

**The Role of Oral Presentation
in Enhancing Students' Speaking Skill**
**دور العرض الشفهي في تعزيز مهارة التحدث
لدى الطلبة**

**Le rôle de la présentation orale dans l'amélioration
de la compétence orale chez les étudiants**

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Abstract

Speaking is considered as a very important skill that helps learners to express their ideas, thoughts, feelings and evaluate their proficiency in English. It is very necessary for learners to develop their speaking skill by practicing and performing more. The aim of the this study is to enhance EFL learners' level in order to speak English, and to produce the language in an accurate and fluent way. In other words, this study aims to allow learners to speak and express their ideas by providing them with several opportunities to practice speaking English inside the classroom and raise their motivation level. Furthermore, to get the required results, a quantitative research approach will be used to obtain the intended purposes

Keywords: speaking, language skills, proficiency, oral presentation, performance.

المُلخَص

إنَّ التَّحدُّثَ مهارةً مهمةً للغاية تساعد المتعلمين على التعبير عن أفكارهم ومشاعرهم وتقييم كفاءتهم في اللغة الإنجليزية. ومن الضروري جداً أن يطور المتعلمون مهاراتهم في التحدث من خلال الممارسة والأداء بشكل مكثف. تهدف هذه الدراسة إلى تحسين مستوى متعلمي اللغة الإنجليزية كلغة أجنبية من أجل التحدث والتعبير بها بدقة وطلاقة. بمعنى آخر، تهدف إلى السماح للمتعلمين بالتحدث والتعبير عن أفكارهم من خلال تزويدهم بالعديد من الفرص لممارسة التحدث باللغة الإنجليزية داخل القسم ورفع مستوى التحفيز لديهم. وللحصول على النتائج المرجوة، يتم استخدام نهج البحث الكمي للحصول على الأغراض المقصودة.

الكلمات المفتاحية : التحدث، اللغة، الإتقان، العرض الشفهي، الأداء.

Résumé

L'expression orale est une compétence très importante qui aide les apprenants à exprimer leurs idées, leurs pensées, leurs sentiments et à évaluer leur maîtrise de l'anglais. Il est très nécessaire pour les apprenants de développer leurs compétences orales en pratiquant davantage. L'objectif de la présente étude est d'améliorer le niveau des apprenants EFL afin de parler l'anglais et de produire la langue de manière précise et fluide. En d'autres termes, cette étude vise à permettre aux apprenants de parler et d'exprimer leurs idées en leur offrant plusieurs occasions de s'exercer à parler anglais en classe et d'augmenter leur niveau de motivation. De plus, afin d'obtenir les résultats requis, une approche de recherche quantitative sera utilisée pour atteindre les objectifs visés.

Mots-clés : expression orale, compétences linguistiques, maîtrise, présentation orale, performance.

■ INTRODUCTION

Promoting students' speaking skills is fundamental to their progress in acquiring the language. In the same way, we allow them to use this language, make mistakes, and learn from them. During this study, we discuss the use of oral presentations in improving students' speaking performance. We expect that the use of oral presentations inside the classroom is extremely important thanks to its positive impact on students' proficiency levels.

1. Speaking Skill

1.1. Definition

According to La Douce (cited in Nunan, 1991, p. 23), speaking is described as the activity of the ability to express oneself in a situation or the ability to converse or to express a sequence of ideas fluently. According to Harmer (2007, p. 284), speaking is the ability to speak fluently and presupposes the ability to process information and language as well. While Quianthy (1990, p. 7) states that speaking is the process of transmitting ideas and information orally in a variety of situations. If students depend only on their abilities in writing, reading, and listening, this is not enough at all and they need to practice oral speaking as well.

Speaking skill requires the hard work of the teacher because his job is based on making learners speak fluently, by finding an entertaining method and effective for students. Many learners suffer from speaking problems and presenting themselves with their own words, and sometimes they cannot answer a simple question even though they know the answer but they are not able to express their ideas and it is difficult for them to complete even one sentence.

According to Pollard (2007), speaking is a skill which difficult to learn because it involves many ideas, vocabularies, listening, pronunciation and grammar activities to use in communication, that's why the teacher should come up with an effective idea which can help students to reduce fear, gain self-confidence and speak bravely. It is also his responsibility to help learners understand that the ability to produce meaningful interaction during the English learning process is extremely necessary.

Oral presentations are one of the instructional methods of teaching and a form of assessment that helps the learner use spoken words to express his knowledge and understanding of a particular topic. It also permits learners to catch a range of cognitive and transferable skills. Alternatively, Bygate (1998, p. 23) adopted a definition of speaking based on interactional skills which involve making a decision about communication. While Howarth (2001), defines the term speaking as two ways process including a true communication of opinions, information, and emotions.

1.2. Importance of the speaking skill

Henrik Johan Ibsen (2009) stated that while a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is by speaking. Thus, speaking skill is a necessary method of communication. The ability to speak fluently provides the speaker with many advantages to be able to put words together in a meaningful way to express thoughts, opinions, and feelings.

