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EFL Students' Difficulties With Oral Presentations in Classroom Interaction

The Case of Master one EFL Students at Mila University centre

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Dedication

I dedicate this work to my beloved parents for their endless love, support and encouragement.

I also dedicate this work to my brothers Bilel and Zaky.

Yousra BENMOUBARE

In the name of God, the Most Gracious, the Most Merciful

All the praise is due to God

I dedicate this work to:

The dearest people to my heart, source of my happiness and success in life: my
mother NADIA and my father ChADLI

My precious brothers SOHAIB and AHMED MONSSEF and all my lovely sisters
MAISSEM and MERIEM

To all my friends: MALAK, ILHAM, NADIA, KENZA, and ABIR

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Abstract

The current study aims to explore the difficulties EFL students at Mila university center encounter when they give oral presentations in classrooms. It also aims to highlight the strategies teachers as well as students employ to handle these problems. Both individual and group presentations are covered. Using a qualitative research approach, the necessary data was collected through in - depth interviews. The participants of the study included forty-five master 1 students of English who had a sufficient experience in doing oral presentations. Five teachers of didactics, curriculum design and linguistics took part in the study. Findings show the main problems that EFL students face are anxiety, poor language skills, challenging content, missing points and audience. Findings further show that students cope with these problems by preparing their presentations well, discussing the content with their peers, maintaining eye contact with close friends and using presentation-aids. Teachers help their students handle these problems by enhancing their self-confidence, creating a friendly atmosphere and building emotional connections with students. EFL students need to develop their classroom oral presentations to succeed in both academic and professional settings.

Key Words: classroom oral presentation, anxiety, students ' difficulties, strategies, presentation-aids

List of Abbreviations

CI : Classroom Interaction

OP : Oral Presentation

L1 : First Language

L2 : Second Language

EFL : English as a Foreign Language

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General Introduction

1. Statement of the problem

Communication involves the use of language to convey thoughts, emotions, and concepts through words, phrases, and sentences. It serves as a tool for students to engage with others, comprehend information, and express themselves verbally. Oral presentations are vital in classrooms as they support learning, stimulate thinking, enhance language skills and communication abilities, and encourage student engagement in the educational journey for a more profound grasp of the subject matter. However, there are a number of obstacles that EFL students must overcome in order to participate in class discussions and communicate effectively. These obstacles might range from psychological ones like shyness, lack of confidence, and mistake-averse fear to linguistic ones like pronunciation, vocabulary loss, and grammar faults. It is essential for teachers to comprehend these challenges in order to effectively support and mentor EFL students. Through an exploration of the particular obstacles that students face while presenting orally in class, educators can facilitate students' development of their oral communication abilities, confidence, and the establishment of a more welcoming and encouraging learning atmosphere.

2. Aims of the study

The current study aims to explore the types of difficulties EFL students at Mila University Centre encounter when they give oral presentations. It also aims to highlight the strategies adopted to handle these problems.

3. Research questions

The study addresses the following questions:

1. What are the problems EFL students face when they do oral presentations?
2. What are the strategies teachers use to help students cope with these problems?

4. Research Methodology

4.1. Participants

The sample of the study consists of forty-five master one-level English language students. This group of students has been chosen from a population of 135 students using simple random sampling. They have been performing oral presentations for at least three years. Five teachers of didactics, curriculum design and linguistics took part in the study. They are selected purposively because they frequently ask their students to do individual as well as group presentations in classrooms.

4.2. Research Means

To collect the necessary data, two in-depth interviews were given to both students and teachers. The students' interview consists of twelve questions designed to identify and describe their difficulties with giving oral presentations in classrooms. The teachers' interview is made up of seven questions designed to specify the most common problems students have and the strategies they use to help them cope with these problems.

4.3. Method of data analysis

The method used for analyzing the data is thematic analysis. This method is generally used to analyze qualitative data interview, focus groups and surveys provide. It is essential to transcribe the data being recorded, code it, develop themes and interpret them.

5. Structure of the Study

The present study is divided into two chapters. The first chapter is theoretical and is divided into two sections. The first section addresses the concepts of classroom interaction. It presents the definitions given to classroom interaction, its components, its different types, the roles of the teacher and the student, and its importance. The second section focuses on the notion of oral presentation. It tackles the definitions of oral presentation, its types, importance, the difficulties students have with oral presentation, the strategies to handle them, and previous studies. The second chapter, which is practical, is divided into two sections. The first section presents the research methodology adopted by the researcher. It

specifies the sample, the means used to collect the data, and the procedures used for data analysis. The second section presents the findings of the study and their discussion. It also highlights the limitations of the study and the suggestions for future research.

Introduction

Classroom interaction has been considered as an important strategy for learning English as a foreign language. It involves at least two people who communicate with each other. An interaction is considered successful when it helps and directs the language learner towards achieving appropriateness, correctness, and fluency. In this section, definitions of classroom interaction are presented. The main types of classroom interaction are discussed. The roles teachers and students play in classroom interaction are highlighted. The importance of classroom interaction is finally described.

1.1.1. Definition of Classroom Interaction

Rivers (1987) states that interaction is a special and significant component that motivates and inspires pupils to learn a language. He claims that students can expand their language store through engagement as they read or listen to real language, or even as they participate in group problem-solving activities, debates, performances, or dialogue diaries. Students can employ all of their language skills, whether they have acquired them formally or not, in conversation to engage in real-world interactions. Interactivity enables students to increase their knowledge while simultaneously paying attention to or reading authentic written or audio texts and being integrated into a variety of classroom activities. They consequently get the necessary abilities to use the language in authentic contexts both inside and outside of the classroom. According to Rivers (1987), interaction is a crucial component of communication. He claims that when students connect, they become enthusiastic and self-assured enough to speak effectively.

Robinson (1994) distinguished between verbal and nonverbal interactions. Students use language to communicate their ideas whether verbally or in a written form in (assignments, essays, or papers). Students engage with their peers verbally when they interact with their peers when they take part in class discussions. It gives students a platform to communicate their thoughts, feelings, and viewpoints with others. Conversely, nonverbal interaction refers

to the manner in which pupils act without uttering words. It encompasses gestures such as raising hands in response to inquiries, nodding heads in agreement or comprehension, maintaining eye contact, and utilizing body language. The ability of these nonverbal clues to transmit meaning without using words makes them crucial in the classroom. They facilitate the development of an engaging and encouraging learning environment where students can communicate with one another.

Robinson (1994) described interaction as a combination of spoken and nonverbal behaviors. While nonverbal interaction focuses on how pupils act and communicate without using words, verbal interaction encompasses both spoken and written communication. In order to facilitate successful communication and foster a supportive learning environment in the classroom, both kinds of interaction are to be taken into account.

According to Wagner (1994), interaction occurs when two people at least respond to a certain topic or event. This illustrates a productive learning and teaching environment in the classroom where students can expand their knowledge and hone their communication skills. Therefore, CI is an interactive process that sets it apart from other social settings in which teachers spend hours conversing, teaching, posing questions, providing explanations, and so forth with their students in order to fulfill one of the main educational goals of CI, which is to facilitate effective foreign language communication.

According to Brown (2001), interaction is a key concept in the field of communicative language teaching. Actually, it is the essence of communication, as he describes it as "the heart of communication" (). In other words, people often communicate by exchanging signals, attempting to interpret them in their proper context, negotiating meaning, and working together to accomplish particular objectives. Based on this, it is stressed that interaction is a crucial component of communication and that it completely determines the success of this relationship. Communication is, thus, fundamentally about interaction. Brown

(2001) offers a different meaning of interaction, stating that it is the cooperative effort of two or more individuals to share their feelings, ideas, and opinions with one another. As such, their relationship causes them to have reciprocal effects.

In light of the definitions listed above, classroom interaction can be defined as a strategy used in the classroom to develop both productive and receptive skills, build a student-teacher relationship, and integrate learners into discussions using both verbal and non-verbal communication.

1.1.2. Components of Classroom Interaction

Interaction is essential for successful learning, as it improves language skills, builds self-esteem, and activates internal developmental processes. Runmei (2008) identifies three key components of classroom interaction: collaborative dialogue, negotiation, and co-construction

1.1.2.1. Collaborative Dialogue

In foreign language classrooms, collaborative discussion works best between two speakers, with learners playing a key role. A student interacts with others in their socio-cultural context, including classmates and teachers. Vygotsky's theory suggests that learning involves both self-directed learning and collaboration with more experienced peers.

According to Swain (2000), collaborative discussion involves language usage and learning, as well as cognitive and social activities. Collaborative discussion enables learners to enhance the linguistic abilities and use it in a social context.

Collaborative dialogues are essential to the teaching and learning of languages. Incorporating social circumstances into schools fosters language development.

1.1.2.2. Negotiation

The ability to negotiate meaning in all language-learning contexts and circumstances is the most crucial component of learning second and foreign languages. In cognitive methods to second language learning, the term negotiation of meaning is widely used. Its general definition is discussion to reach agreement. According to Allwright's (1985) definition of interactive negotiation as "person-to-person communication," negotiation can also be understood as a form of real-world language use that is pertinent to the students' learning objectives. Additionally, the negotiation of meaning, which Ellis & Barkhuizen (2005) define as "the conversational exchanges that arise when interlocutors seek to prevent a communication impasse that has arisen," can be considered as a target language skill that students can develop in the classroom through simulated negotiation. Basically, they employ verbal expressions to avert communication failures. i.e., when anything has been mentioned that is not understood, the learners' contribution should be of a clear and intelligible quality so that learners who participate in the interaction can benefit from it.

