Teachers’ and Students’ Attitudes towards the Effectiveness of Oral Presentations in Developing EFL Students’ Autonomy in Learning

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

In the Name of God, Most Merciful, Most Compassionate
This work is dedicated specially to my parents
To the source of my happiness and success in my life, to the one who has shown me what nobody else would ever has, and has provided me with his encouragement, love understanding and unconditional support
My dear father Mohamed Salah
To the one who cares about me and makes me women, the most courageous woman I ever knew, to the one who has provided me with, understanding, support and endless love
To the pearl of my life,
My beloved mother Nassira ATHMANI
Thank you, mother and father, for all your sacrifices.
To my lovely sisters who encouraged me all the time: Monira, Halima, Dounia and Abir
To my dear brothers: Hichem, Redha, Daoud, and Omar
To my sisters’ husbands: Samir, Abd El Ghani and Khaled
To my brothers’ wives: Alima, Fyrouz and Sabah
Thanks a lot for your motivation and support
I would never forget my brothers’ and sisters’ children
Mouhemed Amin, Intissar, Abd El Mounaim, Arwa, Abd El Rahim, Inesse, Abd El Djalile, Abd El Noor and Zeineb Tessnim
To my best friends: Hadjer, Bouteyna, Sarra, Ibtissem, Amina, Romayssa, Hasna, Imen, Ahlem and Khawla
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Abstract

It is believed that the traditional way of teaching is one of the problems which lead to the students’ failure. Therefore, it is necessary for the teachers to apply new techniques in teaching to give learners the opportunity to control their learning by themselves. In fact, oral presentations are among such methods which can be useful in the EFL classroom. The present study aims at investigating teachers’ and students’ attitudes towards the effectiveness of using oral presentations in developing EFL students’ autonomy in learning. Accordingly, we hypothesized that teachers and students would have positive attitudes towards the effectiveness of using oral presentations in enhancing students’ autonomy in learning. In order to test our hypothesis, a descriptive method has been conducted; data were gathered through two questionnaires that have been administered to twenty-two (22) teachers and sixty (60) first-students of master at the department of English, University of Oum El Bouaghi, during the academic year 2015-2016. The results of the study indicate that majority of teachers (81, 82%) are aware about the importance of oral presentations for EFL learners. They mentioned that they often ask their students to prepare oral presentations. In addition, they believe that oral presentations are one of the most important activities which encourage EFL learners to take responsibility for their own learning, to develop their language skills, and to achieve a high degree of creativity and become autonomous. Furthermore, almost all students (93, 33%) believe that oral presentations give them the opportunity to understand the purpose of their learning program, to practice the language, and to become responsible for their learning. Accordingly, the findings drawn from this study have confirmed our hypothesis.

Key words: Learner Autonomy, Oral Presentations.
List of Abbreviations

EFL: English as a Foreign Language
EOP: Effective Oral Presentations
OPs: Oral Presentations
Q: Question
%: Percentage
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**General Introduction**

1. **Statement of the Problem**
   
   Most EFL learners at the University of Oum El Bouaghi, according to my experience as a student, are still relying on their teachers in the process of learning. This is because the teaching process has been mostly limited to giving lectures in a traditional way, without giving many opportunities for students to take responsibility and to control their learning by themselves. In the recent years, researchers have created a term called “Self-Directed Learning” or also called “Autonomy”, in which the role of the teacher is to encourage students to become more active in their learning. Moreover, it is agreed that autonomous learners understand the purpose of their learning program, explicitly accept responsibility for their learning, and share goals in the setting of learning. Therefore, it is necessary for the teacher to use methods that help learners become autonomous. Researchers believe that the task of making an oral presentation can play a significant role in an EFL classroom, through offering chances for learners to improve their ability for more independency and self-direction in learning a foreign language. The present study aims at showing the extent to which oral presentations can be an appropriate method to help students to be independent in their learning.

2. **Aim of the Study**
   
   The vital objective of this research is to investigate teachers’ and students’ attitudes towards the usefulness of oral presentations in the EFL classroom. In fact, the aim is discovering whether oral presentations help EFL learners become responsible and independent in their learning process. This study also intends to find out the role of the teacher, adopting oral presentations, in enhancing autonomy among EFL learners.

3. **Research Questions and Hypothesis**
   
   This study investigates the following research questions:
   
   ✓ What are teachers’ and students’ attitudes towards the effectiveness of oral presentations in developing EFL students’ autonomy in learning?
   
   ✓ How can teachers help students become autonomous using oral presentations?
On the basis of aforementioned research questions, the following hypothesis has been formulated:

- EFL teachers and students will have positive attitudes towards the effectiveness of oral presentations in developing EFL learners’ autonomy in learning.

4. The Methodological Design

   This research followed the descriptive method. It is believed that it is the most appropriate method to fulfill the aims of this research and to test our hypothesis which states that that teachers and students will have positive attitudes towards the effectiveness of oral presentations in developing EFL learners’ autonomy in learning.

   The population of this research comprises first-year Master students at the University of Oum el Bouaghi and English teachers and, for the academic year 2015-2016. The targeted population consists of 164 students, whereas the sample of this study is composed of 60 students which were chosen randomly. Students are chosen mainly because, according to our knowledge, have more experience in using oral presentations in their educational process, so we think that they will be more aware of the importance of being independent in learning. To test our hypothesis, two questionnaires were designed: one for the teachers of English at the department of English and the other for first-year master students at the department of English, L’arbi Ben M’hidi University, Oum El Bouaghi.

   The questionnaire is the most commonly used method for gathering information because it not only enables the researcher to contact good numbers of people but also would allow him to draw important conclusions and implications. The results of questionnaires will show whether, or not, oral presentations are useful for students to be autonomous.

5. Structure of the Study

   This research covers three chapters. The first two chapters concern the theoretical part and the third chapter is devoted to the practical part. The first chapter is about learner autonomy, its definition, the characteristics of autonomous learners and teachers, in addition to the reasons and conditions for fostering learners’ autonomy in language classroom. The second chapter is devoted to a review of oral presentation. It tries to give a definition of oral presentation, types of oral presentation, and the importance of this
practice in an EFL classes. In addition, it focuses on oral presentation as a skill that takes place in an academic English classroom. The last chapter represents the practical part. It provides description of the students’ and the teachers’ questionnaire and analysis and the interpretation of the results.
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Chapter One: Learner Autonomy in Language Learning

Introduction

In any domain, the most successful learners are those who develop the highest degree of autonomy. In other words, learners who can take responsibility for planning, monitoring and evaluating particular learning activities and are able to play a kind of active role in their own learning process overall. Learner autonomy has been a major area of interest in foreign language teaching for over 30 years. It is used in various ways in the literature using different terms, such as learner autonomy, learner independence, self-direction, self-access learning, and self-determination. This chapter is a brief review of the theoretical concepts about learner autonomy focusing on the main themes on learner autonomy in foreign language education. It deals with the concept of learner autonomy and how it may be implemented in the classroom.

1.1 The Origin of the Term Autonomy

According to Stevenson and Waite (2006), the word autonomy has its origin from Greek autonomia, which derives from autonomos which means having its own laws. By this we mean, autonomy’s natural home is in the political realm. This is because the idea of autonomy, or autonomia, and the expression of democracy appeared together at the same time (Lakoff, 1990). In this context, the term autonomy can be used to define the relationship between political states and individual human beings. In addition, the concept of autonomy started to take place when the Centre de Recherches et d’ Applications en Langues was established in 1971 in France (Benson, 2001). Moreover, learner autonomy took place in the field of foreign language learning when Holec (1981) prepared a report entitled “Autonomy in Foreign Language Learning”. He argues that in order to develop the individuals’ freedom, it is important to develop those abilities which will enable him to act more responsibly. All in all, learning to learn has become more important in education even more than learning the knowledge itself. This is why, Galileo (1964-1942, as cited in Benson, 2001, p.23), emphasizes the importance of autonomy saying “You cannot teach a man anything; you can help him find it within himself.”

1.2 Definition of Autonomy

It is believed that the term autonomy is being used more and more frequently in educational discussion. According to Beckert (2005), the term autonomy is derived from the Latin words ‘autos’ which means “by oneself” and ‘nomos’ which means “manage or
direct”. By this we mean, autonomy needs one to take responsibility and to direct himself. In order to understand this concept well, researchers have tried to define it in different ways. It is defined as “the ability or the opportunity to make your own decisions without being controlled by anyone else” (Longman Dictionary of Contemporary English, 2009). That is to say, autonomy means giving learners the opportunity to make decision for their learning, utilize their creative talent, and to improve their learning by themselves. Further, Benson and Voller (1997, as cited in Thanasoulas, 2000) argue that the term autonomy is used at least in five different ways in the field of language learning as follows:

- The situations in which learners study entirely on their own;
- A set of skills which can be learned and applied in self-directed learning;
- An inborn capacity which is suppressed by institutional education;
- Exercise of learners’ responsibility for their own learning;
- The right of learners to determine the direction of their own learning. (p.2)

1.3 Definition of Learner Autonomy in Language Education

The concept of learner autonomy has become a major goal of education, especially in universities. The initial goal of this concept was more related to adult learners and lifelong learning. It emphasizes the role of the learner rather than the role of the teacher and moving the focus from teaching to learning. That is to say, providing the students with the means and activities which encouraged them to develop their own purposes, to control their own learning, and evaluate and monitor their own performance. Moreover, learner autonomy refers to the capacity for self-management in learning:

A capacity for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of learning. The capacity for learner autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. (Little, 1991, p. 4)

In other word, learner autonomy is the one who have the capacity to learn and to transfer what has been learned in a specific context. In addition, Holec (1981, p. 3) believes that learner autonomy is “the ability to take charge of one’s own learning”. That is to say, to have the ability to determine his own objectives, to define his content, and to use an effective methods and techniques in his learning process. Again, when we talk about
learner autonomy we have to focus on two main factors which are learners’ ability and learners’ willingness and each factor can be divided into two components. Littlewood (1996) reports that ability consists of knowledge and skills, and willingness consists of motivation and confidence. On the whole, in order to help learners become autonomous, all of these components should be taken into account. That is, knowledge and skills need to be learnt and motivation and confidence, which lead to willingness, require a learning environment where this type of learning is encouraged.

1.3.1 Characteristics of Learner Autonomy

It is agreed that autonomous learner is the one who is successful in finding the best strategy to learn and to be successful. Thus, in order to know more about autonomous learners, educators try to categorize what makes responsible and autonomous learners. Moreover, Dickinson (1993) believes that autonomous learners are people who have five features: First of all, they are able to identify and integrate what has been taught and what the teachers’ intentions are. Second, they are able to formulate their own learning objectives and manage their own learning purposes. Third, they are able to select and use appropriate learning strategies. Fourth, they can control their use of the learning strategies and replace the effective strategies for the ineffective ones. Finally, they are able to monitor their own learning and make judgment about their own achievements. All in all, we can say that autonomous learners are those who have the capacity and ability for being active and independent in the learning process, they can identify goals, formulate their own objectives, and can change goals to suit their own learning needs, interests and aspirations, and can test their own learning. Moreover, Hedge (2000) characterizes autonomous learners as those who learn both inside and outside the classroom, know how to use resources independently and use their critical thinking.

1.4 Definition of Teacher Autonomy

The concept of teachers’ autonomy first defines by Little (1995) as the teachers’ capacity to engage in self-directed teaching. Then, scholars and researchers have been trying to define teacher autonomy from different aspects. For instance, Aokis (2000) defines teacher autonomy as the capacity, freedom, and responsibility to make choices concerning teacher’s own teaching. To make it more clearly, teacher autonomy refers to the ability to improve teachers’ language skills, knowledge for oneself as a teacher.
1.4.1 Characteristics of Teacher Autonomy

Smith (2001, as cited in Yan, 2010) summarizes six very comprehensive characteristics of teacher autonomy as follows:

- Self-directed professional action
- Capacity for self-directed professional action
- Freedom from control over professional action
- Self-directed professional development
- Capacity for self-directed professional development
- Freedom from control over professional development. (p.175)

1.5 What is Autonomous Classroom?

Dam (2000) defines an autonomous classroom as an environment where the learners are able to be involved in their own learning and not that of a passive receiver of information. That is to say, learners have to be engaged in all aspects of the learning process such as planning, implementation and assessment.

Moving to the role of the teachers in an autonomous classroom, teachers do not play the role of imparters of information or sources of facts. Their role is that of a facilitator. The teachers’ role in an autonomous classroom is to manage the activities and help learners plan their learning both for long and short term. In addition, the teacher has to be able to establish a close relationship with the learners and make sure that all learners know what is expected of them at all times (Lowes & Target, 1999).

1.6 Types of Autonomy

Emotional autonomy and behavioral autonomy are two major types of autonomy. Russell and Bakken (2002) states that these different types may not occur and develop at the same time and any type can be improved separately.

1.6.1 Emotional Autonomy

This type of autonomy is related more to the individuals’ level of control over feelings that are affected by the environment. Emotional autonomy involves individuals’ feelings and emotions expressed in their relationship with other people. Aoki (1999 as sited in Gkonou, Tatzl, & Mercer, n.d.) indicates that the most important factor which helps learners to be autonomous is there emotions:
In an autonomous learning possesses, the role of emotions is even more relevant, since, in order to be able to act autonomously, learner need to feel autonomous. This is means that in order to be able make informal and reflective decisions about one’s own learning, and to be able to self-regulated the learning process, overcoming possible difficulties or doubts, learners have to be agents of their own development and among other things, be aware of effective aspects and the way their learning process or hinder it. (p.76)

In other words, there are six basic emotions that can affect autonomy which are: anger, disgust, fear, happiness, sadness, and surprise, which are discrete and can be expressed to various degrees.

1.6.2 Behavioral Autonomy

Russell & Bakken (2002) believe that behavioral autonomy emphasizes the control over the student’s behavior. It refers to the capacity of making and achieving individual choices and independent decisions in relation to certain behaviors. By this we mean, behavioral autonomy related to the capacity which is translated into a certain learner behavior. All in all, we can say that behavioral autonomy is strongly conditioned by what we learn from other.

1.7 Versions of Learner Autonomy

There are different models of learner autonomy in the literature. Benson (1997, p. 18) uses the term technical, psychological, and political to describe three major versions of autonomy in language education.

Benson (1997, p.19) argued that the technical version is limited to “the act of learning a language outside the framework of an educational institution and without the intervention of a teacher”. That is to say, providing learners with specific learning skills and techniques which enable them to cope with situations where they have to be in charge of learning. However, Oxford (2003, p. 81) notes that those situations can also refer to a self-access center, a classroom, a home setting, or a travel environment. Thus, in order to develop learner autonomy, teachers should give students greater control over the curriculum and permitting them negotiate what, when, and how they want to learn.

