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### *Theme*

**Investigate the Use of Visual Aids to Enhance the  
Speaking Skills in Oral Presentations  
The Case of Second-Year Students of English at the  
University of Bordj Bou Arreridj**

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## DEDICATION

*In the name of Allah, the Most Gracious, the Most Merciful and prayers and peace be upon His Noble Messenger MOHAMMED.*

*Before all, I thank ALLAH for helping me to achieve this humble work to which*

*I dedicate:*

*To you my beloved parents for your enduring encouragement and support*

*I dedicate this research work which I did just to make you proud of me and to draw a smile on your blessed faces.*

*To all my sisters \* Mimouna\*, \* Souad\*, \* Nihed\* and especially \*Amal\**

*To my brothers \* Mohammed\* and especially \*Abdelghani\* who motivated me a lot*

*To my dearest friend \*Linda\* I would like to thank her for being always the source of my motivation*

*To all my family members*

*To all my friends*

**Bensaci Ahlem**

## **DEDICATION**

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## ABSTRACT

According to Varghese (2017), the desire to learn a language is triggered by the need to utilize it. Thus, speaking is a fundamental skill in learning any language that is affected by many factors. Consequently, we were motivated to explore EFL students' perceptions about the effects of using visual aids on improving their speaking skills during oral presentations. It is primarily concerned with using visual aids as materials to strengthen oral skills during oral presentations since it caters to different learning styles, and it might help both the speaker by reducing stress and the listener during oral presentations to understand the presented information. As well as it attempts to shed some light on the obstacles that hinder students from engaging in oral presentations and the importance of establishing a relaxed and friendly environment as a strive to get them to use English. This research project will focus on how students consider the effectiveness of using visuals during an oral presentation in achieving better results on the speaking level, using a quantitative method, the data was collected through one questionnaire with two parts administered to one hundred and thirty-six (136) students of second-year BMD at the department of English in Mohammed El Bachir El Ibrahimi University of Bordj Bou Arreridj, which revealed significant results. The data obtained from the students' questionnaires demonstrated that the majority of respondents have an intermediate level of English. Most participants do not participate or feel comfortable when speaking English in class because of anxiety, shyness, fear of making mistakes, and lack of vocabulary along with the influence of both the mother tongue and the French language in addition to the lack of grammar rules. Apart from this, most participants believe that the use of visual aids during oral expression and oral presentations can foster their speaking skills. They assume that these tools provide a more comfortable environment despite the utilization of these tools by their teacher. Admittedly, the use of visual aids during oral presentations motivates students to interact more and boost their speaking skills as confirmed by the majority of the participants.

**LIST OF ABBREVIATIONS:**

**EFL: English as Foreign Language.**

**ESL: English as a Second Language**

**Q: Question**

**DVD: Digital Versatile Disc**

**VCD: Video Distribution Controller**

**BMD: Bachelor Master doctorate**

**SPSS: Statistical Package for Social Sciences**

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# **General Introduction**

## **1. Introduction**

Proficiency in English is required for success in both academia and the workplace since it has become spoken worldwide. English as a foreign language in EFL classes needs to be improved. It covers four basic language skills: listening, reading, speaking, and writing. Speaking is the one that is difficult and must be improved and mastered by the students, it is more complex compared to other skills. In addition, (Nunan 2003, p.48) stated that “when learning a new language, speaking is more difficult than the other skills”. Speaking is an activity to transfer ideas or information orally to other people. Generally, the important goal to master any language is speaking fluency. Although oral expression in most universities in Algeria is to be taught in just one session a week, it seems that the students are not getting fully successful practice on their speaking. As a fact, most of them still use their mother tongues in their daily activities even though they are required to speak English on campus. To solve these problems of speaking weaknesses and lack of practice visual aids can be used by students to enhance their oral communication in class.

Many language learners can measure their performance by how well they can speak it. For that, teachers need to encourage students to speak as much as possible. They can make it as fun as the structure. This might be through role-play, group work, or even projects. In addition, teachers must encourage students to use visuals in oral presentations, which are important for presentations because they can help to keep the audience engaged. That is a reason why people say that if the audience understands what you're saying and they are more engaged, they are more likely to be persuaded by you, according to Harmer (2001), integrating visual tools in the classroom facilitates the learning process.

The process of teaching-learning has developed to enhance learners' skills and competencies to be used outside the classroom. Speaking skill involves complex mental operations to produce meaningful oral messages using systematic verbal utterances (Bailey, 2008). When speaking English in front of friends, instructors, or strangers, many learners feel frightened and stressed. Nervousness and tension may interfere with their ability to build or improve their speaking skills. In addition, learners in EFL classes especially always have anxiety in speaking due to the lack of time, from a perspective, and the strategies used in teaching this skill, from another.

Teaching English as a foreign language is rather difficult since it can be seen from most of the learners who graduated from university, that they cannot use English as their language for communication. In addition, most teachers use traditional methods or strategies that focus on teachers or are teacher-centered. That not only prevents students from being engaged during the

course but also feeling bored. Dealing with this problem, the teachers must change their teaching from teacher-centered to learner-centered. Furthermore, teaching productive skills requires suitable strategies and activities to achieve the goal of the teaching and learning process like oral presentations, and projects. In other words, language is learned by allowing students to actively use the language and learn from their mistakes where the teachers are mainly observers, participants, and facilitators (Harmer, 2007).

Delivering an oral presentation, on the other hand, is one activity that teachers can use to give their learners the opportunities they need to communicate with other people using the English language. Yet; many people feel that oral communication classes do not provide them with adequate opportunities to use the language in the classroom. Nonetheless; they are process-based, communicative activities that can provide learners with an enjoyable way to use English. This, in turn, can result in an overall improvement in learners' motivation to learn and improve their communicative skills. Oral presentations are a rewarding and challenging experience since they involve retrieving and handling information, communication, presentation, planning, and problem-solving for both teachers and learners in terms of building facilitation abilities and self-education.

On the ground mentioned above, using multimedia/audio-visual aids in the English classroom has become a must if teachers want to increase the learners' interests, knowledge, and proficiency. According to King (2002, p.402) "with the availability of technology video cameras, slide, project, PowerPoint, VCD/DVD, and other visual aids could be much more exciting and interesting than traditional ones." Put in another context, the use of visuals in the classroom makes the learners more interested and attentive to the topic presented as they are provided with a more meaningful context. Teachers should be able to use the teaching strategies and aids that fit the learners' expectations based on their learning styles and multiple intelligence profile. In developing speaking skills, learners can use a wide range of forms such as tables, graphs, charts, and pictures to convey spoken messages.

Learners can use oral presentations and visual aids as a technical way to deal with speaking difficulties as long as they are well structured and guided by their teachers. Oral presentation activities provide an excellent opportunity for learners to develop this skill. In this

study, we explored the act of oral presentation through the use of visual aids in English language oral classes and its impact on speaking skills. This study aims to highlight the

obstacles that prevent from engaging in oral presentations suggest some solutions on how to deal with those who avoid using English and reveal the impact of using visuals during an oral presentation on the learner's speaking.

## **2. Statement of the problem**

Richards (2008) stated that in speaking, we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Students can easily express themselves when fluently speaking the language. However, being a student in a foreign languages department, we have noticed that most learners who graduated or are about to graduate are not able to use the language in communication and presentations. During the process of learning, and considering the large size of a class, teachers might tend to interact merely with those who master English. Hence those who have pronunciation problems or are shy, anxious, or stressed are disregarded. Put in another context, students who suffer from this kind of obstacles tend to avoid any kind of interaction inside the classroom, which affects their achievement. Additionally, since speaking cannot be learned just by observing and taking notes, learners with this kind of emotional state cannot enhance their speaking performance.

One of the language skills that should be taught and practiced in the classroom is speaking (Harmer 2007). Put differently, speaking is developed by practicing the language and making mistakes in real-time interaction. It would be argued that, if visual aids are integrated with the oral presentation during the lesson, learners' motivation will increase and they will be more involved. Furthermore, in this study, we will explore the impact of using visual aids during learners' oral presentations to reveal how it affects the students' speaking fluency.

In the line with the mentioned above, the fact that speaking skills are developed through practice, not through observation is crucial. Yet, the problem is that we as a foreign language students did not have enough opportunities to practice speaking, even with having an entire module dedicated to this purpose, in addition to the inner problems that differ from one to another effect in our oral interaction with others, that many scholars have suggested different methods to solve problems and techniques including visual aids. However, the problem is about the integration of visual aids in teaching speaking. There are many researches about the implication of visual aids in enhancing the learning process, learning vocabulary, easing the comprehension and. Despite that, very few researches are made about their effectiveness in enhancing speaking. For this particular reason we have decided to explore how students view the use of this aids in enhancing their speaking performance.

### **3. Research Questions:**

The research on using visual aids during oral presentations provokes many questions that this dissertation tends to answer.

1. What are the obstacles that hinder EFL learners from speaking in oral presentations?

2. What are the students' perceptions about using visual aids in enhancing their speaking skills?

#### **4. Aim of Study:**

This study has been designed to investigate the use of visual aids during an oral presentation in English classes for second-year students at the Mohammed El Bachir El Ibrahimi University of BBA. In general, it has three purposes:

- The objective is to show how integrating visual aids during the oral presentation can ease their difficulties and give students enough practice in speaking the English language.
- To know to what extent the visual aids are useful in oral presentations.
- To encourage teachers to make the oral presentation by using visual aids as part of the learning process.
- The barriers that prevent EFL students from speaking in public, such as shyness, embarrassment, and lack of confidence, are to be highlighted.

#### **5. Significance of Study**

This research is expected to provide provides some facts and benefits for teachers, lecturers, students, and future researchers who want to conduct further research.

Initially, there are a lot of potentially embarrassing scenarios that might cause the speaker anxiety, such as being put on the spot by an unprepared question from an audience member, making pronunciation mistakes, or using the wrong term.

Students gain confidence in public speaking and improve their skills via oral presentations in EFL programs. On the other side, due to the large number of class and the pandemic that made several changes in the system students lost some of opportunities in practicing their speaking, especially through oral presentations, that is considered the most common activity in assist English language learners in becoming more fluent. However, using visual aids during an oral presentation can assist students to overcome their obstacles and get adequate practice speaking English, allowing them to become more comfortable with the terminology, rise both their self-confidence and their motivation. This is significant because it empowers learners to talk and express themselves in English, as well as to anticipate what they will say before saying it. Thirdly, it keeps the learners in the dark about how they will be judged, which makes them feel more at ease while practicing.

Both instructors and students will benefit from this research. It allows the former to step aside from being the knowledge source and from dominating the process of teaching-learning,



from one perspective. From another, the latter will have the chance to take a break from reading textbooks and be encouraged to practice the language under guidance. Moreover, it will highlight the relationship between using visual aids during the oral presentation and enhancing speaking abilities by emphasizing the obstacles and how to deal with them.

## 6. Scope of Study

This study has been designed to investigate the use of visual aids during an oral presentation and its impact on the learners' speaking skills, in oral English classes for the second-year students of the English department at Mohammed El Bachir El Ibrahimi University of BBA. This study aimed to explore how EFL student perceive the incorporation of visual aids in teaching speaking , and to identify any speaking challenges students encounter in class.