1.1.2.3. Co-construction

Interactional competence refers to language knowledge that is collaboratively co-created by all participants in interaction. Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality" (Jacoby & Ochs 1995). It is the duty of each participant to design a productive and suitable interaction for the particular social setting. In a social setting that is localized, meaning is collaboratively co-constructed and negotiated through face-to-face interaction.

Aljaafren and Lantolf (1994) state that During classroom interactions, second language learners eventually develop self-regulation awareness through dialogic engagement as they bargain with tutors and peers. In all circumstances, the learner gets more consistent in applying the target structure appropriately. An automated system uses the appropriate target

form. But when aberrant performance does occur, error detection and correction can happen without the use of a third party. Consequently, the person possesses complete self-control. Classroom engagement is a key factor in the development of second language acquisition skills.

1.1.3. Types of Classroom interaction

Interaction is essential in foreign language education classrooms for students' language skill development and for selecting the kind of learning opportunities available to them. There are four different kinds of interactions in education, according to Thurmond (2003): interactions between students and the course material, between students and teachers, and between students and technology. Only the two primary forms of student-teacher and student-student contact will be the subject of this study.

1.1.3.1. Teacher-Student Interaction

This type of interaction is critical to developing and improving students' performance in oral expression classes. According to Coulthard (1977), this kind of teaching has been adopted by numerous teachers across various disciplines. Teachers participate in such interactions, whether between a teacher and one learner or between a teacher and a group of learners.

According to Harmer (1998), the teacher's ability to engage with his students is regarded as a crucial talent in a classroom where they share a common language. The teacher negotiates course content with students, focusing on providing information that encourages interaction through questions, sharing ideas, and clarifications.

According to Harmer (2009), when communicating with students, teachers should consider three factors. First, they should provide an understandable result suitable for all student levels. Second, teachers must select an appropriate speech, making their speech a

resource for students. Finally, teachers should establish a communication style that incorporates voice, tone, and intonation.

Teacher_student interaction improves the learning process as students contribute significantly to classroom discussions. Students might indirectly communicate the lesson by interacting with their teacher.

1.1.3.2. Student-Student Interaction

The role that interaction among students play in developing their language skills has been emphasized by a number of studies. Paula (2002) claimed that the interaction between the students and their peers about the content help reinforce what they have learned. In order to make students active participants, teachers should promote student interaction. They should also give them plenty of opportunities to practice and interact using the foreign language. In this context, learners can use the language freely while also adjusting for their weaknesses, gaining a clear understanding of their proficiency levels and areas of focus, and working to improve and correct their mistakes in order to strengthen their language skills.

According to Woolfolk (2004), peer interaction is crucial for students to receive feedback, be challenged, and see how others solve problems. Collaboration is considered a particularly effective learning strategy, and teachers should encourage cooperation over competition to foster student interaction.

Student_student interaction is more effective than typical teacher-directed instruction in improving language use and increasing possibilities for students to use it effectively.

1.1.4. Teachers' and Students' Roles in Classroom Interaction

1.1.4.1. Teacher's Role

Most students do not engage in interaction unless teachers encourage them. It goes without saying that a teacher's role is vital in inspiring students and generating interest in the

subjects. The ability of the instructor to take on new responsibilities is the cornerstone of the communicative approach. Harmer (2001) identified seen roles that teachers can play.

1.1.4.1.1. Controller

According to Harmer (2001), when students and teachers interact in class, the instructor is responsible for facilitating both teaching and learning. In this case, a teacher's job is to transfer knowledge to his students.

1.1.4.1.2. Assessor

According to Harmer (2001), the primary duty of the teacher is to demonstrate to the students that their accuracy is growing. This can be achieved by offering constructive criticism or showing them appreciation. Students must understand how they are evaluated; if their teacher discloses to them their areas of strength and weakness, they will be able to determine where they stand and what needs to be improved. The assessor teacher should also be aware of the responses from the students and how to handle them.

1.1.4.1.3. Corrector

According to Harmer (2001), the teacher is the one who must choose when and where to offer corrections to the work of the students. Teachers should exercise caution when correcting pronunciation errors or other mistakes made by students during class interactions. This means that they should take great care to provide students with the right pronunciation, form, or meaning, as students frequently pick up these skills from their teachers.

1.1.4.1.4. Organizer

The job of an organizer is the most crucial one. According to Harmer (2001). A teacher sets up a classroom where a lot of tasks need to be done, like assigning pair or group projects, directing students on how to connect with one another, and concluding when the allotted time is over. In this kind of role, the teacher dedicates a lot of effort to guaranteeing

that every student participates in the conversation. After participating in the activity, the teacher can step back and allow the children to talk, listen, and share opinions.

1.1.4.1.5. Prompter

According to Harmer (2001), when students are having trouble finding the right words to say to one another or the teacher, the teacher's job is to help them think outside the box and become more self-sufficient. In order for the pupils to learn creatively in such a role, the teacher must refrain from helping them even if he wants to. Prompters can quietly encourage kids who are struggling to find words. Students can sometimes lose the thread or become unclear how to proceed; in this case, the prompter can prompt but only in a helpful manner.

1.1.4.1.6. Resource

According to Harmer (2001), the teacher's role is to respond to inquiries from students. For instance, students turn to their teacher as a source of knowledge when they need help saying something or are looking up the definition of a particular term or phrase. The instructor needs to be able to provide this necessary information in return.

1.1.4.1.7. Observer

Another role that teachers must play in classroom interactions is that of an observer. According to Harmer (2001), teachers should disrupt students' attention to encourage natural and spontaneous interaction. He must also observe his students' language use and take notes. Teachers use observation not only to provide criticism, but also to assess the effectiveness of classroom interactions in improving students' speaking skills. If a student fails to achieve proficiency, the teacher makes changes to improve the classroom experience in the future.

1.1.4.2. Student 's Role

In an interactive classroom, students play a central role. Freeman (2000) views students as communicators because they use an active, negotiated approach to acquire and build their foreign language proficiency. Additionally, students should be accountable for their education by taking into account the foreign language system, which includes vocabulary, grammar, and pronunciation. Through interaction, they develop their thoughts and get an understanding of how the language they are learning works in various situations. Additionally, Britton (1970) discusses five dispositions that students need to develop in order to become active, independent learners and achieve learning goals. First and foremost, students should be inquisitive and curious in the classroom to identify any unclear language understanding. Moreover, the students should also start conversations, make choices, and find solutions to issues. In the classroom, they should also exhibit accuracy in the way they construct their information and speak confidently when expressing their ideas and opinions. In addition, learners ought to apply creativity in their education and apply language and knowledge to a range of contexts. Finally, students need to be introspective since doing so allows them to apply what they have learned to new circumstances.

1.1.5. Importance of Classroom Interaction

Classroom interaction is considered a key component of second language learning in the communicative approach to language teaching because it happens individually or collectively among students, depending on the communicative context. It can take place between the teacher and the students as well. Speaking coherently, logically, clearly, accurately, and fluently is thought to be the norm for language proficiency. according to Ellis (2003), who also noted that “the general goal of learning is the fluent, accurate, and pragmatically effective use of the target language.” Speaking is actually regarded by foreign language learners as the most crucial skill they can acquire.

The right classroom setting fosters the development of several academic talents. According to Johnson (1995), the classroom is a special setting for communication where teachers and students actively negotiate highly regulated patterns of communicative behavior. Johnson (1995) added: “When second language learners enter the classroom, they enter a communicative context in which the norms of participation tend to be established by the teacher.”

According to Brown (2001), interaction is actually the backbone of communication in the age of communicative language instruction. This suggests that classroom interaction may be the language educational strategy that best enhances language learning since it opens up opportunities for turn-taking. In the framework of EFL education, teachers conduct and initiate language acquisition in a variety of ways, such as by posing queries, offering guidance, or involving students in any other activity that enhances their ability to speak in class. Because they help both teachers and students feel content and at ease, excellent classroom relationships are linked by certain academics to effective instruction. Levine (1989) claims that educators place a great importance on classroom contact and see it as a crucial component of the learning process. He claims that interaction is an incredibly complex and difficult process, but many teachers say they enjoy and value it the most.

Our educational system has developed over the years, and students should now participate more actively in class rather than only listen to the teacher. Thus, in today’s educational system, interaction in the classroom is important. According to Hall & Verplaetse (2000), classroom interaction is a practice that improves the development of two crucial abilities which are speaking and listening. It also enables students to become competent enough to think critically and express their opinions to their classmates. Stated differently, classroom engagement fosters higher-order thinking skills among students, enabling them to

understand, analyze, and manipulate information. In the view of Ellis & Fotos (1999), interaction helps students acquire a language because: First, it helps them interact with peers and exposes them to the language. In addition, Students get to practice what they've learned and get the chance to discuss their thoughts with their peers. Then, it motivates students to support one another by fixing one another's mistakes. Also, hearing other people's opinions and responses is beneficial to the learner. Moreover, it offers students an opportunity to do things correctly. Finally, it enables students to assume the role of the instructor in the classroom.

Conclusion

Classroom interaction (CI) is regarded as one of the key instructional strategies in the field of foreign language learning because it offers students a range of learning opportunities from their teachers and other students, both inside and outside the classroom. It necessitates the participation of at least two people who use language in a real communication context in order to enhance the learning process. Since interaction is at the core of communication in an era of communicative language teaching, classroom interaction within the FL learning process needs to embrace a variety of tactics and principles to facilitate language learning in reality.

Section 2: Oral Presentation

Introduction

Oral presentations are a common form of academic assessment and professional communication that require students to effectively convey information and ideas verbally to an audience in the classroom, however, many students encounter problems when delivering presentations. Addressing these difficulties is essential to helping students improve their oral proficiency.

