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University of Chadli Bendjedid-EL-Tarf  
Faculty of Letters and Foreign Languages  
Department of English

## **The Use of Oral Presentation as an Effective Tool in Enhancing EFL Students' Speaking Skills**

**Case Study: First Year Students at Chadli Bendjedid University El-Tarf**

A Dissertation Submitted to the Department of English in Partial Fulfillment for the  
Requirements of Master Degree in *Didactique de l'anglais*

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## **STATEMENT OF ORIGINAL AUTHORSHIP**

The work contained in this dissertation has not been previously submitted to meet requirements for award of this or any other higher education institution. The dissertation contains no material previously published or written by other person expect where due reference is made.

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## ***DEDICATION***

This work goes to

The two candles who always enlighten my life my greatest parents who always support and encourage me to move forward, thanks for your support , advice and guidance ,for everything you gave to me God Bless you now and forever.

I would never be what I am today without your patience and prayers, you left fingerprints of grace and you gave truly meaning to my life

This humble work is dedicated to all my family members for their steadfast support during the years of my education, Thanks for devoting all your time for me during the preparation of this work,

To all my colleagues who have encouraged me to fulfill this work, to all who helped me in my education as well.

**Bilel**



## DEDICATION

the deepest recognition to “Allah” , for giving the determination and strength to finish this work.

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## Key of Acronyms and Abbreviations

<b>ETS</b>	English Educational Testing Service
<b>ESL</b>	English as Second Language
<b>ESP</b>	English for Specific Purposes
<b>EFL</b>	English as Foreign Language
<b>OPI</b>	Oral Proficiency Interview
<b>OPS</b>	Oral Presentation
<b>SPS</b>	Secure Programs
<b>TOEIC</b>	Test of English for International Communication
<b>TLU</b>	Target Language Use
<b>TLD</b>	Target Language Domain
<b>TEFL</b>	Teaching English as Foreign Language

This present study is primarily conducted to investigate the effectiveness of using oral presentation on developing EFL students' speaking skill inside their classes. Its centred aim was to spot the light on the main following research questions; firstly to what extent does the use of oral presentation enhance students' speaking skill. Secondly will students show a significant improvement in their speaking skills using the implementation of oral presentation. Also, to confirm the proposed Hypotheses which states that, students will show a significant improvement in their speaking skills using oral presentation activities also Using oral presentation inside EFL classes can be an effective tool in improving students' speaking skills. This research work was carried out as a Quantitative research along with a true Experimental design with a Pre-test/Post-test design to test and confirm the proposed hypotheses. Data were collected before and after the implementation of the oral presentation activities using TEOIC International Speaking Test. This study was carried out at Chadli Benjedid University English Department and conducted the first year students. From a population of 105 students, 40 students were randomly selected to be the samples study of this research work. The results of this study revealed a significant improvement in the students' speaking skills, after working with the oral presentation activities. This improvement were shown according to their scored levels that was presented in the pre-test/post-test analysis of the TOEIC Test.

تم إجراء هذه الدراسة في المقام الأول للتحقيق في فعالية استخدام العرض التقديمي الشفوي في تطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية داخل فصولهم الدراسية. كان هدفها المركزي هو إلقاء الضوء على الأسئلة البحثية الرئيسية التالية؛ (1) إلى أي مدى يعزز استخدام العرض الشفوي مهارات التحدث لدى الطلاب. (2) هل سيظهر الطلاب تحسناً ملحوظاً في مهاراتهم في التحدث باستخدام تطبيق العرض الشفهي أيضاً ، لتأكيد الفرضية المقترحة التي تنص على أن الطلاب سوف يظهرون تحسناً كبيراً في مهاراتهم في التحدث باستخدام أنشطة العرض الشفوي. تم إجراء هذا البحث كبحث كمي إلى جانب تصميم تجريبي حقيقي مع تصميم ما قبل الاختبار / وما بعد الاختبار لاختبار الفرضيات المقترحة وتأكيدهما. تم جمع البيانات قبل وبعد تنفيذ أنشطة العرض الشفهي باستخدام اختبار TOEIC الدولي للتحدث. أجريت هذه الدراسة في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد ، وأجرت لطلاب السنة الأولى . من بين 105 طالب ، تم اختيار 40 طالباً بشكل عشوائي ليكونوا عينة من دراسة هذا العمل البحثي. كشفت نتائج هذه الدراسة عن تحسن ملحوظ في مهارات التحدث لدى الطلاب ، بعد العمل مع أنشطة العرض الشفهي. تم عرض هذا التحسن وفقاً لمستويات درجاتهم التي تم تقديمها في تحليل ما قبل الاختبار / ما بعد الاختبار لاختبار TOEIC.

*Appendix A*

**Table 01:Speaking; Band Description**

Question	Task	Evaluation Criteria
1-2	Read the text aloud	<ul style="list-style-type: none"> <li>• pronunciation</li> <li>• intonation and stress</li> </ul>
3	Describe a picture	<p>all of the above, plus</p> <ul style="list-style-type: none"> <li>• grammar</li> <li>• vocabulary</li> <li>• cohesion</li> </ul>
4-6	Respond to questions	<p>all of the above, plus</p> <ul style="list-style-type: none"> <li>• relevance of content</li> <li>• completeness of content</li> </ul>
7-8	Respond to questions using all of the above information provided	all of the above
10	Propose a solution	all of the above
11	Express an opinion	all of the above

### Appendix B

#### TOEIC Pre-Test and Post Test Sample

##### *Part 1: Pre-Test Sample*

##### *Question 1-2: Read the text aloud*

**Directions:** *In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.*

*If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."*

##### *Question 3: Describe a picture*

**Directions:** *In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.*



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### **Question 4-6: Respond to questions**

**Directions:** In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

(Narrator): Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

**Question 4:** What is your favourite food?

**Question 5:** How often do you eat in a day?

**Question 6:** Describe the typical meal you would have for dinner.

### **Questions 7–9: Respond to questions using information provided**

**Directions:** In this part of the test, you will answer three questions based on the information provided. You will have 30 seconds to read the information before the questions begin. For each question, begin responding immediately after you hear a beep. No additional preparation time is provided. You will have 15 seconds to respond to Questions 7 and 8, and 30 seconds to respond to Question 9.

(Narrator): Hello, I'm calling about a conference on May 27 I saw advertised in the newspaper. It's about starting your own business. I was hoping you could give me some information.

Date: May 27

Location: Bristol Office Building

Seminars: 9:00AM. Financing Your Business, Room 210-Martha Ross, Certified  
Public Accountant.

11:00AM. How to Promote Your Own Business, Room 312-Howard  
Brown, Brown Publishers.

Or

11:00AM. Planning for Profit, Room 318-John Philips, Phillips Associates.

1:00PM. Lunch

2:00PM. Sales Techniques Workshop, Room 246-Helen King, West Side  
Consultants.

4:00PM. General Discussion

Registration Fee: Individuals, \$95.00

Members of Business Information Center, \$75.00

## Appendices

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**Question 7:** *Could you tell me what time the conference starts and how long it will last?*

**Question 8:** *How much does conference attendance cost?*

**Question 9:** *I may not be available for the full day. Could you give me information about the activities in the morning, before lunchtime?*

### **Question 10: Propose a solution**

**Directions:** *In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.*

➤ *Respond as if you work at the bank.  
In your response, be sure to*

- show that you recognize the problem, and*
  - propose a way of dealing with the problem.*
- Now listen to the voice message.*

*You will hear:*

*Hello, this is Dan Connor. I'm calling about my new credit card. Ah, actually, the problem is that I haven't received it yet. My old card expires this week and I would like to get my new card . . . I actually sent a letter to your office last month but I didn't receive a reply. Anyway, this card is very important for me because I use it for my business d . . . In fact, I use a credit card from your company almost every day. I've been using your company for several years now and have always been very happy with the service d . . . I hope that I can continue using your services in the future. Could you please call me back at work? I'll be out of my office this morning because of a business meeting but I would like to know how to get my new card as quickly as possible. This is Dan Connor. My office number is 555-4321. Thank you*

### **Question 11: Express an opinion**

**Directions:** *In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.*

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**Question:** (Narrator): *Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion*

*TOEIC Speaking and Writing Sample Tests*

### Appendix C

#### Part 2: Post-Test Sample

##### Questions 1–2: Read a text aloud

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

*Jack Collins is the most amazing person I have ever met. He comes to my school every single day and talks about his difficult life in prison. He was in prison for 15 years. He made a lot of mistakes when he was young, but now he has changed his life. He saw a lot of violence in prison, from that moment he decided to use his life prison experience to help secondary school students. Jack is tall and strong. He also looks a little bit scary because he has got some spider tattoos all around his body. The thing I remember the most is his sensitive personality. He really wants to help young people. I've never met anyone like Jack before.*

##### Question 3: Describe a picture

**Directions:** In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.



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### **Questions 4–6: Respond to questions**

**Directions:** In this part of the test, you will answer (03) questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

(Narrator): Imagine that a Canadian marketing Corporation is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

**Question 4:** How often do you watch television? (15s)

**Question 5:** What kinds of programs do you usually watch? (15s)

**Question 6:** Describe your favourite television program.(30s)

### **Question 10: Propose a solution**

**Directions:** In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

➤ Respond as if you work at the bank.  
In your response, be sure to

- show that you recognize the problem, and
  - propose a way of dealing with the problem.
- Now listen to the voice message.

You will hear:

Hi, this is Marsha Syms. Um, I am calling about my bank card. I went to the bank machine early this morning, you know the ATM ... because the bank was closed so only the machine was open. Anyway, I put my card in the machine and got my money out....but then my card didn't come out of the machine! I got my receipt and my money but then my bank card just didn't come out. And the thing is I am leaving for my vacation tonight so I'm really going to need it....I had to get to work early this morning, and I couldn't wait around for the bank to open....

So Could you call me here at work, and let me know how to get my bank card back? I'm really busy today, and I really need you to call me soon.

I can't go on for my vacation without my bank card. This is Marsha Syms at 555-1234. Thanks.

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### **Question 11: Express an opinion**

**Directions:** In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

- You have the right to choose only one choice from the above ones.

**Choice One 1:** Some people argue that environmental issues such as global warming and climate change are caused by human actions. What is your opinion about environmental issues like Climate Change and Global Warming?  
Please provide reasons for your opinion.

**Choice Two 2:** (Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work.  
What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.

**Choice Three 3:** Now days, allot of people get marry in a younger age and some they don't. In your opinion what do you think about this subject and are you with or against getting married in an early age? And why?  
Give reasons to your answers.

**Choice Four 4:** Now Days, Facebook and social Media took a huge part of our Life time. In your Opinion Can people abandon Facebook and social media and live a natural normal life as our ancestors did? Or not?  
Give reasons for your answers.

**Choice Five 5:** Which of the following skills is the most important thing for parents to teach their children?  
Being friendly -being creative -being honest.  
Give specific reasons and details to support your answer.

## **Chapter Two**

### **Review of Literature about Oral Presentation and Speaking skill**

#### **Introduction**

This chapter is a review of literature about oral presentation and speaking skill. It was divided into two main sections; section one was devoted to discuss of oral presentation, its definition, purposes and benefits then we shed light on the structure of oral presentation besides to its types and finally the main difficulties of students' oral presentation. In section two, we talked about speaking skill, its definition, the importance, with focus on the components of speaking.

#### **Section One: Oral Presentation**

##### **Definition of Oral Presentation**

Oral presentation is a form of mini-seminar, it is brief speech well prepared to be represented verbally to a group of audience about specific topic in order to deliver information and thoughts, to influence, to convince, to discuss the information given so the audience can acquire the message easily, Tkachenko (2014) pointed out that "a presentation is a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience." (p. 232). It is more than just standing up in front of peers and reading but effective presentation need skills from the presenter who needed to apply such techniques to convince the audience and made them understand and memorize what they heard. According to Tkachenko (2014, p. 232) "presentation skills are the set of techniques and skills required to successfully present oral information to other". Also, Wilder (2008, p. 3) stated that "the presentation overview forces you to plan your messages and think about how you want your audience to respond during your talk."