According to Swain (1981), speaking is important because it enables learners to acquire new forms of language (p.18). It gives learners the chance to develop their knowledge because speaking is an effective tool for thinking and achieving success. According to Ur (2000) said, besides the other skills, reading, listening, and writing, speaking is the most important method that is very useful for communicating effectively. Krashen (1989), stated that when learners can speak, their speaking gives evidence that they have acquired the language.

According to Brown and Yule (1983), speaking is a skill that the students will be judged upon most in real-life situations. In addition, it is the most difficult skill. Bueno, Madrid, and McLaren (2006, p. 321) states speaking is one of the most difficult skills students face during learning a language. There is a need for learners to acquire the communication skills to get success in their respective fields.

Thus, the classroom is the ideal platform to acquire good speaking skills. When speaking with others or in front of people,

we come to have a better understanding of ourselves. As Robert Frost stated that talking is a way to understand, and teaching is a way to learn. The most important thing about speaking is to be honest.

1.3. Characteristics of Speaking Skill

To boost young learners' abilities to talk fluently and master the speaking of the language, we will highlight the assorted characteristics of EFL learners' speaking performance.

1.3.1. Fluency

Fluency during a language means speaking easily, reasonably quickly, and without having to prevent and pause plenty. In keeping with Crystal (1987, p. 421) defines fluency as a smooth, rapid, effortless use of language. Hedge (2000) states that fluency is to be ready to answer by connecting words and phrases together, pronouncing the sounds correctly, and using stress and intonation. To realize this, teachers should train learners and provides the chance to specific their ideas.

1.3.2. Accuracy

Accuracy is the ability to provide correct sentences using correct grammar and vocabulary. Scrivener (2005, p. 162-160) defined accuracy because the ability to talk correctly without making any serious mistakes. While Thornbury (2005) stated that to urge accuracy means to pick appropriate words within the appropriate contexts.

1.3.3. Grammar

It is the thanks to arranging words to create proper sentences. It represents an important part of speaking. If you are awake to the grammatical rules of a language, it will be easier for you to use it for communication. John Dawkins stated that there should not be a right or wrong way of practicing grammar in any language.

1.3.4. Vocabulary

It refers to the words we all know to speak effectively. It is a core component of language proficiency and shows how well learners speak and write. Consistent, with Ur (60 :1996) vocabulary is the words being taught within the foreign language. When learners

have the power to pick the acceptable words it means he's accurate and precise in terms of vocabulary.

1.3.5. Pronunciation

The goal of pronunciation is not to pronounce like native speakers, instead, intelligible pronunciation should be the important purpose of the speech. Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation because the ability to produce English sounds. It is learned by repeating sounds over and over and once more than correcting them when producing them incorrectly. In step with Stevick (1978), pronunciation and private identity are related, and if the teacher ignored this, he will simply be wasting plenty of effort on a hopeless goal.

1.4. Types of Speaking Performance

According to Brown (2004), there are some basic forms of speaking which are:

1.4.1. Imitative

Usually imitating is copying so this method is all about copying something that a speaker is saying exactly. It teaches you to pay attention to the sounds and patterns of English and trains you to create those self-same sounds yourself. In keeping with Dwyer, Ringstaff, and Sandholtz, (1991), good videos are often played inside the classroom by EFL teacher for the imitation learning.

1.4.2. Intensive

It involves producing a limited amount of language in a high control context. Korompot (2018) states that this sort could be a speaking instructional approach that emphasizes engaging the learners in oral activities in an intensive way.

1.4.3. Responsive

It is interaction at the somewhat limited level of a really short conversation. It is a complex interaction that sometimes includes multiple exchanges or multiple participants. It deals with paraphrasing, giving directions, instructions, and questions and answer. Consistent, with Hammer (2007), the teacher will ask students to administer their own comments fluently.

1.4.4. Extensive

Extensive speaking deals with oral protection which involves speeches, speechmaking, and storytelling. Harmer (2007), stated that learners may do some simulation to determine their pronunciation and fluency, so they will improve it.

1.4.5. Interpersonal

Consistent with Brown (2007), this type is worried about the aim of conveying the social relationship.

1.4.6. Transactional

Learners have to speak and take notes then read a script during presenting their topic. In step with Brown (2007), this type of speaking deals with collecting and exchanging.

1.5. Aspects of speaking

Aspects of speaking skills should be taken into consideration. These aspects help to know this method and make it clear. It also prepares learners to speak effectively in real-world situations and the way to be ready.

1.5.1. Speaking is face to face

It has been viewed because of the simplest and most efficient thanks to satisfying one's need for social connectedness (Grieve, Indian, Witteveen, Talon, Marrington, 2013). Face-to-face communication allows for a more robust exchange of knowledge since both speaker and listener are ready to see and interpret visual communication and facial expressions.

1.5.2. Speaking is interactive

People's knowledge and skills in step with Allwright and Bailey (1999), interaction happens collectively and folks make out together whether face to face or over the phone, to 1 person or a gaggle of individuals.

1.5.3. Speaking happens in real-time

Time affects the speaker's ability to plan, arrange the message, and manage the language. The sentences employed by the speaker cannot be as long and complicated because of the ones written. Miller (2001:27), stated that speakers may forget what they wanted

to say; and even forget what they said earlier, so that they repeat themselves.