Another version of autonomy is called the psychological one which is defined as a capacity, “a construct of attitudes and abilities which allow learners to take more responsibility for their own learning” Benson (1997, p.19). Thus, the main focus of the
psychological version is to investigate mental and emotional characteristics of learners and relating them to the development of autonomy. According to Benson (1997), this focus on learner’s factors, such as attitudes, motivation, learning style is in line with constructivist approaches to language learning which place much emphasis on the role of learners in the process of constructing their own version of the target language.

In the political-critical perspective, age, gender, class, religion, cultures are the issues to be addressed in any efforts to define and promote learner autonomy (Benson, 1997). That is to say, Benson takes individual beliefs and actions and their institutional, social contexts into account. Critical Theory has highlighted the need for awareness of ideological aims of autonomy and the social, cultural and political context in which the promotion of autonomy takes place (Benson, 1997).

1.8 Fostering Autonomy in Language Classrooms

“Teachers and educational institutions should attempt to foster autonomy through practices that will allow learners to engage in modes of learning in which this capacity can be developed” (Benson, 2001 p.109). In order to foster autonomy we have first know the reasons and the conditions for learner autonomy in language classrooms.

1.8.1 Reasons for Fostering Learner Autonomy in Language Classrooms

In order to know the importance of autonomy in learning we have to answer the question which states that “why learner autonomy should be promoted in language classrooms?” First of all, fostering autonomy will motivated learners to give an effective work and to play an active role in the classroom (Dickinson, 1995). This is why; in autonomous classroom students have the freedom the make decision for their own learning rather than in the traditional classroom.

Another important reason for fostering autonomy is that an autonomous learner will have more opportunities to use the target language, especially in non-native environment. Therefore, fostering autonomy will not only help learners to improve their language skills but will also enable them to create and to make use of all the opportunities to communicate their message in EFL setting. That is to say, they will be able to set realistic goals, plan programs of work, develop strategies for coping with new situations, evaluate and assess their own work and learn how to learn from their own success and failure. All in all, in an autonomous classroom the learners will be more independent rather than teacher-dependent and this will help them to be more efficient learners in the future.
1.8.2 Conditions for Fostering Learner Autonomy in Language Classrooms

Helping learners to develop a sense of responsibility and autonomy is the main goal of any teacher. Scharle and Szabo (2000) claim that in order to foster autonomy in language classroom there are three main important conditions that must be follow which are raising awareness, changing attitudes, and transferring roles. That is to say, in an autonomous classroom, the teacher must make their students aware about the importance of developing their capacity to think and act independently in their learning process. In addition, students have to change the idea which state that the teacher is the only source of information in the classroom and students are just receivers of knowledge and they are considered as objects to be filled with information.

1.8.3 Approaches to Fostering Autonomy in Language Classrooms

In a formal education, the development of learner autonomy is important. However, Benson (2001) notes that autonomy can be fostered and not taught. There are six approaches to fostering learning autonomy in language classrooms. The figure below introduces the practices and the approaches associated with the development of autonomy in language classroom. The practices refer to a particular way of organizing the process of teaching and learning (Benson, 2001).

Figure1. Autonomy in Language Learning and Related Areas of Practice
(Benson, 2001, p. 112)
1.8.3.1 Resource-Based Approaches

The resource-based approach places the focus on the provision of learners with opportunities and situations such as materials and resource to foster learner autonomy (Benson, 2001). That is to say, the main focus of resource-based learning is to give students the opportunity and the freedom to control their learning plans, to select their learning materials and to evaluate their learning. (Gardner, 2011), assumes that the major goal of the promotion of self-access is the fostering of autonomy learning. In other words, with the provision of self-access or self-regulation with resources for learning, learner will be able to direct their learning through the learner’s interaction with learning resource. (Gardner, 2011), defines self-access as a way of encouraging learners to move from teacher independence towards autonomy. That is to say, self-access is considered as one of the means of fostering autonomy. In the same view we can say that self-assess is “a way of describing material that are designed and organized in such a way that students can select and work on their own” (Sheerin, 1991, p147, as cited in Benson, 2001, p. 113). These materials make learners responsible not just of deciding the extent of the materials but also with the ways to make best use of these materials. To make it more clearly, (Benson, 2001, p. 111) claims that resource-based approaches emphasize independent interaction with learning materials. Moreover, Self-instruction and distance learning are other key concepts related to resource-based approaches which are considered as good ways of promoting and fostering autonomy in language learning. Therefore, the role of the teacher according to this approach is important in creating opportunities and supporting their students in using self-access centers and in developing independent learning and hence, learner autonomy.

1.8.3.2 Technology-Based Approaches

The typical forms of this approach are Computer assisted language learning (CALL) (Benson, 2001), and computer mediated communication (CMC) (Dang, 2010). In other words, when we talk about technology-based approach we will focus more on the Computer assisted language learning (CALL) and computer mediated communication (CMC) or online technology. Moreover, technology-based approaches to language learning share with resource-based approaches, that they provide learners with opportunities to self-direct their own learning (Benson, 2001). However, technology-based approaches can provide learners with the kind of support they need in order to develop skills associated with autonomy. It also offers chances for collaboration and increased motivation to learn
new technologies in an effective way (Benson, 2001, pp. 140-141). Technology-based approach emphasizes the interaction between the learner and their environment and it focuses on the independent interaction with educational technologies. Within this approach teachers may have new roles as facilitators, advisors or helpers to give students chances for independent study.

1.8.3.3 Curriculum-Based Approaches

The third approach to foster learner autonomy is curriculum based approaches. The main focus of this approach is to develop learner’s involvement in decision making. According to Benson (2011), the curriculum-based approach seeks to promote autonomy by attempting to involve learners in decision making processes at the curriculum level. Learners are encouraged to choose learning content and method. Cottrell (2000, p. 109) claims that “fostering learner autonomy is an important goal in language course design”. According to Cottrell in order to enhance learner autonomy there are five main principles for designing language course. These principles are related to learner goal, the language learning process, tasks, learner strategies and reflection on learning. All these principles are taken into consideration due to the fact that they are the major ways of supporting the transfer of responsibility from teacher to learner and also to make learners aware of all the issues related to curriculum design and learning process. In addition, Benson (2001) argues that curriculum based approaches to autonomy broadens the principle of learner control over the management of learning to the curriculum as a whole. Moreover, learners are expected to make the major decisions concerning the content and procedures of learning in collaboration with their teacher. All in all, this approach emphasizes the negotiation between teacher and learner in the learning content.

1.8.3.4 Classroom-Based Approaches

This approach emphasizes that teachers should negotiate control and responsibility with their learners in the setting of goals, the learning process and determining evaluation assessments (Benson, 2001). In other words, peer-assessment is considered as one way to get students involved in their own learning to develop critical self-awareness and learner autonomy. Researchers within classroom-based approaches believe that learner autonomy can be fostered through cooperative learning within classroom context. That is, learners are able to be responsible for their learning via working with their peers or teachers (Benson, 2001). All in all, it is clear that the teacher need to be aware of the benefits and the
effectiveness of self-assessment and peer-assessment in developing students’ learning process.

1.8.3.5 Learner-Based Approaches

The researcher within learner-based approach places the focus on training learners to develop learning skill and strategies; it puts emphasis directly on the production of behavioral and psychological changes that help learners to control their learning (Benson, 2001). That is to say, these types of approaches mainly focus on learner development, learner training and strategy training, for instance developing learners’ metacognitive knowledge and skills in order to develop learner autonomy and motivation (Benson, 2001; Chan, 2001). It is believed that the vital objective of all approaches is to help learners become better language learners (Benson, 2001). Similarly, Cohen (1998, p. 67, as cited in Benson, 2001) argues that:

Strategy training, i.e. explicitly teaching students how to apply language learning and language use strategies, can enhance students’ efforts to reach language program goals because it encourages students to find their own pathways to success, and thus it promotes learner autonomy and self-direction. (P. 144)

All in all, within learner-based approach the main focus is on learners’ characteristics in relation to autonomous learners. This approach seeks to emphasize the relationship between success in language learning and strategy use.

1.8.3.6 Teacher-Based Approaches

The teacher-based approach is characterized by a change in the role of teachers from an informer. It places the focus on teachers’ autonomy, teachers’ education, teachers’ professional development and teachers’ role in autonomous learning. In an autonomous classroom, the teacher plays different roles. These roles include facilitator, helper, coordinator, counsellor, consultant, adviser, knower, and resource (Benson, 2001). Thavenius (1999, p.159) argues that “the teacher role in an autonomous classroom in not just a matter of changing teaching techniques, it is a matter of changing teacher personality”. To sum up, teacher based approach to autonomy involves an emphasis on the way teachers develop and encourage autonomy in students.
1.9 Ways for Encouraging Learner Autonomy

In order to encourage learner autonomy (Nunan, 2000; Thanasoulas, 2002) used different ways which are, reflective lessons and self-reports.

1.9.1 Reflective Lessons

The activities offered by Nunan (2000) for encouraging reflection in language learning are Learner diaries and learning contracts. Learning diaries are tools for reflection; they help students to assess what they learned on the lecture. The aim of these activities is to summarize, analyze and comment on the course and lectures. Learning contracts on the other hand, are argued to be the most important tool for successful and positive independent study experiences for students. They are a joint processes and negotiated agreements between the students, they help to identify and define what the student need and want to learn, what learning activities, tasks, strategies will be used to meet the student’s learning objectives, and how the student’s learning will be monitored and evaluated. These activities will help learners to think critically when they plan, monitor and evaluate their learning.

1.9.2 Self-Reports

According to Thanasoulas (2002) self-report is considered as one of the activities used for promoting autonomy in language learning. There are two types of self-report which are introspective self-report and retrospective self-report.

Wenden (1998, p. 81. as sited in Thanasoulas, 2002, para.19) indicates that “introspective self-report is a verbalization of one’s streams of consciousness”. It is expected to give information on the strategies used by learners during the report. This type of self-report is considered as a good way of collecting information about the task and helping them become conscious of their own strategies during the report.

Another type of self-report is called retrospective self-report, in which learners are asked to think back or retrospect on their learning. There are two kinds of retrospective self-reports semi-structured interviews and structured questionnaires. A semi-structured interviews emphasize the focus on a specific skill with a view to taking and getting information about learners’ feelings towards particular skills (reading, listening, writing, and reading.), problems encountered, techniques which used to fined solution to these problems, and learners’ opinion about the ways of acquiring specific skills or handling with learning tasks. The second type of is called structured questionnaires. In this type the teacher is going to provide learners with an explicit statement, and then asking them to agree or disagree, write true or false, and so forth.
1.10 Measuring Autonomy

It is believed that autonomy as a term in language learning can be defined and described in terms of different aspects of control over learning. As (Nunan, 1997, p. 92 as cited in Benson, 2001, p. 51) suggests that “autonomy is not an all-or-nothing concept but a matter of degree”. That is to say, the measurement of autonomy is problematic mainly because it is a capacity that can be acquired through time and goes step by step by making efforts. Nunan highlights the steps of autonomy from the lowest level to the highest level of development of learner independence. These main stages can be best identified in the following table. It includes the content of each level and the process in which it passes through.

Table 1

*Nunan’s model, levels of implementation*


<table>
<thead>
<tr>
<th>Level</th>
<th>Learner action</th>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Awareness</td>
<td>Learners are made aware of the pedagogical goals and content of the materials they are using</td>
<td>Learners identify strategy, Implications of pedagogical tasks and identify their own preferred learning styles/strategies</td>
</tr>
<tr>
<td>2</td>
<td>Involvement</td>
<td>Learners are involved in selecting their own goals from a range of alternatives on offer</td>
<td>Learners make choices among a range of options</td>
</tr>
<tr>
<td>3</td>
<td>Intervention</td>
<td>Learners are involved in modifying and adapting the goals and content of the learning program</td>
<td>Learners modify/adapt Tasks, Learners create their own tasks</td>
</tr>
<tr>
<td>4</td>
<td>Creation</td>
<td>Learners create their own goals and objectives</td>
<td>Learners create their own tasks</td>
</tr>
<tr>
<td>5</td>
<td>Transcendence</td>
<td>Learners go beyond the classroom and make links between the of classroom learning and the world beyond</td>
<td>Learners become teachers and researchers</td>
</tr>
</tbody>
</table>
1.11 Moving the Spotlight from Teaching to Learning

One of the key principles of learner autonomy is moving the focus from teaching to learning. Moving the focus from teaching to learning clearly does not mean that the teacher does not have a role in the classroom. However, both learners and teacher play important roles in an autonomous environment.

1.11.1 The Learner’s Role

The learner’s role in an autonomous environment is not that of a passive receiver of information. However, autonomous learners are those who are able to determine their own objectives, define the content and progressions of their own learning, select the appropriate methods and techniques to use, monitor their own process of acquisition, and evaluate the outcome of what they have acquired and what they need to learn. Thus, they know how to accelerate and regulate their own learning (Holec, 1981; Little, 1991). All in all, autonomous learners are those who are aware of their personal and educational needs and can determine the objectives and the goals for their own learning.

1.11.2 The Teachers’ Role

In autonomous language classroom, teachers play different roles in order to help learners become aware about the importance of being independent for their learning. In an autonomous classroom, teachers do not play the role of imparters of information or sources of facts. Their role is more that of a facilitator. The teacher’s position is to manage the activities in the classroom and help learners plan their learning both for long and short term. The teacher has to be able to establish a close collaboration with the learners and make sure that all learners know what is expected of them at all times (Lowes & Target, 1999). Moreover, the teacher in an autonomous environment should play the role of the course designer. That is to say, the lessons should meet students’ needs. In other words, in an autonomous classroom, teachers should take into consideration that learners have different abilities, skills and backgrounds. Teachers in an educational system that promotes learner autonomy act as catalysts, discussants, consultants, observers, analysts, facilitators and counselors to stimulate learning processes in various ways. Additionally, teachers, by being supportive, patient, tolerant, empathetic, open and non-judgmental, can assist learners in setting objectives, planning works, selecting materials, evaluating themselves, acquiring the skills and knowledge needed and overcoming obstacles (Dam, 1995). In other words, learner autonomy demands continuous awareness and discourse expertise from teachers (Little, 2004).
1.12 Factors Influencing Learner Autonomy

According to many scholars, there are different factors that may have an impact on learner autonomy which are age, anxiety, attitude, brain dominance, emotional intelligence, experience, gender, language learning strategies, learned helplessness, learning styles, motivation, and multiple intelligence.