It is necessary nowadays to implement oral presentation in all fields at classes and conferences because Tertiary students need to communicate, to perform better in oral classes individually or as group. As Morita (2000) observes, oral presentation is a “frequent, highly routinized part of classroom life” (p. 258).

### **Purposes and Benefits of Oral Presentation**

#### **Purposes**

The main purpose to practice oral presentation in class generally is to inform, to argue, to prove presenters' perspective about definite topic and specifically is to train the presenters in order to have self-confidence in speaking and allow them to rich his vocabulary and oral skills. Girard, Pinar and Trapp (2011) stated that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills. Furthermore, it plays a role of bridging the gap between class speaking and real life speaking by increasing student communication skills

#### **Benefits**

In general, oral presentations can help students to use the four-language skills; writing, reading, speaking, and listening because preparing a presentation require reading different sources and taking notes( writing ) . The act of presenting increase speaking skills and also the interaction inside the classroom through discussing the topic furthermore oral presentation increase students' listening by helping them to act as an audience members for the other groups' presentations. Also one of the benefits is to Increase the opportunities for learners to use target language us much as possible to communicate. Pinar and Trapp (2011) found that using oral

presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills.

### **Structure of Oral Presentation**

The structure of oral presentation is the same as the structure of an essay starting with introduction, body and conclusion .but oral presentations usually have a time limit to convince the audience by well prepared and structured talk or you lose audience's attention .Good introduction is the most important part of any presentation it is like a road map that shows topic's direction to attract audience to the presentation using signal words ,followed by well-structured and linked information .In this section which called the body; the main point should be developed and divided into sections. Finally the conclusion which represent the summary of the main point. According to Anholt (2006, p 9) "(1) the introduction provides the background and perspective necessary to appreciate the remainder of the presentation. (2) The body of the presentation, usually the largest section, conveys new information to the audience (3) the conclusion summarizes the presentation and should provide the audience with a clear take-home message." The structure of presentation is a part for students' presentation in front of the classroom.

The presenter may support his talk using visual aids such as Power Point, slides handouts or audio clips In order to make his presentation suitable for students to fully achieve the content of it, Mellette and Clare (2001, p. 161) explained OPs as "(...) the most common method for presenting information and are usually done with a computer and projector".

## **Types of Oral Presentation**

According to Al-Issa and Al-qubtan, (2010), and Thornbury (2005, p 41), oral presentation can be divided into: guided, free and controlled presentation.

### **Guided Oral Presentation**

This type used with students' intermediate and lower-intermediate proficiency language level, as. (Al Issa, July 2010.n.p) said "This type helps teachers in working with lower level classes and students of first or second year". This first used to help student to create interact atmosphere and engage in a cooperative task using the target language, thus students should be guided into such appropriate topic using handouts with awareness of grammar, lexical and timing. Apple, (2006).pointed out that "one of the benefits of using guided oral presentations in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way".

### **Free Oral Presentation**

Used with students who have upper-intermediate to advanced levels of language proficiency, they are expected to choose any topics to be presented using any kind of language level without fear of Allocated time as (Al Issa, July 2010.n.p) stated " Such students are usually capable of demonstrating ability to use complex language and can be designated longer presentation times". Through free OPs students can improve their speaking skills because studies showed that some student prefer to work freely, to use their own topic. At the end of presentation students expected to handle with questions from their peers, which increase the creativity.

**Controlled Oral Presentation**

Used with students whose language proficiency level is from beginners to elementary, they are expected to present topic given by the teacher or chosen from textbook suits their level .students are required to give short presentation in front of their peers using simple tools such as cards, (Al Issa, July 2010 .n.p) stated “This type could really work in courses such as English literature, civilization, grammar and many other EFL courses”.

This study had preceded by previous one in 2007 by Chivers and Shoolbred, who divided oral presentation into informative and persuasive. Understanding the style of presentation will help you to explore the main goal of giving this presentation. (Chivers and Shoolbred 2007, p.2)

**Informative Oral Presentation**

This type provides the audience with new information by using formative speech. The purpose of informative presentation can be to describing a new political event, organize a set of something that is so important or giving a report about a given topic in a form of research (Chivers, Shoolbred, 2007, p.5).

**Persuasive Oral Presentation**

According to Chivers and Shoolbred (2007, p.3) in this type of presentation (persuasive oral presentation ), speakers need to have a strong content and present it in a clear way in order to convince classmates and made them interact. Baker (2000, p.76) stated, “Persuasive has three elements”, which are:

➤ **logos:**

The students' presentation should be well structured, rich with information, organized and their thoughts should be linked together. Tarcy (2008, p.9) pointed out that when speakers want to talk about their topic, they should organize the ideas from the more important point to less one

➤ **Character (ethos):**

Presented students' behavior while presenting .Tarcy (2008, p.9) stated that "This [ethos] refer to your character, ethics, and your believability when you speak. Increasing your credibility with your audience before and during your speech increase, the likelihood that the listening will be accepted your argument and talk action in your recommendations".

➤ **Passion (pathos):**

Presented students' manner and emotional influence to get their peers' empathy, approval, and agreement about information given .it is the most important component that help the student to convince the audience. According to this (Chivers, Schoolbred, 2007, p.3) pointed out that "if students do these types of presentation they will have confidence in their performance and they will learn how to deal with any reaction that may be happen as a Response from their audience".

### **Students' Difficulties in Oral Presentation**

Students usually cannot wipe away from problems faced them during presentation, those problems cause trouble in achieving a positive result and decrease student learning that's why

students who cannot clearly articulate their thoughts in appropriate way, may they wrongly judged.

King (2002,) stated that “When asking students to give presentations teachers need to be aware of some problems that might dominate the purpose of development of language skills for example speech anxiety, group boredom or the lack of oral presentation”. The following passage present some difficulties:

**Speech Anxiety (SA)** is the fear experienced by a person while delivering a speech to an audience it is phobia of communication apprehension most community people suffered from. Anxiety becomes the most difficult obstacles that students face it when they speak in public (Basic, 2011; AlNouh, Abdul-Kareem, & Taqi, 2014) because anxiety delays their ability to perform successfully in foreign language class it can impede EFL students' production and achievement and hinder student creativity.

**Shyness:** as a result of the lack of self-confidence, and physical appearance some students avoid to be shown in class. thus many of them feel shy and Fear of facing an audience according to them speaking in front peers is very daunting , Al-Nouh, Kareem and Taqi (2015) stated that fear of facing the audience and the instructor was reported by most studies as the worst fear of all in presentation.

**Nervousness:** Most students avoid presentation because they fear negative evaluations from the teacher. They fear of making mistakes, they thought that audiences know more about the topic so they avoid hard questions from their peers. According to Chivers & Shoolbred (2007, p .7) “most people feel nervous about the public performance required for a presentation, even if the audience is only one or two people instead of a larger group.

**Problem of keeping the Audiences' Interest :** If the student did not structure and organize his/her presentation in block of body and conclusion and well attractive introduction, it will be difficult to maintain the audiences' interest, Khoury (2015) argued that one of the presenter problems when they do a presentation is on keeping or making the audience listen to the presenters.

**Lack of Time:** one of the factors that can affect students' presentation is the lack of time, which lead students to present topic with few or condense information and thus make the audience confuse about the unclearly topic presented , Mai (2015) stated that “the students also faced time problem when they were doing the presentation”.

**Lack of Grammar and Vocabulary:** some students are not aware of grammatical errors when they present .they just focus on fluency not accuracy and that made their presentation, meaningless, Rajoo (2010, p.45) stated that the problem with common faced students in presentation is related to language, grammar and vocabulary.

**Group Boredom** Another reason behind students' low performance in oral presentations is that; many students miss the sense of communication while presenting their work; and just focus on what have been memorized word by word which made the audience less concentrate, feel bored and then lose their attention completely. King (2002, p.405) “teacher should constantly remind students of the importance of using communicative English in their presentations and keeping the audience in mind when they prepare.”

## **Section Two: Speaking Skill**

### **Definition of Speaking Skill**

Speaking is a necessary device that used to express ourselves, transmitting thoughts, conveying information exchanging culture also to understand one another, reconnoiter ideas... According to Cora and knight, (2000, p.261) Speaking is act of performing and producing the oral language to convey a message in different situation and in appropriate context.

The ability of speaking a foreign language means knowing that language because speaking is the main tool of human communication that involves variety of skills and sub-skills students should learn about .Therefore, the art of speaking is not limited on vocabulary, intonation, pronunciation. It is absolutely true that speaking is an active or productive skill, Ur (2000) declared that "out of all the four skills, listening, speaking, reading and writing, speaking seems the most important, people who speak a language are known as speakers of the language, as if speaking included all other kinds of knowing a target language" (p. 12).

### **The importance of Speaking Skill**

Speaking is the main competence tool needed for communication because we can measure the ability to manipulate and communicate in language by the ability to speak that language .When peoples want to know EFL/ESL learner's level in target language they will ask automatically: "Do you speak English? But they never ask "Do you write in English? Which means the ability to speak a language is related to being proficient in that language. CelceMurcia (2001.p103) argued that "The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication also Maxim (2008,

p.183) stated that “speaking is the most important skill in English language teaching, it’s almost impossible to have true mastery of a language without actually speaking it”.

The main purpose of Speaking in class is to help student to be able to use the language cognitively and communicatively in a meaningful context, to interact and to have a good interpersonal relationship. It includes all other kind of skills such as reading writing and listening that are sensitively supported In EFL classes. Macmillan (2005, p. 152) argued that “The aim of communicative activities in class is to get learners to use the language they are learning to interact in realistic and meaningful ways.

### **Components of Speaking**

Taylor said “the goal or the aim of speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. Syakur (1987, p.5), pointed out that speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

#### **Fluency**

Fluency means to swell, to overflow. It Is the extent to which learner produce a foreign language quickly, Smoothly, Easily, Effectively, communicatively, accurately, fluently and confidently with few hesitation and false starts. According to Hornby (1995, p.451) fluency is the quality of being able to speak smoothly and readily. It is sign of speaker’s level proficiency, through it you classify the presenter as fluent speaker or not, Thus why it is measure of how correctly, clearly and easily you translate your words and how much time you spend it while the process of speaking in order to get well final product.

To achieve high level of fluency students should have mainstream ideas expressed by meaningful words connected together to produce fluency-oriented speech as fast and easy as possible .this accomplish by much efforts from the teachers who applied typical fluency activities such as presentation ,role play, Turn taking....

## **Pronunciation**

Pronunciation is the way a particular individual speak or pronounce a word in specific way.It refers to the sounds of letters and syllables, intonation and stress. Hornby (1995, p.928) defines pronunciation as the way in which language is spoken; i.e. the way in which a word is pronounced. It deals with the phonological process that determine how sounds is produced in clearly and accurately way to made the audience understand what has been said; Redmond and Vrchota (2007) pointed out that “it is imperative that you use the correct word instance and with correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood (p.104).

Pronunciation is the umbrella of speaking.it is absolutely difficult to be mastered, Gilakjani, stated that “Learners who want to develop their speaking skill in English should practice pronunciation overall, with the help of teachers and textbooks or on their own with authentic materials”. (A. P. Vol. 5, No. 4; April 2012).

## **Vocabulary**

It is set of familiar words related to person's language. Hornby (1995, p.1331) defines vocabulary as the total number of words of language; it is a range of words known to, or used by people in different areas. It is an extensive tool of linguistic through it we can communicate effectively using clearly diction, it can be described as ammunition in learners' mind because we

can say nothing without great storage of vocabulary. Learners have to accept the fact that to be near native they have to keep improving their vocabulary and stylistic skill either with or without instruction. Only in this way, they can continuously proceed from the zero to the absolute proficiency point, from the novice to the superior speaker and writer (Yudi. 2004: 39).

Therefore teachers should provide students with large and much number of words and its meaning in order to rich their vocabulary accounts and to use them in appropriate discussion because the lack of vocabulary lead the students to find so much difficulties to convey their thoughts. According to Harmer (2001, p.269) “the more we know the word classes, the more speakers perform well with correct utterances.