1.6. Purpose of Speaking

The purpose of speaking is often either interactional or transactional and these are some differences within the spoken language:

Transactional discourse is a smaller amount of a literary approach and more of an instructional one. Most of these communications focus on establishing a point of interaction with the reader. In transactional discourse, language is essentially used for communicating information. Nunan (1989:27) named the aim of serving language as message-oriented instead of listener-oriented. During this variety of interactions, ensuring that the message is known is incredibly important. On the opposite hand, some conversations are interactional to take care of a social relationship. It consists of short exchanges that typically begin with a greeting, and move to back and forth exchanges on non-controversial topics like weather, school, and work. They serve to make a temperature between those who can be total strangers. Kingen (2000, p. 218) there are twelve categories of speaking purposes after combining the transactional and interactional purposes:

- Personal purpose: Concerning one's private life, relationship, and emotions.
- Descriptive: Presenting observations about the characteristics of somebody or something.
- Imaginative: Having or showing creativity, or inventiveness regarding images, places, people, or events.
- Explanatory: Serving to clarify something and makes things more clear.
- Narrative: It should be a sequence of events in chronological order on an imagined tale with flashbacks or multiple timelines.
- Informative: Providing useful or interesting information. It contains helpful and relevant details.
- Questioning: The action of asking someone questions, especially

in a political candidate context. It is showing interest in learning new things.

- Predictive: Referring to or having the effect of predicting an occurrence or result.
- Instructive: Giving instructions or describing directions.
- Comparative: Serves to specific a comparison between two entities or groups of entities in degree or quality.
- Interpretative: Regarding or providing an inter-presentation. Translates or explains.
- Persuasive: Explain, clarify, and support ideas and opinion.

1.7. Speaking Performance Problems

Speaking skill is considered a challenge for learners because learning a new language such as English requires using it in a real context, not just the ability to know the grammar. One of the problems that learners face while speaking is a lack of self-confidence. The lack of self-confidence makes it difficult to communicate assertively and makes the conversation poor. According to Littlewood (2007), inhibition and anxiety come easily to the learners when they are speaking in a foreign language. The lack of self-confidence makes learners ashamed to speak and express themselves. Another problem that hinders learners' speaking performance is that they cannot think about anything and that is the reason why they do not have anything to say.

Learners should choose a topic that is familiar to them. Rivers (2015) represented one of the reasons why students cannot speak is that because the teacher does not select an appropriate topic that learners haven't enough knowledge and information about it. The third problem which learners suffer from is low participation. Naturally, the classroom is composed of a huge number of learners, that's why they don't get to have a chance to speak. Brown (2007), stated that students will have little time to talk because one learner can dominate all the time, while others can speak very little or These factors do negatively affect students' English speaking performance. And give impact on the way learners acquire language in the speaking area.

1.8. Psychological Factors Affecting Speaking Performance

These factors do negatively affect students' English speaking performance. They give impact on the way learners acquire language in the speaking area.

1.8.1. Motivation

Motivation is a kind of desire of learning and the most important factor. It is very difficult to teach speaking skills if the learner does not have the desire to learn. According to Madsen (4 :2014), the role of teachers is to make the class environment appropriate for speaking and encourage learners to speak using many ways. Without motivation, learners may fail to acquire a language. Nguyen (2019), stated that motivation takes a crucial part in the failure and success of language learning. Gardner (2010), distinguished between two kinds of motivation. The first type is integrative which deals with learners that are positive towards the foreign language and they are desire to be more integrated into it; whereas, instrumental motivation is that type where learners are desired to get something concrete from the language learning.

1.8.2. Anxiety

Everyone has the feeling of anxiety at some point in their life. It means they have feelings of unease such as worry, fear, or unsecured. Woodrow (2006), stated that anxiety is a feeling which gives a negative influence on speaking performance. According to Speilberger and Sarason (2005), there are two cases related to language anxiety. The first case happens when students try to speak in front of their classmates or when the teacher corrects their mistakes. The second case is students understanding of the capacities in communicating in a foreign language.

1.8.3. Attitude

When learning a particular language, attitude is considered one of the most important psychological factors in speaking performance. Houssein and Pourmandnia (2013), categorized attitude into two parts: negative and positive attitudes. The positive attitude supports the learning method, however, the negative attitude prevents the learning method.

1.8.4. Aptitude

It refers to the prediction of how well, relative to other individuals, an individual can learn a foreign language in an amount of time and under any conditions. Budianto (2010), stated that aptitude can be the prediction of language learning success. While; Skehan (2012), defined aptitude as the capacity which enables learners to acquire a language

1.9. Approaches of Teaching Speaking

According to Richard (1992), there are three approaches of teaching speaking which are:

1.9.1. Direct (controlled) Approach

In this method, the teacher gives the object directly. It deals with structural accuracy and practicing language forms. Also, it seeks to help learners acquire the grammar of the target language. Bygate (2001) states the direct approach deals with the development of language form.

