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**The Impact of Oral Presentations on Developing  
EFL Students' Communicative Competence:  
Case of Second Year LMD Students at the  
University of Tlemcen**

**Dissertation Submitted to the Department of English as a Partial Fulfillment for the  
Requirements of the "Master" Degree in Language Studies.**

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## DEDICATION 1

*This work is dedicated to;*  
*Allah, my Creator and my Master,*  
*My great parents, who never stop giving of themselves in*  
*countless ways,*  
*My beloved brothers and sisters;*  
*all my family, the symbol of love and giving,*  
*Souad who was there for help and encouragement, and*  
*Sihem, the loveliest gift I had ever had,*  
*My good partner and dear friend Kamel,*  
*To my friends with whom I spent the university life; amine,*  
*kamel, El hadi, Ismet, Nani, Khaoula, Oumaima, Zohra,*  
*Imane, Kheira.... And the unforgettable best friend Asma,*  
*To those who love me.*

**Youcef**

## DEDICATION 2

*Thank you Allah for helping me to reach this moment. Thank you for giving me power and patience to finish this work.*

*This work is dedicated to the candles of my life; my lovely mother "Fatima", the source of sympathy and love, I wish Mum that I had realized your dreams, Thank you great deal. And my thoughtful father for his sacrifices and mental support.*

*To my lovely brother and sisters.*

*To my friend Youcef with whom I share this work.*

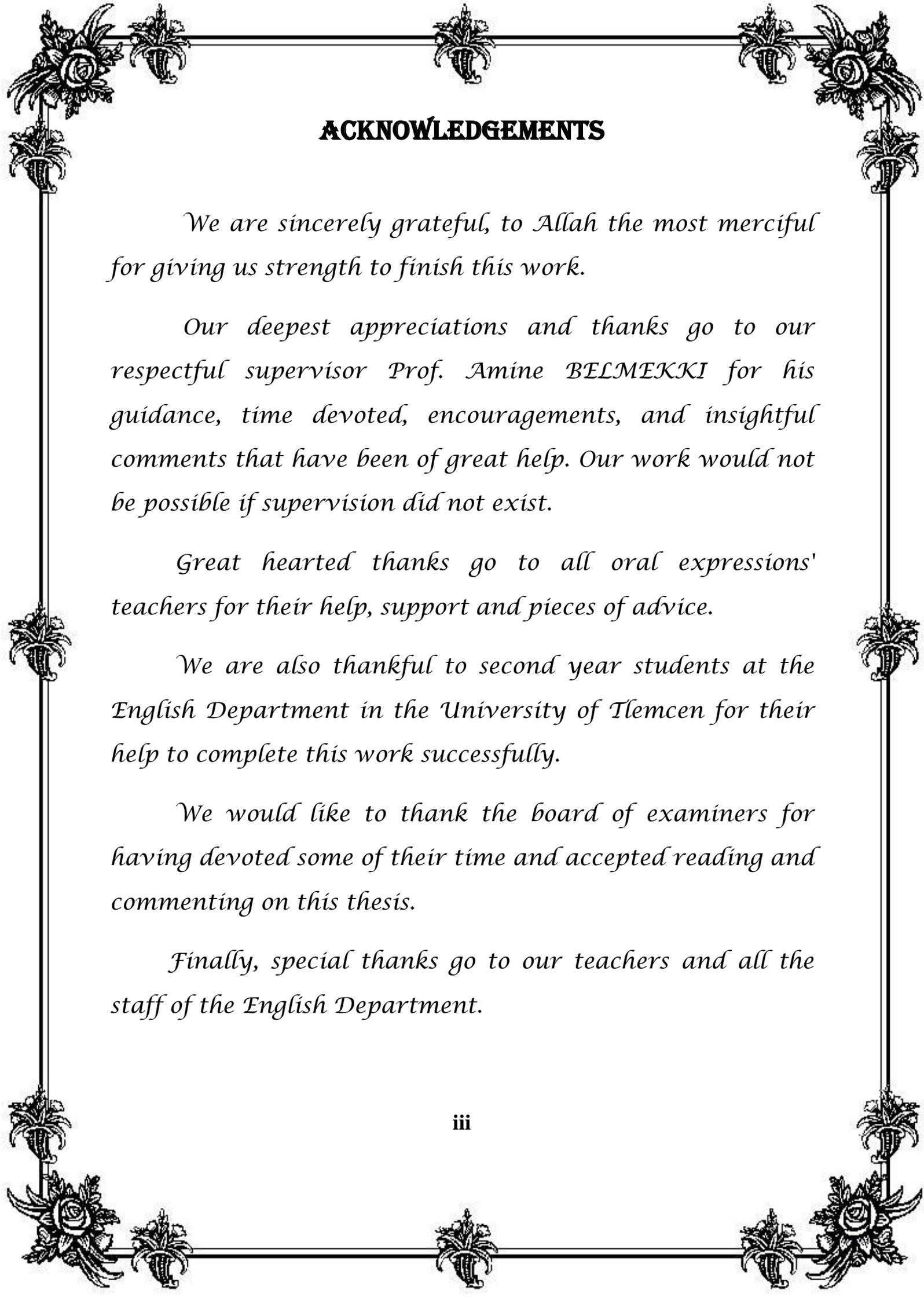
*I have to recall my dedication to my best and sweet friends: Mustapha, Amine, Elhadi, Abdelbasset, Kader, Fethellah, Kamel, Mohamed, Asma, Souhila, and Wafaa.*

*To my intimate friend Dennis Kovner.*

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*To all those who are forgotten by my pen and never forgotten by my heart.*

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# Abstract

Learning English as a Foreign Language (EFL) or a Second Language (ESL) is becoming more and more important in nowadays global world. In recent years, especially with the advent of the communicative approaches to language teaching, which call for developing the communication skills of students who become the centre of the teaching/ learning process, communicative competence is viewed as an important element in the learning of English. Accordingly, it has been observed that some students have weaknesses in communicating effectively in different contexts, although their linguistic competence is, to a large extent, sufficient. Therefore, it is imperative for teachers to use activities in the classroom that help the students to be communicatively competent. Thus, this study aims at investigating the impact of classroom oral presentations on developing students' communicative competence. A case study research was conducted, with the use of two research instruments: a questionnaire for second year LMD students at the Department of English in the University of Tlemcen, and an interview for the teachers of oral expression module. Furthermore, the data obtained were both qualitatively and quantitatively analysed, the main results have showed that students were highly positive in their beliefs about the benefits and the usefulness of doing oral presentations as a learning activity. Also it has been revealed that classroom oral presentations have a great impact on developing students' communicative competence, the latter is regarded as crucial for their academic and professional success.

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## **List of Acronyms**

**CBA:** Competency-Based Approach

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**OE:** Oral Expression

**OHP:** Over-Head Projector

**OPs:** Oral Presentations

**LMD:** License Master Doctorate

**TEFL:** Teaching of English as a Foreign Language

**TESL:** Teaching of English as a Second Language

# **GENERAL INTRODUCTION**

## General Introduction

Within the worldwide changes resulting from the globalization process, English has imposed itself as the dominant language and, therefore, been introduced in almost all aspects of life; including education. Accordingly, the main objective of learning English as a foreign language (EFL) is to be able to communicate effectively and appropriately in that language, which may help the learners to develop certain skills and abilities that will be demanded by their target goals. Hence, researches reveal that students' ability to realize their goals in different situations depends largely on their communicative competence. Besides, it was argued that oral presentations, as a common feature of most courses especially for undergraduate students at university level, play significant roles in engaging the students cognitively and communicatively in the process of foreign language learning. However, it is observed that EFL students show poor achievement in using and controlling the foreign language in the classroom, which may be explained by the lack of their competence in that language.

This problematic situation pushed the researchers to investigate the extent to which oral presentations could develop students' communicative competence. Therefore, the following research questions are asked:

1. What would be the ideal way, EFL students take into account to develop their communicative competence?
2. To what extent can oral presentations develop students' communicative competence?
3. How can communicative competence be applied in the field of foreign language teaching?

Consequently, the researchers strive to answer the above questions by formulating the following hypotheses:

1. Through delivering classroom oral presentations, EFL students can improve their communicative competence.
2. Oral presentations can, to a large extent, develop the students' communicative competence.

3. Communicative competence can be applied in foreign language teaching through designing programmes that best fit the communicative needs of the learners.

In fact, the eagerness to reach the above mentioned objectives led the researchers to design an exploratory case study dealing with second year EFL students at the University of Tlemcen. This study will collect qualitative and quantitative data from different sources, relying on a set of research instruments: a questionnaire for students and a structured interview with teachers of oral expression.

Regarding the structure of this humble work, it consists of three main chapters. The first one is concerned with the literature review, and it is divided into two main parts: the first part deals with the notion of oral presentation; providing its definition, types, elements for an effective oral presentation, teaching oral presentations, in addition to the relationship between oral presentations and the speaking skill. Then, the second part of this chapter is devoted to the concept of communicative competence; starting with its definition, characteristics, and some models of communicative competence. Later, this chapter discusses the application of the concept of communicative competence in language teaching. At the end, the researchers shed light on the role of oral presentations in developing students' communicative competence.

The second chapter is a description of the methodology followed in this study. First, it provides a bird's eye view of the ELT situation in Algeria. Then, it portrays the research design including the sample population, the research instruments, as well as the data analysis procedures. Based on the description presented in chapter two, the third chapter, which represents the practical part of this extended essay, is devoted to the analysis and interpretation of the data obtained from both teachers' interview and students' questionnaire, in an attempt to answer the research questions by confirming or disconfirming the research hypotheses. Furthermore, it provides some suggestions and recommendations that may help to better improve students' communicative competence and proficiency level in English.

# CHAPTER ONE

## Chapter One:

# Oral Presentations and Communicative Competence

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**1.1. Introduction**

Teaching a foreign language is a very complex process. Nowadays, with the advent of the communicative approach to language teaching, mainly English, the focus is on how to provide students with more activities in order to enable them to communicate fluently, and to develop their language proficiency level. One of these activities is the oral presentations performed in language classrooms, which are considered as an effective and efficient way to motivate students to communicate in English, and strengthen their ability to transmit the academic communication skills and apply them into real life situations; and thus improving their communicative competence.

This chapter is divided into two main parts; the first part deals with the notion of oral presentation as a skill that takes place in language classrooms, starting with a definition of this concept, its types, then discussing some elements of an effective oral presentation, teaching oral presentations in the classroom, in addition to the relationship between oral presentations and speaking skill.

Whereas, the second part is devoted to a theoretical background about the concept of communicative competence, including its definition, its different characteristics, demonstrating some models of communicative competence, as well as the application of communicative competence in language teaching. At the end, this chapter discusses the role of oral presentations in developing students' communicative competence.

**1.2. The Notion of “Oral Presentation”**

One of the distinct characteristics of progressive education, the communicative language teaching classroom, and the student-centered approach is the roles played by teachers and students, which are entirely different from and contradictory to what the traditional methods called for and emphasized decades ago. Now more than ever, EFL teachers strive to make their classes more communicatively dynamic by encouraging students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively.

An important feature of the EFL classroom in different parts of the world today is oral presentations (henceforth OPs). In this vein, Wallace (2004) held that most teaching at the university was earlier limited to give formal lectures, however, nowadays attempts to involve actively the students in the learning process. Besides, Chen (2011) suggested that one common way for students to do so in university classrooms around the world is to give academic OPs in English because of the role that English plays in the world now.

Oral presentation means delivering an address to a public audience, it is a brief discussion of a defined topic delivered to a public in order to impart knowledge or to stimulate discussion. Ming (2005: 118) defined an oral presentation as “(...) typically and partly spoken, partly visual form of communication”, and it is normally limited in time and occurs in organizational settings. Mallette and Clare (2011:161) explained OPs as “(...) the most common method for presenting information and are usually done with a computer and projector”.

An oral presentation is a form of assessment that teachers frequently use in the classroom. For Morita (as cited in Chen, 2011) OPs are frequent and highly routinized part of high education classrooms, and OPs in many courses may serve various purposes such as a formal oral assessment of students to reflect the development of certain skills. According to Harmer (2007: 351) OPs are not “(...) designed for informal spontaneous conversations; because they are prepared, they are more ‘writing like’”, which is good for fluency and for avoiding hesitation, gaining time, etc. Additionally, among other advantages of OPs, King (2002) declared that OPs fill the gap between language use and language learning, and make use in an integrated manner the four language skills. Also, giving OPs help students to collect, analyze, and construct information. It encourages team work, and helps for active and autonomous learning.

Teachers grade oral presentations based on the quality of the information presented as well as the method of presenting it. In this vein, Hinks and Jens (2009: 32) stated that OPs can be given a “(...) grade, and deserve treatment as a genre in themselves, comparable to traditional written genres”.

**1.2.1. Types of Oral Presentation**

Oral presentations can be delivered in different ways: individually, in pairs, or in groups of students. Besides, OPs can, for El-Issa and Redha (2010), be divided into three types: controlled, guided, and free. This depends on a number of factors such as the choice of the topic, the time allocated to the presentation, grammar, vocabulary, method of presentation, and, most important, learners' proficiency levels.

**1.2.1.1. Controlled Oral Presentations**

In a controlled oral presentation, the students' language proficiency level is usually from beginner to elementary. Hence, the teacher has to confine the topics to either what is in the textbook or something he or she feels the students can present with ease. Also, the choice of grammar and vocabulary and time allotment should be related to the students' proficiency level. Moreover, with this type of OPs, the students may accompany their presentations with simple tools such as a paper to read since students at this language level are young and have no knowledge about technological equipments.

The aim behind implementing the controlled presentation should be to provide opportunities for young students to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the target language.

**1.2.1.2. Guided Oral Presentations**

As far as a guided oral presentation is concerned, the students can be classified as at the lower-intermediate or intermediate level of language proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should not be expected to use sophisticated structural and lexical items at this stage. Instead, they should be guided to the appropriate level of grammar and lexical items and time allotment.

Students with this level of language proficiency can be guided to prepare their work using PowerPoint or Overhead Projector (OHP) slides if the associated

equipment is available. Additionally, students can prepare a handout and give it to the listeners in the classroom to follow.