## **Grammar**

Grammar governing the study of classes of words, clause, Phonology, morphology, and syntax that are needed to produce correct utterance because without grammar very little learners can convey their thoughts. Hornby (1995), defines grammar as the study and practice of the rules by which words Change their forms and are combined into sentences for making a correct conversation (p.517). Students need set of structural rules that arrange words and sentences in right form in right position. By mastering grammar well, learners can interpret phrases or sentences on correct form so they can speak in the right form of language, fluently and accurately (Penny. 1987, p.75).

## **Conclusion**

All learners are different, and some may need more than just one opportunity to speak English. However, some students benefit from the implementation of oral presentation tasks in class ,when it comes to dealing with speaking we may say that; the more our students speak

English inside class, the more chances they have to improve their performance in target language. We have dealt in this chapter with the benefit of implementing oral presentation in classroom and its factors, the importance and the benefits of speaking skills and oral presentation, besides the components and types for each.

## **Chapter Three**

### **TOEIC International Speaking Test**

#### **Introduction**

The Test of English for International Communication (TOEIC). An examination for testing the ability of the English language proficiency as a second language (ESL) for both in Japan and globally. It was initially expected as a trial of examine the Japanese agents Oral Communication Competences, however it is currently utilized unquestionably broadly since its dispatch in Japan in 1979. TOEIC has turned out to be a standout amongst the most stepped through English examinations on the planet. Initially managed just in Japan, this test is currently accessible in 120 nations and utilized by more than 10,000 associations for employing, arrangement and preparing choices. By and large, more than 5 millions TOEIC tests are managed every year. It was not until 2006 that the Speaking and Writing sections of this exam were delivered to take into consideration a more far-reaching comprehension of test taker's English Language proficiency. TOEIC would now be able to be thought of as two freely regulated tests: the Listening and Reading (LR) test and the Speaking and Writing (SW). Although there definitely had literally been several truly minor alterations since its inception; it normally was not until 2006 that the principally first significant revision of TOEIC experiment indeed was undertaken. (Chapman & Newfields, 2006, p. 32)

(The 2010 Revision of the TOEIC® Speaking Test Bradley Irwin and Peter Nagy)

The primary component of TOEIC, as indicated by ETS, is that it is a trial of English utilized as a part of business and trade. Regardless of the prevalence of TOEIC it has pulled in minimal free research and in contrast with other institutionalized English proficiency tests, for

example, TOEFL or IELTS it is generally obscure outside of Asia (see Chapman, 2003a for a full dialog of the absence of research into TOEIC).

(An Over-reliance on Discrete Item Testing in the Japanese Business Context Mark Chapman, Hokkaido University,p.01)

The Test of English for International Communication (TOEIC) is presently accessible around the world. Each season the TOEIC program at English Educational Testing Service (ETS) builds up a few new types of the exams for use in planned, national Secure Program (SP) organizations offered initially just in Japan, however. Secure Program organizations, at present accessible just in Japan and Korea, are booked and directed by the individual TOEIC delegate offices. The TOEIC program at ETS, nonetheless, is in charge of all SP examination scoring and score detailing. The Test shapes produced for SP organizations are utilized in this way in Japan, Korea, and every other nation with delegate, national TOEIC offices. (The Chauncey Group International, 1999)

(TOEIC®/LPI Relationships in Academic and Employment Contexts in Thailand) (p.1)

The 2006 update was expected in some part to mounting feedback that TOEIC test gave an insufficient portrayal of 'genuine living' English capacities and that some TOEIC test takers could get listening and reading scores regardless of whether they needed far reaching comprehensive communication skills. (Powers, 2010, p. 4; Hirai, 2009)

Powers (2010) stated that, It is the broader trait of communicative competence, not specific individual skills, that is critical in most academic and workplace settings and of most interest to users of tests like the TOEFL and TOEIC. It is important, however, to test for each of these four skills individually because each is a critical aspect of communicative competence.

Furthermore, direct evidence of specific individual skills can provide at least indirect evidence of other skills.” (p. 9)

### **TOEIC Test Description**

TOEIC provides a good measurement for language abilities in English skills. TOEIC speaking part for measuring candidates adopted different standards in which the test takers are not necessarily scoring equally high or low levels.

TOEIC levels are ranged into eight sequenced speaking proficiency levels scaled upon highly 200 scale score. Each scale score of the following meets up to achieve a basic provided level.

TOEIC uses a set of criteria to set the levels of the test takers, which are:

1. Language features:

A.1 Grammar range (tenses, cohesion)

A.2 Semantic (content relevance)

A.3 Syntax (complexity of Vocabulary)

TOEIC takes into account also:

2. Language features:

B.1 Pronunciation

B.2 Stress

B.3 Pitch

B.4 Intonation (high, medium, low)

### Aims of TOEIC

TOEIC aims at reaching the followings:

- Evaluating language level in speaking skill.
- Language development.
- Autonomous monitor of language production.
- Learning goals achievements

### TOEIC Speaking Test Proficiency Level Description

The International Speaking test (TOEIC) was formulated to give test takers information about the ability of non-native English speakers to use spoken English in the context of everyday life. The tasks on the tests are related to three levels of claims about a test taker's ability:

- Questions 1 – 3, Claim 1: This is the convenient task and provides information about a test taker's ability to generate some language that is generating to native and proficient non-native English speakers.
- Questions 4 – 9, Claim 2: These tasks are at an intermediate-level of difficulty and provide information about a test taker's capacities to carry out normal daily life routine interactions and responses such as providing and receiving and reformulating instructions and directions, such as asking for information, or asking for clarification.
- Questions 10 and 11, Claim 3: These are the most troublesome assignments and give data and information about a test taker's capacity to make associated and supported conversation suitable to the regular work environment and daily life routine.

These cases are various levelled; as such, it is expected that test takers who can make associated and managed conversations can likewise complete daily life connections and can deliver

language that is clear to proficient non-local English speakers. Similarly, it is expected that some test takers who can complete a daily life conversation and word related associations and deliver clear dialect, will be unable to make associated and supported talk. (TOEIC® User Guide Speaking and Writing, p.10)

### **TOEIC Level Description**

The TOEIC conversation test proficiency level descriptors mirror this progressive system:

- Commonly speakers at Levels 7 and 8 successfully responded to all questions.
- Typical speakers at Level 6 are conflictingly ready to back up an opinion or supply an answer using related and supported conversation, yet they can complete daily life routine interactions mainly they are able to speak clearly.
- Commonly speakers at Level 5 have finite capacity to support an opinion or provide a solution using linked and supported conversation, are conflictingly fruitful at routine connections, however can deliver dialect that is for the most part coherent and clear in ordinary settings.
- Commonly speakers at Levels 3 and 4 are commonly unfit to complete daily life routine occupational interactions, yet can deliver some dialect that is for the most part comprehensible in recognizable ordinary settings.
- Commonly speakers at Levels 1 and 2 are commonly not clear.

The following detailed information regarding the TOEIC Speaking test proficiency level descriptors may be helpful for those who use scores to make decisions in institutions, training programs, or companies.

Examinees in TOEIC are required to reach speaking proficiency levels alike:

➤ **Level 8: Scale Score 190–200**

At level, 8 is for possible ranged scale score between 190-200. Test takers with level are:

Clear proficient users of language. Part of the time, test takers at level 8 are fluent speakers that can provide the exact pronunciation, intonation in the various stages of the test.

In terms of pitch are best users of the accented voice tone in the recommended task.

Addressing systematic answers with complex structures. In terms of opinions or respond to complicated requests, their speech level is highly clear and advanced. Their use of basic and complex grammar is highly good and proficient. Their use of vocabulary is also accurate and precise.

Typically, level 8 test takers are proficient users of the language.

➤ **Level 7: Scale Score 160–180**

TOEIC test takers with level 7 scale score around 160-180. Mostly test takers of level 7 do not fall in weakness points yet, they are able to:

- Produce unhesitant sustained conversation.
- Able to respond to ceased questions easily.
- Able to express choices with allocated ideas, strictly directed to the topic.

Yet some the following weaknesses may sometimes occur, But they do not conflict or reflect their language level:

- Minor difficulties with pronunciation, intonation, or hesitation when creating language.

- Some errors when using complex grammatical structures.
- Some imprecise vocabulary.

Typically, level 7 test takers are highly intelligible.

➤ **Level 6: Scale Score 130–150**

Performers with level 6 scale scored around 130-150 are users of spoken language with less attention to its features. Performers with level 6 do impose strain on listener due to:

- Grammar errors.
- Finite production of vocabulary.
- Limited interpretation to their opinions and lack of fluency.
- Unclear pronunciation or inappropriate intonation or stress when they are producing language.

Most of the time, test takers at level 6 can answer questions and provide basic information, they are also able to create a relevant response when asked to express an opinion or respond to a complicated request. They are also able to provide a suitable answer to a given problem and describe a given situation. However, sometimes their responses are difficult to understand or interpret. When reading aloud, level 6 test takers are intelligible.

➤ **Level 5: Scale Score 110–120**

Basically, test takers of level 5 scale scored between 110-120 are fillers in terms of monitoring long pauses, mother tongue interference and they give minor attention to the audience; moreover, unnatural repeated low lexic and limited vocabulary. Yet, test takers with

this level may hold finite abilities at expressing an opinion, responding to a complicated request and providing a suitable answer to a given situation.

More often, test takers at Level 5 are able to answer questions and provide essential information. However, once in a while their responses are difficult to understand or interpret. When reading aloud and describing a given situation, level 5 test takers are generally intelligible. However, when creating language, their pronunciation, intonation, and stress may be inconsistent. Test takers at Level 5 are for the most part understandable. However, part of the time while creating a language, pronunciation, intonation, and stress may be conflicting.

➤ **Level 4: Scale Score 80–100**

Ordinarily, test takers of level 4 scale score around 80-100. Test takers at this level are in any event somehow are effective when giving direct information. In any case, when supporting an opinion with reasons, illustrations, or clarifications, they are for the most part unsuccessful. They are also unsuccessful when attempting to explain an opinion or respond to a complicated request and providing a suitable solution to a given problem. Their responses may be were finite to a single sentence or part of a sentence. Other notable problems were founds:

- Severely limited language use.
- Minimal or no audience awareness.
- Consistent pronunciation, stress, and intonation difficulties.
- Long pauses and frequent hesitations.
- Severely limited vocabulary.

Commonly, level 4 test takers cannot answer questions or provide basic information. When reading aloud and describing a given situation, test takers at Level 4 vary

In intelligibility. However, when they are creating language, speakers at Level 4 usually have problems with pronunciation, intonation, and stress level.

➤ **Level 3: Scale Score 60–70**

Commonly, test takers of level 3 scale scored in between 60-70. Test takers at level 3

Part of time, Level 3 test takers are able to state an opinion with some difficulty, but they cannot support the opinion. Any response to complicated request is severely limited. Most of the time, level 3 test takers cannot answer questions and provide basic information.

Typically, test takers at Level 3 have insufficient vocabulary or grammar to create simple descriptions or provide suitable answers to a given problem. When reading aloud and describing a given situation, speakers at Level 3 may be difficult to understand.

➤ **Level 2: Scale Score 40–50**

Commonly, test takers of level 2 scale scored around 40\_50. Level 2 test takers have insufficient range of language , use of low intonation denoting uncertainty in sending meaning to the evaluator, no cover for the linguistic gaps and total fails in sustaining an opinion .

They only possess finite ability to express an opinion and provide clear accurate information.

Part of the time, test takers at Level 2 cannot state an opinion or support it. Either they do not respond to complicated requests or the response is not at all relevant. In routine social interactions such as answering questions and giving basic information. Test takers at this level show minor difficulties in reading aloud and describing a given situation. As also fails to provide a solution to a given problem. Pronunciation and intonation and word stress Level are almost absent at this Level.

Test takers at this Level may be difficult to understand.

➤ **Level 1: Scale Score 0–30**

Commonly, test takers with level 1 scale scored between 0\_30 are the case where they are unable to submit a full organized production in terms of content and form and setting, severe lack in language comprehension and production ; total disappearance of pronunciation and hard effort to actualize.