1.12.1 Learner Autonomy and Age

Learners’ age is considered as one of the factors that affect the promotion of learner autonomy. (Benson 2001, p. 59) says that “we are born self-directed learners.” He shows the relationship and the connection between autonomous learning and the individual’s earliest experiences of learning, even at an early age. Thus, in order to enhance autonomous learning is to reactivation this early capability, of course, in an autonomous environment. To sum up, an individual should gain necessary components of autonomy at an early age. Yoshimoto, Inenaga and Yamada (2007) state that students’ being mature impacts the level of independence of learning, of course, using appropriate learning materials.

1.12.2 Learner Autonomy and Anxiety

Spielberger (1983, p. 1, as cited in Horwitz, 2001) acknowledges that “anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.” It is one of the affective filter factors which affect students’ reception of language (Krashen, 1980). It is believed that most students missing classes mainly because they consider language classes as the most anxiety-provoking courses of all subjects (Horwitz, 2001). Onwuegbuzie et al. (1999) express that foreign language anxiety occurs when lack of personal confidence, willingness, motivation and achievement in participating in tasks takes place, which can be seen as a barrier in front of learner autonomy. Some students fear from the negative evaluation of the teacher and their peers, and this may make learners anxious from starting dialogues or participate in the classroom. Thus, in order to help learners to develop confidence, teachers have to prepare an environment where students can experience a learning process without threats such as being laughed at in case of any mistakes and where they can take active roles in the activities.

1.12.3 Learner Autonomy and Experience

It is believed that the more advanced and experienced learners are the more independently (Yu, 2006). That is to say, people who have a good experience and
knowledge in doing something are more likely to be independent in their learning process. Similarly, Maxfield (2008) believes that people who are seeking meaningful educational experiences and practices are considered as self-directed learners.

1.12.4 Learner Autonomy and Motivation

According to Gardner (1985), motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10)”.

(Murray et al., p. 63) state that “Motivation is a necessary condition for autonomy”. That is to say, it is one of the key factors that have an effect on learners in developing their autonomy in learning a language. In order to understand this concept well researchers have tried to define it from different perspectives. (Grenfell & Harris, 1999) considered motivation as a crucial factor affecting every developmental stage of one’s learning. It is also a factor signaling the prospective level and achievement of second or foreign language learning (Thanasoulas, 2000). There are two types of motivation which are intrinsic and extrinsic motivation. The first type is related to the learners who are interested in doing activities and who learn just for the sake of pleasure. However, extrinsic motivation involves learners who are imposed to learning or who want to be rewarded for learning. Yu (2006) believes that motivation plays a crucial role in the promotion of learner autonomy or vice versa. Scholars suggest that intrinsic motivation helps students to control their learning and become self-directed and autonomous learners.

Conclusion

In short, responsible and independent learners are those who accept the idea that their own efforts have an important role in the progress in their learning. In order to develop learner autonomy, teachers should be aware of the factors that affect it. In addition, they must focus their attention on how to learn instead of how to teach. They may create a learning atmosphere for the fostering of learner autonomy. This chapter has provided a systematic review of the literature on learner autonomy in the language classroom. It focuses on defining the term autonomy, its origin, and the meaning of learner autonomy in language classes. It provides us with the role of the teachers and students in an autonomous environment and the factors influencing autonomy. Finally, it gives some ways to encourage the idea of learning independently.
Chapter Two: Oral Presentation

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Chapter Two: Oral Presentation

Introduction

The teaching method plays an important role in enhancing students to play an active role in their learning process. In recent years, oral presentations have received a great deal of attention in which they have been used in many different settings and forms in order to encourage students to practice meaningful oral English and the rest of the class to practice listening. That is to say, when teachers ask students to search for particular information or data in English and present it as a part of the lecture, students will prepare them to use the meaningful and purposeful language. In addition, they will use different sources of knowledge to make a topic well organized. In this chapter, we will focus on oral presentations as technique that is used in a foreign language classroom, starting with a definition of oral presentation, types and the advantages of oral presentation, and the importance of this practice for EFL learners. In addition, we will also illustrate the role of the teacher in helping students to make effective oral presentations.

2.1 Definition of Oral Presentation

Oral presentation as a practice means delivering an address to a public audience. It also refers to public speaking and speech-making (The Free Dictionary). (Mellette & Clare, 2001, p.161) define oral presentation as “the most common method for presenting information and are usually done with a computer and projector”. By this we mean, it is the formal, face-to-face talking of a one person or more to a group of listeners. To put it more clearly, oral presentation is considered as a brief discussion of a specific topic delivered to a public audience in order to give knowledge or to stimulate discussion. According to (Baker, 2000, p.115), “oral presentation is like a formal conversation, speaking to group as a natural activity”. In other words, an oral presentation is a formal speech which takes place in an educational setting, i.e., it is where the presenter shows their knowledge on a particular subject either in the classroom or in any work place. Brindley (1989), relating oral presentation to the difficult tasks states that:

It is well known that giving oral presentations in English is not a simple matter of learning language and following instructions; rather, it is a skill requiring complex sociolinguistic as well as cognitive understandings, especially for learners of English as an Additional or Foreign Language (EAL/EFL)”. (p.55)
All in all, oral presentation is not an easy task, whereas, thorough preparation and the use of visual aids you can give an effective oral presentation.

2.2 Oral Presentation and Project-Based Approach

When designing a foreign language course, it is important to take into consideration learners, teachers, materials, and the curriculum. That is to say, taking into consideration learners’ age, proficiency level, needs, and their learning environment have an effective role in developing students’ achievement. Moreover, the teaching method and the planning of the syllabus may also have a crucial role in enhancing students and teachers to play an active role in the classroom. Thus, in recent years and with the emergence of the project-based approach, teaching students how to prepare, organize and deliver successful oral presentations becomes an important aim that teachers want to achieve. Furthermore, it is agreed that the project-based approach is one of the modern approaches which emphasize the role of the learner and the teacher in an EFL classroom. In this approach the teachers support students by giving sufficient guidance and feedback, and students, must be self-managers. Project-based learning at universities appears in the 1970s in Europe, based on the idea that the best form of professional development is learning by doing (VonKotz, & Cooper, 2000). Different researchers have tried to define this approach in different ways. First, Thomas (2000) explains that project-based learning needs complex tasks that give students the opportunity to work relatively autonomously over extended periods of time. To paraphrase, this approach gives students the opportunity to control their learning by complete a given project. (Bell, 2010 as sited in Keengwe, 2016, p.39) defined this approach as a “student driven, teacher-facilitated approach to learning”. Thus, project based approach has numerous advantages both for EFL teachers and learners and can contribute a lot in making teaching and learning of English language not only interactive and easy but also a fun and rewarding experience. It is agreed that projects usually follow major phases or stages to become more effective and efficient. The figure below shows that projects start by one of the important aspect of autonomous learners which is decisions making.
2.3 The Importance of Oral Presentations for EFL Learners

Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions and the best practice is to deliver effective oral presentations. In simple terms, oral presentations enable students to participate fully in their learning, to get the students’ attention, and to create challenges (Hutchinson & Waters, 1987). In addition, this practice gives students opportunity to use the four language skills in a naturally integrated way, helping students to collect, inquire, organize and construct information, enhancing team work, and helping them become active and autonomous learners (King, 2002). Chivers and Shoolbred (2007, p. 4) claim that, “There are many reasons why students are asked to give oral presentations and these will be influenced by their academic course and situational and organizational factors”.

2.3.1 Developing Language Skills

Teachers may ask their students to presents a specific topic either closely related to the previous day’s lesson or free topics as part of a speaking exercise. Whatever topics are chosen can have an effective role in developing students’ language skills. Brooks and Wilson (2015, p. 203) believe that “(...) oral presentations is that they require students to use all four language skills; writing, reading, speaking, and listening”. That is to say, while the student is presenting his or her work using a data show, for example, everyone else is reading the notes appearing on the slides, listening to the presenter, and taking notes to make summary or in preparation for asking the presenter questions about the topic (Al-Issa, & Al-Qubtan, 2010). In addition, oral presentations provide a learning experience
and teach lifelong skills that will be beneficial to students in all school subjects, and later in their careers (Meloni & Thompson, 1980). In brief, as a teacher, it is important to take oral presentations as an important part of the courses to help learners develop their language skills.

2.3.2 The Development of English Speaking Skill

(Al-Mutawa & Kailani, 1989, p.104-105) stress that “learning to speak is a lengthy, complex process and is more effectively achieved by speaking (…) in living natural English”. In addition, (Emden & Beker, 2004, p.1) argue that, “developing the abilities to speak to an audience is one of the greatest benefits you’ll ever get from your time in further or higher education”.

2.3.3 Making Decisions

It is agreed that a successful learners are those who have the ability to make decision for their own learning. Brooks and Wilson (2014, p.203) state that, “(…) the students who are presenting have the ability to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates”. Therefore, the task of making oral presentations is considered as one of the important activities which facilitate the decision-making process for students. That is to say, when students are given the freedom to choose a topic to present, for instance, they are indirectly asked to make a decision and take initiative (Scrivener, 2005).

2.3.4 The Development of Learner Autonomy

Nunan (1999) emphasizes that teachers should give students many opportunities to practice the target language in meaningful contexts and situation. Further, (Brooks & Wilson, 2014, p.202) indicate that “oral presentations have been shown to be extremely successful with respect to improving learners’ second language skills and increasing their autonomy”. That is to say, by using oral presentations students will train themselves to work on their own, to take responsibility for their learning, to become independent, self-regulated learners, and encourage learners to reflect on their performance.

2.3.5 Expanding the Teacher’s Roles

King (2002), states that “teacher move from the traditional role of teacher as an authority’s expert to the new role of facilitator of learning” (p.207). That is to say, in the traditional EFL classroom, the role of the teacher is to transmit and control knowledge,
information, and classroom activities. However, in an oral presentation class, teachers give autonomy and leadership to students and facilitate cooperative learning. By this we mean, they facilitate, support, encourage, organize, and guide students’ learning. All in all, teachers must guide the students through the selection and independent use of materials, as well as responding to their personal needs.

2.3.6 Learning How to Use Technology in Presentation

According to our experience as university students, the majority of the EFL teachers usually present their lectures by using traditional way of teaching for example black boards and or dictation. However, with the emergence of project based approaches teachers try to use new techniques such as “power point presentations” to make the lecture more organized and learning of English as a foreign enjoyable experience.

2.4 Types of Oral Presentations

Oral presentations are a common feature of many courses at university. They may take the form of a short or longer presentation, delivered either individually or as part of a group presenters and you may have to use visual aids such as power point slides. In addition, researching, planning and structuring an oral presentation is similar to the process of writing an essay, except for using spoken language instead of written language and the need to be mindful of a live audience. According to (Al-Issa & Al-Qubtan, 2010), oral presentations can be divided into three types: controlled, guided, and free. This depends on a various factors such as the choice of subject, time allocated to the presentations, presentation method, and most important, learners’ proficiency levels.

2.4.1 Controlled Oral Presentation

Learners whose language proficiency level is from beginners to elementary are supposed to use controlled oral presentation, in which the topic is chosen by the teacher from the textbook or any topic that will suit students level. Moreover, it is important to take into consideration the time of the presentation especially for students with lower levels of language proficiency because they do not have the ability to present for a long period of time. Another important factor which teachers should take into consideration is the teaching method. That is, when students have no knowledge about computers and software for instance using power point presentation, the teacher can ask learners to prepare their short oral presentations on paper and read them to their classmates. All in all,
controlled oral presentation gives students opportunities to participate in a meaningful way, and to practice the target language (Al-Issa & Al-Qubtan, 2010).

2.4.2 Guided Oral Presentation

Another type of oral presentation is known as guided oral presentation (Al-Issa & Al-Qubtan, 2010). Learners whose language proficiency level is lower-intermediate or intermediate can be guided to present topics that would suit their language level. Moreover, intermediate students cannot only prepare handout to the listeners in the classroom; however, they can also be guided to present their work using PowerPoint, and make their presentation more interesting, more credible, and more professional. King (2002, p. 402) believes that, “with the availability of technology video cameras, slide, project, power point, VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones”. That is to say, the use of visual aids in oral presentations makes learners interested to know more about the topic.

2.4.3 Free Oral Presentation

According to (Al-Issa & Al-Qubtan, 2010), the last type of oral presentation is related to upper-intermediate and advanced levels students. In this type of presentation, the teacher gives students freedom to choose the topic they would like to deal with, such as topics from their real life situations. These students have the ability to present long presentation, use complex language as well as different sources of information.

2.5 Forms of Oral Presentations

Generally speaking, oral presentations as one of the activities used by the teacher in the classroom can be organized in different forms: individually, in pairs, or in groups. In order to organize presentations, teachers have to take into consideration the size of the class, the topic, and the aims and objectives that they want to achieve at the end of the lecture. In other words, if the teacher’s aim is to improve autonomy among learners, she or he should trains them to work independently, then she or he should use individual oral presentation. However, if teacher’s aim is to develop the idea of collaboration and negotiation of meaning pairs or groups are more beneficial (Schcolnik & Kol, 1999). Teachers have to take into consideration that starting with pair or group presentations rather than individual presentations would help students to gain experience and confidence Al-Issa and Al-Qubtan (2010). All in all, oral presentations are effective teaching tools because they add variety to the classroom and allow students the opportunity to teach one another instead of always learning from the teacher.
2.6 Categories of Oral Presentation

Academic or professional oral presentations can be divided into different categories which are: informative, argumentative and persuasive oral presentations (Sanders, Verhulst & Vitullo, 2003).

2.6.1 The Informative Oral Presentation

When we talk about informative oral presentation we are focusing more on classroom lectures, demonstrative report, research report, business reports, and investigative report. When students present such informative oral presentations they are going to share knowledge and transmit new information to their classmates. In addition, an informative presentation may be followed by a test or exercise to test students understanding of the information given by their classmates, and the success of the presentation depends on how well the students do on the test or exercise. Additionally, the purpose of informative oral presentations is not just to give knowledge or information about something; however, it is also to test students’ understanding. Thus, it is the speakers’ role is to organize his information in a way that it becomes simple for the listener (Sanders, Verhulst & Vitullo, 2003).

2.6.2. The Argumentative Presentation

This presentation includes any topics related to given lectures, and the purpose of the speaker is to convince the audience. (Sanders, Verhulst & Vitullo, 2003, p. 12) state that “in an argumentative speech, the speakers present arguments and evidence to support a claim as well as reasons for rejecting alternative conclusion”. The main thing speakers need to do to convince the audience is to show that they know what they are talking about by giving them concrete examples about a given topic or providing them with good arguments from different points of view. All in all, the vital objective of the argumentative presentation is to persuade the audience and to give them an idea that the presenters did their research on the subject.