## 7. Definitions of keywords

a. **Speaking skills:** speaking can be defined as the act of producing speech, to communicating with others around. It is an essential skill in learning any foreign language. It could be improved by doing oral presentations. According to Kayi (2006), Through the use of verbal and nonverbal symbols, speaking is the act of generating and conveying meaning in a range of circumstances.

b. **Oral presentation:** it can be described as a speech someone delivers in front of an audience. Ming (2005) defines oral presentation as a type and partly spoken, partly visual kind of communication that is normally restricted in duration and happens in organizational settings, according to the definition of an oral presentation. Oral presentations in EFL classes are to deliver the information orally to explain a project work or a theory.

c. **Visual aids:** are the visual tools that a learner utilizes in the classroom to present something, and deliver a message through the use of paralinguistic cues. According to Harmer (2001), the use of visual aids in the classroom assists the learning process to go more smoothly.

## Summary

Being a visual society where TVs are on 24/7 and constant use of social media, demonstrates the need of engaging this aspect in teaching especially productive skills in English language teaching. Because most students graduated or are about to graduate without being able to use the language reveals the urge of exploring the ways used to teach the skill and the obstacles that

encumber students' performance. The purpose of this study is to emphasize the barriers that hinder learners from participating in oral presentations, to offer some ways of dealing with individuals who avoid using English, and to demonstrate the influence of utilizing visuals during an oral presentation on the learners' speaking.

# **Literature Review**

# **Speaking Skills**

A theoretical framework and prior research linked to speaking skills, oral presentations, and visual aids usage in classrooms, are included in this chapter, entitled literature review. The definitions of speaking, visual aids, and oral presentations served as the theoretical underpinning for this study. It also covered the phases and forms of oral presentations, as well as the value of using visual aids, in addition to the language subsystems required for speaking.

### **1.1 Speaking**

As stated by Harmer (2015) in his book “the practice of language teaching”, language is used in terms of four skills. Speaking is one of these skills that are fundamental in acquiring a new language. As Varghese (2017) mentioned the need to use a certain language provokes the urge to learn that language. Yet, the focus on this particular skill is taken for granted as Bygate, Candlin & Widdowson (1987) claimed. According to them, it is the most undervalued skill in teaching, that might be because all people share the capacity of speaking. Therefore, in this section, the light will be shaded on various aspects of speaking skills.

### **1.2 Definition of Speaking**

Speaking is messy and difficult to define when compared to the written form of language. For Nunan (2003) speaking consists of producing systematic verbal utterances to convey meaning” (p.40). That is to say, speaking is the complex process of converting mental abstract capacities into existing displays of language to convey meaning.

According to Hughes (2011), it is the physical means of producing abstract abilities using grammar and vocabulary knowledge through aural/ oral channels for communication to take place. Nevertheless, this complex process is not based only on producing the language; it is an interactive process of also receiving and processing information (Brown 1994; Burns and Joyce 1997). In other words, it is the core for exchanging already existing knowledge or updating prior knowledge through asking a question for effective communication to take place.

### **1.3 Components of Speaking Skills**

According to Harmer (2007), Individual sounds are used to create words and sentences. People utilize pitch shift, intonation, and stress to communicate distinct meanings. In contrast, when it comes to writing, people rely on orthography to express words and grammar. In the same context and according to Harris (1996), it is a difficult talent that necessitates the application of several abilities at the same time. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five elements that make up the speaking process.

#### **1.3.1 Accuracy**

It is the degree of correctness that students achieve when using grammar, vocabulary, and

pronunciation (Harmer, 2007, p. 268). In the same context, it refers to the concentration on how to produce the perfect performance from the first attempt (Martin, 1987). Put differently, it is the process of selecting the appropriate words, intonation, and grammar rules to convey the intended meaning.

### **1.3.2 Pronunciation**

Dalton and Seidlhofer (1994) defined pronunciation as the creation of meaningful sounds in two senses. The first is the creation and receipt of audible speech. In another context, it is concerned with the components of a certain language code. According to Harmer (2015), one of the purposes of pronunciation teaching is to build students' listening brains, allowing them to pay attention to (and so grasp) how things are pronounced and should be uttered. Second, it is related to verbal activities. To put it another way, the relevance of sounds in achieving meaning in the context employed. Harmer (2001) highlighted the importance of students' pronunciation. He claims that pronunciation is more than just mastering different sounds or solitary utterances; it encompasses a variety of factors like stress, rhythm, pitch, and intonation.

### **3.2.1 Intonation**

Harmer (2007) defined it as the volume at which we talk and how we utilize our voice to express thoughts and feelings. It is a combination of pitch and rhythm (music of speech) that is crucial to convey meaning. It is the representation of grammar. For example, the intonation in a question differs from that of a sentence. In the former, it is high whereas, in the latter, it is low.

### **3.2.2 Stress**

A sort of competition can be distinguished as the speaker's tone, vowel length, and volume increase, that is the definition of the term "stress" according to Harmer (2007), which varies depending on the word's syllabus. For example, with a one-word syllabus, the stress is always on the first syllabus.

### **1.3.3 Grammar**

Grammar is the spinal cord of any language, Batstone (1994) argues that without grammar, there will be numerous words without the necessary standards for ordering and modifying them. It refers to the structure, sounds, and meaning of words and their systematic arrangement in a sentence. For Chomsky (1965) the deep structure is formed by the recursive rules of a context-free

phrase structure. The surface structure, on the other hand, is obtained from the deep structure through the application of transformation rules. These are the two levels of representations in grammar. That is to say, it is the mental capacity of generating sentences with the use of unconscious knowledge of the language.

### **1.3.4 Vocabulary**

Vocabulary is the complex act of knowing what a word is and what it means, stated Diamond and Gutlohn (2006). That is to say, the process of selecting the appropriate concepts that convey the intended meaning.

Yet, Meara (1990) argues that there are degrees and different ways of knowing a word. That is a distinction between active vocabulary learning and passive vocabulary learning. The first one refers to the transformation of receptive information into productive knowledge. Learners must learn via meaning-focused output such as speaking and writing (Schmitt, 2010). Second, is passive vocabulary learning, where the majority of first language vocabulary learning occurs as a result of meaning-focused input, i.e., learning by accident through hearing and reading. On that ground, rather than conscious study, this should be accomplished through broad meaning-focused language usage because it works on fostering inventive vocabulary use by requiring students to rearrange written information for a specific goal (Schmitt, 2010).

Regardless, making the most of what is already known is an important part of learning English. As a result, knowing that vocabulary is crucial, but being able to utilize it fluently is much more vital.

### **1.3.5 Fluency**

According to Baily (2005) fluency is “the capacity to speak confidently and at a rate consistent with the norms of the relevant native speech community” (p.5). Put differently, it is the ability to read, write and speak easily without being in need to monitor each grammar rule individually or construct new utterances afresh. On the same ground, Meara (1990) claims that rather than focusing on vocabulary or grammar, fluency development exercises attempt to improve fluency in listening, speaking, reading, and writing. Fluency development requires a huge amount of familiar content, strong attention to the message, and some pressure to perform at a higher level than usual.

### **1.3.6 Content**

According to Schmitt (2010) not only does the formality of vocabulary change between spoken and written discourses but, so does the quantity of material carried by the words, resulting in lexical densities that differ between the two. For Harmer (2007), related to the situation in which the language is used, content refers to what is said and what the speaker wants the listener to understand. Yet, he argues that the meaning of a word can be represented in a variety of ways. In the same context, even though words appear to have the same meaning for example, when they are synonyms, they are typically separated. Hence, for the listener to comprehend the intended meaning the spoken content must be accurate, well unified, and complete.

### **1.3.7 Comprehension**

Schmitt (2010) states that comprehension is the act of successful meaning communication, by paraphrasing, repeating, clarifying, or otherwise for the listener to understand the presented information. On the same ground, Snow (2002) believes that it is the process of extracting and building meaning from written language while interacting with it. On the ground of this, comprehension is a complex cognitive process that requires the capacity to perceive and comprehend different components including vocabulary, grammar rules, and content to avoid any kind of misunderstanding between the speaker and the listener.

To sum up, for EFL learners to acquire the language and be able to use it correctly, instructors need to cover all the mentioned above aspects. Otherwise, the spoken discourse will lead to ambiguity and misunderstanding which will affect the communicated meaning. In addition, formulating clear utterances facilitates the process of assessing students' speaking performance.

## **1.4 The Importance of Speaking**

According to Harmer (2007), there are three main reasons for teaching speaking activities. To begin with, provide rehearsal opportunities, a chance to practice real-life speaking skills in a safe environment governed by the teacher. As a result, students' anxiety over being assessed on language and grammatical norms is greatly reduced. That is to say, learners will overcome fear and produce authentic language (in contrast to the formal English of written exams).

The other reason is that speaking tasks provide feedback. In other words, speaking exercises provide an opportunity for students' speaking abilities to be authentically assessed. Therefore, through presentations students can critically assess their strengths and weaknesses areas to improve outside the classroom. At the same time, they provide teachers with a need analysis that helps in determining the learning needs to concentrate on in forthcoming courses.



Finally, he argued that the more students activate the various elements of the language learned the more language becomes automatic. Supported by Bygate, Candlin & Widdowson (1987) claiming that the language produced in the class is controlled by the teacher. Students will struggle to transfer their information from a language-learning environment to a language usage context. The use of a naturalistic approach means that students have no choice but to interact with the world around them and they learn what is expected of them through the social interaction that is necessary for this purpose (Bygate, 1987).

To summarize, learning activities give opportunities for individuals to practice the language. Help them to build motor receptive skills that allow both teachers and the learners to evaluate the produced utterances in a safe environment.

## **1.5 Factors Affecting Students' Speaking Skills**

### **1.5.1 Lack of self-confidence**

UR (2012) claims that learners are sometimes hesitant to speak using a foreign language in classrooms, because, they are concerned about making mistakes, fearing criticism or losing face, or just being frightened of the attention that their speech generates. On this foundation, learners begin to lose self-confidence and doubt their self-perception. As a result, the motivation for oral performance begins to fade, affecting learners' speaking skills as they fail to improve.

That is to say, lack of confidence causes learners to be extremely scared, anxious, hesitant to voice their opinions, and even incapable of uttering a full meaningful statement in class. In a study conducted in Indonesia by Tridinanti (2018), that sought to determine whether there was a link between students' speaking achievement and speaking anxiety, self-confidence, or both. The study made use of correlation design. Two ratters assessed interviews that were used to gather the data, and 28 students in the fifth semester of a teacher and training faculty in Indonesia completed two questionnaires. Both descriptive and correlational analysis used to analyse data. The findings showed that speaking success is not significantly correlated with speaking anxiety. Success in giving speeches and self-assurance is significantly correlated ( $p = .01$ ). In other words, students who are more confident perform better in school.

### **1.5.2 Lack of grammar rules knowledge**

In spoken languages, grammar is required to enable learners to construct well-structured sentences. As accuracy should be learned by a protracted process of embedding a deep grasp of the

grammar, similar to how fluency may be gained with consistency (Harmer, 2007). Students' ability to speak English effectively and responsibly might be hindered if they fail to grasp the characteristics of spoken grammar.

### **1.5.3 Lack of vocabulary knowledge**

As previously stated, Harris (1996) considers speaking to be a difficult task that needs both mastery and competence. Vocabulary, on the other hand, is crucial in the process of forming language verbally. If a student lacks the words to communicate a specific message, grammar rules are irrelevant, content and understanding are useless, and assessing learning progress is impossible since the learner will have no incentive to produce language. On the same ground, Wallace (1982) argued that it is conceivable to have a strong understanding of how the system of language works and still not be able to communicate in it, whereas if we have the vocabulary we need, it is typically easy to communicate properly. Put differently, lack of vocabulary is considered one of the most common linguistic barriers that hinder students from achieving their educational objectives even when they are aware of grammatical rules.

