

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
Belhadj Bouchaib University - Ain Temouchent



Faculty of Letters, Languages, and Social Sciences
Department of Letters and English Language

**Exploring Students' Perceptions towards Oral Presentations as a Form
of Assessment: Case of Second Year EFL Students at Belhadj Bouchaib
University**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Academic Year: 2022 – 2023

DEDICATIONS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

My sincere gratitude goes first to my family to whom I owe so much and from whom I

Derived so much support and help.

Last but definitely not least, my hearty gratitude and recognition go to my parents, I

Do not have the words to fully express how I appreciate them incredibly generous support

That helped me get through this phase of my life.

I would like also to express my deepest appreciation and special thanks to my uncle habib

for his help and guidance.

To all my friends, my teachers and everyone who helped me especially to my best friends for

the enjoying moments. AMARA MEHDI.

I dedicate this work to my dear father, who has been nicely my supporter until my research

was fully finished.

Greatest dedication to my beloved mother who, for months past, has encouraged me attentively with her fullest and truest attention to accomplish my work with truthful self-

confidence.

Also my brother Mohamed and my sister who have supported me throughout the process.

My best friends walid and zaki and bilel . I will always appreciate all what they have done

for me. My love for you all is infinite , God bless you . Belhoul Rachid

ACKNOWLEDGEMENTS

Above all, we thank Allah the Almighty for having given us enough courage and patience to conduct and complete this work. Glory and Praise to him. Most and utmost praise to God the Merciful for endowing us with necessary strength to finish this humble work.

Actually, no words can faithfully convey our profound gratitude and thankfulness to our supervisor Mrs Boumediene Amina for her precious help and valuable feedback. She was always prepared with valuable insights into our work, wading through chapter upon chapter, suggesting further revisions and future directions.

Abstract

Assessments can provide educators with information about students' status and growth in desired competencies. This information can then be used with internal and external constituents for both accountability and improvement. As soon as, Oral presentations are seen within workplaces, classrooms and even at social events such as weddings. An oral presentation at university assesses the presenter's ability to communicate relevant information effectively in an interesting and engaging manner. The present study aims at examining how EFL teachers and students feel about using oral presentations as a form of assessment. During the academic year 2022–2023, two questionnaires were given to professors and second-year license students in the English department at Belhadj Bouchaib University in order to test our hypothesis. Therefore, two issues were covered: (1) the attitudes of students and teachers toward classroom evaluation and whether it is essential to the ongoing learning process or not; and (2) the impact of employing oral presentations in the classroom as an assessing approach. The major subjects of this study were 60 students and 15 teachers. Positive engagement and intense attention have been shown by all participants. Following an analysis of their comments, it was discovered that while oral presentations enable students more to develop and improve their speaking abilities, they don't appear to be sufficient when it comes to evaluation to accurately reflect the students' actual proficiency. Therefore, in addition to the oral presentation, there should be another written review. Some suggestions were made in light of the findings to alert instructors and students to this problem.

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List of abbreviations

Q. Question.

SAW. Speaking, arguing and writing.

O.H.P. overhead projector.

E.F.L. English as foreign language.

E.S.L. English second language.

General Introduction

General Introduction

General Introduction

The world's universal language has become English. In order to fulfill a high development of capacities, i. e., achieving a good mastery in the productive and receptive skills, one of the main goals those teachers of English as a Foreign Language (EFL) wish to succeed or reach is to make their learners acquire and master what is called «Foreign Language Skills»; reading, writing, speaking, and listening. Speaking is regarded as a productive skill since it is required for demonstrating language proficiency and because learners will be placed in circumstances where English-language communication will take place. Speaking is seen by language testers as the most difficult of the four language skills to assess. Assessing speaking requires that we either observe a “live” oral performance or that we capture the performance by some means for evaluation at a later time.

Assessment refers to the systematic process of gathering, analyzing, and reporting data that can be utilized to shift attitudes or enhance the performance of a project or program. Oral presentations as a form of assessment provide useful opportunities for students to practice skills, required in their working lives, in a non-threatening environment. Students can also demonstrate their knowledge and understanding of issues and their ability to present information and engage with an audience. However is a noticeable disappointment with the oral presenting method utilized by teachers at the Algerian universities, as evidenced by the experiences of English students and conversations with friends.

The current study aims to better understand how students feel about using oral presentations as a form of assessment tool and whether it is an effective means of assessment in the English department at Belhadj Bouchaib University.

General Introduction

This research attempts to answer the following questions:

- 1- To what extent do EFL teachers at Belhadj Bouchaib University opt for oral presentations?
- 2- What are student's perceptions towards oral presentations as a form of assessment?
- 3- Does oral presentation as a form of assessment have an impact on students' overall level?

Based on these questions, the researchers hypothesize that:

- EFL students do not prefer to be evaluated by oral presentations because of psychological barriers.
- Most teachers use oral presentations to assess their students.
- The oral presentation does have an impact on students overall level.

In this investigation, three chapters were addressed; starting with the theoretical chapter which was divided into two parts, the first discussing oral presentations and the second concerning evaluation and assessment. The study's fieldwork is covered in the second chapter. Third chapter includes some advice and suggestions.

This study is meant for second Year license Students in the Department of English, at Belhadj Bouchaib University. The sample is made up of 60 students and 15 teachers. They were selected randomly.

General Introduction

As for the research instruments, two questionnaires are used. One is administered to students and the other one to teachers.

There are three key chapters in this research work. The literature review is the focus of the first chapter. The first part sheds light on the definition of speaking, characteristics of speaking and focuses on the concept of oral presentation, its types, structure, advantages and elements (psychological and Linguistic aspects) that affect oral presentations. Part two focuses on the definition of assessment, the characteristics of assessment, as well as many types of assessment. While the second chapter is focused on the practical aspect and deals with the analysis and interpretation of questionnaires from both students and teachers. Whereas the third chapter is primarily concerned with recommendations and suggestions.

Chapter One:

Literature Review

Chapter One : Literature Review

1.1.Introduction

Speaking is one of the four language skills that are required when learning a foreign language. On the other hand, assessment in any context in general and in foreign language context in particular may take different forms either written or oral. Indeed, one of the activities that aids in the development of students' speaking skill is the oral presentation. The present chapter is devoted to the theoretical part where the work's key words are highlighted and defined. It is initiated with a definition of speaking together with characteristics of speaking performance. Additionally, Oral presentations as part of the speaking skill will be clarified. Subsequently, the researchers will concentrate on the benefits of oral presentations, the typical issues that students have while presenting, and the format of oral presentations: planning, practicing, and presenting. At the end, assessment of oral presentations will be highlighted. At the end of the oral presentation review, the current study sheds light on the definition of assessment, characteristics of good assessment and the role of it in teaching, its types, and its basic concepts and terms, and how is oral presentation beneficial for it.

1.2. Defining Speaking

Speaking is defined by the Oxford Dictionary of Current English as the act of verbally expressing oneself or giving speeches. As a result, it serves as a medium for interpersonal communication and the expression of feelings and thoughts. Speaking is a fundamental ability in English that students should master as learning a foreign language is meant to be used for communication. Students gain concepts, expand their vocabulary, and become aware of the English language's structure by speaking, as stated by LittleWoods, "Speaking skill is an important part of the curriculum in language teaching, and this makes it important object of assessment as well" (1981, p.1).

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Speaking is therefore, regarded as a fruitful skill because all the components come together to deliver the intended or directed message. Although English language learners believe that knowing a few words will help them speak more fluently, they frequently run into difficulties when attempting to use such words.

According to Shumin (2002) speech is a fundamental tool of social interaction, it follows that when speakers talk, this impacts and influences how individuals relate to one another. Speaking is used for many different purposes, and each purpose involves different skills. For example, when a person uses casual conversation, his or her purposes may be to make social contacts with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.

1.3. Characteristics of Speaking Performance

Fluency, accuracy, vocabulary and pronunciation are the key ideas in speaking performance. These elements received a lot of attention as being the core of the speaking skill.

1.3.1. Fluency

Fluency is the capacity to read a text accurately, smoothly, rapidly, and expressively. The term "fluency" refers to the production and is typically used to describe speech, according to Hedge (2000). "It is the capacity to connect speech segments with ease, without strain, unnecessary pauses, or excessive hesitation." (p. 54). According to Hughes (2002), another definition of fluency is "the ability to express oneself in an understandable, reasonable, and accurate way without too much hesitation; otherwise, the communication will fail because listeners will lose their interest." meta-analysis demonstrates that fluency can be taught and that it has a positive impact on reading comprehension abilities.

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1.3.2. Accuracy

By definition, accuracy is "the ability to avoid error in performance, possibly reflecting higher levels of control in the language, as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error," according to Fahim et al. (2011.p 4). If you speak English with a high level of accuracy it means you speak correctly. Learners often neglects accuracy in their quest to become more fluent in their learning. Accordingly, second language teachers place a strong emphasis on correctness in their lessons to address issues since without proper speech, speakers will not be understood and their listeners will become disinterested if wrong performance is repeated often.

1.3.3. Vocabulary

Vocabulary is defined as "all the words that a person knows or uses; all the words in a particular language, and the words that people use when they are talking about a particular subject" (Oxford Advanced Learners' Dictionary, p. 1645). In reality, vocabulary refers to more than just individual words; it can also refer to a phrase or an idiom (Hassan, 2012, p. 327).

Put simply, vocabulary is just the total number of words we can actively comprehend or employ when listening, reading, speaking, or writing. According to Snow et.al (2003), each person possesses four vocabularies, hearing, speaking, reading, and writing. Vocabulary development is the process of building a person's stored knowledge of the pronunciations and meanings of words that are essential for communication (Tankersley, 2003).

The greatest and first to develop is a person's hearing vocabulary, which is then followed by their speaking or oral vocabulary (Snow & all 1998). The development of the reading vocabulary comes after then the writing vocabulary. In other words, each vocabulary set keeps expanding and changing over time.

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1.3.4. Pronunciation

The Oxford Dictionary of Current English defines pronunciation as the way a word is said. According to Yates (2002), it is the act of creating sounds that carry meanings. Therefore, pronunciation is a crucial component of communication. Word stress and the distinct sounds within each word—also known as "phonemes"—are two crucial components of proper pronunciation (Storz et al. 2002). Therefore, Pronunciation is a crucial aspect of good communication. fluency, accuracy, vocabulary and pronunciation are essential aspects of speaking in general and oral presentations in particular.

1.4. Definition of Oral Presentation

Speaking in front of a group comes naturally during an oral presentation, according to Baker (2000p. 115), which means Oral presentation is thus a component of oral communication.

Thus, the goal of providing an oral presentation is to effectively communicate, and it is done so to educate or persuade the audience. Additionally, according to Melion and Thompson (1980), if oral presentations are led and prepared, they will provide students with a learning opportunity and teach them a crucial ability that will help them in all of their academic coursework as well as in their future careers. In other words, oral presentations are truly a great way for students to practice speaking and listening in addition to their language and pronunciation skills.

One of the most typical assignments at the university level is the oral presentation. In order to share the new knowledge they create, academics, professionals, and students across all disciplines frequently give oral presentations in lectures, conferences, company meetings, or other public settings. Therefore, mastering the art of giving persuasive presentations is a skill that is required for both college and future undertakings (Thompson, 1980). In other

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words, oral presentations assist students in enhancing both their public speaking skills and presentational abilities.

1.4.1. Types of Oral Presentation

The objective of the students during their oral presentation determines the sort of presentation to be used.

1.4.1.1. Informative Oral Presentation

"Informative oral presentations can be used to describe 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). That is to say, as implied by the name, the goal of an informative presentation is to impart fresh information to the audience and to keep them informed for a brief period of time. Therefore, in order to interact with the audiences, speakers deliver an instructive speech.

Aside from that, according to Chivers and Shoolbred (2007), "this type of presentation is used in many organizations where students or employees are expected to report progress at key stages of a project." (p. 5). In summary, the speaker's objectives for this presentation are to report progress, clarify a concept, outline an occasion, and show how a process works.

