding revealed that integrating effective feedback is a critical component of successful oral presentations. By providing effective feedback, teachers can help learners to develop their speaking skill, build their confidence, and prepare for success in their future careers.

4. This study provides insights into teacher and course designer to implement the necessary facilities and guidance on effective use of technology, to create a supportive and engaging learning environment. Access to facilities and adapted teaching methods is a critical component of successful language classrooms.

6.4 Recommendations

The findings of this study have led to a set of recommendations that are targeted towards undergraduate students, instructors, and universities. These recommendations are based on the insights gained from the study's results suggested that:

- Students and teachers should be additionally aware of the effectiveness of using oral presentations as means of communicative technique.
- Teachers should consider the possibility of integrating more oral presentation activities.
- Education administrators should offer teachers and students more resources for learning about oral presentations.
- EFL teachers should pay attention on students` needs and how to practice oral presentations.

- It is recommended to provide university classes and academic rooms with necessary technological devices such as projector and computer in order to help the English students and teachers in giving the academic oral presentation and save their time and efforts.
- EFL students should extensively practice oral presentations through preparing sessions.

6.5 Limitations of the Study

This study had some methodological limitations. The number of the participants of this study was limited to 120 students were chosen through random sampling and 11 teachers that were available. Those participants were helpful and accepted to participate from two faculties of education University of Zawia (Faculty of education Zawia) and University of Tripoli (Faculty of education Janzour). The larger scale could be done on other faculties. The study focused only on the last three semesters (sixth, seventh and eighth) at English language departments those students have practiced using such technique even once or have background about it. The sample was from faculty of education instead of faculty of Arts with those students who will become future teachers that require to experience practicing of how to present orally.

6.6 Suggestions for Further Studies

Based on the research methodology and results, that provides an idea for new research. The researcher suggests to make another research that experience teaching by using oral presentation technique with earlier semesters (first, second, third and fourth) and then researcher can compare speaking skill for the participants who practiced with other students who were not practiced such technique before to obtain superior results for future studies. More researches can perform studies to assess the usefulness of using oral presentation in developing other skills such as listening or grammar.

6.7 Summary of the Chapter

The final conclusion on students and teachers` attitudes towards using OP in developing speaking skill was summarized in this chapter. Therefore some implications and recommendations for students and teachers were included. Also the limitations of the study and suggestions for further research were provided.

References

Abdallaha., N. (2018). Speaking Difficulties that Face Libyan EFL University Students. *Human and Community Studies Journal*, 6, pp.15-16, Available at:wwww.stc-rs.com.ly.(Accessed: 13.Feb.2022)

Abu El Enein, A.H. (2011). Difficulties encountering English majors in giving academic oral presentations during class at Al-Aqsa University. PhD Thesis, Gaza, Islamic University of Gaza.

Albarracín, D., & Johnson, B. T. (2018). Attitudes and persuasion. Annual Review of Psychology, 69, pp.299-327.

Al-Khasawneh, F. M., & Al-Ajlouni, A. M. (2019). Enhancing EFL students' oral presentation skills: Challenges and solutions. English Language Teaching, 12(3), pp.1-15.

Al-Mashharawi, B., (2006), "Evaluating Teachers' Performance in Teaching Speaking Communicatively in Preparatory Stage in Jabalia Area", M.A. Thesis, The Islamic University of Gaza, Israel, p.4.

Al-Nouh, A. N.; Taqi, H. & Abdul-Kareem, M.M. (2014). EFL primary school teachers' attitudes, knowledge and skills in alternative assessment. *International Education Studies,* 7(5), 68-84.Available at: http://dx.doi.org/10.5539/ies.v7n5p68. (Accessed at: 12.Jan.2022)

Al-Nouh, N., Abdul-Kareem, M., & Taqi, H. (2015). EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment. College of Education, Kuwait University, p. 143. Available at URL: http://dx.doi.org/10.5430/ijhe.v4n1p136.

American Psychological Association. (2020). Pilot study. In Publication manual of the American Psychological Association. ,(7thed.), p.724.Avaliable at: https://doi.org/10.1037/0000165-000 ↗. (Accessed at 3rd.Oct.2022)

Baker, A. (2000). *Improve your communication skills.* London: Kogan Publisher.

