

Ministry of Higher Education and Scientific Research
Mouloud Mammeri University of Tizi-Ouzou
Faculty of Letters and Language
Department of English



Dissertation Submitted in Partial Fulfillment of the Requirements
For the Degree of Master in English

Option: Language and Communication

Oral Presentation Delivery Skills between Awareness and
Application: The Case of Master II Students at M.M.U.T.O

Presented by:

Dyhia OUAMMAR

Katia BRIHMAT

Board of Examiners

Ms. Amel BENAÏSSA, MAA; Mouloud Mammeri University of Tizi Ouzou; Supervisor.

Dr. Souryana YASSINE, MCA, Mouloud Mammeri University of Tizi Ouzou; Chair.

Ms. Kamilla AMMOUR, MAA; Mouloud Mammeri University of Tizi Ouzou; Examiner.

Academic Year: 2014-2015

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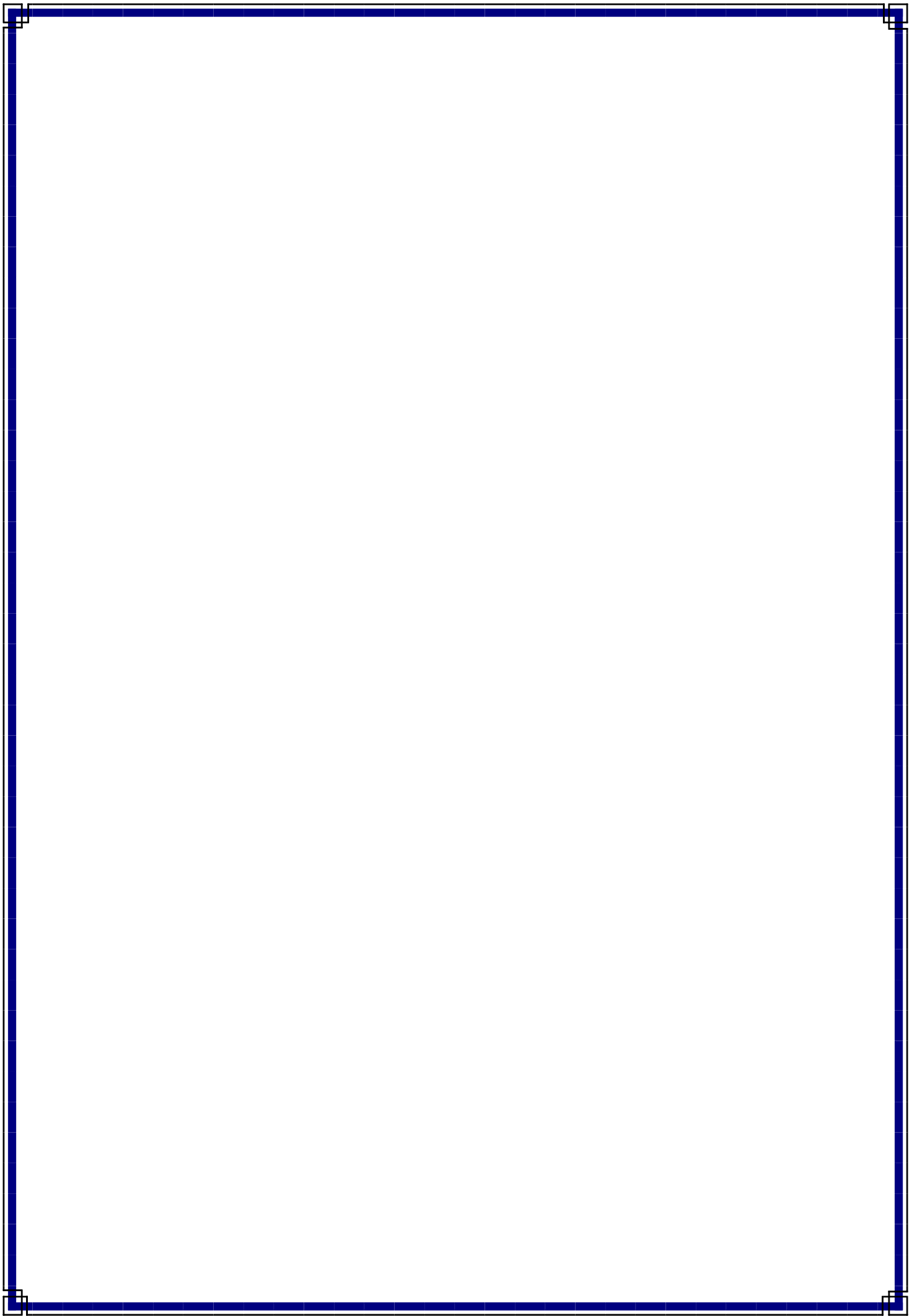
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Dedication

We dedicate this modest work to the candles that light our way, our beloved parents who supported us during all the stages of our life from the date of birth up to now.

To the flowers of our families: Akila, Narimane, Lysa, Celine and Melissa.

To our brothers: Hcene, Mourad, Redouane, Salim, Mohammed and Kocela.

To our friends.

To our beloved husbands Madjid and Samir.

Introduction:

In the field of English language learning, many researchers investigated the area of oral presentation. For this, it is crucial to learn more about what makes a presentation effective and how explicit instruction can help to prepare the oral presentation.

In what follows, the chapter investigates a literary review which shares knowledge about the concept of oral presentation. In an attempt to identify the nature of oral presentation in an academic context, aspects and approaches related to this communicative skill are mentioned.

1.1 Oral Presentation:

The issue of Oral Presentation (henceforth OP) has been an integral part of most English for Academic Purpose (EAP) courses. Indeed, there have been many studies on oral presentation. Most of them have focused on what constitutes a good presentation, language output, methodology and delivery styles as discussed by John (1987), Nesi and Skelton (1987), Schofield (1988), Zawadski and Sounders (1990), Furneaux and Rignall (1997), etc.

In this respect, linguists such as Marlette and Clare (2011: 161) postulate that an Op is *“the most common method for presenting information and are usually done through a computer and a projector”*. In other words, oral presentations are used as a means of communicating ideas by the use of technological devices.

Ming (2005: 118) in his side defines it as [...] *typically and partly spoken, visual form of communication*”. That is, a presentation is the result product of the speaking skill as well as a non-verbal medium of transferring data.

Adding to this, Schofield (1988) argues that an OP is a whole skill which requires valuable rehearsal to provide the speaker with the ability to use language as well as to achieve self-confidence. Briefly then, a presentation does not demand language alone, but it needs other indispensable competencies.

The literature also points out to some online resources which deal with spoken discourses. For instance, the Learning Center of the University of New South Wales looks at Ops as being a form of short public speaking addressed in tutorials or seminars usually governed by prior knowledge about a particular topic (2010: 01). It suggests that an oral presentation involves preparation, structure (introduction, body and conclusion), timing, delivery, group discussion (optional), the use of visual aids and then question answers.

In a similar view, the Writing Center Learning Guide of the University of ADALAIIDE shares the same before mentioned standards. Besides it considers Ops as an activity that generally takes place in academic and educational settings such as university environment. Moreover, the delivery can be either a single performance (such as monologues) or a collaborative one (as workshops) (2014: 01).

1.2 Genre Analysis and Spoken Discourse:

In the field of applied linguistics, many researchers have defined the term ‘genre’. The convergent standpoint is that it refers to type or kind. However, the interpretations are different. For instance, Duddley Evans and St John (1998: xiv-xv) consider it as a “*text-type that [...] generally has a predictable structure*”. In other words, a genre is either a written or spoken discourse with an organized procedure. In his side, Martin (2010: 25 cited in Richards, C 2011: 116) considers it as “*a distinctive goal-oriented staging structure*”. That is, a genre has a particular purpose which is reflected through its organization. Jack C, Richards (2011: 117) assumes that emphasis is more given to the written text types than the spoken ones since they are difficult to analyze.

In an attempt to examine any genre, there should be a study that analyses the language used in relation to a particular situation. In fact, genre analysis is defined as the study of “*how whole extended pieces of authentic language (written and spoken texts) are patterned in*

particular ways that are sensitive to the contexts in which they are produced” (Richards Jack C, 2011:104). Put it simply, genre analysts seek at identifying the language that writers or speakers use in a particular situation to achieve any communicative purpose. In this sense, an oral presentation can be classified as a spoken genre which is delivered in particular settings (academic or occupational) by using certain linguistic features and a structure in order to communicate a particular message.

1.3 Styles of Oral Presentations:

Chivers and Shoolbred (2007: 02), point out that understanding the style of a presentation helps the speaker to explore the main goal of that presentation. Moreover, Ops occur in organizational and educational settings and with limitation in time. Eventually, an Op is designed either to persuade or inform:

1.3.1 Persuasive Oral Presentations:

This style of presentations is intended to influence the audience’s attitudes, beliefs, values or thinking about a topic. According to Chivers and Shoolbred (2007: 03) in this type of presentation, speakers need to have a strong content and present it in a clear way. In addition, the speaker tries to show the audience that he/she has confidence and thus, owns the ability to persuade and convince.

1.3.2 Informative Oral Presentations:

When using this style, the presenter provides the audience with new information, new insights or new ways of thinking about a topic. The goal of an informative speech is to increase the audience’s understanding and awareness of a topic, demonstrate a process or describe an event in an academic setting (ibid 2007: 05). Put it simply, the speakers’ purpose of such type of presentation is to provide the findings of their work in an informative way.

1.4 The Importance of Oral Presentation for University Students:

Oral presentation is a way of developing the students' ability to practice language. In light of this, they will be able to inform and persuade. Jane King (2002: 402) advocates that “oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency”. In short, most teachers of foreign languages support the integration of oral presentation as a task that enables learners to develop their spoken communicative skills.

What is more, effective oral presentation is essential in education, social and professional life. Alternatively, he [ibid; 402] stresses that “oral presentations if properly guided and organized provide a learning experience and teach lifelong skills that will be beneficial to learners in all school subjects as well as later in their careers”. The assertion indicates that a well structured presentation brings fruitful outcomes to students not only in their learning process, but also in their future occupations. Another issue of concern in his view is the following advantages:

bridging the gap between the language study and language use;
using the four language skills in a naturally integrated way;
helping students to collect, inquire, organize and construct
information, enhancing team-work; and helping students
become active and autonomous learners

(Jane King 2002: 402).

This demonstrates that, through oral presentations students gain opportunities to connect what they have already learnt (language inquiry) with the application of that knowledge (language use). Furthermore, students improve the four skills (the receptive and productive ones). This means that they have first to read books, articles and publications in order to get access to information related to their themes of research. After that, they start drafting their written productions. After completing the dissertations, they come to achieving the most challenging activity; speaking in front of an audience. Finally, they have to attentively listen

to the jury's questions in order to better defend. Adding to this, students also take advantage to gather and structure information, participate in group works and become more independent.

1.5 Fundamentals of an Academic Oral Presentation:

In what follows, the literary review focuses mainly on what an oral presentation may consist of. Therefore, students are required to know how to prepare and deliver the presentation, respond to the juries' questions as well as receive evaluation and feedback.

1.5.1 Preparation as a First Step to Oral Presentation:

Planning for an oral presentation is considered as a key stage taken by the presenter to conduct his/her study. To support this idea, Emden and Becker (2004:67) advocate that "*good preparation and planning are essential for successful presentations*". This involves thinking about the outline and the way of presenting the work. It also encompasses the purpose of the presentation, the content to be delivered as well as the audience. Furneaux and Rignall (1997: 14) suggest that "*requiring learners to think in a focused way about both the what (i.e. purpose and content) and the how (the language to use) is an important part of the process by which they can improve their language resources*". To clarify, preparing a spoken discourse is the first move in which the presenter may develop his/her critical thinking about all what will be included and the way of communicating ideas (formal/informal, persuasive/informative language... etc).

The preparation stage also involves practicing, or rehearsing the presentation and preparing visual aids. Zawadzki and Saunders (1990) see rehearsal as an essential way that enhances the presenter's performance. For them, the training process may be achieved through different manners "*in front of a voluntary audience, a video camera, or simply a mirror*" [ibid]. To make it clear, presenters may gain confidence to perform well either by practicing the presentation before a selected public (friends, teachers, family members... etc),

video typing oneself training in order to know how the presenter appears, or by only rehearsing it in front of a mirror and conceiving oneself performance as if it is the day of the presentation.

1.5.2 Delivering an Oral Presentation:

After having the work carefully planned and prepared, it comes the delivery stage. When transmitting the message, the presenter ought to take into account both the verbal communication (language) as well as the non verbal one (the use of eye contact, body posture, gestures, and facial expressions). Other issues at this stage of the presentation that the literature refers to are: modes of delivery and body language.

1.5.2.1 Modes of Delivery:

In her article, Angela DeFinis (2009) stresses that it exists four methods for delivering a public speaking, that is, an oral presentation. She views that public speaking requires not only speaking to an audience, but also a selection of some ways of performances [ibid]. Following this, the modes of delivery can be categorized into four main methods that are: the manuscript, memorized, impromptu and the extemporaneous one.

1.5.2.1.1 The Manuscript Mode:

It is defined as the process of “*reading verbatim from a script*” [ibid]. Said differently, the presentation is completely written out during the preparation phase, and then read aloud to the audience. For her, the hint for this kind of speech is “*to make the written word sound spontaneous-to make the words come alive*” [ibid]. In this case, the presenter should avoid reading word for word so that the audience gets bored. What is more, this mode can be adopted in academic or professional situations. Project works and business meetings are examples of such mode.

1.5.2.1.2 The Memorized Mode:

According to DeFinis (2009) it is the process of reciting a speech from memory. As its name indicates, the presentation is delivered from memorization. It is given after writing out the complete talk and learning it by heart in advance. One may consider that role plays and formal speeches are examples of this mode.

1.5.2.1.3 The Impromptu Mode:

It is described as “*a speech [...] delivered without any preparation at all*” [ibid]. In fact, this type requires writing down only the important points on note cards and then making reference to them when presenting. Self-introductions in group settings, oral tests and questions such as, “What did you think of the documentary?” are examples of impromptu speaking. Dudley Evans and St John (1998) in their side relate this mode of delivery to business settings.