2.6.3 The Persuasive Presentation

According to different researchers persuasive presentation and argumentative presentation are placed in the same category. There are many characteristics that both types of presentations share for instance, both have the same goal which is to make the audience understand, remember and accept what presenters say. On the other hand, (Sanders, Verhulst & Vitullo, 2003, p.12), state that “the main goal of the persuasive presentation is
not only to convince listeners to accept the speaker’s claim but ‘to get them act on it’”. That is to say, the main objective of persuasive presentation is to affect audiences’ behavior and move them from acceptance to action.

2.7 The Difference between Orally Presented Ideas and Written Material

It is believed that oral presentations have an important role in helping learners to get information and to stimulate discussion. (Sanders, Verhulst & Vitullo, 2003) believe that:

(…) orally presented ideas and information are more easily processed than written material. Speech is more direct, more immediate, and the listener is given more variety: words, visual aids, voice cues, and non-verbal cues, all of which make listening less strenuous than reading (…) spoken information are more personalized. (p. 9)

In other words, speakers during their presentation use words with fewer syllables than the written language, simple sentences, and informal language such as don’t, So, that’s it, won’t, but, and can’t to engage their audience, and get them more interested. Moreover, “One of the most frequent errors speakers made in preparing an oral presentation is approaching it in the same way they would approach a text for publication” (Sanders, Verhulst & Vitullo, 2003, p. 10). Thus, it is important to differentiate between speaking and writing and between listening and reading when preparing an oral presentation. (Sanders, Verhulst & Vitullo, 2003) believe that the written text is permanent, reading is solitary, the spoken word is not permanent and the listener is a number of a group.

2.7.1 The Pacing of the Reading Process

“The speaker must therefore take care that the material is presented at an appropriate listening speed” (Sanders, Verhulst & Vitullo, 2003, p.10). That is to say, oral presentation as a natural activity makes inexperienced speakers very fast during their presentation. They think that a pause is a failure in fluency, and try to avoid its use. However, “experienced speakers use pauses to focus attention on what has been said or what is about to be said or to prepare the audience for a change in ideas” (Sanders, Verhulst & Vitullo, 2003, p.11).
2.7.2 Attention the Listener

“It is necessary for the speaker to be more dramatic in order to hold audience attention and to provide the audience with cues the writer does not have to consider, e.g., opening and closing signals” (Sanders, Verhulst & Vitullo, 2003, p.10).

One of the most important challenges for a presenter is getting and keeping audience attention. If the presenter is unable to do this, the presentation might not succeed, no matter how valuable the content might be. The presenter may use methods like asking a question, state an impressive fact, go among the audience, and telling a personal story closely connected to the theme of his presentation.

(Sanders, Verhulst & Vitullo, 2003) add that “the reader can pay attention longer than the listener”. In other words, the listeners started to lose their attention after about twenty minutes.

2.7.3 Signposts

(Sanders, Verhulst & Vitullo, 2003), states that:

A written text has a lay-out code: headings, paragraphs, signaling new topics, etc., as well as other visual signals like punctuation. An oral presentation has different, but equally important signposts, very often nonverbal: voice and gesture, for instance, give important signals. (p. 10)

When giving a presentation, there are certain key words the presenter uses to signpost different stages in their presentation. These words are not difficult to learn but it is absolutely essential that presenters memorize them and can use them when they are giving a presentation.

2.7.4 Style

(Sanders, Verhulst & Vitullo, 2003, p.11) believes that “speaking requires a more direct, easier-to-understand style than writing”. In other words, the speaker may include more everyday language, use both formal and informal languages, and use contradiction, e.g., can’t, won’t, etc. On the other hand, the audience can notice nonverbal words or gestures, like the body language, eye contact, tone of voice, pauses, Intonation and pitch, etc. This makes the communication between the parties more effective.
2.8 How to Prepare an Effective Oral Presentation

One of the important roles of the teacher is to help students to design effective presentations. Brooks and Wilson (2014, p.206) believe that “Students have to be taught the skills involved in giving a presentation”. That is to say, they have to give them strategies and steps which must be followed to plan and organize a good presentation and (...) “also to reflect the speakers’ creativity and individuality” (Sanders, Verhulst & Vitullo, 2003, p.13). It is believed that in order to make effective oral presentation students should take into consideration that any presentation must have an introduction, the main body, and conclusion. That is to say, students should know how introduce the topic, how to organize their aides during their presentation, and how to conclude and summarize the main points. There are different steps which may have a significant role in enhancing students to give an effective and successful oral presentation.

2.8.1 Getting Started

One of the most important and difficult steps when giving an oral presentation is how to open it, because a good opening of the presentation have a significant impact in capturing an audience’s attention. Thus, before starting any presentation, students have to take into consideration four main points which are the topic that they want to talk about, the category of the presentation, the time that they will have to give it, and the audience (Sanders, Verhulst & Vitullo, 2003). To begin with, students have to determine the aim of their presentation and identify their own objectives before starting any presentation, for instance, your aim is to inform, to persuade, to entertain, or to teach the audience. Identifying the audience in another important point in opening the presentation, because getting your audience’s attention from the beginning is the most important thing one can do in starting a presentation. Moreover, teacher should be intelligent when selecting topics for their students as Sanders, Verhulst and Vitullo (2003, p.16) believe “he selected topic which would be meaningful and useful to them and discussed them in terms they would be sure to understand”. In addition, a time is a common feature of most student presentations and students must manage their time by organizing their ideas into parts. Sanders, Verhulst and Vitullo (2003, p.15) states that “the time you’ve been allowed is an important factor (...) think about the parts of the presentation in terms of minutes: so many minutes for the introduction, the body, and the conclusion”.
2.8.2 Introduction

In order to achieve the goal of your presentation such as to attract the listeners’ attention, to introduce the listener to the main topic and to provide a brief overview of what you will cover in the talk, it is important to develop an organized presentation which starts with a successful introduction. (Sanders, Verhulst & Vitullo, 2003) indicate that “Audiences tend to be most alert and attentive at the beginning of a talk. This is the moment they are most receptive. This is also the moment when, unfair or not, many listeners make up their minds about the speaker. Thus, the introduction should be crisp and to the point, powerful and interesting” (p.16). There are different ways students can use to start a given topic such as a question, a statement, a starting statistics, or a quotation. For instance, if the topic is about teen smoking, the student can start by question such as “How many of the smokers you know began as teenagers?” Or by quotation such as “one of the most quoted books in the U.S. Surgeon General’s report smoking and health: lines from it appear on every pack of cigarettes” (P.18). All in all, “the introduction is the first part of every presentation it “is where you tell or introduce what you will be talking about during your presentation. The introduction provides your outline of your presentation. Lascowski (2012), believe that presenters have to spend only about 10 to 15 percent of your presentation time with the introduction”.

2.8.3 The Body of the Talk

In the body of the presentation, the students have to develop the main point which was established in the introduction. In this part, students have to take into consideration that “choosing the structure that best achieves your purpose” (Sanders, Verhulst and Vitullo, 2003, p.21) is one of the major guide for planning the body of the presentation. It is believed that each type of presentation i.e., informative presentation, cause-effect presentation, or argumentative presentation has specific steps that must be followed. For instance, if the student is going to present a cause-effect presentation, it is important to begin with either the cause or the effect. That is to say, students start the body by introducing the cause and the effect of a given problem and then move to the solution. In argumentative presentation, students have to take into consideration two main points which are related to the selection and the order of the presentation. Students may think about a long list of reasons to make the audiences accept their topic. However, they have to select the points which capture audiences’ attention. As Sanders, Verhulst and Vitullo (2003, p.21) indicate “it is far better to select a few arguments (3-5) and develop them well”. It is
agreed that at the beginning of the presentation audiences are most attentive and receptive. Thus, students have to start and end the discussion with strongest arguments. All in all, the body is the middle of your presentation, “it is where you discuss your key points or main ideas. The body is where you “meat” of your presentation and key message are discussed. This part of the presentation is where you will spend the majority of your time, typically about 70 to 80 percent of the time” Lascowski (2012). The table 2 shows how to organize your information using stock words.

Table 2

Using stock words during the body of your presentations (Sanders, Verhulst & Vitullo, 2003, p.23)

<table>
<thead>
<tr>
<th>Function</th>
<th>Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce an additional idea</td>
<td>Furthermore</td>
</tr>
<tr>
<td></td>
<td>moreover</td>
</tr>
<tr>
<td></td>
<td>in addition</td>
</tr>
<tr>
<td></td>
<td>besides</td>
</tr>
<tr>
<td>To introduce an opposite idea</td>
<td>on the other hand</td>
</tr>
<tr>
<td></td>
<td>however</td>
</tr>
<tr>
<td></td>
<td>in contrast</td>
</tr>
<tr>
<td>To introduce a similar idea</td>
<td>Likewise</td>
</tr>
<tr>
<td></td>
<td>Similarly</td>
</tr>
<tr>
<td>To introduce an example</td>
<td>for example</td>
</tr>
<tr>
<td></td>
<td>for instance</td>
</tr>
<tr>
<td>To introduce restatement or explanation</td>
<td>in other words</td>
</tr>
<tr>
<td>To introduce a consequence or result</td>
<td>Accordingly</td>
</tr>
<tr>
<td></td>
<td>therefore</td>
</tr>
<tr>
<td></td>
<td>consequently</td>
</tr>
<tr>
<td></td>
<td>hence</td>
</tr>
<tr>
<td></td>
<td>as a result</td>
</tr>
</tbody>
</table>

2.8.4 The Conclusion

The conclusion is the last part of your presentation. It is where presenters conclude their presentation by briefly summarizing the key points then made during the body of your
presentation. You typically spend 10 to 15 percent of their presentation time with the conclusion (Lascowski, 2012).

2.9 Factors Affecting Any Presentation

Pal (2010) believes that there are different factors which will affect any presentation.

2.9.1 Language and Words

It is believed that the language and words used by the speaker during the presentation are one of the important factors which affect the presentation. Thus, speakers have to use simple language which known to the audience to make them understand the message.

2.9.2 Opening and Closing of Presentation

The beginning and closing of a presentation are one of the most important factors which lead to the success of the presentation. In other words, opening and closing the presentation in a good way will have a good effect on audience attention. As Pal states “presenters who can open the presentation with interesting remarks which are likely to create more interest and enthusiasm for listening the presentation. On the other hand, presenters with poor opening are likely to leave the audience bored. Similarly, the ending of the presentation has profound impact on the audience” (Pal 2010, para.6).

2.9.3 Organization of Presentation

The organization of the information is another factor that may affect the effectiveness of the presentation. “Organizing the information in a proper manner can make the message more understandable” (Pal, 2010, para.6). A well-organized presentation leads to the effectiveness of the presentation. On the other hand, improper organization of the presentation such as taking a long time to get to the point, leaving out necessary information, and inclusion of irrelevant material will not influence the audience and will make the presentation unsuccessful. All in all, when the presentation is poorly organized, the impact of the presenter’s message is greatly reduced and the audience is less likely to accept him or his idea (Lascowski, 2012).
Conclusion

This chapter has provided a systematic review of the literature on the advantages of using oral presentation in the language classroom and how the use of oral presentation can have a significant impact on developing students’ language skills. In addition, this chapter focuses on the advantages of argumentative oral presentations and informative oral presentations in developing students’ critical thinking, creativity and autonomy in learning. Moreover, in this chapter we have focused on the role of the teacher in enhancing students to prepare an effective oral presentation.
Chapter Three: Teachers’ and Students’ Attitudes towards the Effectiveness of Oral Presentation in Developing EFL Students’ Autonomy in Learning

Introduction

3.1 Methodological Design
   3.1.1 Choice of the Method
   3.1.2 Means of the Research

3.2 Students’ Questionnaire
   3.2.1 Sample of the Study
   3.2.2 Description of the Students’ Questionnaire
   3.2.3 Administration of the Students’ Questionnaire
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3.3 Teachers’ Questionnaire
   3.3.1 Sample of the Study
   3.3.2 Description of the Students’ Questionnaire
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   3.3.4 Analysis of the Results
   3.3.5 Discussion of the Results

Conclusion
Chapter Three: Teachers’ and Students’ Attitudes towards the Effectiveness of Oral Presentation in Developing EFL Students’ Autonomy in Learning

Introduction

The third chapter of our research represents the practical part. The main aim of this chapter is to investigate teachers’ and students’ attitudes towards the effectiveness of oral presentations in developing EFL students’ autonomy in learning. It tries to describe, analyze and interpret the two questionnaires given to English teachers and first-year master students at the department of English, Larbi Ben M’Hidi University, Oum el Bouaghi of the academic year 2015-2016. In addition, it concludes with a summary of the final results which allow us to test our hypothesis and to answer our research questions.

3.1 Methodological Design

3.1.1 Choice of the Method

The method that has been used in this study is the descriptive method. It is the most suitable method to fulfill our aims and to test our hypothesis which states that using oral presentations in a foreign language classes would help learners to improve the sense of responsibility and become autonomous learners. In addition, it is the most appropriate method used to investigate the attitudes.

3.1.2 Means of the Research

The vital objective of this research is to investigate teachers’ and students’ attitudes towards the effectiveness of using oral presentations in English classes in developing EFL students’ autonomy. It aims at seeing whether or not oral presentations help EFL learners become responsible and independent in their learning process. In addition, we will also illustrate the role of the teacher in enhancing autonomy among learners. Thus, we have opted for two main questionnaires: one for the teachers of English and the other for first-year master students at the department of English, Larbi Ben M’hidi University, Oum El Bouaghi of the academic year 2015-2016. The questionnaires do not only enable the researcher to contact good numbers of people but also allow him to draw important conclusions and implications.

3.2 Students’ Questionnaire

3.2.1 Sample of the Study
The targeted population consists of 164 students and the sample of this study is composed of 60 students which were chosen randomly. The students were chosen mainly because we thought that they were having an experience in using oral presentations in their educational process.

3.2.2 Administration of the Students’ Questionnaire

Students’ questionnaire was administered to First-Year master students, at the department of English, Larbi Ben M’Hidi University, Oum el Bouaghi of the academic year (2015-2016). Students were informed that the completion of the questionnaire is very important to complete the research. So, it was administered in a friendly and relaxed environment. Whatever students answer in the spot the researcher was there to clarify any ambiguity.