1.9.2. Indirect (transfer) Approach

Indirect approach in the teaching of speaking is one in which oral competence is acquired incidentally as a product of engagement in communicative tasks. This approach deals with fluency of speech, by letting students speak with other learners in the classroom. According to Bygate, indirect approach focuses on the development of learners' fluency which has a relation with language elements.

1.9.3. Indirect Plus Approach

Thornbury and Slade (2006), combined the indirect plus approach with language exposure, learner-centered training, and teaching speaking.

1.10. Communication Strategies

These strategies are used by learners when they want to interact with the audience or when they easily get ashamed and they stop communicating. That's why learners must use communication in the right way in order to interact with other people. Swain (1980,p.21) stated that speaking is a useful process for language

learners. Communication strategies are used for two important purposes.

The first purpose is "achievement strategies", it helps learners to have a chance to speak in the target language, as well as obtaining their communication goals. The second purpose is called "reduction strategies", unlike the other strategy; this one reduces the chances which allow learners speak in the target language.

1.10.1. Cognitive Strategies

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. It is also called "psycholinguistic strategies". Goh (1997), stated that cognitive strategies are techniques requesting for a gap and linguistic problems. While communicating Learners may face difficulties to find the right words and link them together in order to be meaningful.

1.10.2. Interaction Strategies

These strategies are useful to support learners speaking skills. It is also called "oral communication strategies". According to Nakatani (2006), these strategies are used by learners when having problems to communicate while having tasks of instruction. Interactional strategies, helps learners to express what they really mean successfully.

1.10.3. Metacognitive Strategies

Metacognitive is thinking about how you think and learn. The key to Metacognition is asking yourself self-reflective questions, which allows you to think about what you already know. It is regulating thinking and language during speaking. Cohen (1998) stated that some learners prepare what they are going to say and plan everything while speaking or participating in an interaction.

1.11. Types of Speaking Tasks

Learners are given different speaking tasks, and they are supposed to speak, discuss, Inform, and express ideas. It is very essential for learners to be involved each time with different tasks because it is a chance for them to speak fluently. Willis (2005), represented the characteristics of language learning tasks as follows:

- The importance of concentrating on exchanging and comprehending meaning.
- Focus on intelligible communicating purpose and a particular aim.
- The completed task is sharable with other learners inside the classroom.
- After completing the task, it is allowed to focus on grammatical forms.

1.11.1. Information (gap) activities

These tasks focus on the group works which allows learners to exchange information they have between them. The purpose of information tasks is to encourage learners to speak in order to complete a task in pairs of small groups and allows them to cover the gap. Jacobs and Goh (2007) stated that learners have to follow these steps in order to achieve the previous:

- Comprehend the information they already have.
- Explain which type of information they need.
- Communicate with their partners about the information they gathered.
- Ask questions.
- If it is necessary, ask for repetition.
- Complete the gap.

1.11.2. Dialogues and Role Plays

Role playing is essential in the life of learners because it helps them develop empathy and role playing activities helps learners to understand and identify emotional situations and overcome fear. Learners are able to perform and speak in front of their classmates using dialogues. Teacher has the priority to choose roles to be performed by the learners. Role-plays and dialogues provide learners with self-confidence and encourage them to speak fluently and say whatever they want, as well as showing their creativity and what they are able to do. According to Joyce and Well (1986), role-playing has a huge impact on learners because it helps them develop and offers a chance to solve problems.

1.11.3. Activities Using Pictures

This type of tasks is proper for beginner, who does not speak a lot, or express themselves rarely. Using pictures helps them produce more words in a meaningful sentence and develop their speaking performance and offers them an opportunity to be creative.

According to Callahan (1992), teachers must use pictures because media is more useful and effective for the teaching. While Ur (1996), stated that learners are able to perform fluently if they are exposed to pictures for the second time because it helps them produce more words and sentences rapidly.

1.11.4. Story Telling Task

In this task, learners are allowed to express themselves freely because when they perform they use their own words, sentences, ideas. They are free to talk about anything they want, or make them feel comfortable such as friends, family. This will also create a chance for their classmates to ask questions to know more about them. It helps learners to be close and build a strong relationship. According to Thornbury, Storytelling is one of the most important ingredients of casual conversations.

1.12. The Relationship between Speaking and Listening

Although speaking deals with expressing and listening focuses on comprehension, both of them must be considered the process of communication. Listening is about showing the cognitive side; however, speaking is about performance. Many teachers focus more on the speaking skill because it develops the speaking skills inside the classroom. Rost (1994) stated that listening is very necessary in the language classroom, and essential to speaking. Choice Gag (2009) represented the relationship between speaking and listening, the speaker is speaking for a particular purpose and the same thing for the listener because he is possibly benefiting from the speaker while listening. Cross (1992) stated that if learners listened better and active, students would acquire vocabulary effectively, as well as better pronunciation. Speaking and listening skills are effective ways which learners use to solve problems, speculate, makes decisions, share ideas, exchange information, and reflection what is important. As well as intimate interaction

because having successful communicative skills leads to better social relationship.