1.5.2.1.4The Extemporaneous Mode:

It is presented as “*thoughtful prepared, planned and practiced*” [ibid]. This type of report is carefully processed, designed and rehearsed in advance. Moreover, it refers to a delivery which encompasses speaking from a text, memorizing, as well as speaking from notes. Duddley Evans and St John (1998) refer to this type of delivery as a speech which goes with visual aids. In such mode of presentation, the information gathered, and the idea to be presented are organized in a definite outline and structure. Seminars and academic meetings may be examples of this mode.

1.5.2.2 Body Language:

Delivering a speech in a face-to-face communication involves some non-verbal criteria. These can be: eye contact, facial expressions, gestures and body posture. Eye contact in

particular includes the speaker's ability to have visual rapport with the audience. The advantage of maintaining eye contact is to make the audience feel engaged. However, it appears that there are different viewpoints on directing eye contact. Matthews and Marino (1990:03) on the one hand suggest that *"people are more likely to pay attention if you look at their faces directly. This will give them the feeling that you are talking to them as individuals"*. This promotes that keeping eye contact with the audience helps to maintain connection with them and consider it as a form of politeness or respect. Nesi and Skelton (1987:10), on the other hand *"advise (their) students to look between individuals rather than at them"*. In this way, the listeners may feel comfortable and overlook the idea that the speaker is controlling their gaze. Van Emden and Easteal (1996:100) suggest that *"eye contact should be indiscriminate"* by looking very briefly at different individuals as much as possible. This means that when directing eye contact, the whole audience should be involved rather than staring someone in the face from the beginning until the end of the presentation.

As far as facial expressions are concerned, Lenny Laskowski (1999: 04) argues that *"[p]eople watch a speaker's face during a presentation. When you speak, your face-more clearly than any other part of your body-communicates to others your attitudes, feelings, and emotions"*. This means that even the speaker's face contributes in communicating affective aspects. Indeed, facial expressions may supplement meaning. For example, smiling at the beginning of the presentation makes the audience feel friendly with the presenter. However, it is essential to know in which context to exert them. For instance, if a presenter delivers a speech in sad situations as for plane crash or road accidents, any facial expression that communicates enjoyment and happiness is avoided.

Kendon Adam (2007: 25) views *"[g]estures, like verbal expressions, may be vehicles for the expression of thoughts and so participate in the tasks of language"*. In this respect, the

presenter can accompany his/her verbal language with some gestures (hand gestures in particular) to show emphasis, direction, size, enumeration or enthusiasm.

Last but not least, Marjorie Brody (1999) assesses that the posture or body orientation of the speaker is another non verbal communication which conveys meaning. According to her, the audience may get an idea about the speaker's psychological circumstances. For example, when standing up straight, the presenter communicates that he/she maintains a position of power and reliability. Whereas when slouching or leaning on something, he/she can be perceived as ill prepared, anxious or lacking credibility.

1.5.3 The Question and Answer Session of the Oral Presentation:

When ending the delivery of the presentation, the question and answer phase takes place. For Duddley Evans and St John (1998:111) "*whatever the focus of an ESP course, there can be a good deal of listening and speaking going on*". In this sense, the presenter may synthesize the listening and speaking skills during the question and answer stage. On the question session, he/she is intended to listen well in order to comprehend the questions. Next, he/she may show his/her understanding of the content through providing answers and arguments. Further on, some researchers such as Matthews and Marino (1996; 197) suggest that "*questions disrupt (the) flow of thought and make it difficult for [the speaker] to give an organized presentation*". In sum, presenters prefer receiving questions after the delivery to avoid distracting their organization. Turk C, et al (1985; 236) view that this step is "*a testing time*" in which the presenter reveals his/her content knowledge about the research study.

1.5.4 Evaluation of the Oral Presentation:

In her article, Odiléa Rocha Erkaya (2011) views that the presenter's performance is evaluated in terms of the organization of the work, management of the content and the way of delivery. In the same context, Thompson (1989) quoted in Weir and Roberts (1994:269) sets

the following criteria of evaluation: “*evidence of preparation, delivery, clarity of presentation, relevance and adequacy of content, appropriateness of material to the audience and the use of visual aids*”. In short, the presenter’s performance is evaluated according to his/her ability to give an oral presentation from the preparation until the presentation stage.

1.5.5 Feedback of the Oral Presentation:

U, Penny (1996: 242) defines feedback as the “*information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance*”. That is, students receive comments in terms of their outputs for the sake of enhancement. Further on, feedback does neither mean the correction of errors, awarding a mark/grade or the writing of a single word comment (e.g. “good”) or a negative equivalent (e.g. “bad”), nor grammatical corrections. But, it should focus on both the content (what is said) and the way it is delivered (how it is said). In this respect, Duddley Evans and St John (1998) propose that it is worthy to provide the presenter with feedback on the positive features first, and then comes the comments phase on the presenter’s weaknesses in order to not upset the student. Moreover, they stress that: “*confidence is a significant factor for many people in speaking a language, and classroom feedback should be based on maintaining and increasing confidence*” (1998:112). In other words, receiving feedback allows students to gain self-assurance and perform better in next presentations.

1.6 Oral Presentation as Part of ESP Courses:

ESP, or the acronym for "English for Specific Purposes" refers to a field of language teaching (English) which emerged from the early 1960's and becomes one of the most prominent areas of EFL teaching today. The discipline of English for Specific Purposes (henceforth ESP) is considered as a trend of learning English as a second or foreign language with particular endeavors and objectives in different contexts. In this regards, Duddley Evans

and St John (1998) consider ESP as multidisciplinary since it involves the combination of different disciplines.

Indeed, ESP has been derived to address students' special purposes i.e. needs. According to Brindley (1984:28), the term needs refers to learners' "*wants, desires, demands, expectations, motivations, lacks, constraints and requirements*". This suggests that ESP learners are devoted either to meet their interests, improve their abilities, and expose their deficiencies or to figure out their learning prerequisites.

Some define ESP as simply being the teaching of English for any goal that could be specific. However, Duddley Evans and St John (1998) describe it as the teaching of English for Occupational Purposes (EOP) and the teaching of English for Academic Purposes (EAP). The former involves improving job-related language skills that enhance a better communication in workplace settings (administration, medicine, law, business, work and pre-work situations). The latter, EAP, involves improving educational-related language skills to better communicate when participating in tutorials, seminars, meetings, discussing issues, giving oral presentations, etc. In addition, EAP is usually defined as teaching English with the aim of assisting learners' study or research in that language (Flowerdew, J and Peacock, M 2001: 08).

1.7 Dudley Evans and St John's (1998) Key Features of an Oral Presentation:

The theoretical foundations of the present research paper are basically drawn from the conceptual framework of Dudley-Evans and Maggie Jo St John's ESP approach. These two researchers exploit the learners' needs and point out to some key features that can help a presenter, as a trainer, deliver effective oral presentations in academic contexts.

They (ibid: 187) argue that "*in considering which approach to take, it is most important to remember that there is no best way; all techniques and methods are a response*

to a particular situation”. That is, there is no exact approach to be considered as the only suitable one towards a specific issue. Duddley Evans and St John (1998) suggest ESP as a distinctive methodological approach to oral presentations. In this connection, oral presentations require a set of structured procedures that stress practice rather than theory. For them, “*spoken monologue, that is oral presentation, can be a feature of EOP and EAP work*” (1998: 112). In other words, oral presentations in ESP context can occur either in occupational or academic settings.

What is more, Duddley Evans and St John (1998) suggest that an effective oral presentation involves the following five features: structuring the presentation, the use of visual aids, voice, advance signaling and language.

1.6.1 Structuring the Oral Presentation:

One of the benefits of a well organized oral presentation is to make the audience easily follow the delivery. Indeed, structuring a presentation implies a coherent framework. Dudley Evans and St John (1998: 112-3) report that the structure of an oral presentation is similar to a written report. Basically, there are three parts to a typical presentation: the beginning, the middle and the end (or introduction, body and conclusion).

1.6.1.1 Introduction:

The beginning of a presentation is the most important part. As Duddley Evans and St John (1998:112) mention, the first step is to “*establish credentials*”. This can be done through greeting the audience and introducing oneself, even if they already know the presenter. Moreover, it is in this stage that the presenter establishes a rapport with the audience and gets its attention. The second step is “*to state purpose and topic*” by indicating the aim of the presentation and introducing the subject in order to provide a brief overview of the organization of the talk. This enables the audience to get a map of the overall content. The

third stage is “*to indicate time*”. It means that the presenter may point out to the time allotted to his/her presentation. The last step then is “*to outline what is to come*” by telling the audience what the presentation will cover and then outline the main points.

1.6.1.2 Main Body:

For Duddley Evans and St John (1998), the main body is the most complicated move comparing with the introduction and conclusion (113). In this concern, the main points (the content) of the subject are developed according to the sequence stated in the last stage of the introduction. Anderson, K. et al affirm that academic presentations are usually done for providing information, explanations, arguments and examples. Meanwhile, the way of structuring the ideas includes: “*chronological sequence, [...], from the most important to least important, [...] from general to particular, [...] one point of view compared with another point of view*” (2004: 39). Said differently, the procedure of the main body content should be organized either by time order (from dated to current events/present to the past), by order of importance, from general information to specific details, or by comparing opinions.

Likewise, Duddley Evans and St John (1998: 113) argue that “[t]he moves in the middle section will depend on the type and purpose of the presentation”. Said differently, making transitions between sections of the presentation (introduction, body, and conclusion) and ordering the ideas are needed. Another issue of concern is that, a clear language should be emphasized to facilitate the audience’ understanding of the content.

Besides, time management is another feature that prevents the audience from boredom and concentration. To support this idea, Thompson, P. conducts a research on the audience’s attention curve in which he shows that “*almost 100% of the [audience] might be giving [its] full attention after five minutes, whereas after 20 minutes this was as little as 20%*”(1989:17-18). This means that a presenter should respect the time limited to the delivery and try to be brief when presenting so that the audience would not get distracted.

1.6.1.3 Conclusion:

One may consider that ending a presentation should be properly announced so that the audience will not get surprised. Yet, it needs special consideration. Dudley Evans and St John suggest that “*a good ending is essential; it is what remains with the listeners. If only one stage is planned and practiced, it should be the ending*” (1998: 113). In other words, the conclusion stage necessitates an explicit closing. The presenter in this stage summarizes the main points of the work without adding new details in such a way to make the audience retain a general knowledge about the topic. As a matter of fact, the presenter may give recommendations to the audience to feel free to ask questions, make comments or open a discussion. Another feature at this stage is that the presenter may call for action in a case the audience can give assistance or help.

1.6.2 Using Visual Aids :

Visual aids are one of the technological tools that support the presenter’s speech. In the Learning Development at the University of Leicester (2009: 01), it is published that “[w]ords and images presented in different formats can appeal directly to your audience’s imagination, adding power to your spoken words”. In other words, they can be used to illustrate something that is difficult or time consuming to describe. Another feature of using visuals is that the presenter may avoid writing whole paragraphs and reading word for word. This is assumed as follows:

Visuals can include a few written words but are hardly visual if they are primarily text and then get read aloud! However, there is specific spoken language associated with visual aids which will:

Signal that a visual aid is coming

Say what the visual represents

Explain why the visual is being used

Highlight what is most significant.

Duddley Evans and St John (1998:113)

In this light, visual aids are used appropriately if only accompanied with spoken language. This can be through announcing an incoming visual, displaying what it demonstrates, showing its aim and indicating emphasis on the important points. Adding to this, they [ibid] give importance to silence as being a part of the language of visuals. In this context, silence is considered as the time given to the audience to grasp what the visual represents. Simultaneously, two initial aims behind the use of visuals are proposed by the Learning Development at the University of Leicester (2009:01): *“if they will save words-don't describe your results - show them; if their impact would be greater than the spoken word - don't describe an image - show it”*. Here, the presenter is advised to use visuals to display the findings of the research instead of just reporting them and demonstrate pictures rather than representing them in words alone.

Jane King (2002: 410) in his side declares that *“the basic rule is to use visual aids to support the presentation, not to dominate it”*. It means that the visuals should support instead of replacing the verbal presentation. While traditional visuals come in the form of graphs, tables, charts, texts, photographs, diagrams, plans and maps, King (2002: 402) classifies modern aids into *“video cameras, slide, project, power point, VCD/DVD.”* These materials can be displayed by different multimedia technologies such as a computer or data projector.

1.6.3 Using Voice:

Another feature that makes an oral presentation successful is the criterion of voice. In fact, it can be considered as a vehicle to transmit a message. As far as intonation is concerned, a presenter may be fluent and has a good pronunciation, but may cause difficulties to the audience if the voice is too fast, or without an appropriate intonation. In addition, pausing, speed of delivery, volume and tone variation are other aspects that the presenter may control when delivering the presentation (Duddley Evans and St John 1998:113). In this connection, Nesi and Skelton (1987:11) claim that *“without an intonation change, the audience is unclear*

that a new subject (a new verbal paragraph, as it was) has begun". Put it simply, presenters need to use their voice (tone, pitch, speed and stress) to signal the important ideas, to move from one point to another as well as to maintain the hearers' attention.

1.6.4 Using Advance Signaling:

Advance signaling are verbal signs (words or phrases) that the presenter uses to indicate logical progress of a discourse. Duddley Evans and St John (1998:113) consider them as being so important in the way that they "*help listeners follow both the structure of the information and argument, and recognize the significance of visuals*". In short, they can be used to enable the audience pursue the organization of the work and consider the extent to which the visuals are important.

Kane (1988) classifies advance signaling into two parts: intrinsic and extrinsic signposts. The former is to use some utterances to signal the sequencing of the work (such as: let us start by having a look at ..., now we want to move on to the second point which is, etc), to enumerate (firstly, secondly, thirdly, finally, etc), to make transitions (further on, moreover, next, after that, etc), to contrast (contrary to, whereas, by contrast, however, etc), or to reformulate (that is to say, so to recap, put it in another way, in other words, etc). The latter (extrinsic signposts) are expressions used to accompany the explanations of advance labeling (the present table demonstrates..., the following chart will show the findings of ..., this diagram indicates the different areas of ..., etc), announcing the table of contents (all the elements of the present work are arranged as follows), or describing an image (let us take an overall view on this picture, and then move deeper analysis).