3.2.3 Description of the Students’ Questionnaire

The vital objective of the students’ questionnaire is investigating students’ attitudes and perceptions of using oral presentation in an EFL classroom, and whether they benefited from them. The students’ questionnaire contains twenty three questions and statements which were classified under four sections, each focusing on a particular purpose. The first section entitled “Background information” contains three main questions related to students’ age, gender, and their levels in English. The second section entitled “The Use of Oral Presentation in EFL Classroom” contains nine statements and questions related to students’ attitudes towards the use of oral presentation in an EFL classroom. The third part of the questionnaire, called “Oral presentation and Autonomy Learning” contains five questions, and this section seeks to collect students’ opinions and thoughts about the relationship between oral presentation and autonomy learning. The last part of the students’ questionnaire entitled “The Teachers’ role in developing autonomy using oral presentations” includes six questions; this section seeks to collect students' opinions about what the role of the teacher during oral presentation should be.

3.2.4 Analysis of the Results

Section one: Background Information

Q1: Please specify your gender:
   A. Male
   B. Female
As shown in the table 3, the majority of first-Year master students (78, 33%) are female and only (21, 67%) are males. We noticed that there is a big difference between the numbers of males and females. This indicates that girls are expected to be more interested in studying a foreign language than boys.

Q2: What is your age?
   A. 20-25
   B. 25-30
   C. more than 30

Table 4

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>37</td>
<td>61,7</td>
</tr>
<tr>
<td>25-30</td>
<td>21</td>
<td>35,0</td>
</tr>
<tr>
<td>More then 30</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
The results show that the most frequent age belongs to the category of (20-25) with a percentage of (61.67%) and (35%) of our sample belong to the category of (25-30). However, only two students are more than 30 years old. This implies that students are mature and this will have an impact on their level of independence (Yamada, 2007).

**Q3:** How would you describe your level in English?

A. Excellent  
B. Very good  
C. Good  
D. Above the average  
E. Average  
F. Below the average

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Students’ Proficiency Level in English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Very good</td>
<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>21</td>
</tr>
<tr>
<td>Above the Average</td>
<td>20</td>
</tr>
<tr>
<td>Average</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

The results above show that twenty-one students (35%) have good levels in English and four of them (6.67%) believe that they have a very good level in English. On the other hand, 20 students (33.33%) claim that their level in English is above the average and the
other 15 students (25%) admitted that they have an average level. From the analysis of third question, we notice that First-Year master students have good level in English.

**Section II: The use of oral presentations in an EFL classroom**

**Q4:** Do you enjoy using oral presentations in the EFL classroom?

A. Yes  
B. No

**Table06**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>49</td>
<td>81,7</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>18,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Figure06. The Enjoyment of Oral Presentations in an EFL Classroom**

We can read from the table above that the majority of the students (81, 67%) enjoy using oral presentations. However, (18, 33%) of them believed that oral presentations are not enjoyable activities.

Whatever your answer is, say why?

Forty-nine of the participants claimed that they enjoy using oral presentations in an EFL classroom for many reasons which are:

- They help students to express themselves freely (4).
- They gave students the opportunity to practice the language (2).
- They help learners to develop students’ pronunciation (9).
- “The use of oral presentations will be more interesting than lecturing” (1).
- They give learners the opportunity to make decision for their learning (7).
- They help students to share their ideas with their classmates (20).
- They help learners to improve their listening skill (4)

By contrast, (18.3%) of the participants did not enjoy using oral presentation in the classroom mainly because:
They fear from making mistakes or looking foolish in front of others (8).
They are shy students (3).

**Q5:** How do you feel when you have oral presentation?

A. Confident  
B. Enjoyed  
C. Afraid  
D. Others, please specify?

**Table 7**

*Students’ Feelings during their Oral Presentations*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Enjoyed</td>
<td>33</td>
<td>55.0</td>
</tr>
<tr>
<td>Afraid</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure 7. Students’ Feelings during their Oral Presentations**

The results show that more than half of the participants (55%) enjoyed using oral presentations and ten students (16.67%) believed that they feel confident during their oral presentations. The 17 respondents (28.33%), however, stated that they fear from this activity. All in all, we can say that EFL learners have positive attitudes towards the use of oral presentation in making learners interested, enjoyed and confident.

**Q6:** Do you find oral presentations in English?

A. Very easy  
B. Easy  
C. Difficult  
D. Very difficult
### Table 8

**Students’ Attitudes about Difficulty Assessing Oral Presentations**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Easy</td>
<td>37</td>
<td>61.7</td>
</tr>
<tr>
<td>Difficult</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Figure 8. Students' Attitudes about Difficulty Assessing Oral Presentations

Most students (61.67%) found oral presentations as an easy task and three students (5.0%) believed that they are very easy. However, twenty students (33.33%) claimed that oral presentations are difficult. For ranking oral presentation by difficulty, most students believe that oral presentations are easy. We deduce that this does not necessarily mean that they are good presenters. However, “those who find oral presentations difficult might represent the students who never participate in the classroom” (1).

**Q7:** In oral presentation, do you prefer?

A. Individual oral presentations  
B. Pair oral presentations  
C. Group oral presentations

### Table 9

**Students’ Preferences.**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>37</td>
<td>61.7</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>C</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The results of this question show that the majority of the participants (61.67%) prefer to work individually. On the other hand, (30%) of the participants stated that they prefer to have a group work. In addition, we notice that only (8.33%) of the students prefer to have pair work. From the results, we can say that, the majority of the students prefer to have an individual oral presentation.

Whatever your answer is, please justify?

(61.7%) of the participants claimed that they prefer individual oral presentations because:

- They will have the opportunity to choose whatever they want to present (10)
- They help them to know their strengths and weaknesses concerning their language skills (5)
- They make them understand the topic very well (10)
- They feel independent to express their ideas (12)

By contrast, the rest of the participants prefer group and pair oral presentations because:

- They feel comfortable with their friend (14).

**Q8:** Does making oral presentations help you to:

A. Develop your Language Skills?
B. Make decisions for your learning?
C. Learn how to use technology such as “Power Point”?
D. Become responsible for your learning process?
E. Play an active role in the classroom?
F. All of them?
The results of this question show that (31.67%) of the participants believed that the use of oral presentation in an EFL classroom help learners to develop their language skills, help them to make decisions for their learning, learn how to use technology such as “Power Point”, become responsible for their learning and play an active role in the classroom. In addition, (26.67%) stated that making oral presentation help learners to develop their language skills, 13.33% of the students indicated that oral presentations help learners to play an active role in the classroom and to make decisions for their learning. The study also shows that 10% of the students believe that oral presentations help learners to become responsible for their learning and only (5%) of the students pointed out that these activities help learners to learn how to use technology such as power point. We notice that the majority of the students aware about the importance of oral presentations in an EFL classroom.

**Q9:** How often oral presentations help you to know strengths and weaknesses in your language skills?

A. Never  B. Rarely  
C. Sometimes  D. Always
Table 11

*Frequency of Oral Presentations in Developing Students’ Language Skills*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td>Always</td>
<td>31</td>
<td>51.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 11. Frequency of Oral Presentations in Developing Students’ Language Skills

The analysis of the results shows that more than half of the participants (51.67\%) claimed that they always benefit from the use of oral presentation in knowing their strengths and weaknesses in their language skills and a good part of our sample (43.33\%) sometimes benefit from it. By contrast, three students (5\%) said they rarely. It is obvious from the table above that students are aware about the effectiveness of oral presentations in helping them to know their strengths and weaknesses in their language skills.

**Q10:** Do you think that orally presented ideas and information are more easily processed than written material?

A. Yes

B. No

Table 12

*The Effectiveness of Orally Presented Ideas in Students’ Achievement*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>63.3</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
After considering the results of this question, we notice that more than half of the students (63.33%) accept the idea that orally presented ideas and information are more easily processed than written materials. However, only twenty-two students (36.67%) did not accept the previous idea. 

If yes, is it because? 
A. speakers during their presentation use simple sentences and informal language. 
B. speakers use pauses to great effect and to capture audiences’ attention. 
C. Others, please specify?

Table 13

Techniques Used by Speakers to Capture Students’ Attention

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>10,5</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>10,5</td>
</tr>
<tr>
<td>A+B</td>
<td>30</td>
<td>78,9</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100,0</td>
</tr>
</tbody>
</table>

When reading students’ answers to this question, we noticed that almost all students (78.95%) who answered yes in the previous question opted for both choices. They believe
that orally presented ideas and information are more easily processed than written material because speakers during their presentation use simple sentences and informal language and also they use pauses to great effect and to capture audiences’ attention. We can, therefore, say that oral presentations help learners to know how to capture students’ attention.

**Q11. Oral presentations teach me how to initiate, develop, and close a lecture.**

A. Agree  
B. Disagree  
C. Strongly agree  
D. Strongly disagree  
E. Neutral

**Table14**

_**OPs Help Students Know How to Initiate, Develop, and Close a Lecture**_

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>61.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>21.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>13.3%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Figure 14. Oral Presentations Help Students Know How to Initiate, Develop, and Close a Lecture**

More than half of the participants (61.7%) agreed with the idea which states that oral presentations teach students how to initiate, develop, and close a lecture, and thirteen students (21.7%) strongly agreed. On the other hand, just two students (3.3%) disagreed, and the rest (13.3%) neither agreed nor disagreed. From the analysis of the above statement we can say that students are aware about of the significance of oral presentations in teaching students how to organize the lecture.

**Q12:** Students will remember things better when they are presented by their classmates instead of the teacher?
Table 15

**Students’ Understanding of Lectures Presented by their Classmates**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>38.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When reading students’ answers to this question, we notice that (38, 33%) of them agreed with the idea which states that students will remember things better when they are presented by their classmates instead of the teacher, and seven students (11.67%) strongly agreed. On the other hand, twelve (20%) of the participants disagreed and the rest (30%) neither agreed nor disagreed. We can say that there is a variation in students’ responses. This is because; a high number of the EFL students do not know how to capture students’ attention and how to make successful and effective oral presentations.

**Section II: Oral Presentation and Autonomy**

Q13: The failure of the students is mainly related to:

A. The instruction and teaching method
B. The studying environment
C. Dependency on the teacher
D. Lack of Motivation or Interest
E. lack of students’ experience
F. Students’ age
Table 16

The Factors which Lead to the Students’ Failure

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
<td>51.7</td>
</tr>
<tr>
<td>D</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 16. The factors which Lead to the Students’ Failure

Half of the students (51.67%) stated that the dependency of the teacher is the first serious factor which leads to the student’s failure and 11 respondents (18.33%) related the failure of the students to the lack of motivation and interest. In addition, (15%) of our sample opted for choice A which is the teaching method, and those who said studying environment are (8.33%) and small percentage (5%) of our sample claimed that the students’ experience would lead to the students’ failure. From the analysis of the table 15 we can say students’ beliefs that the failure of the students is caused by three main factors which are the lack of motivation, students’ over reliance on the teacher and the teaching method.

Q14: Is it true that oral presentations can help students to achieve high degrees of creativity?

A. Yes
B. No
The statistics related to this question reveal that almost all students (88.33%) believed that oral presentations help students achieve high degrees of creativity. This is because these activities make learners free to look for information they want and thus they will develop the sense of creativity.

If yes, please say why?

The results of this question show that (88.3%) of the participants believed that the use of oral presentations in an EFL classroom can play a significant role in developing students’ creativity. They claimed that oral presentations help learners to be more interested and engaged in the lesson, and this would lead them to enjoy learning. In addition, oral presentations provide learners with the opportunity to present the lecture in a new or different way, and this would help learner to understand it better. Moreover, oral presentations help learners to improve their critical thinking. All in all, we can say that probably students’ experience in using oral presentations make them aware about the impact of this practice in developing their creativity.

**Q15:** In order to learn English you have to depend on yourself.

A. Agree  
B. Disagree  
C. Strongly Agree  
D. Strongly Disagree  
E. Neutral
According to the table 15 more than half of the students (51.67%) agreed that in order to learn English you have to depend on yourself, and seventeen of them (28.33%) strongly agreed. The results also show that (11.67%) of the participants had no opinion and only five students (8.33) disagreed. Therefore, we can say that students have positive attitudes towards the effectiveness of independent learning in developing their English language mainly because when students control their language by themselves they will be more aware about their strengths and weaknesses concerning their language skill and this will help them to improve their English.

**Q16:** oral presentations help learners to read extra materials (sources of information) in advance to have a good knowledge about the topic.

A. Agree  
B. Disagree  
C. Strongly agree  
D. Strongly disagree  
E. Neutral
The Effect of Oral Presentations on Developing Students’ Reading Skills

Table 19

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

More than half of the students (53.33%) strongly agreed that oral presentations give learners the opportunity to read extra materials (sources of information) in advance to have a good knowledge about the topic, and twenty-five of them (41.67%) agreed. However, (3.33%) of the participants had no opinion, and only one student disagreed with the statement. We can deduce that students’ own experiences in using oral presentations in the classroom led them to have positive attitudes towards the previous statement. This is because students probably use different sources of information to make the topic as informative as possible, and also to be able to convince the audience using examples, quotation, and statements.

Q17: Do you think that oral presentations help students become autonomous?

A. Yes                      B. No

Table 20

The Effect of Oral Presentations on Developing Students’ Autonomy

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>93.3</td>
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<tr>
<td>No</td>
<td>4</td>
<td>6.7</td>
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<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Almost all the respondents (93.33%) claimed that oral presentations help learners become autonomous.

Whatever your answer is, please say why?

The majority of the participants believed that oral presentation develop students’ autonomy for many reasons:

- OPs help learners to increase their motivation and confidence (10).
- “OPs help learners to improve their cognitive and metacognitive skills” (1).
- OPs help learners to discover their own learning resources (4).
- OPs help learners to be responsible in specifying their aims and objectives (14).
- OPs encourage students to accept responsibility for their learning (22).

On the other hand, four students believed that oral presentations make the teachers and the audience unemployed or useless.

Section III: The Teachers’ Role in Developing Autonomy using Oral Presentation

Q18: During oral presentations, do you think that teachers should correct their students’ mistakes?

A. Yes

B. No

Table 21

Correcting Student’s Mistakes during Oral Presentations by the Teacher

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>38.3</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>61.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 21. Correcting Student’s Mistakes during Oral Presentations by the Teacher

From table 20, it is clear that more than half of students (61.67%) rejected the idea which states that teachers should correct their students’ mistakes during oral presentation. This is because, correcting students’ mistakes during their oral presentation may make them stressed very anxious and this will also make them forget important points in their presentation.

Whatever your answer is, please say why?

More than half of the participants (61.67%) did not accept the idea which states that teachers should correct their students’ mistakes during oral presentation mainly because:

- Learners will forget what they are going to present (7).
- Students will get lazy and expect the teacher to correct their mistakes each time. (2).
- Correction of mistakes during oral presentations makes learners feel stressed and afraid. (18)
- “Learners should not be corrected all the time, because too much correction could limit a learner’s language production”. (1).
- “The speaker and the audience would lose their attention”. (1).