Baker, L., & Emden, J.V (2004). *Presentation Skill for Students.*Plogrove Macimllan.

Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers.* London: Continuun International Publishing.

Balcikanli, C. (2010). The effectiveness of persuasive techniques in language teaching: The case of Turkish EFL settings. Journal of Language and Linguistic Studies, 6(1), pp.95-122.

Bandura, A. (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall.

Beebe,S .A,& Beebe,S.J.(2007).*Public Speaking handbook*(2nd ed).Boston:Allyn&Bacon.

Bell, J. (1999). Doing Your Research Project. 3rd ed. Milton Keynes. Open University Press.

Bohner, G. & Wanke, M. (2002). Attitudes and attitude change. Hove: Psychology Press.

Bowman, B. & Burkart, G., & Robson, B. (1989). *TEFL/ TESL: Teaching English as a Second Language*. USA: Centre of Applied Linguistics.

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. Qualitative Research   in   Psychology,   3(2),   pp.77–101.   Available   at: https://doi.org/10.1191/1478088706qp063oa. (Accessed at :11.Jun.2021)

Brown, H. D.(1994).*Teaching by Principles: An interactive approach to language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). Pearson Education.

Bryman, A. (2016) Social research methods. 5th ed. Oxford University Press.

Burke Johnson, R., Onwueegbuzie, A. J., and Turner, L. A. (2007). Towards a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, *1*(2). PP: 112-133. Available at: http:// dx.doi.org /10. 11 77/ 1558689 806298224. (Accessed at 13.Mar.2022)

Byrne, B. (2004). Qualitative Interviewing. In C. Seale ed., *Researching society and culture* London: Sage. pp. 179-192

Castro, C. (2016). Students' and Teachers' Attitudes towards the Use of Oral Presentations in the EFL Classroom. Profile: Issues in Teachers' Professional Development, 18(1), pp.45-59.

Cheung, Y.L. (2008). Teaching effective presentation skills to ESL/EFL students. *The Internet TESL Journal, 14*(6). Available at: http://iteslj.org/Techniques/Cheung-PresentationSkills.html. (Accessed at:5.Dec.2021)

Chikh, M., & Dich, Y. (2016) 'The Impact of Oral Presentations on Developing EFL Students' Communicative Competence', University of Telemcen, pp. 78-80.

Chivers, B.,& Shoolbred.(2008). *A Students' Guide to Presentation Making your Count.* SAGE Publications Los Angeles: London, New Delhi, and Singapore.

Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. Taylor & Francis e-Library London and New York, 6th ed.

Cohen, L., Manion, L., Morrison, K. (2011). *Research methods in Education* .7th ed. New York: Routledge.

Cora, L., & Knight, P. (2000). Learning and teaching English, a course for teachers. Oxford: Oxford University Press.

Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River, NJ: Pearson.

Creswell, J. W., and Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research*. 2nded. London: Sage Publications Ltd.

Creswell, R.(2014*). Research design: Qualitative, Quantitative, and Mixed Methods Approaches.* USA: SAGE Publications.

DeVellis, R. F. (2017). Scale Development: Theory and Applications (4th ed.). SAGE Publications.

Dexter, L. A. (1970). *Elite and specialized interviewing*. Evanston, IL: Northwestern University.

Diaaba, S.,(2016), Role of Faulty Instructional Methods in Libyan EFL Learners' Speaking Difficulties, *Procedia - Social and Behavioral Sciences., 232, pp.338 – 345.* Available at: www.sciencedirect.com. (Accessed at 18.Aug.2021)

Dornyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford, Oxford University Press.

Eagly, A. H., & Chaiken, S. (1993). The psychology of attitudes. Harcourt Brace Jovanovich College Publishers.

Elliott, J. & Chong, J.L.Y. (2004). Presentation anxiety: A challenge for some students and a pit of despair for others. Challenging education: Socio-cultural, economic and academic outcomes: Proceedings of the 15th ISANA International Conference, 2004, 30 November-3 December, 2004, Grand Hayatt, Melbourne, Victoria.