1.6.5 Using Language:

For Duddley Evans and St John (1998), the fifth key feature of an effective speaking monologue is language. Indeed, clarity and simplicity are two fundamental factors for easily conveying information. As a matter of fact, they argue that the presenter needs to make

emphasis on the appropriate language and skills (Duddley Evans and St John 1998:111). In this respect, the presenter aims to avoid ambiguities and complex linguistic items in order to facilitate the audience's understanding. In addition to this, accuracy is another feature of language that is needed when making an oral presentation. Skehan P, (1996: 23) defines accuracy as *"how well one's speech is produced in relation to the rule system of the target language"*. In other words, the speaker may follow the appropriate linguistic norms such as word choice, grammatical structures and pronunciation.

Conclusion:

In this chapter, the literature strives to deal with the concept of oral presentation in an academic context. In light of this, it opens by definitions related to the issue of oral presentation. The point is that oral presentations are spoken discourses addressed in academic as well as professional contexts. Besides, emphasis is given to genre and genre analysis in light of the spoken discourse. It then continues with classifying such oral activity into: persuasive (in which the presenter is intended to convince his/her audience) and informative (to provide the audience with new information). Next, it determines the importance of oral presentation for university students. By this, the learner gets opportunities to be aware of the advantages of giving oral reports as well as to apply such communicative processes in further careers. After that, a set of fundamentals of an academic oral reports are presented namely: preparation, delivery, question and answer session, evaluation and feedback. It then adopts oral presentation as part of ESP courses (teaching English for occupational/educational related language skills). In this field of language teaching, oral presentation delivery skills are considered among the main concerns of ESP learners' needs. Next to this, the chapter looks at Duddley Evans and St John's (1998) key features of giving an oral presentation which encompasses the steps and skills the presenter may master. These are: structuring, the use of visual aids, voice, advance signaling and language.

Chapter Two

Methodology

Introduction:

After the background knowledge the preceding chapter has provided, this part is mainly practical. In order to obtain more reliable answers to the research questions, a case study is adopted to help in the data gathering process. The case study in this research is appropriate to explore the present research problem in a detailed account. To support this, Yin, R. (1984:23) writes: “[a] *case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context*”. In sum, it is an intensive investigation that highlights real world situations.

The purpose of the current chapter is to collect and then analyze data in order to confirm or refute the validity of the hypotheses. For this reason, two (02) research tools are used: an interview and a video recording. These instruments enable us to get both qualitative and quantitative data. In this context, Gorard et al (2004:45) point out: “*if we are using two different methods then the results have to be genuinely combined if something new is to result*”. Thus, triangulation emerges out as a practical approach to the mixed method (the combination between qualitative and quantitative data). Accordingly, the present chapter is devoted to the presentation and analysis of the data collected through using the descriptive and the qualitative content analysis methods in this order.

The chapter is divided into two main sections. The first section (data collection) contains a description of the corpus under investigation. Said differently, it encompasses the sample or the participants that took part in the research. It then, provides a description of the procedures of data collection and the research tools used to interpret the findings. Whereas, the second section (data analysis) treats the way data is analyzed through the qualitative content analysis relying on Duddley Evans and St John’s ESP approach of delivering oral presentations.

2.1 Data collection

2.1.1 The sample:

At the centre of any educational investigation, the participants constitute the basis of the study. The subjects of the present research then, involve master II students of Language and Communication class of the LMD system from the department of English at Mouloud Mammeri University of Tizi Ouzou. In fact, they are students of the academic year 2013-2014. In this context, the participants are required to hold an academic oral presentation as an integral part of their curriculum before they graduate. There are fourteen (14) students out of twenty two (22) who delivered their viva. Unfortunately, three (03) out of the eight (08) remaining students abandoned and the five (05) others gave their oral presentations in the academic year 2014-2015. Indeed, it is difficult to deal with all the students. So, fifty percent (50%) that is, seven (07) students' oral presentations are randomly elicited from the same class. During this phase of research, the subjects expressed their willingness to respond to the interview protocol and accepted to participate in the current study.

2.1.2 The Research tools:

The present investigation makes use of two research instruments which are: two (02) interviews and a video-tape observation:

2.1.2.1 Interviews:

One of the reasons behind choosing this research tool is to gain a better insight about the respondents' views, experiences, beliefs, interests as well as the teachers' attitudes and opinions towards the oral delivery skills. As far as the interview protocol is concerned, it obtains valid conclusions directly from the informants. The structured interview is chosen to be employed for that it can be addressed to different participants but with identical and predetermined questions. In this light, Judith Bell (1987: 73) writes: "*where specific*

information is required, it is generally wise to establish some sort of structure or you may end with a huge amount of information, no time to exploit it [...]”. Thus, two structured interviews are implemented; one is administered to master II students and another to teachers of the English department. The first interview tries to answer the first research question which is related to the students’ awareness of the delivery skills that constitute an effective oral presentation. The second interview is addressed to the teachers who were members of the jury (board of examiners) to respond to the second research problem concerned with the application of those skills during the presentation. Put it simply, the present section strives to recognize the gap between master II students’ awareness and application of the oral presentation delivery skills.

2.1.2.1.1 The students’ interview:

The interview is conducted with seven (07) master II students of the department of English at M.M.U.T.O who are assigned at random. These are referred to by numbers from one to seven (01-07). The interview is a structured one and contains ten (10) direct questions through open-ended and close-ended items (see Appendix. 01). Indeed, they are administered online via a social network; Facebook. Moreover, this interview aims to gather data about the students’ awareness of the oral presentation delivery skills. At the beginning, very general questions dealing with the importance of spoken English proficiency are provided. Then, more specific questions are raised about the issue of oral presentations, how the preparation and the structuring phases are done. At the end, all the participants are requested to mention aspects of the delivery that they want to improve if they could. This is done intentionally to obtain more varied data and depict the extent to which they are aware of the oral presentation skills.

2.1.2.1.2 The teachers' interview:

They are conducted with seven (07) teachers of the department of English at M.M.U.T.O. The informants are selected at random regardless of being teachers of Language and Communication classes. The initial requirement then, is that they attended the viva of master II students as members of the jury. They are also referred to by alphabetical letters from (A) to (G). The rationale of including them in this study is twofold: first, to elicit information about the students' application of the delivery skills. Second, to gain more relevant and in-depth data since they were the direct observers and evaluators of the performances. The present interview as mentioned before is a structured one. Adding to this, the interviews lasted 08-12 minutes and the teachers indeed are interviewed in a face-to-face situation. The interview consists of nine (09) direct questions which encompass both open-ended and close-ended items (see Appendix. 02). The teachers' interviews are tape-recorded to secure an accurate account of the data since not everything can be written down during the interview and then, transcribed word for word. Here again, all the participants are asked to provide their suggestions or additional recommendations if they have any.

2.1.2.2 Videotapes' observation:

Since the present paper deals with oral presentation delivery skills, it is worthy to use video recordings as an authentic source of data collection. Still, one reason of choosing video recordings as a tool for the present investigation is that non verbal behaviors are better represented through visual devices rather than written descriptions. Another reason is that it encompasses both the audio and visual components of the presentation. Such instrument permits also to review the presenter's performance and check further information even if the presentation is already done. What is more, the present instrument serves to examine master II students' structure of their oral presentations, their use of body language and visual aids, the use of voice and advance signaling.

Hence, the video tapes are based on seven (07) Master II students' oral presentations (viva) of Language and Communication class at M.M.U.T.O of the academic year 2013-2014. The content of the videos focuses on the students' oral performances about different themes of research in which the English language remains the target medium of presentation. The presentations lasted around 10-20 minutes. As a matter of fact, fourteen (14) requests for permission to use the students' viva videos as a corpus of the study are addressed (see Appendix. 03). However, only seven (07) of them received approvals. To complement the collected data through video recordings, an unstructured observation (without a predetermined plan of items to be emphasized on) has been adopted. In this way, only the important points related to the theoretical framework are noticed. After the presentations are finished, the videos were reviewed again for a deeper analysis. The latter is done through completing tables (see Appendix 04: tables 01-05) with ticks (check marks such as “√ or ×”) next to the element which is used by master II students. The objective behind the use of this research tool is to find out whether the participants apply the before mentioned oral presentation delivery skills.

2.2 Data analysis:

Following the key features of giving an oral presentation suggested by Duddley Evans and St John ESP approach (1998), this study examines the key areas of oral presentation delivery skills. The data extracted from the interviews and the observation of the video recordings consider the following features: preparing, structuring, delivering an oral presentation, using language, visual aids, body language, voice, advance signaling and then evaluation.

As far as the methodological process used in this case study, data are collected and analyzed both quantitatively and qualitatively. The quantitative data analysis enables to make numerical comparisons. Therefore, the research instrument used in this investigative study, namely the interview protocol, analyzes and measures the frequency of various phenomena.

For instance, to figure out the number of the oral presentations that master II students have performed and the rate of teachers' attendance to the students' presentations. Whereas, the qualitative data analysis seeks to discover the attitudes of master II students towards holding oral presentations. So, as already mentioned, a solely method of data analysis is not enough. Evidently, the use of the two distinct types of methods is a complementary process.

The data analysis of the students' interviews emphasize on the preparation phase, structure and modes of delivering the oral presentation. However, the teachers' interviews focus on the language used in the delivery, visual aids and evaluation of the presentation. Regarding videotapes' observation, a table (see Appendix. 04) is used to analyze structuring the presentation, body language (eye contact, facial expressions, gestures, and body postures), visual aids, voice and advance signaling. After that, the Rule of Three is used to elicit statistics from the findings.

Conclusion:

To sum up, the two parts of the present chapter include data collection and data analysis. The first encompasses the sample (the case study) and the two research tools (an interview and a videotapes' observation) that represent the source of data collection. This was supported by a description of each of them. The second deals with the way the data obtained from the two instruments are analyzed (through qualitative content analysis and quantitative analysis).

Chapter Three

Results

Introduction:

At this level of the research study, the current chapter intends to gain valuable insights via the data gathered from the informants' interviews (students and teachers) as well as the video-tapes' observation. Its preliminary endeavor is to report and to identify whether master II students are aware of the oral presentation delivery skills or not and then, to check if they really apply them in their oral performances such as during their viva.

3.1 Presentation of the Findings:

The findings of the data derived from the two research tools namely the students' and the teachers' structured interviews and the video-tapes' observation are as follows:

3.1.1 The Findings of Students' Interviews:

- **Question 01: How important is it for you to be as proficient as possible in spoken English?**

From the replies, all the students agreed that being as fluent as possible in English is very essential. This is a positive point to the study because the participants share the same attitude towards the issue under investigation.

- **Question 02: What do you know about oral presentations?**

Some of the respondents view oral presentations as a form of public speaking which summarizes the important points of a dissertation. For instance, student (4) postulates that it is "*the delivery of a certain content or knowledge to a given audience*". Others give some hints to make a good oral presentation. For example, the students (1, 2, 3 and 7) report the following features: fluency, good structure of Power Point, the use of gestures, mastery and comprehension of the theme under study, simple language, and time management, avoiding reading from the screen, summarizing, and preparing the speech.

- **Question 03: How many oral presentations have you delivered?**

From the informants' responses, the presenters (4 and 7) delivered an oral presentation only once. The presenters (2, 5 and 6) said that they performed between two to nine presentations. However, the presenters (1 and 3) declared that it was from ten to more than fifteen presentations.

- **Question 04: Were your presentations persuasive (i.e. to influence the audience's thinking and attitudes about a particular topic), or informative (i.e. to provide new information about a specific issue)?**

Here, all the interviewees postulated that they are accustomed with informative oral presentations except the presenter (3) who performed the two styles.

- **Question 05: Do you think that holding oral presentations is necessary for your professional career? If yes how? If no, justify.**

All the students' answers reveal that they agree on the significance of oral presentations for professional career. The presenters (3 and 6) pointed out that becoming a teacher necessitates holding oral presentations. The common view of the other informants about giving oral presentations is that they enable them to gain self confidence, face people, discuss with them and avoid the fear of speaking in professional life.

- **Question 06: Could you tell us how did you prepare for your oral presentation?**

For the preparation phase of the presentation, all the informants except the presenter (3) confirm that they devote time to prepare for the delivery. Indeed, the one who did not make preparations avows: "*[T]o be honest, I haven't prepared for my oral presentation. I have finished my power point half an hour before my viva started*". However, the presenters (5, 6 and 7) used to prepare the Power Point presentation, write the speech and repeat it several times so that to remember it. The student (1) stated that he read his work and summarized it

before the presentation. Another participant (4) said that she prepared the speech with her friends and made some training. The presenter (2) assessed that she had the chance to prepare for the presentation one or two weeks before.

- **Question 07: Did you devote time to training sessions before the viva? If yes how?**

The presenters (2, 3, 4 and 6) did not devote time for the training session. One of them (6) claims that time constraint prevents her to make rehearsal. As she declares: “[...] *I didn't have much time, I knew about mu viva only a day before*”. The presenters (1 and 5) presented their works in front of their friends. However, the student (7) has just made a self-training.

- **Question 08: Did you follow a specific structure of delivery? If yes explain.**

From the collected answers, there is only one student (3) who declares that she did not follow any structure of delivery. However, the responses of the other six informants about the organization of their works can be summarized as follows: thanking the audience, introducing the topic, developing all the parts of the dissertation, closing with a conclusion, thanking the jury members and giving back them the floor. For instance, the presenter (1) reports:

[...] I waited the chair until he gave me the floor to start. Then, I started by thanking him, the examiners and the assistance to be present. I started by naming the title of the dissertation, its structure which followed the traditional Complex model. Then, I talked about all the parts of the dissertation till the conclusion. I gave the floor to the chair waited their comments.