By contrast, the rest (38.33%) believed that teacher should correct their students’ mistake during oral presentations to:
- Make them able to see where they went wrong (4).

All in all, “teachers should not correct their students mistake during oral presentation, it’s better to repeat what the student said placing emphasis on the incorrect word” (1).

Q19: Do you think that the teacher should build on student’s potential to learn independently?

A. Yes
B. No
The results show that more than half of the participants (66.67%) believed that the teacher should develop students’ potential to learn independently, however, (33.33%) of them did not accept this idea.

If yes, please say how?

- Teachers should change their roles from imparting facts to supporting the student as they work to discover the facts on their own.
- Teachers should help students to use strategies such as cooperative learning, debates, and role playing in their educational process.

Q20: The role of the teacher when the lecture is presented by the learner should be:

A. An observer  
B. A guide  
C. Facilitator  
D. prompter

Table 22

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
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</tbody>
</table>

Figure 2. Teachers’ Role in Developing Student’s Independent Learning

Table 23

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Observer</td>
<td>23</td>
<td>38,3</td>
</tr>
<tr>
<td>A guide</td>
<td>22</td>
<td>36,7</td>
</tr>
<tr>
<td>Facilitator</td>
<td>11</td>
<td>18,3</td>
</tr>
<tr>
<td>Prompter</td>
<td>4</td>
<td>6,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
The results above show that (38.33%) of the participants believed that the teachers’ role during oral presentations should be an observer and (36.67%) of them stated that he/she has to be a guide. In addition, we can also read from the table that (18.33%) of the students indicated that teachers should be facilitators and just four students believed that teachers should be a prompter. What we can notice is that learners have different points of view about what the role of the teacher should be during oral presentation. However, a good part of them prefer their teachers to play the role of observer and a guide during oral presentations.

Q21: The teacher should teach students how to differentiate between informative presentation and argumentative presentations.

A. Agree  
B. Disagree  
C. Strongly agree  
D. Strongly disagree  
E. Neutral

<table>
<thead>
<tr>
<th>The Teachers Should Help Students Differentiate between Types of oral presentations</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>26,7</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>58,3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>11,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Table 24. The Teachers Should Help Students Differentiate between Types of oral presentations

More than a half of students (58.33%) agreed that the teacher should teach students how to differentiate between informative presentation and argumentative presentations, and sixteen of them (26.67%) strongly agreed. On the other hand, (11.67%) of the participant had no opinion, and only two students disagreed. We can say that, the majority of the learners believed that teachers should help their students know the difference between making debates and classroom lectures.

Q22: For effective oral presentation the teacher should:

A. Help students to select topics?
B. Guide their research?
C. Organize and select members of the groups?
D. Evaluate their performance?
E. Others, please specify?

Table 25

Teachers Role for Making Effective Oral Presentations

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>33,3</td>
</tr>
<tr>
<td>B</td>
<td>28</td>
<td>46,7</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>16,7</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
The table 25 above indicates that (46.67%) of the participants believed that teachers should guide their students research to make effective oral presentations, and twenty of them (33.33%) stated that they have to help students to select topics which suit their needs to give effective oral presentations. We can read also from the table 24 that (16.67%) claimed that teachers should organize and select members of the groups and the rest (3.33%) believed that they should evaluate their performance. In addition, in this question students specified other roles of the teacher to help learners present effectively which are:

- “Help students know how to summarize the main points of the presentation” (1).
- “How to capture students’ attention” (1).
- Help them learn the use of visual aids (5).

**Q23:** Please add any other comments that you think are significant

Twenty students answered this question. Most of them stated that:

- Teachers should observe their students’ presentation carefully and give them comments at the end of the presentation.
- Autonomous learning is really beneficial because it helps learners to become more aware about their learning process.
- Oral presentations become one of the effective tasks mainly because they help learners to discover their inner capacities

**Discussion of the Results**

The results obtained from the first section of the students’ questionnaire show that First-Year master students are mature and have a good level in English.

In addition, the analysis of the second section of the questionnaire shows that almost all students believe that oral presentations are considered as easy and enjoyable activities. Furthermore, the majority of the students are aware about the importance and the advantages of the use oral presentations in an EFL classroom. This is because, they believe
that oral presentation gave them the opportunity to practice the language, to become responsible for their learning, to play an active role in the classroom, to develop their language skills, and to know how to initiate, develop and close the lecture. This indicated that, the use of oral presentations in an EFL classroom emphasize the role of the students more than the role of the teachers. The information gathered from this section also shows that students prefer individual oral presentations rather than group oral presentations. They think that working individually will help them to know the strengths and weaknesses in their language skills. Accordingly, we can say that students are aware about the importance of being independent and responsible for their learning. Therefore, students’ have a positive attitudes towards the effectiveness of the using oral presentations in an EFL classroom.

Similarly, the analysis of the third section shows that students are aware about the effectiveness of oral presentations in developing students’ autonomy in learning in the sense that the majority of the students believed that oral presentations help learners to use different sources of information to have a good knowledge about the topic and also help them to achieve a high degree of creativity and independence. As Grolnick and Ryan (1987) pointed out that achieving a high degree of creativity is one of the key factors which develop students’ autonomy. In simple terms, oral presentations go hand in hand with autonomy mainly because this activities offer chances for learners to improve their ability for more independence and self-direction in their learning.

The information gathered from the last section indicate that students have negative attitudes towards teachers who correct their mistakes during their oral presentations mainly because they thought that when teachers correct their students’ mistakes during their oral presentations they will be stressed, shy and may even forget the most important points in their presentations. In addition, they believe that the teacher’s role during oral presentations should be an observer or just a guide. Besides, the results show that students need their teachers to integrate oral presentations as a part of the curriculum, to guide their research and teach them how to differentiate between informative oral presentations and argumentative oral presentations.

(Grolnick & Ryan, 1987; Russel & Bakken, 2002; Beckert, 2005;) believe that autonomy refers to the ability to think, feel and act on their own by developing the sense of self-reliance, self-responsibility, independence, decision-making, self-confidence and self-evaluation, intrinsic motivation, and more creativity.
Based on the results, it can be concluded that EFL students believe that the use of oral presentations in an EFL classroom as well as the role of the teachers during their oral presentations can play a significant role in developing students’ autonomy in learning.
3.3 Teachers’ Questionnaire

3.3.1 The Sample of the Study

The target population consists of EFL teachers of different modules at the department of English, Larbi Ben M’Hidi University, Oum el Bouaghi during the academic year 2015-2016. The targeted population consists of thirty (30) teachers, whereas the sample of this study is composed of twenty-two (22) teachers which were chosen randomly. The teachers were chosen mainly because they are aware about the importance of helping learners to take charge of their own learning. In addition, the majority of them take oral presentations as a part of the curriculum and they have an experience in using them in their educational process.

3.3.2 Description of the Teachers’ Questionnaire

The teachers’ questionnaire starts with a brief introduction, definition of the key words, and twenty questions and statements divided into four sections. The first section is entitled “Background information”. It is made up of three main questions related to teachers’ gender, educational qualifications and their experience in teaching English. The second section entitled “The use of oral presentations in an EFL classroom” contains ten statements and questions related to teachers’ attitudes towards the use of oral presentations and the advantages of this practice for EFL learners. These questions would enable us to determine the extent to which teachers are aware about the importance of oral presentations in an EFL classroom. The third section entitled “Oral presentations and Autonomy Learning” involves four questions related to teachers’ awareness of the importance of oral presentations in developing students’ autonomy in learning. The last section called “The teacher’s role in developing autonomy using oral presentations” includes seven questions which are related to the relationship between the teachers’ role in an autonomous classroom and during using oral presentations.

3.3.3 Analysis of the Results

Section one: Background Information

Q1: Please specify your gender?

A. Male
B. Female
Table 26

*Teachers’ Gender*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 26. Teachers’ Gender

Most of the participants (63.64%), as indicated in table 26 are females, however, only (36.36%) are males. This indicated that women are more interested in teaching English as a foreign language rather than boys who prefer scientific streams.

**Q2:** What is your qualification?

A. License  
B. Master  
C. Magister  
D. Doctorate

Table 27

*Educational Qualifications*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magister</td>
<td>20</td>
<td>90.9</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 27. Educational Qualifications

The table 27 illustrates that (90, 91%) of teachers hold magister degrees while, (9, 9%) of them hold doctorate degree. This indicated that all the participants in this questionnaire are highly educated teachers.

Q3: How long have you been teaching English at University?

A. Less than 5 years.
B. Between 5 and 10 years.
C. Between 10 and 15 years.
D. More than 15 year.

Table 28

<table>
<thead>
<tr>
<th>Teachers’ Experience in Teaching English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Figure 28. Teachers’ Experience in Teaching English

As shown in table 28, the majority of teachers(81,82%) have been teaching English for five to ten years, and three teachers (13,64%) claimed that they have been teaching
English between ten and fifteen years, and only one teacher has been teaching English less than five years. From the results we can say that English teachers have good experience in teaching English as a foreign language.

Section One: The Use of Oral Presentations in an EFL Classroom

Q4: How often do you ask your students to prepare an oral presentation?
   A. Never
   B. Rarely
   C. Sometimes
   D. Often
   E. always

Table29

Frequency of Oral Presentations in EFL Classroom

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>12</td>
<td>54,5</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>4,5</td>
</tr>
<tr>
<td>Always</td>
<td>3</td>
<td>13,6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>27,3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The analysis of the results shows that a good part of our teachers (54, 55%) mentioned that they often ask their students to prepare oral presentations. Six teachers (27, 27%) sometimes use them and three teachers (13, 64%) claimed that they are taking oral presentations as a part of the curriculum and they are always asking their students to prepare oral presentations. However, just one teacher said that he rarely asked his students to prepare oral presentations due to the nature of the module. From the results we can say that teachers are aware about the importance of using oral presentation for EFL learners that’s why they take them as a part of the curriculum.
Q5: How do the majority of your students feel when they have an oral presentation?
   A. Confident
   B. Enjoyed
   C. Afraid
   D. Stressed

Table 30

*Teachers’ Perception of Students’ Feeling during Oral Presentations*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td>4</td>
<td>18,2</td>
</tr>
<tr>
<td>Afraid</td>
<td>3</td>
<td>13,6</td>
</tr>
<tr>
<td>Enjoyed</td>
<td>10</td>
<td>45,5</td>
</tr>
<tr>
<td>Stressed</td>
<td>5</td>
<td>22,7</td>
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<td>Total</td>
<td>22</td>
<td>100,0</td>
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</tbody>
</table>

The analysis of the results shows that most teachers (45, 45%) claimed that their students enjoyed making oral presentations and four teachers (18, 18%) stated that students’ feel confident. The other (22, 73%), however, reported that their students were stressed, and three teachers (13, 64%) said that they feel afraid. From the analysis of this question, we can say that there is a variation in teachers’ responses. This indicated that, students who feel afraid, stressed and uncomfortable during oral presentations do not know yet how to plan and organize successful oral presentations. Thus, it is better for the teacher to provide them with tips that may help them to make effective oral presentations.

Q6: Which type of oral presentation do you think is useful for EFL learners?
   A. Informative oral presentations
   B. Argumentative oral presentations
Table 3.1

The Useful Type of Oral Presentations for EFL Learners

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>11</td>
<td>50,0</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>50,0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Figure 3.1. The Useful Type of Oral Presentations for EFL Learners

We can read from the table 3.1 that teachers believed that argumentative oral presentations and informative oral presentations are both useful for EFL learners. This means that teachers are aware about the positive effect of these types on students’ achievement.

Whatever your answer is, please justify?

Half of teachers (50%) who said that they prefer to do informative oral presentations stated that:

- Informative oral presentations give learners the opportunity to know how to inform the audience about a specific topic (5).
- “Informative oral presentations will improve students’ language skills, and fluency will also be enhanced” (1).
- Informative oral presentations are very useful for EFL learners because they require attention, relevance, repetition and reflection (3).

Half of teachers (50%) who said that they prefer to do argumentative oral presentations believed that:

- This type of presentation develop students’ critical thinking (6)
- Students will be able to know how to persuade and convince the audience (2)
- “Students will be able to know how to capture students’ attention via giving them example and facts” (1).
✓ “Argumentative oral presentations encourage learners to talk and debate with each other” (1).

Q7: Do you think that giving oral presentation is important for EFL learners?

A. Yes
B. No

Table 32

**Oral Presentations are Important for EFL Learners**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Figure 32. Oral Presentations are Important for EFL Learners

As indicated in table 32, all teachers argued that giving oral presentations are important for EFL learners. The following question would give us a clear image of teachers’ perception of the importance of the use of oral presentations in an EFL classroom.

If “Yes”, is it because it helps students to:

A. Develop their language skills
B. Make decisions for their learning
C. Prepare students to be a good teacher in the future
D. Help students to produce cohesive and coherent language
E. All of them

Table 33

**Teachers Attitudes towards the Effect of Using OPs for EFL Learners**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>36,4</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>9,1</td>
</tr>
<tr>
<td>All of them</td>
<td>12</td>
<td>54,5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Figure 33. Teachers Attitudes towards the Effect of Using OPs for EFL Learners

According to the table 33 more than half of teachers (54, 55%) who answered ‘yes’ in the previous question opted for choice E. They believed that oral presentations are important for EFL learners because they develop their language skills, make decisions for their learning, prepare them to be a good teacher in the future, and help them to produce cohesive and coherent language. The other eight teachers (36, 36%), however, believed that oral presentations help learners make decision for their own learning, and two of them (9, 09%) argued that oral presentations develop students language skills.

Q8: Oral presentations teach students how to open, organize, develop and close a lecture.

A. Agree   B. Disagree
C. Strongly Agree   D. Strongly Disagree   E. Neutral

Table 34

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 34. OPs Teach Students How to Open, Organize, Develop and Close a Lecture
When reading teachers’ answers to this question, we notice that the majority of them (77, 27%) agreed with the idea which states that oral presentations teach students how to open, organize, develop and close a lecture. The other participants (18, 18%) strongly agreed and only one neither agreed nor disagreed.

**Q9:** Do you think that students will remember things better when they are presented by their classmates instead of the teacher?

A. Yes
B. No

**Table35**

*The Effect of Oral Presentations on Students’ Memorization*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>81,8</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>18,2</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Figure35. The Effect of Oral Presentations on Students’ Memorization**

The table above shows that the majority of teachers (81, 82%) accepted the idea which states that students will remember things better when they are presented by their classmates instead of the teacher. By contrast, only four teachers rejected this idea.

Whatever your answer is, please say why?

