

The Significance of Oral Presentation for College Undergraduate

Mohammed Mohammed Salem Bin Shuaib

Abstract: This study explored The Significance of oral presentation on the college undergraduate of the speaking skill in the Faculty of Education-Saber University of Aden. The sample of this study was 20 students from the first level English department, faculty of Education. For data collection the researcher asked students to do an oral presentation test (pre and post test) with different topics to find if there is any development in speaking skill of the students, he recorded the development of the students according to the Huges's (2000) assessment aspects (vocabulary, Grammar, fluency, pronunciation).

After collecting the data the results of data analysis referred that there are effects and development on the students' speaking skill, they showed the development in the four aspects (vocabulary, grammar, fluency and pronunciation). It is worth mentioning that an oral presentation has an effect on students' speaking skill, students showed a good improvements on their skill speaking.

Finally, the researcher recommended that Using Oral Presentation should be applied in getting the hang of speaking materials to worked on the students" speaking skill. Since it is making all students more dynamic in the class and aiding students" speaking.

Key Words: Speaking, Presentation, Improve of Students.

Introduction: Language plays a significant role in our daily life, it is the engine of the communication and the key of a successful work life, it is the gate for building a relationship between individuals in society and creating the opportunities in a business sitting. (Boonkit, 2010). Language is a tool for communication with any other else to express an idea, opinion and feeling, people should master the language to help themselves to communicate easily, especially, English as the international language in the era of globalization (Riadil, 2020:2). Students are facing issues with the English language, however, for these students and to achieve the success in the university environment and also in their future jobs, it is necessary for them to be able to express their ideas clearly in spoken English. Students find that using English language with people is a major problem, especially, in the classroom in front of others, one of the drawbacks of using presentations in the language classroom is that students often find oral presentations extremely challenging. (Wilson, 2014:199). Furthermore, second

language learners have been found difficulty not only with standing and performing but also with pronounce English vocabularies correctly, most of English learners face difficulties in speaking skill. (Astuti, 2018:7) stated that speaking is a skill which difficult to learn because it involves many ideas, vocabularies, listening, pronunciation and grammar activities to use in communication.

It becomes a need for English teachers to improve a second language learners in speaking skill by helping them to realize how should they speak and develop themselves during the learning process, teachers should choose the appropriate method in order to increase the motivation of the English learners so that will increase the speaking ability as well.

Therefore, the teachers should choose the appropriate method that is reliable with the modernity because when the students are taught by using conventional method, the teaching learning processes only focus on the teacher and the learners do not have a chance to learn by their experiences.(Riadil, 2020:2). A presentation is a authentic method which can help a second language learners to improve their speaking skill and their confidence because presentation gives them the opportunity to practice the English Language, the traditional method of teaching is leaving a little time for students to use English to communicate with other students because most of class time is taken up by teacher, before entering the university most of students had been not given the chance to experience the oral English language in front of other in different circumstances, so that creates a gap in the students when they start to learn the English Language and practice it.

(Endo, 2008:255) supports the claim that most students at the high school level are not being taught how to give presentation. This lack with oral presentation causes most of students to feel uncomfortable and shy when they are asked to use English to speak with others.

In fact, many first-level students in a different English departments have no chance and experience to do an oral presentation. This leads that many students do not get experience the positive impact that these types of activity can have on their language abilities.

Secondly, English learners and teachers should concern on this point because without speaking skills due to a negative effect on the language proficiency and the overall development, also can make the communication hard for those who use the English language in their daily life, because of the globalization English language is in the top of language and the international language for many aspects nowadays.

Statement of the problem: Although the oral presentation is one of the most useful activities to master the speaking skill for language learners and develop their skills in speaking but many

students find that oral presentation is an issue in the process of learning the language. Mastering speaking skill is not an easy matter to do (Salim, 2015:35).

According to (Tsou, 2012:70) " even at the university level not many non-English majors are given the opportunity to perform an oral presentation", this lack due to a deficiency of self-confidence in the learners and because of the lack of self-confidence in the students to perform an oral presentation many students are not familiar to pronounce the vocabularies correctly. Thus, this study tries to investigate the impact of oral presentation and how it can develop language learners' in speaking skill.

The Objectives of the study

The study aims to achieve the following:

- To investigate the impact of oral presentation on the students' speaking skill.
- To find out how oral presentation can develop the students' speaking abilities.
- To test some methods for improving the students' oral presentation.

1.3. Research questions

This study tries to answer the following:

1. What are the main effects on the students' oral presentation in speaking skill?
2. How can an oral presentation develop and improve the speaking abilities of the students?
3. What are the effective methods to improve the students' speaking skill?