- **Question 09: Which mode of delivery did you perform: manuscript (reading from a script), memorized (learnt by heart), impromptu (without any preparation) or extemporaneous one (prepared and rehearsed in advance)?**

Two of the students (01 and 02) opted for extemporaneous mode. Two others (student 05 and 07) made use of the manuscript one. However, the rest of the informants employed a combination between two modes. The presenters four and six (4 and 6) used the manuscript and memorized ones and the presenter three (3) used the manuscript and impromptu.

- **Question 10: Are you satisfied with your performance of the presentation? If no, which aspect of the delivery would you like to improve?**

Behind the participants' answers, only two students (2 and 3) showed their satisfaction with their performance. The informants (1 and 4) are not really satisfied with the way they presented their works. Indeed, they wish they could improve some aspects such as the use of body language, gestures and the way they answered to the examiners' questions. The students (5, 6 and 7) then, are not satisfied with their delivery at all. Among the points they hope to improve, they listed the following aspects: being able to explain without reading from the script, adding personal explanations and illustrations as well as training more before to avoid stress in the day of the presentation.

3.1.2 The Findings of the Teachers' Interviews:

Following the procedure presenting the results of students' interviews, the present one surrounds three other concepts which are: the use of language, visual aids and evaluation of the oral presentations. These are presented as follows:

- **Question 01: How many times have you been a jury member of students' oral presentations?**

From the interviewees' answer, their attendances to students' oral presentations are varied from one to fifty times.

- **Question 02: To which extent do you believe that holding an oral presentation as a final coursework is beneficial for students?**

All the teachers agree on the fact that oral presentations are beneficial for students. The most prominent standpoint is that oral presentations show the students' abilities and involvement. In this sense, they are going to investigate, read, synthesize, select the important ideas so that to reveal what is reached in the learning process and thus, to present them as an ultimate result product. Others (teachers B and C) indicate that they help in developing the students' communicative and oral competencies. Meanwhile, some (teachers A and G) consider it as further chance to deal with face to face situations in the case they become teachers.

- **Question 03: Do you agree that giving an oral presentation can help in developing students' speaking skill? Please explain.**

Three informants (A, D and G) respond that holding an oral presentation alone does not contribute to the development of the speaking skill. They argue that speaking is a learning process that needs time. What is more, an oral presentation is rather a kind of a real experience to face people. However, four others (B, C, E and F), declare that such activity helps to develop oral competencies of the students. Accordingly, they state that there are other capacities that are developed through oral presentations such as strategies of delivering the speech, preparing oneself to face the audience and revising the basic notions to be involved in the presentation.

- **Question 04: According to you, what are the skills that students need to master in their oral presentations?**

The teachers' replies are varied in terms of the skills that students need to master in their oral reports. In addition to the linguistic skills (appropriate language, clear pronunciation, word choice and good spelling), they focus on some other proficiencies that they find necessary. As a matter of illustration, the informant (E) notifies: "*there is also what we call*

oral skills, [I] mean the presentation skills such as eye contact. [...] There is also skills related to study skills which means, how to summarize your ideas, how to organize your ideas. Also, skills which are related to Icts". In fact, the presenter is required to master the use of some technological devices such as the computer, Power Point and data projector.

Question 05: How were master II students' viva structured?

As regards the structure of the students' viva, the teachers agree that they follow a particular organization (introduction, main body and conclusion). For instance, the teacher (F) indicates:

first of all,[...] they present the general subject [...]. Second, they say something about the importance of the research: its originality, its significance in the field of teaching and learning, its importance with relation to education and so on. We can also cite what is called the chapters. Each chapter is given its significance, that is to say, a short summary or account about each chapter. At the end, the students show what is called results and discussion, that is to say, the main findings or the main results.

Question 06: How did they use visual aids in demonstrating their data based?

Most of the teachers opt for the high importance of using visual aids in oral presentations as to show the value of the research, highlight the results, gain time and make the audience follow the presentation. However, four informants (A, B, C and D) point out that during the viva they attended, students do not use PowerPoint in an appropriate manner. As the teacher (A) complains: "*some students tended to use a lot of colors, a lot of pictures. So, we found ourselves concentrating more on the pictures instead of concentrating on the content*". They also claim that the students just read what is on the screen without giving their personal touch and in some cases, they provide unnecessary details.

Question 07: What are the most prominent verbal and non verbal skills that master II students used in their viva?

Concerning master II students' use of verbal and non verbal skills, the informants (A, D, E, F, and G) point out to some linguistic and communicative skills such as the command of language, pronunciation, grammar, fluency, paraphrasing, summarizing and quoting. However, all the teachers mentioned some non verbal skills that they have noticed in master II students. These are: body movements, eye contact, gestures, position, and the use of data projector.

- **Question 08: In the day of the presentation, do you follow a specific method to assess the students' performance?**

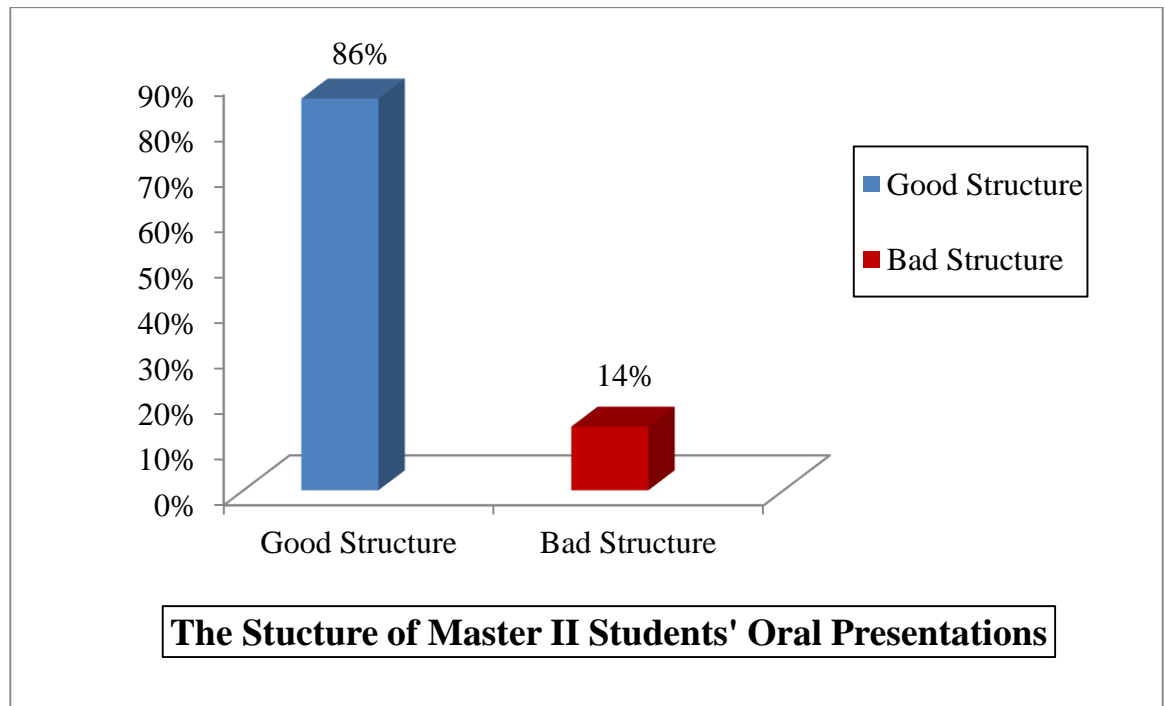
The teachers (C, E and G) admit that they do not use a common procedure to assess the students' performances. Said differently, there is no specific format of the assessment criteria for all the students. Moreover, the teacher (C) comments: "[...] *we have to take into consideration that perhaps it is the first time that [a given student] is presenting*". The others highlight a set of predominant points of evaluation. These are elaborated in the following item of the teachers' interview.

- **Question 09: Which criteria do you take into consideration during the evaluation phase?**

The informants (A, B, D and F) argue that they assess the students' presentations in terms of the language used (simple, clear, academic, coherent and accurate), the involvement of the student, the originality of the work, the methodology of the presentation, the student's use of body language (mainly eye contact) and the ability of the candidate to answer and defend the board of examiners' questions.

3.1.3 The Findings of the Video-tapes' observation:

The present research tool strives to present the findings related to the use of master II students of Language and Communication class of: structuring the presentation, body language (eye contact, facial expressions, gestures and body postures), visual aids, voice (intonation, pausing, speed and volume), and advance signaling.

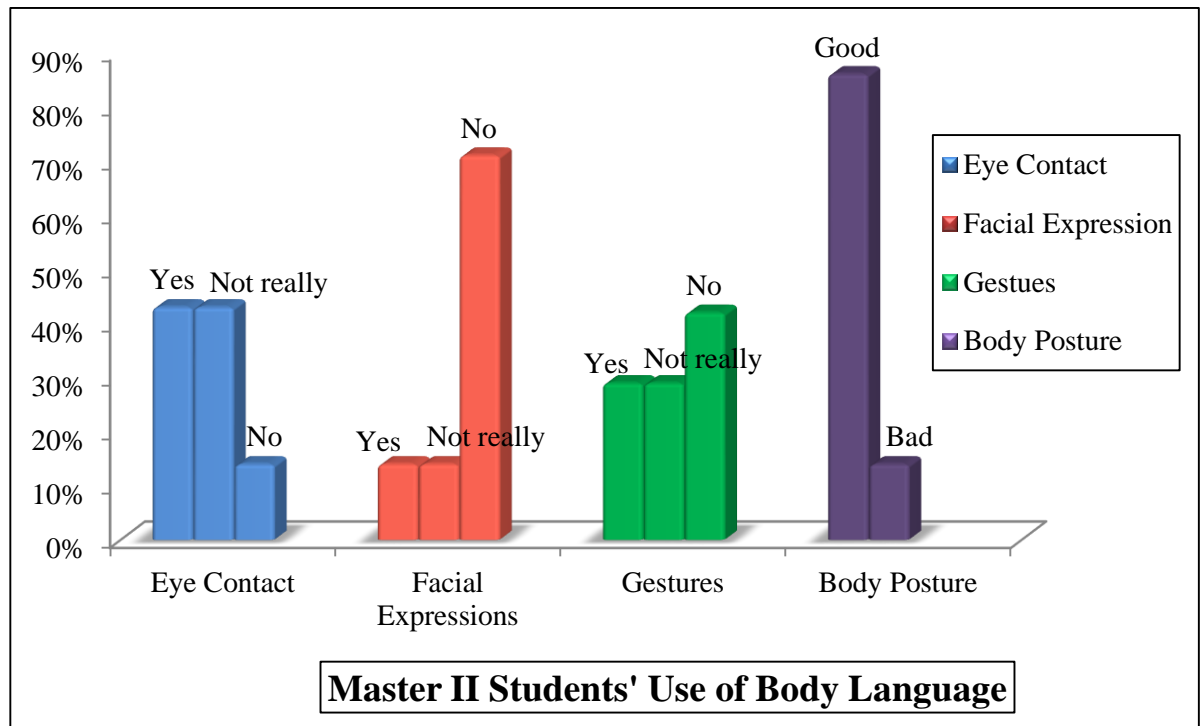


The present graph demonstrates the extent to which master II students structure their oral presentations. Indeed, as any written dissertation, an oral presentation consists of an introduction, a middle section and a conclusion. The majority that is, eighty six percent (86 %) follow a determined structure when they deliver their speech. Said differently, most of these students' speeches are characterized by a clear introduction, main body and a conclusion. Thus, there is only one (01) student; fourteen percent (14 %), who does not organize her oral report. In fact, she failed in introducing and closing up the presentation. Instead of letting the chair of examiner to give her the floor to start the presentation, she

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immediately thanked the audience and began introducing the theme under investigation. In the conclusion move as well, she has just summarized the findings of her research paper.

The next diagram then displays the students' use of non verbal language (body language) mainly eye contact, facial expressions, gestures and body posture:

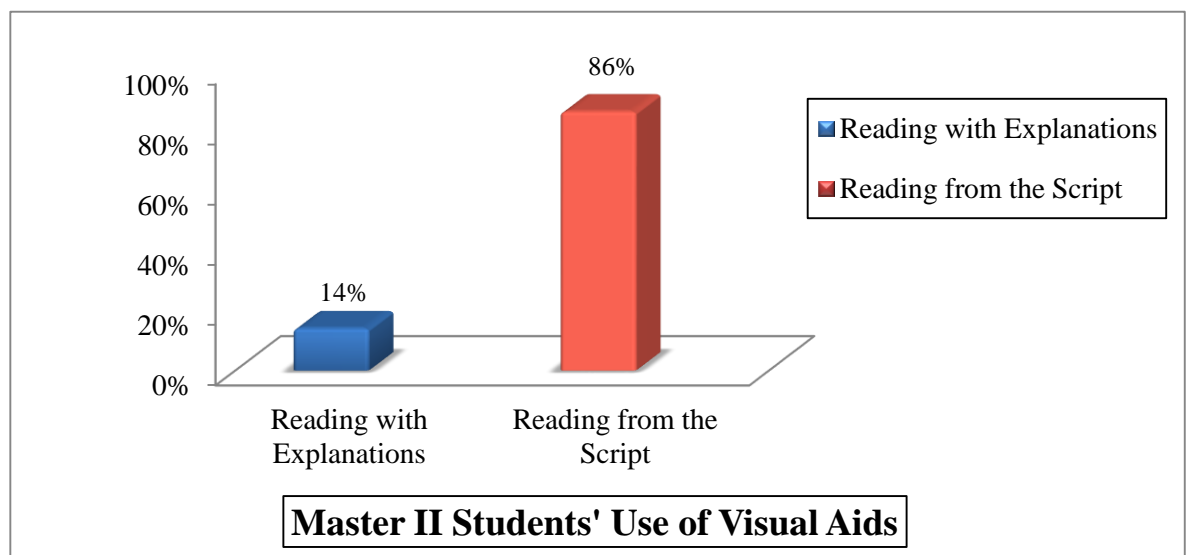


In this graph, the results show that when it comes to body language, forty three percent (43%) of the students manage to direct eye contact. Fourteen percent (14%) other students do not really get connection with the audience from the beginning until the end of the presentation. However, the remaining fourteen percent (14 %) of the students completely fail in doing so. In addition to this, the majority of the presenters (72%) do not have the tendency to communicate the feelings their faces may express. Regarding gesticulation, forty two percent (42%) of the students do not attach special consideration to gestures in order to present orally. As well, twenty nine percent (29%) of the other students tend to use movements to support their speech once in a while. The remaining twenty nine percent (29%) however, employ some gesticulations (especially hand gestures) either to show emphasis,

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direction, size, or to enumerate. Finally, the last item in the chart demonstrates that the majority of the students, that is, eighty six percent (86%) maintain a good posture and fourteen percent (14%) failed to do so.