Gardner, R. C. (1985). *Social psychology and second language learning*. London: Edward Arnold.

Gershon, S. (2008). *Present yourself 2 student's book*. Oxford, England: Cambridge University Press

Giles., H., Coupland., J & Coupland. N. (1991).), Contexts of Accommodation: Developments in Applied Sociolinguistics. Cambridge, UK: Cambridge University Press. pp. 1-68.

Gillham, B. (2000). *The research interview*. London: Continuum

Girard, M. P., & Trapp, P. (2011). "An exploratory study of class presentations and peer evaluations: Do students perceive benefits?"

Gliem, J., & Gliem, R. (2003).`Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. Midwest research to practice conference I adult, continuing and community education. Available at:https://scholarworks.iupui.edu/bitstream/handle/1805/344/Gliem+&+Gliem.pdf?sequence=1 (Accessed at 2.July.2022)

Grussendorf, M. (2007). *English for presentations*. Oxford: Oxford University Press.

Guerrero, H. (2019)., *Excel Data Analysis*: *Modeling and Simulation*. 2nd ed.[E-book]. Library of Congress. pp.60 -61. Available at: https://doi.org/10.1007/978-3-030-01279-3. (Accessed at: 25.Nov.2021)

Hadfield (1997).*Advanced Communication Games*.England:Addison Wesley Wesley Longman Limited.

Hanifa R. (2018) Factors generating anxiety when learning EFL speaking skills. Studies in English Language and Education.(5) pp.230–239.

Hashemi, S.A. & Ansarin, A.A. (2017). Exploring teachers' perceptions and practices of oral presentations in EFL classes. Journal of Language and Education, 3(1), pp.55-69.

Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: OUP.

Hogg, M. A., & Vaughan, G. M. (2018). Social psychology (8th ed.). Pearson Education Limited.

Hutchinson, T., & Waters, A. (1987).English for specific purposes. Cambridge: CUP.

Kaczmarek, L., & Kruk, B. (2020). Cognitive load theory and its application in public speaking instruction. Education Research International, 2020, pp.1-12. doi: 10.1155/2020/5303454

Kamrul, M. (2013). *Effective business communication: What is oral presentation*. Available at: Daily English

Kariminia, A. & Salehizadeh, S. (2007). Communication strategies: English Language departments in Iran. *Iranian Journal of Language Studies,* 1 (4), 287-300.Available at: https://www.researchgate.net/publication/26476738_Communication_strategies_Englis

h_language_departments_in_Iran/link/544e4cbd0cf2bca5ce906945/download.(Accesse d at : 21/Jan/2022)

Khan, M., and Shah Khan, S (2011)_.Data and Information Visualization Methods, and Interactive Mechanisms: A Survey. *International Journal of Computer Applications*., 34(1). pp.3-4. Available at: https://www.researchgate.net/publication/264623537.(Accessed at 13.Sep.2021)

Khodadady, E., & Shams, M. R. (2018). The attitudes of EFL university teachers and students towards using oral presentations in the classroom. Journal of Applied Linguistics and Language Research, 5(4) ,pp.1-13.

King, J. (2002). Preparing EFL learners for oral presentations. Dong Hwa Journal of Humanistic Studies, 4, pp. 401–418.

Kojic-Sabo, I. (2018). The role of teachers in implementing oral presentations in EFL classrooms. Journal of Education and Training Studies, 6(10), pp.128-134.

Kormos, J., & Dénes, M. (2004). Exploring measures and perceptions of fluency in the speech of second language learners. System, 32(2), pp.145-164.

Kosar G, and Bedir H. (2014).Strategies-based instruction: A means of improving adult EFL learners' speaking skills. *Int J Lang Acad*.;2(3), pp.12–26.

Kosslyn, S. M., & Rosenberg, R. S. (2001). Psychology: The brain, the person, the world (1st ed.). Allyn and Bacon.

Kvale, S. (1983). The qualitative interview: A phenomenological and a hermeneutical mode Of understanding. *Journal of Phenomenological Psychology 25*(2), pp.147–173.

Li, Y. (2017). The use of logos in English oral presentations by Chinese students. English Language Teaching, 10(12), pp. 1-7.