2. Stages of Developing Student's Speaking Skills

Learners most of the time do not focus on learning about speaking because they do not know the purpose and the importance of the speaking activity and how this development would give learners the opportunity to build their confidence and reduce fear. Clearly, it is teacher's role to organize these activities and concentrate on how it may develop students' learning. Teacher also should include working in a collaborative way because it is a great technique to encourage learners to speak and share their knowledge together. Hatch (1978), summarized all the activities which learners need in stages as follows:

A) Stage 1 (Focus Learners Attention on Speaking)

In this stage, the teachers' role is to develop learners' speaking skills and to perform confidently in front of the audience. According to Hatch, this activity provides learners with a chance to control on their learning and speaking in a foreign language. The main thing is the teacher must be clear and patient and use clever things in order to get learners attention.

B) Stage 2 (Provide Input/or Guide Planning)

Generally, when speaking in a foreign language, most of the learners would tell anxious and worried. That is why this activity is effective because it provides learners with support when performing the speaking task or when they are planning what they are going to say and the way they are going to say it. Skehan (1998) represented some purposes of this activity as follows:

1. Learning new language.
2. Acquire appropriate vocabulary.
3. Comprehend the relationship of particular contexts.
4. Express meaning in an understandable way by producing more than one utterance.
5. Using language in order to express meanings that are more complex.

C) Stage 3 (Conduct Speaking Tasks)

This activity gives learners the chance to communicate by choosing a task, express their ideas, and say whatever they think about. Hatch (1978), Stated that the aim of this activity is to provide learners with particular task in order to perform and practice speaking. This activity encourages learners to express their knowledge and skills with meaningful utterances in order to develop their fluency. In addition, these tasks allow learners to speak in pairs of groups.

D) Stage 4 (Focus on Language, Skills, and Strategies)

The main purpose of this activity is to develop language accuracy, as well as improving skills and strategies. Brown and Yule (1983), represented some parts which has relation with language features such as grammar, pronunciation, text structures, as well as vocabulary.

E) Stage 5 (Repeat Speaking Task)

Learners must be given a chance to practice their skills in order to develop their performance. Yet, repeating tasks would support team members and resonate throughout organization. For example, when a child rides a bike, it is important to learn the essential skills then practicing and more practice until you increase your confidence and become skilled. According to Ellis (2005), repeating tasks for the first time is considered as preparation for further performances.

F) Stage 6 (Direct Learners Reflection on Learning)

This activity does not happen only in an individual way but it is also a collective activity. According to Agouridas and Race (2007), reflection is a way to understand the contexts, process, and comprehend what we have learned. Kolb (1984) stated that reflection is an effective way which enables learners to gather the main ideas, principles, and experiences. Reflection is very useful and effective for learners who are anxious and worried.

G) Stage 7 (Facilitate Feedback on Learning)

The teacher is obliged to provide learners with feedback to know where they got wrong and be able to improve their performance.

Harmer (2001) presented forms of feedback as follows:

1. Give comments about the performance of learners.
2. Exchange comments about each other improvement and achievements.
3. Comments from the teacher after writing reflections from the class.
4. Oral Presentations

In what follows, we will show whether oral presentations can improve learners' speaking skills or not.

3.1. Definition of Oral Presentation

Oral presentations, also known as public speaking or simply presentations consist of an individual or group verbally addressing and audience on a particular topic. Students must understand the topic they are presenting in order to communicate this understanding to the others and know what they are going to say. According to Kamrul (2013) oral presentation means delivering important points to a public audience. If the audience participated and asked questions, this will encourage and motivate learners to speak, explain, and provide the audience with more information and it will be a great experience to them; they also may gain self-confidence and reduce the feeling of fear while standing in front of the audience.

According to King (2002), oral presentations provides a rewarding and stimulating experience both for teachers in developing skills and for students in training themselves to have confidence presentation in front of the class. Oral presentation is an effective technique used by teachers in order to develop learner's communication skills. Miles (2009), argued that students will most likely focus on language improvement if they used oral presentation. Learners are able to reach proficiency levels only by doing oral presentation in front of the class and it should be included in lessons. King (2002), stated that oral presentation provide a rewarding experience for both teachers and learners in developing their speaking skills and how to build self-confidence, reduce fear in front of the audience. However, Girard and Trapp (2011), indicated that performing in front of public may have extra knowledge and experience.

3.2. Importance of Oral presentations

Effective oral presentation helps in saving efforts, time, as well as providing learners with an opportunity to practice speaking. Oral presentations are very important because it enable learners to develop their skills and be more confident. According to Girard and Trapp (2011), learners can gain knowledge and learn better and develop their performance, as well as speaking skills by paying attention to other presenters' strengths and weaknesses. While Hedge (2000), stated that to be able to speak and communicate is the most important goal which communicative language teaching aims to reach. Girard and Trapp (2011), presented some reasons why oral presentations are very important as follows:

1. The interaction and participation inside the classroom.
2. Learners will be more interested in learning.
3. New perspectives about learning.
4. Development of speaking and performance skills.
5. Improvement of real world communication.