1.4.1.2. persuasive oral presentation

Chivers and Shoolbred (2007) state that "speakers need to have a strong content and present it in a clear way in this type of presentation, i. e., persuasive oral presentation." (p. 3). In other words, the purpose of a persuasive oral presentation is typically to get the audience to reflect on the subject, respond in some way, or engage in conversation with the presenter. Additionally, presenters must convey to the audience that they have a compelling message

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and may employ emotion when necessary. In this approach, Baker (2000, p. 76) asserts that a persuasive presentation consists of three elements: ethos, logos, and pathos.

According to Tarcy (2008), this concept of "ethos" refers to your morals, principles, and ability to be believed when you talk. The likelihood that your argument and recommendations will be accepted by the listeners will increase as your credibility with your audience grows both before and during your speech. (p.9) Ethos is the personality of the speaker, and when they talk, they employ their conviction and personality to persuade the audience.

When making a persuasive presentation, the issues should always be covered in a logical sequence. In light of this, Tarcy (2008) asserts that "when speakers want to talk about their topic, they should organize the ideas from the more important point to less important one." (p. 9). Therefore, presenters must arrange their thoughts and what they will say in a logical order, that is, in a structured and organized manner from beginning to end.

Students that participate in these presentations will gain self-assurance in their performances and learn how to handle any responses that the audience may have.(Chivers, Schoolbred, 2007 p. 3). In other words, pathos is a crucial element that speakers should employ. It means that the presenters exploit their audience's emotions to elicit their support for their ideas, as well as to influence them to adopt a more favorable perspective on the matter at hand.

Hence, giving a compelling presentation is a difficult endeavor that requires the speaker to be logical in their arguments and to appeal to the audience's emotions.

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1.4.1.3. Group Versus Individual Presentations

Assigning presentations in groups has many advantages, according to SAW program (speaking, arguing and writing) (2007). Groups enable students collaborate and receive feedback from one another as they build their presentations. Presentations can be created by groups in or out of the classroom. In order for everyone to know what to expect, instructors should establish guidelines for distributing the work: How much time should each speaker have? What divisions do you wish to make between the topics? (p. 1).

Individual presentations can provide students the confidence they need to speak in front of a big audience on their own or to assume personal accountability for knowing and answering issues thoughtfully. Students get localized expertise as a result. (SAW program, 2007, p. 1).

1.5.The Importance of Oral Presentation

Oral presentations are very essential and beneficial in the learning process. Chivers and Shoolberd (2007) claim, “there are many reasons why students are asked to give presentation and these will be influenced by their academic course and situational and organizational factors.” (p. 4).

Therefore, one goal of making an oral presentation is to deliver information in a formal and structured manner. If students learn how to provide a convincing and effective oral presentation, they will be better equipped to communicate with others.

According to King (2002) students give an oral presentation in front of the class is one activity that learners have and it is included in the lessons to improve the students’ proficiency level. In sum, in the university environment oral presentation is considered to be essential parts of teaching a foreign language. Oral presentation is making a relation between language study and language use and it allows the partnership between students.

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Presentation skills are an impressive and powerful tool that will take you so much further than just speaking in the classroom. With our communication skills training, you'll become a good presenter all round, structuring and expressing your ideas clearly.

Knowing how to make a good presentation will help you in job interviews, to make new friends, to sell a product and make business deals successfully. Your body language, hand gestures and eye contact will improve too. This helps captivate your audience. Your ability to plan and prepare materials, to convince your audience of what you have to say, will excel too!

Presentations are a fantastic way to contribute to your English language learning experience. They enable you to practice all language areas (such as vocabulary, phonology and grammar) and skills (speaking, reading, writing and listening). But most of all, they build your confidence in public speaking.

1.6. Factors Affecting Oral Presentations

Oral presentations are challenging for a variety of reasons. The coming part will clearly demonstrate them.

1.6.1. Psychological factors

There are some psychological factors that no one can deny their big while presenting in front of a bunch of people.

1.6.1.1. Anxiety

The potential influence of anxiety in affecting students' performance has occasionally been noticed in studies of oral evaluation (Joughin, 2007). "Anxiety is one of the key issues that students are said to encounter when giving oral presentations. Communication apprehension, which is the first component of language anxiety, is described as a person's

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degree of fear or anxiety related to actual or prospective communication with another person or persons.” (McCroskey, 1977 .p. 78). The productivity and achievement of English as a Foreign Language (EFL) students can be negatively impacted by anxiety, according to research (Taqi et.al, 2014). Moreover, it is thought that the audience and the teacher are mostly to blame for students' reluctance to present e.g., poor ratings, challenging questions, humiliating criticism, etc. (Wolfe, 2008).

Chuang (2010) provides additional research on the causes of anxiety, looking at events that cause anxiety as well as the causes of anxiety when speaking English. The findings revealed that undergraduate students frequently experience anxiety when forced to give oral presentations in English, even when they have prepared beforehand, as well as discomfort and shyness when speaking in front of people.

1.6.1.2.Motivation

One of the important elements that influence the learning process as whole and oral presentations particularly is motivation. Mourtaga (2004) outlined the significance of motivation in learning English. Learners must be motivated to study English in order to use it in spoken communication with others as well as to pass exams.

Additionally, according to Yusoff (2010), students' communication skills are demonstrated by their capacity to make a compelling oral presentation to a particular audience . In fact, a learner's motivation is the key factor that determines whether he begins a task at all, how much effort he puts into it, and how long he persists (Littlewood, 1984, p. 53).

As a way to rise students' motivation, teachers advise students to select presentation themes that they are familiar with, relevant to real-world situations, and appropriate for their language level. This action is intended to pique students' interest and facilitate their presentations. (Mezrigui, 2011).

1.6.1.3.Practice

Another important aspect that students should focus on and actively participate in is practice. Practice will help the students build confidence, and confidence is a factor that affects the presentation. In fact, preparation for the presentation is one of the most crucial but frequently ignored factors. This is what will determine the presentation's success (Nguyen, 2016).

1.6.2. Linguistic Factors

Linguistic issues were regarded as the most difficult during oral presentations, according to Zappa-Hollman (2007). According to a research by Juhana (2012), language barriers for students to overcome in English class include a lack of vocabulary, a lack of comprehension of grammatical structures, and improper pronunciation. Similar to this, although English as a Foreign Language (EFL) circumstances place a strong emphasis on enhancing the learners' linguistic ability, speaking issues include incorrect pronunciation, limited vocabulary, and grammar structures.

1.6.2.1.Vocabulary

Speaking, listening, reading, and writing properly are all largely based on vocabulary, which is a fundamental part of language ability (Richard and Renandya, 2002, p. 255). According to Wilkins (1972), "...while very little can be conveyed without grammar, nothing can be conveyed without vocabulary." Students actually struggle to select appropriate phrases for specific settings. Students that lack vocabulary struggle to communicate their views. They lack the vocabulary necessary to effectively convey their ideas through their presentation. Indeed, because the words used will affect the presentation's content, the audience will have a difficult time following and understanding students as they speak.

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According to Wilkins (1972), students' lack of vocabulary is attributed to the fact that students are not interested in reading English language literature and they are not active listeners.

1.6.2.2.Grammar

As a matter of fact, learners frequently struggle with grammar in oral presentations. They make errors with pronouns, tenses, articles, prepositions, subject-verb agreement, and basic sentence structures. Although they are familiar with how to construct tenses, they struggle when employing them in presentations.

There is much importance of grammar, according to (Bryan Collins, 2021) “grammar doesn't have effects on writing only, but it also has effects on spoken language too. While grammar rules are less strict when speaking, grammatical errors in speech are still important. Too many grammar mistakes and your spoken language become distracting, making it hard for people to follow your meaning and understand”.

1.6.2.3.Pronunciation

Pronunciation is regarded as one of the major factors effecting oral presentations. For students who desire to master speaking skills, it is a crucial component. Grussendorf (2007) pointed out that pronunciation has an impact on how we produce the sounds that give meaning to words. Pronunciation is a central component of communicative competence Hismanoglu, 2006. Accordingly, the way words are pronounced is highly significant in oral presentations clear and good pronunciation is a key component of understandable communication; without it, the entire verbal exchange will be difficult to follow, which presents a challenge for English as a Foreign Language (EFL) students (Dan, 2006). In the same vein, Hortwitz 1986 suggests that students could become too anxious and begin to

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believe that they would never be able to pronounce a word correctly or deliver a persuasive speech.

1.6.2.4. Background Knowledge

The lack of background knowledge is the main issues that face students when making an oral presentation. It is a broad term that can be used to describe several types of knowledge. According to Otoshi & Heffernen (2008), general background knowledge includes knowledge of target culture, knowledge of the topic under discussion, and general world knowledge of current affairs, arts, politics, and literature.

The students come across problems when preparing their thoughts and substance. There is typically far more content than can be covered in a presentation's allotted time for many subject areas. According to Rivers (1968), it is challenging for the students if the teacher assigns a topic about which they are not sufficiently knowledgeable. As a result, it will confuse the students since they should be aware of how the presentation regarding the subject being provided would be organized (Zainuddin & Selamat, 2012).

The coming part of this literature review will focus on assessment as a key facet in the present research work.

1.6.3. External Factors

Learners have their own attitudes and beliefs towards learning. They are also influenced by their previous experience with teachers and learning. The affective domain is a crucial element in learning because it may be one of the causes of success or failure since feelings shape learners attitudes and change them.

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1.6.3.1. Learning Environment:

In 2013, Guo and Wang state that learning environment is an external factor having a significant effect on students' study. According to them, learning environment has many aspects. First and foremost, "fresh air and pleasant temperature in the classroom can make students clear-headed and keep them in a happy state of mind". Thus, it is possible for better learning environment to aid students in yielding good teaching and learning results. In contrast, "an unfavorable learning environment can reduce teaching and learning efficiency". In addition, class-scale is another environment factor since not only does it make instructors and students happier, more active and more energetic in the small-scale class but it also satisfies students' different desires. For this reason, class-scale should not be too large in order to achieve more effective oral English learning. Another external factor that affects students' oral English learning is good language learning environment. In fact, English is a language used in communications, so a good language environment can effectively promote learning and speaking abilities. In 2015, Nguyen and Tran propose two more external factors comprising feedback during speaking activities and performance conditions.

1.6.3.2. Visual Aids

Visual aids come in a variety of forms, such as the whiteboard, flip charts, tables, overhead projector (OHP), PowerPoint, diagrams, and movies, among others. Visual aids are an essential component of oral presentations since they support both the speakers and the audience, this, hence, can help to lower stress and increase the success of the presentation (Lambert, 2008). According to Emden and Becker (2004), the speakers may make use of projectors, slides, chalkboards, movies, and images as supplementary materials. The first thing people hear when approaching speech is what appears on the screen. Additionally, having prepared actual materials—pictures, diagrams, models, and numbers—will make

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listening more persuasive and make it simpler for the listener to comprehend. Students still have trouble using visual tools like PowerPoint, though. In classrooms, PowerPoint has come to be synonymous with oral presentations. Many people overlook the fact that PowerPoint software is merely a computer-assisted language learning tool and that their message originates from the presenter, who must make an effective use of the slide ware and effectively communicate with the audience, rather than the slides (Johnson, 2012).

1.6.3.3. Teachers' Role

Teachers must act as facilitators, especially for those students who are shy and uneasy and are not open to the collaborative learning environment. While students are creating presentation content, professors could act as mentors by providing constructive feedback and supporting comments. In this way, learners' comprehension is facilitated and presentation is improved, and teachers are better able to place feedback instantly and appropriately. (Donato and McCormick, 1994).

Therefore, in order for students to overcome obstacles to good presentations, the teacher's participation in preparation is crucial. Learners will be given the opportunity to acquire other abilities that are pertinent to and supportive of oral presenting while they do so.

Students also worry that the teacher will notice their English errors, that they will receive poor grades, that they will be teased by their classmates when they make mistakes when speaking in front of the class, and that their peers speak better English than they do.