Liu, X. (2016). An analysis of the use of informative and persuasive speech acts in English classroom discourse. Theory and Practice in Language Studies, 6(8), pp.1639-1646.

Liu, X. (2018). The use of pathos in EFL oral presentations: A case study. Journal of Language Teaching and Research, 9(3), pp. 639-646.

McAndrew, D. A., & Warms, K. L. (2016). Ethos in student oral presentations: A qualitative study. Journal of Education and Practice, 7(15), pp.76-85

Lucas, S. E. (2014). The Art of Public Speaking (12th ed.). McGraw-Hill Education.

Mallette,L,&Clare,B. (2011).*Writing for conferences: A handbook for graduates students and faculty*. U.S.A:Green wood.

Mandel, S. (2000). *Effective Presentation Skill a Practical Guide to Better Speaking.* Printed in United State of American: ISBN.

Mayer, R. E. (2009). Multimedia learning (2nd ed.). New York, NY: Cambridge University Press.

Mc Donouly,J. Shaw, C. (1993).*Material and methods in ELT: A teacher's Guide.* Massachusetts, USA Black Well.

Melion, C., & Thompson, S. (1980). Oral Reports in the Intermediate ESL Classroom. *TESOL Quarterly*, *14*(4), pp. 503–510.

Morita, N. (2000). Discourse socialization through oral classroom activities in a TESL graduate program. *TESOL Quarterly,* 34, pp 279-311.Avaliable at : http://dx.doi.org/10.2307/3587953. (Accessed at: 5.March.2022)

Morgan, G., Leech, N. L., Gloeckner, G., & Barrett, K. (2007). *SPSS for introductory statistics: Use and interpretation*.3rd ed. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Nunan,D.(1991*).Language Teaching Methodology .A Textbook for Teachers* .New York,Pentice Hall Intermediate (UK)LTD.

Otoshi, J., & Heffernen, N. (2008). Factors predicting effective oral presentations in EFL classrooms. *Asian EFL Journal.10*(1), pp.1-10.

Petrus, I. (2013) 'College Students' Perceptions on Use of Oral Presentation as Teaching and Learning Technique in the Classroom', in Shaping and Reshaping Linguistic Identity in Multilingual and Multicultural Environment, Indonesia University of Education, Bandung, pp. 18-20. [Conference paper]

Pink, D. H. (2009). Drive: The Surprising Truth About What Motivates Us. Canongate Books.

Platow, J. M. (2002). Giving professional presentations in the behavioral sciences and related fields. New York: Taylor & Francis Books, Inc.

Powell, M. (2011). *Presenting in English*. Hampshire: Heinle & Heinle Publishing.

Reynolds, G. (2011). The naked presenter: Delivering powerful presentations with or without slides. New Riders.

Rivers, W. (1968*). Teaching Foreign Language Skills*. Chicago: University of Chicago Press.

Roopa, S. and Rani, M. S., (2012). *Questionnaire Designing for a Survey*. *Continuing Education*, 46(4), pp. 273-277.

Robson, C. (2011). *Real world research*. 3rd ed. Chichester: John Wiley & Sons.

Salmani-Nodoushan, M.A., & Jalilifar, A. (2012). The Effect of Oral Presentation on EFL Students' Speaking Performance. Theory and Practice in Language Studies, 2(7), pp.1394-1401.

Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In K. R. Wentzel & A. Wigfield (Eds.), Handbook of motivation at school Routledge. pp. 35-53.

Shona, A. (2019) 'Research design and methodology', in Shona, A. (ed.), Research Methods and Methodology in Education, Springer, pp. 11-23.

Soureshjani K, and Ghanbari H. (2013). Factors leading to an effective oral presentation in EFL classrooms. *TFLTAJ*.3, pp.34–47.

Spence, I. (2005). "The origins and usage of a statistical chart", Journal of Educational and Behavioral Statistics, 30, pp.353-368

Storz, C & The English Teachers (2002*). Oral presentation skills a practical guide*. Institute National de telecommunications.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), pp.257-285.

Thomas, L. (2020). An introduction to simple random sampling., available at: https://www.scribbr.com/methodology/simple-random-sampling. (Accessed at: 5th .Oct. 2022)

Thornbury, S. (2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.