### **1.5.4 Anxiety**

According to Ortega (2009), foreign language speaking anxiety manifests itself in a variety of ways, including freezing up and becoming confused despite diligent study. Even though it might give a person a surge of energy or assist in concentrating, it can also be oppressive. In other words, when anxiety levels rise, students are less likely to participate in class.

The most anxiety-provoking situation for students according to Harmer (2015) is when they are concerned about whether they are capable or not of performing. That is, it is the state where learners question their self-concept. Anxiety is a severe issue for EFL students since it prevents them from achieving their language learning objectives, particularly the quality of their spoken words.

Yet, Townsend, Kim and Mesquita (2014) discovered that students talking about their worries with others in the same situation reduced their overall stress levels. On the same ground, a study conducted in Taiwan by Huang and Hwang (2013) revealed a positive relationship between multimedia and reducing students' anxiety.

### **1.5.5 The use of the mother tongue**

The mother tongue is the learner's first language, the one that individuals are most familiar

with. However, for EFL learners it might become a barrier that hinders them from using the target language. Comparing English to Arabic, the first difference is the sentence structure in Arabic: the sentence consists of verb + subject + object. In English, the utterance is constructed of subject + verb + object. For Buarqoub (2019) when the learner suffers from the influence of his mother tongue, he tends to faultily translate words whether from the perspective of meaning or implication. That makes them feel embarrassed to use English in front of an audience.

### **1.5.6 Shyness**

Namaghi, Safae and Sobhanifar (2015) investigated the effect of shyness on English-speaking scores of Iranian EFL learners. Where they identified shyness as a social aversion combined with a fear of being judged negatively that prevents shy people from interacting. Consequently, preventing students from improving their speaking skills. Researchers were interested in whether shy individuals had difficulties speaking in front of other people and how this affected learning outcomes in English language courses for them in Iran it seems that shyness negatively affects both speaking ability and confidence.

### **1.6 Teaching speaking**

The perspective about the spoken form of language's place in the curriculum has changed over time. From a theoretical standpoint, it is seen as a minor activity that does not contribute much to learners' structural understanding. According to Hughes (2011), the spoken form of language is an underutilized source of richly diversified language options that learners should be exposed to.

Before tackling the teacher's role during the process and what to emphasize in teaching speaking. A crucial distinction between skill and knowledge must be highlighted. According to Bygate, Candlin and Widdowson (1987) knowledge refers to the information that the individual acquires about grammar rules and vocabulary. Whereas, skill refers to the ability to use that knowledge appropriately to convey a message in a particular situation, this necessitates the use of two fundamental abilities. The first is the ability to perceive, recall and pronounce the proper order of sounds and utterance structure (motor receptive). The second is the ability to use language to meet specific needs (interaction skills). However, Harmer (2007) summarised the role in three main words: prompter, feedback provider, and participant.

#### **1.6.1 Encourage authentic language use**

The role of the teacher is to assist the student in bringing discourse, grammar, and phonology into a coherent, cohesive and suitable method of communication. Though creating

authentic circumstances and meaningful interactions takes time, energy, and imagination, with the help of various instructional resources, the process can be made a little easier.

### **1.6.2 Provide support**

Initially, offering discrete suggestions for the student during a speaking activity (play scripts, dialogues, Information-gap games, Formal debates, unplanned discussion, etc.) as support to reinforce their performance. Another aspect is to clarify for them the purpose behind that activity and provide the necessary information and guidance during the process to motivate their interaction.

### **1.6.3 Provide opportunities**

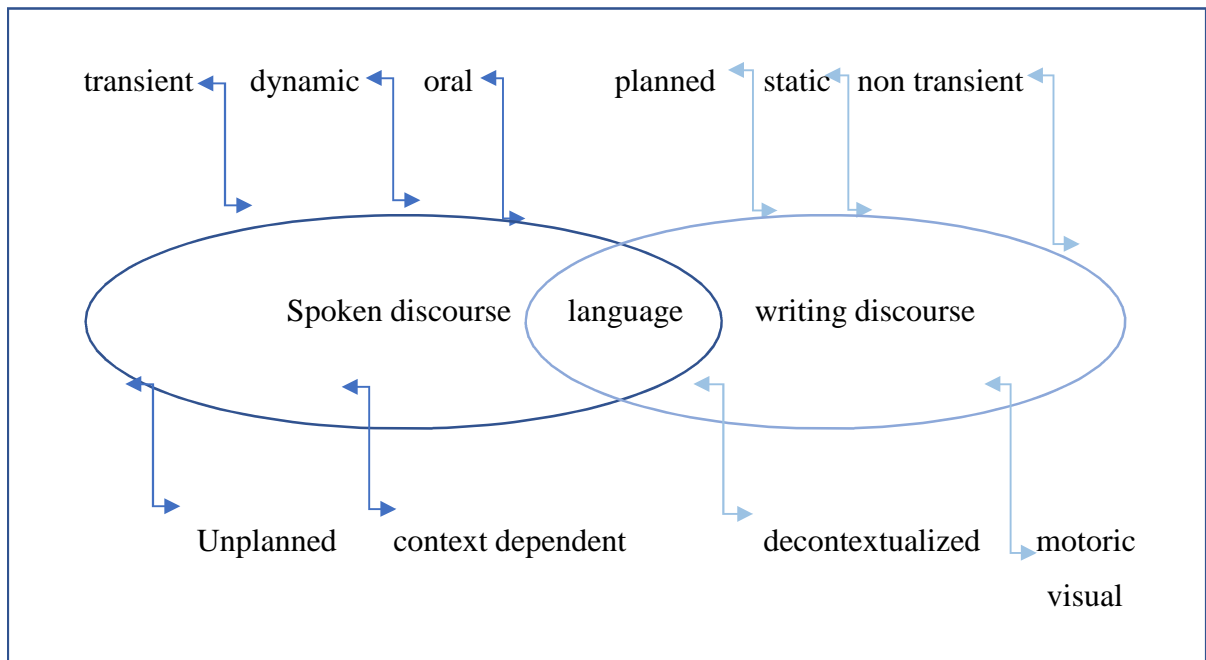
The nature of speaking, as mentioned above, makes it impossible to learn just by observing and taking notes. It requires constant use to develop. Teachers need to provide those opportunities that allow the learner to initiate and control spoken form. Unlike the traditional scenario where the teacher dominates the course and learners produce language only when they are asked to do so. Regardless, teachers can be part of the activity only to scaffold the students' learning without dominating their opportunity to practice the language.

### **1.6.4 Providing feedback**

Last, providing feedback is the vital process of evaluating students' performance. Yet, the excessive correction might hinder them from ever participating, especially if it was during the activity. That means that teachers must encourage good performance before criticizing the bad ones.

## **1.7 The value of visual aids in learning speaking**

As mentioned above speaking takes place through the aural/ oral channel, unlike writing which takes place through a visual motoric channel. Hughes (2011) claims that both channels affect language which includes limits of speech processing in real life and the ability to replicate and edit that the writing channel allows. As demonstrated in his book.



**Figure 1**  
**The Relationship between Spoken and Written Language**

Based on this figure, it can be concluded that there is an integrative relationship between the two discourses to produce a language. Regardless of the structure of each one in terms of, for example; lexical items, grammar, vocabulary, and comprehensibility.

From a perspective, the role of the speaker during an oral presentation is to convey, persuade and argue through gestures, intonations, eye contact, etc. However, he is strongly

strained by the need to produce language rapidly by the inability to edit and time limitations as it is the nature of speaking. In this case, the use of writing materials such as power points (data show), handouts, pictures, or posters, where the information is logically stated, non-transient, and well planned. It helps the speaker, on one hand, to keep his mind focused on the presented topic and have references about it. From another, no misunderstanding for the audience will occur, because according to Holliday (1989) writing merely symbolizes the spoken expression.

Put in another context, the nature of the spoken discourse is transient and cannot be checked after its use. Consequently, a recorded or captured form is needed for both the speaker and the listener, which is why visual tools are important in an oral presentation.

### **1.8. Conclusion**

Speaking is a language skill that requires a combination of abilities. It requires a variety of abilities to successfully utilize speech for varied communication objectives.

Understanding language as a system for producing meaning and awareness of the contextual demands of speaking is required for second language speaking abilities. Awareness of the spoken form parts that differ from the written one helps the speaker convey, persuade and argue. Aside from assisting them in overcoming the barriers that prevent them from expressing themselves.

Teaching speaking at all levels of foreign language education should include basic information about linguistic factors related to speech production (phonetics, phonology, morphology, and syntax), but also requires an understanding of the contexts in which language is used and what distinguishes it from the written form.

To conclude, when it comes to how spoken language is generated or perceived, certain inconsistencies and problems come to the front. That may be both advantageous and detrimental, in terms of speech's interpersonally focused and contextually defined nature. On the other hand, judging its success or failure is based on the materials utilized and the amount of speech created.

# **Visual Aids**

Learning the English language requires being skilful in language skills; as speaking is more needed to improve. Nowadays, learners are interested in speaking and communicating as well as presenting information both publicly and orally in classrooms. They believe that using visuals to speak in public is useful and more effective to deliver a speech. Furthermore, visual aids will develop learners' speaking skills by maintaining using them.

## **2.1 Definitions of visual aids**

Visual aids are tools that can be used by teachers and learners to present a topic. They can be used in both teaching and learning. They represent a significant component of foreign language classes. Learners can rely on visual elements to facilitate the process of presenting their projects orally. Moreover, visual aids are tools that use the sense of vision. For example, actual objects, models, pictures, charts, maps, flashcards, and slides.

Different definitions can be associated with the term « visual aid ». In the English language learning and teaching context, visual aids are defined in various ways. Clark and Lyons (2011) used the term « visuals » and « graphics » interchangeably, they described them as « iconic expressions of material » created and utilized to improve educational activities (p.5). Similarly, visual aids are taught to be instruments used in the classroom to enhance, assist and make the learning environment more excited (Shabiralyani, Hasan, Hamad & Iqbal, 2015).

## **2.2 The importance of visual aids in teaching and learning**

The use of visuals in language classes is essential to enhance the teaching and learning process. Teaching English as a foreign language is not always easy. Teachers may face some obstacles in providing learners with the required information. Furthermore, learners may feel confused and not understand what the teacher is saying, especially when they encounter a new topic. That is why teachers need to integrate the use of visuals in classes to avoid ambiguity and simplify information.

Eline (1997) stated that there are different advantages to employing visual materials including the ability to convey thoughts effectively and grasp concepts, make speech more appealing, help presenters recall information and facts, motivate audience members to support their points, etc. In other words, visual aids represent important components as they facilitate the teaching-learning process. Corder (2015) claimed that in the context of language education,



visuals are supplemental resources such as charts and slides that a teacher could employ as aids. He argued that, unlike other subject teachers, a language teacher cannot teach without using visual aids. On the other hand, the use of visual aids can affect the learning process positively. Moreover, learners find themselves excited about what their teachers will present using visual tools such as power points, posters, etc. Geffner and Ross-Swain (2018) claimed that the usage of visual aids is good for the learning success of all learners. Notably, learners will benefit from the material used. PowerPoint, for example, allows learners to interact with their teacher and be active during the class. This will motivate the teacher to produce and deliver more knowledge. Furthermore, according to Wright (1989), visuals attract learners and increase enthusiasm for learning. That is, the teaching-learning process will be effective through the use of visual aids. Through visuals, the real things will be introduced into classes. Therefore, the use of pictures of some vegetables will engage and push learners to talk and express their thoughts freely and introduce extra information.