1.6.3.4. Peers' Role

Peer feedback has several potential benefits for both students and teachers. First, peer feedback can promote greater student involvement in the presentations. As students become “evaluators” in the peer feedback activity, they are likely to develop a sense of responsibility

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and autonomy in the learning process (Topping, 2009). Second, effective implementation of peer feedback can help the teacher save time on giving feedback to individual students. Research suggests that through training, students are able to acquire an ability to make judgments of their peers' performance in a similar manner as the teacher (Patri, 2002). Students' feedback may also be richer and more individualized than teacher feedback, especially in simultaneous presentations in which the teacher is often unable to attend to the details of the presentations. Finally, peer feedback can help students to increase meta-cognitive awareness about the assessment criteria (Saito, 2008). In other words, the act of evaluating their peers can assist the students in realizing the purposes and objectives of the learning task. This in turn may enhance their learning process and lead to improvement in their speaking performance.

1.7. Definition of Assessment

Assessment is necessary in the teaching and learning process to measure how well students are progressing towards the course's goals and objectives. Assessment refers to the activity of determining what the student already knows and has learnt. As a result, it aids both students' and teachers' achievement of goals and objectives. (Milan and Workman 1999)

In higher education, assessment plays a significant role. It refers to a collection of approaches and methods that the teachers primarily uses to gather the appropriate quantity of data on their students to understand their development and, of course, their level and accomplishment when making decisions as stated by Milan and Workman (1999: p.8) "assessment is the collection, evaluation, and use of information to help teachers make decisions that improve student learning." When viewed from this perspective, assessment goes beyond testing and measurement, which are common concepts that have been spoken frequently when talking about how students are evaluated.

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1.7.1. Components of Assessment

There are four essential components when classroom assessment takes place. They include purpose, measurement, evaluation, and use. Hence, the first stage in any assessment is to elicit information by asking a lot of questions and establishing the precise purpose or purposes for doing so. Many questions need to be asked, such as why the assessment is being conducted. What will it accomplish? How does the data acquired throughout the evaluation process improve teacher decision making? ...etc. In order for teachers to make an accurate assessment of their students' level, all previously addressed questions must have a clear resolution. Next, the need to measure what techniques should be done in order to gather the information's needed.

Relatively, there has to be evaluations and observations about how to interpret the results and the performance criteria that should be applied, and finally the need of how to use the results, whether diagnosis, grading or instruction. Figure 1.1 below illustrates the sequence of those components:

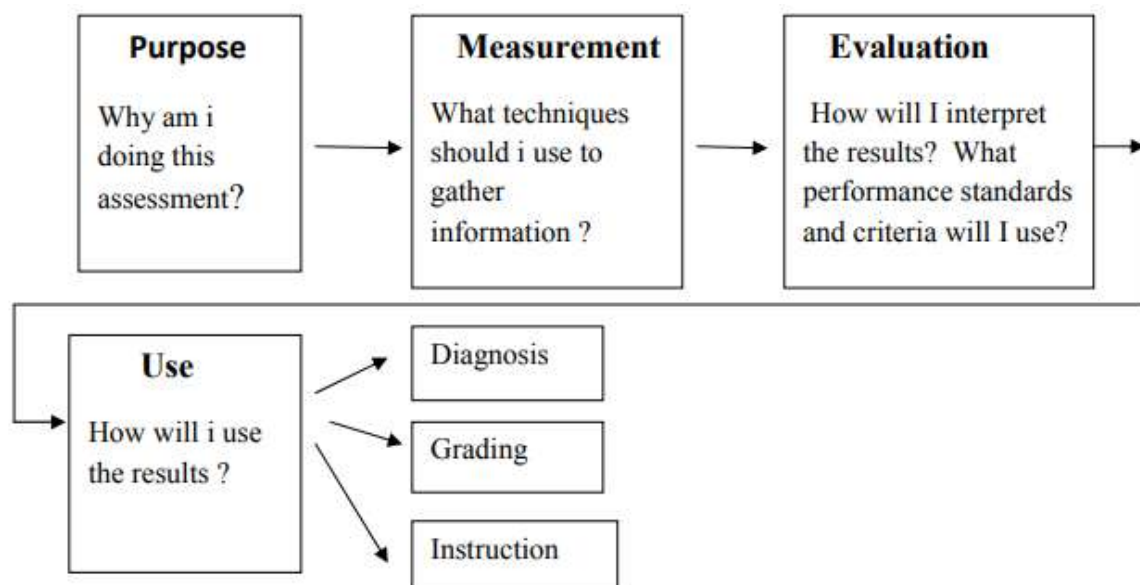


Figure 1.1. Components of Classroom Assessment (Mcmillan & Workman,1999, p. 9).

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1.7.2. Assessment and Teaching

Assessment and instruction go hand in hand, in this regard, Brown (2004) asserts that assessment is essential to effective teaching. According Brown (2004), "a good teacher never ceases to assess students, whether those assessments are incidental or intended." (p. 4). Therefore, assessment should be ongoing and not restricted to the semester's conclusion .

In total, assessment focuses on evaluating the efficacy of instruction, including instructional tactics, methods, and procedures. It gives teachers and students feedback on their instruction and learning, respectively.

As far as testing is concerned, the terms "testing" and "assessment" are used almost interchangeably. Tests are more specifically used to refer to those formal procedures of evaluation.

As a result, assessment and testing are both included within the general word "teaching."Brown (2004) illustrates the relation between assessment, testing and teaching in the following figure:

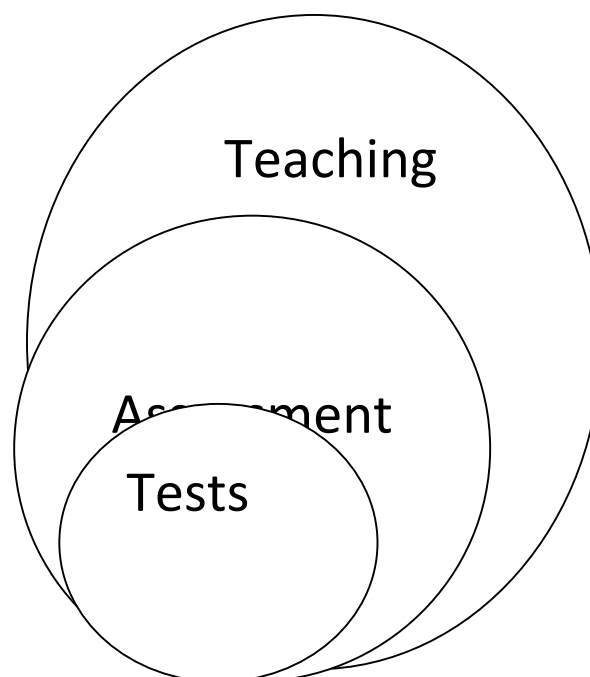


Figure 1.2 The Relation between Assessment, Testing, and Teaching (Brown, 2004, p.5).

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Assessment is a part of teaching process. It is done to make sure that the teaching learning process runs as expected. It is done to see whether learning objectives are being or have been realized.

1.7.3. Types of Language Assessment

Researchers have made different classifications of assessment such as formal and informal assessment, formative and summative assessment, norm-referenced and criterion assessment, traditional and alternative assessment. Each one of these types has its principles and its purposes.

1.7.3.1. Formal and Informal Assessment

A number of different sorts of impromptu feedback to the learner, coaching, and inadvertent, unplanned comments and reactions are just a few examples of informal assessment, according to Brown (2004). In other words, informal assessment does not involve deciding whether or not students performed well; rather, it focuses on raising students' accomplishment through remarks and feedback from teachers, such as "nice job," "good work," etc. On the other hand, Formal assessments include multiple data-driven methods that teachers depend on for student evaluation. These types of evaluation often use a standard grading system that allows teachers to score every student objectively. (Brown, 2004).

1.7.3.2. Formative and Summative Assessment

Formative assessment, according to Brown (2004), "is the evaluation of students as they are "forming" their competencies and skills with the aim of assisting them in continuing that growth process."(p. 6). Additionally, all informal evaluations serve a formative purpose. For instance, teachers may comment or recommend an improvement on a student's work so that feedback can be used to advance learning and better understand the students' backgrounds and

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knowledge. Summative assessment, on the other hand, tries to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. (Brown 2004).

1.7.3.3. Norm Referenced and Criterion Referenced

The distinction between norm-referenced and criterion-referenced testing is another dichotomy that must be made clear in this context. Norm-referenced tests are intended to rank test-takers along a mathematical continuum in accordance with their performance and level in comparison to other classes (Chambers and Gregory, 2006). whereas criterion-referenced tests are made to provide test-takers with feedback, typically in the form of grades, on particular course or lesson objectives. In other words, it has to do with exams given to students in a single class, where the teacher evaluates the students to determine whether they have met the objectives (criteria) or not.

1.7.3.4. Traditional and Alternative Assessment

Alternative assessment is different from traditional assessment in that traditional assessment is the process of judging and evaluating students' ultimate learning accomplishments. Alternative assessment, on the other hand, is founded on the notion of "assessment for learning" as opposed to "assessment of learning." (Sternderg, 1994; stated in Anderson, 1998). Hence, alternative assessment is used to improve and optimize the learning process and achieve learning's end goals rather than to understand and acknowledge the learning's outcomes.

Brown (2004) summarizes the main differences between alternative and traditional assessment in the following table:

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Traditional assessment	Alternative assessment
<ul style="list-style-type: none">- One- short, standard exams- Timed, multiple- choice format- Decontextualized test items- Scores suffice for feedback- Norm- referenced scores- Focus on the “ right” answer- Summative- Oriented to product- Non- interactive performance- Fosters extrinsic motivation	<ul style="list-style-type: none">- Continuous long- term assessment- Untimed, free- response format- Contextualized communicative tasks- Individualized feedback and wash back- Criterion- referenced scores- Open- ended, creative answers- Formative- Oriented to process- Interactive performance- Fosters intrinsic motivation

Table 1.1 Differences between Traditional and Alternative Assessment (Brown, 2004)

The table above illustrates how traditional and alternative assessment work and the criteria that both types use in order to assess the students.

1.7.4. Assessment Basic Concepts and Terms

Various forms of student assessment data can provide information to answer inquiry questions related to student learning and to provide instructors with information regarding the learning of their students. Keep in mind the following key concepts regarding student assessments:

1.7.4.1.Measurement

Traditional definitions of "measurement" include "a systematic process of assigning numbers to behavior or performance." Milan, (1999, p. 9.) Therefore, the sole goal of

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measuring is to produce results that can be quantified. In other words, measurement focuses more on the outcomes, or scores, of anything that can be measured and defined because it uses numbers to characterize learners' achievement.

1.7.4.2.Grading

What actions should teachers do prior to evaluating their students? Teachers typically assess their students in accordance with those tasks after assigning scores and grades to each activity. Scores, according to Brown (2004), are "the weight that [teachers] place on each section and its items." (p. 61). The targeted skill should receive high marks since, in Brown's words "scores depend on the talent being examined." Therefore, using oral talents, for instance, means putting more emphasis on listening and speaking abilities than writing abilities.

Giving students a qualitative evaluation of their performance is typically the major goal of grading. Rather than assigning grades to the students, it is more focused with presenting a final conclusion regarding their performance, such as (excellent, good, terrible).

It may also take into account the letter (giving an A to great students and a B to good students), although this seems inadequate, particularly for the excellent students, and may have a detrimental impact. To encourage students to learn more effectively, it is ideal for teachers to fully evaluate their work or assignments.

1.7.4.3.Providing Feedback

Without taking into account the ways in which teachers provide feedback to their students, scores or grades would not be complete (Brown, 2004: 62). In other words, because the teacher always provides his marks, comments, and scores or grades at the same time,

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scores and grades can be used interchangeably with feedback. As a result, the processes of giving feedback can be used to explain scoring and grading.