Level 1-test takers are obliged to improve both their reading and listening ability in order to understand and performs the test directions and the content of test questions in a clear accurate manner. Part of the time, test takers at Level 1 are non-proficient users of the language.

### **TOEIC Sample Tasks Description**

TOEIC consists of two basic stages the pre-test and post-test. TOEIC includes tasks in the speaking skill in which the test takers are assessed for the same categories of questions. TOEIC eleven (11) questions remain measurement to the speaking abilities with different aspects. The provided time for the entire tasks is 20 minutes divided upon each task instructions.

➤ **Task 1: READ A TEXT ALOUD**

TOEIC provides two texts in speaking test. Instructed as the Following:

Read the text aloud that will appear in the screen ahead the test taker. 45 seconds is the time provided for self-preparation a sign of start would be announced by a go from the instructor. The production will be recorded. Another 45 seconds is given to read aloud the passage in the screen. In the task the test taker would be evaluated on the prosodic features of language such intonation, stress, pitch and pronunciation.

➤ **Task 2: DESCRIBE A PICTURE**

A presented picture on screen to be described is the next task instructed a way similar to the previous task. What stands as a difference in describing a picture in TOEIC task is the preparation timing set to be 30 seconds for each, 30 seconds to prepare the response and another 30 seconds for recording the response of test takers. The evaluation criteria in this task include grammar range vocabulary and cohesion in addition to the prosodic feature.

➤ **Task 3: RESPOND TO QUESTIONS**

A direct response appears in this task with 15 seconds for the response to each question. The number of questions is mainly three short questions under worded, conjoined topic. For each question begin responding immediately after you hear a beep. No preparation time is provided. The third question is generally for 30 seconds recorded after the sign hear. Assessment standards for the task are: relevance of the content and grammar use, vocabulary plus pronunciation, stress and intonation.

➤ **Task 4: Respond to questions using information provided**

In this part of the test, the examinee will answer three main questions based on the information provided on the screen shot. Time provided will have 30 seconds to read the information before the questions begin. For each question, begin responding immediately after you hear a beep. No further preparation time is provided. 15 seconds as total time to

Respond to Questions (7) and (8), and 30 seconds to respond to Question (9)

➤ **Task 5: PROPOSE A SOLUTION**

A problematic context provided on the screen in this task. Here the test taker will try to comprehend and solve the issue on the screen. 30 second is allowed for preparation. After the beep by the narrator the examinee will have a total 60 seconds to provide suitable solution for the problem. The solution for the problem takes into account all measurements of TOEIC test.

➤ **Task 6: EXPRESS AN OPINION**

A poly presented choices given on the screen. The director in this task will read and the test taker will choose a specific topic. In 15 seconds the candidates should be prepared and had chosen the appropriate topic. After the sign for the start an interpretation for the topic would take place and recorded for an entire 60 seconds. The given task is for reviewing the full speaking competences and assessed by the speaking proficiency criteria of TOEIC test (grammar, vocabulary, cohesion, fluency, pronunciation, intonation, pitch and stress). (TOEIC® User Guide Speaking and Writing, p.11)

### **The Validity and the Reliability of TOEIC Test**

TOEIC tests are a reasonable, substantial and valid tool for measuring the English language abilities utilized as a part of the working environment and school institution. State administered testing conditions and the plan of each test guarantees that all test takers are given a reasonable opportunity to show their English capacities and proficiency. TOEIC test questions recreate genuine real daily life situation and the worldwide working environment, and that can be analyzed crosswise over nations and structures.

TOEIC tests are supported by broad ETS examine in appraisal advancement and English language learning. ETS's continuous research guarantees that TOEIC tests are exact and applicable to the present changing worldwide working environment, which enables globally

focused organizations to contract, put and advance the correct hopefuls. Characteristics that make TOEIC tests the worldwide standard for surveying English language capability in each of the four skills: listening, reading, speaking and writing. TOEIC tests precisely measure English proficiency at all levels from Novice levels, Moderate levels, to Cutting edge levels.

([www.etsglobal.org](http://www.etsglobal.org))

TOEIC Speaking tests supplement the TOEIC Listening and Reading test by giving an immediate appraisal of a person's spoken and written English skills. TOEIC Speaking and Writing tests joined with TOEIC Listening and Reading test give both test takers and score clients with an overall perspective of a test taker's English language capacity. With both, these tests supply an appraisal device for estimating each of the four English-language relational abilities. (User Guide speaking & writing p.4)

The most generally known autonomous evaluation of TOEIC remains that contained in the wide audit; English Language Proficiency Tests (Alderson, Krahnke and Stansfield: 1987). The analyst tell the point that TOEIC Listening area is definitely not an unadulterated listening test yet " is an integrative test . . . the subject reads the options in English, choosing the correct answer based on what was heard on the tapey." The analyst at that point goes ahead to cite the insights given above from Woodford (1982), in regards to dependability coefficients and the connection with a speaking test. From the proof the commentator presumes that "the TOEIC is an institutionalized, profoundly dependable and substantial valid measure of English, particularly intended to survey genuine perusing and listening skills of applicants who will utilize English in a work setting." (An Over-reliance on Discrete Item Testing in the Japanese Business Context, p.5)

Test validity can be evaluated from four different aspects, but related perspectives:

Construct validity, face validity, content validity and criterion-related validity (Bachman 1990; Hughes 1989; Weir 1990)

These aspects can be defined as follows:

- Construct validity is concerned with whether or not the test is actually testing the Criteria it claims to test.
  
- 2. Content validity is concerned with the appropriateness of the tasks to test the Desired criteria. In other words, do the tasks represent the target language use (TLU) and target language domain (TLD)
  
- Face validity is the degree of acceptability the test possesses in the eyes of the Administrators and the testees and, as such, is a qualitative evaluation.
  
- Criterion-related validity consists of both concurrent and predictive validity. If the Results from one test format agree with results on a different test format, they are Said to have concurrent validity. The predictive validity of a test is the degree to Which the test accurately and consistently predicts the testees' future Performance or behaviour.

Spolsky (1989) wrote that valid language test development requires a definition of 'What it means to know a language', for if you do not know what you are measuring, you Cannot measure it. The TOEIC is considered a test of English communicative skills. To

Know whether it is measuring communication, we must make clear what

Communication and the ability to communicate entails. (An Over-reliance on Discrete Item Testing in the Japanese Business Context, p.14

Alderson, Krahnke and Stansfield (1987) stated that “the TOEIC is a standardized, highly reliable and valid measure of English, specifically designed to assess real-life reading and listening skills of candidates who will use English in a work context.”

This Empirical research reveals that it is also a valid indirect measure of speaking and writing. The products assess several grammatical structures and reading skills and, in addition to being an integrative test, the TOEIC appears to tap communicative competence in that the products that are require the examinee to utilize his or her sociolinguistic and strategic competence. (p.82)

## **Conclusion**

The content of this part was designed to spot the light on the main details description for the application of the International Speaking and Writing Test (TOEIC). TOEIC is provided as a reliable and good assessment for testing and evaluating the English Language proficiency and supply statistic scores for the level of the examinee. Different criteria and levels were set to evaluate and determines all students' level according to TOEIC scoring testing system. TOEIC is a valid and reliable tool for measuring the English language skills, and determines test takers with their true level of English.

## Chapter Four

### Methodology and results

#### Introduction

This section introduces the second part of this research work, the present chapter aims to collect data and information about the use of Oral Presentation as a dynamic tool in enhancing students' speaking skill. To achieve that, we have tried to investigate how first year students of English at Chadli Benjedid University consider the effectiveness of using oral presentation to achieve better results in their Oral Proficiency level. In order to conduct our investigation, answer the research questions, and confirm the proposed hypotheses, data and information were gathered and recovered using TOEIC International Speaking and Writing Test.

The International Speaking Test (TOEIC) was the major tool for collecting and recovering data and information during this research work. This test was used as a Pre-Test/Post-Test examination. Pre-Test as a first test before the implementation of the Oral Presentation for testing the student's first speaking performances, while the Post-Test were implemented at the final stage of this research work, to conclude and find out whether the proposed treatment that have been implemented did work or not. The Test was addressed to first year English students at Chadli Benjedid University Department of English . In addition, a classroom observation also was used in order to collect more information about the proposed treatment that has been injected to first year students and to confirm the research final results. During period of (12) weeks, we have attended many sessions with different teachers and different groups to seek for more information about the student's Oral proficiency problems inside their classes.

## **Part 1: Methodology**

### **Research Design**

#### **Research Method**

The choice of the method has been determined by the nature of the study, this research work was carried out as a Quantitative research along with a true Experimental design. The use of the experimental method was set to determine the fact about first year students speaking problems inside their classes and also to clarify that the use of Oral Presentation as an effective tool can enhance their speaking skill and reduce their anxiety during speaking by creating a better active atmosphere, full of learner's interaction. Conclusively, Oral Presentation is one of the best and the suitable solutions to deal with students' problems in speaking English.

### **Sample of the Study**

#### **Students**

The samples of this study were conducted with first year students of English at Chadli Benjedid University in El-Tarf during the academic year (2017-2018). Participants' total age were around (18) to (23) years old. 08 students (20%) were males and 32 (80%) were females. The reason behind choosing to work with first year students was for a number of reasons. One, first year students are able to take risks in speaking the foreign language because they still freshmen and more motivated enough to learn the English language like any other levels, since it was their choice to carry out such study. Furthermore, first year is the basic platform at the University level that needed much attention from all the University staff for the sake of the students' progress. If teachers nowadays wanted to develop students levels they need to start with this platform "The first year level". From a population of about (105) students, we have been dealt with forty (40)

students. They were randomly selected to be the samples of this study. All students are Algerian. Arabic is their native language, French as a second language, and English as a foreign language. They all share similar educational background and took the Algerian ordinary education system for (13) years of educations, (06) years in the Primary School, (04) years in the Middle School and (03) years in High School. All of them studied English language as a foreign language in different Algerian Middle and High Schools for (07) years.

### **Data Gathering Tools**

This study aims first at discovering and understanding how the use of Oral Presentation enhances the students speaking skill. Second, It aims at how much students really need more practice to speak English fluently. For the purpose of this research work, data were collected and recovered using The International Speaking and Writing Test (TOEIC). The Test used a Pre-Test/Post-Test examination methodology before and after the manipulation of the Oral Presentations activities and targeted (40) Test takers from a total number of (105) chosen ones. The Pre-Test was designed to collect the student's first speaking proficiency scores, while the Post-test determined the results of the implemented injection made by the researcher.

### **Description of TOEIC International Speaking Test**

The Test of English for International Communication (TOEIC) listening and reading has created a standard for assessing English-language listening and reading skills needed for non-native speaking students in the English speaking workplace. To propel quality and value in education by giving reasonable fair and substantial valid evaluation, explore into deepest far measure and related administrations. ETS items and administrations aims at measuring knowledge and skills, advance learning and execution, and bolster instruction and expert improvement for all

individuals around the world. What ETS do is disguise and champion standards like quality and value at each level of the association and through each interaction. They mix these standards into all that they do as such they can give legitimate, understandable information that partners can rely on and that positively affects people and establishments around the world. (<https://www.ets.org/about/who/>).

### **TOEIC Test Tasks Description**

The International Speaking and Writing test (TOEIC) is a one hour and 20 minute multiple choice test consisting of 19 tasks (11 for Speaking and 8 for Writing).

- 20 minutes are given for Speaking.
- 60 minutes are given for Writing.
- TOEIC Listening and Reading is a two-hour multiple choice test consisting of 200 questions (100 for Listening and 100 for Reading).
- 45 minutes are given for Listening.
- 70 minutes are given for Reading.

But, for the case of this study the researchers took only the part of the speaking test. The Speaking test includes 11 different task types. Each question has its scoring criteria and scoring scale. The first, the second and the third (Questions 1-2-3) are rated on a scale of (0) to (30) and (0) to (25) points. The last two task types (Questions10–11) are rated on a scale of (0) to (60) points. The sum of all ratings is converted to a Total scaled score of 200 points.

Each score defines and describes a related Level from the Top Level 8 till the low Level 1.