### **2.3 Learning styles**

In education, learning styles must be known to understand the interests of learners. A learner's preferred method of learning is referred to as their learning style. It involves how people approach learning, experience learning, and apply knowledge, which explains why many students find it challenging to follow the teacher's strategy in class (Fedler, 2003). There are different learning styles which are: auditory learners prefer to learn information through hearing, kinaesthetic learners tend to learn by touching, Visual learners prefer to learn by using visuals, and even when presenting orally any content they may find it easy to use visual aids. According to Clark and Lyons (2011), even though certain learners are more visual than others, evidence disregards the learning style theory. The biggest individual variation is the prior familiarity with the subject.

In fact, we all learn in various ways (Alan et al., 2011). Each learner has a specific learning style, and this must be taken into consideration in education and language learning. In addition, teachers in the process of teaching must not focus on one of the learning styles only. Educators must follow a method and consider learners as they have different ways of learning when teaching.

### **2.4 Type of visual aids**

There are a variety of forms of visual aids, the most commonly used are: pictures, charts, handouts, posters, flip charts, and PowerPoint.

### **2.4.1 Pictures**

Pictures are very effective tools in the teaching and learning process. Usually, pictures are the best visual aids for the best understanding from others. For instance, in your presentation, your talk may not contain a memorable speech. When using pictures to show things; the image will be stocked in mind, your audience will remember it, and at least your message will be delivered. Moreover, pictures are made up of a variety of elements, such as words, colors, and animations that work together or separately to reshape the desired message (Moore, 1994). Levin and Mayar explained why pictures make learning and understanding easy. They said that images made any writing more concentrated, brief, cohesive, understandable, correspondent, and codable (as cited in Peterson, Balagui, & Alibec, 2018).

### **2.4.2 Posters**

Posters are large printed pictures for presenting information and advertising. Furthermore, posters are powerful tools in today's presentations. Commonly, posters include data and graphs for viewers to see. According to Fingerhut and Lacain (2002), posters are a great way to communicate and offer a lot of benefits. These images frequently convey brief content to help the viewer to focus. In addition, when presenting study findings, for example, a poster containing graphic components might be a useful visual help. (Perrin, 2008). Moreover, to design good posters and avoid failure in presentations, hall and Robinson (2011) suggested some points as follows:

- The components of a poster are constructed with a clear relationship between them.
  
- Posters use clear and simple language.
- Bullet points are used on posters to make information easier to understand.

### **2.4.3 Flip charts**

These are large papers that can be used in presentations. When doing an oral presentation, the presenter can jot down thoughts while discussing. Flip chart items consist of a part of large sheets used for presentations by teachers or students. They can be useful when there is a lot of information, but they can be effective when there is a vast audience (Eline, 2007).

### **2.4.4 PowerPoint**

It is a presentation program that is widely used to support learners. This tool is distinguished

by the fact that it may include a collection of slides with moving information, and images that are projected into a wall or screen (huff, 2008). Moreover, PowerPoint can make presentations more effective and successful. It helps presenters to show different things and items and easily present information. Furthermore, PowerPoint helps reinforce teaching and learning. For example, by inserting pictures viewers would be interested. The pictures used in the Power-Point presentation grasps the attention of the audience and piques their curiosity (Finkelstein & Samsonov, 2007).

#### **2.4.5. Paper handouts**

Handouts are printed sheets of information that are presented to the audience to make the presentation easier to understand. Making handouts is simple, cost-effective, and beneficial for any kind of audience (Brusino, 2008). Handouts are to be used by lecturers in presentations. Furthermore, handout papers are primarily used by teachers and students. The value of depending on handouts was agreed upon by the researchers. According to Reimold (2003), the handout is a persuasion technique that serves as “a lasting reminder” and it may assist you in getting the behaviour you desire. Additionally, when the presenter considers using handouts, this later should be prepared and laid out as Rosania (2003) insisted to provide some guidelines, for instance, handouts are often given to the audience after the presentation.

#### **2.4.6. Charts**

These are visual representations of data that are used to display and illustrate. They can be utilized to improve acquisition when the topic is difficult or the student is inexperienced (Clark & Lyons, 2011). Carter (2012) distinguishes between various forms of charts, which are line graphs, bar graphs, pie charts, and flow charts.

### **2.5. Visual Aids Use**

The use of visual aids is very important in education as it is significant in EFL oral sessions. These materials are very important for both teachers and learners; because they have many benefits, rationals, as they have an important role in language acquisition and developing speaking skills.

#### **2.5.1. The benefits of visual aids for learners in doing oral presentations**

Commonly, EFL learners face difficulties when delivering an oral presentation. They may find difficulties in speaking, lack of vocabulary, fail to deliver the message adequately or maybe forget some important items, they may fail to attract the audience’s attention, time management and many other obstacles students may face during their oral presentation; that is why EFL learners tend to use visual aids to overcome these difficulties and feel comfortable when delivering their oral presentations. Linz stated that images are significant in the English language since their worth is determined by their potential to assist both teachers and students (as cited in Ilomo, 2017). In presentations, visuals are not a replacement for the spoken material, but they may assist the presenter in explaining his knowledge to the audience and making his presentation more successful (Seliman & Dubois, 2002). Using visual aids is considered the

solution for previous obstacles in EFL classrooms. Visual elements help influence good message delivery and improve learners' language, attention, and interaction.

### **2.5.2. Rationals for using visual aids in oral presentations**

Nowadays, presentations are the strongest fear for people learning English, EFL students, and even beginner teachers. The presenter uses visual tools to deliver what he/she wants to say and to strengthen his or her presentation. In addition, there are other reasons for using these visuals.

The first reason is to enhance speaking skills. Using visuals has a strong impact on learning foreign languages. Learners of EFL classes are interested in enhancing their speaking competencies through presentations. Truly, many learners prefer using visual tools to help them speak and present projects easily and practice their speaking abilities. There are many kinds of visual aids that can be used to help enhance students' speaking abilities such as; objects, models, chalkboards, pictures, drawings, slides, films, and projections (Verderber, 2000).

The second motive is integrating visual materials in classroom presentations has a strong impact on the message delivery. Studies carried out by Mukherjee and Roy (2003) found that using visual aids to contextualize spoken information is beneficial for students since they can grasp 30% more than they could without visual support. Following this path, Canning Wilson (2000) stated that visual tools can help improve the meaning of the speakers' message through the use of paralinguistic cues.

Finally, there is another cause behind using visual aids for presentations and speeches. There is a psychological factor called anxiety. It is the biggest fear for most learners when thinking to do an oral presentation. Furthermore, to overcome fear and anxiety while speaking in presentations, visual aids are beneficial for reducing anxiety and stress that could be experienced by learners when presenting and speaking a foreign language. Students are supposed to perform well, feel confident, and have little anxiety if they are comfortable with the materials and methods (Oxford, 2001).

### **2.5.3. The importance of visual aids in:**

#### **2.5.3.1. Language acquisition**

Visuals have been used as an important component in language classes over the years. Learners acquire the second language through practicing and through more oral training. Visual aids have been considered useful tools in language learning and teaching. For instance, to memorize words, pictures are very helpful. According to Branch and Boom, the pictorial superiority effect describes long memory for pictures, and then it is also superior to memory for words (as cited in

Peterson, 2004). Furthermore, when integrating visuals in language classes, students acquire the language easily and the process of teaching-learning will be much easier.

### **2.5. 3.2. Developing speaking skills**

Teachers in universities need to teach students speaking skills due to their importance in language learning. Moreover, teachers need to teach learners to practice their speaking to overcome their difficulties. In this context, Bygate (1987) Stated that it is vital to provide students with « speaking practice » for them to identify and comprehend their information while learning to speak. Integrating suitable visual tools in class is also helpful for developing and practicing speaking skills. In addition, Santoso (2017) Stated that a poor presentation using visual aids is one of the closest stars that may be used to improve speaking abilities and overcome students' speaking difficulties in learning to speak. In other words, the most effective strategy to overcome students' obstacles in speaking is using visual aids in oral presentations.

### **2.6. The Role of Visual Aids in Reducing Anxiety for Learners in Oral Presentations**

Learning a foreign language requires an interest in speaking much more than any other language skill. Some learners have difficulties when required to speak in certain cases. For instance, speaking in front of the public is not easy for some students, the same thing when they are supposed to do oral presentations. There are psychological causes that hinder students to speak in front of an audience or even in front of a few people. Such as anxiety, which is a psychological effect on learners' oral development. Learners are precious to develop their oral and speaking proficiency. Furthermore, learners need to utilize visual aids to reduce their anxiety when doing oral presentations. Visual aids represent an important aspect of oral presentations since they provide support for both the presenter and the audience throughout the presentation, which may assist reduce anxiety and improve presentations' success (Lambert, 2008).

### **2.7. Conclusion**

On the whole, to present good content and for well improve skills, learners may use illustrative means such as pictures, charts, handouts, posters, flip charts as well as presentation software like PowerPoint. These visuals can help learners a lot to present projects and speak without difficulties. Visual aids can also be used in presentations to create an attractive motivational atmosphere.

# **Oral Presentation**

In the field of English language teaching and learning, many researchers investigated the area of oral presentation. Learners in higher education need to have the ability to present the required content effectively. In addition, students in EFL classes see presentation classes as an opportunity to enhance their English skills. Mastering oral presentation skills are one of the purposes of EFL classes. Therefore, teachers need to know its value in enhancing communication skills and improving oral proficiency. That is why teachers need to encourage their students to engage in oral presentations for more effective communication skills.

### **3.1. Definition of Oral Presentation**

An oral presentation is defined as giving a speech in front of a large audience (Oral presentation, 2018). According to Hyland (1991), an oral presentation is a spoken and visual style of communication used for a variety of purposes including informing. Molette and Berger (2001) described a presentation as a typical way of delivering information, generally using a computer and a projector. Baker (2000) views oral presentation as similar to a formal conversation with group speaking as a natural activity. It is a component of spoken language and it has no bearing on written language. In addition, oral presentations usually take place in formal or corporate settings and are timed. Oral presentations should be planned, structured, and directed in such a way that they are engaging and helpful for both students and instructors (Meloni & Thompson, 1980).

### **3.2. Types of oral presentations**

According to Chivers and Shoolberd (2007), you can identify the main objective of a presentation by analysing the presentation style. Therefore, speakers can select their presenting style in accordance with the presentation's objective.

#### **3. 2. 1. Informative oral presentation**

The purpose of this kind of presentation is to educate the audience and inspire new learning. Additionally, the speaker engages with the audience and gives an instructive speech in front of them through this presentation, conveying a lot of information in a short amount of time. The purpose of informative presentations is to summarize current political developments, prepare a list of crucial information, and offer research findings on a certain topic (Chivers & Shoolbred, 2007).

#### **3. 2. 2. Persuasive oral presentation**

A persuasive presentation should provoke discussion among the audience and get them to consider the subject. According to Chivers and Shoolbred (2007), Speakers in this presenting style must have compelling material and effectively convey it.



### **3.3. Advantages of oral presentation**

Making good oral presentations may aid you in your academic, social, and professional life. ESL/EFL students will gain from supervised and planned oral presentations in all of their learning topics, and afterwards in their work, according to Meloni and Thompson (1980). Students must thus complete additional English language instruction before graduating.

In sum, when students practice and learn how to make an effective oral presentation, they will develop their speaking abilities, and learning English will be easier for them. According to Emden and Baker (2004), one of the greatest benefits you will never receive from your time in further or higher school is the ability to speak in front of an audience. Thus, an oral presentation is one of the important parts of learning foreign languages, especially in a university environment.

