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**Dissertation
ACADEMIC MASTER**

Domain: Letters and Foreign Languages
Field: English Language and Literature and Civilization
Specialty: Applied Linguistics and English for Specific Purposes

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Title:

**The Effects of Oral Presentations on Developing
EGAP Students' Communicative Competence**

The Case of Second Year Undergraduate Students of English at Ouargla University

Publically defended

On: 15 / 06 / 2013

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Academic Year: 2012 - 2013

Acknowledgements

I am sincerely grateful to:

ALLAH for everything;

To my first teacher **MUHAMMAD (PBUH.)**;

To my supervisor Mrs. **Farida SADOUNE** for guidance, time, and patience;

To all my teachers for their valuable offerings, supports, and pieces of advice especially Dr. **CHAOUKI**, Mr. **MELLIANI**, and to all teachers at the English section;

To my dear **parents, brothers, sisters**, and all my relatives especially the lawyer: **Samira DEKDOUK**;

I am also thankful to **second year students at the English Department of Ouargla University** and their teacher, to the staff members of the library of this University, to this **friends** and to **all people** who contributed to our modest work.

Thanks for all of you ...

List of Abbreviations

CC	Communicative Competence
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
LC	Linguistic Competence
OHP	Overhead Projector
OPs	Oral Presentations
PBA	Project-Based Approach
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language

List of Tables

Table 1.1	Moves in the Introduction and Conclusion in Oral Presentations	9
Table 3.1	Students' Proficiency Level in English	29
Table 3.2	Students' Engagement in Classroom Oral Presentations	30
Table 3.3	Topics' Suggestion for Oral Presentations	31
Table 3.4	Expressing the Goal	32
Table 3.5	Oral Presentations and Pronunciation	33
Table 3.6	Oral Presentations and Vocabulary	34
Table 3.7	Oral Presentations and Grammar	35
Table 3.8	Oral Presentations and Suprasegmental Features	36
Table 3.9	Oral Presentations and Discourse Development	37
Table 3.10	Oral Presentations and Cohesion	38
Table 3.11	Oral Presentations and Coherence	39
Table 3.12	Oral Presentations and Learning and Communication Strategies	40
Table 3.13	Oral Presentations and Relating the Form to its Appropriate Function	41
Table 3.14	Oral Presentations and Formality	42
Table 3.15	Oral Presentations and the Selection of Language Appropriately to the Register	43
Table 3.16	Oral Presentations and Semantic-Fluency.....	44
Table 3.17	Oral Presentations and Lexical-Syntactic Fluency	45
Table 3.18	Oral Presentations and Articulatory-Fluency	46

Liste of Figures

Figure 1.1	Projects Planning	5
Figure 2.1	The Relationship between Linguistic Competence and Communicative Competence	20
Figure 3.1	Students' Proficiency Level in English	29
Figure 3.2	Students' Engagement in Classroom Oral Presentations	30
Figure 3.3	Topics' Suggestion for Oral Presentations	31
Figure 3.4	Expressing the Goal	32
Figure 3.5	Oral Presentations and Pronunciation	33
Figure 3.6	Oral Presentations and Vocabulary	34
Figure 3.7	Oral Presentations and Grammar	35
Figure 3.8	Oral Presentations and Suprasegmental Features	36
Figure 3.9	Oral Presentations and Discourse Development	37
Figure 3.10	Oral Presentations and Cohesion	38
Figure 3.11	Oral Presentations and Coherence	39
Figure 3.12	Oral Presentations and Learning and Communication Strategies	40
Figure 3.13	Oral Presentations and Relating the Form to its Appropriate Function	41
Figure 3.14	Oral Presentations and Formality	42
Figure 3.15	Oral Presentations and the Selection of Language Appropriately to the Register	43
Figure 3.16	Oral Presentations and Semantic-Fluency	44
Figure 3.17	Oral Presentations and Lexical-Syntactic Fluency	45
Figure 3.18	Oral Presentations and Articulatory-Fluency	46

Contents

Acknowledgements	I
List of Abbreviations.....	II
List of Tables.....	III
List of Figures.....	IV
Contents	V
General Introduction.....	1
1. General Overview.....	1
2. Aim of the Study.....	1
3. Hypothesis.....	1
4. Methodology	1
5. Means of Research.....	2
6. The Structure of the Study.....	2
7. Key Words.....	2
Chapter One: Oral Presentations	
1.0. Introduction.....	4
1.1.The Project-Based Approach.....	4
1.2.Oral Presentations.....	6
1.3.Types of Oral Presentations.....	7
1.3.1. Controlled Oral Presentation.....	7
1.3.2. Guided Oral Presentation.....	7
1.3.3. Free Oral Presentation.....	8
1.4. Key Features of Oral Presentations.....	8
1.4.1. Structuring a Presentation.....	8
1.4.2. Visuals	10
1.4.3. Voice.....	11
1.4.4. Advance Signaling.....	11
1.4.5. Language	12
1.5. Teaching Oral Presentations.....	12
1.6.The Teacher's Role.....	13
1.7.Conclusion.....	15

Chapter Two: Communicative Competence

2.0. Introduction.....	16
2.1. Human Communication.....	16
2.2. Psychological Factors Affecting Human Communication.....	17
2.2.1. Desire to Communicate.....	17
2.2.2. Comprehension as well as Expression.....	17
2.2.3. Personality Factors.....	17
2.2.4. Limitation of Expression.....	17
2.2.5. Error Correction.....	18
2.3. Communicative Competence.....	18
2.3.1. Sectors of Communicative Competence.....	20
2.3.1.1. Formal Possibility.....	20
2.3.1.2. Feasibility.....	21
2.3.1.3. Appropriateness.....	21
2.3.1.4. Actual Performance.....	21
2.3.2. Components of Communicative Competence.....	22
2.3.2.1. Linguistic Competence.....	22
2.3.2.2. Discourse Competence.....	23
2.3.2.3. Strategic Competence.....	23
2.3.2.4. Pragmatic Competence.....	23
2.3.2.5. Fluency.....	24
2.4. The Influence of Communicative Competence.....	25
2.5. Conclusion.....	26

Chapter Three: Research Design and Methodology

3.0. Introduction.....	27
3.1. The Students' Questionnaire.....	27
3.1.1. The Sample.....	27
3.1.2. Description of the Questionnaire.....	27
3.1.3. Administration of the Questionnaire.....	28
3.1.4. Interpretation of the Results.....	29
3.2. The Teacher's Interview.....	47
3.2.1. The Sample.....	50
3.2.2. Description of the Interview.....	50

3.2.3. Administration of the Interview.....	50
3.2.4. Analysis of the Interview Results.....	50
3.2.5. Interpretation of the Results.....	53
3.2.6. Conclusion.....	54
General Conclusion.....	55
Bibliography	
Appendices	
Abstract	

General Introduction

1. General Overview

English for General Academic Purposes (EGAP) is a subfield within English for Academic Purposes (EAP) which is an independent branch of a large field of English for Specific Purposes (ESP) is, for a long time, the most studied field. For students who study EGAP in situations where English is taught as a foreign language, it is very important to experience instances of authentic communicative events in which they will learn how to develop certain skills and abilities that will be demanded by their target goals.

Researchers reveal that students' ability to realize their goals in different situations depends largely on their communicative competence henceforth (CC). Besides, it was argued that oral presentations henceforth (OPs) play, as common feature of many courses especially for undergraduate students at university level, significant roles in engaging the students cognitively and communicatively in the process of second language learning, however, most research in OPs have focused on how to prepare and deliver good presentations, but few looked at their roles on the part of the students' development. So, the problem that is raised in this study is as follows: By giving classroom oral presentations in English, to what extent could students success in communicating effectively and appropriately in the social context in which they are interacting?

2. Aim of the Study

The paramount aim to be investigated is to understand and measure the extent to which oral presentations could develop the communicative competence on the undergraduate students of EGAP at Ouargla University.

3. Hypothesis

A key argument in this research is that oral presentations can develop to a large extent the communicative competence on the undergraduate students of EGAP.

4. Methodology

To investigate the above stated hypothesis, the research will describe and analyse the relation between oral presentations and communicative competence. We intent to collect data from a large number of subjects at Ouargla University from second year undergraduate

students to make the study more valid. Also, to have more data, we decided to interview their teacher for the phenomenon.

5. Means of Research

The study will be conducted using the teacher's interview which we acknowledge to provide us with all the necessary information for the study. Using another research method which is the questionnaire that will be administered to those students whom we hope to give honest answers, then, the determined relation between OPs and CC will be the analysis of both.

6. The Structure of the Study

The present study consists of three main chapters. The first two chapters concern the literature review. The first chapter is devoted to a review of OPs; the main focus is to look at OPs from an ESP point of view. Then, the second chapter deals with the notion of CC, its definition, its folds, its influence. The last chapter represents the practical part, in which data collected using the teacher's interview and students' questionnaire will be analysed and interpreted.

7. Key Words

Communicative Competence, English for Academic Purposes, English for General Academic Purposes, English for Specific Purposes, Oral Presentations.

Communicative Competence

A simple definition of communicative competence can be found in the work of Savignons (1991, p. 264) who defines communicative competence, "(...) the use of language in social context, the observance of sociolinguistic norms of appropriacy".

English for Academic Purposes

EAP was viewed by Maggie (2013, p. 136) as is "(...) concerned with researching and teaching the English needed by those who use the language to perform academic tasks".

English for General Academic Purposes

Dudley-Evans and Maggie (1998, p. 41) found that EGAP refers to "(...) the teaching of the skills and language that are common to all disciplines"

English for Specific Purposes

A workable definition lies on the work of Dudley-Evans and Maggie (ibid, p.1) who stated "If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation".

Oral Presentations

Mellette and Clare (2001, p. 161) explained OPs as "(...) the most common method for presenting information and are usually done with a computer and projector".

Chapter One: Oral Presentations

1.0. Introduction

1.1. The Project-Based Approach

1.2. Oral Presentations

1.3. Types of Oral Presentations

1.3.1. Controlled Oral Presentation

1.3.2. Guided Oral Presentation

1.3.3. Free Oral Presentation

1.4. Key Features of Oral Presentations

1.4.1. Structuring a Presentation

1.4.2. Visuals

1.4.3. Voice

1.4.4. Advance Signaling

1.4.5. Language

1.5. Teaching Oral Presentations

1.6. The Teacher's Role

1.7. Conclusion

1.0. Introduction

Oral presentation or spoken monologue is one standard feature of EAP that may be a short or longer presentation of a tutorial or seminar. Moreover, exposing students to the genre of oral presentation can be an effective method which motivates students to communicate in English, and can impart lifelong skill that extends beyond the academic context that is by strengthening the ability of students to transfer and apply their academic communication skills to the outside world. A professor may assign OPs that engage the students in the process of preparing, delivering and reducing the findings to time constraints of the presentation; many students do not know how to deliver clear OPs.

In this chapter, we shall account for OPs as skills that take place in ESP and EAP in particular, starting with a brief view about the project approach to learning, then discussing the notion of OPs, their key features from an ESP point of view, their types, teaching OPs, in addition to the teacher's role in classroom OPs.

1.1. The Project-Based Approach

Many traditional approaches to language classroom focus on practising language for its own sake. However, recent approaches are more interested in engaging students meaningfully with language and content learning; one of these approaches is the project-based approach (PBA) to learning. Bell (2010, p. 39) defined this approach as a "(...) student-driven, teacher-facilitated approach to learning", that gives the students the opportunity to work on their own to complete a given project and the teacher has major roles of supporting and guiding the students. Besides, PBA should be seen as

(...) a versatile vehicle for fully integrated language and content learning, making it a viable option for language educators working in a variety of instructional settings, including general English, English for academic purposes (EAP), English for specific purposes (ESP), and English for occupational/vocational/professional purposes.

(Stoller, 2002, p. 109).

Meanwhile, the advocators of the project approach claim that the latter complements other teaching methods and that can be used with students of different levels, ages, and abilities.

For instance, an ESP course on international law in which a report may compare different legal systems is seen to represent a meaningful project that reflects the course content. In addition to its focus on content learning, PBA is a learner-centered, a cooperative work, which makes use of authentic skill integration and information processing from various sources and a reflection of outside life. The value of a project work lies in the process work and the end product: Oral presentations.

A project work focuses on both fluency and accuracy, and the most powerful characteristic of the project work is that it is "(...) potentially motivating, stimulating, empowering, and challenging. It usually requires results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities" (Stoller, *ibid*, p. 110).