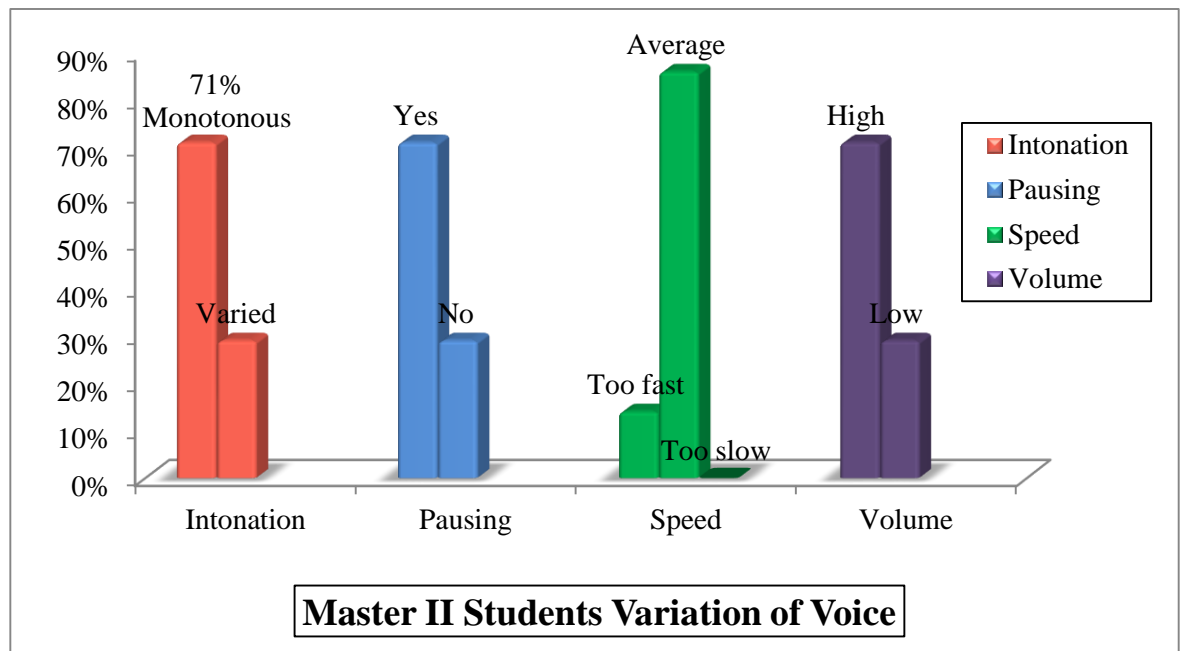
Another criterion that is analyzed through the observation of the students' oral presentations is the use of visual aids. This is shown in the following chart:



The chart indicates that only fourteen percent (14%) of the students use visual aids in an appropriate way. Said differently, they use them to read only the key elements related to their research and supplement the content with explanations and arguments in their own words. Thus, the rest of the students, eighty six percent (86%), read the whole passages from the data projector without additional clarifications.

The following diagram deals with master II students' voice in terms of: intonation, pausing, speed and volume.

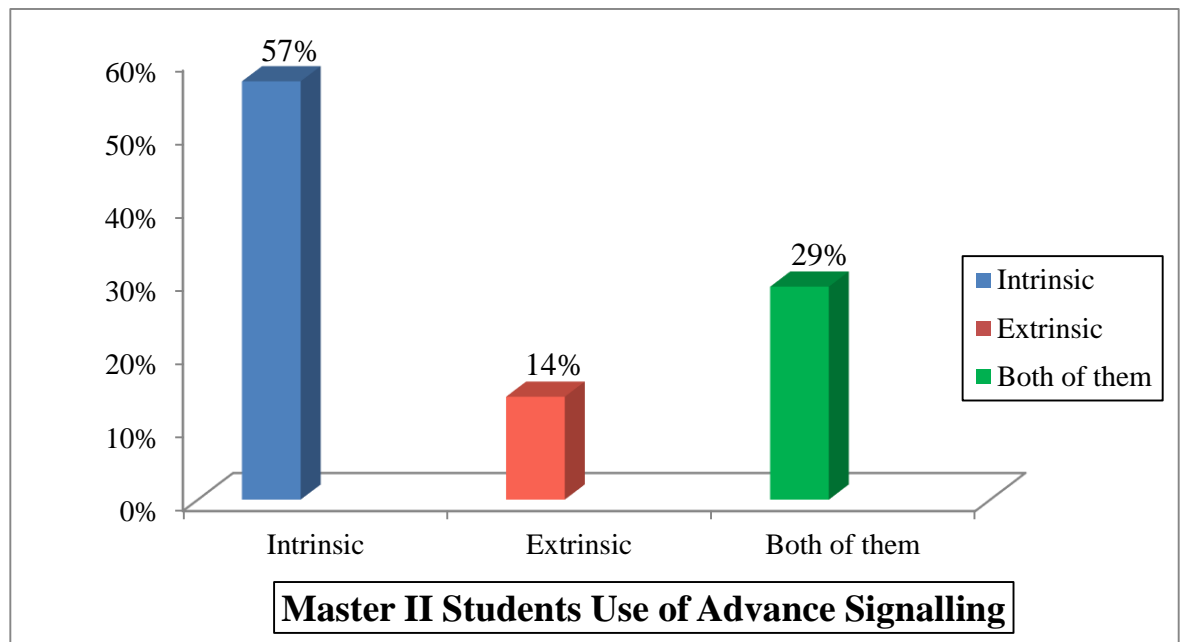
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From the diagram above, one may notice that seventy one percent (71%) of the students deliver the presentation with a monotonous intonation, while twenty nine percent (29) participants have a varied intonation. In addition, seventy one percent (71%) make pauses and hesitations when they speak. Thus, the remaining twenty nine percent (29%) deliver their speeches spontaneously. The diagram also demonstrates that eighty six percent (86%) of the students present their speech fluently. Yet, fourteen percent (14%) of the students speak rapidly in such a way the hearer may face difficulties to follow the presentation. However, there is no student who decelerates his/her speech. As far as volume variation is concerned, a great deal of the students, that is seventy one percent (71%) perform with a pertinent pitch of volume compared with the rest of the students, that is; twenty nine percent (29%).

The findings of the last criterion which is the students' use of advance signaling are presented as follows:

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From the results of the chart above, one may deduce that the majority of the students, that is; fifty seven percent (57%) make use of intrinsic advance signaling. Fourteen percent (14%) utilize extrinsic markers and twenty nine percent (29%) employ the two signaling together.

Conclusion:

To sum up then, the present chapter encompasses the results obtained from the two research tools including the interviews and the video recording. First, the findings of the students' interview reveal the extent to which master II students prepare and structure their presentations as well as which mode of delivery they followed. Second, the results of the teachers' interview show the nature of language they noticed on the students' speech, how they used visual aids and then the criteria on which they based their evaluation. Finally, the videotapes' observation communicates the structure of the students' presentation, the use of body language, visual aids, voice and advance signaling. All in all, the results obtained from this chapter are discussed and commented in deeper details through the discussion chapter.

Chapter Four

Discussion

Introduction

This chapter is devoted to the interpretation of the results obtained from the two research tools including the interview and the video tapes' observation. The findings of these instruments strive to draw conclusions about the research problem, that is; the participants' awareness and application of the oral presentation delivery skills. Then, the main purpose of this chapter is to find out whether the theoretical framework of Dudley Evans and St John's (1998) key features of giving an oral presentation coincides with the results obtained from the two research instruments. This chapter is divided into four main sections. The first one is entitled master II students' awareness of the oral presentation delivery skills. It treats seven main aspects: structuring the speech, modes and styles of delivery, the use of language, visual aids, body language, voice and advance signaling. After discussing the skills that the students are aware of, the second section will explore whether they use them while presenting. The third one deals with the students' opinions about their oral performances. However, the fourth one tackles the teachers' evaluation of the students' oral presentations. Adding to this, the results obtained through the present chapter are compared with the theoretical framework which is already mentioned in the literature chapter. As a final point, a general answer to the research issue will be traced.

4.1 Master II students' Awareness of the Oral Presentation Delivery Skills:

This section examines whether master II students are aware of the issue under investigation or not. In other words, it attempts to check the validity of the first hypothesis which suggests that master II students are aware of the oral presentation delivery skills.

Indeed, an oral presentation is viewed as an opportunity to give spoken discourses in front of a public. Said differently, it is the act of delivering a certain content or knowledge to a given audience. The convergent standpoint of the interviewees promotes that such activity is a formal speech that occurs under the umbrella field of educational settings. One reason behind

this (as one of them declares in the interview) is that the oral reports they performed mostly took place at the university. As a matter of illustration, these students give at least one viva or a project work as an academic oral presentation. So, they refer to oral presentations as being adopted in EAP contexts. By contrast, Dudley Evans and St John (1998), as already mentioned, argue that they can occur in both academic and occupational settings. It means that, apart from giving seminars or presenting a project work, employees also can hold oral presentations. For example, businessmen can give oral presentations on new products they want to advert.

Since all the students give valuable insights on the English speaking proficiency, they find that oral presentations are also primordial. Likewise, the teachers advocate that such an activity enables the students to show their abilities and involvement.

4.1.1 Students' Awareness of the Structuring Procedure:

One of the preliminary features of an oral presentation is the methodological process of the work. As already mentioned in the literature, oral reports follow the same organization of the written productions (introduction, main body and a conclusion). In other words, the presenter is expected to follow three moves: introducing the theme, developing the content and then concluding the speech. In light of the outcomes reached from the students' interviews, the participants show that they are aware of the structuring procedure because all of them except one refer to the three moves. As a matter of illustration, when the student five (05) is asked whether she follows a specific structure of the presentation, she answers: *"Yes, I began with the introduction, followed by the development and then, the conclusion"*.

4.1.2 Students' Awareness of the Styles and Modes of delivery:

To achieve the communicative purpose of an academic oral presentation, students may design two different styles of delivery; persuasive and informative presentations. As already mentioned in the literature, the persuasive one intends to influence the audience's attitudes,

beliefs, values or thinking about a particular issue. Whereas, the informative one aims to bring new information, demonstrate a process, and increase the audience's understanding of a particular issue. Moreover, the results obtained from the students' interviews show that they are more familiar with informative presentations rather than persuasive ones. For example, the student one (01) affirms: “[...] *most of them were providing new information about new issue*”.

Looking at the modes of delivery, presenters may hold the presentation in four different ways: the manuscript, the memorized, the impromptu and the extemporaneous mode. In the manuscript mode, the presentation is written out during the preparation stage and then read to the audience. The memorized mode is the case in which the presentation is learnt word for word (by heart). Writing only the important points and referring to them during the presentation is known as the impromptu mode. Finally, the extemporaneous mode of delivery is when the speech is already rehearsed and practiced. When the participants are asked about the mode of delivery they perform, all of them provide short and direct answers without expressing what they are aware of. For instance, the student three (03) simply says: “*a combination between manuscript and impromptu*”. Another one (student 06) reports: “*I read from the script and memorized few things*”. From this, one may conclude that they do not have enough knowledge about the four modes of delivery.

4.1.3 Students' Awareness of the Use of Language:

One more feature that the theoretical framework points out is the use of language. Indeed, it is referred to clarity, simplicity and accuracy. Adding to these points, the students refer to other aspects such as fluency, proficiency and pronunciation. In this context, the student four (04) stresses: “*it is important for me to be very proficient in spoken English simply because it is important to be understood by the others when you speak, then you have to be accurate, fluent and proficient*”.

4.1.4 Students' Awareness of Visual Aids:

Visual aids are used to illustrate ideas that are difficult to express through language alone. It means that visual aids help in making the speech of the presenter lighter. From the videotapes' observation, we have noticed that all the participants make use of the Data Projector and Power Point. This includes slides, images, graphs, tables, charts... etc. Adding to this, the majority of the participants make reference to some visuals in a way or another. For example, when the participant six (06) is asked about the preparation phase, she assumes: *"I prepared first the [Power Point] as i mentioned before, it included the main key words that summarizes the whole research"*.

4.1.5 Students' Awareness of Body Language:

Apart from the verbal language, the human body also permits the presenter to communicate meaning. In fact, body language comprises eye contact, facial expressions, gestures and body posture. From the students' interviews, one of the participants (student 01) explicitly demonstrates that he owns some knowledge about non verbal communication. In this respect, he postulates: *"many language researchers point that more than 50% of the oral presentations are devoted to the body language"*.

4.1.6 Students' Awareness of Advance Signaling:

Another feature that makes an oral presentation effective is the use of advance signaling. The latter involves certain linguistic terms and expressions that the presenter uses in order to help the audience follow the sequencing of the presentation. In light of what has been observed in master II oral presentations, we come to a conclusion that they own some knowledge about these linguistic marks. For instance, the students enounce utterances such as *"let's start with, after that, indeed, the following, the diagram shows that..."*

To recapitulate, the present section provides evidence of the students' awareness of: structuring the oral presentation, styles and modes of delivery, using language, visual aids, body language and advance signaling. From this angle, the first hypothesis of the present research (master II students are aware of the oral presentation delivery skills) is confirmed.

4.2 Students' Application of the Oral Presentation Delivery Skills:

The following section aims to check whether master II students use the delivery skills they are aware of. In other words, it strives to test the validity of the second hypothesis (master II students use the oral presentation delivery skills). The presentation skills then encompass: structuring the presentation, styles and modes of delivery, language use, visual aids, body language (which includes the use of gestures, eye contact, facial expressions and body posture) and advance signaling.