### TOEIC Level Description

- Level 8 scaled score 190 – 200 Superior
- Level 7 scaled score 160 – 180 Advanced High
- Level 6 scaled score 130 – 150 Advanced Low/Mid
- Level 5 scaled score 110 – 120 Intermediate Mid/High
- Level 4 scaled score 80 – 100 Intermediate Low
- Level 3 scaled score 60 – 70 Novice High
- Level 2 scaled score 40 – 50 Novice Mid
- Level 1 scaled score 0 – 30 Novice Low

### Questions Description

1-Read a text aloud

- **Scoring scale:** (30 point)
- **Directions:** In this part of the test, Test takers will read aloud the text on the screen. 45 seconds to prepare. Then 45 seconds to read the text aloud.
- **Testing criteria:**
  - Pronunciation
  - Intonation and stress

2-Describe a picture

- **Scoring scale:** (25 point).
- **Directions:** In this part of the test, Test takers will describe the picture on screen in as much detail as they can. 30 seconds to prepare responses. Then 45 seconds to speak about the picture.
- **Testing criteria:** all of the above, plus
  - Grammar
  - Vocabulary
  - Cohesion

3-Respond to questions

- **Scoring scale:** (25 point).
- **Directions:** In this part of the test, Test takers will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. 15 seconds to respond to Questions (04) and (05) and 30 seconds to respond to Question (06).
- **Testing criteria:** all of the above, plus
  - Relevance of content
  - Completeness of content

4- Propose a solution

- **Scoring scale:** (60 point)
- **Directions:** In this part of the test, Test takers will be presented with a problem and asked to propose a solution. 30 seconds to prepare. Then 60 seconds to speak and solve the problem.
- **Testing criteria:** all of the above

5-Express an Opinion

- **Scoring scale:** (60point)
- **Directions:** In this part of the test, Test takers will give their opinion about a specific topic. 15 seconds to prepare. Then 60 seconds to speak.
- **Testing criteria:** all of the above

**Table 1: Speaking Band Description**

Question	Task	Evaluation Criteria
1-2	Read a text aloud	<ul style="list-style-type: none"> <li>• pronunciation</li> <li>• intonation and stress</li> </ul>
3	Describe a picture	all of the above, plus <ul style="list-style-type: none"> <li>• grammar</li> <li>• vocabulary</li> <li>• cohesion</li> </ul>
4-6	Respond to questions	all of the above, plus <ul style="list-style-type: none"> <li>• relevance of content</li> <li>• completeness of content</li> </ul>
7-8	Respond to questions using all of the above information provided	all of the above
10	Propose a solution	all of the above
11	Express an opinion	all of the above

For each type of question, test takers will be given specific directions, including the time allowed for preparation and speaking. They are free and allowed to speak after given the start. In addition, it is important for the students to speak clearly and to answer each question according to the given directions.

## TOEIC Pre-Test and Post Test Sample

### Part 1: Pre-Test Sample

#### Question 1-2: Read a text aloud

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

*If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."*

#### Question 3: Describe a picture

**Directions:** In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.



**Question 4-6: Respond to questions**

**Directions:** In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

(Narrator): Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

**Question 4:** What is your favourite food?

**Question 5:** How often do you eat in a day?

**Question 6:** Describe the typical meal you would have for dinner.

**Questions 7-9: Respond to questions using information provided**

**Directions:** In this part of the test, you will answer three questions based on the information provided. You will have 30 seconds to read the information before the questions begin. For each question, begin responding immediately after you hear a beep. No additional preparation time is provided. You will have 15 seconds to respond to Questions 7 and 8, and 30 seconds to respond to Question 9.

(Narrator): *Hello, I'm calling about a conference on May 27 I saw advertised in the newspaper. It's about starting your own business. I was hoping you could give me some information.*

*Date: May 27*

*Location: Bristol Office Building*

*Seminars: 9:00AM. Financing Your Business, Room 210-Martha Ross, Certified Public Accountant.*

*11:00AM. How to Promote Your Own Business, Room 312-Howard Brown, Brown Publishers.*

*Or*

*11:00AM. Planning for Profit, Room 318-John Philips, Phillips Associates.*

*1:00PM. Lunch*

*2:00PM. Sales Techniques Workshop, Room 246-Helen King, West Side Consultants.*

*4:00PM. General Discussion*

*Registration Fee: Individuals, \$95.00*

*Members of Business Information Center, \$75.00*

**Question 7:** Could you tell me what time the conference starts and how long it will last?

**Question 8:** How much does conference attendance cost?

**Question 9:** I may not be available for the full day. Could you give me information about the activities in the morning, before lunchtime?

**Question 10: Propose a solution**

**Directions:** In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

- Respond as if you work at the bank.  
In your response, be sure to

- show that you recognize the problem, and
  - propose a way of dealing with the problem.
- Now listen to the voice message.

*You will hear:*

*Hello, this is Dan Connor. I'm calling about my new credit card. Ah, actually, the problem is that I haven't received it yet. My old card expires this week and I would like to get my new card . . . I actually sent a letter to your office last month but I didn't receive a reply. Anyway, this card is very important for me because I use it for my business . . . In fact, I use a credit card from your company almost every day. I've been using your company for several years now and have always been very happy with the service . . . I hope that I can continue using your services in the future. Could you please call me back at work? I'll be out of my office this morning because of a business meeting but I would like to know how to get my new card as quickly as possible. This is Dan Connor. My office number is 555-4321. Thank you*

**Question 11: Express an opinion**

**Directions:** In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

**Question:**

(Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion

## Part 2: Post-Test Sample

### Questions 1–2: Read a text aloud

**Directions:** *In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.*

*Jack Collins is the most amazing person I have ever met. He comes to my school every single day and talks about his difficult life in prison. He was in prison for 15 years. He made a lot of mistakes when he was young, but now he has changed his life. He saw a lot of violence in prison, from that moment he decided to use his life prison experience to help secondary school students. Jack is tall and strong. He also looks a little bit scary because he has got some spider tattoos all around his body. The thing I remember the most is his sensitive personality. He really wants to help young people. I've never met anyone like Jack before.*

### Question 3: Describe a picture

**Directions:** *In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.*



**Questions 4–6: Respond to questions**

**Directions:** In this part of the test, you will answer (03) questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

(Narrator): Imagine that a Canadian marketing Corporation is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

**Question 4:** How often do you watch television? (15s)

**Question 5:** What kinds of programs do you usually watch? (15s)

**Question 6:** Describe your favourite television program.(30s)

**Question 10: Propose a solution**

**Directions:** In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

➤ Respond as if you work at the bank.  
In your response, be sure to

- show that you recognize the problem, and
  - propose a way of dealing with the problem.
- Now listen to the voice message.

You will hear:

Hi, this is Marsha Syms. Um, I am calling about my bank card. I went to the bank machine early this morning, you know the ATM ... because the bank was closed so only the machine was open. Anyway, I put my card in the machine and got my money out....but then my card didn't come out of the machine! I got my receipt and my money but then my bank card just didn't come out. And the thing is I am leaving for my vacation tonight so I'm really going to need it....I had to get to work early this morning, and I couldn't wait around for the bank to open....  
So Could you call me here at work, and let me know how to get my bank card back? I'm really busy today, and I really need you to call me soon.  
I can't go on for my vacation without my bank card. This is Marsha Syms at 555-1234. Thanks.

**Question 11: Express an opinion**

**Directions:** *In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.*

➤ *You have the right to choose only one choice from the above ones.*

**Choice One 1:** *Some people argue that environmental issues such as global warming and climate change are caused by human actions. What is your opinion about environmental issues like Climate Change and Global Warming? Please provide reasons for your opinion.*

**Choice Two 2:** *(Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.*

**Choice Three 3:** *Now days, allot of people get marry in a younger age and some they don't. In your opinion what do you think about this subject and are you with or against getting married in an early age? And why? Give reasons to your answers.*

**Choice Four 4:** *Now Days, Facebook and social Media took a huge part of our Life time. In your Opinion Can people abandon Facebook and social media and live a natural normal life as our ancestors did? Or not? Give reasons for your answers.*

**Choice Five 5:** *Which of the following skills is the most important thing for parents to teach their children? Being friendly -being creative -being honest. Give specific reasons and details to support your answer.*

### **Preparation and Study Procedure**

This study designed and presented at Chadli Benjedid University Department of English during the academic year 2017-2018. The main case study of this research work were First Year student of English . The start of this study was at the beginning of the first semester, were all students at that time having their Oral expression courses with their oral teacher for about four hours per a week. The oral expression session was the target of this study; the researchers conducted the teacher of oral module to set the permission to be present with the students while having their course. Later on, the samples were randomly selected after that, the researchers place reliance on social media (Facebook) and sets of meetings to conduct the students to gain their approval to be apart in this study. Finally, 40 students accepted to take a part in this study.

After the random selection of the samples, the first assignment to the students was to be present for one oral session along with the researchers only to introduce the study design of this research work. During this session, the researchers introduced the direction and the plan for the study, along with presenting them with a Simi Model for an Oral presentation only to give students a sense of self-motivation to take such activities. Later on, the researchers gain the permission and the opportunity to start the oral presentation activities during two hours peer a week. The preparation of the oral presentation activities were in the hands of both the teacher and the researchers by placing a four main types of Oral presentation activities; Guided Oral Presentation, Free Oral Presentation, Controlled Oral Presentation, Informative Oral Presentation and Persuasive Oral Presentation. Each type of the previous activities were explained and presented in the first chapter. The direction of each type were explained and presented to the students before starting their performances.

Before the start of the oral presentation activities, all participants passed the Pre-test exam using TOEIC international Speaking Test. The pre-test was set to recover and records student's first oral performance. Each performance were graded using TOEIC evaluation criteria, each score determine the level of the test taker. All students' oral performances were digitally recorded and saved until the end of the study.

The pre-test took a whole full day starting up at 9:30, time setting took 20 minutes for each student all students were present at the day of the exam. After the implementation of the Oral Presentation activities, all participants took the Post-Test exam as a final exam to determine and collect all students' oral performances. Each performance were graded using TOEIC evaluation criteria, each grade determine the level of the test taker. All students' oral performances were digitally recorded and saved to be graded and analysed later on.

As a hand of assistance, a formal British English teacher from UK was kindly present to assist the researchers by grading the students oral performances using TOEIC Speaking Test. All students recorded videos were sent to our teacher from US via e-mail, a week later researchers received all students' final grades and set each student grades with their exact levels according to TOEIC level description.

## Part 2

### Results

#### Pre-Test and Post-Test Analysis

##### Section 1: Pre-Test Scoring Analysis

**Table 2: Pre-Test Scoring Analysis**

Pre-Test (n=40)

<i>Level &amp; Scale Score</i>	<i>Students Scoring Percentages</i>
▪ Level 1 (0 – 30)	0
▪ Level 2 (40 – 50)	5%
▪ Level 3 (60 – 70)	5%
▪ Level 4 (80 – 100)	32, 50%
▪ Level 5 (110 – 120)	35%
▪ Level 6 (130 – 150)	17, 50%
▪ Level 7 (160 – 180)	5%
▪ Level 8 (190 – 200)	0%

The results in Table 2 show that:

- **Level 1 scale score 0 - 30**

At this Level, no test takers (0%) scored in Level 1 in both the pre-test and post-test alike.

This Level expresses the insufficient language use, fail to intervene and hesitant performance in

the entire tasks. Test takers at Level (1) left a significant part of (TOEIC) Speaking test unanswered. Test takers at Level (1) may not have the listening or the reading skills in English necessary to understand the test directions or the content of the test questions. This shows that none of the test takers demonstrated impossible communication or 0% knowledge about the language

- **Level 2 scaled score 40 – 50**

At this level, 2 (5%) of test takers scored in Level (2). This shows that, test takers at this level cannot state an opinion or support it. They either do not respond to complicated requests or the response is not at all relevant. In routine social interactions such as answering questions and giving basic information. Test takers at this Level shows minor difficulties in reading aloud and describing a situation. As also fails to provide a solution to a given problem. Pronunciation and intonation and word stress are almost absent at this Level. Test takers at this Level may be difficult to understand.