### **3.4. Effective oral presentations**

The majority of university students lack effective oral presentation techniques. Some students do not give much emphasis on the presentation's particular time, while some others do not thoroughly prepare for it or how would the content prepared be presented orally in a correct way. Besides, Chivers and Shoolbred (2007) claimed that students must carefully plan and prepare for the presentation, take into account how long it will take, and utilize the right technology.

#### **3.4.1 Effective use of visual aids in oral presentation projects**

Any oral presentation needs good preparation, managed time, a good environment, and interaction. These will be investigated when a presenter uses visual materials to deliver the content work. That is why; students must be encouraged to use effective visual aids for successful oral presentations. Moreover, to ensure the effectiveness of oral presentation projects, learners should know how to use visuals. Visual aids are the key components for successful oral presentations. Ming (2005) claimed that we live in a period where both visual and verbal communication is crucial and that images are important in both spoken and written communication. He also asserted that Presentations that successfully employ visual aids are more compelling, professional, engaging, and instructive (Ming, 2005).

### **3.5. The importance of oral presentations in developing students' speaking skills**

Nowadays, mastering oral presentation skills is significant in social and educational life. Some learners can master it and some are not familiar even with its benefits. Moreover, students need to enhance their speaking skills as much as possible to deliver the information to the audience in the presentation. According to Thornbury (2005), whether the students will have to make a

presentation or a speech in "real life", the experience of standing up to their peers and speaking for a prolonged period is an ideal practice for real-world speaking. Furthermore, getting a degree in oral proficiency and speaking with confidence demands a lot of practice. In particular, in EFL classes, an oral presentation is the learners' activity that must be appropriate in their context and still a basic kind of public speaking that helps students gain confidence as well as effective oral proficiency development (Altchuler, 1996, cited in King 2004). In the same context, oral proficiency development will exist when learners try to practice more and deliver more oral presentations.

### **3.6. The role of teachers in preparing oral presentation projects**

Implementing oral presentation projects in EFL classes demands a lot of effort from both learners and teachers. Teachers need to take much more time to prepare and plan. Moreover, teachers have a great impact on his/her students' oral presentations because there are learners who did not like oral presentations. In oral presentations, the teacher becomes a facilitator rather than a controller yet, learners are centered and active. Furthermore, learners will be autonomous learners and responsible for the process of learning. Thus, the teacher is there to guide them for effective and organized presentations. Additionally, the teacher's responsibility also includes assisting them in developing interpersonal skills, cooperative learning abilities, and technology use as well as creating a relevant learning environment (King, 2002).

According to Xiaoming (2005), Teachers still play an important role in the background as facilitators, research guides, ultimate references, and motivators. Teachers in oral presentations also provide guidelines, grouping students' presentations, and selecting topics, teachers' guidance leads to a powerful oral presentation and managed project work.

### **3.7. Students' oral presentations problems**

Presentation is not easy to perform. For most students in foreign language classes, it is a difficult task to do. Moreover, some EFL Learners are incapable to speak the English language fluently. According to Baker (2004) speaking in front of a group is a notoriously difficult experience. Thus, learners may face problems while delivering oral Presentations.

#### **3.7.1 Speech anxiety**

Anxiety is a psychological factor that is normal and natural and happens to everyone when trying to speak in presentations. So, many students feel afraid when a teacher asks them to prepare an oral presentation. According to Chivers and Shoolbred (2007), many students are apprehensive

about giving a class presentation. Moreover, when a student presents orally and feels nervous, fear will appear, for instance; on the level of body movements and voice. The teacher can encourage students to do oral presentations by telling them that presentation is a normal task and anxiety is a natural behaviour that can happen to anyone even to instructors. In addition, students will feel less alone if the teacher makes an open decision concerning speech anxiety (king, 2002).

### **3.7.2. Group boredom**

Some learners in EFL classes do not have good memorization of English. In other words, they cannot memorize information in English. Hence, when students present, they try to get it by heart, or maybe when they prepare, they memorize information but, they may forget 80% of it and they try to retrieve information. In this way, when the audience listens to what speakers say, it appears that they are reading their material “word for word” from what they have memorized (King, 2002). Moreover, when students communicate poorly in English in their oral presentations, they will lose the audience's attention. According to the king (2002), students should be reminded of the necessity of utilizing communicative English in their presentations and considering the audience in mind when preparing. To make an oral presentation Communicative and free of students' problems, teachers must necessarily know what are the presentations obstacles that may face students and help them to find solutions to overcome these problems.

### **3.8. Evaluation of oral presentation**

Evaluation is an important step in doing oral presentations. The student can evaluate himself. In addition, the teacher needs to evaluate the students' performance as he/she was pleasant and listening to the presenter. Moreover, the teacher must tell his/her students about the difficulties that they faced during their oral presentation to avoid them. Olidéa Rocha Erkaya(2011) views that the presenter's performance is evaluated in terms of the organization of the work, content management, and the way of delivery.

### **3.9. Conclusion**

An oral presentation is a way of communication training. For good oral presentations, presenters should prepare, organize, and be structured. If so, then presentations will be a useful and enjoyable activity for both learners and even an audience who will benefit from the content information presented. The oral presentation is an activity that can build self-confidence for learners who have stage anxiety and fear of speaking. In addition, it develops speaking skills through good practice, and it has to do with much interest from learners to enhance their

proficiency. At the end of their presentation, they should be aware of how to present effectively next time and learn from their mistakes if existed.

## **Summary**

This chapter has focused on the important notions related to our research. It contains three sections: each one brings a new insight into the impact of using visual aids in oral presentations to enhance learners' speaking skills. The first section investigates the important concepts related to speaking skills. It includes definitions, different components of speaking, and factors affecting students speaking skills in English as a foreign language. The second section tackles the benefits of visual aids for learners in doing oral presentations. In addition, it tackles the role of visual aids in reducing learners speaking anxiety. The last one presents the types of oral presentations and their value in developing students' speaking skills.

# **Methodology Chapter**

The second chapter is concerned with the research methodology adopted in this survey. The research took place at Mohammed El Bashir El Ibrahimy university of BBA. Using one questionnaire with two parts that was addressed to one hundred and thirty six (136) students of second-year in the English department. To confirm or disconfirm the hypothesis, we tried to investigate: how students consider the effectiveness of using visuals during an oral presentation in achieving better results on the speaking level.

### **1. Research design**

In conducting any research study, selecting the method is a crucial phase that depends on the research itself. In this study, we choose the case study method. An official document outlining all the steps needed in acquiring empirical data is known as a case study protocol. The research topic, research scope, and research focus are described. the challenges of gathering data and the methodical analysis approach are covered. This study was carried out at the English department, BBA University with 136 second-year students, using a questionnaire as an instrument in the quantitative method for collecting data. Leod (2018) asserted that questionnaires are useful to collect a large amount of information from a large sample cheaply and quickly. In other words, questionnaires considered as best instrument choices when it comes to collecting a great amount of information.

### **2. Methodology**

Research methodology “is a way to systematically solve the problem” (Kothari,2004). On the ground of this, we adopted a quantitative method in this survey to collect and analyse data as an attempt to solve the problem. On the one hand, the reason behind choosing qualitative data is the need to track students’ behaviour towards the presented topic. We needed insight into their feeling and motivation behind their speaking abilities, the use of visual aids, and the oral presentations. The other key behind gathering qualitative data is the need to identify patterns, repeat responses, and commonalities among students. In other terms, qualitative data collecting helped get feedback about the early mentioned information and provided more knowledge about the topic. That aspect of the current study involved short answer responses, multiple-choice, dichotomous questions, and the linear scale. These were statically analysed using IBM SPSS Statistics 23 program to obtain accurate results.

### **3. Population and sampling**

Population in the Oxford (2022) dictionary refers to the people who are in a particular area. However, in research, the term refers to the entire group that the researcher wants to collect information about and derive the sample from (Bhandari 2020). However, the objective is to generalize the findings from the sample to the population (Broack, Sandoy & Brestoff. 2013). Thus, in this study, second year EFL students at Bordj Bou Arreridj University, whose total number is 209

students are the population. We chose this population due to two reasons. First one is because they are more familiar with the university system than the first year, which allows them to answer the questionnaire submitted clearly. The second reason is that they have oral module as a subject. Whereas, According to the Oxford dictionary (2022), a sample refers to several people or things taken from a large group and used in tests to provide information about the group. Therefore, the sample in this research was selected based on the table in figure 2 below by Krejcie and Margan (1970). We took 136 student from 209, (37) thirty-seven males and (99) ninety-nine females. The process of selecting a group of individuals in a way that all of them have an equal and independent chance of being selected (Gay, 1987) is what random sampling is and that is how we collected our data.

**Figure 2**

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

**4. Participants’ profile**

The respondents involved in this study were second-year English students at BBA University. Their age ranged from 18 to 25 years old. The sample was made of 136 students, they were selected randomly from a population of (209) Twenty hundred and nine students.

**1.5. Data collecting instruments**

Research instruments refer to any form used to collect information on significantly matching items from respondents to formulate reliable answers and conclusions (Adonis, 2020).



A questionnaire was formed of (20) twenty questions directed to EFL students on this basis.

### **5.1. Definition of Questionnaire**

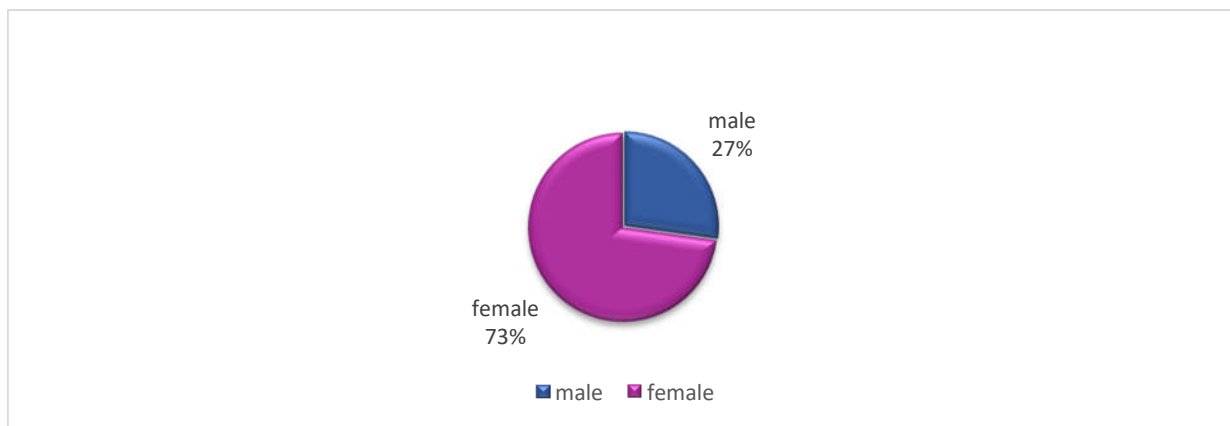
It is defined as “a list of mimeographed or printed questions that are completed by or for a respondent to give his opinion” (Roopa & Rani, 2017; p.1). It is significant for gathering a wide range of information. Therefore, researchers relied on questionnaires to conduct information from the selected sample. It aimed to gather data about the EFL students speaking performance and their attitudes towards using visual aids during an oral presentation.