A project usually follows a plan as suggested below:

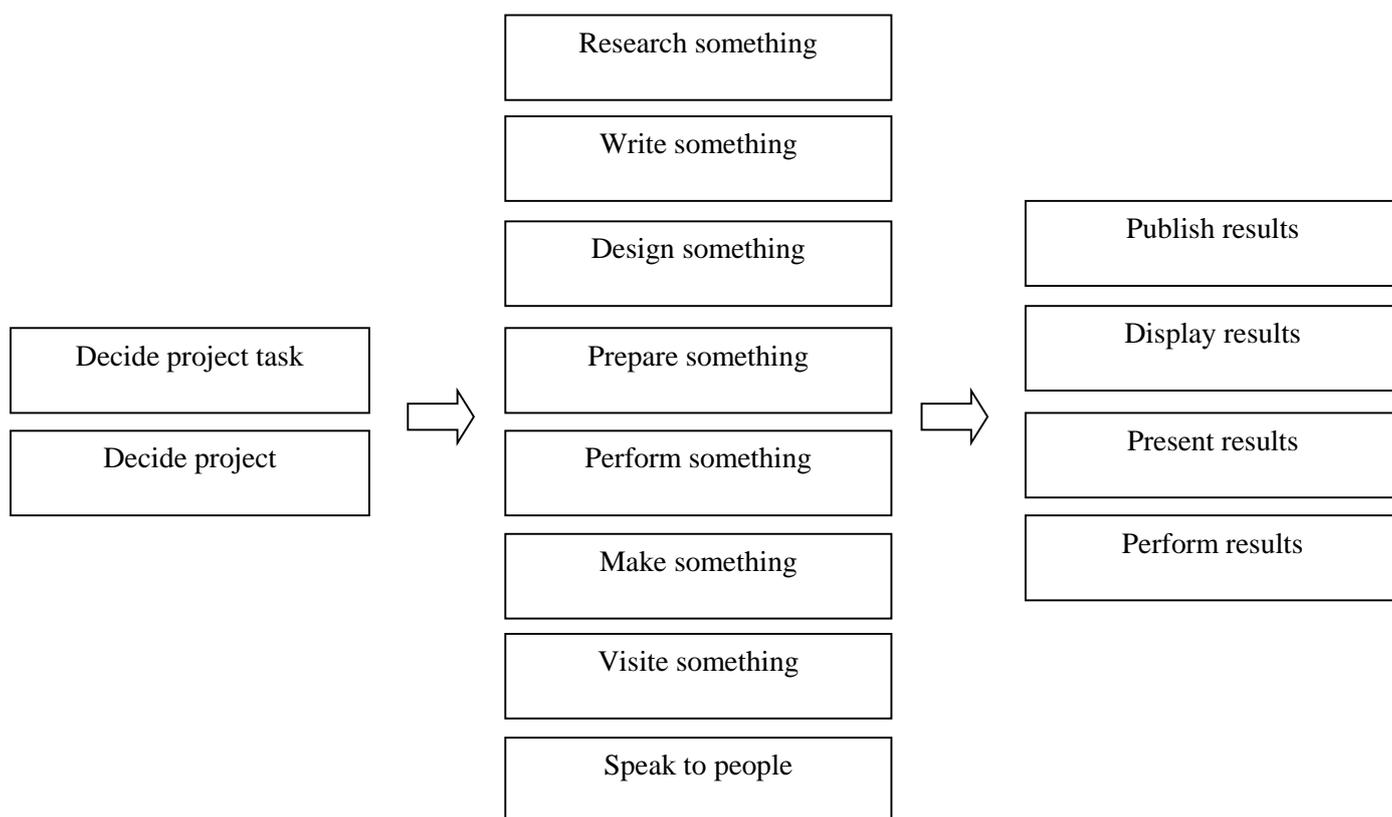


Figure 1.1: Project Planning

(Adapted from Scrivener, 2005, p. 365)

Figure 1.1 shows that projects start by making decisions about how to hold the project (individually, in pairs, or in group), the process the project may follow, time limitation for

the project, then, looking for the information, write the project, prepare the presentation, train and rehearse the presentation. Besides, if the project needs some insights about it, it is better, then, to carry out interviews with the others, and finally make an oral presentation.

1.2. Oral Presentations

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.

Ming (2005) defined an oral presentation as "(...) typically and partly spoken, partly visual form of communication" (118), and it is normally limited in time and occurs in organizational settings. For Morita (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, p. 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. Yet, OPs are also considered as unusual kinds of interaction where listeners cannot react to any language mistake but to errors or misunderstanding. (Leaver, Madeline, and Boris ,2005).

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 all the four language skills. Also, giving oral presentations help students to collect, analyze, and construct of information. It encourages team work, and helps for active and autonomous learning. Since the learner himself opts for elements to be in his presentation and decides in what order he would go through his presentation.

Hinks and Jens (2009, p. 32) stated that OPs can be given a "(...) grade, and deserve treatment as a genre in themselves, comparable to traditional written genres".

1.3. Types of Oral Presentations

Oral presentations can be prepared in different ways: Individually, in pairs, or in groups of students. This depends on the size of the classroom, the topic, and the objective of the course. Besides, OPs can, for Al-Issa and Redha (2010), be of three types: Controlled, guided, and free.

1.3.1. Controlled Oral Presentation

A controlled oral presentation is used with students whose language proficiency level is from beginners to elementary in which the teacher assigns topics related to the textbook or whatever s/he can see that can be presented with ease by his or her learners. Moreover, the choice of grammar and vocabulary and the time of the presentation should be related to students' level of proficiency. Additionally, with this type of OPs, simple tools accompany the oral presentation are used such as the presenters may prepare paper to read.

A controlled oral presentation is used to give a chance for young students to develop confidence to take the floor, to maximize meaningful participation in classroom, and to develop the target language in the classroom.

1.3.2. Guided Oral Presentation

This type is used with lower-intermediate or intermediate students' language proficiency level where the students are guided by topics that would suit their language proficiency level. Moreover, those students should not be guided toward sophisticated, but to an appropriate use of grammar and lexical items and time allotment.

Power point and overhead projector (OHP) slides are tools that are much more used with this type of OPs. In addition, students are expected to prepare handout to the listeners in the classroom to follow.

1.3.3. Free Oral Presentation

A free oral presentation is used by upper-intermediate and advanced levels of students. Students working with this type of oral presentation are expected to choose topics that they want to talk about and plan them appropriately with a use of a variety of resources. Then, with this type of oral presentation, students are also expected to use complex language and long presentations. Hence, individuals, pairs, or group of students can use power point slides with a demonstration of high confidence and proficiency level, and then they have to answer questions from their classmates.

1.4. Key Features of Oral Presentations

Clear objectives, language, behavioural skills such as eye contact and confidence are the elements that make effective OPs. However, an ESP course looks, according to Duddley-Evans and Maggie (1998, p. 112), at "Structuring, visuals, voice, and advance signaling as well as language".

1.4.1. Structuring a Presentation

The purposefulness of an oral presentation requires serious preparation of both content and language.

Structuring a presentation is like structuring written communication in which the listener needs a map to follow with a start, middle and an end. Meanwhile, structuring was viewed as a key stage in the oral presentation process and "(...) speakers guide which provides the discourse organization and content notes for the final presentation" (Ming, 2005, p. 119).

Relying on genre approach, moves in OPs like written articles show that there is a limited range of moves in the introduction, but there exist more complex situations in the middle where the moves depend on the type and the purpose of the presentation. In addition, a summary of the main points, recommendations are usually what most conclusions in OPs consist of.

Moves in the introduction and conclusion contain:

Introduction	Conclusion
establish credentials	
state purpose and topic	summarise
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, p. 112).

Furthermore, a good beginning makes the listeners interested in what the presenter is saying, but what is essential is the good end which should, according to Duddley-Evans and Maggie (*ibid*), be well planned and practiced.

Moreover, there must be a natural and logical order when structuring the information. Meanwhile, Anderson, Juan, and Tony (2004, p. 39) affirmed that academic presentations are usually done for providing information, and that the way of structuring the information that can help listeners to easily follow the presentation includes:

- "chronological sequence
- most important to least important
- general to particular
- one point of view compared with another point of view".

1.4.2. Visuals

Ming (2005, p. 119) stated that "Because we live in time when 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. Ming (2005, pp. 119-120) asserted that "The presentation that uses visual aids effectively is more persuasive, more professional, more interesting, and more informative".

Visuals come in a variety of forms such as graphs, tables, charts, text or photographs, diagrams that projected on to a screen. 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 better explanation of information, help for avoiding total dependence on note, and providing a feel of confidence on the part of the presenter. Besides, Duddley-Evans and Maggie (1998, p. 113) maintained that "Visuals are worth a thousand words. Yet, if they are good and used well".

King (2002, p. 410) declared that "the basic rule is to use visual aids to support the presentation, not to dominate it". Moreover, visuals can consist of few numbers of words that are visuals, Duddley-Evans and Maggie (1998, p. 113) stated that specific spoken language associated with visuals that include:

- "signal that a visuals aid is coming
- say what the visual represents
- explain why the visual is being used
- highlight what is most significant".

Visuals are appealing in classes of different learning styles and classes that interest in bringing variety in the learning process.

1.4.3. Voice

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.

Powell (1996, p. 6).

Bert (2009) considered voice as the primary vehicle to carry a given message. Also, it is the phenomenon that is both straightforward and complicated.

Duddley-Evans and Maggie (1998) insisted on more attention that should be paid to the important role played by "(...) phrasing, pausing, speed of delivery, volume, and tone variation" in OPs.

Furthermore, it was argued that gesturing is linked with vocal variety such as when we come to fall into a monotone, we try to use more gestures. However, Freeland (2008, p. 4) insisted on making sure that "(...) you are not suppressing any natural impulse to gesture. Make sure that gestures are appropriately scaled for you and for the type of speech and the space in which it will be given".

1.4.4. Advance Signaling

Advance signaling or signposts are considered as important features of academic presentations. They help following the structure of the information and arguments on the part of the listener; also, they lead to recognize visuals' significance. For example, using advance signaling to introduce the talk as in "I'd like to talk about..." or to conclude the talk as in "I'd like to finish by saying that...".

Allen (2008, p. 2) believed that signposts such as first, next,.. reinforce transition and demonstrate "(...) your progress through your presentation, linking the details to your overarching thesis and acknowledging where you are in relation to where you are going". Besides, their lack may confuse the listener to follow the speaker's discussion. Signposts require consistency that is when starting using them, one must carry through. Kane (1988) claimed that signposts are of two types: "**Intrinsic signposts**" that are actually a part of the speaker's 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.

1.4.5. Language

Bert (2009, p. 68) considered language in oral presentations to be "(...) made of both words and nonwords", and that an effective language demands the selection of vocabulary to report appropriately to the situation. Freeland (2008, p. 2) showed that "(...) simple syntax and vocabulary rather than long, subordinated sentences and technical jargon also appeal more to listener' aural perception".

Additionally, concrete language and examples such as metaphors, analogies enable listeners to grasp the abstract discourse.

In addition, pauses are considered as integral part of language use that help to gather thoughts and allow listeners to think about what the presenter is saying.

1.5. Teaching Oral Presentations

Studies (for example King, 2002) held that OPs make people's most common phobia than any other cause of anxiety, thus, they are things that most people want to avoid.

Oral presentations can be component in small classrooms, however, they can also be used with large classrooms where the teacher keeps silent or grumbles from those who are intimidated into giving OPs that may be due to a lack of experience for those students. Scrivener (2005) found that teachers also worry about how to organize projects especially when different groups work on quite different topics. Thus, this may need a lot of teachers' preparation.

Oral presentations focus often on substantial preparation, stand-up, prepared talk associate with visuals. Teachers should, therefore, equip students with such prerequisite skills such as how to organize their ideas across logically with clear structuring. Another necessity is to help students to understand the materials they use and they are exposed to when preparing OPs and to push them towards focusing on fluency when presenting. In addition, teachers should, according to Harmer (2007, p. 351), give students the necessary time to "(...) prepare their talks (and help in preparing them, if necessary)".

Moreover, it was claimed that oral presentation is the skill that is learnt and improved through feedback and rehearsal from a native speaker or the teacher. For King (2002) 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. As a result the students will feel that they are not alone. Also, the teacher should always remind the

presenters to use communicative English and keep in mind their audience to overcome group boredom.

1.6. The Teacher's Role

ESP requires students to be responsible for their learning in which we can notice that the traditionally authoritative role of the teacher has been shifted to a new role as a facilitator of learning. Al-Issa and Redha (2010) stated that specific roles played by teachers traditionally embodied in exercising authority as well as providing and controlling almost all the events in the classroom; however, in an oral presentation classroom, teachers are facilitators of cooperative learning and delegate autonomy and leadership to be represented by the student.

Oral presentations involve more time and effort in planning the lesson and teaching strategies, and involve also training in such public speaking on the teacher's part. Moreover, OPs do not only demand from teachers in classroom to be as guides, organizers, consultants, resource persons, and supporters, but also as King (2002) declared that they should hold questions and answers sessions, provide feedback, and evaluation of students performance. So, teachers' role in classroom OPs is stepped as follows:

Step 1: Handing Out Guidelines

Carefully prepared guidelines help students accept full responsibility for giving OPs. Stating clear objectives and reasons for giving OPs can lead students to take part with great satisfaction and acceptance.

Step 2: Grouping and scheduling student presentations

A large classroom is one of the challenges faced by teachers in planning presentations. Therefore, teachers should put students in groups to save time in a given classroom, and they should work toward having groups with a variety of cooperative techniques.

Step 3: Choosing Topics and Gathering Information

In order to achieve the student's self-expression and creativity, the teacher should, then, let them select topics that they prefer, as King (ibid, p. 409) claimed that "(...) it is interesting to see the variety of topics presented by students", however, low achievers should be encouraged to research and not to choose the topics for the presentation. Meanwhile, some

advanced students are considered to be more knowledgeable and tackle topics that are related to their subject study, as King (2002, p. 410) demonstrated that "(...) some advanced students' topics deal more with issues pertinent to university students or current events". In addition, teachers should also help students with some resources.

Step 4: Handling Technical Problems

To handle some technical problems that students may face during their OPs such as the misuse of visual aids, teachers should expose students to some supporting materials that they can use. Teachers should also insist on the importance of both rehearsal and performance before the day of the presentation. In addition, they should teach students how to use certain strategies when presenting, using, for instance, power point slides keeping eye contact with the audience, and remind them to refer to the text on the slides when presenting orally.

Step 5: Holding Question & Answer Sessions

A short session that Al-Issa and Redha (2010) called it "post-presentation question and answer session". This session can be used as King (2002, p. 412) described it as "quality control" that is "(...) necessary and helpful in ensuring effective presentations" in which the teacher can discover difficulties that students can face such as those related to ways words are pronounced in English and ways of saving them.

Step 6: Preparing Peer and Teacher Evaluation

Oral presentation can be subjectively or objectively assessed. Subjective assessment is based on the teacher's impression about the presentations, and this type is considered more difficult but less complicated than objective assessment. Moreover, subjective assessment can be used in large classrooms and when the time of the class is limited.

Oral presentations can also be assessed formally or informally. Formal assessment is used to assess students in order to get marks for their performance (summative testing); however, this is not the case of formative testing.