### **1.2.1.3. Free Oral Presentations**

In a free oral presentation, students are expected to have upper-intermediate to advanced levels of proficiency. Students at this level should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider most appropriate, and use any kind of language level. This should be the case as long as the students have had prior practice in oral presentations during the earlier stage. Such students are usually capable of demonstrating ability to use complex language and can be allocated longer presentation times than their lower level counterparts.

Students giving the free type of oral presentations can handle questions from their classmates after they have completed their presentation. In contrast, students in the controlled and guided categories may struggle asking and answering questions about topics they have heard only once and for a short time.

### **1.2.2. Elements of an Effective Oral Presentation**

An effective OP is made of different elements. According to Duddley- Evans and Maggie (1998:112), an academic course looks at “structuring, visuals, voice, and advance signaling as well as delivering a presentation”. These are considered as the most important characteristics of a good OP.

#### **1.2.2.1. Structuring a Presentation**

Structuring is considered as the most important element of a presentation, it is the one which will decide the impact of the presentation, because the audience are only able to listen and it is essential that they have a clearly defined structure as a map to follow with a start, middle and an end. Also, when preparing a presentation, the presenter needs to consider both content and language. In addition, structuring was viewed as a corner stone in the oral presentation process and “(...) speaker’s guide which provides the discourse organization and content notes for the final presentation”. (Ming, 2005:119)

Accordingly, and based on genre approach, when presenting there is a limited range of moves in the introduction, yet more complex situations occur in the middle where the moves rely on the type and purpose of the presentation. Whereas, the conclusion consists of a summary of the main points and recommendations. Moves in the introduction and conclusion contain:

Introduction	Conclusion
Establish credentials	
State purpose and topic	Summarize
Indicate time make	Recommendations
Outline what is to come	Call for action

**Table 1.1. Moves in the Introduction and Conclusion in Oral Presentations**

(Adapted from Duddley-Evans and Maggie, 1998:112)

In addition, and in order to attract the listeners' interest to what will be said, the presenter may have a good introduction. However, what is more important is the good end which should, according to Duddley-Evans and Maggie (*ibid*), be well planned and practiced. Furthermore, presentations need to be very straightforward and logical. In this vein, Anderson, Juan, and Tony (2004:39) affirmed that an ideal structure for a presentation includes:

- A welcoming and informative introduction
- Chronological sequence of the main points
- Most important to least important
- General to particular
- One point of view compared with another point of view
- A lucid and purposeful conclusion

#### 1.2.2.2. Visuals

Visual aids are an important element of an effective oral presentation. Using visuals can be a very powerful tool to enhance the impact of the presentation, and help to communicate ideas. Ming (2005:119) stated that "Because we live in time where

communication is visual and verbal, visual aids are as important to oral communication as they are to written communication”.

Anderson et al. (2004) defined visuals as anything that can be seen and help listeners to follow, pay attention and interest to the oral presentation. Besides, “Research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional- i.e., more effective- than presentations without such aids” (Rice University, “Select and Use Visual Aids Effectively”, 1).

There are many types of visual aids; these include whiteboard, flip charts, tables, overhead projector (OHP), PowerPoint, diagrams, videos, etc. visual aids help listeners understand abstract concepts and allow complex data to be organized and reduced to make a point clearly and concisely. Furthermore, Remond and Vrchota (2007) proved that visuals help in reducing nervousness in the sense that they lead the presenter towards making warming-up before beginning the presentation as a way to psych the self to start the presentation. Also, they are used for avoiding total dependence on notes, and providing a feel of confidence for the presenter.

However, there should not be a total dependence on visuals. King (2002:410) declared that “the basic rule is to use visual aids to support the presentation, not to dominate it”. In addition, visuals are appealing in classes of different learning styles where the interest is to bring a variety in the learning process.

### **1.2.2.3. Voice**

In any oral presentation, the voice is an extremely important element to be considered, since it gives various perceptions to the listener, and is more influential on credibility than the speaker’s face in communicative contexts. As Powell (2002:6) stated “as a presenter, the ability to pace your speech and use your voice to create impact is the single most important skill you need. You will be more effective if you are in control of your voice by your use of stress, pausing, intonation, volume, and silence”. Also, Bert (2009) considered voice as the primary vehicle to carry any given message.

Furthermore, Duddley-Evans and Maggie (1998) insisted on putting more attention on the important role played by “(...) phrasing, pausing, speed of delivery, volume, and tone variation” in OPs.

#### **1.2.2.4. Advance Signaling**

One of the key elements of a successful presentation is the smooth and clear linking of ideas. It helps the listener to follow the structure of the information and arguments, also it leads to recognize visuals’ significance. To achieve this, a presenter needs to know the appropriate language and effective strategies for signaling transitions. For example, using advance signaling to introduce the talk as in “I’d like to talk about.....” or to conclude the talk as “I’d like to finish by saying that....”

Meanwhile, the lack of advance signaling may confuse the listener to follow the presenter’s discussion. Kane (1988) divided advance signaling, or what she called signposts into two types: “Intrinsic signposts” that are actually a part of the speakers’ text, or “extrinsic signposts” which clue the listener to the text’s organization, however, they stand outside the actual text for instance a table of contents.

#### **1.2.2.5. Delivering a Presentation**

Oral presentations can be very positive experiences; however, a well-planned and well-structured presentation can be ineffective because of the delivery. The delivery phase can either make or ruin a presentation. Delivering an oral presentation can be a challenging task for many students. Thus, the way of presenting should be well-organized in order to make the audience understand the objective of the work, and keep them engaged from the start to the end of the presentation.

Accordingly, there are different factors that the presenter needs to consider when presenting. The most important part is to make an emotional connection with the audience, because without it the presenter’s message will not be fully heard. Also, the presenter should know how to organize his/her presentation, this include knowing how to begin, introduce, and conclude the presentation, using signposts when moving from one point to another, etc. Furthermore, the presenter should use proper verbal

communication and keep an appropriate tone of voice. Besides, he/she needs to have proper non-verbal communication and be aware of his/her body movement; this includes maintaining eye contact with the audience because it helps the presenter to show interest in them and keep their attention. Likewise, and in order to achieve their goals, the presenters should deal appropriately with the time allocated for delivering the presentation, since good presenters are the ones who know how to use the time allocated in informing. In this vein, Chivers and Shoolbred (2007) explained that the use of time during the presentation has relation with the content. Moreover, oral communication is an important and an effective factor when delivering a presentation.

Oral communication is the ability to explain and present...[one's] ideas in clear English [or in any language], to diverse audiences... using appropriate styles and approaches, and an understanding of the importance of non-verbal cues... It requires the background skills of presenting, audience awareness, critical listening and body language.

(Communication Skills, 2004:1)

Thus, in order to run the presentation smoothly, the presenter must be well-prepared and well-organized, and must have some knowledge of how to deliver an oral presentation which is the role of the teachers.

### **1.2.3. Teaching Oral Presentations**

Assigning oral presentations can be very valuable learning experiences for students. However, giving oral presentations in class can also be stressful for them. Because many students do not find it an enjoyable activity, and become afraid when teachers ask them to prepare an oral presentation. Accordingly, Chivers and Shoolbred (2007:31) declared that “many students feel highly nervous about undertaking classroom presentation”. This may be because they are worried about getting up in front of a group to speak, and because many of them haven't had much instruction in what constitutes an effective presentation. Therefore, it is very important to teach students how to make an effective oral presentation, especially with the advance of communicative approaches to language teaching which give the student a central role

in the teaching/learning process. According to King (2002:207) “teachers move from the traditional role of teacher as an authority’s expert to the new role of facilitator of learning”.

Meanwhile, the teacher’s role is not an easy task because oral presentation is considered as a challenging job for teachers. Teachers should equip students with some prerequisite skills such as how to organize their ideas across logically with clear structuring, also to help them understanding the materials they use and they are exposed to when preparing OPs and to push them to focus on fluency when presenting. In this vein, Xinaming (2005:120) stated that “teachers... still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement”.

Moreover, teachers should, according to Harmer (2007:351), give students the necessary time to “(...) prepare their talks and help in preparing them if necessary”. In addition, King (2002) claimed that teachers should also discuss the problem of speech anxiety with the students and try to get solutions for this problem from psychotherapy or speech communication literature, and remind the presenters to use communicative English and keep in mind their audience to overcome group boredom. As a result of this, the students will feel that they are not alone, and will develop a sense of self confidence and, therefore, improving their proficiency in the English language.

#### **1.2.4. Oral Presentation and Speaking Skill**

Second language learners need to practice the language regularly inside the classroom through performing different activities. So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the learning/teaching goal of speaking proficiency. Nunan (1992: 241) emphasizes that in EFL classrooms, students should be given the maximum number of opportunities to practice the target language in meaningful contexts and situations.

Moreover, it is assumed that speaking is an essential part of language learning, therefore, teachers must provide activities that involve interaction between learners.

Among these activities there are oral presentations. The most important advantage of OPs as a project work is that it comprises the integration of all language skills through communicative approach, and the most important skill in this case is speaking. Al-Mutawa and Kailani (1989: 104-105) stress that “learning to speak is a lengthy, complex process” and “is more effectively achieved by speaking in living natural English”. Therefore, OPs are an efficient way to encourage the presenting students to practice meaningful oral English, and to improve their speaking skill.

Additionally, the ability to communicate effectively, especially during OPs, can boost students’ self-confidence in speaking in front of public; Thornbury (2005) asserts that the students’ act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. Yet, OPs are seen as a vital way through which students can improve their speaking skills and communicate more effectively. In EFL classrooms, OPs are considered as learners’ activity that have to be appropriate in context and still a basic form of speaking in public that actually raise the students’ self-confidence and effective development of their oral proficiency. (Altschuler, 1996. Cited in King, 2002: 403)

### **1.3. Communicative Competence**

Nowadays, the process of language teaching all over the world is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

Communicating effectively in a language requires the speaker’s good understanding of some aspects of that language including linguistic, sociolinguistic, and socio-cultural aspects. This understanding will enable him to use the right language, in the right context, for the right purpose, and thus he can be referred to as communicatively competent.

However, researchers explain that language teachers observe that their students can produce correct language among themselves, but cannot success in communication

when giving classroom oral presentations in front of their teachers, which can be due to the distinction between grammatical competence put by Noam Chomsky (1965) and communicative competence proposed by Dell Hymes (1972).

### **1.3.1. The Concept of “Communicative Competence”**

The idea of communicative competence is originally derived from Chomsky’s distinction between competence and performance. By competence, Chomsky means the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community. Such underlying knowledge enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules. Performance, on the other hand, is concerned with the process of applying the underlying knowledge to the actual language use. That is; the actual use of language in concrete situations. But because performance can never directly reflect competence, it cannot be relevant to a linguistic theory for descriptive linguists.

The American linguist Dell Hymes finds Chomsky’s distinction of competence and performance too narrow to describe the language behavior as a whole system. He believes that Chomsky’s view of competence is too idealized to describe actual language behavior, and therefore his view of performance is an incomplete reflection of competence. Hymes points out that the theory does not account for socio-cultural factors or differential competence in a heterogeneous speech community, he maintains that social life affects not only outward performance, but also inner competence itself.

Hymes concludes that a linguistic theory must be able to deal with a heterogeneous speech community, differential competence, and the role of sociocultural features. Moreover, he distinguishes two kinds of competence: linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation. Thus, Hymes (1972) coins the term “communicative competence” and defines it as knowledge of the rules for understanding and producing both the referential and social meaning of language. Yet, this term was seen as a sociolinguistic concept in reaction

to Chomsky's concept of "linguistic competence", which was "concerned with the tacit knowledge of language structure" but "omits almost everything of sociocultural significance" (Hymes, 1972:270-280).

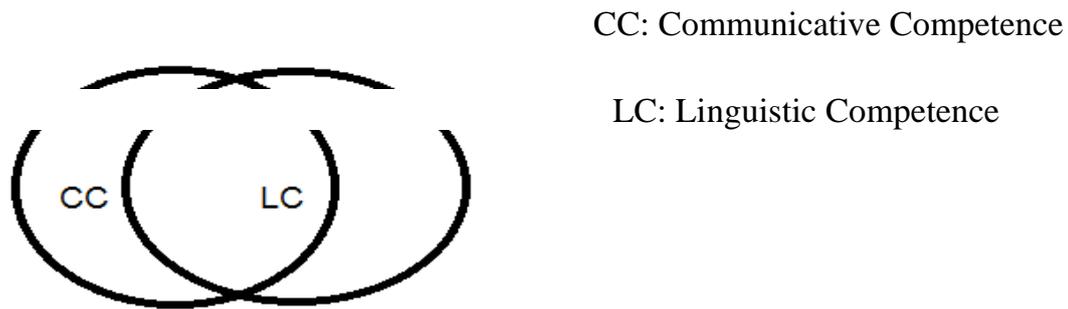
Accordingly, Hymes argue that the notion of communicative competence extends to include:

Both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, to whom one may speak, how one may talk to persons of different statuses and roles, what non-verbal behaviors are appropriate in various contexts, what the routines for turn taking are in conversation, how to ask for and give information, how to request, how to offer or decline assistance or cooperation, how to give commands, how to enforce discipline, and the like.

(Cited in Saville-Troike, 2003:18)

Within the area of communicative competence, one should not neglect the importance of the concept "linguistic competence". This term is used to describe how language is defined within a speech community, it is applied to mastering the combination of sounds, syntax and semantics known as the grammar of a language. Linguistic competence is part of a larger theory of linguistic behavior known as universal grammar, which explains language as a natural ability with which children are born and which becomes refined as they develop. This concept remains an important aspect of linguistic theory and education, it is a subject touched on by linguistics' courses within the English curriculum and is dealt with in depth in linguistic and cultural anthropology.

Thus, based on all what is said above, one may say that grammatical or linguistic competence is a part of communicative competence, as shown in the following diagram:



**Figure 1.1. The Relationship between Communicative Competence and Linguistic Competence.**

(Adapted from Allwright, cited in Brumfit and Johnson, 1979:168)

### 1.3.2. The Characteristics of Communicative Competence

In the last decades, communicative competence starts gaining more importance because of its wide influence and attribution in the field of language teaching and learning. In this vein, Savignon (1983:8-9) mentions that there are five characteristics of communicative competence which can be summarized as follow:

1. Communicative competence is dynamic rather than static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system.
2. Communicative competence is applied to both written and spoken language, as well as too many other symbolic systems.
3. Communicative competence is context specific. Communication takes place in an infinitive variety of situations, and success in a particular role depends on one's understanding of the context and on a prior experience of a similar kind.
4. Competence is defined as presumed underlying ability, and performance as the overt manifestation of that ability. Competence is what one knows, performance is what one does.
5. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of degrees of communicative competence.