3.3. Types of Oral Presentations

When choosing the type of the presentation, the learner should know that it depends and differs according to the style if the presentation, the topic, time, grammar, and vocabulary. Al- Issa and Al-Qubtan (2010), distinguished between two different types of oral presentations as follows:

3.3.1. Guided Oral Presentations

In this type of oral presentation, the learner have an intermediate level of language proficiency, it means that they are able to choose the topic which is appropriate for their level. Al-Issa and Al-Qubtan (2001) stated that guided oral presentations are suitable for lower- intermediate or intermediate learners' proficiency level. In this type, learners are expected to prepare handouts to the listeners in order to follow with the presenter. There is a positive thing about using guided oral presentations is that learners are allowed to use L2 in order to communicate with others (Apple, 2006). Guided oral presentations are the most important aims of communicating language teaching.

3.3.2. Free Oral Presentations

Unlike the previous type, free oral presentations involve learners which have an advanced level of language proficiency. Learners are free to choose the topic they want to present, also they are able to answer any type of question asked by the audience after completing their presentation. However, in guided oral presentations, learners are not capable to answer their classmates and they face difficulties in that because it is their first time handling this type of topic.

3.4. Forms of Oral presentations

Learners have the choice to perform and present a task individually or in groups and both of has their own strategies.

3.4.1. Individual Oral presentations

This form takes place between the learner and the teacher. It provides learners with confidence to speak individually using their own words in front of the audience, and it is a very effective way to learn how to depend on you. According to Norris (1991), learners as presenters will have an opportunity to be more responsible in comprehending their topics and they will respond to the questions asked by the listeners easily.

3.4.2. Group Oral Presentations

It is the most effective way in oral presentations. Presenting in groups helps learners to be a team and encourage them to work in a collaborative way in order to incorporate with each other, it is a beneficial way because it teaches learners how to exchange their thoughts, ideas, and knowledge with each other, as well as giving feedback while preparing their presentation. Norris (1991) stated that working in groups offer them enough time to prepare presentations whether it was inside or outside the classroom. Here the teacher prepares questions in order to test their understanding.

3.5. Structure of Oral presentations

If the learner wants the presentation clear and well organized, this requires introduction, body, and conclusion. These three elements should be organized to fit each other and linked together in order to complete each other. Chivers and Shoolberd (2008) stated that a clear well organized structure of a presentation helps

the audience to understand quickly the content and what the topic is all about. The presentation should have the following structure:

3.5.1. Introduction

When writing an introduction, here the learner is making something clear to the audience and this will pique the interest of the listeners, because it provides them with small details about the topic as well as stating the purpose and goals of this presentation. Starting with something interesting like an image, and anecdote, or the problem which will introduce your topic, would gain the audience attention and hook them in your topic easily. According to Anderson, Juan, and Tony (2004), a good and clear introduction should include the following:

1. Inform your audience what your presentation will cover.
2. Outline the main points to capture the audience attention.
3. Before starting your presentation, greet your audience and introduce yourself.
4. Start with a clear sentence which will make your topic obvious like: Today I would like to discuss or talk about....
5. Provide them with a definition of the main terms or a background of your research.

3.5.2. Body

The body is the main part of the presentation because here is your job to explain more about your topic and develop the main points and present all your information using examples of evidence .It is necessary to use explanations and examples between main points in order to be more clear. Another important point is providing your presentation with visual aids to gain the attention of your listeners, because it is more effective to show not just tell. According to Storz (2002), there are many vital elements which should be involved in the body:

1. Guide your audience through the presentation by using verbal sign points.
2. Present the key points.
3. Move from one idea to another using: First....., second.....,finally, another point is.....,to conclude with.....

4. Use supporting evidence and examples.

3.5.3. Conclusion

Conclusion is a summary of the main points you mentioned earlier, and usually it can be done in one paragraph. It is the last part of your presentation and it can be somehow a result you concluded during researching and preparing your presentation. Conclusion is in some ways like your introduction because both of them show how you have addressed the problem. Storz (2002), presented the main parts which the conclusion should include the following:

1. Re-answer the question and reconfirm the main points you mentioned in the body.
2. Do not add any other new information.
3. Make sure to show that you have covered all the points you made in your introduction.
4. You can state the conclusion with "in conclusion", or "to conclude with...".
5. Restate the purpose of your task and show that you have achieved your aim.

At the end of the presentation you can open a discussion, and try to answer the questions being asked by the audience and thank them for listening to you.

3.6. Preparing and Delivering Oral Presentations

An oral presentation is more than reading a paper or set of words to the public. It is not standing in front of an audience and gives information, but it is communicating effectively your message as what you say. Preparing and delivering your presentation is considered as a series of steps to be taken as follows:

3.6.1. Identity purpose

Before performing in front of the audience, learners must prepare and organize it well. According to Young (1998), learners are obliged to identify the purpose of the presentation aim, and eventual outcome. While, Drew and Bingham (2001), presented the importance of working in groups because it is useful to discuss and allocate responsibilities between the members of the group.

Understanding the purpose of your presentation and to be able to deliver it to the audience helps you achieve your goal.

3.6.2. Consider your Audience

According to Levin and Topping (2006), considered seeking your audience is a very important thing when preparing for an oral presentation.

They also presented five beneficial questions to the learners as follows:

1. Who will be the audience, and why will they be there?
2. Why would your audience be interested in your presentation and about this particular topic?
3. What does your audience already know about the topic you are presenting?
4. What kind of energy will be appropriate for your audience?
5. What protocols will you expecting to follow?