1.7.5. Characteristics of a Good Assessment

Several attempts to define good assessment have been made. There is a general agreement that good assessment (especially summative) should be:

- Valid: measures what it is supposed to measure, at the appropriate level, in the appropriate domains (constructive alignment).
- Fair: is non-discriminatory and matches expectations.
- Transparent: processes and documentation, including assessment briefing and marking criteria, are clear.
- Reliable: assessment is accurate, consistent and repeatable.
- Feasible: assessment is practicable in terms of time, resources and student numbers.
- Educational impact: assessment results in learning what is important and is authentic and worthwhile.
- Authentic: The aspect of authenticity is an important one. Authentic assessment can be defined as: “an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life.” (Gulikers, et al, 2004, p. 69)

1.7.6. Conclusion

To sum up, assessment is crucial to every step and process in a classroom. Teachers cannot ignore the reality that assessment is a crucial component of EF lessons and the ongoing learning process, assisting both teachers and students in reaching their learning goals. This chapter was providing a huge literature review about how does the oral presentation and assessment work together; while the coming chapter was mainly for collecting the data and

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analyzing it in order to achieve whether the data results support the research hypotheses or not.

Chapter Two:

Data Collection and

Analysis

2.1. Introduction

Oral presentations are a form of assessment that calls on students to use the spoken word to express their knowledge and understanding of a topic. It allows capture of not only the research that the students have done but also a range of cognitive and transferable skills. This chapter focuses into how teachers and students feel about using oral presentations as a form of assessment. Since the teachers and the students are the study's main independent variables, it is essential to understand what they think in order to test the hypotheses that have been put forth. This chapter is initiated by highlighting the main objectives of the current research work. Additionally, the chapter provides a thorough explanation of the methodology employed, the Research instruments; in addition to the sample population, as well as the analysis and broad interpretation of the results.

2.2. Research Objectives

The main objective of the present study is to explore students' perceptions towards oral presentations as a form of assessment. Moreover, it aims at spotting the difficulties. The research work, additionally, investigates whether oral presentations as a form of assessment have an impact on students' overall level

2.3. Sample Population

In survey methodology, sampling is the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. The sample is 60 students of second year license Students at the department of English at Belhadj Bouchaib University, Ain Temouchent. The students who responded to the questionnaire The selection of such sample was based on the consideration that second year students are

supposed to have experienced different evaluation techniques especially oral presentations and they can help the students by giving their points of views about the current study.

This study was carried out at English Department at Belhadj Bouchaib University. The sample is 15 teachers. The participants who responded to the questionnaire have been chosen randomly from the whole population.

2.4. Research Instruments

The questionnaire is a research instrument that consists of a set of questions (or other types of prompts) for the purpose of gathering information from respondents through survey or statistical study. In the present study, the researchers opt for the questionnaire as a main data gathering instrument. The major aim of the questionnaire is designed for statistical analysis of the responses; in the present research work, the researchers delivered two questionnaires: one for students and one for teachers. Both questionnaires were conducted to investigate the teachers' and students' views towards the use of oral presentation as an assessment technique. A detailed description of the two questionnaires is provided in what follows.

2.4.1. Description of the Students' Questionnaire

This questionnaire is developed to gain information from second year license Students at the department of English at Belhadj Bouchaib University. The questions are either closed questions requiring from the students to choose « Yes » or « No » answers, or to pick up the appropriate answer from a number of choices or open questions requiring them to give their own answers and provide justification if it is necessary.

The students' questionnaire consists of 19 questions divided into four sections. It consists of two types of questions presented in the questionnaire: multiple choice questions and open-ended questions arranged into four main sections as follows:

Section 1: Basic Information (Q1 – Q4)

This section consists of 3 questions: The first question looks at the years of English language study (Q1) and whether students choose English as a personal decision or are obligated to do so (Q2). The third question looks for the personality of the students during the presentation (Q3).

Section Two: Student's Attitudes towards Classroom Assessment (Q5 – Q9).

The second section of this questionnaire consists of 6 questions. The aim of this section is to investigate students' attitudes about classroom assessment and whether it helps the learning process. It also tries to find out whether or not students want assessment and examination in English and whether or not the assessment task is considered a stressful activity for them, and whether they wish to be assessed orally or in writing. Finally, whether the teacher's feedback and correction help them know their levels.

Section three: Student Perceptions of the Oral Presentation (Q 11–Q 18)

The third part of the questionnaire is the oral presentation. There are 9 questions in it that determine whether students genuinely struggle with oral presentations and what factors contribute to this. Students are also asked whether they would rather work in groups or alone when giving an oral presentation. Additionally, this phase tends to examine the element or aspect that the students want to emphasize in their presentation. They are also questioned if their oral presentation represents their level of English and helps them develop their speaking abilities.

Section Four: Students' Opinions about the Oral Presentation as an Assessment Tool (Q. 19)

This section consists of one question. It is mainly designed to give the students the opportunity to share their opinions, suggestions or comments to support the current study.

2.4.2. Description of Teachers' Questionnaire

The questionnaire is initiated with a small introduction about the research work and the intended objectives. The teachers' questionnaire consists of 14 questions. This questionnaire is divided into four sections. It is made of both close- ended and open- ended questions.

Section One: Background Information (Q1- Q2)

Section one is devoted for the teachers' personal information (Q1- Q2). They are asked about their held degree and their years of teaching English.

Section Two: Teachers' Attitudes about Classroom Evaluation (Q3- Q6)

The purpose of section two is to gather data on instructors' perspectives on classroom assessment (Q3–Q6). Here, teachers are expected to provide details about their emphasis when evaluating their students as well as information regarding classroom evaluation and whether it is necessary for the learning process. Additionally, teachers are questioned about the method they favor using in their classrooms to assess their students.

Section three: Teachers' Attitudes about the Use of Oral Presentation as an Assessment Technique (Q7- Q13)

The third section is entitled “teachers' attitudes about oral presentation as an assessment technique” and it consists of 7 questions. In this section, teachers are asked to

answer questions about: which level they assign oral presentation to, how often they use it in their classroom, if their students face problems when presenting orally, on what basis they evaluate their students when presenting orally, and if oral presentation helps them more to know the real level of the students.

Section Four: (Q14)

The last section is designed for the teachers' further suggestions and comments.

2.5. Data analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.

2.5.1. Analysis of students' questionnaire

Q1. The first question was asking about student's experiences in studying English. Their experiences range from 7 to 10 years.

it was clear that all students have sufficient experience studying English and are able to participate and answer any question that needs to be discussed later.

Q2. The second question aims at asking students whether studying English was their personal choice or it was imposed on them.

option	Number	percentage%
Personal choice	52	86.7%
Compulsory	8	13.3%
total	60	100%

Table 2.1.Students' Reasons for choosing English

As the table shows, most of the students (86.7%) chose to study English. On the other hand, only (13.3%) of the students were not allowed to choose and pursue the major they wanted or had to study English even if it was not their choice.

Q3. In the third question, students were asked about their kinds as students.

option	Number	percentage%
Confident	26	28.3%
Hesitant	17	18.5%
Shy	17	18.5%
Anxious	21	22.7%
Tense	11	12%
total	92	100%

Table 2.2. Student's personalities.

To clarify, the answers were open to pick more than one answer, and as it is clear from the statistics, it was found that the majority of students have a personality and confidence in the amount of 28.3%. The second place among the answers was for anxiety with 22.8%, while the other answers, such as shyness and hesitation shared the same percentage of 18.5%. In addition, tension got 9.8% of the statistics, while the remaining 2.2% was dedicated for other options.

Q4. Students here were asked if the teachers opt for oral presentations or not.

option	Number	percentage%
Yes	60	100%
no	00	00%
total	60	100%

Table 2.3 Teacher's attitudes toward oral presentations.

Clearly, the students confirm that the teachers have become explicitly dependent on the oral presentations as an evaluation system, and this is because it is the best and perfect system to focus more on the quality of the students orally and verbally and their fluency, also on the tongue of the students as it was previously mentioned that they praise the oral presentation As the right path towards improving their speaking skills.

Part Two: Students' Attitudes about Classroom assessment

Q5. The fifth question was asked to elicit whether students agree or disagree on the fact that classroom assessment is necessary.

option	Number	percentage%
Agree	52	86.6%
Disagree	8	13.4%
total	60	100%

Table 2.4 Students' Attitudes about Classroom assessment.

The Table above indicates that the highest percentage of students (86.6%) see them Classroom assessment as an important aspect in the learning process. Only (13.4%) of the students do not consider classroom assessment important to the learning process.

Q6. This question was related to the previous one, students who responded positively were asked about the ways the teachers' evaluation helps them.

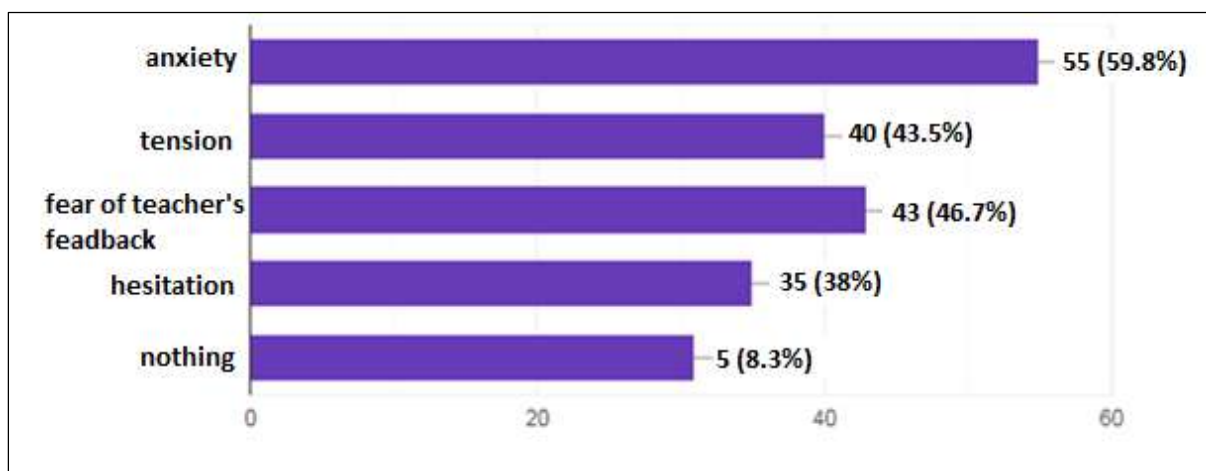


Figure 2.1 Student's Attitudes about the Teachers' assessment.

Students were able to choose more than one answer. For this, you can notice from the results shown that (88.3%) of the students indicate that teacher's assessment helps them improve their performance and achievement while (71.7%) revealed that assessment helps them increase their interest and engagement, while (61.7%) indicate that teacher's assessments help them develop Their creativity and ability to learn. the remaining percentage (55%) says that teacher's assessment helps them more in recognizing their mistakes.

Q7. The present question asked students about the method of evaluation they prefer.

option	Number	percentage%
Orally	21	35%
In written form	29	48.3%
Both	10	16.7%
total	60	100%

Table 2.5 Student's preferable assessment Mode.

As the above table shows, 48.3% of the participant's state that they would prefer to be evaluated in writing, they feel better and more comfortable writing rather than speaking. (35%) of students prefer to be assessed orally because they feel comfortable expressing their

opinions and points of view orally because they master oral skills better than writing. Moreover, (16.7%) of the sample claim that there is no problem with the evaluation either orally or in writing because they believe that the language takes both an oral and written form.

Q8. This particular question was about how do students think about them teacher's feedback and correction and if it helps them know them levels.

option	Number	percentage%
Yes	54	90%
No	6	10%
total	60	100%

Table 2.6. Students' Attitudes towards Teacher's Feedback and Correction.

The table above explores students' perceptions of teachers' feedback. the highest percentage (90%) agrees on the importance of teachers' feedback and correction to know the students' actual level. Only 10% of them stated that the teachers' notes do not help the students to know their true level because for them, they are not beginners.