4.2.1 Students' Application of the Structuring Procedure:

To begin with, the students' use of the structuring moves is depicted from the two interviews and the video recordings' observation. Indeed, it is revealed that master II students follow a particular organization of the performance. In this context, the respondent (E) advocates: *"first, I welcomed the audience and thank the jury, mention[ed] the title of the dissertation, explain[ed] the title and what it seeks, then [I] present[ed] the contents. After that, everything was structured according to the written dissertation, starting by an introduction and closing by a conclusion and of course thanking the jury"*. Another evidence of the students' application of the methodological process of an Op is shown in the videotapes' observation. Indeed, we found that there are eighty six percent (86%) of the students who structure their presentations. As teachers also declare, the students start by: greeting the audience, thanking the examiners, providing an abstract of the overall subject, an introduction (presenting the significance of the research, its originality and aim), the main

body (review of the literature related to the research topic, methodology of the work, the main finding and discussion). Finally, they close their speech with a general conclusion that summarizes the work. So, master II students succeed in structuring their oral reports in the realm of the written dissertations (theses). In fact, this shows accordance with the before mentioned points related to the structuring procedure of Dudley Evans and St John (1998).

4.2.2 Students' Application of the Styles and Modes of Delivery:

As far as the styles and modes of delivering an oral presentation are concerned, the results of the students' interview indicate that nearly all the participants (except one; student 03) deliver informative presentations. This is explicitly stated in the students' replies to the interview protocol. For instance the student 02 affirms: "*it was rather to inform and provide new information*". Another one (student 04) postulates: "*it was an informative presentation. It delivered certain information concerning the topic I dealt with*". From this perspective, informative reports are the common style that the participants tend to be more familiar with.

Regarding the modes of delivery, the participants admit their use of certain modes of delivery. To illustrate, the students one and two (01 and 02) affirm in the interview that they use the extemporaneous one. The student five and seven (05 and 07) use the manuscript one. Others such as the students four and six (04 and 06) use not only one mode but they rather combine the manuscript and the memorized ones. In the same light, the student three (03) uses both the manuscript and the impromptu modes of delivery. From this, we confirm our participants tend to use all the modes of delivery.

4.2.3 Students' Use of Language:

As already mentioned, language comprises fluency, accuracy and simplicity. From the video recording, the jury members do not limit their assessment only on these three criteria but they also take into consideration grammar (tenses), word choice (linking words) and

semantics (vocabulary). Indeed, these features are stressed on the students' written productions. One teacher (E) declares: *"even the verbal language and the expressions he has used were appropriate"*. Further on, another interviewee (teacher A) adds one feature of language which is pronunciation. She confirms: *"through the two viva I have attended, I think pronunciation was highly acceptable. I mean from the linguistic perspective it is acceptable"*. However, this does not mean that the participants do not encounter language flows. In fact, during the feedback session, the teachers make remarks on this linguistic aspect for almost all the participants.

4.2.4 Students' Use of Visual Aids:

The presenter's use of visual aids such as PowerPoint, pictures and CD players implies that he/she is not dependent only upon his/her own voice or body language. However, when the teachers are asked about the participants' use of visuals, most of them claim that they do not use them appropriately. For instance, the teacher (A) declares that *"some students tended to use a lot of colors, a lot of pictures. So, we found ourselves concentrating more on the pictures instead of concentrating on the content"*. Adding to this, the video tapes' observation shows that only fourteen percent (14%) of the students use the visual aids appropriately. i.e., they provide explanations, further clarifications and arguments when presenting. However, eighty six percent (86%) of them rely only on what is displayed in the slides. Form this context, the students tend to use them but not in a rational way that may help their presentation.

4.2.5 Students' Use of Body Language:

The results obtained from the teachers' interviews, more precisely item number seven (07) and the video tapes' observation, demonstrate that non verbal language also known as body language is used by the participants.

To begin with, eye contact is one way of getting the audience involved in the presentation. By becoming skilled at using eye contact, the presenter is taking control of the presentation. Additionally, eye contact communicates interests and establishes connections with others. When teachers are interviewed about how master II students use non verbal communication to maintain their exchanges, they point out to the use of eye contact as a predominant skill. They also affirm that students look at the members of the jury and the audience. One of the teachers, (E), advocates: *“in fact the student has succeeded to an important extent [...] to have eye contact [...]. The eye contact was good. The physical I mean [...] body language was ok”*. Besides, the video tapes’ observation reveals that there is a balance in the students’ use of eye contact between a good (43%) and a middling control (43%). This result indicates that master II students manage to keep rapport with the audience. Put it simply, they do not rely only on their notes for the information they are providing, but they also accompany their speeches with this non verbal skill (eye contact).

When it comes to facial expressions, the students’ performances are deeply analyzed through the videotapes’ observation. In fact, such form of non verbal communication expresses meaning through the human’s face. To illustrate, when a presenter communicates friendly facial expressions, as for smiles, the audience kindly favors to follow his/her speech. In light of what we have observed in the students’ oral presentations, seventy one percent (71%) of the participants do not use facial expressions during their oral presentations.

As regards the feature of gestures, they are bodily movements which are intended to express meaning. Indeed, they are used either to: emphasize, enumerate, show directions or to point to something/ someone. However, through the video tapes’ examination, an unexpected finding regarding the use of gestures is well demonstrated. A high frequency (42%) of the participants does not use gesticulations. As the teacher (B) says: *“their gestures are meaningless”*, they are not used for the before mentioned purposes.

Apart from this, even the presenter's posture has an impact on the audience's reaction to what he/she is going to express. Indeed, the manner the speaker conducts his/her position communicates whether he/she is comfortable or frustrated. One way of making an effective speaking position is to stand up straight and face the audience head-on with hands relaxed. So, this bodily position contributes in reinforcing the impression the presenter gives to the public. Through the videotapes' observation, we noticed that eighty six percent (86%) of the students maintain a good body posture. To make it clear, our participants manage to a higher extent in applying such body orientation in their oral presentations.

4.2.6 Students' Use of Advance Signaling:

Another ingredient of an effective oral presentation that the literature refers to is the use of advance signaling. These are words and expressions that complement the organization of any oral report. From the observation of the students' performances some utterances such as *"let's start with, after that, indeed, the following, the diagram shows that..."* are explicitly used. Besides, the participants use a mixture of the two types of advance signaling namely the intrinsic (expressions used to enumerate, signal the sequencing of the work, make transitions, contrast or to reformulate) and extrinsic ones (words and expressions used to accompany the explanation of advance labeling, announce the table of contents or to describe an image). The pertinent finding then is that master II students do not encounter deficiencies in using advance signaling while presenting.

To sum up, the present part certifies the validity of the first hypothesis that entails that master II students are aware of the oral presentation skills (structuring the presentation, styles and modes of delivery, language, visual aids, body language and advance signaling). It then partially confirms the second hypothesis that suggests that master II students use the delivery skills. Hence, they fail in the use of language, gestures, facial expressions, and visuals.

4.3 Master II Students' Opinions about their Oral Presentations:

When the students are asked about their personal views on their delivery, only three of them (students 2, 3 and 4) show satisfaction. They report that since they were self confident and their works were clear and precise, their performances were effective. In this sense, it allows them to talk in front of their teachers, classmates and audience without any fear. However, the other students (1, 5, 6 and 7) are somehow disappointed about the way they presented their works. They report that they wish if they could use more gestures and body language. In addition, they postulate that they wish if they avoided reading word for word from the script in the day of the presentation. Said differently, they desire to master the use of visuals and be more independent from their notes. For instance one participant (student 05) reports: *“no, I wish if I could explain without reading”*. Another one (student 01) claims: *“I want to improve the aspect of using the body language or gestures when presenting because it plays an important role in the viva”*. Here again, this reflects that master II students are aware of some delivery skills, but they face difficulties when using them.

4.4 Teachers' Evaluation of the Oral Presentations:

The results reached from the teachers' interview concerning the evaluation phase demonstrate that the students' oral presentations are assessed on specific criteria. In light of what has been already mentioned about oral presentation, the jury members may for instance focus on the students' mastery of the subject, structure, meaning and so on. Some of the teachers (A, B, D and F) list a set of features on which they rely in order to evaluate the oral presentation. These are: coherence and cohesion of the ideas presented, the involvement of the students, structuring, command of language, clarity and the use of visuals. From these outcomes, we have deduced that the students' presentations are assessed according to the skills they use. Said differently, the evaluation phase depends on the students' application of the oral presentation delivery skills.

Conclusion:

This chapter is concerned with the discussion and interpretation of the results presented in the previous one. This is in relation to the awareness and application of master II students of the oral presentation delivery skills. The findings of this research study reveal that master II students are aware of the delivery skills since they know what an oral presentation is, how to structure a presentation, what are the styles and modes of delivery they may use, what comprises the language of presentation, what visuals that may accompany the speech, the importance of the visual aids in the oral presentation, the significance of body language and advance signaling. Hence, the results of the students' interview confirm the first hypothesis (master II students are aware of the oral presentation delivery skills). However, the results obtained from the teachers' interview and the videotapes' observation demonstrate that master II students do not use all the oral presentation skills in appropriate ways. Language, gestures, facial expressions and visual aids are misused in their oral presentations. So, the second hypothesis (master II students use the oral presentation delivery skills) is partially confirmed. Therefore, the answers to the two research questions of the present study are:

- All the participants are aware of the oral presentation delivery skills.
- Master II students do not apply all of the presentation skills in a rational way (including language, gestures, facial expressions and visual aids).

General Conclusion

Delivering an academic oral presentation is an activity that most students tend to perform during their course works. But, an effective presentation is much more than just presenting ideas or delivering a speech. It is about skillful communication. Said differently, it requires a set of cues that the presenter should take into account so that his/her presentation becomes successful.

The present research study provides a description of the most basic concepts and elements related to the field of oral presentation skills. The ultimate aim of this work is to find out the extent to which master II students of the department of English at M.M.U.T.O are aware and apply the oral presentation delivery skills. Indeed, the dissertation is divided into four main chapters and each one brings some insights on the context of oral presentations being it theoretical or practical.

In its theoretical part, the research had a glance at the different definitions of the concept of oral presentation given by different linguists and theoreticians. Next, some explanations of the concepts of genre and genre analysis are provided. It then classifies an Op into two main styles depending on its aims: persuasive presentations aim to convince the audience through arguments. Informative ones aim to bring original data. After that, the literary review opens the door to the importance of Ops for university students. In this context, delivering an oral report develops the students' abilities to face an audience in their present and future careers. Then, five fundamentals of an academic Op (preparation, delivery, question and answer session, evaluation as well as feedback) are treated.

As a first step, preparation relies on the purpose of the presentation and making trials. From the beginning, the presenter should be aware of the aim of his/her presentation (to inform, persuade, teach or entertain). And then, he/she may practice and rehearse it. Some tend to use personal preparations while others prefer performing in front of their classmates, teachers and even family members.

General Conclusion

When it comes to the delivery stage, the presenter may take into consideration two important areas: modes of delivery and body language. Concerning the modes of delivery, Ops are categorized into four modes. In the manuscript mode, the presentation is written out during the preparation stage and then read to the audience. The memorized mode is the case in which the presentation is learnt word for word (by heart). Writing only the important points and referring to them during the presentation is known as the impromptu mode. Finally, the extemporaneous mode of delivery is when the speech is already rehearsed and practiced. As far as body language is concerned, the presenter may support his/her verbal communication with some facial expressions, gestures, body postures and even eye contact to maintain rapport with the audience.

Another step that an oral presentation involves is the question and answer session. At this level, the presenter shows his/her mastery of the subject matter. After the questions are answered, the evaluation phase takes place. In this case, it is the teacher who evaluates the presenter's report by focusing on the clarity of the presentation, the way of delivery and the appropriate use of visual aids. Last, the presentation ends with a feedback given by the teachers or evaluators to improve his/her performance.

Ops as part of ESP courses is another aspect that the literary review discusses. Indeed, ESP is divided into EAP and EOP. Hence, Op is mentioned to be part of both fields. Then, there is an overview of Dudley Evans and St John's (1998) key features of an effective Op as a methodological approach. These features in fact (structuring, the use of visuals, voice, advance signaling and language) go hand in hand to help the presenter deliver a successful presentation. Yet, structuring the presentation implies its division into: an introduction (in which the presenter starts by greeting the audience, establishing a rapport with them, stating the topic, its purpose and what it will cover), a main body or a sort of discussion (in which the main points will be treated following a particular order) and then, a conclusion (in which he/

General Conclusion

she may summarize the main results and even may give some recommendations). Dudley Evans and St John (1998) also point out to the need of using visual aids. As a matter of fact, if the visuals are accompanied with language and appropriately used, the presentation will be attractive. Adding to this, the presenter may control his/her voice when delivering the presentation because it plays a role in sending the sonorous waves to the receivers. Advance signaling is another feature that the presenter uses to show logical progress of the discourse. This can be done through the use of some words and utterances to signal the sequence of the presentation. Last but not least, the presenter may use a simple, correct and accurate language in order to convey his/ her information.

The overall objective of the research paper is to check the validity of the two hypotheses which suggest what follows: master II students are aware about the presentation delivery skills. The second one supposes that master II students use the delivery skills in their presentations.

Adding to this, the current study relies on a mixed method approach which combines the qualitative and quantitative research methods. It applies Dudley Evans and St John's (1998) methodological approach of giving an Op. Besides, it uses quantitative statistical analysis and qualitative content analysis in interpreting the results gathered from both the students' and teachers' interviews as well as the videotapes' observation. The latter is used as a research tool to examine the students' use of the five key features mentioned before.

The analysis and discussion of the results obtained from the research tools provide clear answers to the research questions. They reveal that master II students are aware of the oral presentation delivery skills but do not use all these skills in a rational way mainly language, visual aids, facial expressions and gestures.

The study also suggests the following recommendations:

General Conclusion

- Teaching oral presentation skills as a module for master II students as a preparatory process to the viva.
- Giving time to the preparation and rehearsal phases before the day of the presentation.
- Self-videotaping while training in order to get a personal feedback and avoid making the same errors again.
- Then, asking feedback from friends, family members or teachers as a pre-evaluation of the performance.