- **Level 3 scaled score 60 – 70**

At this Level, 2 (5%) of Test takers scored in Level (3). This shows that, test takers at this Level represent minor average in the pre-test those who could not accomplish the following:

Expressing complex clues, fails to produce sustained language performance, no fluency as major error in the description tasks. Test takers at Level (3) lack achieving the choice task by grammatical splits, mispronunciation and unnatural use of intonation and words stress. Yet, level 3 candidates can maintain responding to questions and interact for basic information and maintaining a minor appropriate voice pitch when reading test task. Test takers at Level (3) can state an opinion, but

they cannot support it. Any response to a complicated request is severely limited. Test taker at Level (3) may be difficult to understand as well.

- **Level 4 scaled score 80 – 100**

At this Level, 13 (32, 50%) of test takers scored in Level (4). This shows that, test takers at this Level are unsuccessful when attempting to explain an opinion or respond to a complicated request and providing a suitable solution to a given problem. Their responses may be were limited to a single sentence or part of a sentence. Other notable problems were founds:

- Severely limited language use.
- Minimal or no audience awareness.
- Consistent pronunciation, stress, and intonation difficulties.
- Long pauses and frequent hesitations.
- Severely limited vocabulary.

Most of the time, test takers at Level (4) cannot answer questions or give basic information. When reading aloud, but they can describe a given situation. Test takers at this Level are vary in intelligibility. However, when they are creating language, candidates at Level (4) usually have problems with pronunciation, intonation, and word stress level.

- **Level 5 scaled score 110 – 120**

At this Level, 14 (35%) of test takers scored in Level (5). This shows that, test takers at this Level are commonly have limited success at expressing an opinion or responding to a complicated request and providing a suitable solution to a given problem. Responses may include minor problems such as:

- Language that is inaccurate, vague, or repetitive.
- Minimal or no awareness of audience.
- Long pauses and frequent hesitations.
- Limited expression of ideas and connections between ideas.
- Limited vocabulary.

Most of the time, candidates at Level (5) can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, and describing a given situation test takers at Level (5) are generally intelligible. However, when creating language, their pronunciation, intonation, and word stress are present but it can be inconsistent.

- **Level 6 scaled score 130 - 150**

At this Level, 7 (17, 50%) of test takers scored in Level (6). This shows that, test takers at this Level are able to create relevant responses when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for, or explanations of, the opinion is unclear to a listener. This may be because of the following:

- Unclear pronunciation or inappropriate intonation or stress when the speaker must create language.
- Minor mistakes in grammar.
- Limited range of vocabulary.

Most of the time, candidates at this Level can answer questions and give basic information and providing a suitable solution to a given problem. However, sometimes their responses are difficult to understand or interpret. When reading aloud and describing a given situation test takers at Level (6) are intelligible.

- **Level 7 scaled score 160 – 180**

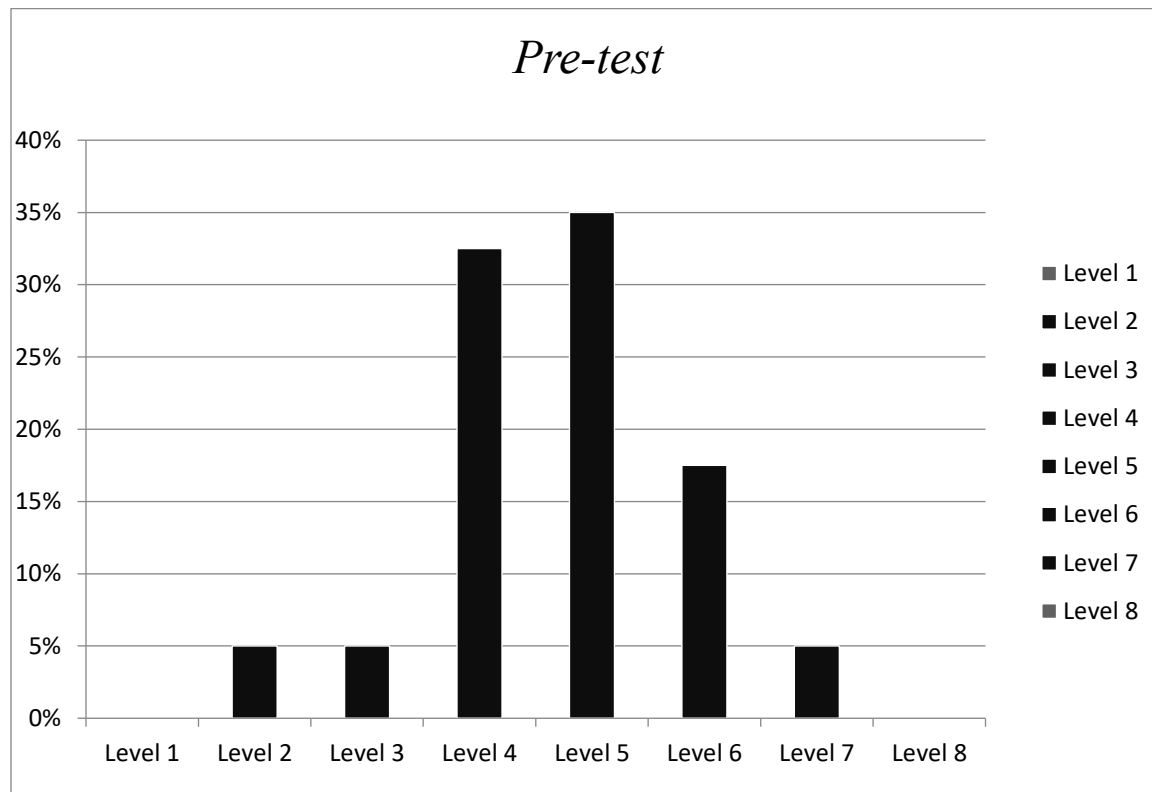
At this Level, 2 (5%) of Test takers scored in Level (7). This shows that, test takers at this Level are able to create connected and sustained appropriate discourse. They can also express opinions and providing a suitable solution to a given problem in a clear accurate structure or respond to complicated requests effectively. In extended responses, some of the following weaknesses were found but did not reflected on the candidates answers.

- Minor difficulties with pronunciation, intonation, or hesitation when creating language.
- Some errors when using complex grammatical structures.
- Some imprecise vocabulary.

Most of the time, candidates at this Level were able to use spoken language to answer questions and give basic information. When reading aloud, and describing a given situation test takers at Level (7) are highly intelligible.

- **Level 8 scaled score 190 – 200**

At this Level, no Test takers (0%) scored in Level 8 in both the pre-test and post-test alike. This Level expresses the Language perfection. Test takers at Level 8 are able to create connected and sustained clear and accurate appropriate discourse with 0% language flawless. When they express opinions or respond to complicated requests, their speech is highly intelligible. Their use of basic and complex grammar is good and their use of vocabulary is accurate and precise. Test takers at Level (8) can also use perfect spoken language to answer questions and give basic information and providing a suitable solution to a given problem. Their pronunciation, intonation, and stress are at all times highly intelligible.



**Figure 1:** Pre-Test

The results in figure 1 show that:

- The above statistical diagram represents all students' scoring performances. The result of this diagram is as follow:
  - Column 1: none of test takers (0%) scored in Level 1
  - Column 2: 2 (5%) of test takers scored in Level 2
  - Column 3: 2 (5%) of test takers scored in Level 3
  - Column 4: 13 (32.50%) of test takers scored in Level 4
  - Column 5: 14 (35%) of test takers scored in Level 5

- Column 6: 7 (17.50%) of test takers scored in Level 6
  - Column 7: 2 (5%) of test takers scored in Level 7
  - Column 8: none of test takers (0%) scored in Level 8
- Typically, student's oral performances at the Pre-test were around Intermediate Low and Intermediate Mid.
- Their oral performances indicate multiple weaknesses.
- The highest score percentages was mainly presented in Level 4 (32.50%) and Level 5 (35%) along with Level 6 (17.50%)
- This concludes that student's total score Level at the pre-test were around medium Intermediate Low and Intermediate Mid.

### Section 2: Post-Test Scoring Analysis

**Table 3: Post-Test Scoring Analysis**

Pro-Test (n=40)

<i>Level &amp; Scale Score</i>	<i>Students Scoring Percentages</i>
▪ Level 1 (0 – 30)	0%
▪ Level 2 (40 – 50)	0%
▪ Level 3 (60 – 70)	5%
▪ Level 4 (80 – 100)	10%
▪ Level 5 (110 – 120)	25%
▪ Level 6 (130 – 150)	40%
▪ Level 7 (160 – 180)	20%
▪ Level 8 (190 – 200)	0%

The results in Table 3 show that:

▪ **Level 1 scale score 0 – 30**

At this Level, no Test takers (0%) scored in Level (1) in both the pre-test and post-test alike. This Level expresses the insufficient language use, fail to intervene and hesitant performance in the entire tasks. Test takers at Level (1) left a significant part of (TOEIC) Speaking test unanswered. Test takers at Level (1) may not have the listening or the reading skills in English necessary to understand the test directions or the content of the test questions. This shows that none of the test takers demonstrated impossible communication or 0% knowledge about the language. This means that all students passed this Level by scoring higher points.

▪ **Level 2 scaled score 40 – 50**

At this Level, no Test takers (0%) scored in Level (2). This shows that, none of the candidates scored or gained any points at this Level. Test takers at this Level cannot state an opinion or support it. Either they do not respond to complicated requests or the response is not at all relevant. In routine social interactions such as answering questions and giving basic information. Test takers at this Level show minor difficulties in reading aloud and describing a situation. As also fails to provide a solution to a given problem. Pronunciation and intonation and word stress Level are almost absent at this Level. Test takers at this Level may be difficult to be understand.

This confirms that all students passed this Level by scoring high points.

▪ **Level 3 scaled score 60 – 70**

At this Level, 2 (5%) of Test takers scored in Level (3). This shows that, test takers at this Level represent minor average in the pre-test those who could not accomplish the following:

Expressing complex clues, fails to produce sustained language performance, no fluency as major error in the description tasks. Test takers at Level (3) lack achieving the choice task by grammatical splits, mispronunciation and unnatural use of intonation and words stress. Yet, level (3) candidates can maintain responding to questions and interact for basic information and maintaining a minor appropriate voice pitch when reading test task. Test takers at Level (3) can state an opinion, but they cannot support it. Any response to a complicated request is severely limited. Test taker at Level (3) may be difficult to understand as well.

▪ **Level 4 scaled score 80 – 100**

At this Level, 4 (10%) of Test takers scored in Level (4). This shows that, test takers at this Level are unsuccessful when attempting to explain an opinion or respond to a complicated request and providing a suitable solution to a given problem. Their responses may be were limited to a single sentence or part of a sentence. Other notable problems were founds:

- Severely limited language use.
- Minimal or no audience awareness.
- Consistent pronunciation, stress, and intonation difficulties.
- Long pauses and frequent hesitations.
- Severely limited vocabulary.

▪ **Level 5 scaled score 110 – 120**

At this Level, 10 (25%) of Test takers scored in Level (5). This shows that, test takers at this Level are commonly have limited success at expressing an opinion or responding to a complicated request and providing a suitable solution to a given problem. Responses may include minor problems such as:

- Language that is inaccurate, vague, or repetitive.
- Minimal or no awareness of audience.
- Long pauses and frequent hesitations.
- Limited expression of ideas and connections between ideas.
- Limited vocabulary.

Most of the time, candidates at Level (5) can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, and describing a given situation test takers at Level (5) are generally intelligible. However, when creating language, their pronunciation, intonation, and word stress are present but it can be inconsistent.

▪ **Level 6 scaled score 130 - 150**

At this Level, 16 (40%) of test takers scored in Level (6). This shows that, test takers at this Level are able to create relevant responses when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for, or explanations of, the opinion is unclear to a listener. This may be because of the following:

- Unclear pronunciation or inappropriate intonation or stress when the speaker must create language.
- Minor mistakes in grammar.
- Limited range of vocabulary.

Most of the time, Test takers at this Level can answer questions and give basic information and also providing a suitable solution to a given problem. However, sometimes their responses are difficult to understand or interpret. When reading aloud and describing a given situation test takers at Level (6) are intelligible.