The majority of teachers (81, 82%) believed that students will remember things better when they are presented by their classmates instead of the teacher because:

- Students usually learn much from each other (3).
- “Students are usually looking for simplified information” (1).
- The level of the students is approximately the same (4).
- They will have the opportunity to give comments, share ideas with the subject being presented (3).
On the other hand, those teachers who rejected the previous idea believed that:

- The majority of the students do not succeed to convince the audience (2).
- “The majority of the students do not know how to make effective oral presentations” (1).
- “Students feel more comfortable with the teacher” (1).

Section three: Oral Presentations and Autonomy Learning

Q10: Students’ over reliance on the teacher is due to?

A. The traditional way of teaching
B. The studying environment
C. Lack of interest and motivation
D. Students beliefs in being just receivers of information

Table 36

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12</td>
<td>54,5</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>18,2</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>27,3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The answer to this question shows that more than half of the participants (54, 55%) believed that the traditional way of teaching is the first factors which make students relying most on their teacher in the process of learning. The six teachers (27, 27%), however, believed that the second factor is related to students beliefs in being just receivers of information, and (18, 18%) said that it is because of the lack of interest and motivation. Therefore, we can say that teachers should follow new ways of teaching which help learners become responsible and independent in their learning.
Q11. Oral presentations make students use extra resources materials outside the classroom?

A. Agree  
B. Disagree  
C. Strongly Agree  
D. Strongly Disagree  
E. Neutral

Table 37

The Effect of OPs on Developing Students’ Reading Skills

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>14</td>
<td>63,6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>27,3</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>9,1</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Figure 37. The Effect of Oral Presentations on Developing Students’ Reading Skills

When reading teachers’ answers to this question, we notice that more than half of teachers (63, 64%) agreed with the idea which states that oral presentations make students use extra resources and materials outside the classroom. The results also show that (27, 27%) of teachers strongly agreed and only two teachers had no opinion. We can say that teachers have positive attitudes towards the effectiveness of oral presentations in developing students’ reading skill.

Q12: Is it true that oral presentation can help students achieve high degrees of creativity?

A. Yes  
B. No
Table 38

*Developing Students’ Creativity through the Use of OPs*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 38. Developing Students’ Creativity through the Use of Oral Presentations

The answer to this question shows that the majority of teachers (81.82%) believed that oral presentations can help students achieve high degrees of creativity. The rest (18.18%) denied any benefit of oral presentations in developing students’ creativity.

If “yes”, please say how?

The results of this question show that eighteen out of twenty two teachers said that oral presentations help students achieve high degrees of creativity. In fact, when students are asked to give oral presentations, “they will look for information in different sources and they will be motivated to do better than other classmates”. So, they will make use of different means to achieve their goals. Moreover, the main focus of speakers during their oral presentations is to capture the audience attention and to make them interesting, and “this will encourage them to apply new ways to make their presentation as effective as possible”.

Q13: Do you think that oral presentations help students become autonomous?

A. Yes

B. No

Table 39

*The Effect of OPs on Developing Students’ Autonomy in Learning*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The results clearly show that all teachers (100%) stated that oral presentations help students become autonomous. This indicated that the use of oral presentations in an EFL classroom make learners able to take charge and control of their own learning.

If yes, is it because?

A. Oral presentations give learners opportunity to become responsible for their learning
B. Oral presentations make learners able to formulate their own learning objectives?
C. Others, please specify.

Table 40

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Parentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>A+B</td>
<td>13</td>
<td>59.1</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is obvious from the table above that more than half (59.09%) of the teachers believed that oral presentation help students become autonomous by giving them the opportunity to formulate their own learning objectives and become responsible for their
own learning. Therefore, we can say that teachers believe that oral presentations encourage the students towards independent learning.

Section Four: The Teacher’s Role in Developing Autonomy Using Oral Presentations

Q14: Do you think that it is your job to select topics for your students to present?

A. Yes
B. No

Table 41

Teachers’ Attitudes about the Task of Selecting Student’s Topics to Present

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 41. Teachers’ Attitudes about the Task of Selecting Student’s Topics to Present

The results clearly show that most of teachers (81.82%) thought that it is not their job to select topics for their students to present and only four teachers believed that they have to select topics of the presentations for their students to present. Whatever your answer is, say why?

The four teachers who answered that it is not the teacher’s job to select topics for their students argued that:

- “The nature of the module obliged teachers to select topics for their students” (1)
- “To limit the topic in relation to the lecture, the objective, and know the level of each student” (1).

The majority of teacher (81.82%) who said that it is not their job to select topics for their students to present gave various reasons which are:

- Teachers believe that when students select topics by themselves, they will make more efforts to do well because they are interested in the topic (2).
✓ Giving students the opportunity to choose the topic to present, can motivate them and help them become more autonomous (4).
✓ “Teachers should be aware about the importance of their students’ needs” (1)

Q15: What is your role when your students are presenting topics orally?
A. An observer
B. A guide
C. Facilitator
D. prompter

Table 42

<table>
<thead>
<tr>
<th>Teacher’s Role during Oral Presentations</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>An observer</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Facilitator</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>A guide</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>All of them</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 42. Teacher’s Role during Oral Presentations

When reading teachers’ answers to this question, we notice a variation in their opinions. (31, 82%) of teachers said that their role during their students’ presentation is an observer. The same percentage of the participants said that their role during their students’ presentation is a facilitator and a guide. In addition, only three teachers (13, 64%) admitted that they try to play the four roles.

Q16: During oral presentation, do you think that you should correct your students’ mistakes?
A. Yes
B. No
Table 43

Correcting Students’ Mistakes during Oral Presentation by the Teacher

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>38,3</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>61,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Figure 43. Correcting Students’ Mistakes during Oral Presentations by the Teacher

More than half of teachers (61, 67%) opted for the second choice that they should not correct their students’ mistakes during their oral presentations. The others teachers (38, 33%), however, said that they tend to correct their students’ mistakes during their oral presentations.

Whatever your answer is, please say why?

Teachers who said that they should not correct their students’ mistakes during their oral presentations state that:

✓ “Mistakes are natural in such situation, so it is better to allow students to present without interruptions and focus on their ideas, fluency and the organization of the work” (1).
✓ “The feedback must come after the presentation” (1).
✓ “It would better to wait till the end for not making student feels shy, stressed” (1).

The others teachers (38, 33%) stated that teachers should correct their students’ mistakes during their oral presentations for many reasons which are:

✓ “Teachers should correct mistakes carefully without exaggeration because feedback will benefit both the student who is presenting the topic and the whole class”(1)
✓ “Not always, however, there are mistakes which hinder the meaning and so should be corrected” (1).
All in all, “correcting student’ mistakes during their oral presentations will create teacher-centered classroom and not students’ centered classroom”. (1)

In other words, the teacher should give students responsibility to correct themselves by themselves during oral presentations.

**Q17:** Teachers should provide students with topics which suit their needs.

- A. Agree
- B. Strongly Agree
- C. Disagree
- D. Strongly Disagree
- E. Neutral

**Table 44**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>40,9%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>54,5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>4,5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100,0%</strong></td>
</tr>
</tbody>
</table>

**Figure44. Teachers Should Provide Students with Topics which Suit their Needs**

When reading teachers’ answers to this question, we notice that more than half of the sample (54, 55%) strongly agreed and (40, 91%) are agreed with the idea which states that teachers should provide learner with topics which suit their needs. This implies that all teachers are aware about the importance of providing learners with topics which improve their critical thinking and to be more interested to share their ideas with their classmates.

**Q18:** In oral presentation classroom, teachers should take into consideration that cooperative learning helps learners become autonomous

- A. Agree
- B. Strongly agree
- C. Disagree
- D. Strongly disagree
- E. Neutral
Table 45

The effect of cooperative learning on developing students’ autonomy

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>14</td>
<td>63,6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4,5%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>31,8%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Figure 45. The Effect of Cooperative Learning on Developing Students’ Autonomy

When reading teachers’ answers to this question, we notice that more than half of teachers (63, 64%) strongly agreed with the idea which states that cooperative learning helps learner to become autonomous and about (31,82%) of the rest agreed. The results show also that just one teacher disagreed. This means that the majority of teachers encourage cooperative learning in an EFL classroom except one. Freeman and freeman (1994 as cited in McCaffery, Jacobs and DaSilva Iddings, 2006) argue that “in group, students are more likely to take responsibility for their own learning.

Q19: Do you think that it is your job to help learners make an effective oral presentation?

A. Yes
B. No

Table 46

Teachers’ Beliefs about the Task of Helping Students to Make Effective OPs

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>90,9%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>9,1%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100,0%</td>
</tr>
</tbody>
</table>
Almost all teachers (90, 91%), stated that it is their job to help learners make effective oral presentations. This implies that our teachers are aware about the importance of giving learners strategies and method to make effective oral presentations in developing their language skills.

If yes, please say how?

Teachers who said that it is their job to help students to give effective oral presentations states that:

- Teachers should give students some tips on how to present well (11).
- They should encourage them to use new technology (2).
- They should provide them with some references, when necessary, to prepare their presentations (2).
- “Teachers should assess their performance telling them what is good and what is not good. They can even encourage classmates to evaluate one another” (1).

**Q20:** Please, add any comments that you think are significant

Only ten teachers answered the question. Most of them agreed that

- Teachers should not interrupt students when they are presenting because they may demotivate them (2).
- “At the end of each presentation, teachers should add some extra information and refer students to resources where they find detailed information about the topics resented” (1).
- Oral presentations help students to depend on themselves and to be more confident (6).
- “Teachers should sometimes form mixed-ability groups or pairs to encourage good learners to help especially below the average students” (1).
Discussion of the Results

The analysis of teachers’ questionnaire provides us with the information about teachers’ attitudes towards the use of oral presentations in an EFL classroom as well as their effectiveness in developing students’ autonomy in learning. First of all, when analyzing the first section of teachers’ questionnaire we found that the majority of them hold good educational qualifications and they have a good experience in teaching English as a foreign language.

Concerning the second section, results show that a good part of our teachers (81, 82%) mentioned that they often ask their students to prepare oral presentations. Thus, we can say that oral presentations are recognized by many teachers as important activities used in an EFL classroom. In addition, the question seven shows that (100%) of teachers believe that oral presentations are important activities for EFL learners. This is because they help learners to develop their language skills, to make decision for their learning and to prepare learners to be good teachers in the future. Moreover, the results also show that teachers believe that students’ feeling during their oral presentations differ from one students to another. There are students who feel stressed and afraid; however, the majority of them (45.45%) enjoyed using oral presentations in the classroom. Thus, the teacher should take into consideration that during oral presentations she/he has to play new roles such as a guide rather than just a controller.

Moreover, the second section also shows that teachers believe that both informative oral presentations and argumentative oral presentations are useful for EFL learners. In other words they believe that the use of informative oral presentations will give learners the opportunity to know how to inform the audience about a specific topic and also this type of oral presentations requires attention, relevance, repetition and reflection. Similarly, argumentative oral presentations are very important for EFL learners in which they develop their critical thinking, they help them to be able to know how to persuade and convince the audience and encourage learners to talk and debate with each other. Furthermore, the questions seven and eight show that the majority of teachers are aware about the advantages of oral presentations for EFL learners in teaching students how to open, organize, develop and close the lecture. Thus, the second section of teachers’ questionnaire shows that teachers have positive attitudes towards the advantages of oral presentations in an EFL classroom.

The first question of the third section states that teachers believe that the traditional ways of teaching (54.5%) and students’ beliefs of being just receivers of information are
the most serious factors which make learners passive. On the other hand, they believe that
the use of oral presentations in an EFL classroom would help learners to improve their
reading skills (63.6%), help them to achieve a high degree of creativity (81.8), and also
become autonomous learners (100%). By this we mean, when students are asked to give
oral presentations, they will look for information in different sources and this way will help
them to improve their reading skill. In addition, oral presentations encourage learners to
take their responsibility and apply new ways and methods to capture the audience
attention. Thus, they will achieve a high degree of creativity and become autonomous.

Finally, the analysis of the fourth section has shown that the majority of teachers
believe that the role of the teachers during oral presentations should be an observer or a
guide. In addition, almost all of them believe that teachers should not correct their
students’ mistakes during oral presentations. This indicated that teachers are aware about
the importance of making learners independent in their learning. Similarly, when reading
teachers answer to the question nineteen we found that all teachers (90, 91%), except two
state that it is their job to help learners make effective oral presentations. This indicates
that teachers are aware about the importance of giving learners strategies and method
which help them to make effective oral presentations and develop their language skills.
Based on the findings of this study, it may be concluded that teachers believe that oral
presentations can be considered as a way of improving learners’ autonomy

**Conclusion**

The third chapter has represented the practical part of the study. There was an
analysis of both students’ and teachers’ questionnaires to investigate their attitudes towards
the effectiveness of oral presentations in developing students’ autonomy in learning. The
analysis of both questionnaires has revealed a great effect of oral presentations on
developing EFL students’ autonomy in learning. In other words, students and teachers have
agreed that the use of oral presentations in an EFL classroom would develop students’
autonomy. All in all, we can say that the use of oral presentations is another way teaching
which aims at developing students’ ability to become more responsible for their learning
and if teachers provide their students with tips and ways of making effective oral
presentations, then this activity will be beneficial and enjoyable for learners.
3.3.4 Suggestions and Recommendations

According to the findings of this study, we would like to propose some tentative suggestions and recommendations on the English language learning and teaching by using learner autonomy and oral presentations.

✓ Teachers should take into consideration that not all the students have the same level. For instance, First year LMD students cannot make effective OPs as first-Year master students.

✓ Teachers should encourage the students towards independent learning and improve their presentation skills.

✓ In order to encourage autonomous learning, teachers should encourage individual work.

✓ Teachers of English should create a healthy atmosphere in classroom by managing the class and using appropriate techniques depending on students’ needs.

✓ Teachers should not correct their students’ mistakes during their oral presentations. It would better to wait till the end for not making students feel shy, stressed, and afraid.

✓ Teachers should encourage learners to use argumentative oral presentations to develop their critical thinking.

3.3.5 Suggestion for Further Research

The current study aims at investigating teachers’ and students’ attitudes towards the effectiveness of oral presentations in developing EFL students’ autonomy in learning. The results are positive in the sense that oral presentations develop students’ language skills and help them to become more responsible for their own learning.

For further researches three main suggestions should be taken into consideration:

✓ The effect of individual oral presentation on developing students’ autonomy in learning.

✓ The effect of age on developing students’ autonomy.