Q9. The current question was aiming if students take into consideration the task of evaluation in English as a stressful activity.

option	Number	percentage%
Yes	21	35%
no	39	65%
total	60	100%

Table 2.7 English Evaluation as a Stressful Activity.

By looking at the Table above, we can see that the majority of people (65%) do not view the task of English language assessment as a stressful activity. This is likely because

they feel prepared for the evaluation and don't need to worry about it as it is simply an assessment of their level. Enhances their skills and puts to the test what they have learnt throughout the entire semester. When asked to defend their decisions, the students themselves offered these justifications. On the other hand (25%) of the sample consider the evaluation task a stressful activity because they do not feel comfortable and anxious when conducting the evaluation, especially for surprise tests.

Q10. Question 10 is testing Which module do students considers its evaluation and assessment tasks as the most stressful ones.

option	Number	percentage%
Oral Expression	41	68.3%
Written Expression	29	21.7%
total	60	100%

Table 2.8 The Most Stressful Modules.

The table above shows the module that is considered as the most stressful one by the students during assessment. In the first place comes Oral Expression (68.3%), students think that when they are presenting orally, they face their teacher and he becomes much more aware about their speech and this is a result of self- confidence and fear of teacher' s negative feedback, also this module needs broad knowledge to express themselves appropriately. In the second place comes Written Expression (21.7%) ; this module is a hard one because most of the students face problems when they are asked to write, they commit many mistakes, i. e, at the level of vocabulary, grammatical mistakes....etc.

Part Three: Students' Attitudes about Oral Presentation

Q11. This question was on the problems that students face when they present orally.

option	Number	percentage%
Yes	49	81.6%
no	11	18.4%
total	60	100%

Table 2.9 The Students' Problems while Presenting Orally.

As the table illustrates, students are asked whether they face problems during their oral presentation or not. (81.6%) of the respondents do really have problems when presenting orally. However, (18.4%) of the sample confirm that they do present easily and without any difficulties and obstacles. This highest percentage reflects the importance of this issue.

Q12. This question was related to the previous one, it searched for the type of problems they face in every oral presentation.

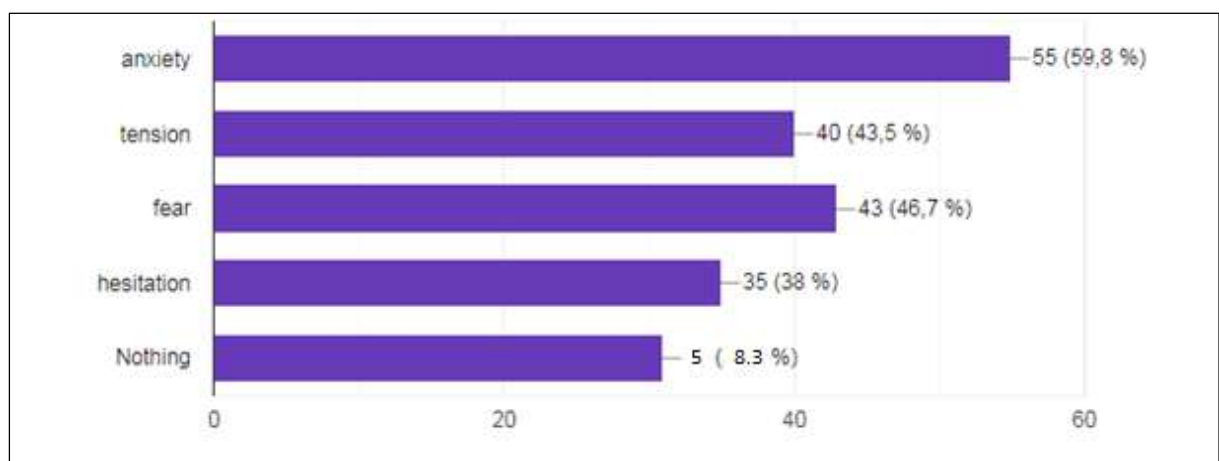


Figure 2.2 Types of Problems during Oral Presentation.

As it is shown above, the highest percentage about (59.8%) of the students really face problems when presenting orally because of anxiety, students become anxious when they

present and face the audience and this factor will affect their performance. (46.7%) of the respondents declare that fear of teacher's negative feedback may affect and hinder their capacities from doing better because of fear of failure which demotivates them. The same proportion about (43.5%), face problems when presenting because of tension. (38%) of the participants say it is because of lack of self- confidence and hesitation. (8.3%) of them say it is nothing to them when they face the crowd and present fluently with no pressures.

Q13. Question 13 was asking whether the students think that oral presentation can be more effective in collaboration or alone.

option	Number	percentage%
Yes	51	85%
no	9	15%
total	60	100%

Table 2.10 Oral Presentation in Collaboration.

The Table represents the students 'attitudes about the importance of collaboration in presentation. In fact, the highest number of the students (85%) agrees that oral presentation can be more effective in collaboration, because it helps them to manage and exchange their ideas and views easily. However, (15%) of them state that they prefer to work alone and they do not feel the need for collaboration.

Q14. In this question, students were asked about the aspect they focus on while presenting.

option	Number	percentage%
Accuracy	15	25%
Fluency	20	33.3%
Pronunciation	17	28.3%
Vocabulary	4	6.7%
The form of the presentation	4	6.7%
total	60	100%

Table 2.11 Students' Focus during Oral Presentation.

As shown in the table above, fluency comes in the first place (33.3%), most of the students needs to be as fluent as possible in their speech or when they are asked to perform orally. when it comes to Pronunciation (28.3%), students have to know how to correctly pronounce at least the key words that are repeated over and over again in the speech. In the third place comes accuracy (25%), most of the students seek to be accurate in their learning, because without accurate speech, speakers will not be understood and their listeners will lose interest if incorrect performance will be repeated each time. The last percentage of the students (6.7%), vocabulary and the form of the presentation, students claim that during their presentation their focus would be on vocabulary and the choice of words because they think that this is the umbrella that covers and guides all the aspects. They claim also that the form of presentation is the most important aspect in any oral presentation.

Q15. The current question was pointing on whether Do students think that oral presentation helps them improve them speaking skill or not.

option	Number	percentage%
Yes	60	100%
no	00	00%
total	60	100%

Table 2.12 Students' Attitudes about the Effectiveness of Oral Presentation in Improving the Speaking Skill.

No one disputes the fact that oral presentations aid in the improvement of one's speaking ability as the entire sample of respondents (100%) indicates. The majority of the sample in fact acknowledges and accepts the value of oral presentations in enhancing their speaking abilities. Students discovered that speaking skills assisted them in developing their abilities because oral presentations gave them the chance to practice their language's pronunciation and communicate clearly and eloquently.

Q16. In this question, students were asked about if the psychological factors more stressful than the social factors.

option	Number	percentage%
Agree	57	95%
Disagree	3	5%
total	60	100%

Table 2.13 Psychological factors versus social factors

It turns out that the majority of students agree that psychological factors greatly affect their level during the oral presentation by (95%), and this confirms the previously described statistics (anxiety, tension, fear...) that students suffer from psychological disorders in general during the oral presentation, while social factors (5%) such as teachers and classmates are not taken seriously as disturbing factors for students.

Q17. In this question, was aiming if the students think that oral presentations are fair as a form of assessment.

Option	Number	percentage%
Yes	40	66.6%
no	20	33.4%
total	60	100%

Table 2.14 Oral presentations fair as a form of assessment

Although the students suffer from some psychological obstacles during the oral presentation, they fully appreciate the role of the oral presentation in the evaluation, and despite the existence of some different opinions, the majority goes for the fairness of the oral presentation.

Q18. Opinions are stated by students when asked to justify their answers. Their views are exposed in the following table:

yes	no
<ol style="list-style-type: none"> 1. Because the pronunciation of words affect the students response and their own vocabulary. 2. They prove whether or not a student would be able to stand and teach of course it doesn't have to be perfect however it is useful. 3. Because they give a chance for students to produce they have learnt 	<ol style="list-style-type: none"> 1. Teachers can be rude while correcting our mistakes. 2. Because not all people are good orally some finds it difficult and some don't. 3. Oral expressions don't determine the level of students. 4. Sometimes students do not perform well because of stress

<p>in more effective way, plus presentations help them to gain courage and self confidence.</p> <ol style="list-style-type: none">4. There could be a cheating in paper tests or exams so most of students will take more than they deserve, which make it unfair assessment for those who do not cheat, but oral in presentations all students are equally assessed and no chance for cheating.5. It attacks directly the performance of the student in terms of speaking English, so it gives the teacher a clear idea about the level of his student.6. Because it is a good way to demonstrate your communication skills and knowledge and provide equal opportunities for all the participants.7. In my opinion hearing is more effective than reading, so applying this method can give the students and the teachers more success in the operation.	<p>shyness or other factors.</p>
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<p>8. Oral presentations and oral courses are the key for learning a language and being a good learner depends on the oral presentations.</p>	
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Table 2.15 Student's perceptions in general

Part Four: Further Comments.

Q19. In the last part, only 24 students answer this question and they raised the following issues, the best 8 has been picked:

- ✓ It is actually a good idea to use oral presentations as a form of evaluation.
- ✓ In EFL classrooms, oral presentations are a must. They are also valuable for the students since it give them the chance to assess their own talents.
- ✓ It involves numerous skills, including speaking and listening, also, it is effective for evaluating one's performance.
- ✓ Being fluent doesn't always means being at a high level; therefore, oral presentations don't always reflect the students' true English levels.
- ✓ Students simply want their opinions to be heard and taken seriously in this regard.
- ✓ The students may be able to realize their capacities and gain greater confidence in class.
- ✓ It's the best approach to improve the students' level and observe their areas of strength and weakness, which will help them work to improve their speaking.
- ✓ Very helpful, however teachers must be aware of students' psychological issues before using the presentations.

2.5.2. Teachers Questionnaire Analyses.

Q1. The first question was about the teacher's qualifications in teaching the English language and the results show that the teachers' qualifications. Hence, the highest percentage of teachers claimed to have Magister while bunch of them responded to have a Master Diploma. Only one teacher has a Doctorate Degree. However, none of them have a License Diploma. This indicates most of the teachers are competent and capable of giving the necessary information.

Q2. Subsequently, teachers were asked about their teaching experiences.

option	Number	percentage%
1 – 5 years	3	20%
5 – 10 years	8	53.3%
10 – 15 years	4	26.7%
total	15	100%

Table 2.16 Teachers' Experience.

According to the information from the table above, most teachers (53.3%) have been teaching English for five to ten years, while (26.7%) of the participants have been teaching so for ten to fifteen years. Only (20%) of them claimed to have experience one to five years. The information obtained indicates that the majority of teachers have a good amount of experience teaching English.

Section Two: Teachers' Attitudes about Classroom Evaluation.

Q3. This question devoted for teachers perceptions on whether they think that classroom evaluation is necessary in EL classroom and in the ongoing process of learning.

option	Number	percentage%
Yes	15	100%
No	00	00%
total	15	100%

Table 2.17 Teachers' Attitudes towards Classroom assessment.

As demonstrated above, all respondents (100%) agree that classroom assessment is a crucial part of the learning process, and none of them disagree with this statement.

Q4. In this question, teachers were asked on which type of evaluation they apply in the classroom.

option	Number	percentage%
Formative	00	00%
Summative	00	00%
Both	15	100%
total	15	100%

Table 2.18 Types of Classroom assessment.

Data from the previously mentioned table reveals that all respondents (100%) agree that teachers use summative as well as formative assessments. Depending on the subject matter they teach. Teachers employ both types of evaluations because summative evaluations may be used to assess students' levels and progress during the entire learning process, while formative assessments can be used to motivate students to study.

Q5. Question five was asking teachers on which criteria they use when evaluating them students.

option	Number	percentage%
Spoken	1	6.7%
Written	5	33.3%
Both	9	60%
total	15	100%

Table 2.19 Teachers' Preferable assessment Form.