### **5.2. Questionnaire**

It contained closed and open format questions, multiple-choice and dichotomous questions. It consisted of (14) fourteen questions in an attempt to answer the first question of this study about the students’ obstacles. In this questionnaire, we attempted to collect general data about the participants’ age, gender, and level. The questionnaire attempted to collect general data about the participants’ ages, gender, and level. In addition to that, it gathered data about the obstacles that hinder students from engaging in an oral presentation or any speaking activity. The second part of the questionnaire consists of 7 questions. It aimed at collecting more data about the use of visual aids in the class by the teacher and by the learner. In addition, it investigated the efficiency of visuals as aids during an oral presentation. As an attempt to answer the core question of this research that tackles the effectiveness of using visual tools during an oral presentation in enhancing students speaking skills. It was distributed before the class and collected at the end of the class. Concerning the research ethics we followed the APA ethics code. We made sure that the individuals were voluntarily participating in the research, with the full knowledge of the purpose and the benefits behind this study. In addition to assuring them that the information provided will be used only in this research with full respect to their opinions, total respect to their privacy and confidentiality and that they will face no harm from their participation. Yet, we explained to them that they have all the right to decline to participate, with all respect to their rights and dignity.

## **6. First part of the questionnaire data analysis:**

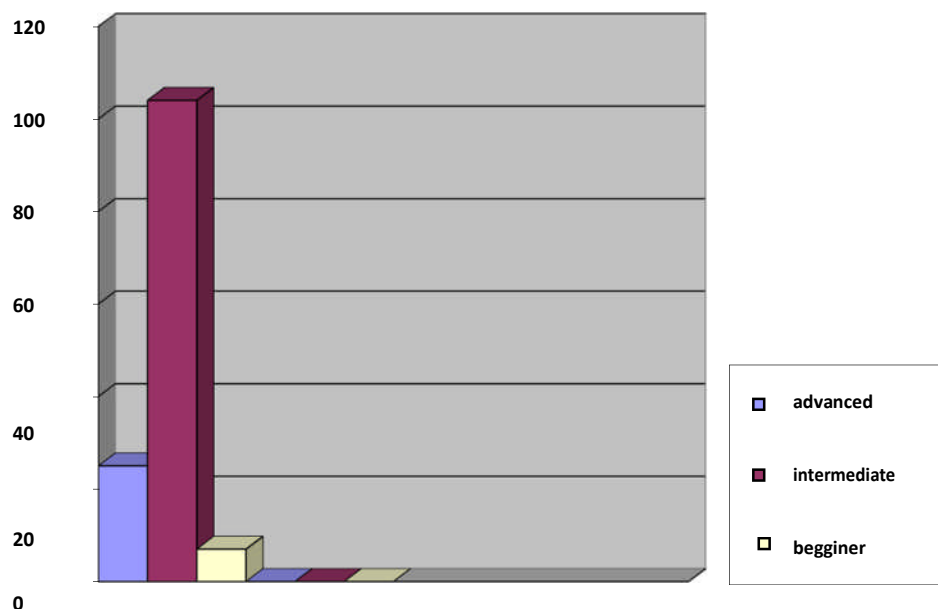
Q1: Gender ?



**Figure 3**  
**Student's Gender**

The data collected shows that 27% of the participants are males, while 73% are females. This indicates that the majority of second-year students are females. This data help finding a pattern about the obstacle that hinder students from expressing themselves in English. The most common ones are shyness and lack of confidence that affected females more than males. Even though, males have more confidence than females they find some difficulties in grammar rules application and academic language.

Q2: How do you consider your level in English?

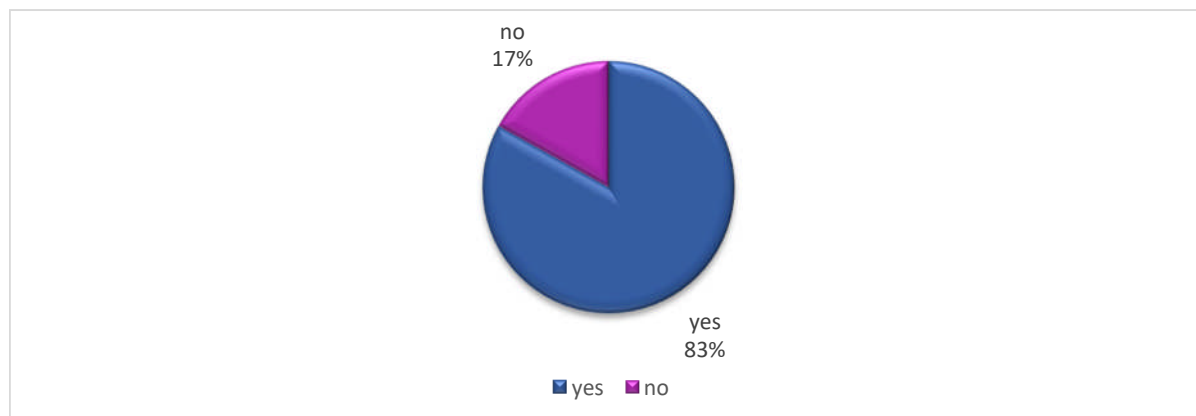


**Figure 4** **Students Evaluation of Their Level in English**

When asking students to evaluate their level in English, 18.4% rated themselves that

they are advanced. 5.1% assume that they are beginners. However, 76.5% of the participants consider their level intermediate.

Q3: Does your level enable you to express yourself orally?



**Figure 5**  
**Oral Expressing Abilities**

This question aimed at exploring whether students level enables them to express themselves easily or not. Among the subjects, 83.1% of them feel comfortable speaking in English. While, 17% did not. That indicates that the majority of second-year students can orally express themselves.

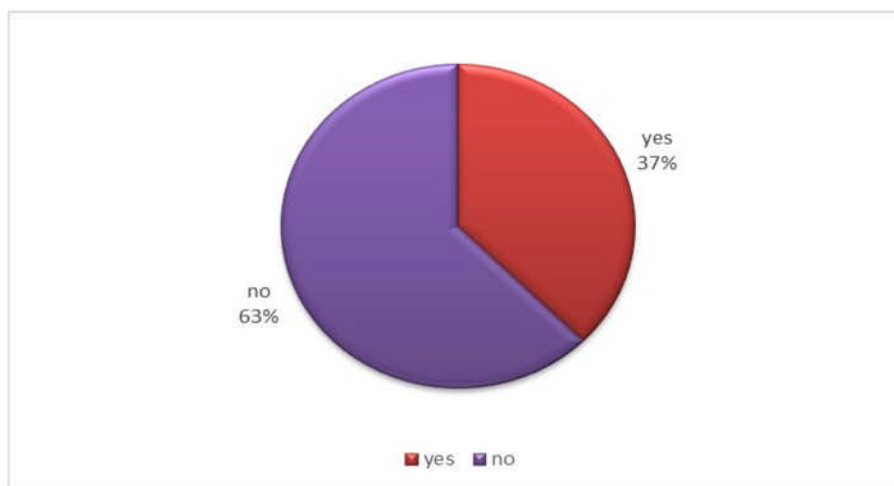
Q4: Do you agree that mastering speaking is the first step in learning English?



**Figure 6**  
**Students' Perception of Speaking as the First Step in Mastering English**

Among the total number of the sample, 30.9% of the participants strongly agreed that mastering speaking is the first step in learning English, along with 65.4%. Yet, 3.7% strongly disagreed to that basis.

Q5: Do you have difficulties speaking English?



**Figure 7**  
**Speaking Difficulties**

This collected data suggest that 63% of the students do not have any difficulties speaking English. Yet, 37% have some obstacles that hinder them from expressing themselves orally in English, as hypothesized at the beginning of this study.

- When the participants were asked to justify their answers their responses where as following

7,3% of the participants pointed to the lack of knowledge about grammar rules. Whereas, 5,8% face difficulties due to the lack of academic language. 3,6% of the participants register the domination of the teacher during class. However, only 1,4% responses highlighted the influence of the French language.

Q6: When you are asked to participate in the class, do you?



**Figure 8**

### **Students Participation in Classroom**

When asking the participating students about their class participation, only 42.6% answered directly. Conversely, the rest either hesitate or avoid answering.

Q7: How often do you orally engage in the oral expression module?



**Figure 9**

### **Engagement in oral expression module**

Interesting results are exposed when students are asked to evaluate their oral engagement with the teacher in the oral expression module. The collected data revealed that (67) of the participants claimed that they often engage. (31) admitted that they rarely engage. While (5) of them acknowledged that they never engage in the class. It denoted that only (33) of the students claimed that they are active and always engaging in the oral expression module. That portrays that the majority of the population attempt to benefit from the oral expression module to practice and enhance

their speaking abilities.

Q8: How often do you receive feedback about your performance from the teacher?



**Figure 10 Teacher feedback**

The collected data varied between 44.1% that rarely receive feedback from the teacher about their speaking performance and 33.8% who often receive it. While 8.1% responded that they never receive any feedback. Yet, 14% of the respondents acknowledged that they always receive comments about their oral performance. This demonstrates that teachers in their second year at the department need to focus more on this aspect.

Q9: What prevents you from expressing yourself in an oral expression course?

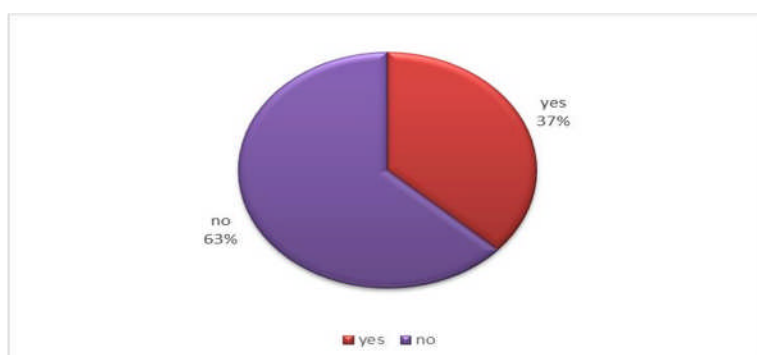
Options	Students' answers	Percentage
Lack of self-confidence	4	2.9%
Shyness	17	12.5%
Lack of vocabulary	15	11.0%
The influence of the mother tongue	9	6.6%
Time limitation	64	47.1%
Fear of speaking in public	14	10.3%

Fear of making pronunciation mistakes	6	4.4%
Fear of teacher's negative evaluation	7	5.1%
<b>Another opinion</b>	<b>Students' answers</b>	<b>Percentage</b>
French language influence	2	1.4%
Grammar rules	10	7.3%
Academic language	8	5.8%
Teacher domination	5	3.6%

**Table 1 Students' obstacles**

In an attempt to explore the reasons behind undergraduates' passivity in class, students were asked why it was challenging for them to participate. Nine (09) students' answers revealed that it was because of the influence of the mother tongue. Seven (07) answers showed that the fear of negative evaluation is the obstacle, while six (06) of them believed that it is the fear of making pronunciation mistakes. Unlike, the lack of confidence that affected 4 female students. Yet, the major reasons, except time limitation, were shyness, lack of vocabulary, and social anxiety. Whereas, some of the participants answered that it is challenging to express themselves orally due to a lack of academic language and grammar rules knowledge, French language influence, and teacher domination.

Q10: Does your teacher integrate visual aids in oral expression session



**Figure 11 Frequency of using visual aids by teachers**

Regarding the frequency of using visual aids by teachers. Only 37% of the participants acknowledged that their teacher uses visual aids as helping materials in class. The other 63% denounced the use of visuals during the session.

Q11: Does the employment of visual aids in oral expression increase speaking ability?



**Figure 12 Students' perception of the relationship between visuals and speaking skills**

In an attempt to explore students' perceptions concerning the relationship between visual aids and speaking skills in oral expression. 31.6% strongly agreed, and 43.4% agreed that the employment of visuals in oral presentation enhances students' speaking skills. 1.5% strongly disagreed and 0.7% disagreed. The rest 22.8% kept neutral. Consequently, the hypothesis of this survey was confirmed.