**1.3.3. Theoretical Framework of Communicative Competence**

The concept of “communicative competence” coined by Hymes (1972) and his work on it has clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. Hymes’ (1972) conceptualization of communicative competence has been further developed by researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990), and Celce-Murcia et al. (1995), who attempted to define the specific components of the construct of communicative competence.

Therefore, according to Celce-Murcia et al. (1995), it is reasonable to assume that communicative language teaching (CLT) should be based implicitly or explicitly on some model of communicative competence.

**1.3.3.1. Canale and Swain Model of Communicative Competence**

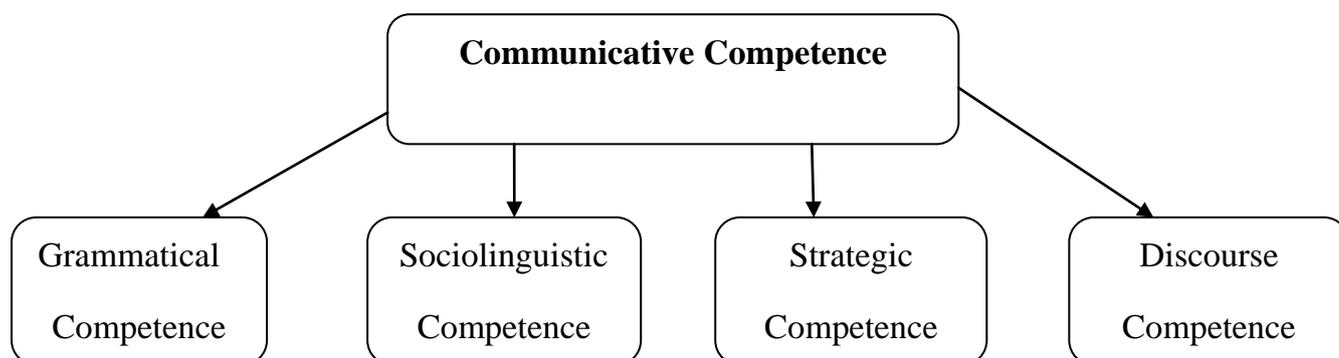
Canale and Swain believe that the sociolinguistic work of Hymes is important to the development of a communicative approach to language learning. They produced the first and most influential model of communicative competence, and attempted to do this firstly by reviewing how a variety of authors had so far defined communicative competence, and argue that for them it refers to “the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use” (Canale and Swain, 1980:06).

As mentioned above, Canale and Swain’s work focuses on the interaction of social context, grammar, and meaning. However, just as Hymes says that there are values of grammar that would be useless without rules of language use; Canale and Swain maintain that there are rules of language use that would be useless without rules of grammar. For example, one may have an adequate level of sociolinguistic competence in Canadian French just from having developed such competence in Canadian English, but without some minimum level of grammatical competence in French, it is unlikely that one could communicate effectively with a monolingual

speaker of Canadian French. (Canale and Swain, 1980). They strongly believe that the study of grammatical competence is as essential to the study of communicative competence as is the study of sociolinguistic competence.

Canale and Swain propose their own theory of communicative competence that minimally includes three main competencies: grammatical, sociolinguistic, and strategic competence. Grammatical competence is concerned with mastery of the linguistic code which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic, and orthographic rules. They point out that this competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances. The sociolinguistic competence includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts. Whereas, strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence.

Canale (1983) refined the above model, adding discourse competence which he described as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts, this unity of text is enabled by cohesion in form and coherence in meaning.



**Figure 1.2. Canale and Swain Model of Communicative Competence**

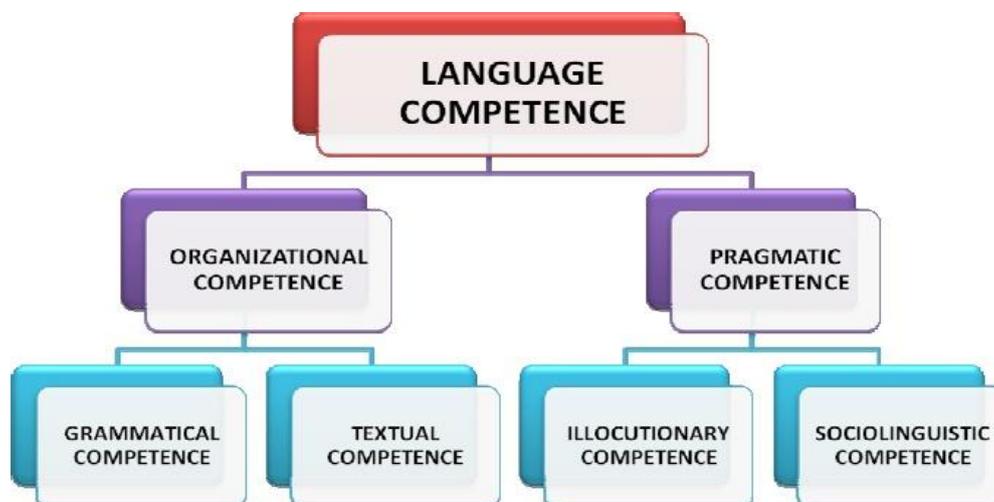
### 1.3.3.2. Bachman's Communicative Language Ability

The complexity of the notion of “communicative competence” increased by the development of the term “Communicative Language Ability” by Bachman in 1990. This term refers to both “knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use” (Bachman, 1990:84).

Taking into consideration the results of prior theoretical and empirical research, Bachman (1990) proposed a new model of communicative competence or, more precisely, communicative language ability. This model was, however, slightly altered by Bachman and Palmer (1996). Bachman's model of communicative language ability consists of three components, namely language competence, strategic competence, and psycho-physiological mechanisms. Language competence is divided into the broad headings of “organizational competence” and “pragmatic competence” which complement each other in achieving communicatively effective language use. The former includes grammatical and textual competence, thereby paralleling Canale's (1983) discourse competence. Whereas the latter is comprised of illocutionary competence which refers to knowledge of speech acts and language functions, and sociolinguistic competence which refers to the knowledge of how to use language functions appropriately in a given context. Bachman's pragmatic competence mainly focuses on the relationship between what one says in his/her communicative acts, and what functions he/she intends to perform through his/her utterances.

Apart from language competence, this model also includes strategic competence and psycho-physiological mechanisms. On the one hand, strategic competence refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place. On the other hand, the psycho-physiological mechanisms, which is a distinctive feature of this framework, refers to the neurological and psychological processes that are involved in language use. Furthermore, the most notable advance in this model, compared with Canale's (1983) model, is that it identifies pragmatic competence as a main component of the construct

of communicative competence that is coordinated with grammatical and textual competence (Kasper, 1997).



**Figure 1.3. Bachman's 1990 Model of Communicative Competence**

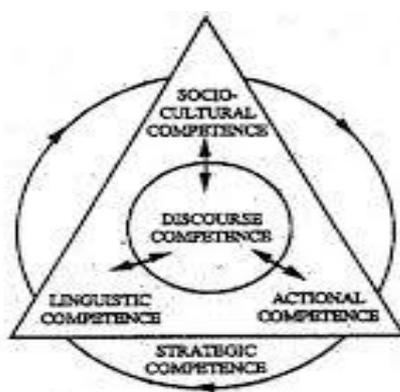
Ever since then, the importance of this competence has been maintained as, for example, in the pedagogically motivated model of communicative competence proposed by Celce-Murcia et al. (1995).

### 1.3.3.3. Celce-Murcia *et al.* Model of Communicative Competence

Celce-Murcia et al. (1995) provide a more elaborated and advanced model of communicative competence which, however, differs in certain aspects from the previous models. This model divides communicative competence into five main components, namely linguistic, sociocultural, strategic, discourse, and actional competencies. In analyzing these components, Celce-Murcia et al. start with discourse competence, or what they called “the core” (1995:13), it concerns the selection and sequencing of words and utterances to achieve a unified spoken or written text. This competence is considered as the central component and placed in a position where linguistic, actional, and sociocultural competencies come together and shape the discourse, which in turn, also shapes each of them.

Moreover, linguistic competence involves the basic elements of communication, such as sentence patterns, lexical resources, morphological inflections, as well as phonological and orthographic systems that are needed to realize spoken or written

communication. Actional competence entails the ability in conveying and understanding communicative intent by performing and interpreting speech act sets. Whereas, sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. However, the above mentioned components are, in fact, influenced by the last one; strategic competence, which involves knowledge of and competence in using communication strategies. Thus, this model gives a clear picture of the interrelationship between all the components.



**Figure 1.4. Celce-Murcia et al. (1995) Proposed Model**

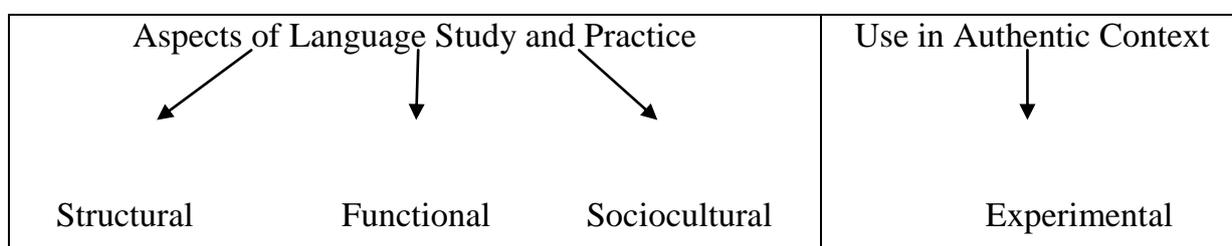
#### **1.3.4. The Application of the Concept of Communicative Competence in Language Teaching**

Since its introduction by Hymes in the mid 1960s, the term “communicative competence” has enjoyed increasing popularity among teachers, researchers, and others interested in the field of foreign and second language pedagogy. This general interest in language for communication is viewed as a promising departure from the narrower focus on language as grammar.

Communicative competence was very influential in almost all areas of applied linguistics. There was a shift in first language acquisition from developing mechanical process of learning towards developing a capacity to communicate. However, the big influence was over the teaching of English as a foreign language (TEFL). Communicative language teaching as declared in Hymes' theory aims at developing

the capacity of using the language effectively and fluently in the learners, and it was a reaction against the preceding approaches. This approach puts communicative competence as the goal of language teaching, and meaningful communication the focus of the classroom. Now, the question is how to help our students acquire communicative competence in the classroom.

In this respect, Stern maintains that language teaching should approach language learning objectively and analytically through the study and practice of structural, functional, and sociocultural aspects. It should offer opportunities to live the language as a personal experience through direct contact with the target language community. (Stern, 1980). He proposes the following language curriculum :



**Figure 1.5. Stern's Proposed Curriculum of Language teaching**

(Adapted from Atsuko Ohno, 2002)

Accordingly, Rivers proposes methodological distinction between “skill-getting” and “skill-using” activities. In the former, the teacher isolates specific elements of knowledge or skill that compose communicative ability, and supply the learners with opportunities to practice them separately. Thus, the learners are being trained in separate steps of communication skill rather than practicing the total skill to be acquired. Whereas, in the latter, the students must learn to articulate acceptably and construct comprehensible language sequences by rapid associations of learned elements. (Rivers, 1972)

In the second stage, the learner is not directed by the teacher; he must learn on his own or works with another student or small group of students. And this offers an opportunity for language “acquisition” in terms proposed by Krashen (1978), i.e., the unconscious absorption of language in real use.

Moreover, one of the major implications of the concept of communicative competence in language teaching is through designing teaching materials such as the curriculum, syllabus, and textbooks that include elements appropriate to the communicative requirements of the learners, and this is the task of foreign language teachers and materials designers. Yet, understanding the concepts of communicative competence and applying them to language teaching is hard work, but the benefits to our students' language learning are well worth the time and efforts invested.

#### **1.4. The Role of Oral Presentations in Developing Communicative Competence**

Effective communication is an essential component for both teaching and learning. Yet, it is often something that is taken for granted. With the fast emerging world today, the ability to communicate effectively is perceived as *sin qua non* for all students. In this deaf and hard of hearing classrooms, establishing communicative competence amongst students was imperative for their success, since the ability to communicate is the most important goal the communicative language teaching (CLT) aims to teach, it is to be able operate effectively in the real world. (Hedge, 2000)

For successful oral communication, students need a thorough in depth instruction and practice. The best practice is to give oral presentations. They enable students to participate fully in their learning, help them develop competencies, and demonstrate one of the most successful way "to get the student's attention, encourage curiosity, create challenges". (Hutchinson and Waters, 1987)

Moreover, OPs symbolize a key factor in developing students' communicative competence with its different components. Since through delivering OPs; students try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary), to avoid offending communication partners (due to socially inappropriate style), and to use strategies for recognizing and managing communication breakdowns. Additionally, OPs provide a plethora of techniques that pave the way for learners to acquire and grasp some basic strategies such as: working in groups, and using their background schemata to deal with their current piece of research. According to Meloni

and Thompson (1980: 503), if oral presentation has been guided and structured, it will be beneficial to ESL/EFL learners in all their learning subjects, and later in their work.

In sum, when students learn how to make an effective oral presentation, they will develop the ability to communicate with others. Thus, OP is one of the important parts of teaching a foreign language, especially in the university environment, because it provides a variety of benefits such as the ability to bridge the gap between language study and language use, as stated by King (2002), in addition to helping students to use all the four language skills in a natural integrated way.

### **1.5. Conclusion**

Communicative competence is considered as an important area and started gaining high status, especially with the development of the communicative approaches to language teaching. Thus, it is very important to develop the students' communicative competence, and this may be done through assigning oral presentations in the classroom which can, to a large extent, improve their language proficiency level.