Furthermore, peer evaluation is a kind of feedback for the presenter in which students will learn from the strong and weak points of their peers when presenting. However, in the teacher-centered, peer assessment is unwelcome and impossible. Besides, the teacher should give students his or her evaluation of their performance that can be used to guide students'

work, another important point is that the presenters should know the criteria on which their performance would be evaluated.

1.7. Conclusion

Introducing OPs in an ESP classroom and particularly in the EAP situation can represent some kind of enjoyment and a rewarding experience for both teachers and students.

For teachers, assigning OPs in the classroom can help in reducing teachers' time and effort to provide all skills and language needed by the students on the one hand. On the other hand, OPs help the students to create their own learning environment, learn from their peer, and minimize their dependence on the teacher. Additionally, OPs can foster confidence and intrinsic motivation in the students.

Therefore, OPs can be beneficial skills for both. Thus, OPs should take their important part in the language classroom especially at the university level.

Chapter Two: Communicative Competence

2.0. Introduction

2.1. Human Communication

2.2. Psychological Factors Affecting Human Communication

2.2.1. Desire to Communicate

2.2.2. Comprehension as well as Expression

2.2.3. Personality Factors

2.2.4. Limitation of Expression

2.2.5. Error Correction

2.3. Communicative Competence

2.3.1. Sectors of Communicative Competence

2.3.1.1. Formal Possibility

2.3.1.2. Feasibility

2.3.1.3. Appropriateness

2.3.1.4. Actual Performance

2.3.2. Components of Communicative Competence

2.3.2.1. Linguistic Competence

2.3.2.2. Discourse Competence

2.3.2.3. Strategic Competence

2.3.2.4. Pragmatic Competence

2.3.2.5. Fluency

2.4. The Influence of Communicative Competence

2.5. Conclusion

2.0. Introduction

Researchers show that language teachers perceived that their students produce correct language among themselves but cannot success in communication when for example give classroom oral presentations in front of their teacher which can be explained by reference to the distinction between grammatical competence proposed by Noam Chomsky (1965) and communicative competence used by Dell Hymes (1971, 1972).

The term "communicative competence" was viewed as a reaction to Chomsky's notion of grammatical competence. CC has, however, become a fundamental concept in language teaching and learning which has attracted many researchers and curriculum developers. Savignon (1987) claimed that the term communicative competence can be applied to both written and oral communication in academic and non-academic contexts. So, the following is an account of Hymes's notion of communicative competence. However, it is better to give a view about human communication in general and the psychological factors affecting it.

2.1. Human Communication

The word communication refers to talk or sending a spoken or a written message, however, it entails understanding, interpretation, and response from the audience.

Human communication as a process has been the focus of many researchers since the last sixty to seventy years. Celce-Mercia and Olshtain (2000) stated that human communication is used to achieve different personal and social goals. People communicate information, ideas, feeling ... between each other and they usually choose appropriate forms to fulfill different functions in given social contexts. Moreover, Rai (2010, p.3) pointed out that " Communication is an important aspect of behaviour; human communication is affected by all factors that influence human behaviour".

2.2. Psychological Factors Affecting Human Communication

There are certain psychological factors in human communication that can affect people ability to communicate in the target language especially in the classroom.

Rivers (1981) accounted for five psychological factors which are: Desire to communicate, comprehension as well as expression, personality factors, limitations of expression, and correction of errors.

2.2.1. Desire to Communicate

Students must have a desire towards communication especially in their classrooms and they should be encouraged to do so. Many students are not pushed by their teachers to communicate in the classroom; as a result, they may face some personal problems like the fear to communicate, or expressing something using the new language that will lead to stop the development of their ability to communicate.

2.2.2. Comprehension as well as Expression

Comprehension and expression play a vital role in communication. Many students have skills in expressing things easily; however, they cannot comprehend messages in the classroom that can impede their ability to communicate. Rivers (ibid) viewed that students should be exposed to listening tasks in the classroom with some intervention from the teacher to explain messages; this will contribute towards developing their use of the target language.

2.2.3. Personality Factors

Teachers should be aware of personality factors on the students that can affect the use of the target language in the classroom.

There are talkative students who face no problem in performing or interacting in second or foreign language classroom, but, others are quit and do not communicate for a variety of reasons that lead to the impediment of developing the target language in students.

2.2.4. Limitation of Expression

Since students are normally thinking in their first language, they will have problem in expressing their thought easily using the target language. Students will be limited to a number of expressions in the new language and finding that they use childish way when

communicating, this factor can have a bad impression on the students to use the target language in the classroom. Rivers (1981, p. 225) suggested for teachers to be "(...) aware of this inhibiting factors and conscious of their own advantage of fluent expression in the new medium".

In other words, teachers should know how to deal with developing the new language expressions and using their own contributions.

2.2.5. Error Correction

For Corder (1973), error is a result of incomplete knowledge of the target language, and errors reflect the development of the new language on the learner.

Researchers show that students want to communicate in the classroom if they receive satisfaction from the others. Rivers (1981) claimed that teachers continually correct their students' mistake that leads to create a bad impact on the students' performance in the classroom. Since a mistake is a result of psychological problems on the learners, teachers should adopt a smooth manner when correcting students in order to help them develop confidence when they communicate. Moreover, Rivers (ibid) insisted that teachers should be aware of the error made by the groups that are more important to correct as Corder (1973) stated that error of groups which is of interest since teaching programmers are designed for groups.

Therefore, teachers, for Rivers (1981) must adopt an encouraging rather than a correcting attitude for students' errors.

2.3. Communicative Competence

In the process of language learning and teaching, linguistics, psychology, and sociology have played vital roles, especially, the contributions of sociolinguistics and particularly the work of Hymes (1971, 1972), the first theorist who made a reaction against Chomsky's view of grammatical competence (1965).

Hymes (ibid) claims that it is completely irrelevant when a speaker produces grammatical sentences that are inappropriate to the context of use. Thus, according to Hymes, appropriateness to use surpasses correctness. Hymes views that the appropriateness of language use in the socio-cultural contexts is what people should account for in order to understand and use a given language. In addition, Hymes (1972) mentions that Chomsky was

incapable to some extent to prove that competence - the internalized set of rules which enables someone to produce and understand a language and which Chomsky views that competence should be the concern of linguistics and not a description of what a speaker produces - can be affected by attitudes, motivation, and the socio-cultural factors, and that the latter bears the notion of appropriacy and acceptability. So, Hymes (cited in Usó-Juan and Alicia, 2006, p. 10) argued that " Chomsky's theoretical distinction between competence and performance did not include any reference to aspects of language use in social practice and related issues concerning appropriacy of an utterance to a particular situation".

Therefore, Hymes argue that communicative competence

(...) involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are perused have which enables them to use and interpret linguistic forms.

(cited in Saville-Troike, 2003, p. 18).

Moreover, the notion of CC does not stop at this point; but it 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 nonverbal 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.

(ibid, p. 18).

So, according to Hymes CC requires "(...) not only Chomsky's (1965) grammatical competence but also the rules of language use in social context and the sociolinguistic norms of appropriacy" (Usó-Juan and Alicia, 2006, p. 10).

Based on all this, we can say that grammatical or linguistic competence (LC) is a part of CC, as shown in the following diagram:

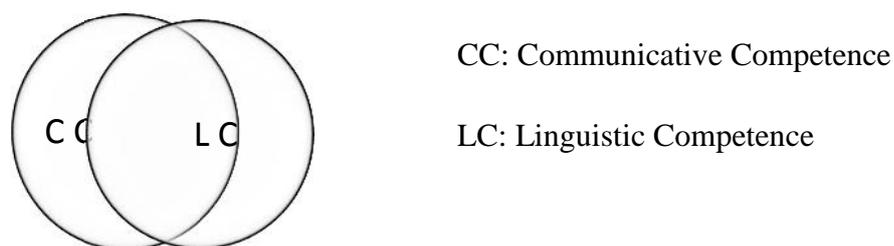


Figure 2.1: The Relationship between Linguistic Competence and Communicative Competence

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

2.3.1. Sectors of Communicative Competence

Hymes (cited in Brumfit and Johnson, *ibid*) listed four sectors of CC that lead to understand language and communication that are formal possibility, feasibility, appropriateness, and actual performance.

2.3.1.1. Formal Possibility

Hymes (cited in Brumfit and Johnson, *ibid*, p. 22) declared that "(...) we can say, then, that something possible within a formal system is grammatical, cultural, or, on occasion communicative".

This is similar to Rickheit, Hans, and Constanze (2008, p. 18) who defined formal possibility as "the grammatical and cultural rules of an utterance or another communicative action".

Therefore, we can call a particular utterance or other communicative behaviors as being formally possible if they obey the grammatical and the cultural rules. As an example, the sentence "Me go play now" is not formally possible because it breaks the rules. Whereas, "I am going to play now" does not, as a result, this sentence is formally possible.

2.3.1.2. Feasibility

For Rickheit et al. (ibid) feasibility is related to psycholinguistics, that is concerned with cognitive, memory, behavioral limitations, devices of perception, and the like which are processed by the human mind in relation to the physical environment. As an example, "the girl the flower smells colored" this sentence is seen not feasible because it is difficult for our mind to process it.

2.3.1.3. Appropriateness

Appropriateness is seen as a key concept in Hymes theory concerns the relation of a given communicative action to a given socio-cultural context, or it entails behaving according to particular socio-cultural conventions. For example, Arabic students visiting a professor at a Department of a British university should address him in an appropriate manner.

For Morreale, Brian, and Kevin (2007, p.4) appropriateness in communication requires acting " (...) in ways suitable to the norms and expectations of contexts and situations you encounter".

2.3.1.4. Actual Performance

This notion deals with the extent to which a given communicative event in fact occurs. Moreover, actual performance is seen by Rickheit et al. (2008, p. 18) that it " (...) pointed to the necessity of empirical observation of a certain communicative event" adding that " (...) the possibility of occurrence should be registered because this probability contributes to the quality of the related competence". For example, the phrase "Food Fast" does not occur as frequently as "Fast Food".

Therefore, the analysis of the above four sectors of communicative competence aims at showing how the sectors are interrelated to come to an appropriate interpretation of a given socio-cultural behavior.

2.3.2. Components of Communicative Competence

There were numbers of models for CC which were presented by a number of researchers, for instance, the first pioneers toward providing a model of CC were Canale and Swain (1980-1983), Savignon's model (1983) and the reviewed model in (2001), Bachman (1987) model of CC, Celce-Murcia, et al. (1995), Alcóne (2000) model,...etc who despite proposing important accounts, they do not satisfy the field of language teaching and Learning. However, a model that can be effective and applicable in language teaching and learning lies in the work of Hedge (2000).

For Hedge (ibid) there exist five key components of CC which are presented by a number of earliest researchers on CC as (Canale and Swain; Faerch, et al., and Bramfit (1984); Bachman). Therefore, they found the theory of CC consists of the grammatical or linguistic competence, discourse competence, strategic competence, pragmatic competence, and fluency, however, Hedge did not account for any relation between these competencies.

2.3.2.1. Linguistic Competence

Linguistic competence as Canale and Swain call it grammatical competence, is seen an umbrella term about the language itself, its form and meaning that includes the knowledge of vocabulary, pronunciation, spelling, word formation, and sentence structure. Celce-Murcia et al. (cited in Usó-Juan and Alicia, 2006, p. 13) viewed linguistic competence as involving "(...) the basic elements of communication, such as sentence patterns, morphological inflection, phonological and orthographic systems, as well as lexical resources (i.e., formulaic constructions, collocations or phrases related to conversational structures)".

Hedge (2000) demonstrated that language teachers should conceive that grammatical/ linguistic competence as one of the main integral component of CC. Faerch et al. (cited in Hedge, ibid) argued that we cannot consider a person as being communicatively competent if he is not linguistically competent. Moreover, Shumin (2002, p. 207) stated that LC helps people to " (...) use and understand English- language structures accurately and unhesitatingly".

2.3.2.2. Discourse Competence

Discourse competence or as Bachman calls it "textual competence", this competence was seen by Celce-Murcia et al. (cited in Usó-Juan and Alicia: 2006) as the core of CC. It is related to the intersential relationships. It refers to the ability to produce connected, unified and meaningful series of sentences that is the application of coherence and cohesion in spoken or written texts. Additionally, Martínez-Flor, Esther, and Eva (2006, p. 147) suggested that the features of discourse involve "(...) knowledge of discourse markers (e.g, well, oh, I see, okay), the management of various conversational rules (e.g, turn-taking mechanisms, how to open and close a conversation), cohesion and coherence, as well as formal schemata (e.g, knowledge of how different discourse types, or genres, are organized)".

2.3.2.3. Strategic Competence

Strategic competence is believed by Alcóné (cited in Usó-Juan and Alicia, 2006) to be the most important component of CC. According to Canale and Swain (quoted in Douglas, 2000, p. 247) strategic competence refers to "(...) the verbal and nonverbal communication strategies that may be called into action to handle for breakdowns in communication due to performance variables (such as fatigue) or due to insufficient competence". Meanwhile, researchers affirm that strategic competence involves both communication and learning strategies and which helps to cope with the imperfect knowledge of linguistic, sociolinguistic, and discourse rule through the use of paraphrase, hesitation, and shift in style,...etc. (Chumin, 2002).

Additionally, Bygate (2006, p. 151) concluded that people "(...) need to become competent in using strategies in order to overcome limitations due to a lack of competence in any of the other components integrating the proposed communicative competence framework".

2.3.2.4. Pragmatic Competence

Pragmatic competence entails two sorts of ability. Alcóné (cited in Usó-Juan and Alicia, 2006) claimed that pragmatic competence together with discourse competence are important for constructing and interpreting discourse. According to Hedge (2000, p. 48), in part pragmatic competence includes **illocutionary competence** which means "(...) knowing how to use language in order to achieve certain communicative goals or intentions", e. g: if a student says to a teacher "it is a cold day" this statement could have many illocutionary

meanings, it may be the cold temperature of the classroom, a request to close the window or to turn up the heater.