Q12: How do you feel about the use of visual assistance in the oral expression module?

Options	Students answers	Percentage
It is a great help for you	80	58.8%
they do not help much in class	45	33.1%
they are not beneficial	10	7.4%
it is difficult to apply them in class	1	0.7%

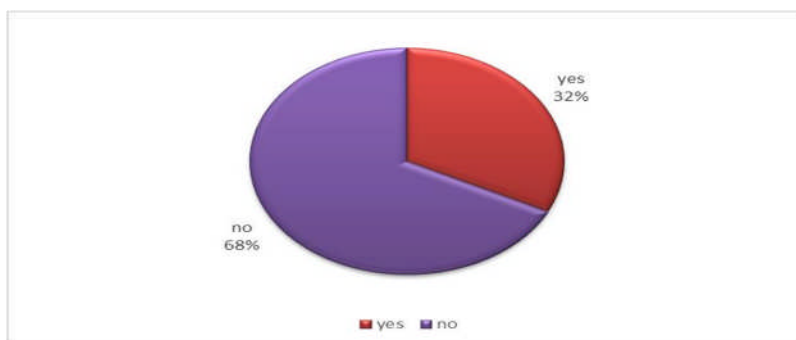


**Table 2 Students’ opinion about the use of visual aids in oral expression**

Another attempt to confirm that visual aids usage in oral presentations and oral expression has a positive influence on the students’ speaking skills. 58.8% confirmed that it is of great help. Only one student found that they are difficult to apply in the class. 7.4% of the participants consider them not beneficial. The other 33.1% see that they do not help much in class.

**7. Second part analysis:**

Q13: Do you use visual materials in class?



**Figure 13**  
**The use of visuals in class**

In exploring the frequency of using visual aids in class. The data entailed noteworthy results. Where 50% attested to negative use. While 23,5% of them hinted that, they use visual materials in class, which could be interpreted as only the minority of students having the opportunity to use the materials. Said otherwise, teachers should create more opportunities.

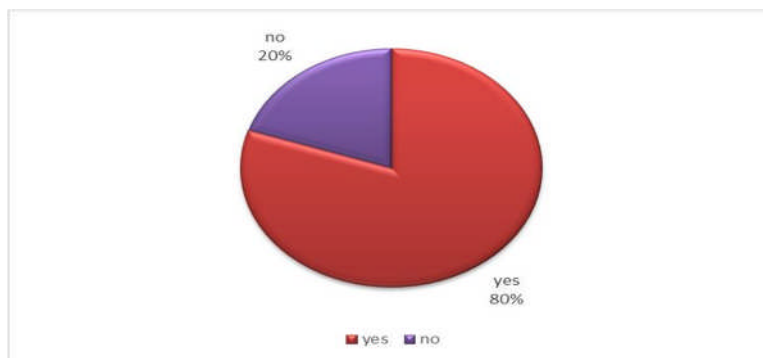
Q14: What are the tools used in the classroom to support you to speak comfortably in your presentation?

Options	Students answers	Percentagees
Pictures	26	19.1
Posters	11	8.1
data show	43	31.6
paper handouts	56	41.2

**Table 3**  
**Students’ Favourite tools during an oral presentation**

A short interpretation of the figure related to students' favourite tools used during oral presentations reads that data show and paper handouts are the most used because, as most of the participants explained, it helps them organize their ideas and gives them the chance to remember the important information that allows better explanation of the presented topic. The other most used tools are posters and pictures because as one of the participants stated: "the use of eyes and ears is better than just one sense".

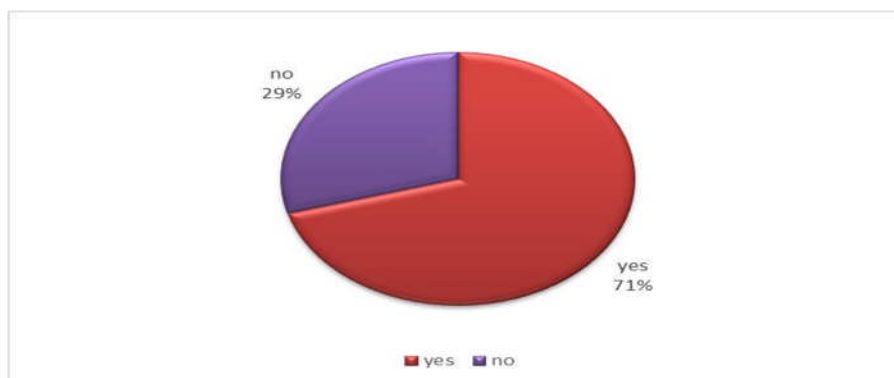
Q15: When you use visual aids do you feel that your speaking improves?



**Figure 14**  
**Students' perception of the effect of visuals on their speaking skills**

In exploring students' perceptions about whether the use of visual aids positively affects their speaking performance or not, 80% of the participants believed that using visuals enhance their speaking skills. The rest believed otherwise.

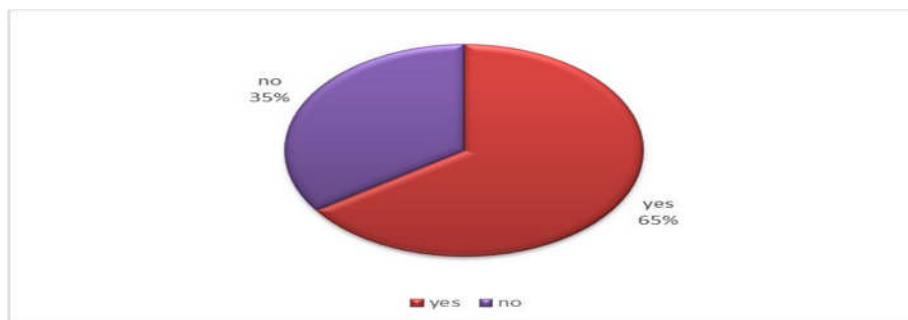
Q16: Does the use of visual aids motivate you to speak?



**Figure 15**  
**Students' opinion about visual aids as a motivation tool for speaking**

Regarding students' opinions about visual aids as a motivational tool for speaking, 71% of the answers agreed that utilizing visuals to motivate students to speak is effective. Nevertheless, 29% disagreed on that aspect.

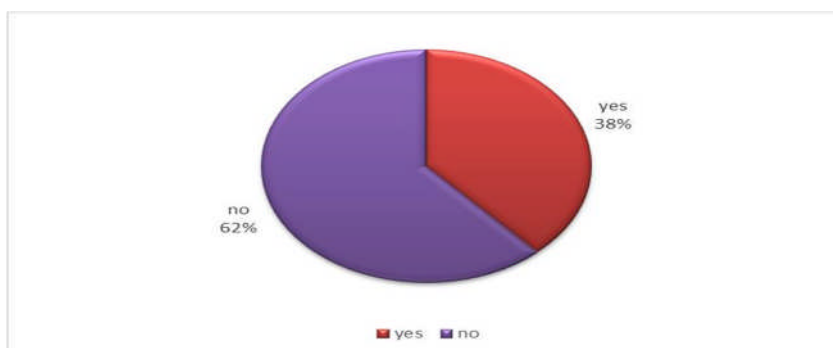
Q17: Do you think that the more you use visual aids the more you achieve better in your speaking fluency?



**Figure 16**  
**Students' opinions about the influence of visuals used in oral Presentation on their fluency**

When exploring students' perception of the relationship between visual aids and speaking skills in an oral presentation. 65% believe that visuals in oral presentations have a positive influence, as the majority of the students, justified that it helps with their confidence; since it organizes their ideas and refreshes their memory. While 35% claim that it has no influence.

Q18: Is the use of visual aids a waste of time?



**Figure 17** Students' perceptions of visual aids usage

In investigating students' awareness of visual usage, the majority of the selected sample

agreed that the use of visual aids during an oral presentation is not a waste of time. However, 38% of them consider it a waste.

Q19: Do you use any type of visual aids at home to improve your speaking?



**Figure 18**  
**Frequency of using visual aids by students**

As a concluding question, students were asked about the usage of visual aids as a personaleffort to improve their speaking skills. 54% of the answers exposed negative use, unlike the other 46% demonstrated positive usage of visuals as helping materials to improve studentsspeaking skills.

### **8. Discussion of the main findings**

Analysing the students' questionnaires, the data obtained revealed many facts concerning the student's attitude towards the use of visual aids and their obstacles.

Initially, this study was carried out to answer two main questions. The first one was: What are the obstacles that hinder EFL learners from speaking in oral presentations? The collected data revealed that most participants do not participate or feel comfortable when speaking English in class because of anxiety, shyness, fear of making mistakes, and lack of confidence which was similar to G. Tridinanti (2018) that more confident students perform better. The other reason is lack of vocabulary as Wallace (1982) argued that even with a strong knowledge of the language system yet without vocabulary students not be able to communicate properly. Along with the influence of both the mother tongue and the French language in addition to the lack of grammar rules, as stated by Harmer (2007) students' performance is hindered when they fail to grasp the characteristics of spoken grammar.

Apart from this, most participants believe that the use of visual aids during oral expression and oral presentations can foster their speaking skills similar to the findings of Verderber (2000) who argued that visual aids have a strong impact on the learners' speaking performance. Most

participants assumed that these tools provide a more comfortable environment despite the utilization of these tools by their teacher. Admittedly, the use of visual aids during oral presentations motivates students to interact more and boost their speaking skills as confirmed by the majority of the participants, and as concluded by Mukherjee and Roy (2003) that the use of these materials contextualize spoken information helps in grasping 30% more. That was the answer to the second question that was: What are the students' perceptions about using visual aids in enhancing their speaking skills?

To conclude, in line with the results of the previous studies, the present study concluded that oral presentations improved the participants' performance in EFL speaking.

### **9. Limitation of Study**

This research is carried out to demonstrate how visual aids in oral presentations might help students with communicating problems and provide them with enough practice opportunities. Yet, exploring all the aspects of this research is time-consuming, especially with the current circumstances of the pandemic. The teaching-learning process has changed. Most of the modules became through online teaching, and the time allocated for face-to-face modules became only one hour, which is already an obstacle to applying visual aids in oral presentations. Consequently, we had to use only one tool which is the questionnaire instead of conducting an experiment.

### **10. Research implications**

The results of this study suggested some implications that are summarized as follows:

- The usage of visual aids during oral presentations can promote students' involvement in the class.
- Visual aids can motivate students to speak and engage in the class. It creates a comfortable environment for learners where they feel more confident during their oral presentations.
- These tools have a positive influence on speaking skills and help in increasing student self-confidence and reducing shyness. Thus, they must be continuously applied in teaching speaking.
- Can help teachers know about second year students' views about the using visual aids on Oral Expression class

### **11. Recommendations**

Based on the study findings, it can be stated that visual aids have a positive influence on students' speaking skills when used in oral presentations. For further utilization of visual aids in an oral presentation in EFL classrooms, this study recommends the following:

- Teachers should be aware of the effectiveness of visuals in oral presentations on their student's speaking skills and trained on how to use them, and how to integrate them into teaching speaking
- Teachers should encourage their students to learn about the use of visual aids and to use them outside classroom
- Teachers must focus more on students who do not interact in the class and provide more appropriate opportunities for them to interact in class such as scheduling more oral classes for oral presentation instead of allowing them to send their projects via email.
- More oral expression sessions should be integrated, because it is the only session that allows students to develop their speaking performance.