This chapter was an attempt to give an idea about oral presentations, its types, its effective elements, in addition to the delivery of oral presentations. Moreover, the second part of this chapter dealt with the concept of communicative competence, its definition, its characteristics, some models of communicative competence, as well as the application of the concept of communicative competence in the field of language teaching.

# CHAPTER TWO

**Chapter Two:**  
**Situation Analysis and Research Design**

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**2.1. Introduction**

The second part of this extended essay is concerned primarily with the practical phase. The present chapter aims at collecting data about the use of oral presentations in enhancing students' communicative competence. To achieve this, the researchers have tried to investigate how students of second year at the University of Tlemcen consider the effectiveness of using oral presentations in achieving better results in their communicative proficiency level. The researchers have also investigated how teachers consider the use of oral presentations as a particular tool to enhance their students' communicative competence.

Therefore, this chapter starts with providing a bird eye view on the teaching/learning situation of English, in an attempt to describe EFL situation in Algeria. It also presents the research design and methodology, describes the participants, and the instruments used in this study; namely a questionnaire with students and an interview with teachers. In addition, the present chapter provides a clear idea about the procedures used to analyse the collected data, which can be described as a combination between quantitative and qualitative approaches.

**2.2. ELT Situation in Algeria**

Speaking about the linguistic situation in Algeria, one would describe it as complex, very rich, and worth studying, or as Medjahed (2011: 73) uses the term "*linguistic plurality (or diversity)*". This makes of Algeria a particular Arab nation with a variety of languages taught and used either in academic or non-academic contexts, as described by Ephraim and Tabory:

The Algerian situation is complex as it is a crossroad of tensions between French language, classical Arabic versus colloquial Algerian Arabic and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by state planning their linguistic, educational, and cultural policies.

Ephraim and Tabory (1987: 63-79)

Besides, historical accounts of language teaching profession tend to describe a succession of a number of educational systems in Algeria. Therefore, the Algerian educational system has witnessed three main phases. The first phase was from 1830 to 1960; it was characterized by the colonial legacies where the schools and the educational system in Algeria were dominated by French; the language of the colonizer, because of the colonial regime which aimed to depersonalize Algeria, and eradicate Arabic. Therefore, the French language controlled all aspects of life, since it is believed that Algeria absorbed heavy colonial impact not only in its social life but also in its educational policy. Yet, Qur'an was an effective force to resist against the attempt of the colonial regime.

The second phase can be traced back from the late 1960s to the late 1990s; this period was coincided with the Arabisation process undertaken by the Algerian government to officialise Arabic, and to maintain social and religious identity of Algeria. Therefore, the Arabic language was gradually imposed in the educational sector. In this respect, Benrabah (2007: 73) states: "All subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy of course favoured the national integrity and unity and religion". However, this process leads to weak performance of a big number of Algerian learners at university in first and second foreign languages as described by Ourghi (2002:13):

Younger generations especially those born in the late 1970's onwards, appear to face serious proficiency problems either in French or English... This is clearly noticeable at the university level where the first year students' entrant skills in speaking and writing are low... It is extremely difficult for the new entrants to communicate in English without direct resorting to Arabic.

Because of that, the Arabisation process was gradually narrowed, and by 2002, French was reintroduced by the national education reform as first foreign language and some subjects like Sciences and Mathematics were partly taught in French (Lakhal-Ayat, 2008). Though French was considered as the first foreign language, Tamazight

was officially recognized as a national language and inserted in the Algerian educational system on February 2002 by president Bouteflika.

Algeria, then, has opened communication to more worldwide contact in the early 2000s. It is obvious that the worldwide changes resulting from the globalization process have imposed educational reforms as a major condition for human development; these reforms concern also foreign language teaching and learning. English, then, started to impose itself as the dominant or global language, which is widely adopted for international communication. And the urgent need to use English has lessened the domination of French. In the same line of thought, Mami (2013: 243) believes that: “disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English as a second foreign language”. Thus, considering the increasing value and importance of English in various contexts, it is taught within the Algerian educational system, as a second foreign language in middle and secondary schools, and in higher educational institutions.

In the light of the globalization process, and in order to prepare students to cope and take part in this on-going community, language teaching, as part of the Algerian educational framework, has witnessed a number of reforms and changes regarding the curriculum development and teaching methodologies. In fact, EFL teaching in Algeria today is established upon the Competency-Based Approach or CBA for short, which was adopted by the Algerian government since 2003, in order to respond to the 21<sup>st</sup> century needs. The Competency-Based Approach can be defined as an approach to language teaching which consists of re-injecting knowledge acquired at schools in different and significant contexts of use that will make it durable, its major aim is to develop specific knowledge and skills for language learners in order to gain competence to perform tasks. Besides, the notion of competency is seen as the ability to act using a range of skills and knowledge in various situations that may differ from those in which they were learned. In this vein, Louznadji (2003, cited in Medjahed, 2011: 74) defines competency as:

A know-how-to-act process which integrates and mobilizes a set of capacities and skills and an account of knowledge that will be used effectively in various problem-solving situations or circumstances that have never occurred before, i.e., a competency continues throughout and beyond the school curriculum.

The Algerian pre-university educational system is generally composed of three main levels: the primary, the middle and the secondary school. In the primary school the Algerian learners study the literary Arabic for five years and French as first foreign language starting from the second year. While they learned English at the first year of middle school and continues until the third year of secondary school with different coefficients. Besides, the higher education system of Algeria started introducing the LMD reform in 2004/2005, and it is spreading nowadays everywhere. The LMD (licence, Master, Doctorate) designed three main grades, viz, Licence is granted after three years of study, Master's degree is conferred after two years of study and the doctorate is conferred after the completion of research for three years.

### **2.3. Research Design**

In order to conduct a considerable study and achieve an effective piece of research, one of the most challenges a researcher faces is choosing the appropriate research methodology that best fit the research objectives. In this respect, Nunan (1992) produces a list of research methods in Applied Linguistics; including formal experiments, introspective methods, interaction and transcript analysis, ethnography, and case studies. These research methods usually delve into various dimensions in terms of aims and perspectives, as well as their foci and marshaling characteristics. The following part is a discussion of the research method used in this study.

This paper is a case study dealing with second year LMD EFL students at Tlemcen University. The reason behind choosing such type of research is that it focuses on understanding the phenomenon under investigation within its natural settings and objectives. In the same line of thought, Yin (1993: 11) defines the case

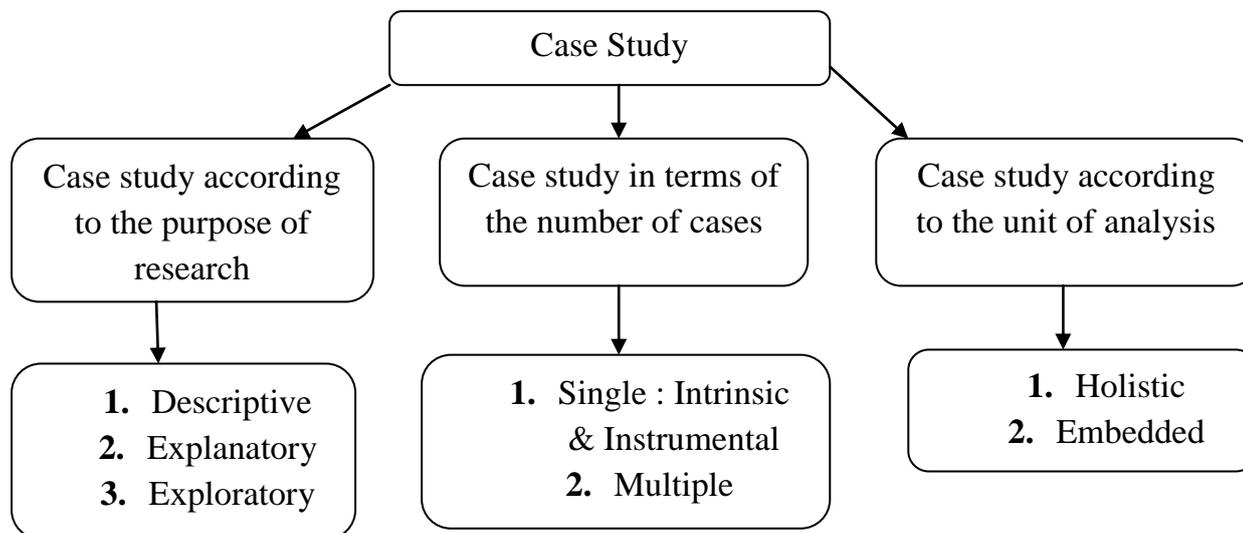
study as: “it refers to an event, an entity, an individual, or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence”. Besides, according to Jordan (1997), case study is a way of obtaining in-depth information and insights. Accordingly, there are three types of case study: case study according to the purpose of research, case study in terms of the number of cases, and case study according to the unit of analysis.

The case study according to the purpose of research includes three sub-categories: descriptive, explanatory, and exploratory. First, the descriptive case study aims at describing the object or phenomenon under investigation, it puts more emphasis on the specific characteristics of a certain issue, and it tries to answer the question “What?” Second, the explanatory case study studies the reasons behind a certain problem and explains why it happens; it answers the questions “What and why?” Third, the exploratory case study focuses on the study of a given problem, to understand the issue and bring ideas about the way of improving the existing situation. It answers the questions “What, why, and how?” This type of case study constitutes a prelude for other research works.

The case study in terms of the number of cases comprises two main types: single and multiple. The first one focuses only on one case, and it involves two kinds: intrinsic and instrumental. The former gives much more realm to the internal component of the study itself, without giving references to the notion of generalization, while the latter tries to discuss something general through the study of a specific case, its purpose is to generalize the research results. Whereas the multiple case study, also known as “the collective case study”, aims at studying and comparing several cases under one research work.

Moreover, the case study according to the unit of analysis is divided into two main types: holistic and embedded case studies. On one hand, holistic case study focuses on one unit of analysis, and a glanced view is basically provided about the nature of the studied object that directs the case to function as a single unit of analysis. On the other hand, the embedded case study implicates the use of multiple units which

are analysed individually in a separate way to come up with unified results about the main case. The following diagram summarizes the various types of case study.



**Figure2.1. Types of Case Study**

Thus, the present work is a descriptive exploratory case study. Its major concern is to investigate both teachers' and students' perceptions towards the notion of communicative competence. In addition to the extent to which oral presentations can improve students' communicative competence. Moreover, it collects data from different sources relying on a set of research instruments: a questionnaire for learners and an interview for teachers, in order to gather the data needed to provide the glue that holds the research project together and furnish a good understanding and valuable information to this topic.

### 2.3.1. The Sample Profile

It is worth bearing in mind that any empirical study requires a selected population sampling on which to build the experiment. In this respect, Dörnyei (2007: 96) differentiates between sample and population and states that: "the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about". Accordingly, this research work is built upon thirty students who responded to the questionnaire; they were assured that the data collected would only be used for the purpose of the study. In addition to five teachers of COE who responded to a

structured interview. The selection of such sample was based on the consideration that the teachers of COE will benefit the researchers more than other teachers, since they are in the field that best suit this research's concern.

### **2.3.1.1. The Teachers' Profile**

The informants are five teachers of Oral Expression (COE) from the Department of English at the University of Tlemcen. Three of them are full time teachers, holding their "Doctorate" degree, while the two others are part time teachers with "Magister" degree. Their experience in teaching the Oral Expression module varies from two to eight years.

### **2.3.1.2. The Learners' Profile**

This extended essay is concerned with the second year LMD EFL students at Tlemcen University. They are thirty students randomly chosen to answer the questionnaire. They are aged between 19 and 39 years old, all of them are baccalaureate holders from different streams, there are more girls than boys, and they can be described as highly motivated towards learning English. The majority of them have learnt English since the first year in the middle school, which makes a sum of seven years before entering the university. Their participation, however, is not so high as described by their teachers, and the reasons behind that are summarized by Prof. Ouerrad (2004) in inhibition, i.e., anxiety, shyness, and even the feeling to seem ridiculous or afraid to make mistakes.

## **2.3.2. Data Collection Instruments**

In this case study, two research tools were used to investigate the research questions: a questionnaire for students, and an interview for their teachers of oral expression.

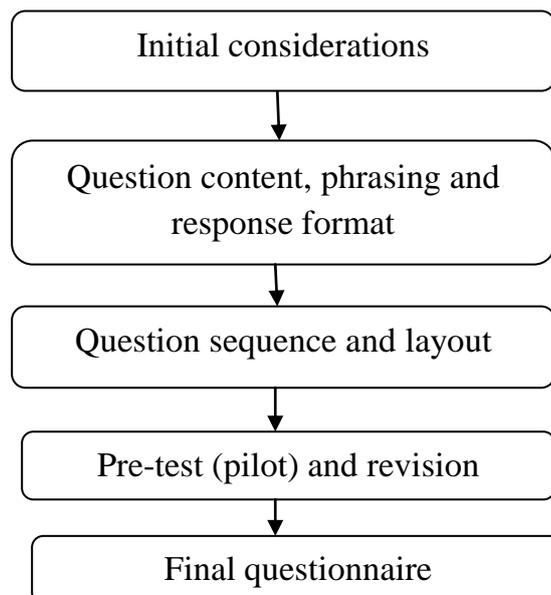
### **2.3.2.1. The Questionnaire**

A questionnaire is a research instrument, or simply a tool for collecting information about a particular issue of interest. It is mainly made up of a list of

questions, but should also include clear instructions and space for answers or details, it should also have a definite purpose that is related to the objectives of the research. Questionnaires have advantages over some other types of research instruments in that they provide a relatively cheap, quick and efficient way of obtaining large amount of information from a large group of people.

Usually, a questionnaire uses both open and closed questions to collect data. This is beneficial as it means that both quantitative and qualitative data can be obtained. However, an important distinction is to be made between close-ended and open-ended questions. The former asks the respondents to pick an answer from a given number of options, whereas the latter asks the respondents to formulate their own answers and express freely their opinions about the issue. These two types of questions have many advantages; however, one of the limitations of close-ended questions is that they lack details since the responses are fixed.

Furthermore, in order to gather useful and relevant information, it is essential that careful consideration should be given to the design of the questionnaire. A well-designed questionnaire needs to be planned and developed in a number of stages, as shown in the following figure.