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

Tufte E. R.,(2006). Beautiful Evidence. Graphics Press LLC, *Information Design Journal*, 15(2), pp. 190–193.

Turk, C. (1985). Effective Speaking, Communicating in Speech. London: Chapman & Hall.

Ur, P. (1996). *A Course in Language Teaching Practice*, Cambridge Teacher Training and Development. Cambridge: Cambridge University Press.

Vogt, W. P. (1999) Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences, London: Sage.

Walters, E. D., & Walters, G. C. (2002). Scientists Must Speak: Bringing Presentations to Life. London: Routledge Study Guide.

Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. Learning and Instruction, 28, pp.12-23.

Wang, Y., & Zhang, Q. (2017). Investigating EFL University Students' Attitudes towards Oral Presentations in China. English Language Teaching, 10(4), pp.31-44.

White,J.(2004).Speaking, listening and learning materials. *Qualifications and CurriculumAuthority and the National Literacy StrategyJournal*. Available at:http://www.literacy trust.org.UK/Preles/White. (Accessed at 24.Jan.2021)

Wigfield, A., & Eccles, J. S. (2002). Student motivation. In E. L. Deci & R. M. Ryan (Eds.), Handbook of educational psychology. Routledge., pp. 609-631

William, J. and Books, G. (2014). Teaching presentation: Improving oral output with more structure. *Knowledge, Skills and Competencies in Foreign Language Education Processing of Classic*, pp.512- 522

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

Yaffe, T. (2014). Communication strategies for managing information overload in the digital age. International Journal of Business Communication, 51(2), pp. 183-202.   doi: 10.1177/2329488414525444

Appendixes

Appendix A

Students' questionnaire

Dear students, I will be grateful if you help me to answer this questionnaire which aims to gather information about the use of oral presentation in order to develop students' speaking skill. Please, tick (√) the choice that corresponds to your answer.

No.	Statement	Strongly agree	Agree	Strongly disagree	Disagree
1.	In order to learn the language, you have to speak it.				
2.	Oral presentations make you more independent in learning.				
3.	Oral presentations allow you to become active and build self-confidence as students learn how to explain the topic or material in front of their classmates.				
4.	You can practice/ improve your speaking skill through oral presentations.				
5.	Using visual aids in your presentations to attract the audience				
6.	You can learn how to present well and how to share ideas in question-answer sessions.				
7.	Oral presentations teach you the grammatical system of the English language, including tenses and sentence structure in addition help you to acquire a good amount of vocabulary.				
8.	Oral presentations help you to learn the super segmental features of the English language such as stress, intonation, etc.				
9.	When delivering oral presentations, you can develop your understanding of other speakers' intentions, and respond to them appropriately.				
10.	Oral presentations teach you how to express ideas positively using the appropriate language concerning the audience, setting, and the topic.				
11.	Oral presentations help you to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text.				

No.	Statement	Strongly agree	Agree	Strongly disagree	Disagree
12.	Delivering oral presentations can help you to develop knowledge of verbal and non-verbal (body language) communication strategies, and how to use them to compensate for breakdowns of communication.				
13.	The oral presentation can prepare you for the future career.				
14.	Extensive oral presentation practice should be included as a crucial part of your academic preparation.				
15.	You feel afraid when you speak English.				
16.	You feel anxious when you are going to be called on to speak English without preparation in advance.				
17.	Even when you are well-prepared, you tremble when knowing that you are going to be called to speak English.				
18.	Some students do not prepare for the presentation.				
19.	When presenting, some students just read, not try to explain.				
20.	Some students do not present well so the other students do not understand the material or topic.				
21.	The students should read a lot to understand the material before the presentation.				
22.	Some students are passive in the teaching and learning process.				
23.	Some students do not pay attention and make noise during the presentation and do not study the material or care about the topic.				
24.	Teachers should give more feedback on Pronunciation mistakes, body language (facial expressions, eye contact, gestures), grammatical mistakes the content, and the organization of the presentation.				