3.6.3. Organize the Structure:

It is the way learners' presentations are directed toward the achievement of organizational aims. After answering the questions being asked, learners have to structure their presentation in a clear way. According to Levin and Topping, they presented an effective technique which simplifies a successful presentation:

1. Tell them what you're going to tell them.
2. Then tell them.
3. After that tell them what they've been told.

3.6.4. Design Visual Aids

According to Wallwork (2010), learners who are able to see visual explanations using charts or diagrams, they can see what's happening around them. When presenting or performing, learners should include any handouts or visual aids because it is very useful to pique the audience attention. Turk (1985) stated that using the simplest visual aids would help the audience to understand and remember. Talking in front of the audience and try to send a particular message may take a lot of time, unlike using visual aids. According to Levin and Topping (2006), using images and symbols

can convey messages and information which if spoken, would take longer time to explain.

3.6.5. Rehearsing

One of the main ways to rehearsal is to record yourself speaking and performing. McCarthy and Hatcher (2002), stated that it is very useful to record yourself presenting in an audio format because it is a great way to correct your mistakes in order to assess one's own performance. Another way is to present in front of someone close to you and you really trust like your parents, friends. According to Turk (1985), there are many advantages to perform in front of a close personal friend because they will be honest and correct your mistakes when learners rehearsal, they are also practicing their body language, gestures, eye contact, voice. According to Bryan (2001), in order to control the one's voice, it is useful to pause and repeat.

3.6.6. Overcoming Nerves

When learners face the audience, it may cause them stress, worried, nerves and this is the reason why the performance can be poor. According to Bryan (2001), adopting some techniques may help learners reduce their fear and anxiety such as visualizing yourself performing well, there is no need to suppress yourself, take deep breaths, clearing your mind in order to relax.

3.6.7. Considering Non-Verbal Communication

When performing, the way you use your body will say a lot about you because conveying your message to your audience is not only by words, but also with body language.

According to Bryan (2001), when you look confident, you are controlling your performance. Turk (1985), stated that consideration of factors such as dress signals, using eye contact with the audience and hand gestures results a successful presentation.

3.6.8. Handling Questions

Finally, the end of the presentation, it is better for learners to include questions and answers session in order to make points more clear. Young (1998), stated an advice for learners to include at the end of the session questions in order to provide audience

with an opportunity to test the knowledge and information of the speaker.

3.7. Methods of Delivering

When a learner is presenting, he should introduce himself. That means to use language correct including grammar and vocabulary. He also should prepare himself to use appropriate utterances to the audience and topic. When making eye contact with the public, they will understand that you know your topic very well. According to Wallwork (2010), there are four delivery methods when giving a public speech as follows:

3.7.1. Impromptu Speaking

It is a speech that a person delivers without predetermination or preparation. This presentation is usually occurred when a learner is asked to speak in a few words in informal settings. One of the advantages of impromptu speaking is building self-confidence in the speaker and speaks spontaneously. But it also has disadvantages such as the lack of speaking, it is not appropriate for important occasions as well as lack of vocabulary. Also, lack of time because learners are not given enough time in order to deliver the message. Wallwork (2010), presented some steps which are effective for learners in giving impromptu speech in front of the audience as follows:

1. Take a minute to organize your thoughts and plan your main ideas you want to deliver.
2. Thank the one who asked you to speak.
3. Deliver what you want to say as a brief as you can and focus on one single point.

3.7.2. Extemporaneous Speaking

That presentation has been prepared and planned but not memorized. In this method, learners prepare what they are going say before performing using brief notes. During the presentation, learners make eye contact with the audience to see if they are comprehend the speech and how well they are comprehending it. Extemporaneous speaking is very useful because the listeners would pay attention to what the learner is saying because he is

including both verbally and non-verbally. The disadvantages of this method are that it wastes time while preparing for both the verbal and non-verbal components of the speech.

3.7.3. Manuscript Speaking

In manuscript speaking, speakers maintain their attention on the printed page except when using visual aids. Manuscript method has many advantages such as: control of time, control of choice, the elegant language, reading from a manuscript is the exact repetition of original words. However, it also has many disadvantages like: loss of eye contact, loss of natural speaking style.

3.7.4. Memorized Speaking

It is a speech that is recited from memory rather than read from papers or using notes. Memorized method is very effective when the learner does not want to use notes and he is able to deliver the message in the exact right way. Memorization is very important because it frees the learner up to make good eye contact rather than having to look at notes. The disadvantages of memorization are the audience may consider it as a performance rather than speech. As well as forgetting a part of the speech during the presentation.

3.8. The Principles of the Effective Oral Presentations

For learners to deliver a successful presentation, they must follow some principles. ZivKovic (2014), distinguished between twelve principles for an effective oral presentation as follows:

3.8.1. Clear Pronunciation

It is very important to be your pronunciation clear in order to be well understood by the audience. It is the learners' ability to demonstrate that the words are often used and pronounced correctly. The audience will pay attention more when they comprehend what you are saying and if it is not clear, it will be hard to deliver your message and reach your goal.