Furthermore, this study provides suggestions for further researchers related to the issue of oral presentation. Indeed, only students from Language and Communication class are taken as the sample of the present research. However, much more investigations in all the other options of the English department or making a comparison between M II students of Language and Communication class of the academic year 2013-2014 and those of 2014-2015 will be of a great interest. Also, one may explore the causes behind the inappropriate use of the delivery skills. Additionally, gender differences in facing oral presentations can be another attractive theme. All in all, oral presentation delivery skills tend to be a large interesting area that needs deeper investigation and exploration.

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Appendices

Appendix n° 01: the Students' Interview.

Dear students,

The following interview is the main procedure of our data collection related to “*Oral Presentation Delivery Skills*”. Its objective is to check the validity of our observation obtained through your viva videos. We would greatly appreciate if you give some of your time to answer the interview. Your answers and contributions are vital for our study. So, please answer the questions as honestly as possible and be sure that all the responses will be kept for confidential.

Thank you for your collaboration.

1. How important is for you to be as proficient as possible in spoken English?
2. What do you know about oral presentations?
3. How many oral presentations have you delivered?
4. Were your presentations persuasive (i.e. to influence the audience's thinking and attitudes about a particular topic), or informative (i.e. to provide new information about a specific issue)?
5. Do you think that holding oral presentations is necessary for your professional career? If yes how? If no, justify
6. How did you prepare for your oral presentation?
7. Did you devote time to training sessions before the viva? If yes how?
8. Did you follow a specific structure of delivery? If yes, explain.
9. Which mode of delivery did you perform: manuscript (reading from a script), memorized (learnt by heart), impromptu (without any preparation) or extemporaneous one (prepared and rehearsed in advance)?
10. Are you satisfied with your performance of the presentation? If no, which aspect of the delivery would you like to improve?

Thank You!

Samples of the Students' Answers to the Structured Interview.

Student 01:

Interviewer: Dear student, the following interview is the main procedure of our data collection related to “Oral Presentation Delivery Skills”. Its objective is to check the validity of our observation obtained through your viva videos. We would greatly appreciate if you give some of your time to answer the interview. Your answers and contributions are vital for our study. So, please answer the questions as honestly as possible and be sure that all the responses will be kept for confidential. Thank you for your collaboration.

Interviewee: Never mind

Interviewer: **So, the first question is: how important is for you to be as proficient as possible in spoken English?**

Interviewee: Yes, I find it primordial to be proficient in spoken English since I'm specialized in it, mainly in communication.

Interviewer: **Ok second, what do you know about oral presentations?**

Interviewee: Yes, what I know about them is that they appear at first so difficult to perform, however easy to realize. I believe that good Oral presentations are characterized by fluency, good structure of the power point if it exists and requires the student use of gestures.

Interviewer: **Third, how many oral presentations have you delivered?**

Interviewee: I think more than 15.

Interviewer: **Great! And were your presentations persuasive (i.e. to influence the audience's thinking and attitudes about a particular topic), or informative (i.e. to provide new information about a specific issue)?**

Interviewee: Yes, of course! Most of them were providing new information about a new issue. I like bringing new subjects to investigate them or to bring more information about them.

Interviewer: **Well! So, do you think that holding oral presentations is necessary for your professional career? If yes how? If no, justify.**

Interviewee: Yes, I strongly hope to maintain them because I think they are the best way that someone could transmit his/her message. They give more Life to researches in all domains.

Interviewer: **Then could you tell us how did you prepare for your oral presentation?**

Interviewee: Amm... first, I read my dissertation many times as to make sure that everything is clear. Second, I summarized the essential of it in order to prepare the slides of my power point. Third, I wrote down the beginning and the end of my speech such as the salutations and the best words and expressions to address with. Then, I asked my supervisor for some advices where she was so insightful in using gestures and some movements while speaking. In addition to that, I repeated my speech more than 3 times. Finally, I presented with confidence. It was easy.

Interviewer: **Ok and did you devote time to training sessions before the viva? If yes how?**

Interviewee: Am 3 times. It was with my friends who were the audience. One of my friends played the role of the chair and gave me the floor to start. At first I was nervous, but after repeating the speech 3 times, I became familiar with the new words and expressions mainly at the beginning. But the essential of the thesis was easy to

present since i loved my subject of study and I remembered about all the steps I did in my memoire.

Interviewer: Fine! So did you follow a specific structure of delivery? If yes explain.

Interviewee: Yes, I waited the chair till he gave me the floor to start. Then, I started by thanking him, the examiners and the assistance to be present. I started by naming the title of the dissertation, its structure which followed the traditional Complex model Then I talked about all the parts of the dissertation till the conclusion. I gave the floor to the chair wited their comments.

Interviewer: Great! And which mode of delivery did you perform: manuscript (reading from a script), memorized (learnt by heart), impromptu (without any preparation) or extemporaneous one (prepared and rehearsed in advance)?

Interviewee: Prepared and rehearsed in advance.

Interviewer: Finally, are you satisfied with your performance of the presentation? If no, which aspect of the delivery would you like to improve?

Interviewer: Ammm.... not really satisfied, but I loved the way I presented. Because I was there, present with a little self confident, not anxious and a bit relaxed. In fact, what I want to improve the aspect of using the body language or gestures when presenting because it plays an important role in the viva. Many language researchers point that more than 50 % of the oral presentations are devoted to the body language.

Interviewer: Ok .that is all thank you so much for your contribution!

Interviewee: Never mind. Hope that i really contribute to it.

Student 02:

Interviewer: Dear student, the following interview is the main procedure of our data collection related to “Oral Presentation Delivery Skills”. Its objective is to check the validity of our observation obtained through your viva videos. We would greatly appreciate if you give some of your time to answer the interview. Your answers and contributions are vital for our study. So, please answer the questions as honestly as possible and be sure that all the responses will be kept for confidential. Thank you for your cooperation.

So, the first question is how important is for you to be as proficient as possible in spoken English?

Interviewee: It is so important to improve the speaking skill; the first step to speak English is to train yourself by listening how native speakers speak in order to get some ticks that will help you improving your speaking skill.

Interviewer: **Ok! Second, what do you know about oral presentations?**

Interviewee: several times I failed my oral presentation not because I didn't master the speaking skill but I didn't prepare well my presentation in terms of methodology and the mastery of the theme itself, so the success of an oral presentation is the mastery and the comprehension of the theme itself.

Interviewer: **ok! Could you tell us how many oral presentations have you delivered?**

Interviewee: Well, I think five or six no more than six.

Interviewer: **Fine! And were your presentations persuasive (i.e. to influence the audience's thinking and attitudes about a particular topic), or informative (i.e. to provide new information about a specific issue)?**

Interviewee: No, it was rather to inform and provide new information

Interviewer: **Well! So, do you think that holding oral presentations is necessary for your professional career? If yes how? If no, justify**

Interviewee: Of course it is so important to face people and try to transmit information and get ready for questions.

Interviewer: **Then could you tell us how did you prepare for your oral presentation?**

Interviewee: I think the norm was from one week to two weeks and sometimes more than two weeks, it depends on the modules and the quality and the quantity of the work itself.

Interviewer: **Ok! and did you devote time to training sessions before the viva? If yes, how?**

Interviewee: I had no time to provide session of training before my viva

Interviewer: **And did you follow a specific structure of delivery? If yes, explain.**

Interviewee: There was no clear structure but there was a kind of plan prepared few hours before my viva's presentation, it was based on how to deal with the diapo, the judges the audience and how to defend my thesis

Interviewer: **Great! And which mode of delivery did you perform: manuscript (reading from a script), memorized (learnt by heart), impromptu (without any preparation) or extemporaneous one (prepared and rehearsed in advance)?**

Interviewee: No, I never memorize by heart, I knew the results of my thesis, its theory and every that deals within so there was no need to repeat several times it was very spontaneous and i think i repeated the main points just two or three times.
Everything ***

Interviewer: **Ok! finally, are you satisfied with your performance of the presentation? If no, which aspect of the delivery would you like to improve?**

Interviewer: Emm let say that I forgot some aspects due to stress but all in all I was satisfied
but I could be better if I had more time for preparation.

Interviewer: **Fine! That is all .thank you so much for your contribution!**

Interviewee: Welcome.

Appendix n° 02: the Teachers' Interview.

Dear teacher,

The following interview is the main procedure of our data collection related to “*Oral Presentation Delivery Skills*”. Its objective is to get your opinions about the students’ use of oral presentation skills. So, we would greatly appreciate if you give some of your time to answer the interview. Your answers and contributions are vital for our study.

Thank you for participating on this modest work.

1. How many times have you been a jury member of students’ oral presentations?
 2. To which extent do you believe that holding an oral presentation as a final coursework is beneficial for students?
 3. Do you agree that giving an oral presentation can help in developing students’ speaking skill? Please explain.
 4. According to you, what are the skills that students need to master in their oral presentations?
 5. How were the students’ viva structured?
 6. How did they use visual aids in demonstrating their data based?
 7. What are the most prominent verbal and non verbal skills that master II students used in their viva?
 8. In the day of the presentation, do you follow a specific method to assess the students’ performance?
 9. Which criteria do you take into consideration during the evaluation phase?
-

* If you have any suggestions or additions concerning this context, please mention them.

Samples of the Transcribed Teachers' Interviews.

Sample 01:

Interviewer: Good morning misses!

Interviewee: Good morning!

Interviewer: The present interview aims to collect data about oral presentation delivery skills.

So, we would greatly appreciate if you give us some of your time to answer it.

The first question is; how many times have you been a jury member of students' oral presentations?

Interviewee: Well, I have been a jury member of students' oral presentation during two vivas.

Interviewer: **And to which extent do you believe that holding an oral presentation as a final coursework is beneficial for students?**

Interviewee: Well! I think that it can be very beneficial for students mainly for those students who want to become teachers later on, because they are going to be able to have some face to face situations in which they have to express themselves, this is from one side and from the other this also will help them to think deeply about their work because they have to show to the audience that they have really understood what they have done, and they can explain this to others by using their own words and also to have the ability to answer the questions of the members of the jury. I think this can be very beneficial. It can be difficult of course, a challenging. It is very difficult, but it will be very wording for the students.

Interviewer: **Do you agree that giving an oral presentation can help in developing students' speaking skill? Please explain.**

Interviewee: Well! Developing the speaking skill I can say that the oral presentation alone is going to develop the speaking skill is not enough. I mean we cannot really say that

through viva presentations we can develop the speaking skills because this is a process which is time consuming. We can develop the speaking skills through different practice, through different activities and through time. So it is not only through one oral presentation that we are going to develop our speaking skill. I think that oral presentation is going to develop other skills through speaking.

Interviewer: According to you, what are the skills that students need to master in their oral presentations?

Interviewee: Yeah! I'm just speaking about this .I think that we have to master different skills. Speaking is obvious. We have to develop our speaking skills, pronunciation and to master also the genre. I mean we have to know for instance, what type of language can I use in this oral presentation. It is an academic oral presentation; I am talking with students and teachers so I have to know what kind of language I can use, what are the different moves and the steps that I have to follow in presenting my work. I cannot or I should not do it haphazardly. And I think that there are some factors let say some psychological factors that can influence, for instance we have to forget about anxiety and shyness. I think that the linguistic skills are not enough. We should have some linguistic skills, some psychological, we have to master some psychological factors in addition to some factors related to rhetoric I mean to the genre itself. I mean we should know what king of genre is this, what kind of language can I use and what are the steps that I have to follow.

Interviewer: And then, how were master II students' viva structured?

Interviewee: Well! Honestly, for the structure of the viva. What I noticed last year during my two humble experiences is that some students for instance tended to read what they have written. I mean they wrote down their presentation. It is something they

have to do because it is their first experience in oral presentations it is ok for that but the problem is that they have to express themselves. They are not obliged to read directly what they have written. But I noticed that the majority of students last year, I do not know if it was a problem of anxiety or was a problem of shyness but unfortunately the majority of them seems to read instead of presenting their work. This is what I noticed last year. As far as the structure is concerned I think that they have organized their works, the problem is just on the way they presented it. It was more reading than speaking.

Interviewer: Well, how did they use visual aids in demonstrating their data based?

Interviewee: Yes, visual aid is something new that was used last year. The use of visual aids which is very interesting through using the PowerPoint. Yes it was interesting but sometimes, it is misleading. For instance some students tended to use a lot of colors, a lot of pictures so we found ourselves concentrating more on the pictures instead of concentrating on the content. I think or what I suggest for students if they decide to use visual aids is to try to use them in an appropriate way, I mean instead of using lot of words, lot of pictures, lot of colors, they have to select only the appropriate ones which can really add an information or which can help to transmit specific message and they should not write down everything on the PowerPoint. I mean as a student if I want to make an oral presentation, I have to take notes to mention the important points to be developed then I have to develop them instead of writing everything then read them.

Interviewer: And then, the next question what are the prominent verbal and non verbal skills that master II students used in their viva?

Interviewee: For the verbal? I think you are talking about language but, talking about language is a large area. I cannot really evaluate the linguistic abilities of the

students in ten minutes through the oral presentation, because I said that the oral presentation has been prepared. It is not something spontaneous. We cannot evaluate the spontaneity of the student; because the students read what they have written. That is all. We can evaluate pronunciation. I think the only linguistic element that can be really evaluated is pronunciation. It is to check if they pronounce in correct way or not I mean through the two viva I have attended, I think pronunciation was highly acceptable I mean from the linguistic perspective it is acceptable. For the non verbal skills now, if you speak about body language honestly I do not know what I can say about that. Yes one of them I think tends to use gestures to explain. Eye contact was ok for both of them I mean there was a kind of contact, they tried to show to the audience that they really discussing with them for the members of the jury and for the audience

Interviewer: Next, in the day of the presentation do you follow a specific method to assess the students' performance?

Interviewee: Yes, I think for a specific method each member of the jury has his/her own way of assessing. I mean right from the beginning we have some predetermined criteria that will be taken into consideration in the evaluation.

Interviewer: Which criteria do you take into consideration during the evaluation phase?