Thank you ☺

Teachers' Interview Questions

Dear teacher;

I will be very grateful if you help me to answer these questions whose aim is to gather information about **using oral presentations for developing students' speaking skill**; *Your precious help is most appreciated. Please try to be clearer in your opinions.*

Sincerely yours

1. How long have you been teaching English courses?

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

2. How long have you been using oral presentations in teaching?

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

3. How do you present your course?

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

4. Do you ask your students to prepare oral presentations?

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

5. Do you think that your students have the ability to do an oral presentation?

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

6. What is your role in this situation?

....

7. Do you feel that your students have positive beliefs about their abilities to speak English through oral presentations? Justify your answer.

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

8. What the main difficulties do your students have in delivering their oral presentations?

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

9. Would you provide some oral presentation activities (you use) to improve your students' speaking skill?

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

10. Do you agree that giving an oral presentation can help to develop students' speaking skill? Explain.

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

11. What main features do you focus on giving your feedback on students` oral presentations?

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

12. What suggestions do you have to make the oral presentation course richer?   **Thank You**☺

1) How long have you been teaching English courses?

I have been teaching 9 years (many different subjects and skills)

2) How long have you been using oral presentations in teaching?

I have started using this technique since 2016 when I thought speaking as a separate skill. So from the beginning of teaching speaking, I started by using oral presentations.

3) How do you present your course?

In teaching speaking, I mainly give vocabularies, grammatical structures that will be used. Normally, I give them a list of expressions they could use, presentation structures. I give them many choices to choose a topic, I do not restrict them.

4) Do you ask your students to prepare oral presentations?

Oh good question, it depends on the time of presentation if it takes about ten minutes. I am flexible with time sometimes with a minute before and after but in practicing, those minutes in performing rehearsing time. It depends if it is very short for example; last two weeks after presenting the idea of how to do a presentation then with my students, I divide my presentation into parts so I give them time to prepare an introduction and present it in the class then we go to the main body and present it. So divide them into parts, practicing every part (all parts) presenting them. But if doing it for assessment I would definitely give them time before presenting to prepare.

5) Do you think that your students have the ability to do an oral presentation?

Well, not all of the students, definitely it depends on their level, also on other factors related to confidence and ability to stand in front of others. If they prefer presenting or not.

6) What is your role in this situation?

I am a listener as other audiences at the same time I take notes, judge, assess and encourage with eye contact even showing interest so I try to facilitate everything but at the same time I assess for feedback.

7) Do you feel that your students have positive beliefs about their abilities to speak English through oral presentations? Justify your answer.

Ok… Ah when the idea first was introduced to students, some of them might have fear from the idea and say no it is hard to move from seat they are not comfortable to have discussion. However when they

come to present because of encouragement , interest …you know they reach the level of that it is very helpful and everyone say I can speak English this helps with confidence and all those factors effect. So at first place they do not have positive belief but when they practice and present many times and that helps they feel proud.

8) What the main difficulties do your students have in delivering their oral presentations?

Well, generally speaking it depends on lack of vocabulary, lack of practice, preparation and also lack of confidence that hold them back …Um...also lets say not being experienced of how to present and how to deal with questions.

9) Would you provide some oral presentation activities (you use) to improve your students' speaking skill?

Of course, sometimes do some games related to topic presented by standing in front of others and explain some words (vocabulary). Competitions for fun to my students.

10) Do you agree that giving an oral presentation can help to develop students' speaking skill? Explain.

For most students yes. It gives them chance, to their abilities being confident when they present and being praised, learning new words, learning from others. It really helps.

11) What main features do you focus on giving your feedback on students` oral presentations?

Ah.. well praising them at first place, in terms of language focus on the choice of vocabulary, alternative words for example; this is good but it is better to use another one. Sometimes the grammatical structures through giving them better choices rather wrong or right. The tone and stress and how they pronounce when they perform. The use of correct intonation. So I try to attract to these features (aspects). The format of the presentation but the main focus is on how the students prepare and share the idea.

12) What suggestions do you have to make the oral presentation course richer?

I would suggest right now the students should learn new vocabularies related to each topic and use those words. I suggest that giving plenty of expressions to use for each part of presentation. The provision of correct structures even how to introduce themselves.