3.8.2. Preparation

Good preparation will ensure that you have thought carefully about the messages which you want to deliver in your presentation and it will also help you gain yourself- confidence in order to

achieve success, it is very important for learners to prepare themselves physically and mentally.

3.8.3. Unity and Integration

In a good and successful oral presentation, what the learner is going to say must be unified and well organized. Learning must deliver their message point by point, so that it will be clear to the audience.

3.8.4. Precision

Precision is being to the point and accurate. In other words, it is the quality or state of being precise or exact. Precision is needed in oral presentations in order to make it more successful.

3.8.5. Natural Voice

During oral presentations learners must be calm rather than anxious and worried because this will make their voices change and the audience will understand that the learner is not feeling comfortable and being stressed. Artificial voice must be avoided in order to speak in a confident way which will make the audience concentrate with the learner.

3.8.6. Planning

Planning what you are going to say and when you are going to say it is the most important thing in order to have an effective performance. Planning allows learners to be able to engage, entertain, and inform the listeners. A good successful planning requires time bound actions.

3.8.7. Simplicity

Focusing on simplicity matters in oral presentations because it is a good way to get rid of distraction. Your audience will concentrate on your message and listen actively to what you are saying because simplicity makes everything clear and understandable.

3.8.8. Legality

The speech of the learners should be clear, legal, and logical at the same time.

3.8.9. Avoiding Emotions

Any action designed to prevent the occurrence of an uncomfortable emotion such as sadness, or shame. When

performing in front of the audience, showing feelings would divert a speech from the main topic so, the speech should be emotionless.

3.8.10. Acting

Many people get distracted after listening to someone in a short time, so acting is a great way to pique listeners' attention by using gestures.

3.8.11. Efficiency

Having skills and being able to use them in order to end up with an effective performance is a useful thing.

3.8.12. Vocabulary

Words are different from one person to another and one situation to another. Learners must use the most familiar words in order to avoid any confusion in the meaning of words.

3.9. Purposes of Students' Presentations

By presenting, students learn how to speak in front of a group, a broadly applicable professional skill. They learn how to prepare something for public presentation, practice and develop their speaking skills. Chivers and Shoolberd stated that learners need oral presentations for the following purposes:

1. Persuasion

The goal of the speakers is to convince the audience to accept their point of view.

2. Training

In this type, learners will take the role of the teacher so they try to train their skills as trainers or teachers. This type of oral presentations is very important because it is used for practicing and improving learners' skills.

3. Teaching and Learning

It is a very important type which includes the main elements of teaching and learning. This type is used generally in the universities and it involves:

- Improving learners' understanding of a topic.
- Covering specific areas of the curriculum in more details.

4. Informing

This type has a goal which is providing the audience as much information as possible.

The aim of this type is to:

1. Describe a new policy.
2. Outline a set of instructions.
3. Give a progress rapport on research.
5. Assessment

Some learners take the chance to improve their presentation skills and abilities rather than being assessed.

3.10. Advantages of Oral presentations

Oral presentations help learners to demonstrate their leadership skills and learn how to control during speaking. Presentations make it easier to engage your audience. Oral presentations are very useful in developing learners' L2 skills. According to Girard, Pinar, and Trapp (2011), using oral presentations inside the classroom is a great method which makes a better interaction and increases learners to learn, as well as they will be able to communicate effectively using communication skills and abilities. It is a chance for learners to work independently not only to practice language skills, but also to produce a successful performance. According to King (2002), oral presentations are very essential because it requires learners to use all the four language skills in an integrated way. Oral presentations encourage learners to speak freely and motivate them to express whatever they think about including their ideas and knowledge. According to Emden and Becker (2004), they presented a variety of benefits of oral presentations as follows:

- ***Student-centered participation in their learning***

When learners watch their classmates performing, they will benefit from their poor and good performance. It will also help them discover their strengths and weaknesses.

- ***Development new knowledge***

When learners perform, it is considered as an opportunity for

them to improve their speaking skills, as well as their knowledge. If the performance is successful, it is an effective thing for the audience because by the end of the presentation, they will gain new knowledge.

- *Practice in a Known Environment*

It is very essential for learners to present in a familiar environment because this would make them feel more comfortable.

- *Increase Confidence to Speak In Front of the Audience*

Presenting in front of the audience help learners to build personality and be confident by reducing fear, anxiety, worries, and stress. It also helps them control their performance.

- *Improving Marks Earned for a Module Assessment*

Rather than earning marks for written works only, there are learners who prefer to speak because that are better communicators and it is an opportunity for them to earn extra marks.

- *Developing a Range of Communication and Performance Skills*

When learners are able to practice oral presentations, it is a great chance for them to gain new skills to communicate as well as improving their speech and be able to perform in public.

■ CONCLUSION

We noticed that oral presentations could be affective for learners. They can be given as an individual, pairs, or groups. Oral presentations provide learners with an opportunity to speak express themselves, gain experience. Performing orally is a great method to motivate learners and encourage them to speak more. Oral presentations also allow learners to choose the topic they want or have enough knowledge about it, and exchange information with their classmates.

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