Interviewee: Yes, the criteria: the first thing is coherence I mean is there any coherence in the presentation of the ideas of the student; the second criterion is of course language. Here I mean does the student use correct sentences in order to transmit the message. Now there are other criteria for instance as a teacher we can notice if the student is really presenting something that he/ she has understood or she is just reading the oral presentation. I mean we can understand this. As teachers we can guess if the student has really investigated the issue, has really understood the

theoretical background through the oral presentation. So I think all these criteria are to be taken together in order to evaluate the oral presentation of the student.

Interviewer: And finally, have you any suggestions or additional comments concerning oral presentation delivery skills? If yes please mention them.

Interviewee: Yes I think, what I can say. First I can suggest something for teachers of methodology; to include the oral presentation as being a lecture. I think it will be very interesting to do that. It can also be a suggestion for teachers of oral sessions in listening and speaking. They can introduce this genre as being a specific genre in order to be taught to students. This will help them to practice and also help them to be equipped with genre and with the different moves to follow. Then something concerning the use of Icts I suggest some; the use of Icts in a rational way I mean that we should not use it just as a new fashion to be used by using lots of colors, lot of pictures. If I decide to use PowerPoint this should be really helpful and useful for my presentation because we can really add something through this PowerPoint. And also I suggest to students to avoid reading. This will give more real, it will be more realistic if the student explains, they have just to mention the notes or the points that should be developed and of course each point should be developed orally without reading word by word

Interviewer: Thank you so much.

Interviewee: Never mind and good luck!

Sample 02:

Interviewer: Good morning sir!

Interviewee: Good morning!

Interviewer: The present interview aims to collect data to our thesis related to oral presentation delivery skills. So, we would appreciate your contribution to this present work.

The first question is how many times have you been a jury member of students' oral presentations?

Interviewee: If I am not mistaken, three times. If I am not mistaken three or four.

Interviewer: **To which extent do you believe that holding an oral presentation as a final coursework is beneficial for students?**

Interviewee: Oral presentations, if I understand your questions, are beneficial in the sense for students of course, in the sense that they improve their communicative competence or skills. In this sense, it is a way of getting rid of their anxiety, of their timidity and it is a way of improving the learning process.

Interviewer: **Do you agree that giving an oral presentation can help in developing the students' speaking skill? Please explain.**

Interviewee: Of course! Giving an oral presentation is always positive for the student. It helps develop in fact and install, and develop in the same time, competencies in the students. These competencies help him rely on himself and learn by himself. When I say rely on himself that is, a way of getting or being free and independent from the teacher as the only authority in the classroom.

Interviewer: **According to you, what are the skills that students need to master in their oral presentations?**

Interviewee: the skills that they need to master: I mean the oral skills, listening skills, the speaking skills also. But I am not speaking about the reading skills. I insist mainly, I focus my attention on the speaking skills and also listening skills. We cannot develop the speaking skills if we do not have a good ear, that is, if we are not good listeners. So these are not inseparable. We cannot dissociate listening from speaking, therefore we cannot speak about speaking skills if we do not speak about listening skills. They go hand in hand. I mean the skills that we should develop are these: the speaking skill and the listening skill.

Interviewer: **Next, how were master II students' viva structured?**

Interviewee: Yes! I think that the methodology module where they are taught how to structure, that is, how to organize their work starting by an abstract, and the, introduction, review of the literature, results, discussion and I think that most of the master students follow this plan.

Interviewer: **How did they use visual aids in demonstrating their data based?**

Interviewee: Do you mean when they use PowerPoint?

Interviewer: Yes!

Interviewee: Yes! The problem is that we use technology but we do not take advantage of this technology sometimes, we do not really see the positive results from using such technology. Sometimes, students just view pictures but without making some comments, without commenting on the pictures, they just use them like this. What needs to be done is every time we, it is good! Learning through technology. It improves the learning process but we should take advantage of this technology.

That is, we should use our personal touch, I mean commenting on the pictures would be more interesting for students, and if it is an examination for the supervisor or the examiner.

Interviewer: What are the most prominent verbal and non verbal skills that master II students use in their viva?

Interviewee: The gestures. I am talking about the non verbal skills. Gestures, but the problem is that gestures are meaningless. The students just do this. Gestures very often are very helpful in making ideas more clear, in perhaps attracting the attention of the audience or the board of examiners I mean a viva. Gestures should be selected, because there are some which are really meaningless. We do not take advantage of them, we do not benefit from them. So the right gestures are helpful to make something clear. Sometimes, we fail in expressing ourselves, but through gestures we can make the idea clearer.

Interviewer: And then, in the day of the presentation do you follow a specific method to assess the students' performance?

Interviewee: Of course! We assess. We have a number of points that we take into consideration, in which we evaluate the student: the methodology, the form, even on the verbal and the non verbal gestures. If the student used the right gestures to make himself clearer. Even this is important not only the verbal (language), even the non verbal. So we assess the student on a number of points including methodology, the form, the style of the student, the English, if there is a respect of punctuation.etc, etc.

Interviewer: Which criteria do you take into consideration during the evaluation phase?

Interviewee: We take the originality of the work, if it is original. If the methodology is clear, if the theory adopted is well applied. All these things are reflected in the dissertation.

Interviewer: **Finally, have you any suggestions or additional comments concerning oral presentation delivery skills? If yes please mention them.**

Interviewee: For the moment I have not. Perhaps there are points that I can talk about but not now.

Interviewer: Ok! Thank you so much sir!

Interviewee: Thank you!

Appendix n° 03: Request for Data Collection.

May 2nd, 2015

Miss: OUAMMAR DYHIA

And

BRIHMAT KATIA

Master 2 students Language and Communication

Mouloud Mammeri University Tizi Ouzou Algeria

Supervisor: Assistant teacher Benaissa Amel.

Dear master 2 students of the academic year 2013-2014,

We, DYHIA OUAMMAR and KATIA BRIHMAT, students at the department of English Mouloud Mammeri University, Tizi Ouzou, Algeria requesting your permission to use your viva videos for data analysis. We are working on “Oral Presentation Delivery Skills between Awareness and Application: The case of master 2 students of the academic year 2013-2014”. Thus, your viva videos will be used as a basis for data collection and the building of our corpus. Please sign up in the case of your approval.

Thank you in advance.

Yours sincerely,

D.OUAMMAR

K.BRIHMAT

Full name:

Read and approved

Appendix n° 04:

Table 1: Master II Students' Structure of the Oral Presentations.

Structuring	Introduction	Main Body	Conclusion
Presenter			
01			
02			
03			
04			
05			
06			
07			

Table 2: Master II Students' Use of Body Language.

Body language	Eye contact			Facial expressions			Gestures			Body posture	
Presenter	Yes	Not really	No	Yes	Not really	No	Yes	Not really	No	Good	Bad
01											
02											
03											
04											
05											
06											
07											

Table 3: Master II Students' Use of Visual Aids.

Visual Aids Presenter	Reading with explanations	Reading from the script
01		
02		
03		
04		
05		
06		
07		

Table 4: Master II Students' Use of Voice.

Voice	Intonation		Pausing		Speed			Volume	
Presenter	Monotoneous	Varied	Yes	No	Too fast	Average	Too slow	High	Low
01									
02									
03									
04									
05									
06									
07									

Table 5: Master II Students' Use of Advance Signaling.

Advance signaling Presenter	Intrinsic	Extrinsic	Mixture of the two
01			
02			
03			
04			
05			
06			
07			

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List of Abbreviations:

DVD	Digital Video Disc.
EAP	English for Academic Purposes.
EFL	English as a Foreign Language.
EGAP	English for General Academic Purposes.
EOP	English for Occupational Purposes.
ESP	English for Specific Purposes.
i.e.	That is to say.
Ibid	The same author
LMD	Licence, Master and Doctorate degrees.
M II	Master Two.
M.M.U.T.O	Mouloud Mammeri University of Tizi Ouzou.
OP/ Ops	Oral Presentation/ Oral presentations.
VCD	Video Compact Disc.

List of Diagrams:

Diagram 01: The Structure of Master II Students' Oral Presentations.

Diagram 02: The Students' Use of Body Language.

Diagram 03: The Students' Use of Visuals.

Diagram 04: The Students' Use of Voice.

Diagram 05: The Students' Use of Advance Signaling.

Abstract:

The present study investigates master II students' of the department of English at M.M.U.T.O awareness and application of the oral presentation delivery skills. It seeks to identify whether master II students are aware of these skills and use them in their presentations. Besides, it categorizes oral presentations as a spoken genre (spoken type of text that has a predetermined structure, language and purpose and performed in a particular context). It relies on Dudley Evans and St John (1998) key features of giving an effective oral presentation as a theoretical framework. To collect data, two (02) research tools are used; an interview protocol and a videotapes' observation. The first research tool entails seven (07) interviews that are conducted with seven (07) master II students Language and Communication class of the academic year 2013-2014. Seven (07) others are administered to seven (07) teachers from the same setting. The second research tool is an observation of these master II students' oral presentation. In order to analyze and interpret the collected data, a Mixed Method Research that combines the quantitative and the qualitative methods is used. The findings show that master II students are aware of the oral presentation delivery skills but do not use them appropriately (mainly language, gestures, visuals and facial expressions). As a conclusion to the overall findings, we suggest that oral presentation skills need to be taught as a module so that students will be accustomed to such skills and then, use them properly.

General Introduction

Statement of the Problem:

The widespread use of English as a means of global and international communication has maintained a huge need to learn and teach it for specific purposes. Indeed, it imposes itself in all the domains for exchanging information and experiences. Furthermore, communication skills are very valued in today's life especially in the learning process. As a matter of fact, the main objective of learning a foreign language (English in particular) is to be able to communicate in that language. C. W, Chen (2011) suggests that nowadays, educational settings involve students to deliver academic oral presentations as a means of developing their communicative skills. Oral presentation or public speaking is understood to be a form of oral communication which is intended to convey ideas, experiences, opinions and thoughts to an audience.

The importance of oral presentations has been recognized and emphasized widely. As a result, students are required to make oral presentations a part of their academic coursework. Moreover, mastering good oral presentation skills helps students to achieve their career goals as Verdeber et al (2008) mention. In addition, a good delivery is a process of presenting a clear and coherent message in an interesting way. In this respect, one may notice that an effective oral presentation is more than just standing up and giving information. A presenter may consider how best to communicate his/her information to the audience.

Despite the high importance of public speaking, only few studies have been conducted about oral presentation in the local context. As a matter of illustration, a research study done by F, DEKDOUK in 2013 tackled the extent to which oral presentations could develop the communicative competence on students at Ouargla University. The findings revealed that the four competencies (linguistic competence, discourse competence, strategic competence, and pragmatic competence) as well as fluency could be enhanced to a large extent through giving classroom oral presentations in English. In a parallel period, the work of N, Zitouni focused

particularly on students' oral presentations as one of the activities used in oral expression to improve their oral proficiency. The results of this research showed that students had positive attitudes towards giving oral presentation as a learning activity to enhance their performance in oral expression and other courses.

Relying on these previous mentioned studies, it is noticed that they treated the umbrella term of the oral presentation and its value in EFL classes. However, they neglected guidance to step by step preparation and delivery of an oral presentation. This means that, they directly tackled the importance of giving oral presentations without mentioning procedures to follow in order to hold them effectively. What is more, no local work (precisely in Tizi-Ouzou) has been conducted about the present subject matter (oral presentation delivery skills).

Research Problem and Hypotheses:

As far as the Algerian context is concerned, more precisely at the Department of English at M.M.U.T.O, it is compulsory that M II students give an oral presentation (also known as viva) as part of their coursework before they graduate. Thus, they usually try to find ways to make their first steps in public speaking successful. In other words, they look for procedures and strategies to plan, structure, deliver and end the presentation. From this perspective, the present paper tries to answer the following research questions:

- ❖ To what extent are master II students aware of the oral presentation delivery skills?
- ❖ To what extent do master II students use the oral presentation delivery skills?

In an attempt to answer these questions, the following hypotheses are advanced:

- Master II students are aware of the oral presentation delivery skills.
- Master II students use the delivery skills in their oral presentations.

Aims of the Study:

The overall aim of this investigation is to answer the research questions which focus on identifying to which extent master II students of M.M.U.T.O know and apply the appropriate oral presentation delivery skills and also to test the validity of the hypotheses. What motivates us to choose such topic is the fact that master II students of the Department of English at Mouloud Mammeri University of Tizi-Ouzou do not have an explicit teaching module in oral presentations.

Relying on these objectives, the present paper tries to bring a fruitful benefit for both students and instructors; if master II students are already aware of the delivery skills, it is important for them to use the skills in their presentations. Otherwise, they should be taught on how crucial getting the audience attention is, since “*good presenters are not born, they are made*” (Adage, cited in Baker 1993:112).

Research Techniques and Methodology:

The present study is carried out at the Department of English at M.M.U.T.O more precisely with master II students from Language and Communication class LMD system of the academic year 2013-2014. Such choice of participants is not taken haphazardly. In fact, these students are representatives of our sample (those who are concerned with giving an oral presentation as part of their academic final coursework). The current study uses two research tools which are an interview and a videotape observation. In fact, the data are collected and analyzed qualitatively and quantitatively (the Mixed Method).

Structure of the Dissertation:

The current paper relies on the Complex Traditional Dissertation format. It consists of a general introduction, four initial chapters and a general conclusion: the first chapter is concerned with the theoretical aspects of the study. It deals with a review of literature in

which the topic and the theory concerned with the research are exposed. This comprises: definitions of oral presentation, genre analysis and spoken discourse, styles of performance, the importance of oral presentation for university students, categorizing oral presentation as part of ESP courses, fundamentals of an academic oral presentation and then, considering Duddley Evans and St John's (1998) key features of an effective oral presentation. The second chapter is more practical. It deals with the methodological process of the study under investigation. It entails the research tools and procedures of data collection and analysis. This includes presenting and describing procedures of data collection and then the procedure of data analysis. The third chapter is labelled results where the data are classified in bar graphs. As regards the discussion chapter, it analyzes and outlines the interpretation of the findings related to the area of study. Finally, the general conclusion provides a summary of the present work as an overview of the issue under investigation (oral presentation delivery skills).

Chapter One

Review of the Literature