1.2.1. Definition of Oral Presentation

According to Levin & Topping (1999), oral presentations are a standard classroom exercise in which students must speak in front of their peers and the instructor about research findings, ideas, or how well they comprehend the content being covered in class. Mandal (2000) defines a presentation as a speech that is typically delivered in a business, technical, professional, or academic setting. Compared to those at a regular speech event, the audience is probably more specialized. Ordinary speech and oral presentations are not the same. While the former is more in line with nature than oral presentation, the latter is a form of communication. When material is delivered verbally, students are more likely to engage in active participation in class discussions and to make comments, ask questions, and raise questions regarding the subject matter. The dynamic classroom setting that oral presentations create is fostered by Bournot-Trites and Tallowitz (2002).

According to Meloni & Thompson (2011), oral presentations in the classroom give students the chance to practice logically structuring their ideas, employing suitable language and delivery methods, and reacting to audience feedback—skills that are applicable in a variety of personal and professional contexts. Girard et al. (2011) state that the advantages of oral presentations include helping students gain confidence, encouraging

deeper comprehension and learning, and encouraging peer learning and collaboration through the exchange of ideas and criticism. Oral presentations in the classroom promote a collaborative learning environment where knowledge is co-constructed through discourse and dialogue, enabling students to share their thoughts and viewpoints with their peers and facilitating interactive learning (Girard, T., Pinar, M., & Trapp, P. 2011).

Jessica Cook (2018) states that an oral presentation can be done individually or in groups, and it can incorporate a slide show or audio recording in addition to leveraging technology, educational aids, and visual aids to supplement spoken words. Schmidt (2018) has drawn attention to the widespread demand for oral presentations in a variety of courses. These presentations might be brief or lengthy, involve visual aids, and be given either singly or in groups.

According to Donohoe (2020), an oral presentation is a mode of communication in which a speaker shares information or ideas with an audience by speaking aloud.

In short, oral presentations help students become more fluent speakers by requiring them to express ideas and/or information in front of audiences one-on-one or in groups.

1.2.2. Types of Oral Presentation

Oral presentations in EFL classrooms can take different forms, and they can be presented individually or in groups. According to Prasad (2018), a presentation can be classified into two categories: individual presentations and group presentations.

1.2.2.1. Individual Presentations

According to De Grez et al. (2009), individual presentations give students the chance to take charge of their learning, highlight their special talents and viewpoints, and get tailored feedback to help them become better oral communicators. According to Bower et al. (2011), individual oral presentations give students the chance to hone their public speaking

abilities, gain self-assurance when giving a presentation by themselves, and show that they can successfully convey complicated concepts and material.

Prasad (2018) states that a single speaker shares his opinions on a particular subject with an audience . Individual presentations provide the presenter with total control over their ideas, methods, and thoughts without interference from others. The only things that go into a presentation are the ideas, time, and effort of the individual

University College Cork. (n.d.) suggests that an individual presentation should have a predetermined topic, duration, and visual aids. Divide the information into digestible chunks, give it a clear introduction and finish, and pose questions.

1.2.2.2. Group Presentation

According to Girard, T., Pinar, M., & Trapp, P. (2011), group presentations help students develop the kind of collaborative qualities that are widely sought after in both academic and professional settings: effective communication, dispute resolution, and time management. Students can learn from their peers, get helpful criticism, and hone critical soft skills like delegation, adaptability, and leadership through group oral presentations. (Campbell, K. S., Nailon, D., & Mitchell, L. 2021).

According to Prasad (2018), a group presentation is to collaborate with a group to create cohesive content. The topic and content should be decided upon by all of the participants. A group presentation must take into account the ideas and opinions of the participants. This makes room for different points of view and can result in a more polished and successful presentation all around. Group projects necessitate making time sacrifices and putting in more effort to meet outside of class, sometimes at odd hours. Group projects typically provide less flexibility and might be significantly more difficult to complete if there are too many people working in conflicting directions. (Prasad 2018).

According to College Cork. (n.d.), group activities are part of group presentations; thus, careful preparation, efficient time management, and content breakdown are necessary. To prevent ruining the presentation, time is essential. A successful presentation must have a compelling introduction, conclusion, and question-and-answer section.

1.2.3. Importance of Oral Presentations

According to King (2002), oral presentations in EFL classrooms offer a fulfilling and interesting experience for students to practice public speaking confidence and for teachers to hone their facilitation skills. Thornbury (2005) states that oral presentations provide students with authentic English language practice, enhancing their autonomy and preparing them for real-world situations, unlike simple speaking tasks. According to Chivers & Shoolbred (2007), presentations made by students can be used for training, informational sessions, assessment, advocacy, and persuasion. Nearly always, student presentations are used in educational courses to motivate students to actively engage in their own learning

Furthermore, a study conducted by Živković (2014) showed that oral presentation skills are essential for students to succeed in both academic and professional settings. Students who were more proficient in oral presentations generally performed better academically, had more self-esteem, and were more successful in their future careers. Students benefit from oral presentations because they can hone their speaking abilities. Brooks and Wilson (2015) state that oral presentations provide students with extra incentive to learn English. When giving presentations in English, students must utilize the language in a useful and significant way. Their drive to learn English may rise as a result of this, helping to enhance their language skills.

Tsang (2017) asserts that oral presentations can support the growth of students' critical thinking skills as well as their ability to communicate persuasively and effectively. According to Astuti (2018), developing strong oral presentation skills is a great method for

students to become more proficient speakers and to strengthen their communication skills. Tavasoli (2019) states that oral presentations in the classroom setting foster students' active engagement with course material, promote deeper learning and retention, and provide a platform for students to practice articulating their knowledge and ideas effectively. According to Mohdrazzi and Othman (2020), oral presentations are crucial for assisting students in gaining confidence and lowering fear. They emphasize that oral presentations help students increase their confidence, which helps them grow holistically and improves their professional skills. Oral presentations provide students with an authentic learning experience that develops essential transferable skills such as public speaking, critical thinking, time management, and the ability to effectively communicate complex ideas to an audience

1.2.4. Students' Problems with Oral Presentations

Learning how to deliver a presentation orally is one of the most crucial abilities that students should develop during their academic career. However, many students have a number of challenges when it comes to presenting in front of an audience. A number of linguistic and psychological factors lead to these problems.

1.2.4.1. Linguistic Problems

Students may encounter difficulties with oral presentations due to a variety of linguistic factors, such as grammar, vocabulary, and pronunciation .

1.2.4.1.1. Grammar

Shumin, K. (2002) conducted a study to investigate the factors that influence EFL students oral presentation skills. He found that the grammatical mistakes considerably affect students performance. He also noted that students fear of making mistakes and receiving negative feedback from their classmates hampered their oral production.

Rajoo (2010) noted that most students find it difficult to express their ideas using grammatically correct sentences. They may even transfer the grammatical rules that govern the structure of sentences from the native language to the target language.

1.2.4.1.2. Vocabulary

Wilkins (1972) asserted that very little could be communicated without grammar and that nothing could be communicated without vocabulary. According to Chastian (1998), students often struggle with self-expression during communication activities due to a lack of necessary vocabulary.

Schmitt and Carter (2000) said that vocabulary learning is a crucial component in the process of learning a foreign language. It is important for learners to know a lot of vocabulary in order to be able to express anything. Furthermore, Schmitt (2008) explains that expanding one's vocabulary is crucial because it's a key sign of linguistic competency. Similarly, vocabulary knowledge is essential to learning any foreign language, and a lack of vocabulary hinders the acquisition of a second or foreign language.

Noor, N. M., Yah, N. M., Mustafa, R., & Sahin, I. M. (2014) explored strategies for enhancing speaking skills among EFL learners. The results indicated that lack of vocabulary was a common issue faced by students during oral presentations, hindering their ability to communicate their thoughts and ideas effectively.

1.2.4.1.3. Pronunciation

According to Martínez-Flor et al. (2006), Aliaga García (2007) said that pronouncing words correctly is one of the hardest things to learn, and students should dedicate a lot of effort to master it. Pourhosein Gilakjani (2012) says that one of the most crucial aspects of language training is teaching students how to pronounce words clearly, as it is one of the fundamental needs for competency. Pronunciation correctly facilitates learning, while pronouncing words incorrectly makes language acquisition extremely difficult.

Highlighted that speech with lexical or grammatical faults may not always be as problematic as unintelligible sounds. This is due to the possibility that problems related to accents could impair L2 speakers' ability to communicate (Gilakjani, 2012).

Pourhosein Gilakjani, A. (2012) studied the variables influencing the strategies for instruction and pronunciation learning of EFL learners. The results showed that mispronouncing words was a widespread problem among EFL students, which hindered their ability to communicate and made oral presentations and other speaking activities less successful.

1.2.4.2. Psychological Problems

In addition to the linguistic difficulties, students may have other psychological problems that hinder successful interaction such as anxiety, shyness, lack of motivation, lack of self-confidence, and fear of making mistakes.

1.2.4.2.1. Anxiety

Spielberger (1983) described anxiety as a state of tenseness, fear, worry, and concern that is linked to brain system activation. Foreign language anxiety is defined by Horwitz and Cope (1986) as a discrete complex of self-perceptions, beliefs, feelings, and behaviors associated with classroom language learning that emerge from the distinctiveness of the language learning process. As Nunan (1999) stated, students who are unsure about their abilities and their English inevitably experience communication anxiety.

Brown (2000) identifies two types of anxiety: debilitating, which causes negative feelings like frustration and self-doubt, and facilitative, which deals with positive feelings like motivation and confidence. There are several elements that lead to "anxiety." The first is their fear of making mistakes or failing in front of others. The second is the desire to keep a positive image in front of their teachers and peers; therefore, they are worried about what other people think of them (Tanveer, 2007).