✓ The effect of cooperative work on developing students’ autonomy.
General Conclusion

It is believed that the most serious problems which lead to the students’ failure are the traditional ways of teaching and students’ beliefs of being just receivers of information. Thus, it is necessary for the teachers to apply new methods in teaching so that they give learners the opportunity to control their learning by themselves. It was found in the review of literature that argumentative oral presentations and informative oral presentations have become a part of most courses offered in universities. This is because they allow learners to develop their language skill and communicate their ideas and information easily in a way that would be understood by the audience. Besides, learner autonomy in language learning has become a topic of interest in recent years. This is due to the fact that it helps learners to make decision and independent action, to become critical thinkers, to develop their language skills and to control their learning process (Thanasoulas, 2000).

The aim of this study, then, was to investigate teachers’ and students’ attitudes towards the effectiveness of oral presentations in developing EFL learners’ autonomy in learning. Thus, we hypothesized teachers and students believe that giving short oral presentation to the rest of the group in the EFL class is useful way of helping students become autonomous. To test this hypothesis, two questionnaires were administered to teachers of English and first-year master students at the department of English, University of Oum El Bouaghi. The target population consists of sixty students and twenty-two teachers of different modules. Each questionnaire consists of four main section related to the advantages of oral presentations in an EFL classroom, the relationship between oral presentations and autonomy learning and the last section of the questionnaire is related to the role of the teacher in developing students’ autonomy, using oral presentations.

The results obtained from teachers’ questionnaires revealed that the majority of our teachers (81, 82%) mentioned that they often ask their students to prepare oral presentations. Thus, teachers are aware about the importance of oral presentations for EFL learners. In addition, all teachers (100%) believed that oral presentations are important activities for EFL learners because they encourage learners to assume responsibility for their learning, develop their language skills and apply new ways and methods to capture the audience attention and achieve a high degree of creativity and become autonomous. Therefore, the findings drawn from teachers’ questionnaire have confirmed our hypothesis.

Similarly, more than half of the students believed that dependency of the teacher and the lack of motivation are the serious factors which lead to the students’ failure and
become passive learners. Furthermore, almost all students (91.67%) believed that oral presentations are considered as easy and enjoyable activities which help learners to play an active role in the classroom. In addition, students stated that oral presentations gave them opportunity to practice the language, to become responsible for their learning, to play an active role in the classroom, to develop their language skills, and to know how to initiate, develop and close the lecture. Thus, we can say that students are aware about the relationship between oral presentations and responsibility. Moreover, more than half of the students prefer to use individual oral presentations, and they prefer their teachers to play the role of an observer or just a guide during their presentations. This implies that they are ready for autonomous learning. In short, we can say that students believed that the use of oral presentations in an EFL classroom as well as the role of the teachers during their oral presentations can play a significant role in developing students’ autonomy in learning. All in all, we can say that the majority of the students enjoy using oral presentations in an EFL classroom. So, teachers should give students some tips on how to present well and how to give a successful oral presentation.
References


Appendix A

Appendix B

Students’ Questionnaire

Teachers’ Questionnaire
Appendix A

Students’ Questionnaire

Dear student,

We are conducting a research paper for the fulfillment of a Master degree. We seek to shed light on **Teachers’ and Students’ attitudes towards the Effectiveness of Using Oral Presentations in Developing EFL Students’ Autonomy in Learning**. Please respond to following statements by putting a cross (x) in the corresponding box and making full statements whenever necessary. Be assured that your contribution is very important to complete this study. Thank you in advance for your cooperation.

Miss. Chafya ALLIGUI

Larbi Ben M’Hidi University, Oum el Bouaghi

Faculty of Lettres and Languages

Department of English

**Definition of key terms:**

**Oral presentation**: It is the formal, face-to-face talking of a one person or more to a group of listeners. It is considered as a brief discussion of a specific topic delivered to a public audience in order to give knowledge or to stimulate discussion.

**Autonomy**: It the ability to take control or responsibility of one’s own learning. By this we mean, learner autonomy is the situation in which learners have responsibilities and choices concerning their own learning process.

**2015-2016**
Section I: Background Information

Q1. Please specify your gender:

A. Male  
B. Female  

Q2. What is your age?

A. 20-25  
B. 25-30  
C. more than 30  

Q3. How would you describe your level in English?

A. Excellent  
B. Very good  
C. Good  
D. above the average  
E. Average  
F. Below the average  

Section II: oral Presentation in EFL classroom

Q4. Do you enjoy using oral presentations in the EFL classroom?

A. Yes  
B. No  

Whatever your answer is, please say why?

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Q5. How do you feel when you have an oral presentation?

A. Confident  
B. Enjoyed  
C. Feared  
D. Others, please specify?  

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Q6. Do you find oral presentations in English?

A. Very easy  
B. Easy  
C. Difficult  
D. Very difficult  

If your answer is “c” or “d”, say what makes them difficult?

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Q7. In oral presentation, do you prefer?

A. Individual oral presentations  
B. Pair oral presentation  
C. Group oral presentations  

Whatever your answer is, please justify?

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Q8. Does making oral presentations help you to:

A. Develop your Language Skills?  
B. Make decisions for your learning?  
C. Learn how to use technology such as “Power Point”?  
D. Become responsible for your learning process?  
E. Play an active role in the classroom?  
F. All of them  

Q9. How often oral presentations help you to know strengths and weaknesses in your language skills?

A. Never  
B. Rarely  
C. Sometimes  
D. Always  
Q10. Do you think that orally presented ideas and information are more easily processed than written material?

A. Yes
B. No

If yes, is it because?

A. speakers during their presentation use simple sentences and informal language.
B. speakers use pauses to great effect and to capture audiences’ attention.

Q11. Oral presentations teach me how to initiate, develop, and close a lecture.

A. Agree
B. Disagree
C. Strongly agree
D. Strongly disagree
E. Neutral

Q12. Students will remember things better when they are presented by their classmates instead of the teacher?

A. Agree
B. Disagree
C. Strongly agree
D. Strongly disagree
E. Neutral

Section II: Oral Presentation and Autonomy

Q13. The failure of the students is mainly related to:

A. The instruction and teaching method
B. The studying environment
C. Dependency on the teacher
D. students’ experience
E. Lack of Motivation or Interest
F. students’ age
Q14. Is it true that oral presentation can help students to achieve high degrees of creativity and independence?

   A. Yes  
   B. No  
   If yes, please say why?

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Q15. In order to learn English you have to depend on yourself.

   A. Agree  
   B. Disagree  
   C. Strongly agree  
   D. Strongly disagree  
   E. Neutral  

Q16. Oral presentations help learners to read extra materials (sources of information) in advance to have a good knowledge about the topic.

   A. Agree  
   B. Disagree  
   C. Strongly agree  
   D. Strongly disagree  
   E. Neutral  

Q17. Do you think that oral presentations help students become autonomous?

   A. Yes  
   B. No  
   Whatever your answer is, please say why?

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Section III: The Teachers’ Role in Developing Autonomy using Oral Presentation

Q18. During oral presentation, do you think that teachers should correct their students’ mistakes?

A. Yes  
B. No  

Whatever your answer is, please say why?

Q19. Do you think that the teacher should build on student’s potential to learn independently?

A. Yes  
B. No  

If yes, please say how?

Q20. The role of the teacher when the lecture is presented by the learner should be:

A. An observer  
B. A guide  
C. Facilitator  
D. Prompter  

Q21. The teacher should teach students how to differentiate between informative presentation and argumentative presentations.

A. Agree  
B. Disagree  
C. Strongly agree  
D. Strongly disagree  
E. Neutral
Q22. For effective oral presentation teacher should:

A. Help students to select topics? □
B. Guide their research? □
C. Organize and select members of the groups? □
D. Evaluating their performance? □
E. Others, please specify?

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Q23. Please add any other comments that you think are significant

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Thank You
Appendix B

Teachers' Questionnaire

Dear Teacher,

We are conducting a study which investigates Teachers’ and Students’ Attitudes towards the Effectiveness of Using Oral Presentations in Developing EFL Students’ Autonomy in Learning. We would be thankful if you put a cross (x) in the appropriate box, and if you would kindly add further explanations. Thank you in advance for your cooperation.

Miss. Chafya ALLIGUI

Larbi Ben M'Hidi University, Oum El Bouaghi

Faculty of Letters and Languages

Department of English

Definition of key terms:

Learner Autonomy: The situation in which learners have responsibilities and choices concerning their own learning.

Informative Oral Presentations: Deal with classroom lectures, demonstrative reports, research reports, and investigative reports.

Argumentative Oral Presentations: Deals with any topic related to a given lectures in which the purpose of the speaker is to convince the audience such as debates.

2015-2016
Section I: Background Information

Q1. Please specify your gender?
   A. Male
   B. Female

Q2. What is your qualification?
   A. License
   B. Master
   C. Magister
   D. Doctorate

Q3. How long have you been teaching English at University?
   A. Less than 5 years.
   B. Between 5 and 10 years.
   C. Between 10 and 15 years.
   D. More than 15 year.

Section II: The use of oral presentation in EFL classroom

Q4. How often do you ask your students to prepare an oral presentation?
   A. Never
   B. Rarely
   C. Sometimes
   D. Often
   E. always

If your answer is “A” or “B”, please say why:
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Q5. How do the majority of your students feel when they have an oral presentation?

A. Confident
B. Enjoyed
C. Afraid
D. Stressed
E. Shy
f. Others, please specify? ........................................................................................................

Q6. Which type of oral presentation do you think is useful for EFL learners?

A. Informative oral presentations
B. Argumentative oral presentations

Whatever your answer is, please justify?
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Q7. Do you think that giving oral presentation is important for EFL learners?

A. Yes
B. No

If “Yes”, is it because it helps students to (you can cross more than one box)

A. Develop their language skills
B. Make decisions for their own learning
C. Prepare students to be a good teacher in the future
D. Help students to produce cohesive and coherent language
E. Help students to know how to use resources independently
F. To develop students’ speaking skill
G. All of them
Q8. Oral presentations teach students how to open, organize, develop and close a lecture.

A. Agree  
B. Disagree  
C. Strongly agree  
D. Strongly disagree  
E. Neutral  

Q9. Do you think that students will remember things better when they are presented by their classmates instead of the teacher?

A. Yes  
B. No  

Whatever your answer is, please say why?
Q11. Oral presentations make students use extra resources materials outside the classroom?

A. Agree  
B. Disagree  
C. Strongly agree  
D. Strongly disagree  
E. Neutral

Q12. Is it true that oral presentation can help students achieve high degrees of creativity?

A. Yes  
B. No  
If yes, please say how?

Q13. Do you think that oral presentations help students become autonomous?

A. Yes  
B. No  
If yes, is it because?

A. They give learners opportunity to become responsible for their learning  
B. They make learners able to formulate their own learning objectives  
C. others, please specify?
Section III: The Teachers’ Role in Developing Autonomy using Oral Presentations

Q14. Do you think that it is your job to select topics for your students to present?

   A. Yes □
   B. No □

Whatever your answer is, say why?

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Q15. What is your role when your students are presenting topics orally?

   A. An observer □
   B. A guide □
   C. Facilitator □
   D. prompter □

Q16. During oral presentation, do you think that you should correct your students’ mistakes?

   A. Yes □
   B. No □

Whatever your answer is, please say why?

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Q17. Teachers should provide students with topics which suit their needs.

A. Agree ☐
B. Strongly Agree ☐
C. Disagree ☐
D. Strongly Disagree ☐
E. Neutral ☐

Q18. In oral presentation classroom, teachers should take into consideration that cooperative learning helps learners become autonomous.

A. Agree ☐
B. Disagree ☐
C. Strongly agree ☐
D. Strongly disagree ☐
E. Neutral ☐

Q19. Do you think that it is your job to help learners make an effective oral presentation?

A. Yes ☐
B. No ☐

If yes, please say how?

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Q20. Please, add any comments that you think are significant

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Many thanks for giving your time to complete the questionnaire
Résumé

Parmi les problèmes les plus graves qui conduisent les étudiants à l'échec sont les méthodes traditionnelles d'enseignement où l'étudiant est considéré comme un simple récepteur des informations. Les présentations par voie orale est l'un des moyens les plus importants pour développer les compétences linguistiques des étudiants. Il est nécessaire que les enseignants appliquent ces nouvelles méthodes d'enseignement qui donnent aux étudiants la possibilité de contrôler leur apprentissage par eux-mêmes. Dans cet étude, on a essayé d'étudier la vision des étudiants et des profs d'Anglais concernant le rôle des présentations orales pour améliorer le niveau des étudiants En conséquence, nous avons appliqué l'hypothèse sur des enseignants et des étudiants pour contrôler leur apprentissage par eux-mêmes. Pour tester l'hypothèse, nous avons distribués deux questionnaires ; Le premier a été remis aux soixante 60 étudiants de master 1 et le deuxième est pour vingt-deux enseignants d'anglais, à Université Larbi Ben M’Hidi, Oum El Bouaghi. Après l'analyse et l'interprétation des résultats obtenus, on a confirmé notre hypothèse.
ملخص الدراسة:

أعطت الأساليب التعليمية الجديدة للمتعلم فرصة المشاركة في تحمل المسؤولية ليصبح على وعي وإدراك تام ب نقاط ضعفه وقوته. في الواقع، ومن أهم هذه الوسائل والمواقف التي تساهم على تطوير المهارات اللغوية لدى الطلبة وتحفيزهم على استقلالية التعليم، تعليمهم كيفية تقديم العروض الشفوية الناجحة ووفقًا لذلك، افترضنا أن الأساتذة والطلبة سيكون لهم مواقف إيجابية تجاه فعالية استخدام العروض الشفوية في تطوير استقلالية التعلم الذاتي لدى الطلاب، كما تركز هذه الدراسة أيضا على نقاط مختلفة منها: "قابلية استعداد الطلاب للتعلم الذاتي" و"أكثر المشاكل والعوامل التي تؤثر على استقلالية التعلم". وكان هدفنا الرئيسي من هذه الدراسة هو التعرف على اتجاهات الأساتذة والطلبة الجامعيين نحو فعالية استخدام العروض الشفوية بكونها مهارة لا بد منها في أقسام اللغة الإنجليزية، من خلال دراسة على عينة من أساتذة اللغة الإنجليزية وطلبة الماستر بقسم اللغة الإنجليزية بجامعة العربي بن مهدي أ.م.ب، وقد تم الاعتماد على استمارة الاستبيان لجمع البيانات والمعلومات من المبحوثين حيث تم توزيع 22 منها على الأساتذة، و60 على الطلبة ما يعطينا 82 مفردة تمثل لنا عينة الدراسة معتدلين من ذلك على العينة العشوائية، وقد توصلت هذه الدراسة إلى مجموعة من النتائج أهمها:

أن أغلبية المبحوثين من الأساتذة وطلبة لديهم اتجاهات إيجابية نحو فعالية العروض الشفوية في تطوير التعلم الذاتي، وهو ما يثبت أن فرضية هذه الدراسة قد تحققت.