The other part of pragmatic competence entails **Sociolinguistic Competence**, that is "(...) knowing how to perform a particular function or express an intention clearly" (ibid, p. 49), with respect to social status between participants, the rules of appropriateness to the setting. Moreover, sociolinguistic competence is more related to the use of non-verbal communication and that considered to be the main component of all components of CC.

Additionally, Usó-Juan and Alicia (2006) held that pragmatic competence requires people to know how to produce language appropriately with respect to the register that entails the interaction of three contextual variables: the field (subject-matter); the tenor (formal or informal style); and the mode (spoken or written mode).

2.3.2.5. Fluency

There are different meanings of the term "fluency". For Hedge (2000, p. 54), it refers to the ability to write and speak a given language easily and competently or the ability of linking speech units together "(...) with facility and without strain or inappropriate slowness or undue hesitation".

Faerch et al. (cited in Hedge, ibid, p. 54) used the term fluency as a component of CC and define it as "(...) the speaker's ability to make use of whatever linguistic and pragmatic competence they have".

In addition, they proposed three types of fluency:

semantic fluency: linking together propositions and speech acts

lexical-syntactic fluency: linking together syntactic constituent and words

articulatory fluency: linking together speech segments.

(ibid, p. 54).

These types mean responding in a coherent way, linking the words and phrases effectively, and having clear pronunciation of the sounds. To do this quickly, is what Johnson called it (cited in Hedge: 54) "real time" which builds fluency. In other words, fluency is related to speed or rate of speech.

So, in order to communicate effectively a speaker should not rely only on producing grammatical sentences but he must make appeal to other component of CC, since all the components are interrelated.

Therefore, all the components of CC are viewed to be essential for FL or SL learners to meet their communicative needs in using a particular language.

2.4. The Influence of Communicative Competence

Hymes's concept of communicative competence was very influential in almost all areas of applied linguistics. In the field of first language acquisition, for example, the area that Hymes addresses, there was a shift from developing a mechanical process of learning towards developing a capacity to communicate. Another influence was the field of information designing in which there has been a shift from stating only the facts towards making the facts more accessible. Then, concerning the field of speech therapy, Hymes theory gives much emphasis on social knowledge and skills in addition to grammar and pronunciation deficiencies. While in the translation field, the theory of Hymes makes a need for setting equivalent effect rather than stating formal and literal equivalence.

However, the huge amount of influence was over the teaching of English as a foreign language (TEFL). Communicative language teaching as inspired by Hymes's theory, aims at developing the capacity of using the language effectively and fluently in the learners, and it was a reaction to the precedent grammar- based approaches. In addition, the approach emphasizes in putting the CC the goal of language teaching and meaningful communication and language use the focus of the classroom. Richards and Richard (2002, p. 90) commented on the benefits of the approach holding that " Communicative language teaching led to a re-examination of language teaching goals, syllabus, materials, and classroom activities and has had a major impact on changes in language teaching world wide".

2.5. Conclusion

Communicative competence as highlighted in this chapter is in fact a powerful model not only in language teaching and learning but in all areas of inquiry and it was viewed to be learned and not taught since it is a kind of knowledge that is subject to be acquired, developed or to be bereaved of. Moreover, it is better to look for learners communicative needs and provide a framework within which they can be led to develop this competence. Here, it is important to raise the awareness of the language users, since language as a complex human phenomenon to produce and understand, to take these into account when using language: Factors of medium which are linguistically controlled, factors of appropriateness which are pragmatically controlled, textual factors that are discursively controlled, factors of overcoming deficiencies that are strategically controlled, and factors of easiness in use that are fluently controlled.

Chapter Three: Research Design and Methodology

3.0 Introduction

3.1. The Students' Questionnaire

3.1.1. The Sample

3.1.2. Description of the Questionnaire

3.1.3. Administration of the Questionnaire

3.1.4. Analysis of the Results

3.1.5. Interpretation of the Results

3.2. The Teacher's Interview

3.2.1. The Sample

3.2.2. Description of the Interview

3.2.3. Administration of the Interview

3.2.4. Analysis of the Interview Results

3.2.5. Interpretation of the Results

3.2.6. Conclusion

Chapter Three: Research Design and Methodology

3.0. Introduction

In this chapter, we elicit both second year EGAP students' and their teacher's opinion about *The Effects of Oral Presentations on EGAP Students' Communicative Competence Development* in order to test our hypothesis, and through the use of both students' questionnaire and teacher's interview.

3.1. The Students' Questionnaire

3.1.1. The Sample

The sample under study includes eighty (80) students from the second (2nd) year at the Department of English, University of Ouargla.

3.1.2. Description of the Questionnaire

The questionnaire contains a small introduction and (4) questions and (14) statements. We have included Yes/ No questions, or to choose the appropriate answer from a number of choices of closed-form type and some need justification. Besides, a likert scale is used from which respondents choose one option that best aligns with their view and which is arranged from (*Strongly Agree* henceforth 'S A', *agree* henceforth 'A', *No Answer* henceforth 'N A' or *Can't Tell* henceforth 'Can't T', *Disagree* henceforth 'D', *Strongly Disagree* henceforth 'S D').

Moreover, the questionnaire is divided into six categories: questions (1) to (4) are general information questions for eliciting some necessary information. Statements (5) to (8) entitled oral presentations and linguistic competence used to measure the extent to which oral presentations affect students' linguistic competence. Statement (9) to (11) deal with oral presentations and discourse competence, they are also used to measure the extent to which oral presentations affect students' discourse competence. And statement (12) entitled oral presentations and strategic competence to measure the extent to which oral presentations affect students' strategic competence. Statements (13) to (15) tackle oral presentations and pragmatic competence is used to measure the extent to which oral presentations influence students' pragmatic competence. Finally, statements (16) to (18) are about oral presentations

and fluency. They measure the extent to which oral presentations affect fluency development in students.

3.1.3. Administration of the Questionnaire

The questionnaire was administered during the class when oral presentations were taking place. Most students answered the questionnaire immediately, the rest later.

3.1.4. Analysis of the Result

1 – Your level in English:

a - Beginner

b – Lower-intermediate to intermediate

c - Upper-intermediate to advance

Option	Number	Percentage (%)
a	16	20
b	48	60
c	16	20
Total	80	100

Table 3.1: Students' Proficiency Level in English

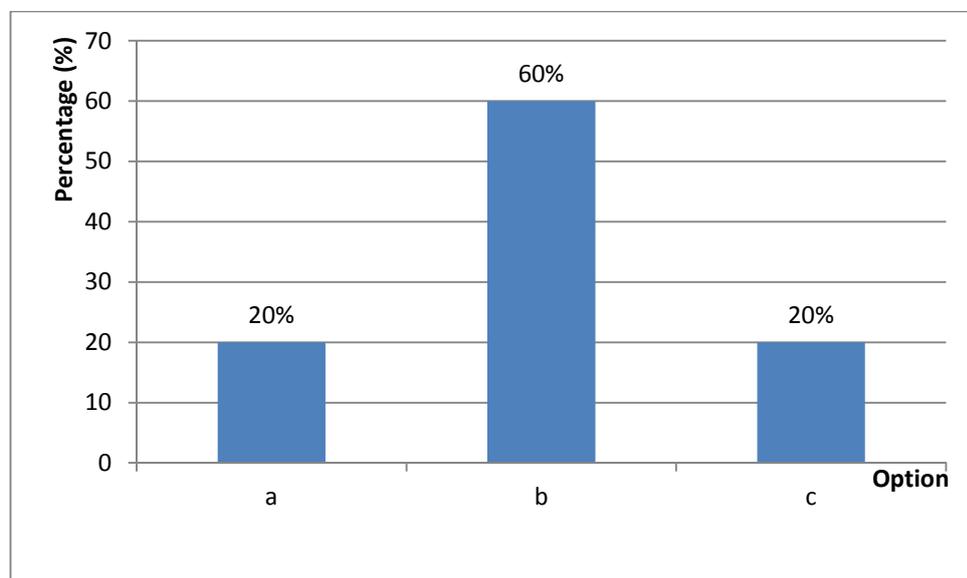


Figure 3.1: Students' Proficiency Level in English

The answers on Table 3.1 show that the highest percentage of students (60%) claim that their level in English is from lower-intermediate to intermediate. The Other (20%) state that they have an upper-intermediate to an advanced level. Some others with the same percentage (20%) say that they are beginners.

2 - Did you give class oral presentations?

a - Yes

b – No

- If not, why ?

Option	Number	Percentage (%)
a	60	75
b	20	25
Total	80	100

Table 3.2: Students' Engagement in Classroom Oral Presentations

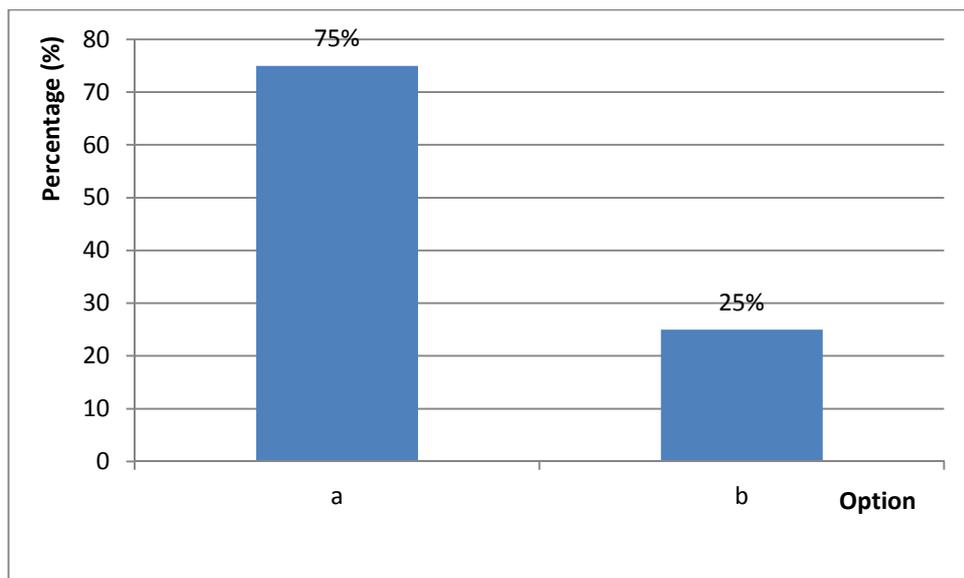


Figure 3.2: Students' Engagement in Classroom Oral Presentations

As shown on the Table 3.2, the percentage of students who give classroom oral presentations is (75%) who are about three times the percentage of students of students (25%) who do not give classroom oral presentations in English.

3- Who suggest(s) topics for presentations?

a –The teacher

b – Students

c – Both

Option	Number	Percentage (%)
a	42	52.5
b	4	5
c	34	42.5
Total	80	100

Table 3.3: Topics' Suggestion for Oral Presentations

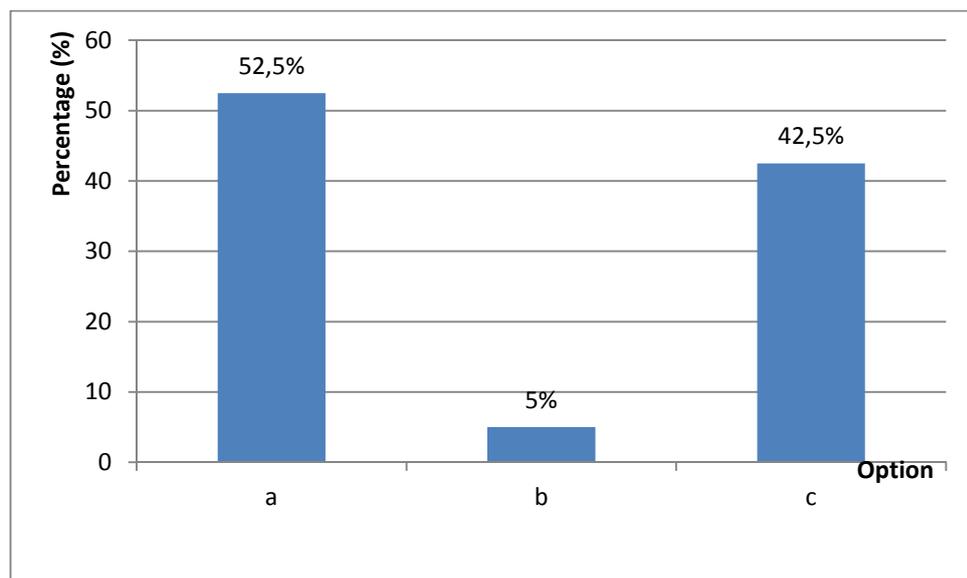


Figure 3.3: Topics' Suggestion for Oral Presentations

As shown on Table 3.3, (52.5%) of the subjects say that is the teacher who suggests topics for oral presentations, others (42.5% of the respondents) claim that both teacher and students contribute to this; while some others (5%) state that topics are suggested by the student.

4- Which of the following do you like to master through giving oral presentations?

a - The grammatical system of the English language.

b – Effective and appropriate communication in English.