Tanveer, M., and Rizvi, M. (2019) examined possible sources of anxiety that EFL students in Pakistan's postsecondary institutions encountered when giving oral presentations. The findings demonstrated that anxiety among students during oral presentations was mostly caused by worry of receiving a poor grade, a lack of preparation, and a lack of English ability.

1.2.4.2.2. Lack of Self-Confidence

According to Yamashima, Zenuk-Nishide, and Shimizu (2004), learners' desire to participate in oral activities in language classrooms is mostly determined by their level of self-confidence. Leong Lai Mei's (2012) found that the psychological factors were the most frequent source of the oral presentation challenges that the students faced. One psychological issue that the majority of students deal with is a lack of confidence. In a study conducted by Awan, Azher, Anwar, and Naz's (2010), it was found that students often lack confidence when delivering oral presentations due to their low English proficiency. Self-confidence is influenced by a variety of life experiences, including those of one's parents, siblings, friends, and teachers (Bitterlin et al., 2011).

Melouah, A. (2013) investigated the role that foreign language anxiety plays in impeding the development of oral presentation skills in EFL students. The results showed that students' anxiety levels were significantly influenced by their lack of confidence, which made it difficult for them to give successful oral presentations.

1.2.4.2.3. Lack of Motivation

According to Gardner (1985), motivation is the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Dörnyei (2008) stated that even the most intelligent students are unlikely to persevere long enough to acquire any truly useful language without adequate motivation. Zua (2008) declared that motivation is an energy that propels students to reach

their goals; on the other hand, when students lose motivation, they will never be able to acquire the target language.

Woodrow, L. (2006) examined the role of anxiety in second language speaking performance, including oral presentations, among advanced EFL learners. The findings revealed that higher levels of anxiety were linked to poorer oral performance and lower self-confidence, which could negatively affect motivation for speaking activities like presentations.

1.2.4.2.4. Shyness

According to Henderson (1992), shyness is the fear of negative evaluation that significantly hinders participation in desired activities and hinders the pursuit of personal or professional goals. According to Kasper (2010), when someone experiences nervousness in a new social setting, they develop the enduring trait known as shyness. This psychological barrier was defined by Juhana (2012) as an emotional problem that many students have when speaking in English is required.

Çağatay, S. (2015) conducted a study to investigate the effect of nervousness on students speaking performance. The results demonstrated that students' anxiety levels during oral tasks like presentations were significantly influenced by shyness. Students who were shy reported higher levels of anxiety, a fear of receiving a bad grade, and a propensity to avoid speaking in front of others.

1.2.4.2.5. Fear of Making Mistakes

Kurtus (2001) states that students' fear of making mistakes stems primarily from their fear of appearing foolish in front of others and their worry about other people's opinions of them. According to Aftat (2008), the fear of making mistakes is related to the problems of criticism and unfavorable assessment. Students' fear of being made fun of by their peers or the teacher leads them to stop participating in class. Students are terrified of making mistakes

because they think their friends will make fun of them and give them a bad grade if they make mistakes when speaking English.

A study conducted by Juhana, J. (2012) looked into the psychological barriers that prevented Indonesian EFL students from speaking in class, including oral presentations. The findings indicated that one of the main psychological barriers preventing the students from speaking and engaging in oral activities was their fear of making mistakes, especially in grammatical and pronunciation mistakes.

1.2.4.3. Other Problems

There are other difficulties that are neither linguistic nor psychological, such as a lack of preparation and time management.

1.2.4.3.1. Poor Preparation

According to Radzuan and Kaur (2011), inadequate preparation can lead to a presentation that does not have a clear structure and logical flow, making it difficult for the audience to understand the main ideas and points raised. According to Rasheed & Wahid (2021), a lack of preparation may hinder the presenter's ability to engage in meaningful dialogue with the audience and answer questions, which could undermine the presentation's credibility.

Živković (2014) looked at the variables affecting how well students performed in oral presentations. He found that poor performance was largely caused by inadequate preparation, which included issues like poor structure, low subject knowledge, and inefficient delivery.

1.2.4.3.2. Time Management

According to Cohen (1995), oral presenters often underestimate the amount of time needed to convey their material. Morreale and Pearson (2008) argued that

communication education is critical in helping students acquire time management skills for successful oral presentations, a skill that is necessary for success in the twenty-first century.

Radzuan, N. R. M., and Kaur, S. (2011) investigated the oral presentation skills of Malaysian engineering undergraduates who were EFL learners. One of the key issues they identified was the students' difficulty managing time effectively during their technical oral presentations.

1.2.5. Strategies to Handle Difficulties in Oral Presentation

A number of studies were conducted on how to handle problems that arise during the oral presentation. First, Xavier (2010) said that it's critical to pay close attention to the usage of acceptable terminology, proper syntax, and coherent sentence structure when giving an oral presentation. Lewis (2011) maintained that students should learn more about grammar and structure errors to overcome their difficulties with these concepts.

In addition, Daniel and Hall (2014) found that breathing exercises and avoiding eye contact with the audience can help students feel less nervous when giving oral presentations. Furthermore, Buchler (2013) claimed that breathing exercises are the most successful method for managing anxiety since the pupils' breathing became more relaxed when they were able to manage it.

According to Blake (2013), students can gain a thorough comprehension of a topic by using the internet even if they are having trouble understanding it, which makes them gain more confidence

Otherwise, as Chan (2002) emphasizes, teachers can assist students in dealing with these issues by fostering a comfortable classroom environment that can increase confidence, lower anxiety, and improve communication among reluctant learners. According to Ye Htwe (2007) and Kubo (2009), students' confidence can be further boosted by

practicing pronouncing words correctly, getting more exposure to the language, and having informal discussions.

Furthermore, Aftat (2008) highlights how important it is to provide ongoing assistance and encouragement to students who are having difficulties in order to create a welcoming and safe learning environment. Furthermore, Pesce (2011) asserts that creating a welcoming and open classroom environment encourages timid students to feel comfortable making errors and advances their learning.

Finally, Zua (2008) encourages the growth of emotional relationships between teachers and students, providing the latter with the self-assurance to fix errors and focus on improving their conversational English skills in a nurturing setting for effective communication. By integrating these diverse teaching approaches, educators may create a warm and engaging language learning environment that supports students' language development and confidence.

Conclusion

Finally, oral presentations are essential in settings that are both professional and academic. It can be challenging for many students to provide an engaging oral presentation. By overcoming these obstacles, they can become more composed and persuasive public speakers and enhance their capacity for communicating diverse ideas.

Chapter 2 : Research Methodology , Results and Discussion

Introduction

This chapter is divided into two sections. The first section presents the sample of the study, the research methods used for data collection, and the procedures for data analysis. The second section focuses on the analysis of the data collected through the two interviews conducted with teachers and students. Additionally, it discusses the limitations of the study and suggestions for future research.

Section 1: Research Methodology

2.1.1 Participants

The participants of the study are 45 master-level students of English at Mila University Centre. They were selected randomly from a total of 135 students who represent the whole population. These participants were selected by preparing a list of all students names and assigning sequential values to each name, then randomly select a specific number of these values. The subjects are students who have had sufficient experience giving oral presentations in the classroom. Five teachers of linguistics, curriculum design and didactics at the department of foreign languages took part in the study. They frequently ask their students to prepare and deliver oral presentations and consider them s a form of assessment.

2.1.2. Data Collection Means

In order to collect the necessary data, two interviews were used. One for students and the other for teachers. Students interview consists of twelve questions categorized into three categories; how the students feel when they do an oral presentation, the problems they face and the strategies they employ to cope with these problems. Teachers interview consists of seven questions designed to highlight the frequency with which these

presentations are used in classes, the most common problems that students face and the strategies adopted to help students handle these difficulties.

It took 3 days to record the answers to the questions given by the participants. A number of students, however, were not willing to participate in the study; they did not want to be recorded. So, it was necessary to take notes of the main important points they said or give them lists of interview questions to write down their answers. because the majority of the interviewees did not accept recording them; they preferred to write their answers. All teachers did not mind being recorded.

2.1.3. Procedures

Thematic analysis is the method used to analyze the data obtained. It involves the identification of patterns and themes in the data set which are then interpreted for their inherent meanings. Three patterns are identified in the data obtained from the current study; the attitudes and feelings towards the use of classroom oral presentations, the challenges students face, and the strategies both teachers and students employ to cope with these difficulties.

Section2: Results and Discussion

This section presents the attitudes students have towards doing oral presentations. It also highlights the challenges they face and the strategies they employ to cope with these problems. This section also describes the frequency of using oral presentations in classrooms by teachers, the most common problems associated with this activity and the strategies used to create a learning environment that encourages students to improve their oral presentation skills.

2.2.1. Students' interview

The first category identified in the data set provided by the students interview is the perceptions, feelings or attitudes

2.2.1.1. Students Perceptions (Q1, Q2 & Q3)

Q1: How much do you like making oral presentations ?

Answers to this question are shown on figure 1 below.