According to the data gathered above, it can be shown that (60%) of teachers claim to evaluate their students using both oral and written forms, depending on the tasks at hand. However, (33.3%) of teachers claim that written evaluations of students are preferable since they are easier to complete, more effective, and give students more time to prepare their thoughts. Only one (6.7%) of them emphasizes spoken evaluation and believes it to be crucial when testing EFL students. When asked to justify their decisions, the teachers provided these justifications.

Q6. Teachers were asked about the technique they use to assess their students.

option	Number	percentage%
Tests	12	27.91%
Quizzes	7	16.28%
Oral presentations	9	20.93%
Continuous evaluation	9	20.93%
Oral tests	6	13.95%
total	43	100%

Table 2.20 assessment Techniques used by the Teachers.

The methods that teachers choose to employ in their classes to evaluate their students are shown in the table above. Tests are the approach that teachers use the most frequently in the classroom (27.91%) because the majority of them claim that it is a dependable way to assess the performance and level of their students. Oral presentations and continuous assessment are the next two methods (20.93%), which teachers likewise believe to be trustworthy ways to assess their students. Quizzes (16.28%) and oral exams (13.95%) are further methods. Teachers prefer to utilize the aforementioned methods in their classrooms to assess the proficiency of the pupils since they find them to be trustworthy.

Section Three: Teachers' Attitudes about Oral Presentation as an Evaluation Technique.

Q7. In this question, teachers were asked about the level to which they assign oral presentations.

option	Number	percentage%
First year	5	12.82%
Second year	8	20.51%
Third year	4	10.26%
Master 1	11	28.20%
Master 2	11	28.20%
total	39	100%

Table 2.21 Teachers' Assignment of Oral Presentation.

The highest percentage (28.20%) prefers to allocate an oral presentation to each of the first-year master's students and second-year master's students, as they have reached a certain level that allows them to make oral presentations. (20.51%) stated that oral presentation can be more effective with second year students. Teachers would like to evaluate their first-year

students (12.82%) even if they are juniors at university but prefer to use it. Finally, (10.26%) stated that they also made an oral offer for the third year because they had enough knowledge to be evaluated.

Q8. Teachers were asked about the frequency of using oral presentations in their classrooms.

option	Number	percentage%
Never	0	00%
Rarely	2	13.3%
Sometimes	3	20%
Often	4	26.7%
Always	6	40%
total	15	100%

Table 2.22 The Frequency of Teachers' Use of Oral Presentation.

The answer tabulated above reveals that (40%) of the respondents always use oral presentation in their classrooms to evaluate their students. Meanwhile, only (26.7%) confess that they often use oral presentation when they need to evaluate their classrooms. Whereas (20%) claim that they tend to use it sometimes when evaluation takes place. However, (13.3%) declare that they rarely use it in their classrooms and no one denies the fact that oral presentation should be used in the learning process in addition to other techniques.

Q9. Teachers were asked if the students face problems when presenting orally.

option	Number	percentage%
Yes	15	100%
No	00	00%
total	15	100%

Table 2.23 Teachers' Attitudes towards Students' Problems while Presenting.

Teachers are questioned on whether or not their students have issues during their oral presentations. As the table above illustrates, all the teachers responded positively that their students do, in fact, struggle while giving oral presentations for a variety of reasons.

Q10. This question was a follow-up for the previous one, teachers were asked about the factors affecting students' oral presentations.

option	Number	Percentage%
Fear of making mistakes	10	16.95%
Shyness	12	20.34%
Anxiety	13	22.03%
Lack of self-confidence	9	15.25%
Lack of motivation	7	11.86%
Fear of negative feedback	2	3.39%
Lack of preparation	6	10.17%
total	59	100%

Table 2.24 Types of Problems during Oral Presentation.

As can be seen from the table above, the majority of the sample (22.03%) believes that students truly struggle with anxiety, which has a negative impact on their presentation

because it makes them apprehensive. (20.34%) claim that shyness is responsible because students become reserved when engaging in face-to-face interactions. Furthermore, according to teachers (16.95%), it is due to a fear of making mistakes. The same percentage of respondents approximately (15.25%) state that their performance is affected by a lack of confidence, while (11.86%) say that their lack of motivation also has an impact. (10.17%) of the participants firmly affirm that students' presentations suffer from a lack of preparation. Finally, (3.39%) of the teachers say that fear of negative feedback may affect and hinder their capacities from doing better.

Q11. Teachers at this level were asked about the aspect on which they focus when assessing students' oral presentations.

option	Number	percentage%
Accuracy	13	15.85%
Fluency	14	17.07%
Pronunciation	8	9.76%
Vocabulary	7	8.54%
The form of the presentation	8	9.76%
The content of the presentation	14	17.07%
Answering the questions	12	14.63%
Reaction of the audience	6	7.32%
total	82	100%

Table 2.25 Criteria Used by Teachers when Assessing Oral Presentations.

As shown in the table above, fluency and the content of the presentation come in the first place (17.07%), teachers tend to focus more on the fluent speech as well as on the content of the presentation when students present orally. Other teachers say that accuracy (15.85%)

would be the main emphasis of their classroom evaluation. The manner in which questions expressed by students or teachers in the classroom are answered (14.63%) will also be taken into account when an evaluation is conducted. Teachers do judge pronunciation and presentation style (9.76%) when students perform orally. Meanwhile, vocabulary (8.54%) also is scored by teachers during oral presentation. The last percentage (7.32%) is reaction of the audience and this depends on the presentation of the students and the way of explaining and managing their ideas and arguments.

Q12. Teachers in this question were asked about their views concerning oral presentations in collaboration.

option	Number	percentage%
Individually	5	33.3%
Pairs	7	46.7%
Small groups	3	20%
Large groups	0	00%
total	15	100%

Table 2.26 Teachers' Perception about Presentation in Collaboration.

The results on the table above show that (46.7%) of the respondents think that oral presentation can be more effective when students present in pairs because discussion can run between them in a structured and organized way. Whereas (33.3%) of them think that it can be suitable if each students present alone. However, (20%) of teachers declare that they prefer their students to work in small groups and no need for large groups. Finally, no one of them (00%) states that oral presentation could be effective when students present in large groups.

Q13. In this question, researchers required from the teachers their views regarding the reliability of oral presentations as an evaluation method.

option	Number	percentage%
Yes	10	66.7%
No	5	33.3%
total	15	100%

Table 2.27 Teachers' Attitudes about Oral Presentation as a Reliable Evaluation

Method.

The responses shown in the table above were crucial to our questionnaire because they reveal whether or not teachers rely on oral presentations as a credible means of student evaluation. The table above shows that while (33.3%) of the respondents disagree that oral presentation is a reliable method to evaluate the students' performances because some students have better writing abilities. the vast majority of the teachers (66.7%) believe that oral presentation is a reliable method to test the progress of their students because numerous skills will be tested through this method and students showcase not only the oral skill (s), but also various linguistic aspects.

Part Four: Further Comments.

Q14. At the end of the questionnaire, researchers give teachers an open space to express their suggestions regarding the issue under investigation. only 5 answered this question and they raised the following issues:

- The oral presentation is a useful method but it is not very reliable as an evaluation technique and it should not be applied with all levels especially beginners.
- It depends on the situation. Oral presentations can be a good way to assess a student's knowledge and understanding of a subject, but they may not be the most effective assessment method in all cases. In some cases, other methods of assessment, such as written tests or essays, may be more appropriate.

- My perceptions towards oral presentations as a form of assessment are generally positive. I believe that oral presentations allow students to demonstrate their knowledge in a creative and engaging way, while providing an opportunity to practice important public speaking skills. Additionally, oral presentations can add a collaborative element to the assessment process, since students can work together to create a presentation that incorporates their different perspectives.
- It is very important and beneficial to test or assess students with oral presentations in order to make them more confident to speak freely in front of other people and to reduce anxiety because everybody needs to talk and show his or her opinions.
- It can be an effective form of assessment because they require students to demonstrate their communication skills, knowledge of a topic, and ability to think critically and creatively. They can also simulate real-life situations where students will need to communicate their ideas to others, preparing them for future academic and professional endeavors.

2.6. Interpretation of the Main Results.

Analyzing students and teachers' questionnaires has revealed many findings on their attitudes about the use of oral presentation as an evaluation technique in their classrooms.

Oral presentations, according to teachers, are a valuable tool for students studying English since they can benefit students at all levels by improving their speaking and presentation abilities. As well as, students declare that classroom assessment and evaluation was a crucial component; it is required to the ongoing learning process that aids students in improving their learning in general and makes it easier for teachers to assess their students, identify their areas of weakness, and motivate them to improve.

Since most teachers believe that students should develop both speaking and writing skills simultaneously, they frequently grade their students orally and in writing. In relation to this, students confessed that they enjoy being assessed and tested in English since it enables them to determine their proficiency. In addition, the majority of respondents believed that practicing their language and pronunciation during an oral presentation improves their performance and speaking ability.

The whole teachers' sample declared that the evaluation that they tend to apply in their classrooms should be both formative and summative since the formative evaluation is used to encourage and stimulate learners to learn and summative evaluation is used to check their progress and level in the learning process. Whereas, the plurality of the students indicated that they prefer to be assessed in written form rather than orally because they feel more comfy to articulate their ideas and express their thoughts in writing. It is therefore the best way for them to lessen their level of shyness and anxiety.

In order to overcome their fear of making mistakes and provide a supportive environment for them to perform better, teachers frequently urge their students to practice and motivate them through their oral presentations. In the other side, students have confidence, but they lose it in certain situations permeated by anxiety, stress and shyness.

More than half of the teachers agree that oral presentation reflects the students' level in English but they stated that there should be another written technique in addition to oral presentation. Indeed, more over half of the students disagree that their level of English is reflected in their oral presentation. Students argued that in order to evaluate their level and performance, more than only an oral presentation should be used, and there should also be a written evaluation technique.

Teachers shared the same opinion of the students about the presence of psychological obstacles during the oral presentation. In addition, more than half of the sample faces troubles when they present orally because of several variables. Students do realize this fact by citing many aspects that limit them from doing well.

The general consensus was that teacher assessment especially oral presentation is essential in EL classrooms and in the continuing learning process because it enables teachers to gauge student progress, objective satisfaction, and instructional strategies. Students also, couldn't deny the fact that implementing oral presentations in their classrooms is a good idea for them because it helps to develop and enhance their speaking ability and gives them the chance to practice their pronunciation and master the language, but this is not the only evaluation that accurately reflects their level of English proficiency. Teachers need to be aware of this problem.

After examining the results, it was clear that they support our first hypothesis, which says that students do not prefer to be evaluated by oral presentation because of the psychological and external difficulties and barriers they suffer from. In addition, students like more to be evaluated in writing because this reduces their anxiety, tension and fear of their teachers' feedback and classmate's reactions, while not denying the credit and the great role that oral presentation plays in sharpening their level of language learning and fluency, and this confirms the third hypothesis which suggests that oral presentation affect the students' overall level in English.

The above results show that all teachers rely on oral presentations as a form of assessment, because for them it enhances students' oral skills, hence the speaking skill in general. also notice through the same results that it was also supports our second hypothesis, which said that Most teachers use oral presentations to assess their students. As for students,

they see it as a means to increase the level of language learning and fluency in speech only. The teachers also stated the need for a written assessment for students as a second recourse after oral presentations, but it remains the number one for them.

2.7. Conclusion

The second chapter was a campaign of collecting and analyzing data that was surveyed from students and teachers from the University of Belhadj Bouchaib. Two questionnaires were given to both students and teachers. The sample consisted of 60 students and 15 teachers. The results have successfully approved the research hypotheses.

Meanwhile, the chapter that the study approaching to, have been devoted to presenting suggestions, recommendations and interpretations for both parties, based on what was concluded previously to reduce the problems reported by the students.