Option	Number	Percentage (%)
a	20	25
b	60	75
Total	80	100

Table 3.4: Expresssing the Goal

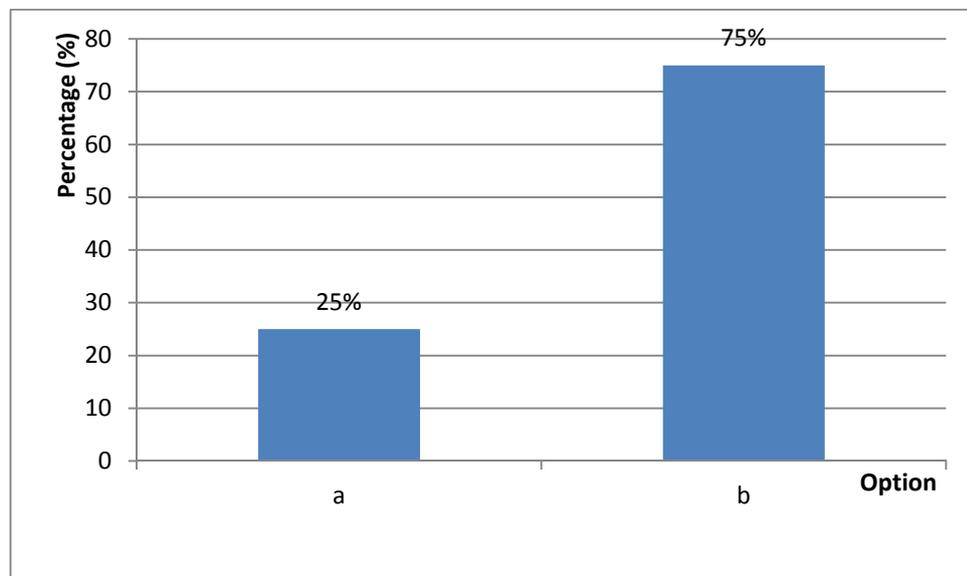


Figure 3.4: Expresssing the Goal

From the results obtained, the percentage of students who like to master their ability to communicate effectively and appropriately in English is (75%) this is about three times the percentage of students (25%) who prefer to master the grammatical system of English through giving classroom oral presentations.

5- Oral presentations help me to correctly and intelligibly produce English sounds through consolidating my acquired spelling rules.

Option	Number	Percentage (%)
S A	33	41.25
A	24	30
Can't T	22	27.5
D	22	1.25
S D	1	
Total	80	100

Table 3.5: Oral Presentations and Pronunciation

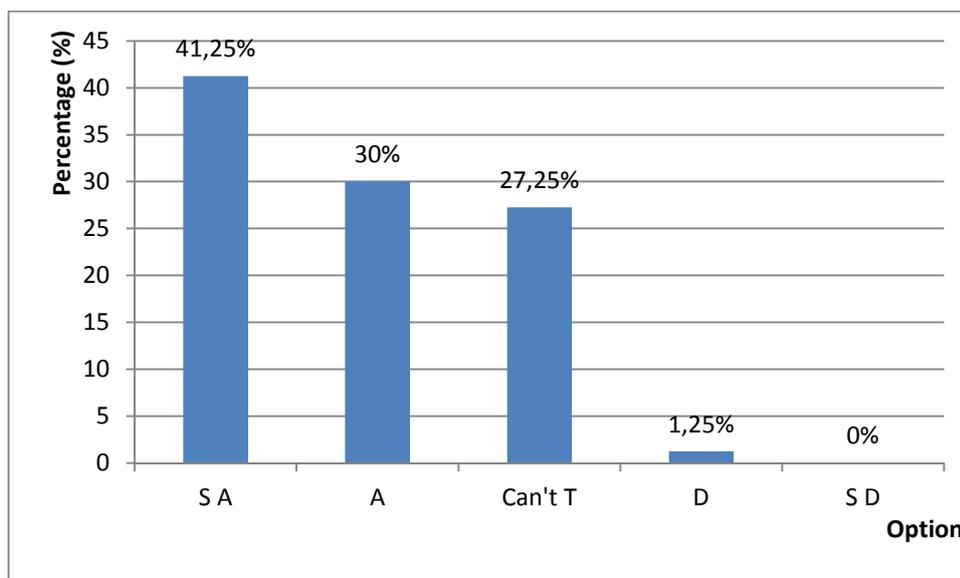


Figure 3.5: Oral Presentations and Pronunciation

The Table 3.5 above shows that (41.25%) of students strongly agree that oral presentations help them to correctly and intelligibly produce English sounds through consolidating their already acquired spelling rules. Others (30%) only agree with this. However, (27.5%) of them tell us nothing. Moreover, those who state that they disagree (1.25%).

6- Oral presentations help me in acquiring a good deal of English vocabulary including single words, compound words, collocation, idioms,...etc.

Option	Number	Percentage (%)
S A	31	38.75
A	26	32.5
N A	22	27.5
D	1	1.25
S D		
Total	80	100

Table 3.6: Oral Presentations and Vocabulary

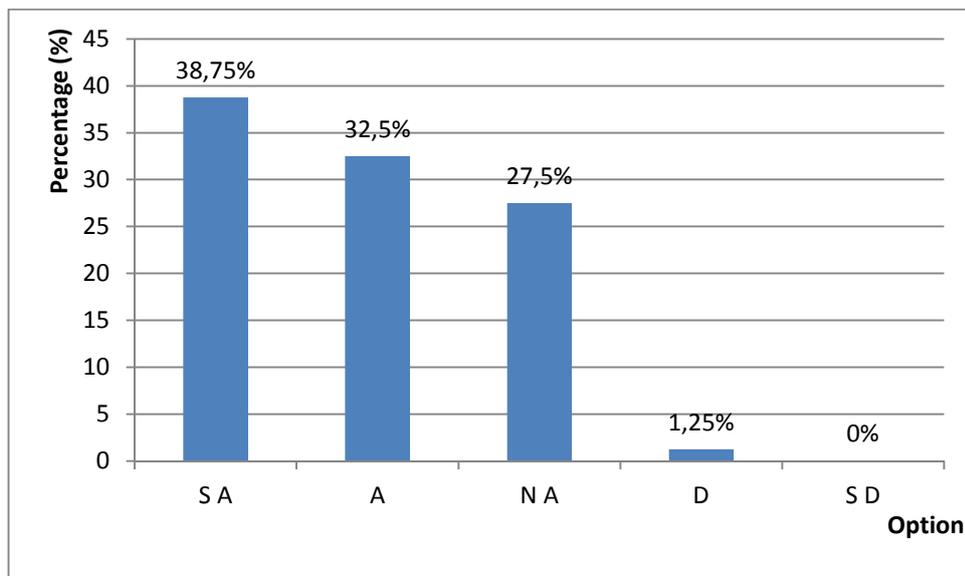


Figure 3.6: Oral Presentations and Vocabulary

Regarding subjects' answers, (38.75%) of them say that they strongly agree that oral presentations help them in acquiring a good deal of English vocabulary including single words, compound words, collocation, idioms,...etc, while (32.5%) of students say that they do not agree with the idea but agree. However, (27.5%) of them have no answer. The remaining (1.25%) of them disagree.

7- Oral presentations teach me how and when to use personal pronouns, the simple past, the present, past progressive forms, future, and to form the English sentence structure, ...etc.

Option	Number	Percentage (%)
S A	24	30
A	18	22.5
N A	29	36.25
D	8	10
S D	1	1.25
Total	80	100

Table 3.7: Oral Presentations and Grammar

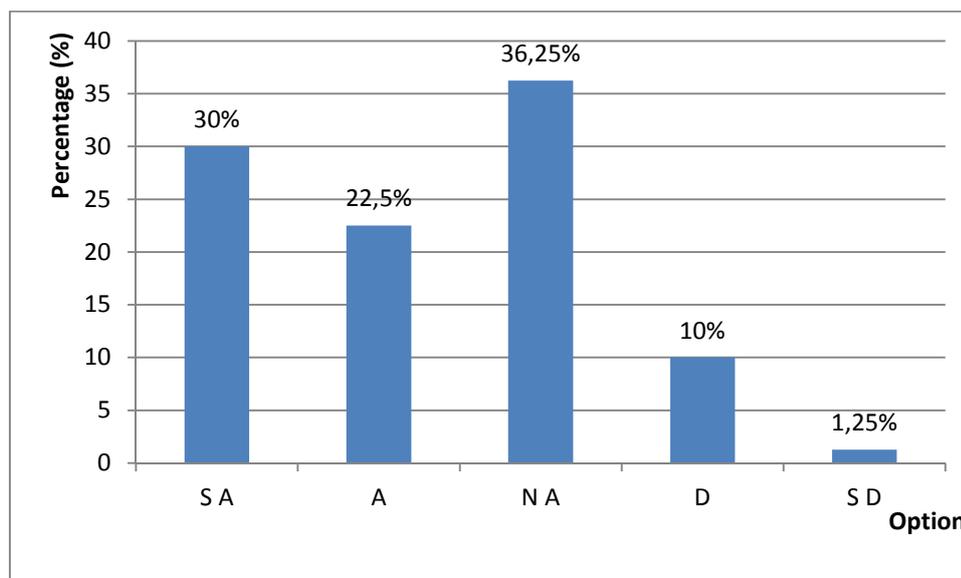


Figure 3.7: Oral Presentations and Grammar

The Table 3.7 above indicates that a percentage of respondents (30%) strongly agree that oral presentations teach them how and when to use personal pronouns, the simple past, the present, past progressive forms, future, and to form the English sentence structure,...etc. Others (36.25%) of them claim that they have no answer; while, (22.5%) state that they agree with this. Some others (10%) state that they disagree. Only (1.25) of respondents strongly disagree.

8- When preparing and delivering oral presentations, I learn how to use stress, intonation, rhythm,...to express some feelings, impressions, attracting attentions,...etc.

Option	Number	Percentage (%)
S A	34	42.5
A	19	23.75
N A	26	32.5
D	1	1.25
S D		
Total	80	100

Table 3.8: Oral Presentations and Suprasegmental Features

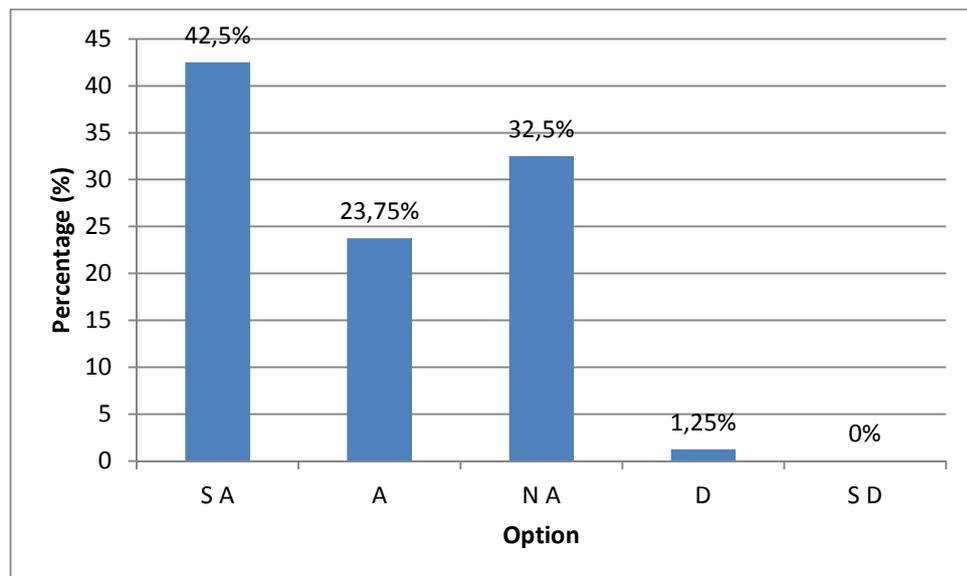


Figure 3.8: Oral Presentations and Suprasegmental Features

The Table 3.8 shows that (42.5%) of students claim that they strongly agree that when preparing and delivering oral presentations, they learn how to use stress, intonation, rhythm,...to express some feelings, impressions, attracting attentions,...etc. . However, (32.5%) of students have no answer. While a percentage of (23.75%) of them state that they only agree. The remaining ones (1.25%) disagree.

9- Oral presentations teach me how to initiate, develop, and close a topic/ theme.

Option	Number	Percentage (%)
S A	40	50
A	12	15
N A	27	33.75
D		
S D	1	1.25
Total	80	100

Table 3.9: Oral Presentations and Discourse Development

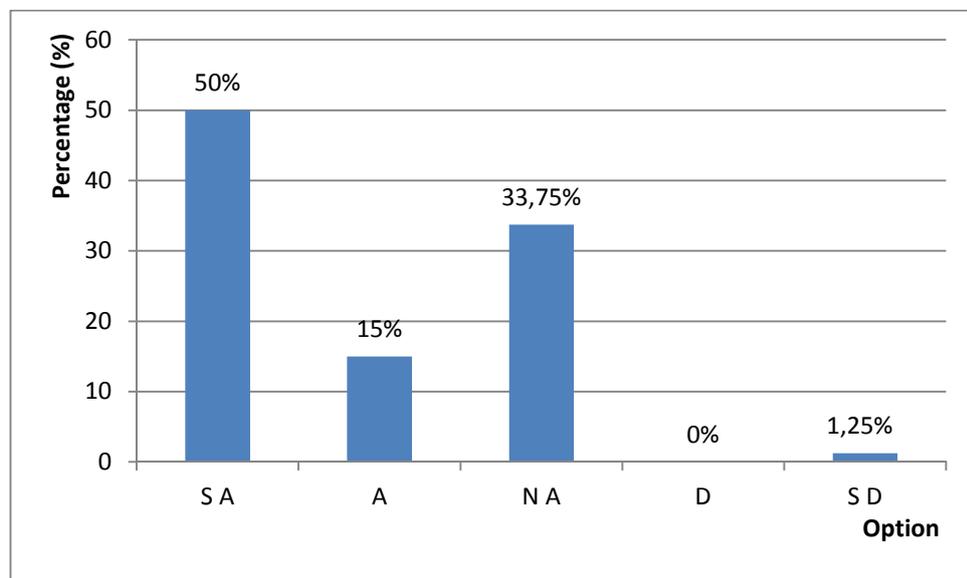


Figure 3.9: Oral Presentations and Discourse Development

Table 3.9 shows that half of students (50%) strongly agree that oral presentations teach them how to initiate, develop, and close a topic/theme. Others (33.75%) have no answer. Some others (15%) agree with this. And only (1.25%) of students strongly disagree.