- **Level 7 scaled score 160 – 180**

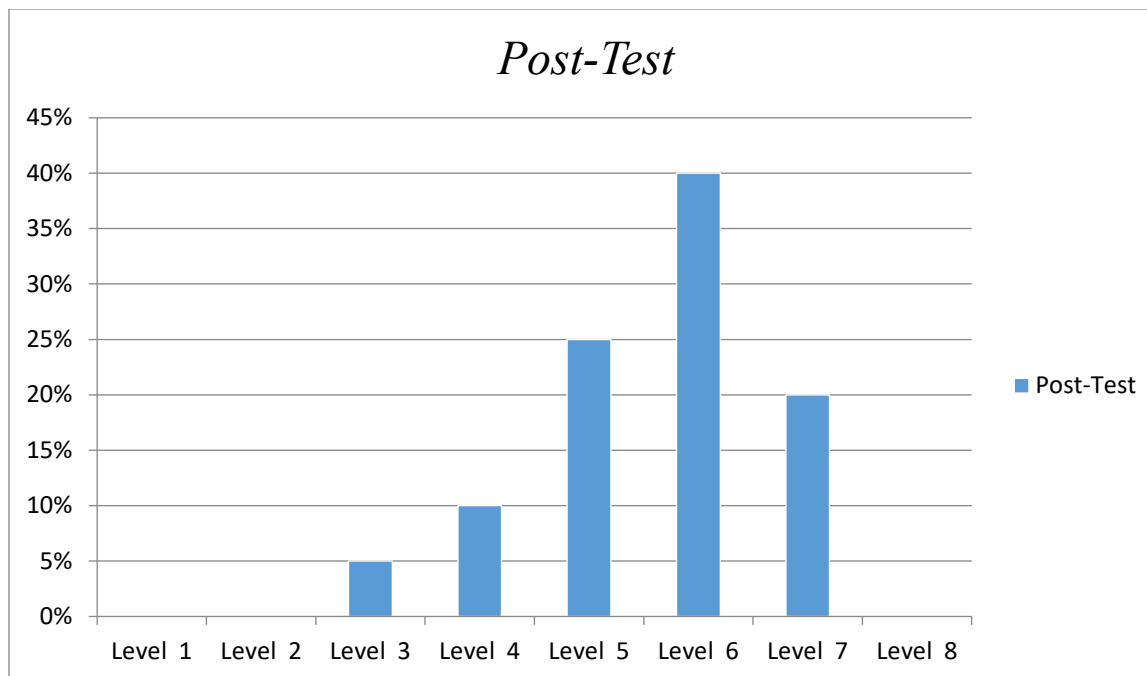
At this Level, 8 (20%) of Test takers scored in Level (7). This shows that, test takers at this Level are able to create connected and sustained appropriate discourse. They can also express opinions and providing a suitable solution to a given problem in a clear accurate structure or respond to complicated requests effectively. In extended responses, some of the following weaknesses were found but did not reflected on the candidates answers.

- Minor difficulties with pronunciation, intonation, or hesitation when creating language.
- Some errors when using complex grammatical structures.
- Some imprecise vocabulary.

Most of the time, Test takers at this Level were able to use spoken language to answer questions and give basic information. When reading aloud, and describing a given situation test takers at Level (7) are highly intelligible.

- **Level 8 scaled score 190 – 200**

At this Level, no Test takers (0%) scored in Level 8 in both the pre-test and post-test alike. This Level expresses the Language perfection. Candidates at Level 8 are able to create connected and sustained clear and accurate appropriate discourse with 0% language flawless. When they express opinions or respond to complicated requests, their speech is highly intelligible. Their use of basic and complex grammar is good and their use of vocabulary is accurate and precise. Test takers at Level 8 can also use perfect spoken language to answer questions and give basic information and providing a suitable solution to a given problem. Their pronunciation, intonation, and stress are at all times highly intelligible.



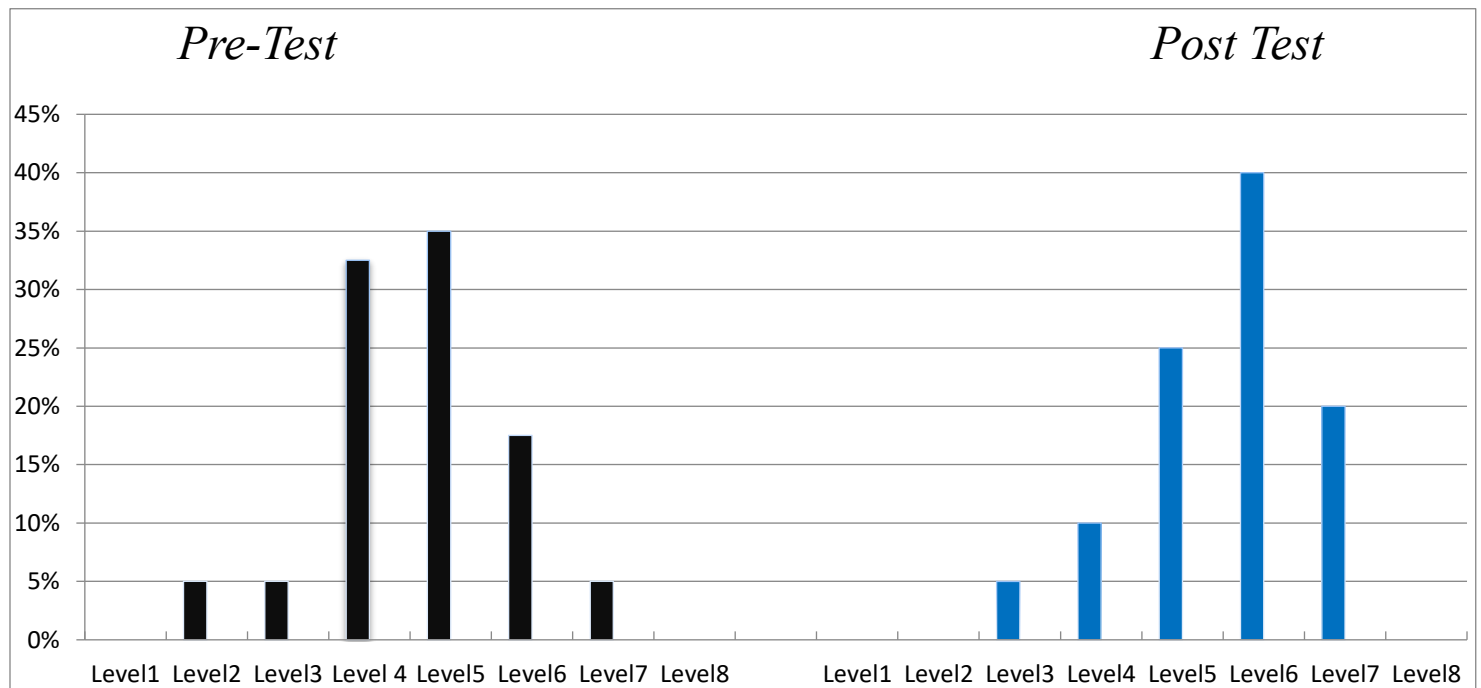
**Figure 2: Post-Test**

The results in figure 2 show that:

The above statistical diagram represents all students' scoring performances. The result of this diagram is as follow:

- Column 1: none of test takers (0%) scored in Level 1
  - Colum 2: none of test takers scored in Level 2
  - Colum 3: 2 (5%) of test takers scored in Level 3
  - Colum 4: 4 (10%) of test takers scored in Level 4
  - Colum 5: 10 (25%) of test takers scored in Level 5
  - Colum 6: 16 (40%) of test takers scored in Level 6
  - Colum 7: 8 (20%) of test takers scored in Level 7
  - Colum 8: none of test takers (0%) scored in Level 8
- Typically, student's oral performances at the Post-test were between Intermediate High and Advanced Mid. Their oral performances indicated slight improvement along with finite multiple weaknesses.
- The highest score percentages was mainly presented in Level 6 (40%) and Level 5 (25%) along with Level 7 (20%).

- This concludes that student's total score Level in the post-test were between Intermediate High and Advanced Mid/High.



**Figure 3: Pre-test and Post-test results**

The above diagram represents both of Pre-test/Post-test scoring progress.

The diagram reveals the true statistics comparison scores for both presented tests.

The slight differences were shown as follow:

- In level 1: None statistic improvement were shown in both Pre-test/Post-test diagram.
- In Level 2: Only 2 (5%) of test takers scored in this level, whereas none of them scored in the post-test
- In Level 3: Only 2 (5%) of test takers scored in this level in both pre-test/post-test diagram.

- In Level 4: Only 13 (32.50%) of test takers scored in this level in the pre-test, whereas shown a slight decrease of 4 (10%) test takers in the post-test.
- In Level 5: Only 14 (35%) of test takers scored in this level in the pre-test, whereas a slight decrease were noticed of 10 (25%) of test takers in the post-test.
- In Level 6: Only 7 (17.50%) of test takers scored in this level in the pre-test, whereas a slight remarkable increase of a total 16 (40%) test takers in the post-test.
- In Level 7: Only 2 (5%) of test takers scored in this level, while a slight notable increase were shown of a total 8 (20%) of test takers in the post-test.
- In Level 8: None statistic improvement were shown in both Pre-test/Post-test diagram.

General overview for both Pre-test/Post-test:

- Students, who scored in Level 2 in the pre-test, did not scored in the same level in the post-post

Level 2: Pre-test (5%) - Post-test (0%).

- Students, who scored in Level 3 in the Pre-test, scored the same as the Post-test.

Level 3: Pre-test (5%) - Post-test (5%).

- Students, who scored in Level 4 in the Pre-test, were slightly decreased in the Post-test.

Level 4: Pre-test (32.50%) - Post-test (10%).

- Students, who scored in Level 5 in the Pre-test, were partially decreased in the Post-test.

Level 5: Pre-test (35%) - Post-test (25%).

- Students, who scored in Level 6 in the Pre-test, were slightly increased in the Post-test.

Level 6: Pre-test (17.50%) - Post-test (40%).

- Students, who scored in Level 7 in the Pre-test, were slightly increased in the Post-test.
- Level 7: Pre-test (5%) - Post-test (20%)

➤ Summary of the Finding Results:

According to the Pre-test/Post-test final results, all students were showing a slight statistical improvement in their speaking test performances. This was presented by the two last Pre-test/Post-test diagrams. Generally, speaking Oral Presentation activities affected positively on the students oral performances depicted on the previous results.

### **Conclusion**

The present chapter mainly introduced two main parts. Part one, revealed the type of methodology used by the researchers; also, it covers the research design along with the samples of the study conducting the first year student of Chadli Benjedid EL TARG University Department of English. The chapter introduced also The TOEIC International Speaking Test as the major tool for collecting and recovering Data information, along with its tasks and level descriptions. In addition, to the kinds of preparation and study procedure made by the researchers as a set for planning the research work.

Part two, covered the analysis of all students Oral Proficiency scores. According to the Pre-test/Post-test final results, all students were showing a slight statistical improvement in their speaking test performances. This was presented by the two last Pre-test/Post-test diagrams. Generally speaking Oral Presentation activities affected positively on the students oral performances depicted on the previous results.



## Chapter Five

### Discussion and Final Recommendation

#### Introduction

The aim of this chapter is practically designed to discuss and reveal the true final results about the students' oral performances using TOEIC tests along with the Pre-test/Post-test methodology, also to determine and clarify the research questions on how far the impact of using oral presentations activities to develop the EFL students Speaking Skill. The results confirm and answer the two previous research questions and prove the two suggested hypotheses that were presented in chapter one which stated that "the use of Oral Presentation inside EFL classes can be an effective tool in improving students' speaking skill". According to this, students showed significant improvements in their speaking skill.