Chapter Three:

Suggestions and

Recommendations

3.1 Introduction

This chapter focuses on giving some suggestions and recommendations to both students and teachers, and also implications to overcome the main barriers in oral presentation,

On the light of what has been discussed above based on the literature review and the results of both teachers and students' questionnaires, some recommendations can be summarized as follow:

3.2. Overcoming the main barriers in oral presentations:

Based on what the study has concluded from the data collection, some teachers has given their opinions for the students in order to overcome the psychological difficulties, and also the students has given a lot of implications for teachers to do in order to reduce the pressure on them. These are some ways to overcome the main barriers students face while presenting orally:

3.2.1. Overcoming linguistic barriers

Whatever is the level of the student in the English language, he still faces many linguistic obstacles that can reduce his presentation. And for that, the coming steps are to guide students to avoid those barriers;

- ✚ Students need to build a self- confidence and self- esteem in their abilities and they need to improve their pronunciation by learning how to pronounce the phonetic symbols correctly to present in a public.
- ✚ Students should be allowed to choose their own topics, which produces greater comprehension and lowers their anxiety.
- ✚ Students also need to be made aware of the criteria used for assessing their oral performances in order to help them prepare well.

- ✚ Stop the use of specialized language or technical terms that are not commonly understood by the intended audience. It can make it difficult for them to understand the message.
- ✚ Use simple and clear language; stop Using too many technical terms which can confuse people. Instead, try to use a language which your audience understands easily. Avoid heavy jargon that is industry specific and comprehensible for only a few people.

3.2.2. Overcoming external factors;

- ✚ Students need to see a peer's presentation modeled before they give their own.
- ✚ A unified criterion for assessing oral presentations should be considered, as teachers reported.
- ✚ It is vital to be aware of and address any prejudices, biases, or stereotypes that one may have.
- ✚ Showing respect and being open to the other person's ideas, opinions, and feelings can facilitate effective presentation.
- ✚ It is also essential to be aware of one's assumptions and avoid assumptions about the other person's understanding or intent.
- ✚ Being open to change new ideas can help to overcome resistance and facilitate effective oral presentation.

3.2.3. Overcoming psychological barriers;

- ✚ Address the underlying emotions and mental states causing the barrier, this can be done through self-reflection, therapy, or stress management techniques.

- ✚ Develop a growth mindset, More often than not, a weak emotional state or the inability to express limit us in teams. Developing a growth mindset helps managers cross self-imposed unhealthy borders that restrict them.
- ✚ It is essential to be aware of and understand the limitations of the person you are communicating with and make necessary accommodations.
- ✚ Being patient, understanding, and flexible can help to ensure that the person with a physiological barrier can effectively present.

- The Teacher's Role;

Teachers has the biggest impact on student's performances than nobody else, they can control the increase or decrease of their students abilities to reach a better presentation;

- ✚ Teachers should try to deal with students' fear of making mistakes by encouraging them to speak. This will lead them to build a self- confidence in their speaking.
- ✚ Teachers should encourage their learner's especially intermediate one to present easily and without any obstacles or difficulties.
- ✚ Teachers should leave space for questions and comments.
- ✚ Teachers should be aware about the level of the students when they assign oral presentation as an evaluation technique for them.
- ✚ Oral presentations do not seem as a reliable method to evaluate the students' performances; Teachers should use different evaluation techniques for the sake of evaluating their learners.
- ✚ Teachers can help his/ her student to have a good presentation by giving them more practice before assessing, evaluating them and giving the final judgment about their levels.

- ✚ Teachers need to provide a more suitable environment for students to conduct their presentations, including encouragement and support.
- ✚ We recommend that an oral presentation course be included in the pre-service teacher education program to equip students with the necessary skills. More conversation courses, including language labs, should be established in the department to help students develop oral skills.

3.3. Recommendations for Better Oral Presentations

In order for a student to perform better in his presentation, the research has recommended a bunch of tips and steps including:

- ✚ **Clarity before presenting:** Before presenting, it's essential to define the message and purpose. This will help to ensure that the message is understood as intended.
- ✚ **Tailor the communication to the receiver's needs:** The presenter should be aware of the receiver's communication style, preferences, and demands and adapt their communication style accordingly.
- ✚ **Consult others before communicating:** Consulting with others can help ensure that the message is clear and that all perspectives are taken into account.
- ✚ **Be aware of the tone, content, and language of the message:** The tone, content, and language of the message should be appropriate for the audience and the situation. It's essential to be aware of how the receiver perceives the message and adjust accordingly.
- ✚ **Convey helpful information to the listener:** The message should be relevant and valuable to the receiver and address their needs and concerns.
- ✚ **Keep the presentation consistent:** The presentation should be consistent to avoid confusion and misunderstandings.

- ✚ **Follow-up presentation:** Following up on previous presentation can help to ensure that the message was understood and that any issues have been resolved.
- ✚ **Use active listening techniques:** Active listening is essential to effective communication. It involves paying attention to the speaker, understanding their message, and responding appropriately.
- ✚ **Encourage feedback:** Encouraging feedback and asking for clarification can help ensure that the message is understood as intended. This can be done through open-ended questions, active listening, and seeking clarification if necessary.
- ✚ **Active listening:** By actively listening and paying attention to the other person, you can better understand their message and respond accordingly.
- ✚ **Clarity and simplicity:** Using clear and simple language can help ensure that the message is understood.
- ✚ **Nonverbal communication:** Paying attention to body language, facial expressions, and tone of voice can help to convey the intended message.
- ✚ **Empathy:** Empathy is putting oneself in the other person's shoes and understanding their perspective can help to facilitate effective communication.
- ✚ **Cultural sensitivity:** Being aware of and respectful of cultural differences can help to overcome cultural communication barriers.
- ✚ **Flexibility:** Being open to different communication styles and adjusting one's own communication style can help overcome barriers.
- ✚ **Feedback:** Encouraging feedback and asking for clarification can help ensure that the message is understood as intended.
- ✚ **Professional help:** Seek professional help if the barriers are emotional or psychological, such as therapy or stress management.

- ✚ It's important to note that improving communication barriers is an ongoing process that requires patience, understanding, and a willingness to adapt.

3.4. Tips for better oral presentation

- ✚ To grasp the subject matter and fix presentational errors, practice is a crucial component. The speaker will have more opportunity to memorize, fix errors, and hone their voice the more practice they receive.
- ✚ In order to listen and fix errors, students can scribble down key ideas, rehearse in front of a mirror, record audio, or even create a video. To improve their effectiveness, the speaker should rehearse in front of small audiences or groups of friends, get advice from them, and use what they have learned. Practice making sure your expression is relaxed and natural, that your voice is expressive, and that you are loud enough to be heard by everyone nearby. In addition, speakers should use more body language, facial expressions and expressive eyes will attract the attention of the audience more.
- ✚ Oral presentations are one method of communication overall. The exercise will benefit learners if it is well-planned and organized. The purpose of this exercise is to increase the students' competency in English by allowing them to communicate, learn from their mistakes, and share knowledge with one another. It also gives them the confidence to speak in front of others. After giving an oral presentation, students will know how to interact with others effectively and how to improve their English-speaking skills.
- ✚ Know your audience – their backgrounds and knowledge level of the material you are presenting and what they are hoping to get out of the presentation. Deliver what the audience wants to hear.

- ✚ Your knowledge of the subject is best expressed through a clear and concise presentation that is provocative and leads to a dialog during the question and-answer session when the audience becomes active participants. At that point, your knowledge of the material will likely become clear.
- ✚ Remember the audience's time is precious and should not be abused by presentation of uninteresting preliminary material.
- ✚ A good rule of thumb is this: if you ask a member of the audience a week later about your presentation, he or she should be able to remember three points. If these are the key points you were trying to get across, you have done a good job. If they can remember any three points, but not the key points, then your emphasis was wrong. It is obvious what it means if they cannot recall three points!
- ✚ Think of the presentation as a story. There is a logical flow—a clear beginning, middle, and an end. You set the stage (beginning), you tell the story (middle), and you have a big finish (the end) where the take-home message is clearly understood.
- ✚ Presentations should be entertaining, but do not overdo it and do know your limits. If you are not humorous by nature, do not try and be humorous. If you are not good at telling anecdotes, do not try and tell anecdotes, and so on. A good entertainer will captivate the audience and improve his or chances of following Rule 4.
- ✚ The more you practice, the less likely you will be to go off on tangents. The more presentations you give, the better you are going to get. An important talk should not be given for the first time to an audience of peers. You should have delivered it to your research collaborators who will be kinder and gentler but still point out obvious discrepancies. Even more important, when you give the presentation, stick to what you practice.

- ✚ If you have more than one visual for each minute you are talking, you have too many and you will run over time. Obviously some visuals are quick; others take time to get the message across. Avoid reading the visual unless you wish to emphasize the point explicitly. The visual should support what you are saying either for emphasis or with data to prove the verbal point. Finally, do not overload the visual. Make the points few and clear.
- ✚ There is nothing more effective than listening to, or listening to and viewing, a presentation you have made. Seeing what is wrong is easy, correcting it the next time around is not. Work hard on breaking bad habits; it is important.
- ✚ It is often appropriate to acknowledge people at the beginning or at the point of their contribution so that their contributions are very clear.

3.5. Structuring of an Oral Presentation

After determining your primary points and message, the next step is to organize the presentation's content. A presentation can be broken down into three sections, just like other types of academic writing: an introduction that explains the talk's goal and organization; a body that covers its important themes; and a conclusion that summarizes and emphasizes its importance.

3.5.1. Introduction

You might want to attract the audience's curiosity and focus with a tale or remark on a recent event that poses a significant query, issue, or quandary. Alternatively, you could choose to begin by providing some background information or context for your talk before moving right into a succinct explanation of the problem, issue, or point of contention that your main message addresses. In any scenario, the next part of your introduction should clearly describe the talk's goal or main takeaway, for instance via the following prompts.

- 'Today I would like to talk about a highly contested issue...'
- 'This question is central to understanding...'
- 'I will make the case that...'
- ❖ If necessary, limit the scope of the presentation:
 - 'Although there are several theories, this talk will only focus on two ...'
 - 'focuses only on the private sector as opposed to the public sector ...'
 - 'Implementation, rather than policy formation, will be considered ...'
- ❖ Signpost the structure/approach of the talk:
 - 'My case is based on three main points. Firstly...The second point is that...This will then lead me to...Finally...'

3.5.2. Body

Your core point is supported by this portion of the presentation. Each of your primary arguments should be covered in a concise and logical manner. As you go, make sure to clarify how these points relate to your main point:

- 'Turning to the next point...'
- 'Another important consideration is that...'
- 'Having examined...I'd now like to talk about...'

Before use, all terminologies and concepts must be clarified and explained. You can successfully show your arguments with examples.

3.5.3. Conclusion

You have to sign that the talk has come to a conclusion like:

- 'In conclusion...'
- 'I'd like to finish by...'

Summarize the main ideas discussed. While doing so, remind the audience of the topic's importance, your talk's goals, and how you achieved them. After thanking the audience for their time, ask them if they have any comments or questions.

3.6. Limitations of the Study

The researchers confronted throughout the study, various limitations that they strived to overcome. First, some of the students' questionnaires were neither fully nor seriously answered; few individuals refused even to participate. Important to mention is the fact that, the research would be more convenient through other instruments such as classroom observations. However, due to lack of time, this research could not examine all aspects of the issue under investigation.

At the end, the researchers strongly hope that this research, in its scope, was able to contribute to the English major students at Belhadj Bouchaib University in their oral presentations as well as the students who are interested in oral presentation skills.

3.7. Conclusion

In this chapter the researcher handled the pedagogical implications for the students and how to overcome their psychological, linguistic and external barriers and how can the teachers provide the necessary tools to help them achieve a better performance, such as speaking and fluency. Also, this chapter provides some recommendation for students to better their oral skills.

General

Conclusion

General Conclusion

General Conclusion

This research was conducted to study the use of oral presentation in the classroom as a form of assessment, which is short talk on a specific topic given to a certain group, allowing students to present views on a topic based on their readings or research. The researchers also handled how teacher's assess their students based on their oral skills. In defining assessment it is the systematic collection, review; and use of information about educational programs in purpose of improving student learning and development.