10- Oral presentations help me to use and frequently consolidate my acquired connectives for example, for, and, but, that, one, ...to produce a cohesive spoken text.

Option	Number	Percentage (%)
S A	31	38.75
A	17	21.25
N A	28	35
D	3	3.75
S D	1	1.25
Total	80	100

Table 3.10: Oral Presentations and Cohesion

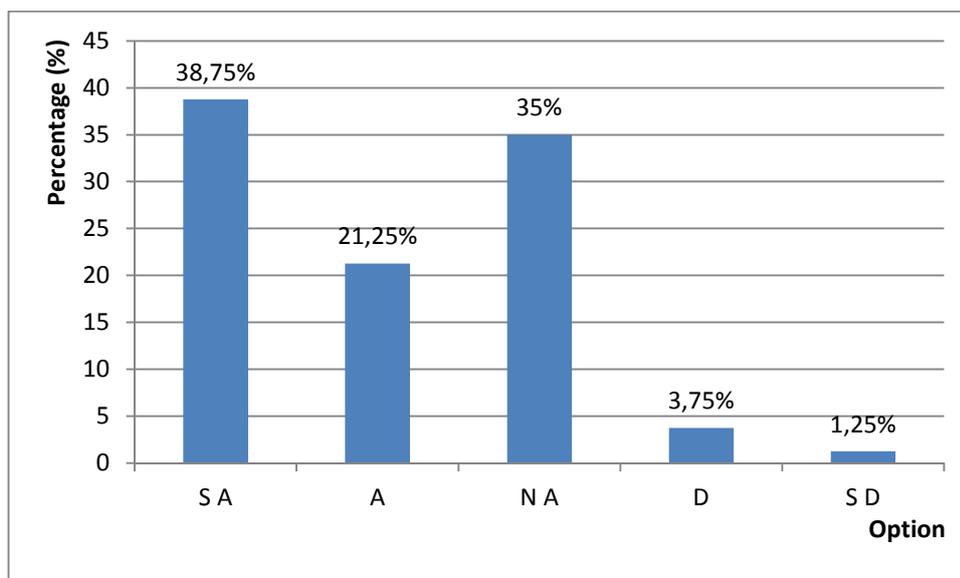


Figure 3.10: Oral Presentations and Cohesion

The results show that the highest percentage of students (38.75%) claim that they strongly agree that oral presentations help them to use and frequently consolidate their acquired connectives for example: for, and, but, ... to produce a cohesive spoken text. Others (35%) have no answer. Some others (21.25%) agree with the statement. The remaining (1.25%) strongly disagree.

11- Oral presentations help me in producing a well unified and meaningful spoken text.

Option	Number	Percentage (%)
S A	34	42.5
A	20	25
N A	25	31.25
D		
S D	1	1.25
Total	80	100

Table 3.11: Oral Presentations and Coherence

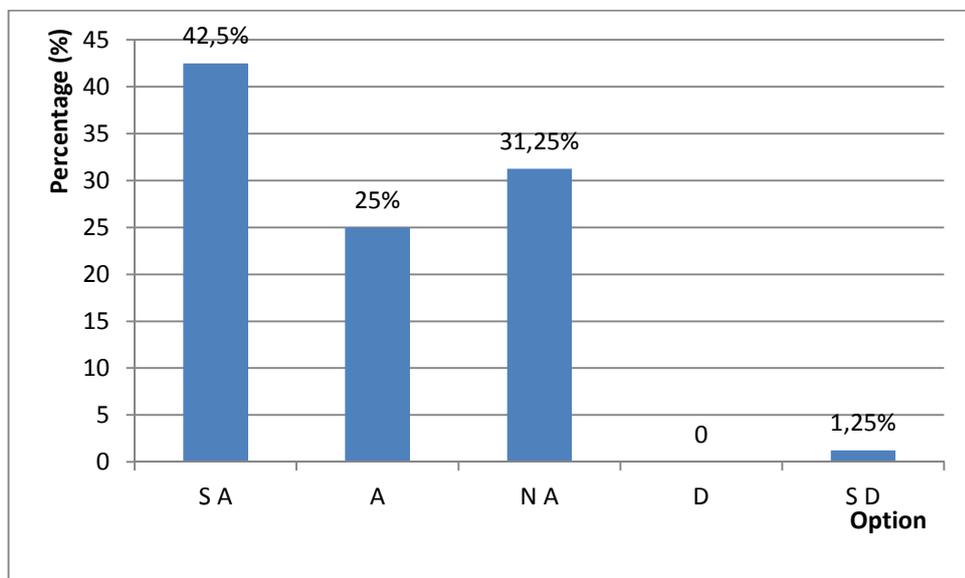


Figure 3.11: Oral Presentations and Coherence

It is obvious from the results obtained that most students (42.5%) strongly agree that oral presentations help them in producing a well unified and meaningful spoken text. However, (31.25%) of them have no answer. Some others (25%) state that they agree with the statement. Moreover, only (1.25%) of students strongly disagree.

12- Oral presentations teach me how to use verbal strategies such as a paraphrase, exemplification, and non-verbal strategies such as silence, gestures, body language,.. to repair communication breakdowns.

Option	Number	Percentage (%)
S A	29	36.25
A	15	18.75
N A	30	37.5
D	6	7.5
S D		
Total	80	100

Table 3.12: Oral Presentations and Learning and Communication Strategies

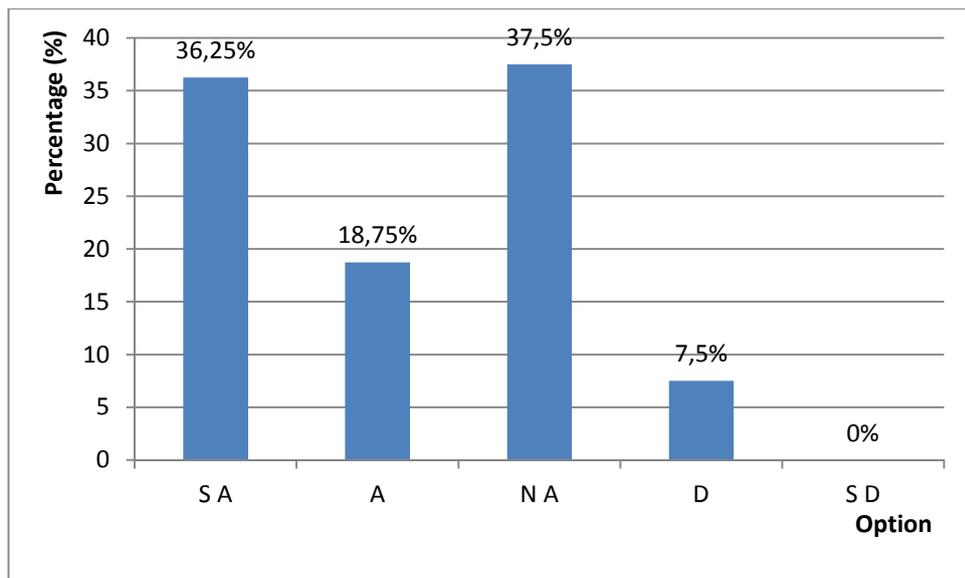


Figure 3.12: Oral Presentations and Learning and Communication Strategies

It can be noticed from the above results that (37.5%) of students have no answer to this idea. However, a percentage of (36.25%) of them strongly agree that oral presentations teach them how to use verbal strategies such as a paraphrase, exemplification, and non-verbal strategies such as silence, gestures, body language to repair communication breakdowns. The remaining (18.75%) of them state that they agree with this. While (7.5%) of the respondents disagree.

13- Oral presentations teach me how to use a given form to achieve a particular function such as " it seems to me that the main points that I have come up with are as follows..." → as round-up or summarising.

Option	Number	Percentage (%)
S A	26	32.5
A	13	16.25
N A	38	47.5
D	3	3.75
S D		
Total	80	100

Table 3.13: Oral Presentations and Relating the Form to its Appropriate Function

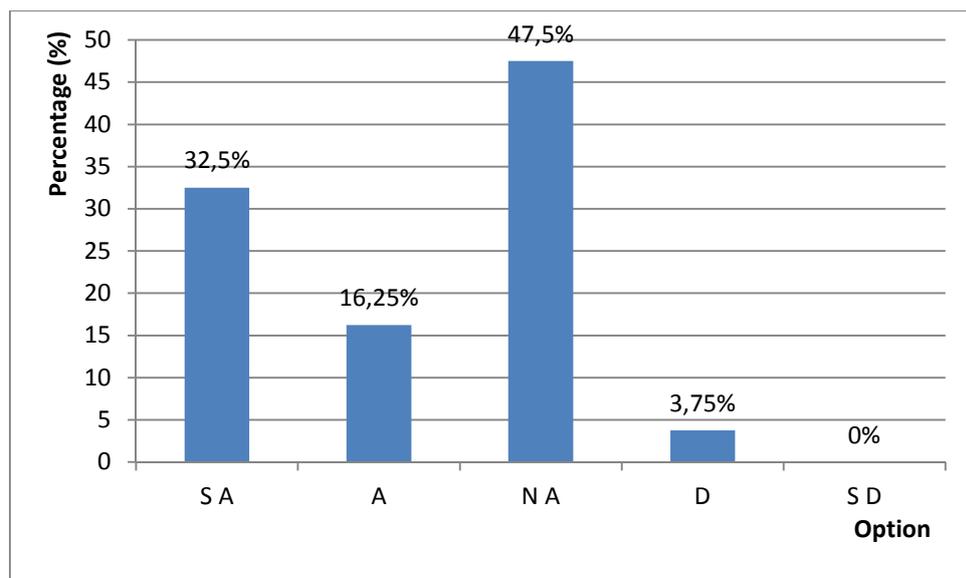


Figure 3.13: Oral Presentations and Relating the Form to its Appropriate Function

We can notice from the results that the highest percentage of students (47.5%) provide no answer. (32.5%) of students strongly agree that oral presentations teach them how to use a given form to achieve a particular function. Besides, (16.25%) of them state that they agree with this idea. The remaining (3.75%) disagree.

14- Oral presentations teach me when to use formal or informal language.

Option	Number	Percentage (%)
S A	27	33.75
A	20	25
N A	21	26.25
D	12	15
S D		
Total	80	100

Table 3.14: Oral Presentations and Formality

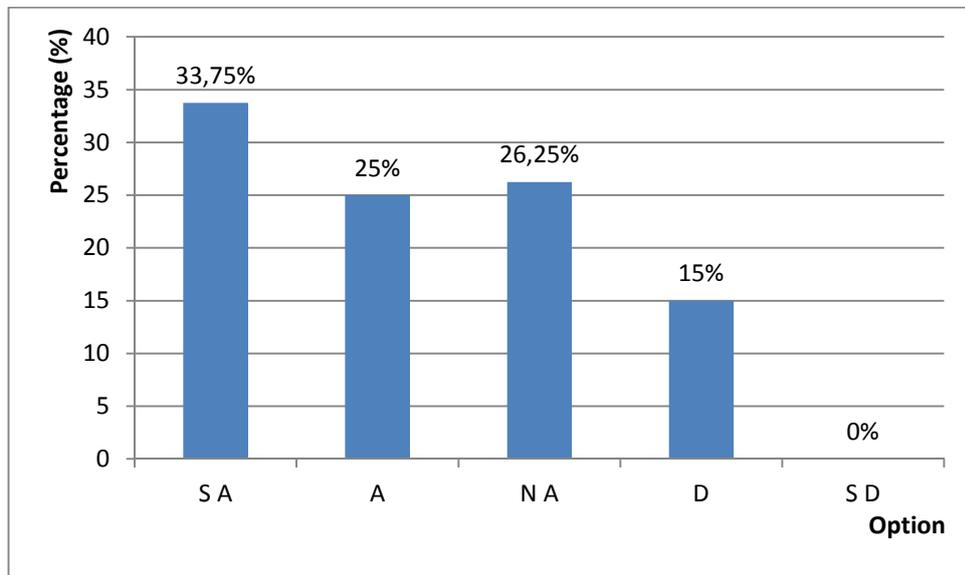


Figure 3.14: Oral Presentations and Formality

We can notice from the above table that (33.75%) of respondents claim that they strongly agree that oral presentations teach them when to use formal or informal language. However, a percentage of students (26.25%) have no answer. Besides, others (25%) claim that they agree with the statement. The remaining (15%) disagree.

15- Oral presentations teach me how to choose appropriately the language with respect to a particular person, a setting, and a topic.

Option	Number	Percentage (%)
S A	30	37.5
A	22	27.5
N A	24	30
D	4	5
S D		
Total	80	100

Table 3.15: Oral Presentations and the Selection of Language Appropriately to the Register

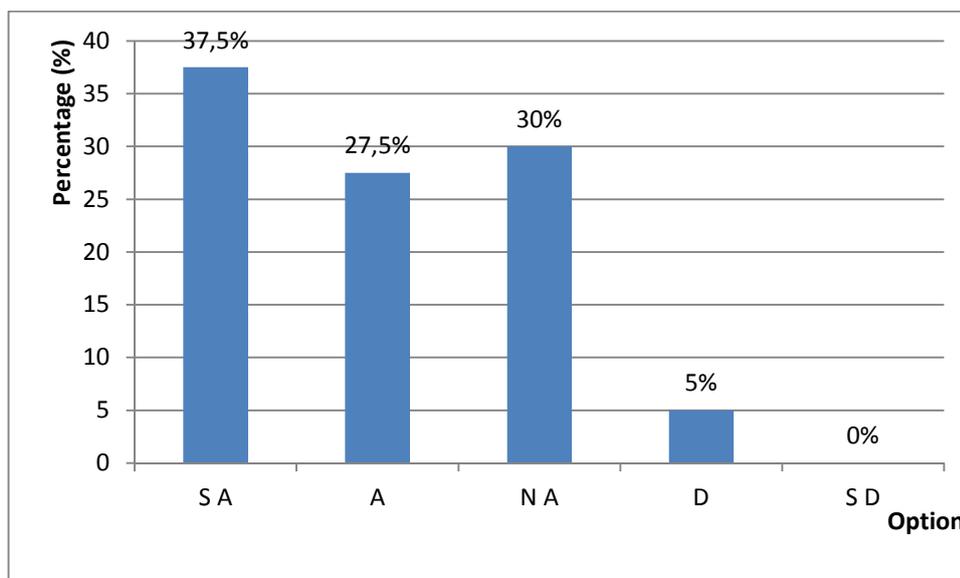


Figure 3.15: Oral Presentations and the Selection of Language Appropriately to the Register

The highest percentage, noticed on Table 3.15 above, about (37.5%) of students strongly agree that oral presentations teach them how to choose appropriately the language with respect to a particular person, a setting, and a topic. However, about (30%) of students have no answer to this. Besides, (27.5%) of them state that they agree with the idea, and only (5%) of them disagree.