**Figure 2.2. Questionnaire Design Adapted From (Bensafa, 2015:88)**

Additionally, another very important step in the design of a questionnaire is to make a pilot study. According to Baker (1994: 182-3): “A pilot study can also be the pre-testing or “trying out” of a particular research instrument”. This study is done with a small sample of respondents before use, it helps to check people’s understanding and ability to answer the questions, highlight areas of confusion and look for any routing errors, as well as to provide an estimate of the average time each questionnaire will take to complete. Thus, any amendments highlighted by the pilot should be made to the questionnaire before issuing a final version.

### **2.3.2.2. Students’ Questionnaire**

Considering the questionnaire as an important tool of collecting data, it gives the researcher the benefit to gather a large amount of diverse data within a short period of time and with less energy. It contains different types of questions, including closed questions or to choose the appropriate answer from a number of choices, mixed questions that ask the informants to opt for one of the proposed possibilities then justify the answer, in addition to open questions which request the participants to express freely their points of view. Besides, a likert scale is used from which the respondents choose one option that best aligns with their views, and which is arranged from *strongly agree, agree, disagree, strongly disagree*.

Accordingly, the questionnaire was administered to thirty students; its purpose is to find out students’ opinions on how oral presentations can improve their communicative competence. It is divided into three sections: the first one opts for general information about the students; it contains four questions asking for their sex, age, years of studying English and their level in the English language. The next four questions are designed for asking students if they attend the oral expression sessions and whether they deliver oral presentations in the classroom, and who provides topics for presentations. Also question (08) inquires about what the learners like to improve through delivering classroom oral presentations. The second section contains three questions which are in the form of a likert scale and aim at investigating how can oral presentations help the learners to improve their linguistic or grammatical competence.

Whereas the last part of the questionnaire contains four questions which try to examine the influence that oral presentations have in developing students' communicative competence with its different components.

### **2.3.2.3. The Interview**

The other instrument which was used in this research is the interview. It refers to face-to-face interaction between interviewee and interviewer; it involves asking questions and getting answers from participants in a study. Its purpose is to explore the views, experiences, beliefs, and motivations of individuals on specific matters. Interviews are different from questionnaires as they involve social interaction. In addition, when designing an interview schedule, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible, and also be able to address the aims and objectives of the research. There are three different types of interviews: structured, semi-structured, and unstructured.

Structured interviews consist of a series of pre-determined questions that all interviewees answer in the same order. Data analysis in this type of interview usually tends to be more straightforward compared to other forms of interviews, because the researcher can compare and contrast different answers given to the same question. Also, structured interviews are fairly quick to conduct which means that many interviews can take place within a short period of time.

Unstructured interviews are usually the least reliable form of interviews from research viewpoint, because no questions are prepared prior to the interview, and the latter is conducted in an informal manner. Unstructured interviews can be associated with a high level of bias and comparison of answers given by different respondents tends to be difficult due to the differences in the formulation of questions.

Semi-structured interviews can be seen as containing components of both structured and unstructured interviews. In this type of interview, the interviewer prepares a list of questions to be answered by all interviewees; however, additional questions might be asked during the interview in order to clarify or further expand certain issues, these are considered as strength in this type of interview. Corbetta

(2003: 270) presents the semi-structured interview as follows: “The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s direction”.

Furthermore, when conducting an interview, there are various ways of saving data; however, note taking and recording are the most prominent and useful tools.

#### **2.3.2.4. Teachers’ Interview**

The interview is another tool for gathering data. The difference between the interview and the questionnaire is basically the oral form. There exist three main types of the interview, namely unstructured, semi-structured, and the structured interview. These were explained in the previous section. In this research, a structured interview is used in order to obtain information about the teachers’ experience and methodology in teaching oral expression, their attitudes towards the use of OPs, and their views about the use of OPs in enhancing students’ communicative competence. Besides, the benefits of using such type of interview is that it enables the researcher to examine the level of understanding a respondent has about a specific topic, also all the respondents are asked the same questions in the same order which makes it easy to replicate the discussion.

Hence, five teachers of oral expression in the department of English at the University of Tlemcen were interviewed. The interview is divided into three rubrics: the first one consists of three questions asking for general information about the teachers (i.e., what they hold as a degree, and their years in teaching oral expression). The second heading turns around their methodology in teaching oral expression, it contains five questions asking for the time advocated to oral expression sessions, and if it is sufficient for learners; also, whether the students are motivated in delivering classroom OPs, in addition to the objectives that teachers tend to reach when assigning classroom OPs to their students. The remaining rubric looks for the teachers’ opinions about the role of OPs in improving students’ communicative competence, and it comprises seven questions.

**2.4. Data Analysis Procedures**

Once the necessary data have been gathered, the next step is the analysis of the data collected, which is often regarded as a research procedure that refers to the organization and synthesis of those data in order to arrive at the results and draw conclusions of the research. In the present study, and in order to measure and analyze the collected data, the researchers rely on a combination of quantitative and qualitative dimensions; each method is to be described in this section.

**2.4.1. Quantitative Analysis**

Quantitative data analysis is a systematic approach to investigations during which numerical data is collected, this method is considered to have as its main purpose the quantification of data. Its aim is to explain phenomena by collecting numerical data which are analyzed using mathematically-based methods. Besides, this type of analysis allows generalizations of results to the entire population. Moreover, quantitative data can be gathered in a variety of ways and from a number of different sources; including questionnaires, interviews, observation, etc. This type of analysis allows for a broader study involving a greater number of subjects, it also allows for greater objectivity and accuracy of results because generally quantitative methods are designed to provide summaries of data that support generalizations about the phenomenon under investigation.

**2.4.2. Qualitative Analysis**

In contrast to quantitative approach, a qualitative dimension does not simply count things, but it is a way of recording people's attitudes, feelings and behaviours in greater depth. Cohen *et al* (2005: 461) believe that: "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities". The main goal for the use of qualitative research is to explore and describe phenomena from the perspectives of the participants in the study. Furthermore, as Byram (2012) claims, the results obtained from this type of analysis are generally said to be of an explanatory nature. On the other hand, it is claimed that

the main disadvantage of qualitative approach is that the findings cannot be generalized to the wider population with the same degree of certainty that quantitative analysis may have (Selinger & Shohamy, 1989).

Consequently, the researchers opt for a combination between the two approaches of analysis, since the two types are tidily related to each other in the process followed in any research. In the same line of thought, Hamzaoui (2006: 130) states that: “Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement”. Also, Leininger (1992) explains this relationship by arguing that qualitative methods are often only accepted as an exploratory approach prior to validation by quantitative methods. Furthermore, as cited in Davies (2004: 488), Newman and Benz (1988) believe that: “a combination of qualitative and quantitative constructs...is often regarded as a matter of continuum rather than a clear-cut dichotomy”. Therefore, if qualitative and quantitative methods are combined in a research, it can improve an evaluation by ensuring that the limitations of one type are balanced by the strengths of another, and hence, when they are combined with one another, they can be extremely effective. Yet, the quantitative method is used in this study to analyse the students’ questionnaire, while the qualitative method is applied in the analysis of the teachers’ interview and some questions of the students’ questionnaire.

## **2.5. Conclusion**

The current chapter was an attempt to describe the empirical phase of this extended essay. The researchers started by disclosing a synoptic overview of the ELT situation in Algeria. It also provided an overview of the research design and methodology followed, as well as the participants and the research instruments. Moreover, this chapter tooled up an obvious view about the procedures used in order to analyse collected data.

Thus, the following chapter will deal with the analysis of what the researchers had collected from the sample population, using the research instruments, and the two types of data which had been already explained in the present chapter.

# CHAPTER THREE

## Chapter Three:

### Data Analysis and Interpretation

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### 3.1. Introduction

After collecting data from different sources through the use of a set of research instruments, namely a questionnaire for students and an interview with teachers. The present chapter is devoted to the procedures of data analysis, and the interpretation of the main results. At the end, this chapter puts forward some suggestions and recommendations for both students and teachers to help enhance students' communicative and proficiency level.

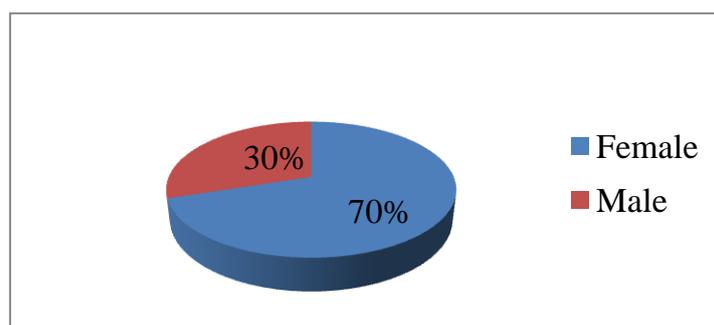
### 3.2. Data Analysis

This section is concerned with the analysis of data resulting from the teachers' interview and the students' questionnaire.

#### 3.2.1. Analysis of the Students' Questionnaire

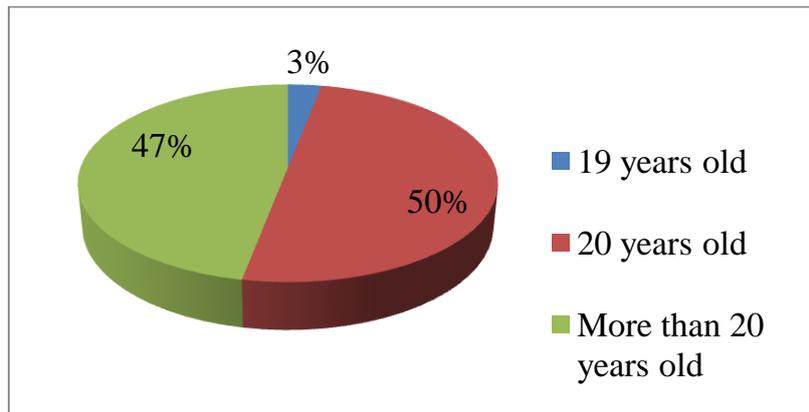
This questionnaire aims at investigating students' views on the use of OPs in enhancing their communicative competence. It was addressed to thirty second year EFL students at the University of Tlemcen. Each question will be analysed and discussed separately.

#### Question 1: Are you a male or a female?

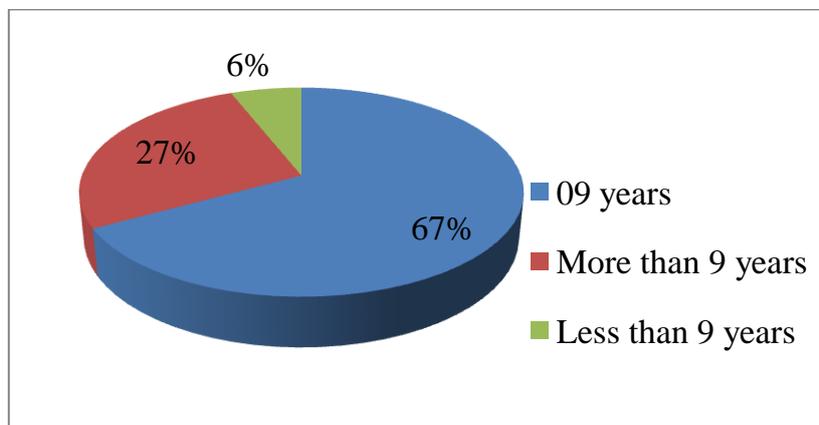


**Figure 3.1. Gender Distribution**

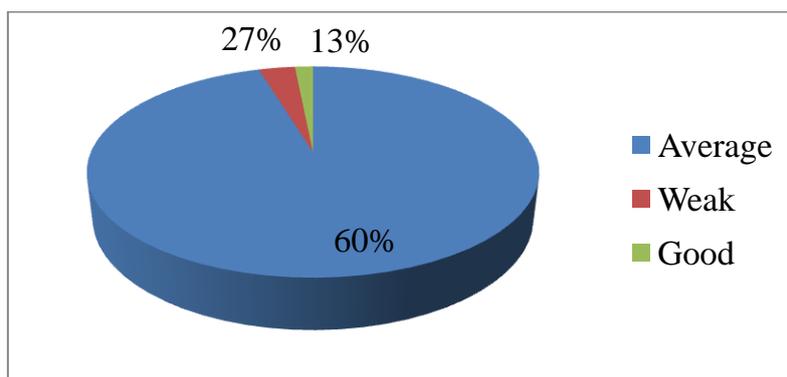
From the above figure, it is seen that the majority of the sample are girls; out of thirty participants, twenty one (70 %) in opposition of only nine boys (30 %). This higher number of girls adds nothing to the work, but it can be noticed that females are expected to be more interested in studying a foreign language than boys.

**Question 02: How old are you?****Figure 3.2. Age Distribution**

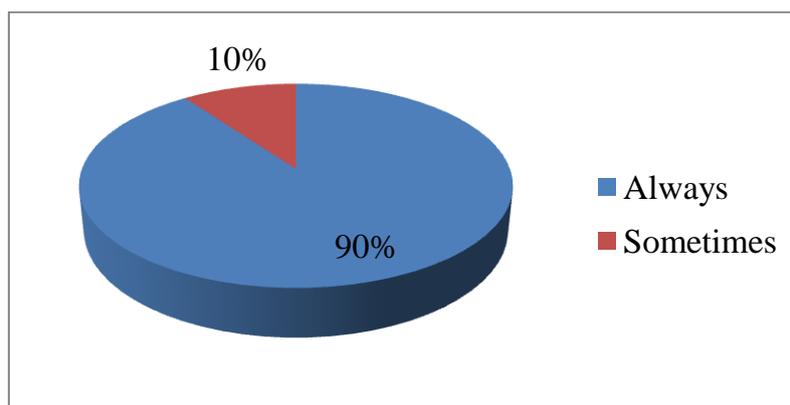
According to the results shown in the above figure, one may notice diversity in age. Half of the sample (50 %) are twenty years old. However, fourteen students (47 %) are more than twenty years. While only one student (3 %) have nineteen years old.

**Question 03: How many years have you been studying English?****Figure 3.3. Years of Studying English**

As it is shown above, the majority of students (twenty), 67 % have been studying English for nine years; those are regular students who have started learning English from their first year in the middle school and never failed. Other eight students (27 %) have been studying English for more than nine years; this can be explained by either a failure or a change in the field of study. While only two students (6 %) have been learning English for less than nine years.