#### Discussion of the Hypotheses and research question

This research work reveals the effectiveness of Oral Presentation activities in enhancing EFL's Speaking Skill of first year students of Chadli Benjedid. This study conducted the use of International Speaking Test TOEIC as the measure tool to collect data and information of all students' oral performances. According to the TOEIC and Pre-test/Post-test Final results, all students were showing a slight positive improvement in their speaking test performances. This confirms and answers the two previous research questions:

- 1- To what extent does the use of Oral Presentation enhance students speaking skills?
- 2- Will students show a significant improvement in their speaking skills using the injection of the true implementation of Oral Presentation?

The first research question was clarified and answered, the true implementation of Oral presentation clearly effected positively on the student's Oral proficiency. The second question commonly was clarified and answered, typical slight significant improvements were showed in student's Oral performances according to the Pre-test and Post-test scoring results.

The two suggested hypotheses that were presented in chapter one was also clarified validated.

1-Using oral presentation inside EFL classes can be an effective tool in improving their speaking skills and reducing their anxiety while speaking.

2- First year students showed a significant improvement in their speaking skills according to the effective treatment of Oral Presentation inside their classes.

Generally speaking, the implementation of oral presentation activities gained a positive view on developing the EFL Speaking Skill.

### **Recommendation and Suggestions for Further Research**

Despite of the good organization and the good qualities that were present all along in this research work, it has its weaknesses. That's why we as researchers kindly present few recommendations and suggestions that would hopefully be good useful points for further researchers who may conduct similar research work;

- This research study were mainly conducted English first year students, for further research work, researcher my take the part in the other level as well.
- The sample of this research were mainly forty 40 chosen students, for further research work, researchers may choose to take a larger sample for a more clarification and validation.

- In this study, the designers of this research work used the TOEIC International Speaking and Writing Test for collecting the data basis and assessing the student's Oral proficiency, for further research work, researchers may look for different English Tests such as TOEFL: Test of English as a Foreign Language and IELTS Test of English for International Communication.
- Time and Location is very important issue in this typical types of Tests, for further research work, researchers should set the exact plans and the organizations of the Test before attempting to present it, such as providing a good silent location and organizing the exact time before implementing the Test.
- Recording the students oral performance is a very important issue, researcher must record all students performances in a professional way were the quality of the videos mustn't be damaged or corrupted during the Test.

#### **General Overview on the Benefits of Oral Presentation**

- Oral presentation is an effective way for developing the students' ability to practice the target language.
- Oral presentation one of the effective ways on building strong relation between language study and language use.
- It helps students to collect, inquire, organize, and construct information.
- Oral presentation helps students to use all the four skills in a natural integrated way.
- In Oral Presentation student are centered.
- They require the use of all four-language skills.
- They provide students with realistic language tasks.
- They have value outside the language classroom.

- They improve students' motivation.
- Improving students group interaction.
- Improving student's creative abilities.
- An effective tool on building students self-confidante.

However, Oral presentations should be carefully organized and well prepared before engaging students in such activities, the miss use of this tool can effect negatively on the student learning process. Therefore, oral presentation activities and planning must be kept on the hand of the instructor all the time for the sake of the students learning progress and better achievements in developing their speaking skills.

### **Conclusion**

This present chapter introduced the discussion of the hypotheses and the research questions along with a recommendation and suggestion for further research work. As a final point, this chapter provided a general overview of the benefits of Oral Presentation.



تم إجراء هذه الدراسة في المقام الأول للتحقيق في فعالية استخدام العرض التقديمي الشفوي في تطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية داخل فصولهم الدراسية. كان هدفها المركزي هو إلقاء الضوء على الأسئلة البحثية الرئيسية التالية؛ (1) إلى أي مدى يعزز استخدام العرض الشفوي مهارات التحدث لدى الطلاب. (2) هل سيظهر الطلاب تحسناً ملحوظاً في مهاراتهم في التحدث باستخدام تطبيق العرض الشفهي أيضاً ، لتأكيد الفرضية المقترحة التي تنص على أن الطلاب سوف يظهرون تحسناً كبيراً في مهاراتهم في التحدث باستخدام أنشطة العرض الشفوي. تم إجراء هذا البحث كبحث كمي إلى جانب تصميم تجريبي حقيقي مع تصميم ما قبل الاختبار / وما بعد الاختبار لاختبار الفرضيات المقترحة وتأكيدهما. تم جمع البيانات قبل وبعد تنفيذ أنشطة العرض الشفهي باستخدام اختبار TOEIC الدولي للتحدث. أجريت هذه الدراسة في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد ، وأجرت لطلاب السنة الأولى . من بين 105 طالب ، تم اختيار 40 طالباً بشكل عشوائي ليكونوا عينة من دراسة هذا العمل البحثي. كشفت نتائج هذه الدراسة عن تحسن ملحوظ في مهارات التحدث لدى الطلاب ، بعد العمل مع أنشطة العرض الشفهي. تم عرض هذا التحسن وفقاً لمستويات درجاتهم التي تم تقديمها في تحليل ما قبل الاختبار / ما بعد الاختبار لاختبار TOEIC.

## **Chapter One**

### **Introductory Chapter**

#### **Introduction**

Every time teachers of EFL/ESL look for appropriate methods and techniques to teach oral module in order to avoid the routine of the same exercises in the traditional way, where learners have a very few chances to manifest the target language, Those teachers want to enhance their students' speaking and improve their interactions by using the target language . Nowadays, many tertiary students avoid the questions and answers sessions, they perceive these oral presentation tasks positively as an effective tool for improving their proficiency.

This research is conducted to test the effects of implementing oral presentation on EFL students' speaking skills. This chapter represents the statement of the problem and the aims of the study with its significance , It also covers the research questions and the hypotheses proposed as well as the method used which consists of The structure of the research, The participants and data collecting instruments .The end of this chapter comprises the limitations and delimitations of the study.

#### **Statement of the Problem**

One of the major hindrances first year students at Chadli Benjedid university have to overcome during the English oral classes is their reluctance to speak in various interactive situations due to diverse reasons including the lack of confidence, practice, vocabulary, anxiety, fear of being criticized and humiliated in front of their partners, and also the lack of exposure to authentic opportunities and environment especially in our country where the only place to practice the target language is in classroom and most of the classroom lessons are teacher- centered so

students do not participate in discussion. Trang (2012) declared, “Three related anxieties in their conceptualization of foreign language, including communication apprehension, test anxiety, and fear of negative evaluation” (p. 72). As a consequence, students graduated from university without being able to speak or communicate. They only pronounced isolated words and separated sentences making their production poor, meaningless and unsatisfactory. Mustapha, Ismail, Singh, & Elias (2010) states that many graduates with excellent grades in EFL have sound information and knowledge regarding reading and writing of the English language. However, they lack proficiency in oral communication in their target language.

Since the classroom is the crucial place in which students have an opportunity to use the target language, and as master students have gone through first and second year programs at Chadli Bendjedid University; we noticed that not all the students are speaking in the classroom, only the excellent students who take the opportunities to interact and speak. In addition, most of them rarely participate suffering from language communication apprehension. They keep silent while the teacher is talking and that led them to achieve less than the excellent students did.

### **Aims of the Study**

The main purpose of the present study is to shed light on the use of oral presentation as an effective teaching tool in enhancing first year students' speaking skills at Chadli Bendjedid University.

It has been designed to discover the effectiveness of using oral presentation activities in fostering EFL students' speaking skills. In addition, it aims to:

Stimulate students to gain more confidence for more practice in oral tasks, which leads to develop the language, improve their speaking skill in oral classes and exams.

Helping students to improve their speaking skills through oral presentation.

Increasing students' talking time.

Providing teachers with new techniques and oral presentations

### **Research Questions**

Many English students of Chadli Bendjedid university struggle to become proficient speakers of the language. Based on this. The attempt of this research seeks to investigate the following research questions:

**Q1:** To what extent does the use of oral presentation enhance students speaking skills?

**Q2:** Will students show a significant improvement in their speaking skills using Oral Presentation?

### **Hypotheses**

On the light of what has been listed and in order to solve the afore-mentioned problems, it has been hypothesized that:

Using oral presentation inside EFL classes can be an effective tool in improving students' speaking skills and reducing their anxiety while speaking.

Students will show a significant improvement in their speaking skills according to the effective treatment of Oral Presentation inside their classes.

## **Research Methodology**

### **Structure of the Study**

The choice of the method has determined by the nature of the study. This work was carry out as a quantitative research along with a true implementation of the Experimental design. The use of the experimental method was set to determine the facts about first year students speaking problems inside their classes and also to clarify that the use of oral presentation as an effective tool can enhance their speaking skill and reduce their anxiety while speaking.

This research work mainly consists of two essential variables. Firstly, the oral presentation as the independent variable. Secondly, the EFL students' speaking skills as the dependent variable.

For the purpose of this research work, data were collected using the TOEIC International Speaking and Writing Test. The Test used as methodology of a Pre-Test and Post-Test examination and targeted 40 Test takers from 105 chosen ones. All data were gathered and recovered before and after the treatment of the Oral Presentation from one single group. All members of the experimental group were divided into two main group (n=20) / (n=20) only to facilitate the work plan. At the end of the first semester, all students took the Pre-test using the TOEIC International Speaking and writing Test to test the students speaking proficiency. After the implementation of the Oral Presentation activities, in the period of the second semester during 16 weeks all students took the Post-test, as a second part and last test of our exam.

The Pre-Test designed to collect students' first speaking proficiency scores, while the Post-test determine the results of the implemented injection made by the researcher.

## **Participants**

The sample of this study was conducted to first year students of English at Chadli Benjedid University in El Tarf during the 2017-2018 academic year. Participants were around 18 to 23 years old. 8 students (20%) were males and 32 (80%) were females. The reason behind choosing to work with first year students is for a number of reasons. One, first year students are able to take risks in speaking the foreign language because they still freshmen and more motivated enough to learn the English language like any other levels since it was their choice to carry out such study. Furthermore, first year is the basic platform at the University level that need much attention for the sake of the students' progress. If teachers nowadays want to develop students' level, they need to start with this platform. From a population of about 105 students, we have dealt with forty 40 students. They were randomly selected to be our sample. All students are Algerian. Arabic is their native language, French as a second language, and English as a foreign language. They share similar educational background and took the Algerian ordinary education system for 13 years of educations, 6 years in the Primary School, 4 years in the Middle School and 3 years in High School. All of them studied English language in different Algerian Middle and High Schools for 7 years.

## **Data collecting instruments**

The data in this research work was collected using the TOEIC International Speaking and Writing Test. The Test of English for International Communication (TOEIC) is an examination for testing the ability of the English language proficiency as a second language (ESL). It was initially expected as a trial of examine the Japanese agents Oral Communication Competences, however it was currently utilized unquestionably broadly. Since its first launch in Japan in 1979, the TOEIC has turned out to be a standout amongst the most stepped through English examinations

on the planet. Initially managed just in Japan, this test is currently accessible in 120 nations and utilized by more than 10,000 associations for employing, arrangement and preparing choices.

According to (ETS) English Testing System, the Test of English for International Communication (TOEIC®) Listening and Reading has created a standard for assessing English-language listening and reading skills needed for non-native students in the English speaking workplace.

The TOEIC is a flexible test; it means that it can be shaped according to the needs of the examiner by addressing first year students and analyzing their needs (age & level).

### **Limitation of Study**

Typically, this research work was carefully managed and currently handled in scientific measures; therewith, it has its limitation and weaknesses. This study was addressed to the first year students at Chadli Benjedid University, for only one academic semester, (12 weeks) and it was not a sufficient period for an experimental study. Further recommendation and suggestions may include a longer period to carry out such work for a valid and a much significant results. Moreover, the students' recorded videos showed a slight quality of noise due to the chosen location and students' overload schedule and time. Further recommendation may suggest a secure location and a good time preparation for the quality of the research work.

### **Delimitation of Study**

This research work was designed and planned to test the effectiveness of using oral presentation as a tool in enhancing the speaking skills. However, the result of this study can only be generalized to first year students at the Algerian University Levels.

## Conclusion

To conclude, students in their way to master the speaking skill, they face numerous challenges that can overcome by the true implementation of oral presentation .This research attempts to figure out the use of oral presentation as an effective tool for developing EFL Learner's Oral Proficiency and its impact on reducing their communication apprehension.

# **Appendices**

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## **Figures/Test Questions**

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