16- Oral presentations aid me in producing easily a flow of related ideas especially when they are prepared and have a written form support.

Option	Number	Percentage (%)
S A	29	36.25
A	16	20
N A	34	42.5
D		
S D	1	1.25
Total	80	100

Table 3.16: Oral Presentations and Semantic-Fluency

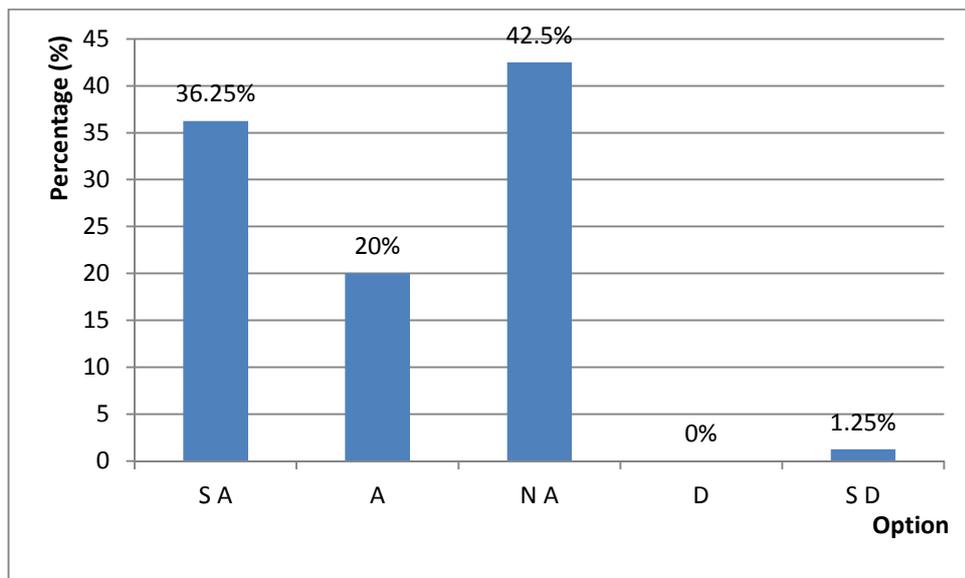


Figure 3.16: Oral Presentations and Semantic-Fluency

Table 3.16 above indicates that (42.5%) of students have no answer to the above statement. However, (36.25%) of students strongly agree that oral presentations aid them in producing easily a flow of related ideas especially when they are prepared and have a written form support. Some others (20%) agree with this. And only (1.25%) strongly disagree.

17- Oral presentations provide me an opportunity of generating a continued stretch of language without excessive hesitation.

Option	Number	Percentage (%)
S A	29	36.25
A	13	16.25
N A	37	46
D	1	1.25
S D		
Total	80	100

Table 3.17: Oral Presentations and Lexical-Syntactic Fluency

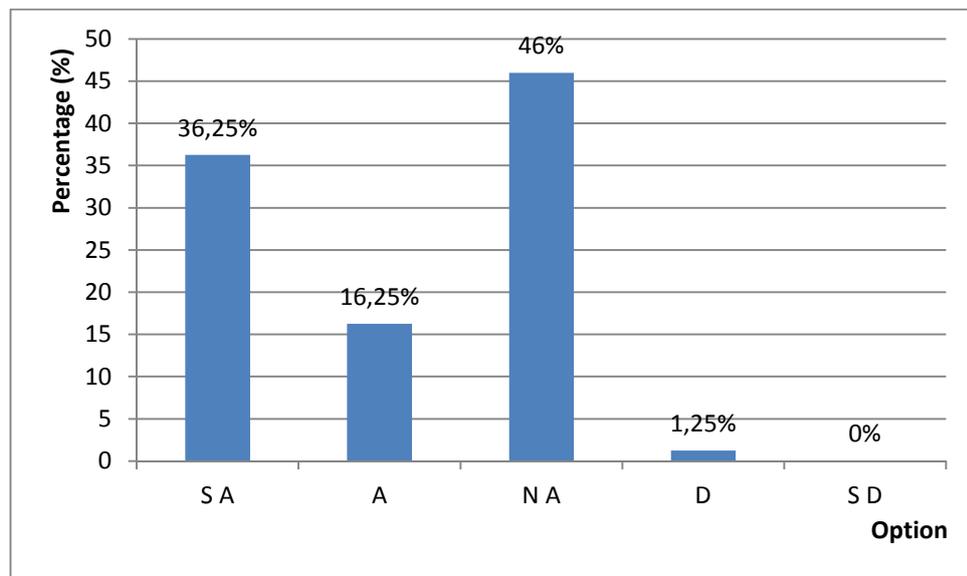


Figure 3.17: Oral Presentations and Lexical-Syntactic Fluency

Table 3.17 illustrates that (46.25%) of students claim that they have no answer to the idea. However, a percentage of them (36.25%) strongly agree that oral presentations provide them an opportunity of generating a continued stretch of language without excessive hesitation. Others (16.25%) state that they agree with this. And only (1.25%) disagree.

18- Oral presentations help me in dealing with pauses and undue repetitions by using expressions or fillers such as "you know", "you see" to compensate for uncertainties in real time communication.

Option	Number	Percentage (%)
S A	28	35
A	19	23.75
N A	29	36.25
D	3	3.75
S D	1	1.25
Total	80	100

Table 3.18: Oral Presentations and Articulatory-Fluency

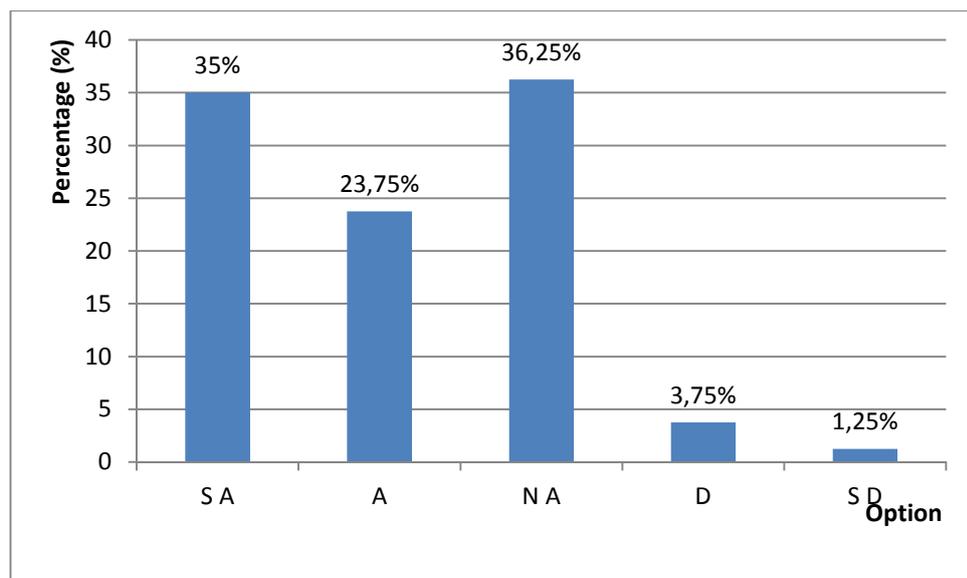


Figure 3.18: Oral Presentations and Articulatory-Fluency

Table 3.18 above reveals that (46.25%) of students state that they have no answer. Besides, (36.25%) of them strongly agree that oral presentations help them in dealing with pauses and undue repetition by using expressions or fillers such as "you know", "you see" to compensate for uncertainties in real time communication. While (16.25%) of them agree. And only (1.25%) of them disagree with the idea.

3.1.5. Interpretation of the Results

The analysis of the results shows that our study relies on the current level of students in which more than half of them think that their level in English is from lower-intermediate to intermediate as shown in question 1. Besides, the majority of students have already given classroom oral presentations (75%) over (25%) who have not, in question 2, because, as they claim, they have no motivation, some are shy, others are not courageous, some others did not get the opportunity, others have no idea about how to give an effective presentation, others lack confidence, the rest to their poor English. Moreover, more than half of students (52%), in question 3, state that the topics for the presentations are suggested by their teachers over (42%) claim that both teacher and students suggest topics for the presentations and only (5%) maintain that it is the student. This reveals that the respondents speak about how the topics are suggested in different classes, but it is clear from the results that the topics are usually presented by the teacher, that is s/he is aware of his or her students' current level in English, so that, s/he guides them by topics that suit their proficiency level in English. Moreover, the teacher should bear in mind that s/he should select topics which are relevant to the students' needs. The majority of students (75%), in question 4, then, state that they like to master their communicative competence through giving classroom oral presentations, this class of students are more aware of the importance of developing their communicative competence as a fundamental element in learning a foreign language over (25%) of them who like to master their grammatical competence as a part of the whole communicative competence framework.

Most students need to acquire knowledge in English grammar to communicate accurately. On the basis of this and from students' answers to statement 5, the majority of them (41%) strongly agree that oral presentations help them to have a good pronunciation in English over (30% 'A'+ 27.5% 'Can't T'+ 1.25% 'D'), this shows that oral presentations do really aid the students to speak accurately through developing their pronunciation in English. Next, a considerable percentage (38.75%) of students, in statement 6, strongly agree that OPs help them in acquiring a good deal of English vocabulary. This may be due to each time when they search for a new topic, they will learn new words of the language, over (32.5% 'A'+ 27.5% 'N A'+ 1.25% 'D'), this indicates that OPs are interesting activities to build a range of English vocabulary. Besides, many students (30%), in statement 7, strongly agree that OPs help them in improving their grammar of English over (22.5% 'A'+ 36.25% 'N A'+ 10% 'S D'+ 1.25% 'S D'). This indicates that OPs are rich source for learning the grammar of English. Moreover, nearly most students (42%), in statement 8, who strongly agree that OPs teach

them how to use the supersegmental features in English to convey a particular meaning over (23.75% 'A'+ 32.5% 'N A' + 1.25% 'D'). This indicates that OPs are also good activities that enhance such ability since when presenting orally, students need this ability to fulfill the real meaning of the message.

One characteristic of effective communication is discourse knowledge. Half of students (50%) strongly agree that OPs teach them how to open, develop, and close a given topic or theme over (15% 'A'+ 33.75% 'N A'+ 1.25% 'S D') in statement 9, 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 special rules and techniques. Besides, (38.75%) as a highest percentage of students, in statement 10, who claim that they strongly agree that OPs help them to use the connectives to generate a cohesive spoken text over (21.25% 'A'+ 35% 'N A' + 3.75% 'D' + 1.25% 'S D'). This indicates that OPs raise the awareness of students towards producing a continuity in words and sentences. And from the previous answers of students in statement 11, the majority of them (42.5%) strongly agree that OPs help them to achieve a coherent spoken text over (25% 'A'+ 31.25% 'N A'+ 1.25% 'S D'). This also indicates that OPs make students aware of achieving a continuity in meaning and context.

To deal with communication difficulties, a clever student makes the most of the strategies s/he owns. As the results show in statement 12, (36.25%) of students strongly agree that OPs teach them how to use some verbal and non-verbal strategies to repair communication breakdowns over (18.75% 'A'+ 37.5% 'N A'+ 7.5% 'D'). So, we can notice that nearly most of them recognize the effect of OPs in making up for breakdowns in communication. Thus, OPs provide a good opportunity to students to practice their learning and communication strategies which may be called into action to compensate for communication breakdowns.

Foreign language learners need to be able to express intentions clearly with respect to the register and to understand others' intentions. In statement 13, a considerable percentage of students (32.5%) state that they strongly agree that OPs teach them how to use a particular form to achieve a particular function compared to (16.25% 'A'+ 47.5% 'N A'+ 3.75% 'D'). This indicates that OPs create a useful way to learn how to relate forms to their appropriate function. Besides, most students (33.75%) who claim that they strongly agree that oral presentations teach them when to use formal or informal language compared to (25% 'A'+ 26.25% 'N A'+ 15% 'D') in statement 14. This indicates that using the adequate tenor in a

particular situation can be enhanced through OPs as an easiest way. Moreover, as it is shown in the answers of statement 15, the majority of students (37.5%) strongly agree that OPs teach them how to choose appropriately the language to a particular person, a setting, a topic compared to (27.5% 'A'+ 30% 'N A'+ 5% 'D'). This demonstrates that OPs are better activities that can provide students with knowledge that lead them to be socially successful speakers.

Becoming an effective speaker involves becoming natural, speak with ease, or simply fluent. Many students (36.25%) state that they strongly agree that OPs aid them in producing a flow of related ideas especially when they are prepared and have a written form support compared to (20% 'A'+ 42.5% 'N A'+ 1.25% 'S D') in statement 16. This shows that OPs enhance students' semantic fluency. Next, a considerable percentage of respondents (36.25%) strongly agree that OPs provide an opportunity of generating a continued stretch of language without excessive hesitation by comparison with others (16.25% 'A'+ 46.25% 'N A'+ 1.25% 'D') in statement 17. This reveals that OPs also enhance lexical-syntactic fluency on the students. Besides, in statement 18, (35%) of students strongly agree that OPs help them in dealing with pauses and undue repetition by using expressions or fillers to compensate for uncertainties in real time communication compared to (23.75% 'A'+ 36.25% 'N A'+ 3.75% 'D'+ 1.25% 'S D'), this demonstrates that OPs are helpful activities to deal with uncertainties in speech.