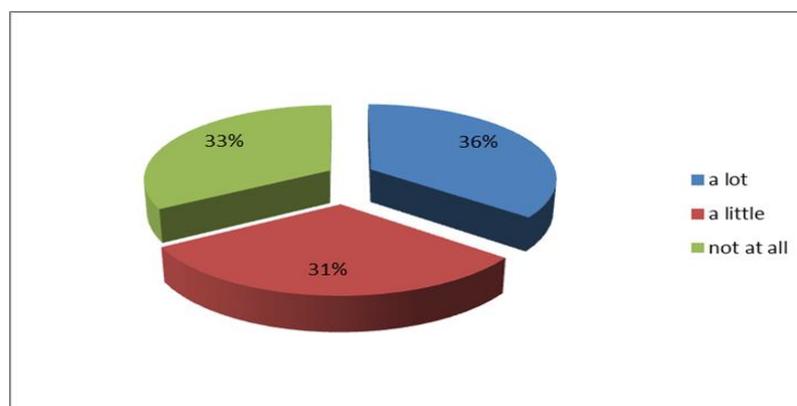


Figure 1

Students' Attitudes towards Making Oral Presentations

The results show that 36% of the participants said they enjoyed giving oral presentations (OP) very much,. They said they like to speak in front of an audience to express their ideas and answer questions raised by their classmates.

One of the students said “I like making oral presentations so much”

Figure 1 above also shows that 31% said they enjoyed it only a little. They do not really like speaking to an audience. 33% of people dislike doing oral presentations. They said that they rarely engage in this speaking activity. These findings show that the majority of students (up to 64% of them) do not like making these classroom oral presentations.

Q2. Do you like to present individually or in a group ?

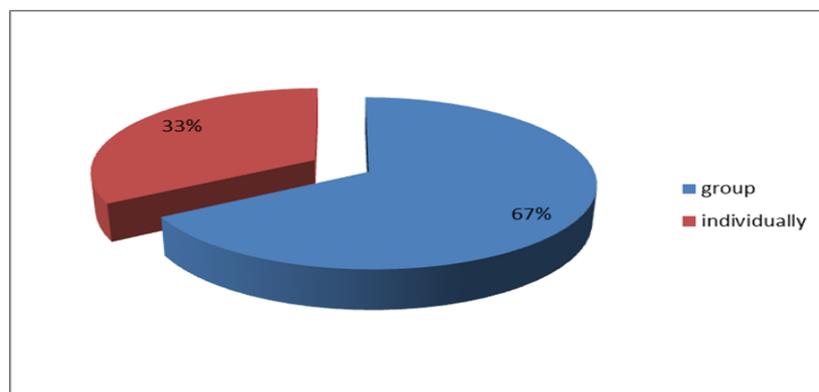


Figure 2

Individual and Group Oral Presentations

Figure 2 shows that the majority of students (67%) prefer to work in a group when it comes to delivering an oral presentation. They believe that a group presentation is collaborative in nature. It also minimizes anxiety that they experience when they are giving a presentation.

One of the students said; “ I prefer to present in a group of my friends. I really feel at ease”

Figure 2 also shows that 33% of students prefer to work on their own. They want to maintain complete control over the content of the presentation.

Q3. Do you find it difficult to give a presentation in the classroom ?

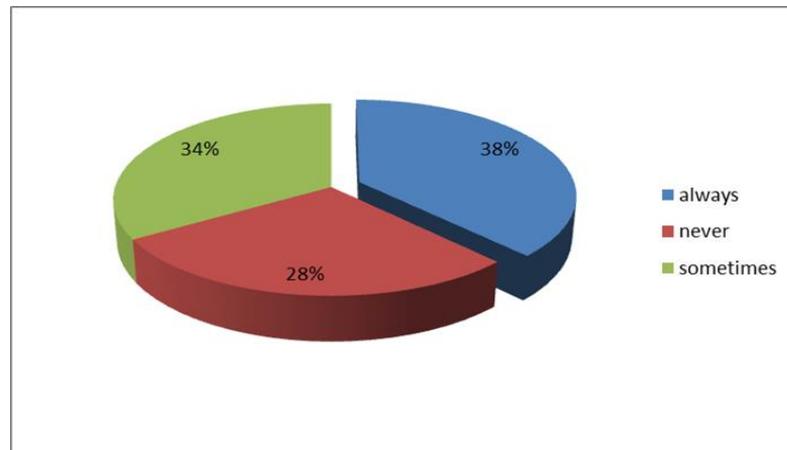


Figure 3

Students Perceptions towards the Difficulty of Making Oral Presentations

Figure 3 above shows that 38% of respondents stated that they always find it difficult to give a presentation in the classroom. These students experience anxiety, low self-confidence and fear of making mistakes. 34% of these students said they sometimes find it difficult. They generally find it difficult to speak in front of an audience especially when they are not well prepared or when the topic of the presentation is complex or unfamiliar to them. Only 28% the participants said they never face difficulties. These are very self-confident and are not worried about criticism or evaluation by their peers or teachers.

2.21.2 Students Problems with Oral Presentations (Q4, Q5, Q6, Q7 & Q8)

Q4. Do you feel afraid or nervous when speaking in front of the class ? Why ?

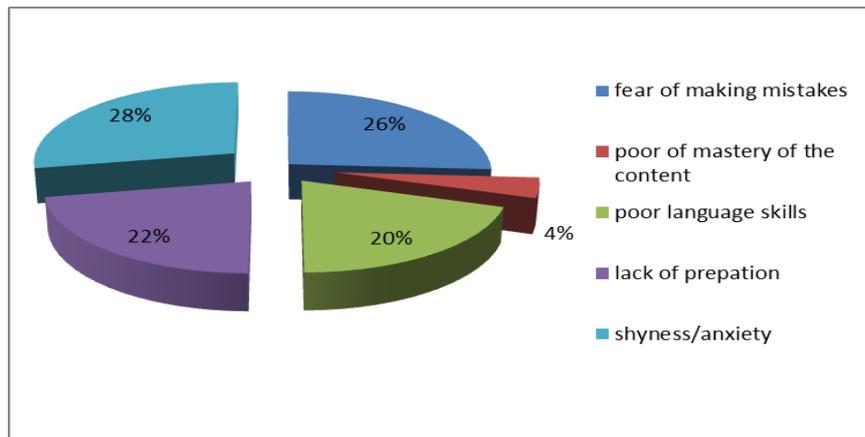


Figure 4

Causes of Students Nervousness while Making Oral Presentations

Figure 4 above shows that the main reasons why students feel nervous or anxious when they give a presentation are fear of making mistakes, shyness, lack of preparation, poor language skills and poor mastery of the content.

The findings of the study show that students feel anxious or worry of making mistakes because of their low self-confidence and poor mastery of the content. They also said that they get worried when they are being watched by their peers who they believe are smarter than them. 22% of the students said that they get anxious because of a lack of preparation. They feel afraid they cannot answer the questions raised by their colleagues. For 20% of respondents, poor language skills (grammar, vocabulary and pronunciation) can interfere with their ability to effectively communicate their thoughts in a presentation. This could be particularly challenging in a classroom setting where students are expected to speak intelligently and effectively. While a relatively small percentage, 4% of respondents cited poor mastery of the content as the cause of their feeling of anxiety. This might be the result of a lack of comprehension or inadequate subject-matter knowledge, which makes it difficult to deliver the necessary information.

A number of studies (Benraghda et al., 2018; Hasanah et al., 2013) have found that nervousness is the most common problem that faces foreign language learners when they give oral presentations in classrooms. It was found that lack of experience is one of the causes of nervousness. In the current study however, all the students are experienced and practice this speaking activity in a number of subjects. Salehi and Daryabar (2014) found that students tended to feel that their performance is not very good especially if there were smarter students watching them.

Q5.a. Do you get confused when you speak in front of an audience? Why?

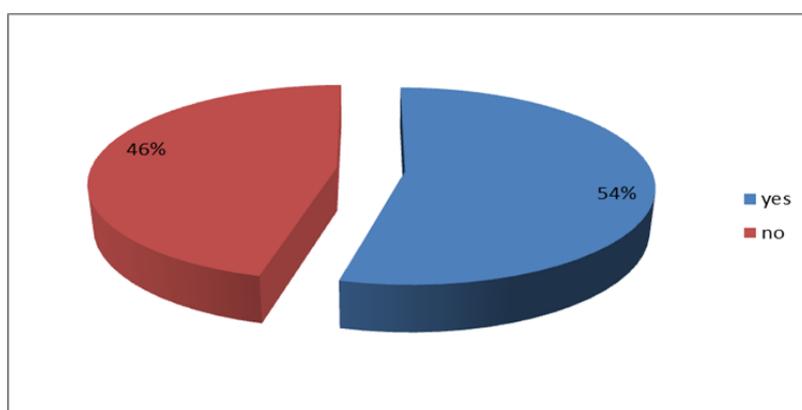


Figure 5-a

Students' Feeling of Confusion When Speaking in Front of the Audience

The majority of the respondents (54%) admitted getting confused when they spoke in front of an audience. They said that their peers were the challenge they had to face. The audience may give facial expressions of being bored or inattentive which may confuse them. Hassanah et al. (2013) found that found it unpleasant to give a presentation because the audience paid much attention to their performance to find out mistakes or did not care about the presentation at all. It was also found that students who arrived late during a presentation caused much confusion.

Q5.b. Do you get confused when smarter students are watching you ?