**Question 04: How do you evaluate your level in English?****Figure 3.4. Students' Level in English**

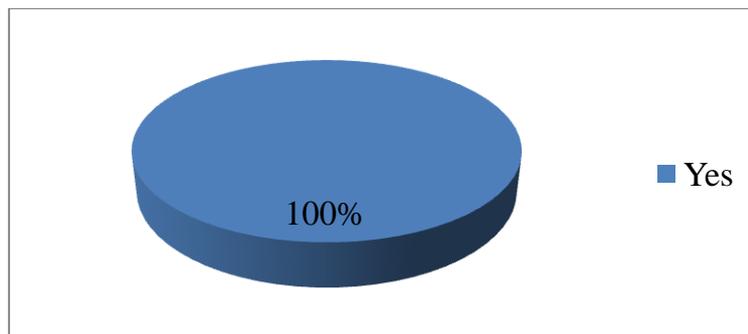
This question asks the learners to evaluate their level in English. The majority of informants (eighteen), (60 %) state that their level is average because they still make mistakes in grammar and pronunciation, and they are not that fluent in speaking, and it is not that easy to be fluent at once since it is not their mother tongue. Eight students (27 %) admit that they are weak in English relating this to the lack of vocabulary and that they still need time and efforts to learn. But only four students (13 %) claim that they are good since they start learning English from childhood, also the family environment plays an important role since some of them their parents are teachers.

**Question 05: How often do you attend oral production sessions?****Figure 3.5. Students' Attendance in the Oral Production Sessions**

From the above figure, it is observed that most (twenty seven) students (90 %) say that they always attend the oral production sessions, because they see that it

encourages them to improve their pronunciation and language skills, and the teacher gives the opportunity to express their ideas orally without any conditions which makes them very active, also it is a chance for them to speak and be corrected and get rid of stress and anxiety. However, only three students (10 %) respond that they sometimes attend oral production sessions relating this to traffic jam and some of them do not have time to come to the university because they are outside workers.

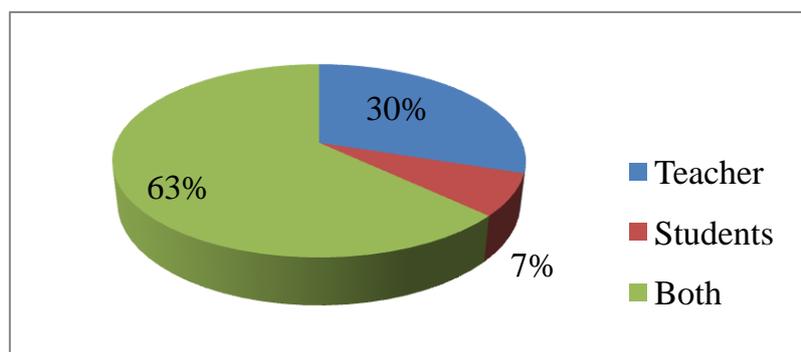
**Question 06: Do you deliver OPs in the classroom?**



**Figure 3.6. Students' Delivery of OPs**

The figure above shows that all the participants deliver classroom OPs, because they see it as an opportunity to improve pronunciation and self-confidence, also they like to present new topics and show their classmates their level in English.

**Question 07: Who provides topics for presentations?**

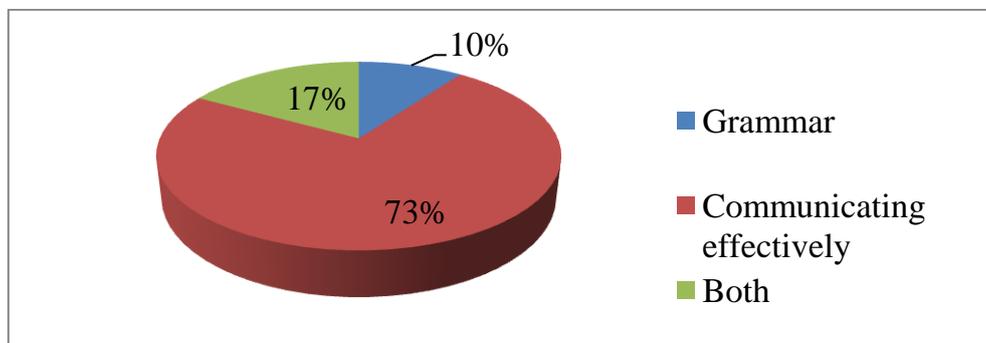


**Figure 3.7. Suggestion of Topics**

As it is shown in the figure above, nine students (30 %) say that it is the teacher who provides topics for presentations, other two students (7 %) claim that the topics

are suggested by the students themselves. While other nineteen students (63 %) say that both teacher and students contribute to this.

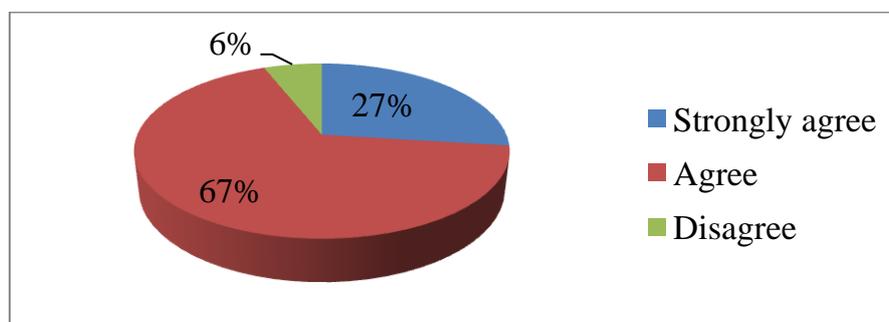
**Question 08: What do you like to improve through delivering Ops?**



**Figure 3.8. Objectives Behind Delivering OPs**

This item aims at determining which aspect(s) students want to improve through delivering a classroom OPs. And from the figure above, it is clear that the majority (twenty two) of students (73 %) want to improve their communicative skills in English since communication is very important in learning a language. Three students (10 %) like to improve the grammatical aspects related the English language since they see that grammar is essential in learning any language. Whereas, the rest; five students (17%) prefer to choose both aspects and improving them simultaneously, because as they say they cannot focus only on one aspect and neglect the other, also for them grammar is needed to communicate effectively.

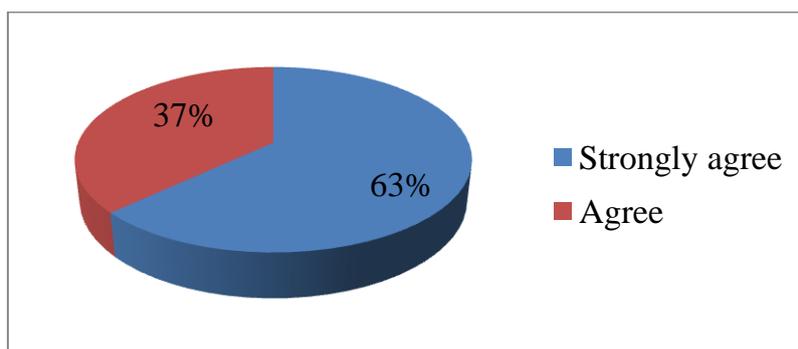
**Question 09: OPs teach me the grammatical system of the English language, including tenses and sentence structure.**



**Figure 3.9. Oral Presentations and Grammar**

The figure above indicates that 27 % of the respondents strongly agree that OPs teach them the grammatical system of English, including when and how to use tenses and sentence structure. While the majority (67%) claim that they agree with this. However, only two students (6 %) state that they disagree.

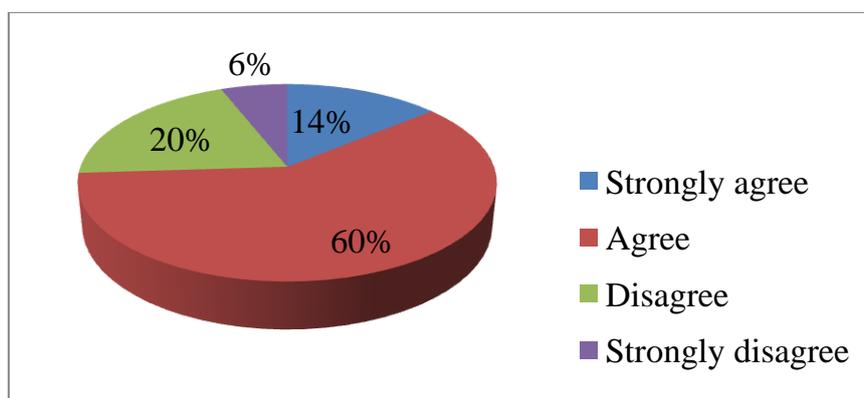
**Question 10: OPs help me to acquire a good amount of English vocabulary.**



**Figure 3.10. Oral Presentations and Vocabulary**

The results show that most students (63 %) strongly agree that OPs help them a lot in developing a great deal of vocabulary in the English language. In addition, 37 % of the population agree with this claiming that OPs give them an opportunity to enlarge and widen their linguistic repertoire.

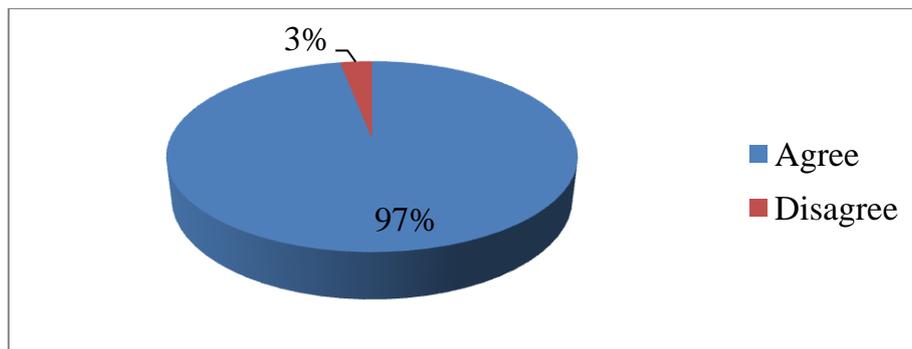
**Question 11: OPs help me to learn the suprasegmental features of the English language such as stress, intonation, etc.**



**Figure 3.11. Oral Presentations and Suprasegmental Features**

Regarding subjects' answers, 14 % of them say that they strongly agree that when preparing and delivering OPs, they learn how to use stress, intonation, and other suprasegmental features to express some feelings and attract attentions. 60 % of them claim that they only agree, six students (20 %) disagree with this, while the remaining students (6 %) strongly disagree.

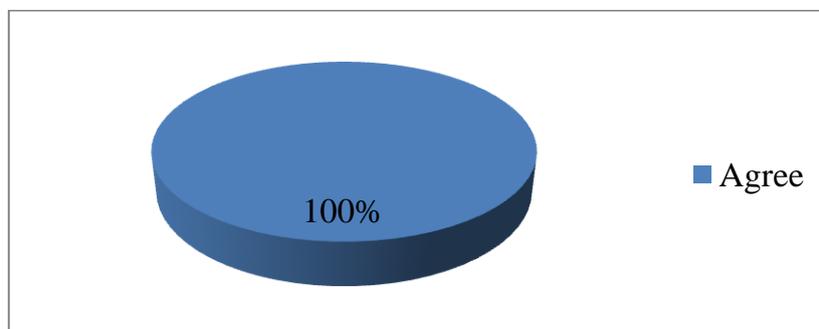
**Question 12: I can understand other speakers' intentions and respond to them appropriately, when delivering OPs.**



**Figure 3.12. OPs and Responding Appropriately in Different Situations**

One can notice from the results shown that most students (97 %) of the participants agree that when delivering OPs, they can develop their understanding to other speakers' intentions, and respond to them appropriately in different situations. On the other hand only one student claims that he/she disagrees with that.

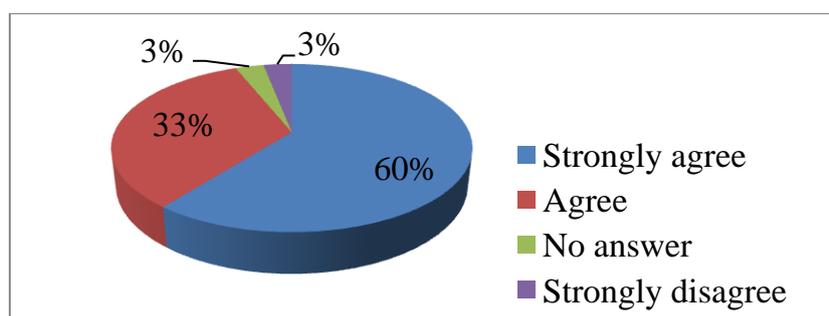
**Question 13: OPs teach me how to express ideas positively using the appropriate language with respect to the audience, setting, and the topic.**



**Figure 3.13. Oral Presentations and the Selection of the Language**

The figure above reveals that all the students agree with the idea that OPs teach them how to choose the appropriate language with respect to the audience, setting, and topic. And when they deliver classroom OPs, they express their ideas positively and respect others' opinions, and doing this by choosing the appropriate language according to the audience's backgrounds with respect to the situation.

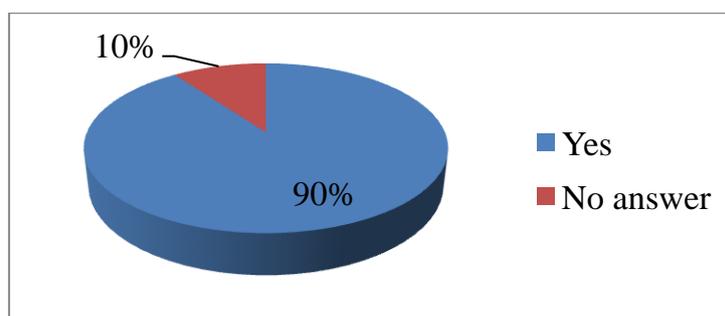
**Question 14: OPs help me to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text.**



**Figure 3.14. Oral Presentations and Discourse Development**

It was found that the majority of the informants (60 %) strongly agree that OPs help them to learn how to construct a cohesive piece of spoken text. Moreover, 33 % of the participants agree with this view; claiming that through delivering OPs in the classroom, they learn how to initiate, develop, and close a conversation, and how to switch between these phases appropriately. Others (3 %) have no answer, and only one student strongly disagree.