On the whole, the students seem to be very interested in holding classroom oral presentations, and according to their answers, oral presentations can clearly lead them to develop to a more extent their communicative competence in the students, but this can happen if both teacher and students are encouraged to use such a type of activity in the classroom.

3.2. The Teacher's Interview

3.2.1. The Sample

We have interviewed the teacher who teaches second year EGAP students at Ouargla University and whom we hope to give us more information to verify our study.

3.2.2. Description of the Interview

The interview consists of two sections. The first section entitled general information in which we opted to know some necessary information that can help us in the study using close-ended questions. The second section entitled oral presentations and communicative competence that contains a number of open-ended questions to measure the extent to which oral presentations can develop students' communicative competence from the teacher's point of view.

3.2.3. Administration of the Interview

We have interviewed the teacher far from the oral class in a free classroom at the Departement of English, University of Ouargla. The teacher has kindly and immediately answered us.

3.2.4. Analysis of the Interview Results

Question 1: Could you tell us how many years have you been teaching English?

Answer: She has been teaching English for 10 years.

Question 2: Which approach approach do you follow, please?

Answer: She sees that she is eclectic but most of the time she uses the Communicative Approach.

Question 3: Before starting the course, do you give the students the right to talk about their communicative needs?

Answer: Yes, she does.

Question 4: Do you often ask your students to give classroom OPs?

Answer: Yes, she adds that this depends on the module, on learners' different styles of learning that is for instance making shy students speak in the classroom, to maximise class work, she claims that OPs are often followed by debate to raise students' participation and interaction in the classroom.

Question 5: Through assigning classroom OPs. You are interested:

- a- To help students practice accurately certain linguistic forms.
- b -To help students to communicate appropriately and effectively in different situations.

Answer: She states that it depends on the overall objectives of the course. Thus, in her speaking class, she does not neglect to help students practice accurately certain linguistic forms in which she emphasizes on spelling (homophones, homonyms,...) but she is interested more in developing students' ability to communicate appropriately and effectively in different situations.

Question 6: To what extent do you think that OPs teach your students how to produce accurate pronunciation of English sounds and how to use spelling rules of English?

Answer: To the extent to which their OPs have been well prepared that lead to influence their peers and it is related to the time given and to the amount of the exposure to the English materials and to the level of students in English in general.

Question 7: To what extent do you see that OPs help your students to build a good range of English vocabulary?

Answer: To the extent that teachers provide them as a content. She states that she teaches by topics and other teaching methods that are relevant to her students, as she claims, and that contain some cultural aspects. She adds that she used to expose her students to authentic language, she gives an example "I shan't be late/ It won't be nice without you". She also uses reading aloud from their (students) OPs to enrich their vocabulary.

Question 8: To what extent do you think that OPs help your students to improve their grammar of English?

Answer: In her speaking class, she states that aspects of grammar are limited because she is focuses on the overall communicative competence on her students. She claims that she used to teach them some language functions such as how to (apologize, expressing politeness, give information, applying for a job, making interviews,...).

Question 9: To what extent do you see that OPs help your students to produce cohesive and coherent language?

Answer: She claims that OPs enhance coherence more than cohesion.

Question 10: To what extent do you think that OPs teach your students how to use certain learning strategies and some communication strategies to respond to breakdowns in communication?

Answer: To the extent to which they can use for instance eye-contact, body language, prosodic features, sometimes translating, code-switching, use of fillers and hesitations as a time gaining strategy,...etc to repair the failure in their oral production.

Question 11: To what extent do you think that OPs teach your students when to use formal or informal language?

Answer: To the extent to which they know the interpersonal relationships, social ranks, position of power,...etc.

Question 12: To what extent do you think that OPs teach your students how to generate the language appropriately to given tenor, a medium, and a field?

Answer: To the extent to which they can use the language appropriately to the register they are interacting in.

Question 13: To what extent do you see that OPs help your students know and use the language with ease and in acceptable speed in real time?

Answer: To the extent to which they their preparation and the exposure to the receptive skills. She states also that the teacher should not make interruptions or intervene , give negative feedback, or continually correcting students' errors.

3.2.5. Interpretation of the Results

The teacher has answered that she has been teaching for ten (10) years, which shows that the teacher has got enough experience in teaching English as a foreign language and that she is familiar with different methods of teaching and that she can know what her students need. Concerning question 2, the teacher states that she is eclectic. As can be seen from her answer to question 8, she uses a Notional Functional Syllabus and as she said most of the time the Communicative Approach's principle in the classroom. This reveals that the teacher chooses what suits a given situation and that she is aware of the importance of developing CC in the students as the main principle of the Communicative Approach. Besides, in question 3, the teacher claims that she gives the students the right to talk about their communicative needs, this means that the teacher recognizes the value of doing some needs analysis to understand students' needs to provide the materials and the skills needed and sets the objective of the lesson before starting teaching as a good starting point for designing the course of ESP. In question 4, the teacher states that she often asks her students to give classroom OPs, which indicates that the teacher is seriously interested to make her students interact in English and that she knows the advantages of OPs in making her class more communicative. Concerning question 5, the teacher claims that in her speaking class, she does not neglect helping her students to produce accurate linguistic forms but more in developing their ability to communicate appropriately and effectively in different situations, this shows that the teacher is aware of the real value of both grammatical competence and communicative competence in the language classroom.

In OPs and communicative competence section, the teacher's answers prove that she is aware of the importance of OPs, as she claims that if they are well prepared and trained in developing students' grammatical competence, discourse competence, strategic competence, pragmatic competence, and fluency. Besides, she always insists on providing authentic materials that reflect the real life experience.

The interview shows that the teacher uses the communicative approach to language teaching as a dominating approach in language teaching together with the project-based approach which is communicative also and suitable for students as it results in developing to a great extent students' communicative competence.

3.2.6. Conclusion

We have noticed that both students and their teacher are aware of the importance of OPs in the EFL classroom, and how they are interested in developing the communicative classroom. Moreover, the results show that linguistic competence, discourse competence, strategic competence, pragmatic competence, and fluency could be enhanced to a large extent through giving classroom OPs in English.

General Conclusion

Our study aims at casting some light on the importance of implementing PBA in the EFL or ESL classroom. This approach helps students to actively access and construct the information themselves and to comprehend the subjects themselves better. Therefore, teachers should be encouraged to use PBA in their classes and to push students towards preparing and delivering classroom oral presentations in English.

Reviewing the literature on TEFL or TESL, the phrase "communicative competence" is an ultimate goal in TEFL or TESL. Therefore, our main aim in this study is to measure the extent to which oral presentations can develop EGAP students' communicative competence. Besides, through observing students during their OPs in the classroom, they show better developments in their communication in English with a progressive disappearance of their psychological problems.

According to the results of the analysis, students should be involved in classroom OPs as the best way that helps them to develop to a large extent their communicative competence and to overcome some psychological barriers.

So, we would like to say that our hypothesis is confirmed. Furthermore, we suggest further research to support our modest work to improve the teaching and the learning at the university level since deficiency will continue and that our research is a step towards implementing a conceptual framework of the PBA which maximizes authentic communicative practice and encourages the development of the social skills, and also as a dynamic approach to the teaching of English at the university level.

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Appendices

KASDI MERBAH UNIVERSITY-OUARGLA

Faculty of Letters and Languages

Department of Foreign Languages

English Department

Students' Questionnaire

Dear students,

*We are conducting a research paper for the fulfillment of a Master degree in Applied Linguistics and English for Specific Purposes. Our research investigates **The Effects of Oral Presentations on EGAP Students' Communicative Competence Development**.*

We would be thankful if you put a cross (x) in the appropriate box, and if you would kindly add further explanations, it would be of great help to us.

Thank you in advance for your cooperation.

Section I: General Information

1 – Your level in English:

a - Beginner

b – Lower-intermediate to intermediate

c - Upper-intermediate to advance

2- Did you give classroom oral presentations?

a - Yes

b – No

- If not, why ?

.....
.....

3- Who suggest(s) topics for presentations?

a –The teacher

b – Students

c - Both

4- Which of the following do you like to master through giving oral presentations?

a - The grammatical system of the English language.

b – Effective and appropriate communication in English.

Section II: Oral Presentations & Linguistic Competence

5 – Oral presentations help me to correctly and intelligibly produce English sounds through consolidating my acquired spelling rules.

Strongly Agree	Agree	Can't Tell	Disagree	Strongly Disagree

6 – Oral presentations help me in acquiring a good deal of English vocabulary including single words, compound words, collocation, idioms,...etc.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

7 – Oral presentations teach me how and when to use personal pronouns, the simple past, the present, past progressive forms, future, and to form the English sentence structure, ...etc.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

8 – When preparing and delivering oral presentations, I learn how to use stress, intonation, rhythm,.. to express some feelings, impressions, attracting attentions,...etc.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

Section III: Oral Presentations & Discourse Competence

9 – Oral presentations teach me how to initiate, develop, and close a topic/ theme.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

10 – Oral presentations help me to use and frequently consolidate my already acquired connectives for example, for, and, but, that, one, ...to produce a cohesive spoken text.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

11 – Oral presentations help me in producing a well unified and meaningful spoken text.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

Section IV: Oral Presentations & Strategic Competence

12 – Oral presentations teach me how to use verbal strategies such as a paraphrase, exemplification, and non-verbal strategies such as silence, gestures, body language...to repair communication breakdowns.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

Section VI: Oral Presentations & Pragmatic Competence

13 – Oral presentations teach me how to use a given form to achieve a particular function such as "it seems to me that the main points that I have come up with are as follows..." → as round-up or summarising.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

14 – Oral presentations teach me when to use formal or informal language.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

15 – Oral presentations teach me how to choose appropriately the language with respect to a particular person, a setting, and a topic.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

Section V : Oral Presentations & Fluency

16 – Oral presentations aid me in producing easily a flow of related ideas especially when they are prepared and have a written form support.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

17 – Oral presentations provide me an opportunity of generating a continued stretch of language without excessive hesitation.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

18 – Oral presentations help me in dealing with pauses and undue repetitions by using expressions or fillers such as "you know", "you see" to compensate for uncertainties in real time communication.

Strongly Agree	Agree	No Answer	Disagree	Strongly Disagree

Teacher's Interview

Dear teacher,

*This interview is to further the investigation of **The Effects of Oral Presentations on EGAP Students' Communicative Competence Development** from teacher's point of view.*

We would be so grateful if you could answer the following questions to help us in our research for a Master degree in Applied Linguistics and English for Specific Purposes.

Section I: General Information

- 1- Could you tell us how many years have you been teaching English?
- 2- Which approach do you follow, please?
- 3- Before starting the course, do you give the students the right to talk about their communicative needs?
- 4- Do you often ask your students to give classroom OPs?
- 5- Through assigning classroom OPs. You are interested:
 - a- To help students practice accurately certain linguistic forms.
 - b -To help students to communicate appropriately and effectively in different situations.

Section II: Oral Presentations & Communicative Competence

- 6- To what extent do you think that OPs teach your students how to produce accurate pronunciation of English sounds and how to use spelling rules of English?
- 7- To what extent do you see that OPs help your students to build a good range of English vocabulary?
- 8- To what extent do you think that OPs help your students to improve their grammar of English?
- 9- To what extent do you see that OPs help your students to produce cohesive and coherent language?
- 10- To what extent do you think that OPs teach your students how to use certain learning strategies and some communication strategies to respond to breakdowns in communication?
- 11- To what extent do you think that OPs teach your students when to use formal or informal language?
- 12- To what extent do you think that OPs teach your students how to generate the language appropriately to given tenor, a medium, and a field?
- 13- To what extent do you see that OPs help your students know and use the language with ease and in acceptable speed in real time?

Thank you for your collaboration.

Abstract

Communicative competence is considered the most important element in learning English as a Foreign Language (EFL) or English as a Second Language (ESL). Therefore, it is imperative for teachers to use methods in the classroom that help students to be communicatively competent. Many researchers claimed that with the experience of at least one oral presentation in English, students can forge ahead in their communication in English. Thus, the present study aims at showing the extent to which oral presentations can be an appropriate method to develop English for General Academic Purposes (EGAP) students' communicative competence. This work uses both students' questionnaire and teacher's interview. The questionnaire administered to second year EGAP students and an interview was held with their teacher who used to give her students classroom oral presentations in the speaking class. The analysis of both methods used to gather data show that both students and their teacher hold the belief very strongly that oral presentations can develop students' communicative competence.

المخلص

نعتبر الكفاءة التواصلية من عنصر في علم اللغة الإنجليزية أجنبية أو للغة الإنجليزية وبالتالي، الضروري للأساتذة - خلال الدرس- استخدام طرق على تكوين طلاب أكفاء. رى لعدد من الأبحاث نه و من خلال رض شفوي واحد على الأقل يتمكن الطلاب لمضي قدما ب تحسين كفاءتهم. و ن هذا المنطلق إن هذه الدراسة نهدف إلى إظهار إلى أي مدى يمكن للعروض الشفهية أن تكون وسيلة مساعدة الكفاءة التواصلية لطلاب اللغة الإنجليزية للأغراض الأكاديمية العامة. استعنا في هذا العمل باستبيان خصصناه للطلبة ما مع الأساتذة فارتأينا استعمال الم الشخصية. قد الم أستاذهم الذي يستخدم عروض الشفهية داخل الأقسام. قد قادنا تحليل هذه الأساليب التي استخدمناها لبيانات إلى أن كلا من الطلاب والأساتذة يعتقدون جازمين أن عروض الشفهية التي يقدمها الطلاب يمكن أن تطور من كفاءتهم التواصلية.