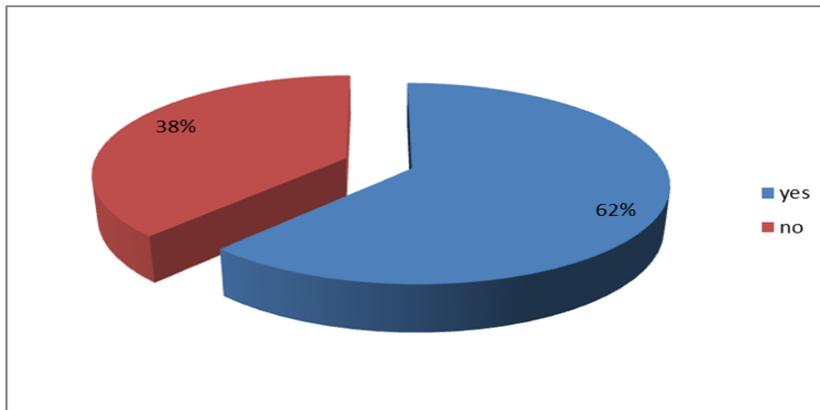


Figure 5-b

Students Feeling of Confusion due to Smarter Students

The majority (62%) of respondents admitted getting confused when smarter students are watching them during a presentation. This suggests that the presence of "smarter" or more knowledgeable peers may generate feelings of doubt or fear. This is because they are afraid of being evaluated or criticized by their knowledgeable peers. However, 38% of respondents did not experience confusion because of their self-confidence and well-preparedness.

Q6. Did you ever forget any points during the presentation ? Why ?

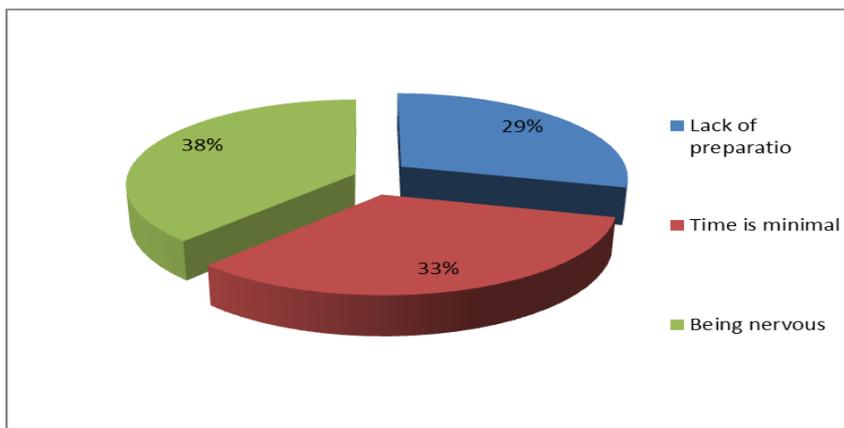


Figure 6

Causes of Missing Points During Oral Presentations

The majority of the students (38%) stated that being nervous is the most significant cause of missing points during a presentation. A considerable proportion of respondents (33%) cited having minimal time as a reason for forgetting points. They had to share their time with the other members of the group. This may be the result of attempting to cover too much material in a short amount of time, insufficient pacing, or scheduling constraints. Meanwhile, 29% of students said that a lack of preparation contributes to forgetting points during a presentation. It takes a lot of preparation, organization, and repetition to make sure that all important topics are addressed and retained.

Q7. Do you feel nervous when the content of the presentation is challenging (concepts, theories ...etc) ?

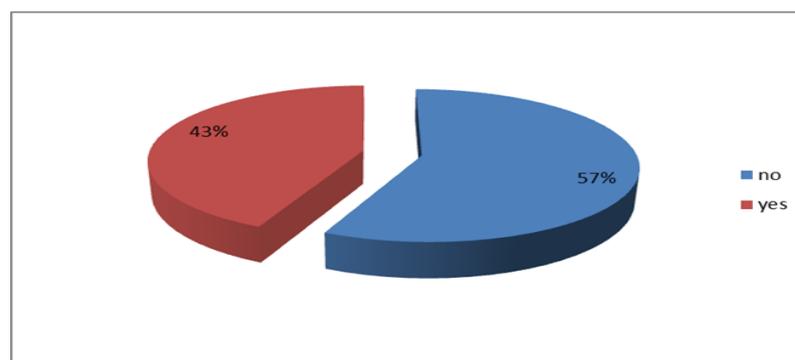


Figure 7

Complex Topics of Presentations

Figure 7 above shows that 57% of the respondents admitted feeling nervous when the content of the presentation is challenging, such as presenting complex theories or concepts taken from textbooks. This implies that the degree of difficulty or complexity of the

subject matter can be a major cause of worry for many students due to the fear of misinterpreting or failing to completely comprehend challenging ideas or theories. These findings support chen's (2015) study that found that students who deliver something they are no familiar with get worried. The remaining 43% of the participants did not experience nervousness because of their strong communication abilities, in-depth knowledge of the subject, well preparation and experience.

One of the students said “no, because I prepare well for the presentation”

Q8. Do you find it difficult to pronounce some words , can't find the appropriate words , use the grammatical aspect of the language correctly ?

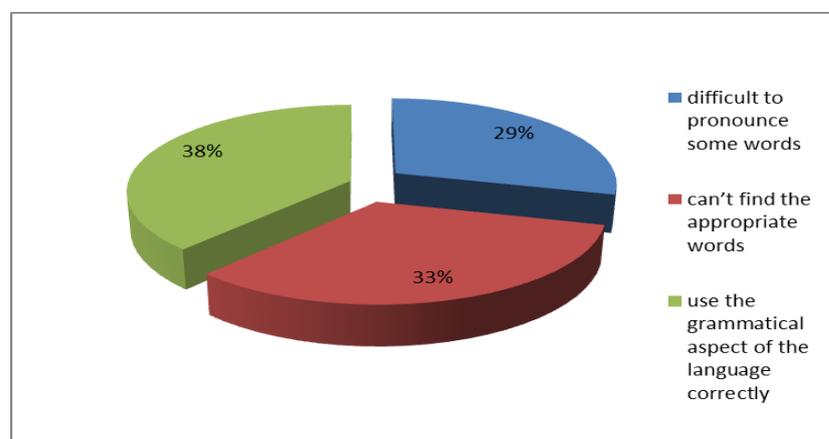


Figure 8

Students Language Problems

The majority of participants (38%) said that the use of grammatical aspects of the language correctly is the most significant language-related challenge faced by respondents during presentations. In order to communicate clearly and effectively, proper grammar usage is necessary, and mistakes in this area might impair the presentation's delivery and audience comprehension. Meanwhile, 33% of the participants said that they couldn't find the appropriate words or vocabulary to express their ideas during a presentation.

This difficulty could cause the presentation to go off course and affect how well the audience understands the material. The lowest percentage (29%) of the informants have problems with pronouncing certain words. It may obstruct or confuse the audience, in addition to impairing communication clarity.

2.21.3 Strategies to Cope with Classroom Presentation Problems (Q, Q10, Q11 & Q12)

Q9. Do you think that better preparation helps reduce anxiety while presenting ? How ?

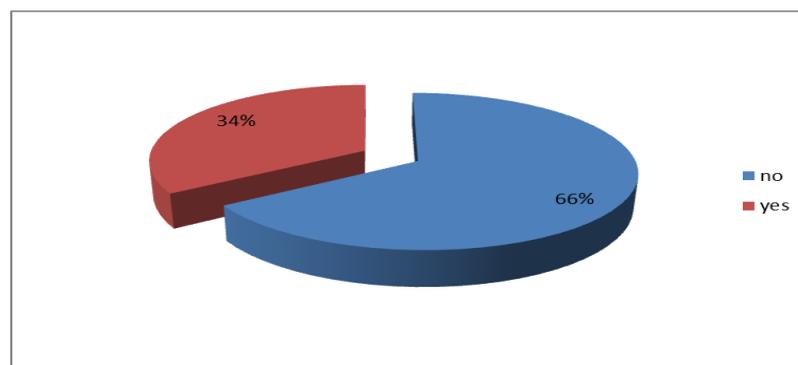


Figure 9

Students Opinions On The Importance of Good Preparation

Figure 9 above shows that the majority of the respondents (66%) believe that better preparation help reduce anxiety while presenting. This confirms the widely held notion that being well-prepared lowers anxiety since it increases self-assurance, allows one to become more comfortable with the subject matter, and gives one more control over the presentation. Rereading the material and recalling the teacher s explanation help students become knowledgeable and well prepared to do the presentation and answer the questions of their peers. 34% of these participants disagreed due to personal differences, environmental factors, and detrimental effects. No matter how well they prepare, some people may still feel apprehensive, while others may suffer anxiety regardless of their personality traits, past experiences, or type of anxiety.

Q10. Do you discuss the material with peers who you think are smart ?

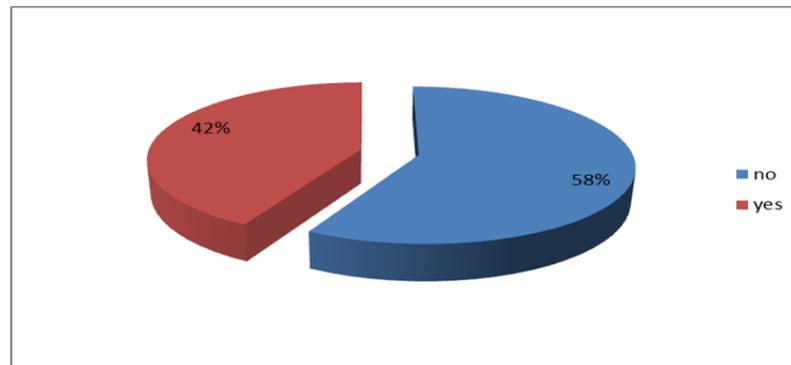


Figure 10

Peer Discussion of the Material

Figure 10 shows that 58% of the respondents said they do not engage in discussions about the material with peers they consider smart. This is because they do not have self-confidence or fear of appearing uninformed in front of smart peers; they prefer to use Google rather than discussion. These findings contradict with those found by Hassanah et al. (2013). He found that students preferred to work with smarter and more knowledgeable peers. 42% of them said they do. This may stem from a desire to gain deeper insights, clarify doubts, or validate their understanding by exchanging ideas with knowledgeable peers.