**Question 15: OPs help me to use verbal and non-verbal strategies to repair breakdowns in communication.**



**Figure 3.15. Oral Presentations and Communication Strategies**

It can be noticed from the results above, that the majority of the population (90 %) agree that OPs help them to learn how to use verbal and non-verbal strategies to compensate breakdowns in communication, they claim that using those strategies is seen as a perfect and an alternative way to convey the message and to express the ideas whenever the appropriate terms missed. While only three students (10 %) have no answer.

### **3.2.2. Interpretation of the Questionnaire's Results**

From the analysis of students' questionnaire, it has been shown that our study relies on a sample population of second year EFL students whose ages range from nineteen to thirty nine years old, the majority of them are females, and they have been studying English for at least nine years, in which more than half of them think that their level in English is average, as shown in the first fourth questions. Besides, the majority of students (90 %) always attend oral production sessions, and all of them have delivered classroom OPs, where the topics, as 63 % of them claim, are suggested by both students and the teacher, who is aware of his/her students' current level in English, so that, he/she guides them by topics that suit their proficiency level in English, and meet the students' needs; as questions five, six, and seven reveal.

Additionally, a high percentage of students (73 %) in question 08, state that they like to improve their communicative skills through delivering classroom OPs, as a fundamental element in learning a foreign language, over 10 % of them who like to improve their grammatical competence as a part of the whole communicative competence framework. This has been proved by many scholars such as Girard, Pinar, and Trapp (2011) who claim that OPs help students to improve their communication and presentation skills.

On the basis of this, and from students' answers to statements 09, 10, and 11 which fall under the rubric "Oral Presentations and Linguistic Competence", the majority of students agree that OPs help them to improve their linguistic background in English; including grammar, since OPs are considered as a rich source for learning the grammar of English, also the acquisition of a good deal of English vocabulary, this

is due to each time when students search for a new topic, they will learn new words of the language, in addition to knowledge of how to use the suprasegmental features in English to convey a particular meaning.

Furthermore, the students need to understand other speakers' intentions and respond to them appropriately, also to express their ideas clearly with respect to certain variables as the audience, setting, and the topic. In statements 12 and 13, a high percentage of students agree that OPs help them to do so. This demonstrates the fact that OPs are better activities that can provide students with knowledge that leads them to be socially successful speakers. In this vein, Girard, Pinar, and Trapp (2011) found that using OPs allow their students to interact and participate more inside and outside the classroom environment.

One important characteristic of effective communication is discourse knowledge. Almost more than half students in statement 14 (60 %) strongly agree that OPs teach them how to open, develop, and close a topic or a theme, and 33 % agree with that. This may be due to the fact that OPs are discourses that have structures in which the speaker draws a map with a start, middle, and an end that all rely on specific rules and techniques. Besides, those students also agree that OPs help them to generate a cohesive piece of spoken text. Accordingly, and in order to deal with communication difficulties, a clever student makes the most strategies he/she owns. As the results show in statement 15, a high percentage (90 %) of students say "yes" that OPs teach them how to use verbal and non-verbal strategies to repair communication breakdowns, over 10 % of students who did not answer. Therefore, OPs provide a good opportunity for students to practice the communication strategies they know, which may be called into action to compensate breakdowns in communication.

Thus, it can be noticed that OPs are an important activity that teachers may use to give their students the opportunities they need to improve their communicative competence, since it helps them improve their English language abilities (Thornbury, 2005). Therefore, both teachers and students should be encouraged to use such type of activity. Yet, this validates the first and second hypotheses of this research, which state

respectively that the ideal way to improve students' communicative competence is through delivering classroom OPs, which can, to a large extent, develop and improve students' communicative competence.

### **3.2.3. Analysis of the Teachers' Interview**

In order to elicit some useful information from the teachers of OE, a structured interview was conducted. The teachers' answers were recorded by the researchers, and will be analysed in the present section.

As stated in the previous sections, the first three questions of the interview ask some general information about the teachers. The first question asks whether they are full time or part time teachers; three of them are full time teachers, while only two are part time teachers. The second question inquires about the degree that those teachers hold; three teachers say that they hold a Doctorate degree, and the two remaining are "Magister" holders. Besides, the third question tries to find out how many years have those teachers been teaching the oral expression module.

**Table 3.1. Years of Experience**

<b>Teacher 01</b>	<b>Teacher 02</b>	<b>Teacher 03</b>	<b>Teacher 04</b>	<b>Teacher 05</b>
7 years	Some 8 years	2 years	2 years	2 years

As shown in the table above, all teachers involved in this study have reasonable years of experience, which range from two to eight years. This means that our respondents have different experience in doing so, and this is positive in the sense that they will have different view points and perspectives towards the subject under investigation.

Furthermore, the second rubric of the interview is about the teachers' methodology in teaching oral production, and it contains five questions. The fourth question asks about the time devoted to oral expression sessions and whether it is sufficient for learners or not. According to teachers' responses, three hours per week are advocated to teaching OE module. However, as all teachers claim, it is not

sufficient because learners need to practice inside and outside the classroom, to listen and get in touch with native speakers in order to learn how to communicate and use some language functions.

**Question 05: Before starting the course, do you give the students the right to talk about their communicative needs?**

**Table 3.2. Questioning Students about Their Communicative Needs**

Options	Number	Percentage (%)
Yes	04	80
Sometimes	01	20
Total	05	100

As shown in the table above, a high percentage (80 %) of teachers usually ask their students about their communicative needs before starting the OE course, and they use this as a warming up or brainstorming activity to prepare for the main activity. While only (20 %) of the informants respond that they sometimes do that, since they are not really aware of the importance of this activity.

**Question 06: How often do you ask your students to give classroom OPs?**

**Table 3.3. Students' Delivery of Oral Presentations**

Options	Number	Percentage (%)
All the time	03	60
Rarely	02	40
Total	05	100

The results displayed in the table show that 60 % of teachers all the time ask their students to give classroom OPs, and they see it as one of the main and very important activities in the class. On the other hand, 40 % say that they rarely do that,

and explain that whenever a presentation takes place, it has to be brief and serve the purpose of the lesson.

**Question 07: Are the students motivated in delivering OPs? If no, why?**

**Table 3.4. Students' Motivation in Delivering OPs**

<b>Options</b>	<b>Number</b>	<b>Percentage (%)</b>
Yes	02	40
Somehow	03	60
Total	05	100

Regarding teachers' answers, only 40 % of them state that their students are very motivated in delivering OPs in front of their classmates. While 60 % say that the students are not really motivated in doing so, because of many reasons such as the lack of self confidence, the fear from making mistakes, and facing audience is seen as an arcana of defeat to them, also sometimes the topics of presentations are boring.

**Question 08: What are the objectives that you tend to reach when assigning classroom OPs?**

**Table 3.5. Objectives Behind Assigning Classroom OPs**

<b>Options</b>	<b>Number</b>	<b>Percentage (%)</b>
Learning certain linguistic forms	01	20
Communicating effectively	01	20
Both	03	60
Total	05	100

The teachers' responses show that the first objective that they tend to reach when assigning classroom OPs is to improve both linguistic and communicative level of the learners. This is to help them get rid of stress and pressure. One teacher chooses to help the students to learn and practice some grammar and certain linguistic forms,

which is the main goal for her, and this is in order to help them to gain self confidence to stand in public, and get rid of anxiety and shyness. While another teacher prefers the second choice, i.e., to help the students to communicate effectively and appropriately in different situations, claiming that through improving their communicative skills, they will learn the grammar and some linguistic forms of the language.

**Question 09: Do you think that OPs help your students to produce accurate pronunciation of English sounds and how to use spelling rules?**

All teachers claim that OPs help the students to produce accurate pronunciation of English sounds and how to use spelling rules. This is achieved if it is used with care and moderation, and to serve a pedagogical purpose rather than to give both students and teachers a break. Also, one teacher explains this fact by saying that when students are preparing a presentation, they must make efforts, for example to look for the correct pronunciation of the words in dictionaries, and this will help them to improve their knowledge of English words.

**Question 10: Do you think that OPs help the students to construct and improve a good range of English vocabulary and grammar?**

According to the answers obtained, all teachers agree that OPs help, to a large extent, the students to construct and improve a good range of English vocabulary and grammar. They relate this to the interest that a student holds to the topic. However, they also insist that this vocabulary still to be practiced in order to be memorized.

**Question 11: Do you see that OPs teach the students how to behave and respond appropriately in different situations?**

**Table 3.6. OPs and Responding Appropriately in Different Situations**

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05
Yes, of course	Absolutely not	Maybe	No	yes

As it is shown in the table above, two teachers (40 %) agree that OPs teach the students how to behave and respond appropriately in different situations. Another one (20 %) is not sure of that, and states that it depends on the kind of presentation. And the two others totally disagree with this, explaining that it is useful only in one situation and one context (i.e., the classroom), and it cannot be generalized to other situations.

**Question 12: Could you explain the extent to which OPs can help the students to produce a cohesive and coherent language?**

**Table 3.7. Oral Presentations and Discourse Coherence and Cohesion**

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05
Yes	Can't tell	Yes	Yes	Yes

This shows that the majority of teachers (80 %) agree that OPs can, to a large extent, help the students to produce a cohesive and coherent language. Since, according to them, this is a life long process, and when preparing a presentation, students are supposed to organize their talk, which trains them to be coherent and cohesive. Also, it helps them to develop a kind of pragmatic knowledge; i.e., when and where to use language.

**Question 13: Do you think that OPs can teach the students how to use communication strategies to repair breakdowns in communication?**

**Table 3.8. Oral Presentations and Communication Strategies**

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05
Certainly	No	Yes	Not really	Yes

The above table reveals that a high percentage (60 %) of teachers respond that OPs can teach the students how to use some communication strategies to compensate breakdowns in communication, in order to perfectly convey and transmit the message

through using verbal (paraphrase, correct mistakes, etc) and non-verbal (how to move, use body language). Other teacher says that it is not really since students should first be aware of these strategies and their functions, and this may be learned through interacting with native speakers. And only one teacher responds negatively by saying that it does not help them in this way.

**Question 14: What are, according to you, the difficulties and problems that the students face when delivering classroom oral presentations?**

The results collected show that most difficulties that students face when delivering classroom OPs are psychological problems, that can be summarized in the lack of motivation and interest, shyness, fear and stress due to speaking in front of their comrades, and the lack of self confidence. In addition to other problems such as not knowing the tips to follow when presenting, and being not aware of how to attract other students' attention.

**Question 15: What do you suggest to your learners to improve their communicative competence in the English language?**

The informants provide a variety of suggestions including listening first to, and getting in touch with native speakers, through which they may improve their speaking skill. Also, reading as much as possible, and using English everywhere, not only inside the classroom. Besides, the teacher should bring interesting topics and conversations which reflect communication strategies and language functions, also by using authentic materials and designing programmes that suit the communicative needs of the learners.

#### **3.2.4. Interpretation of the Interview's Results**

Concerning the second research instrument, the interview was used to look for the teachers' view points about the effects of OPs in developing students' communicative competence. Most of the interviewees were full time teachers who have considerable years in teaching oral expression; which shows that they have enough experience in this domain and they can be helpful for this study. Besides, in

question 05, most teachers claim that they give their students the right to talk about their communicative needs, which means that they recognize the value of doing so in order to provide the materials and skills needed, and set the objectives of the lesson as a good starting point before the course takes place. When looking to questions 06 and 07, the majority of teachers state that they often assign classroom OPs for their students, and the latter are very motivated in doing so, this reveals that they are seriously interested to make their students interact using English, and they know that among the advantages of OPs is to make the class more communicative, as Girard and Trapp (2011) declare. While another percentage of teachers say that their students are not really motivated in delivering OPs, because of many psychological obstacles such as anxiety and the lack of self confidence. In question 08, the highest percentage of teachers say that their objectives behind assigning classroom OPs, is to help their students to learn the linguistic forms and to be able to communicate effectively and appropriately in different situations. This shows that they are aware of the importance of both grammatical and communicative competence in language classroom.

Regarding the last rubric, which attempts to investigate the use of OPs in developing the communicative competence of the learners, teachers' answers reveal that they are aware of the importance of OPs. They claim that OPs help, to a large degree, in developing students' communicative competence, including the correct pronunciation of words, vocabulary and grammar of English, knowledge of how to behave and respond appropriately in different situations, production of formal, cohesive, and coherent language, in addition to the use of verbal and non-verbal communication strategies to repair breakdowns in communication. However, according to teachers' responses, students encounter many difficulties when delivering a presentation, most of them have a psychological nature such as anxiety, shyness, lack of self confidence, etc. Yet, they have suggested a number of ways through which students can develop their communicative competence; these include listening and interacting with native speakers, using authentic materials in the classroom. Besides, language programmes and curricula should be designed to meet the communicative needs of the learners.

Thus, the interview shows that teachers are aware of the fact that OPs has an important role in developing students' communicative competence, which the communicative approach to language teaching calls for. Therefore, the third hypothesis of this work, which states that communicative competence can be applied in language teaching through designing programmes that fit the learners' communicative needs, has been confirmed.

### **3.3. Discussion of the Main Results**

The main goal of this study was to investigate the extent to which OPs can develop students' communicative competence. In addition to the way both teachers and students view such a fact. Therefore, in an attempt to develop a credible piece of research, the investigators used two research instruments in order to collect the necessary information; namely an interview with teachers and a questionnaire for learners.

First of all, one of the things this research aimed to explore was the way EFL students use to improve their communicative competence. The obtained results from students' questionnaire and teachers' interview revealed that OPs are the ideal way through which EFL students can improve their communicative competence. Consequently, the first hypothesis was confirmed.

Concerning the second hypothesis, the teachers insist that through delivering OPs in the classroom, students can, to a large extent, improve their communicative competence with the different components it contains; i.e., grammatical, sociolinguistic, strategic, and discourse competence. Moreover, according to students' responses, OPs help them, to a wide extent, in improving their communicative skills, because they learn lot of things through giving classroom OPs such as vocabulary, correct pronunciation of words, how to behave in different situations, and how to use communication strategies. These results confirmed the second hypothesis. Furthermore, based on the results of both research instruments used in this study, the notion of communicative competence can be applied in language teaching through

designing and developing programmes and curricula that best suit communicative needs of the students, this confirms the third hypothesis.