## **12. Suggestions for Further Research**

Based on the above mentioned discussion, the study can suggest the following for further researches to be conducted

- The same topic with different methodology. Put differently, this topic should be conducted with an experiment instead of questionnaire. Other researchers can conduct a research about the use of visual aids on enhancing students speaking skills during oral presentation by dividing the sample into two groups, one using visual aids during oral presentation the other group should present without using visual aids and observing both groups speaking skills.
- Another suggestion could be about teachers perception about the effectiveness of visual aids on the students speaking skills
- Furthermore, the difference between academic and non-academic language and its impact on the students speaking performance

### **Summary**

The chapter was devoted to methodology, data analysis, results' discussion and recommendations used in this survey. We attempted to prompt the steps of the data collection procedures. First, it discussed the research methods and the setting where this study took place. In addition to the description of the data collection tool used to accomplish this work. We particularly selected the above-mentioned methodology and data collection tool to answer the research questions and hypotheses via analysing students' questionnaires. Based on the findings, it can be concluded that the core hypothesis, which states that the use of visual aids during an oral presentation might be effective to enhance EFL students' speaking skills is valid.

# **General conclusion**

## **General Conclusion:**

The present study investigated the students' speaking obstacles, and perceptions regarding the use of visual aids in teaching speaking. Among second-year students in the department of English at Mohammed al Bachir EL-Ibrahimi University of Bordj Bou Arreridj. It focused on describing and analysing students' use of visual elements such as pictures, flipcharts, and handouts in the classroom to help them present content orally and develop their speaking skills. This research is divided into two chapters. The first chapter is concerned with collecting previous studies that dealt with this issue and other related issues. Speaking is considered an important part of learning any foreign language. As a result, it is an important subject of evaluation. Little Wood (1981) claimed that speaking ability is a significant aspect of the language education curriculum and an important subject of evaluation. Many researchers argue that the use of visual materials during presentations can develop students' speaking skills. In addition, visuals are good techniques and suitable aids to perform well in presentations without facing problems such as anxiety. Some of these techniques are suitable for enhancing speaking as well.

This study emphasizes the importance of using visual aids in practicing and developing students speaking skills. For this aim, we have hypothesized that students may use various aids such as pictures and PowerPoints to help learners present the content and deliver the message easily. So, we have hypothesized that the use of visual techniques in classroom presentation may develop Students speaking skills. In addition to that, relying on the results collected from the questionnaire, we have provided answers to the specific research questions in the general introduction. Learners in the department of the English University of Bordj Bou Arreridj rely on different types of visuals such as pictures, posters, and PowerPoints to improve their speaking skills during oral presentations.

Our investigation was conducted using two questionnaires for two research questions. The first is "what are the obstacles that hinder EFL learners from speaking in oral presentations?". The second one on the other hand is, "what are the students' perceptions about using visual aids in enhancing their speaking skills?". To fulfill this study, this research was conducted through a quantitative method for the questionnaire. The questionnaires were distributed and answered by second-year students in the department of English and foreign languages.

To conclude, we can say that integrating visual aids in language classes facilitates the learning process. Therefore, using suitable visual aids in oral presentations can significantly



enhance learners' speaking skills. In addition, the majority of participants think that using visual assistance when making oral presentations and expressing themselves may improve their speaking abilities. Despite their teacher using these technologies, they believe that they create a more comfortable setting. The majority of participants agreed that using visual aids during oral lectures encourages students to participate more and improve their speaking abilities.

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# Appendices

## Appendices

### Appendix I: First part of Students' Questionnaire

Dear students,

This questionnaire is part of academic research conducted for the fulfillment of a Master's degree. This questionnaire is designed to support our investigation of "the effect of using visual aids to improve speaking skills in oral presentations". Thus, you are kindly requested to answer the questions that would help us gather authentic data. Please, feel free and be as sincere and honest as you can in your answers because all information obtained is kept anonymous and confidential.

N.B: Please, tick the appropriate boxes to indicate the chosen answers, and use your style.

**1. Gender:**

Male  female

**2. Age:**

18/20  20/25  more than that

**3. How do you consider your level in English?**

Advanced  Intermediate  Beginner

**4. Does your level enable you to express yourself orally?**

Yes  No

**If No explain**

.....  
.....  
.....

**5. Do you agree that mastering speaking is the first step in learning English?**

Strongly agree  Agree  Disagree  Strongly disagree

**6. Do you have difficulties speaking English?**

Yes  No

**If Yes. Explain by giving an example**

.....  
.....

**6. When you are asked to participate in the class; do you**

Answer directly  Hesitate  Avoid answering

**7. How often do you orally engage in the oral expression module**

Always  Often  Rarely  Never

**8. How often do you receive feedback about your performance from the teacher?**

Always  Often  Rarely  Never

**9. Do you have concern” about expressing yourself in an oral expression course?**

Yes  No

**10. What prevents you?**

- a) Lack of self-confidence
  - b) Shyness
  - c) Lack of vocabulary
  - d) The influence of the mother tongue
  - e) Time limitation
  - f) Fear of speaking in public
  - g) Fear of making pronunciation mistakes
  - h) Fear of teacher’s negative evaluation
- |  |
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|  |

**11. Does your teacher include visual aids in oral expressionsession?**

Yes  No

**12. The employment of visual aids during an oral expressionincreases speaking ability.**

- a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strong disagree
- |  |
|--|
|  |
|  |
|  |
|  |
|  |

**13. How do you feel about the use of visual assistance in the oralexpression module?**

- a) It's a great help for you
- b) They do not help much in class
- c) They are not beneficial
- d) It is difficult to apply them in class


E: Others:

.....

.....

**Appendix II:**  
**Second part of Students' Questionnaire**

Dear students,

We would like from this questionnaire to know your perceptions as students about the use of visual aids if they can help you to develop you speaking skills in learning English. Therefore, you are kindly requested to fill in the questionnaire.

THANK YOU IN ADVANCE

1. Do you use visual materials in class?    A) yes                       b) no

2. If yes, what type of materials do you prefer?

.....  
.....

3. What are the tools used in the classroom to support you speak comfortably in your presentation?

- a)      Pictures
- b)      Posters
- c)      Data show
- d)      Paper handouts
- e)      Flip charts

Please justify.....

.....

4. Do you think that the use of visual aids helps enhance your speaking skills?

A) yes                       b) no

Justify your answer.....

.....

.....

5. Do you think that visual aids create a good learning environment and motivate the listener to hear the information?

A) yes                       b) no

6. Do your teacher or colleagues show any reaction or feeling over the used materials?

A) yes                       b) no

If yes, how do they react or express their feelings?

.....  
.....

## **Résumé:**

Selon Varghese (2017), le désir d'apprendre une langue est déclenché par la nécessité de l'utiliser. Ainsi, parler est une compétence fondamentale dans l'apprentissage de n'importe quelle langue, qui est affectée par de nombreux facteurs. Par conséquent, les chercheurs ont été motivés à explorer les perceptions des étudiants EFL sur les effets de l'utilisation d'aides visuelles sur l'amélioration de leurs compétences orales lors des présentations orales. Il s'agit principalement d'utiliser des aides visuelles comme matériaux pour renforcer les compétences orales pendant les présentations orales, car il répond à différents styles d'apprentissage, et il pourrait aider à la fois le conférencier en réduisant le stress et l'auditeur pendant les présentations orales pour comprendre l'information présentée. En outre, il tente de faire la lumière sur les obstacles qui empêchent les étudiants de s'engager dans des présentations orales et l'importance d'établir un environnement détendu et amical comme un effort pour leur faire utiliser l'anglais. Ce projet de recherche se concentrera sur la façon dont les étudiants considèrent l'efficacité de l'utilisation de visuels lors d'une présentation orale pour obtenir de meilleurs résultats au niveau de l'expression orale. En utilisant une méthode quantitative. Les données ont été recueillies au moyen de deux questionnaires administrés à des étudiants en deuxième année de LMD au département d'anglais de l'Université Mohammed El Bachir El Ibrahimy de Bordj Bou Arreridj, qui ont révélé des résultats significatifs. L'hypothèse de base selon laquelle les aides visuelles ont un effet positif sur la performance orale des élèves pendant une présentation orale est valide. Les données obtenues des questionnaires des étudiants ont démontré que la majorité des répondants ont un niveau intermédiaire d'anglais. La plupart des participants ne participent pas ou ne se sentent pas à l'aise de parler anglais en classe en raison de l'anxiété, de la timidité, de la peur de faire des erreurs, du manque de vocabulaire et de l'influence de la langue maternelle et de la langue française, en plus du manque de règles grammaticales. En outre, la plupart des participants croient que l'utilisation d'aides visuelles pendant l'expression orale et les présentations orales peut favoriser leurs compétences orales. Ils supposent que ces outils fournissent un environnement plus confortable malgré l'utilisation de ces outils par leur enseignant. Il est vrai que l'utilisation d'aides visuelles lors de présentations orales incite les élèves à interagir davantage et à améliorer leurs compétences orales, comme l'ont confirmé la majorité des participants.

# المخلص:

وفقاً لفرغيز (2017) فإن الرغبة في تعلم لغة ما تتبع من الحاجة إلى استخدامها. وبالتالي، فإن التكلم مهارة من المهارات الأساسية في تعلم أية لغة، والتي تتأثر بعوامل كثيرة. ما دفع الباحثان لاستكشاف رأي الطلاب حول تأثير استعمال المساعدات البصرية في تحسين مهاراتهم في التكلم خلال العروض الشفهية. هذا البحث يركز بشكل رئيسي على استخدام المساعدات البصرية كأدوات لتقوية المهارات الشفهية خلال العروض الشفهية. لأنه يمس أساليب تعلم مختلفة، وقد يساعد الخطيب على تقليل الإجهاد والمستمع خلال العروض على فهم المعلومات المقدمة. فضلاً عن أن هذه الدراسة تحاول تسليط الضوء على العوائق التي تحول دون انخراط الطلاب في تقديم العروض الشفهية وأهمية خلق بيئة مريحة وودية كمحاولة لحملهم على استخدام اللغة الإنجليزية. ركز هذا المشروع البحثي على نظرة الطلاب إلى فعالية استخدام المرئيات أثناء العرض الشفهي في تحقيق نتائج أفضل على مستوى الخطابة باستخدام طريقة كمية، وتم جمع البيانات من خلال استبيانين وزعا على طلاب السنة الثانية من نظام ل م د في كلية اللغات، قسم اللغة الإنجليزية في جامعة برج بوعريبيج والتي أظهرت نتائج هامة، أدلت بصحة الفرضية الأساسية والتي تقول إن المساعدات البصرية لها تأثير إيجابي على الأداء الشفهي للطلاب خلال العرض الشفهي. أظهرت البيانات التي تم الحصول عليها من استبيانات الطلاب أن غالبيتهم لديه مستوى متوسط من اللغة الإنجليزية. لا يشارك معظم الطلاب أو يشعرون بالراحة عند التحدث باللغة الإنجليزية في الفصل بسبب القلق والخجل والخوف من ارتكاب الأخطاء ونقص المفردات إلى جانب تأثير كل من اللغة الأم واللغة الفرنسية بالإضافة إلى عدم المعرفة التامة بقواعد اللغة. بصرف النظر عن هذا، يعتقد معظم المشاركين أن استخدام الوسائل البصرية أثناء التعبير الشفوي والعروض الشفوية يمكن أن يعزز مهاراتهم في التحدث. يفترضون أن هذه الأدوات توفر بيئة أكثر راحة على الرغم من استخدام هذه الأدوات من قبل معلمهم. من المسلم به أن استخدام الوسائل البصرية أثناء العروض الشفوية يحفز الطلاب على التفاعل أكثر وتعزيز مهاراتهم في التحدث كما أكد غالبية المشاركين.