Q11. Do you keep eye contact with close friends during presentations to give you support?

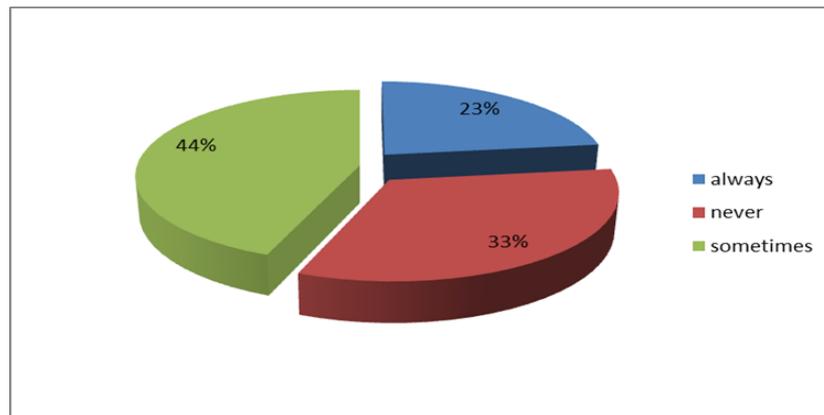


Figure 11

Maintaining Eye Contact with Close Friends

Figure 11 above shows that 44% of the sample indicated that they sometimes keep eye contact with close friends during presentations for support. This suggests a balanced approach where they may occasionally seek reassurance or encouragement from close friends but do not rely solely on this strategy. Factors such as the nature of the presentation, the level of anxiety, or the positioning of friends in the audience may influence the decision to make eye contact. 33% of the respondents reported never keeping eye contact. This could be due to a preference for maintaining focus on the presentation itself or a desire to avoid potential distractions. Only 23% indicated that they always keep eye contact with close friends during presentations for support. These individuals may find comfort and reassurance in the presence of close friends, which could help alleviate anxiety or boost confidence during the presentation.

Q12. Do you use small cards, keep notes, or PowerPoint slides to handle presentation anxiety? Do you bring these notes during oral presentations?

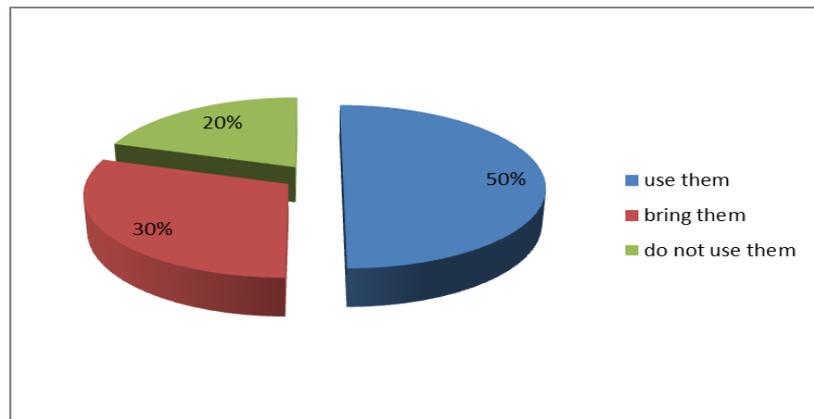


Figure12

Presentation Aids Used during Classroom Presentations

Figure 12 shows that 60% of the participants said they utilize visual aids or reference materials to reduce their feeling of anxiety and avoid missing points. The remaining 40% of the participants prefer to rely on their preparation and memory alone, potentially to avoid appearing overly reliant on notes or to maintain a more natural flow.

The data provides insights into the attitudes, challenges, and strategies employed by students when delivering oral presentations. While some students enjoyed doing presentations, the majority had a less favorable or negative attitude towards them, citing factors such as shyness, anxiety, fear of making mistakes, lack of preparation, and poor language skills as reasons for their difficulties. The findings also indicate that group presentations were generally preferred due to their collaborative nature and the potential for reduced nervousness, although some students preferred individual presentations to showcase their skills and maintain complete control over the content. Presenting in front of peers perceived as "smarter" or more knowledgeable was a significant source of confusion and anxiety for many respondents, possibly due to fear of judgment or evaluation. In addition, distractions such as late arrivals or side conversations during presentations often led to a loss of concentration and disrupted the flow of ideas for nearly half of the respondents. However,

a slight majority did not experience such disruptions, potentially due to better concentration abilities or resilience to distractions. While the majority found that better preparation helped reduce anxiety by increasing confidence, familiarity with the content, and control, a notable minority believed that individual differences and situational factors could override the benefits of preparation. The findings also shed light on effective strategies employed by students to manage their anxiety, such as using visual aids like cards, notes, or PowerPoint slides during preparation, although some chose not to rely on these aids during the actual presentation to maintain a more natural flow. Additionally, some respondents sought reassurance and encouragement through eye contact with close friends, while others preferred to maintain focus on the presentation itself. Other strategies include good preparation and peer discussion.

2.2.2 Teachers' interview

Four categories were identified in the data obtained from the teachers interviews.

2.2.2.1 frequency of Doing Oral Presentations (Q1)

Q1. How often do students make oral presentations?

Findings from teachers interview show that students do oral presentations weekly. Teachers said that the frequency of making presentations depend on the subject matter they are learning. Some teachers ask students to prepare presentations more frequently than others.

2.2.2.2 Types of Classroom Oral Presentations

Q2. Do you ask students to present individually or with a group?

All teachers' responses reveal that group presentations are the most favorite method, while others allow both. Teachers 1, 4, and 5 appreciate group presentations. The former and the latter believe that students should collaborate, share responsibility, and get social support. Teachers 2 and 3 would use both methods, yet the latter also encourages students to present together. The former has a reason to believe that individual presentations are necessary for practicing critical thinking and due organization. The most common reasons that promoted group presentations were teamwork, practice, anxiety reduction, and comprehensive knowledge consolidation. Moreover, some respondents required individual presentations for communication skills evaluation, personal development, and activity completion. Hence, it may be concluded that both methods were equally employed, depending on the objective and the students' needs.

2.2.2.3. Presentation Difficulties (Q3,Q4, Q5)

Q3. Do students perform well ? if no , what difficulties do they have?

Teacher 3 and Teacher 5 showed a positive assessment of students, but they stated that students mostly perform well or some of them do well. In such a way, it is possible to assume some of the students can develop the oral presentation. At the same time, the remaining three teachers provided lists of difficulties and challenges. Their lists included nervousness, fear of being a laughing stock, fear of making grammatical mistakes, and fear of speaking ability. Bad content, a lack of faith, a lack of confidence, and shyness.

Q4. Do students feel nervous or afraid when making oral presentations ? if yes , why?

All teachers have identified three main reasons for students' nervousness or fear when giving oral presentations: personality traits, low proficiency level, and lack of preparation. These can contribute to anxiety. Low proficiency levels, on the other hand, may

be due to a lack of confidence or perceived inadequacy in language skills or presentation abilities. Lack of preparation, fear of negative evaluation, and fear of making mistakes also contribute to nervousness. Past negative experiences can also reinforce anxiety or create a psychological barrier. By addressing these issues, teachers may be able to reduce students anxiety and boost their self-confidence.

Q5. Do lack of vocabulary items, incorrect pronunciation, and grammatical mistakes affect students performance?

All teachers said that students' oral presentation performance is negatively impacted by language-related issues such as limited vocabulary, incorrect pronunciation, and grammatical mistakes. These issues can lead to difficulties in conveying ideas, disruption in the flow, reduced credibility, potential misunderstandings, and loss of audience engagement. Teachers agree that language competency is essential to the success and impact of oral presentations. In order to help students overcome these obstacles, teachers might need to offer extra assistance and materials, such as focused language practice, constructive criticism, and opportunities for practice.

2.2.2.4. Strategies to Cope with Oral Presentation Problems

Q6. Do you work on enhancing students' self-confidence, creating a friendly atmosphere, and building emotional connections with students ?

Based on the findings, all teachers agreed that they focus on developing students' emotional connections, fostering a welcoming environment, and boosting students' self-confidence. With expressions like "yes, sure," "yes," "always," "yes, I do," and "of course," all five teachers gave positive answers. This agreement shows that educators understand how important it is to create a safe and encouraging atmosphere for students to

give effective oral presentations. Teachers hope to reduce students' fear and improve their presentation experience by fostering a supportive environment, enhancing self-confidence, and fostering emotional connections. In addition to acknowledging the psychological and emotional elements that may affect students' performance, these initiatives help to establish a welcoming and secure learning atmosphere where students are encouraged to participate without worrying about being judged or criticized.

Q7. Please note other strategies you adopt to help students perform well at presentations.

Teachers use a variety of strategies to help students give effective presentations. Through involvement, group projects, nonjudgmental methods, inclusion, and positive reinforcement, they can encourage them. They should cultivate a good learning environment by being approachable, refraining from criticizing, and encouraging involvement even in the face of blunders. These techniques seek to establish a safe, accepting environment where students can take chances, make errors, and participate fully without worrying about criticism or unfavorable outcomes. Teachers work to increase students' confidence and reduce any inhibitions or concerns they may have during presentations by taking a nonjudgmental stance, offering positive feedback, supporting group presentations, and encouraging participation. Overall, the information shows how much teachers value fostering a positive learning environment and how open they are to using different methods to assist students in overcoming obstacles and giving strong oral presentations.