### **3.4. Suggestions and Recommendations**

In order to improve students' communicative competence in foreign language learning, some suggestions and recommendations can be addressed to both teachers and learners. These are summarized in this section.

#### **3.4.1. Teacher's Roles**

A teacher's role involves more than simply standing in front of a classroom and lecturing. Several roles can be assumed for teachers. Benseddik (2005:23) describes them as "...assessor, organizer, prompter, participant and as a source". While Richards *et al* (1986) stresses more the roles of needs' analyst, counselor, and group manager.

Therefore, a teacher should assume a responsibility for determining and responding to his learners' needs. Based on these needs, the teacher arranges and organizes an appropriate syllabus for the learners. Accordingly, a successful teacher brings concrete objects in order to make his students enjoy the sessions. In this vein, Dobson (1992:69) advocates that "Realia is not only good for stimulating conversation skill, it tends to make the session especially inexorable". Furthermore, the teachers have to encourage the students to practice their oral English and speak spontaneously by involving them in communicative tasks, as an old Chinese proverb says "*Tell me and I forget, teach me and I remember, involve me and I learn*".

#### **3.4.2. Learners' Responsibilities**

The most prominent characteristic of CLT is the learner centeredness, i.e.; the learner is responsible for his own learning and the teacher becomes rather a mere facilitator. Miliani (1992: 57) views the learner's responsibility for learning as necessary to overcome his failure in language learning. Also, a good learner is distinguished as the one who takes responsibility in his learning, and who views it as something that he does for himself, not something that is done to him. Gibbs and Habeshaw (1989: 37) state that students learn well when they take responsibility for

their learning. Thus, students' responsibility is an important factor that helps them to maintain their learning, and therefore developing their communicative competence.

### **3.4.3. Self-Confidence**

It refers to the belief that a person has the ability to produce results, achieve goals or complete tasks proficiently (Dörnyei, 2005). Thus, developing learners' oral communication skills based on self-confidence as the most essential factor that determines learners' willingness to participate in oral activities in language classrooms. In other words, it is worth saying that where there is self-confidence there will be good communication, i.e. ; it is thought that low confident learners usually tend to perform less successfully because they are concerned about being criticized or disapproved when using the language orally. The correlation between self confidence and academic achievement is dynamic one; as levels of self confidence raise, academic achievement increases and this has a particular impact on learners' communicative competence.

Therefore, teachers need to develop learners' confidence within the teaching process, for example, some learners are shy in the beginning of the year, but step by step and by the help of their teachers, those learners become motivated and confident in their competences as well as they recognize that they are all gifted in one way or another. Because sociable learners are risk takers, they participate in almost all language activities without caring much about making mistakes.

### **3.4.4. Speaking Anxiety**

Speaking plays a vital role in the process of communication; it helps people express their ideas, thoughts, and feelings to others. Thus, providing students with an effective environment enables language speakers to speak fluently and interact freely with each other without anxiety. The latter is perceived as another factor that has a great impact on one's self confidence in foreign language learning, and which can be recognized by a fear of expressing oneself orally. If a student with speaking anxiety experiences failure, he/she will remain silent rather than taking the risk of failing again, and this situation drags them into a silence that becomes more and more

difficult to break. Philips (1992) reported that highly anxious students are likely to have lower oral performance in contrast to their relaxed counterparts.

Consequently, reducing speech anxiety is considered as the primary role of teachers who should organize, conduct the tasks and evaluate students' performance by making the communication and cooperation during the language courses more comfortable, and season the lessons with friendly, positive, and creative atmosphere.

### **3.4.5. Interaction with Native Speakers**

It is probably fair to say that speaking effortlessly with native speakers is the *Holy Grail* for most language learners. When interacting with natives, students will produce incidental acquisition, that is to say, they learn unconsciously. Furthermore, language research has shown that immersion is the best way to learn a new language, this means being totally surrounded by the target language, through listening to music, watching videos and films, reading articles, getting in touch with native speakers, browsing foreign language websites, etc.

### **3.4.6. Teacher's Feedback**

Feedback is an essential part of language learning. It helps the students understand the subject being studied and gives them clear guidance on how to improve their learning. Bellon *et al* (1991) state that "academic feedback is more strongly and consistently related to achievement than any other teaching behavior...this relationship is consistent regardless of grade, socioeconomic status, race, or school setting". Moreover, feedback can improve students' confidence, enthusiasm for learning, and foster self-awareness and the ability to notice gaps in their inter-language. However, what makes the issue of providing corrective feedback even more complicated is the fact that it requires a range of quick decisions that a teacher needs to make after having noticed an error in student's speech. Teachers may think that it is better not to correct immediately and frequently their students' errors.

In short, it should not be forgotten that it is always beneficial to correct students' errors in a positive manner, and assure them that due to wrong forms, the correct ones will be better noticed and remembered in the further processes of learning a language.

### **3.5. Conclusion**

The third chapter of this extended essay is devoted to the procedures of analysis and interpretation of the data collected from the research instruments used in this study. Accordingly, it has been noticed that both students and their teachers are aware of the importance of OPs in the EFL classroom, and how it is crucial in developing the communicative competence. Moreover, the results show that grammatical, discourse, sociolinguistic, and strategic competences could be enhanced, to a large degree, through giving classroom OPs.

At the end, this chapter provides some helpful suggestions and recommendations so as to enhance students' communicative competence.

# **GENERAL CONCLUSION**

## **General Conclusion**

In the process of teaching English as a foreign or second language (TEFL/TESL), the notion of “communicative competence” is considered to be the most important arena in this field. And developing students’ ability to communicate successfully and appropriately in the target language has been the desired goal of the communicative approaches to language teaching. Moreover, oral presentations, as a classroom activity, are thought to have positive outcomes in the process of language learning. Therefore, this research work tried to investigate the extent to which oral presentations can develop students’ communicative competence in EFL classrooms.

For the sake of better explore this; the researchers used a case study research design, and a combination of both qualitative and quantitative approaches for data collection and analysis. Therefore, the following research questions were asked:

1. What would be the ideal way, EFL students take into account to develop their communicative competence?
2. To what extent can oral presentations develop students’ communicative competence?
3. How can communicative competence be applied in the field of foreign language teaching?

Thus, in order to answer the above mentioned questions, the following hypotheses were formulated and tested:

1. Communicative competence can be applied in foreign language teaching through designing programmes that best fit the communicative needs of the learners.
2. Through delivering classroom oral presentations, EFL students can improve their communicative competence.
3. Oral presentations can, to a large extent, develop the students’ communicative competence.

This research work comprises three main chapters. The first chapter dealt with theoretical consideration on the concept of oral presentations and the notion of communicative competence. The second chapter provided an idea about the ELT situation in Algeria, as well as a description of the research design and methodology used by the researchers. As for the third chapter, it included the analysis of the obtained data and the interpretation of the main results. Also, it highlighted some suggestions and recommendations with the aim of enhancing students' communicative competence.

The researchers relied on an exploratory case study which enabled to have an in-depth vision about the situation. Also, a combination of both quantitative and qualitative approaches for the analysis and interpretation of the data gathered was used. After the analysis and discussion of the results obtained, the three hypotheses cited above were confirmed. The results revealed that oral presentations represent the ideal way through which EFL students can improve their communicative competence. The findings also proved that oral presentations can, to a large extent, develop students' communicative competence. The results showed as well that the notion of communicative competence can be applied in the field of language teaching through designing and developing programmes and curricula that best suit the students' communicative needs.

However, it is ethical to mention that while trying to achieve the aims set at the beginning of this study, some limitations and shortcomings have been encountered. First, the notion of time was the biggest challenge that the researchers face and was not in favour with their inquiries and expectations; since the subject under investigation needed more time to be perfectly analysed. Second, the lack of references and the hard access to some documents were other obstacles that the researchers had. Third, some students did not have the desire to help in answering the questionnaire, because some collected questionnaires had little, if not to say, no answers, which was due to their laziness or they are not really aware of the importance of the research. In addition, the researchers had difficulties in organizing the meeting with some teachers for the interview.

In a nutshell, it is worth saying that this work is regarded as a beginning of a new research investigation based on the objective of improving the teaching and learning process in the university level since deficiency will continue, and this piece of research will pave the way for future investigations.

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# **APPENDICES**

**Students’ Questionnaire**

Dear student,

We are Master 2 LMD students at the department of English. We are conducting a research paper submitted for the fulfillment of the requirements of the Master degree in Language Studies. Our research aims at investigating the impact of oral presentations on developing students’ communicative competence at Tlemcen University. You are, therefore, kindly requested to answer the following questions by putting a cross (x) in the appropriate box, or comment, in any language, whenever necessary.

**I. Personal Information:**

1 – Are you?

a- Male

b- Female

2- How old are you?

.....

3- How many years have you been studying English?

.....

4- How do you evaluate your level in English?

a- Weak

b- Average

c- Good

And why?.....

.....

5- How often do you attend your oral production sessions??

a- Always

b- Sometimes

c- Rarely

d- Never

And why?.....

.....

## Appendix “A”

---

6- Do you deliver oral presentations in the classroom?

a- Yes

b- No

If not, why? .....

.....

7- Who provides topics for presentations?

a- The teacher

b- Students

c- Both

8- Through delivering classroom oral presentations, what do you like to improve?

a- Aspects related to the grammar of the English language

b- Aspects related to effective and appropriate communication in English

And why?.....

.....

### II. Oral Presentations and Linguistic Competence:

	Strongly agree	Agree	Disagree	Strongly disagree
9- Oral presentations teach me the grammatical system of the English language, including tenses and sentence structure.				
10- Oral presentations help me to acquire a good amount of English vocabulary.				
11- Oral presentations help me to learn the suprasegmental features of the English language such as stress, intonation, etc.				

### III. Oral Presentations and Communicative Competence:

12- When delivering oral presentations, I can develop my understanding to other speakers' intentions, and respond to them appropriately.

a- Agree

b- Disagree

## Appendix “A”

---

13- Oral presentations teach me how to express ideas positively using the appropriate language with respect to the audience, setting, and the topic.

a- Agree

b- Disagree

How?.....

.....

.....

.....

14- Oral presentations help me to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text.

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

15- Do you think that 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 breakdowns of communication?

a- Yes

b- No

Explain.....

.....

.....

*Thank you very much for your cooperation*

**Teachers’ Interview**

Dear teacher,

We are, at present, working on a research paper about the impact of classroom oral presentations on developing students’ communicative competence for second year LMD students of English at Tlemcen University.

We would be very grateful if you answer the following questions to help us in our research for a Master degree in Language Studies.

**I. Personal Information about the Teacher:**

- 1- Are you a full time or a part time teacher?
- 2- What do you hold as a degree? Magister or Doctorate?
- 3- How many years have you been teaching the oral expression module?

**II. The Teacher’s Methodology:**

- 4- Concerning oral expressions sessions, what is the time advocated to it? Do you think it is sufficient for learners?
- 5- Before starting the course, do you give the students the right to talk about their communicative needs?
- 6- How often do you ask your students to give classroom oral presentations?
- 7- Are the students motivated in delivering oral presentations? If no, why?
- 8- What are the objectives that you tend to reach when assigning classroom oral presentations?
  - a- To help the students to learn and practice certain linguistic forms.
  - b- To help the students to communicate effectively and appropriately in different situations.

And why?

### III. Oral Presentations and Communicative Competence:

- 9- Do you think that oral presentations help your students to produce accurate pronunciation of English sounds and how to use spelling rules?
- 10-Do you think that oral presentations help the students to construct and improve a good range of English vocabulary and grammar?
- 11-Do you see that oral presentations teach the students how to behave and respond appropriately in different situations?
- 12-Could you explain the extent to which oral presentations can help the students to produce a cohesive and coherent language?
- 13-Do you think that oral presentations can teach the students how to use communication strategies to repair breakdowns in communication?
- 14-What are, according to you, the difficulties and problems that the students face when delivering classroom oral presentations?
- 15-What do you suggest to your learners to improve their communicative competence in the English language?

*Thank you for your collaboration*

## Summary:

The present study attempts to empirically investigate the impact of oral presentations on developing the students' communicative competence. A case study is conducted with the use of two research instruments; a questionnaire for students and an interview with teachers. Besides, this work takes place at the Department of English in the University of Tlemcen dealing with second year LMD students. Based on the results obtained from the mixed method of data collection and analysis, it has been proved that oral presentations have a great impact on developing the students' communicative competence.

**Key Words:** Oral Presentations, Communicative Competence, Case Study, Research Instruments, Data Collection and analysis.

## Résumé:

La présente étude vise à étudier empiriquement l'impact des présentations orales sur le développement de la compétence communicative des étudiants. Une étude de cas est réalisée avec l'utilisation de deux instruments de recherche; un questionnaire pour les étudiants et un entretien avec les enseignants. D'ailleurs, ce travail prend lieu au Département d'Anglais à l'Université de Tlemcen traitant les étudiants de deuxième année de LMD. Sur la base des résultats obtenus à partir de la méthode mixte de collection et d'analyse des données, il a été prouvé que les présentations orales ont un grand impact sur le développement de la compétence communicative des étudiants.

**Mots Clés:** Présentations Orales, Compétence Communicative, Étude de Cas, Instruments de Recherche, Collection et analyse des Données.

## الملخص :

تهدف الدراسة الحالية الى التحقيق التجريبي حول تأثير العروض الشفهية في تطوير الكفاءة التواصلية للطلاب. تم اجراء دراسة حالة باستعمال نوعين من وسائل البحث المتمثلة في استبيان للطلبة و مقابلة شفوية مع الأساتذة. اضافة الى ذلك, لقد اجري هذا البحث في كلية اللغة الانجليزية بجامعة تلمسان مع طلبة السنة الثانية LMD. بناء على النتائج المتحصل عليها من خلال جمع البيانات و تحليلها , تأكد ان للعروض الشفهية دور كبير في تطوير الكفاءة التواصلية للطلاب.

**الكلمات المفتاحية :** العروض الشفهية، الكفاءة التواصلية، دراسة حالة، وسائل البحث، جمع البيانات و تحليلها.