The current study aims to better understand how students feel about using oral presentations as an evaluation tool and whether it is an effective means of assessment in the English department at Belhadj Bouchaib University.

In order to reach these objectives, the following research questions were put forward:

- 1- To what extent do EFL teachers at Belhadj Bouchaib University opt for oral presentations?
- 2- What are student's perceptions towards oral presentations as a form of assessment?
- 3- Does oral presentation as a form of assessment have an impact on students' overall level?

Based on these questions, the researchers hypothesize that:

- EFL students do not prefer to be evaluated by oral presentations because of psychological barriers.
- Most teachers use oral presentations to assess their students.
- The oral presentation does have an impact on students overall level.

General Conclusion

The sample was selected from the English Department University of U.A.T. the data of this part were gathered by two questionnaires delivered to both EFL teachers and students. The sample is made up of 60 students and 15 teachers.

The study has successfully met its objectives and provided answers to all of the research questions. The research hypothesis has been supported by the research tools. First, providing an oral presentation is very beneficial, especially for students learning English because it gives them more opportunities to practice speaking. Second, while oral presentations are thought to be an evaluation method, they do not stand alone, according to students and teachers who argue that there should also be other methods such as tests, quizzes, and written tests to assess students' ultimate achievement. However, teachers are crucial in encouraging and motivating students to perform well, which helps them present well.

At the end, the research hypothesis has successfully been supported the data results proving that students do not like to be assessed with oral presentations due to multiple barriers, also, teachers use the oral presentation as a form of assessment and they depend on it. Finally, the students do appreciate the great role that oral presentation play in order to sharp their speaking skills.

For further researches, many topics can be taken from this specific topic such as studying the other types of assessment that students like or studying the e-learning as a method of teaching.

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Appendices

Apendix A

Students questionnaire

Dear students,

This questionnaire is administered for the sake ~~or the aim~~ of collecting data for our research work; it attempts to explore your perceptions about the use of oral presentation as an assessment form.

We would be so grateful and thankful if you collaborate with us ; thus, please choose the answers by ticking the box (es) that seem appropriate to you or write full statements when necessary.

PART ONE

Q1- How many years have you been studying English?

.....

Q2- Are you studying English because it is:

1. **Your personal choice.**
2. **Compulsory**

Q3- what kind of a student you are?

- 1) **Confident.**
- 2) **Hesitant.**
- 3) **Shy.**
- 4) **Anxious.**
- 5) **Tense.**

Q4- Classroom assessment is necessary to the ongoing process of learning :

- I. **Agree**
- II. **Disagree**

Q5- If you Agree, in what ways do the teachers' evaluation help you ?

- a) **Improve your performance and achievement**
- b) **Raise your interest and engagement.**
- c) **Develop your creativity and learn ability**
- d) **Learn about your mistakes**

Q 6- Do you prefer being evaluated

- **Orally.**
- **In written form.**
- **Both**

Q 7- Does the teacher's feedback and correction helps you know your level?

- Yes**
- No**

Q8- Do you consider the task of evaluation in English as a stressful activity ?

- a) **Yes**
- b) **No**

Q9- Which modules do you considers its evaluation and assessment tasks as the most stressful ones?

- **Oral Expression.**
- **Written Expression.**

Q 10- Do you face problems when presenting orally?

- ❖ **Yes**
- ❖ **No**

Q 11- If yes, is it because: (you can tick more than one option)

1. Anxiety

2. Tension

3. Fear

4. Hesitation

5. Nothing

Q 12- Do you think that oral presentation can be more effective in Collaboration?

a- Yes

b- No

Q 13- in your presentation, you focus on:

- **Accuracy.**
- **Fluency.**
- **Pronunciation.**
- **Vocabulary.**
- **The form of the presentation.**

Q 14- Do you think that oral presentation helps you to improve your speaking Skill?

a- Yes

b- No

Q 15- Are the psychological factors more stressful than the social factors?

a- Agree.

b- Disagree.

Q 16- Do your teachers opt for oral presentations?

1- Yes

2- No

Q 17: Are oral presentations fair as a form of assessment?

a- Yes

b- No

Q 18: Whatever is your answer, explain why?

.....

Q 19: Further General Suggestions.

.....

Appendix B

Teachers' Questionnaire

Dear Teachers,

This questionnaire is a part of a research work, needed for the accomplishment of a master dissertation. It attempts to examine your perceptions about the use of oral presentation as a form of assessment.

We would be very much appreciate if you could take the time and share your experience by answering the following questions. Your answers are very important for the accomplishment of this work. Please choose the answer (s) by ticking the box (es) that seem appropriate for you and give full answer where necessary.

Q1- What is your qualification?

.....

Q2. How long have you been teaching English?

A- 1- 5 years

B- 5 - 10 years

C- 10 - 15 years

Q3- Do you think that classroom evaluation is necessary in EL classroom and in the ongoing process of learning?

1. Yes

2. No

Q4- Do you think that the evaluation that you apply in your classroom should be:

A- formative

B- Summative

C- Both

Q5- Do you prefer to evaluate your students in?

a) Spoken

b) Written

c) Both

Q6- What technique do you prefer to use in your classrooms in order to evaluate your students? (You are open to choose multiple answers).

○ Tests

○ Quizzes

○ Oral presentations

○ Continues evaluation

○ Oral tests

Q7- Do you assign oral presentation to (you can pick more than one option):

- A- First year**
- B- Second year**
- C- Third year**
- D- First year master students**
- E- Second year master students**

Q8- How often do you use oral presentation in your classroom?

- a. Never**
- b. Rarely**
- c. Sometimes**
- d. Often**
- e. Always**

Q9- Do your students face problems when presenting orally?

- i. Yes**
- ii. No**

Q10- If yes, is it because (You can tick more than one option):

- A- Fear of making mistakes**
- B- Shyness**
- C- Anxiety**
- D- Lack of self- confidence**
- E- Lack of motivation**
- F- Fear of negative feedback**
- G- Lack of preparation**

Q11- On what basis do you assess your students during oral presentation?

- i. Accuracy**

- ii. Fluency
- iii. Pronunciation
- iv. Vocabulary
- v. The form of the presentation
- vi. The content of the presentation
- vii. Answering the questions
- viii. Reaction of the audience

Q12- Do you think that oral presentation can be more effective when students present?

- A- Individually
- B- Pairs
- C- Small groups
- D- Large groups

Q13- Do you think that oral presentation is a reliable method to evaluate your students?

- A- Yes
- B- No

Q14. Any further suggestions

.....

SUMMURY

The aim of this study was to explore the perceptions of EFL teachers and students on the use of oral presentation as a form of assessment. Consequently, we hypothesized that the students do not prefer oral presentations because of psychological barriers; also, most of teachers use the oral presentations to assess their students. This study consists of three chapters: the first chapter was a theoretical part that is the literature review, which contain a wide explanation about the two key words; assessment and oral presentation. Then, the second chapter contains the data collection, analyses, and interpretations. Finally, the third chapter was conducted to the suggestions, recommendations and pedagogical implications. To test our hypothesis, two questionnaires were administered to both the teachers and the second year license students at the University of Belhadj Bouchaib. Therefore, two questions were addressed (1) to what extent do EFL teachers at Belhadj Bouchaib University opt for oral Presentations? (2) What are student's perceptions towards oral presentations as a form of assessment? (3) Does oral presentation as a form of assessment have an impact on students' overall level? This study was conducted mainly to 15 teachers and 60 students. All participants engage positively and show a lot of interest. After analyzing their answers, it revealed that the oral presentation helps the students more to improve and strengthen their speaking skill, but when it comes to assessment, it is not enough to reflect the real level of the students. Thus, there should be another written assessment, in addition to the oral presentation. Based on the findings, recommendations were made to draw the attention of both instructors and learners' to this issue.

Résumé

Le but de cette étude était d'explorer les perceptions des enseignants et des étudiants EFL sur l'utilisation de la présentation orale comme forme d'évaluation. Par conséquent, nous avons émis l'hypothèse que les étudiants ne préfèrent pas les présentations orales en raison de barrières psychologiques ; de plus, la plupart des enseignants utilisent les présentations orales pour évaluer leurs élèves. Cette étude se compose de trois chapitres : le premier chapitre était une partie théorique qui est la revue de la littérature, qui contient une large explication sur les deux mots clés ; évaluation et présentation orale. Ensuite, le deuxième chapitre contient la collecte des données, les analyses et les interprétations. Enfin, le troisième chapitre a été conduit aux suggestions, recommandations et implications pédagogiques. Pour tester notre hypothèse, deux questionnaires ont été administrés à la fois aux enseignants et aux étudiants de deuxième année de licence à l'université de Belhadj Bouchaib. Par conséquent, deux questions ont été posées (1) dans quelle mesure les enseignants d'EFL de l'Université Belhadj Bouchaib optent-ils pour les présentations orales ? (2) Quelles sont les perceptions des étudiants à l'égard des présentations orales en tant que forme d'évaluation ? (3) La présentation orale en tant que forme d'évaluation a-t-elle un impact sur le niveau global des étudiants ? Cette étude a été menée principalement auprès de 15 enseignants et 60 étudiants. Tous les participants s'engagent positivement et montrent beaucoup d'intérêt. Après analyse de leurs réponses, il a été révélé que la présentation orale aide davantage les étudiants à améliorer et à renforcer leurs compétences orales, mais qu'en matière d'évaluation, elle ne suffit pas à refléter le niveau réel des étudiants. Ainsi, il devrait y avoir une autre évaluation écrite, en plus de la présentation orale. Sur la base des résultats, des recommandations ont été faites pour attirer l'attention des instructeurs et des apprenants sur cette question.

ملخص

كان الهدف من هذا الدراسة هي اكتشاف تصور اتا لاساتذة وطلاب اللغة الإنجليزية ككلغة أجنبية حول استخدام العر ضالشفوي كمشكل من أسكال التقييم. وبالتالي، افترضنا أن الطلاب يفضلون العر وضال تقديمية الشفوية بسبب الحواجز النفسية؛ أيضاً، يستخدم معظم المعلمين العر وضال تقديمية تتكون هذا الدراسة من ثلاثة فصول: لشفوية لتقييم طلابهم.

الفصل الأول وكان الجزء النظري هو مراجعة الأدبيات التي تحتوي على نشر حواسحو لالكلمة في الأساسيتين. التقييم العر ضال شفوي. بعد ذلك، يحتوي الفصل الثاني على جمع البيانات والتحليلات والتفسيرات. وأخيراً تم إجراء الفصل الثالث لعلنا لاقتراحات التوصيات والآثار التربوية. لاختبار فرضيتنا، تم إجراء استبيان لطلاب السنة الثانية في جامعة بلحاجبو شعيب. لذلك تم طرح سؤالين (1)

إلى أي مدى يختار مدرسو اللغة الإنجليزية ككلغة أجنبية في جامعة بلحاجبو شعيب العر وضال شفوية؟ (2)

ما هي تصور اتالطلاب تجاه العر وضال تقديمية الشفوية كمشكل من أسكال التقييم؟ (3)

هل العر ضال شفوي كمشكل من أسكال التقييم تأثير على المستوى بالعام للطلاب؟ أجرى هذا الدراسة كمشكل من أسكال التقييم على 15 أستاذ و 60 طالباً. بعد تحليل إجاباتهم، تبين أن العر ض. انخرط جميع المشاركون بشكل إيجابي وأظهروا الكثير من الاهتمام. الشفوي يبسعد الطلاب بشكل أكبر على تحسين تقوية مهاراة التحديث لديهم، ولكن عندما يتعلق الأمر بالتقييم، لا يكفي أن يعكس المستوى الحقيقي للطلاب. وبالتالي، يجب أن يكون هناك تقييم كتابي آخر، بالإضافة إلى العر ضال شفوي.

بناءً على النتائج، تم تقديم توصيات للفنانين وكلمنا المعلمين والمتعلمين لهذا المشكل