Oral presentations are a frequent and recurring activity that usually takes place once a week or almost every week; however, the frequency might vary depending on the course. In order to foster cooperation and support, teachers typically prefer group presentations. However, some offer both group and individual forms in order to be flexible and meet the needs of various student groups and learning objectives. Teachers' opinions on

students' performance in these oral presentations, however, differ. While some see student performance favorably, others point out challenges arising from psychological factors such as anxiety, timidity, and lack of confidence; preparatory issues such as inadequate content development and lack of preparation; and communication skills deficiencies such as poor presentation skills and a fear of making mistakes. It has been discovered that personality traits play a significant role in causing students' nervousness. Students' anxiety has been linked to a number of factors, including low skill levels, a lack of preparation, a fear of making mistakes and being criticized, and negative past experiences. Proficiency in language is crucial, as educators universally acknowledge that language issues, including inadequate vocabulary, mispronounced words, and grammatical mistakes, negatively impact oral presentations. Teachers use a variety of tactics to address these issues, including boosting students' self-confidence, establishing a welcoming environment, fostering emotional connections, employing positive reinforcement, adopting nonjudgmental attitudes, encouraging group projects, and encouraging inclusive participation. Students may now take chances, make mistakes, and participate fully without worrying about being judged or facing unfavorable outcomes. This reduces anxiety and improves the presentation experience as a whole for them.

Conclusion

This chapter presents the practical part of this study. It is devoted to the analysis of the data that has been gathered from the participants through the use of qualitative research methods. It focuses on the analysis and discussion of the findings of the study. Through a thorough analysis of the participants' answers, the study provides useful insights into the difficulties that students encounter during oral presentation and to find out the teachers' strategies to help students handle these difficulties.

2.2.3. Limitations of the Study

The current study has a number of limitations. First, only one research means was used to collect qualitative data about teachers and students perceptions of the challenges students face with presentation and the strategies employed to handle these challenges. A combination of two methods of data collection will yield better results. The researchers will get more appropriate and accurate data that is important for answering the research questions. In addition, the size of sample of the sample taken is small. A larger sample will help provide the researchers with a variety of opinions and attitudes about the topic.

2.2.4. Recommendations/ implications for further research

The findings of the study can be used by teachers as a supplementary material for English language instruction. Teachers can address these problems that students face to improve their oral presentation skills.

Students need to develop ways to handle their difficulties in making oral presentations and practice more. This is essential for develop their public speaking skills which area necessity in today s workplace.

General Conclusion

Oral presentations are a helpful tool for promoting critical thinking, effective communication, and engaged learning among students in the classroom. They provide students with the opportunity to clearly communicate their thoughts, demonstrate their knowledge, and engage in thought-provoking discussions with classmates and teachers. However, oral presentations can cause a lot of problems for students.

The aim of the present study is to explore the problems EFL students face when they give oral presentations in classrooms. It also highlights the strategies teachers and students use to cope with these problems. Two in-depth interviews were delivered to forty-five master students and five teachers of curriculum design, didactics and linguistics. The students were chosen randomly while the teachers purposively. Thematic analysis is the method used to analyze the data obtained from the interviews. Findings show that anxiety, poor language skills, audience, missing points are the most common problems students encounter. Findings also show that the most important causes of anxiety or nervousness include lack of preparation, poor mastery of the content and the fear of making mistakes. The strategies students employ to cope with these problems are peer discussion, maintaining eye contact with close friends, preparation and presentation aids (cards, slides...etc). Findings from the teachers interview show that these teachers give students presentations to do every week which gives students an opportunity to practice speaking in front of an audience. The findings of the teachers interview support those found in the students interview. The difficulties that students have are poor language skills (vocabulary loss, grammatical and pronunciation mistakes). The teachers said they work on enhancing students self-confidence, creating a friendly atmosphere and building emotional connections with students.

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Appendices

Appendix 1: Students' Interview

Dear master students,

We kindly request your participation in this interview , an essential component of our research entitled " EFL students' difficulties with oral presentation in classroom interaction" . the aim of the study is to explore the difficulties that EFL students encounter when giving oral presentations in classrooms and the strategies they employ to handle these difficulties .

Your answers will help us to achieve our research objectives . respond to each question carefully please . Your cooperation is greatly appreciated . Thank you in advanced.

Q1. How much do you like making oral presentations ?

.....

Q2. Do you like to present individually or with a group ?

.....

Q3. Do you find it difficult to give a presentation in the classroom ?

.....

Q4. Do you feel afraid or nervous when speaking in front of the class ? Why ?

- | | | |
|-------------------|-------------------------------|--------------------------|
| - Is it because : | - Fear of making mistakes | <input type="checkbox"/> |
| | - Poor mastery of the content | <input type="checkbox"/> |
| | - Poor language skills | <input type="checkbox"/> |
| | - Lack of preparation | <input type="checkbox"/> |

Q5.a. Do you get confused when you speak in front of an audience ? Why ?

.....
.....

b- Do you get confused when smarter students are watching you ?

.....
.....

Q6. Did you ever forget any points during the presentation ? Why ?

- Is it because :
- Lack of preparation
 - Time is minimal
 - Being nervous

Q7. Do you feel nervous when the content of the presentation is challenging (theories ...) ?

.....
.....

Q8. Do you find it difficult to pronounce some words , can't find the appropriate words , use the grammatical aspect of the language correctly ?

.....
.....

Q9. Do you think that better preparation helps reduce anxiety while presenting ? How ?

.....
.....

Q10. Do you discuss the material with peers who you think are smart ?

.....

.....

Q11. Do you keep eye contact with close friends during presentation to give you support?

.....

.....

Q12. Do you use small cards, keep notes, or PowerPoint slides to handle presentation anxiety
? Do you bring these notes during oral presentations ?

.....

.....

Thank you

Appendix 2 : Teachers' Interview

Dear teacher ,

We kindly request your participation in this interview , an essential component of our research that is entitled " EFL students' difficulties with oral presentation in classroom interaction" . the aim is to explore the difficulties that EFL students encounter when giving oral presentations in classrooms and find out strategies they employ to handle these difficulties .

Your answers will help achieve the research objectives. respond to each question carefully please . Your cooperation is greatly appreciated . Thank you in advance for your precious help .

Q1. How often do students make oral presentations?

.....

Q2. Do you ask students to present individually or in a group?

.....

Q3. Do students perform well ? if no , what difficulties do they have?

.....

Q4. Do students feel nervous or afraid when making oral presentations ? if yes , why?

.....

Q5. Do lack of vocabulary items, incorrect pronunciation, and grammatical mistakes affect students performance?

.....

.....

Q6. Do you work on enhancing students' self-confidence, creating a friendly atmosphere, and building emotional connections with students ?

.....

.....

Q7. Please note other strategies you adopt to help students perform well at presentations.

.....

.....

Thank you

Résumé

L'étude actuelle vise à explorer les difficultés rencontrées par les étudiants d'anglais langue étrangère au centre universitaire de Mila lorsqu'ils font des présentations orales en classe. Elle vise également à mettre en lumière les stratégies utilisées par les enseignants et les étudiants pour gérer ces problèmes. Les présentations individuelles et de groupe sont couvertes. En utilisant une approche de recherche qualitative, les données nécessaires ont été collectées par des entretiens approfondis. Les participants à l'étude comprenaient quarante-cinq étudiants de master 1 en anglais qui avaient une expérience suffisante dans la réalisation de présentations orales. Cinq enseignants de didactique, de conception de programmes et de linguistique ont participé à l'étude. Les résultats montrent que les principaux problèmes auxquels sont confrontés les étudiants d'anglais langue étrangère sont l'anxiété, les faibles compétences linguistiques, le contenu difficile, les points manquants et l'auditoire. Les résultats montrent en outre que les étudiants font face à ces problèmes en préparant bien leurs présentations, en discutant du contenu avec leurs pairs, en maintenant un contact visuel avec leurs amis proches et en utilisant des aides à la présentation. Les enseignants aident leurs étudiants à gérer ces problèmes en renforçant leur confiance en eux, en créant une atmosphère amicale et en établissant des liens émotionnels avec les étudiants. Les étudiants d'anglais doivent développer leurs présentations orales en classe pour réussir dans les milieux académiques et professionnels.

ملخص

تهدف الدراسة الحالية إلى استكشاف الصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في المركز الجامعي ميله عند إلقاء العروض الشفوية في الفصول الدراسية. كما تهدف أيضا إلى تسليط الضوء على الاستراتيجيات التي يستخدمها المعلمون والطلاب للتعامل مع هذه المشكلات. وتغطي العروض الفردية والجماعية على حد سواء. تم جمع البيانات اللازمة من خلال مقابلات متعمقة باستخدام نهج بحث نوعي. وشملت مشاركة الدراسة خمسة وأربعين طالبًا من طلاب السنة أولى ماستر في اللغة الإنجليزية الذين لديهم خبرة كافية في إلقاء العروض الشفوية. شارك خمسة معلمين من تدريس وتصميم المناهج واللغويات في الدراسة. تُظهر النتائج أن المشكلات الرئيسية التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية هي القلق ، ومهارات اللغة الضعيفة ، والمحتوى الصعب ، وفقدان النقاط والجمهور. تظهر النتائج أيضًا أن الطلاب يتعاملون مع هذه المشكلات من خلال إعداد عروضهم جيدًا ، ومناقشة المحتوى مع أقرانهم ، والحفاظ على تواصل العين مع الأصدقاء المقربين واستخدام مساعدات العرض. يساعد المعلمون طلابهم على التعامل مع هذه المشكلات من خلال تعزيز ثقتهم بأنفسهم ، وخلق جو ودي ، وبناء روابط عاطفية مع الطلاب . يحتاج طلاب اللغة الإنجليزية كلغة أجنبية إلى تطوير عروضهم الشفوية في الفصول الدراسية للنجاح في البيئات الأكاديمية والمهنية على حد سواء .