Significance of the Study

Communication between individuals has an essential rule in our live, especially using the language between students who study the language, English is the global language in the world and it is necessary that the students have to deal with the English perfectly.

Many students have difficulty in pronouncing the vocabularies accurately; also they face some lacks in public speaking. English learners should aware all the aspects of the English, mostly in speaking aspect which is the gate of the communication and new horizons.

Thus, this study attempted to figure out that oral presentation improves the speaking skill of the students which helped them to develop their pronunciation.

Limitations of the Study

In this study the number of students were 20, it should be at least 40 to be more reliable and to learn more about teaching speaking based on oral presentations and students' opinions of oral presentations. Also there was only one group: Conversation and Reports. Each semester should have at least two groups so that the results can be compared to see how reliable they are.

Literature review

Oral Presentations: According to the definition of (Mandel, 1993) “A presentation is a type of speech”. He also expresses that when we consider a speech, we consider a commitment speech, a political speech, a speech of recognition or something almost identical that is more open in nature than a show. However, speeches that are given in a business, technical, professional, or scientific setting are referred to as presentations. It is probably going to be more for the crowd particular than those going to a regular talking occasion. On the other hand (Eggleston, 2003) states, “Whenever you are asked to appear in front of one or more people for the purpose of explaining, convincing, or otherwise conveying information to them, you have a presentation”.

In brief, an oral presentation is a type of speech that gives specific information to a particular audience.

Types of Oral Presentation

According to Chivers and Shoolbred (2007: 2) understanding the shape of presentation will helped you to investigated the fundamental objective of giving this show. Hence, as per the pointed of the speakers utilized in this composed of presentation an instructive discourse. The pointed of show the speakers can chosen the composed of their presentation.

1- Informative Oral Presentation

The typed of presentation has an essential objective, which is to made the crowd discovering some new information. The speakers utilized in composed of presentation an enlightening discourse. The pointed of educational presentation is to be speaking with the crowd and giving them much data in a cutoff time. The purposed of educational show can be to depicting a new political occasion, coordinated a bunch of something that it so significant of giving a report about a gave point in a type of examination Chivers and Shoolbred (2007: 5).

Moreover, in this typed of presentation the speakers utilized a useful discourse to made sense of an idea, educated the crowd, showed a handled, or on the other hand portrayed an occasion in a scholarly setting. In total, the speaker’s pointed of this show is to gave the come about of their exploration in useful manner.

In addition, they answer the audiences’ inquiries regarding their point.

2- Persuasive Oral Presentation

Persuasive speech is to impacted the crowd in their contemplating a subject, which may be gave or chosen. It typically used to cause the crowd to do some response or examine with the moderator about the point. According to Chivers and Shoolbred (2007: 3) in this composed of show, speakers expected to have a solid substance and present it in a reasonable manner.

Moreover, the speakers ought to attempt to show the crowd when it is important.

In addition, (Baker, 1992: 76) expressed that enticing has three component, which were:

1- Logos. In persuasive presentation, the topic needed to be logical, speakers need to discuss their point, they ought to arrange the thoughts from the more significant highlight less one. The moderators expected to interface those thoughts together in sound or contentions. Also, logos mean the speakers coordinated what they planned to say from the very start as far as possible in a rationale way.

2- Character. Character or Ethos is the speakers' advantage and character. Ethos implies the one talked utilized their personality to impact the crowd.

3-Passion. Passion is the speaker's utilized the inclination. It is the most significant component that speakers can utilized. Enthusiasm used to make the crowd support their contention, likewise enthusiasm can made the crowd change their viewpoint and take a positive activity about the speaker's point.

The importance for giving oral presentations

Oral presentations give many benefits to students. Oral presentations provide students learning experience in all subjects and in their future careers (King, 2002). Besides that, he notes three different benefits of making oral presentations: (a) training students to have confidence in public speaking; (b) enhancing effective presentation skills; and (c) encouraging students to learn how to collect and organize information. Similarly, (Siriphotchanokorn, 2005) concluded there are four benefits of giving oral presentations to the students in her study: (a) practice of English speaking; (b) interaction in classroom; (c) confidence in using English in front of people; and (d) practice of presentation skills. When students do oral presentations, they will enhance self-confidence in their oral language (Dobie. 1999; Reilly. 1988 ;& Wichayathian. 2003).

Oral presentations are a way of letting students express themselves in English and at the same time giving the teacher a chance to listen to them (McGovern, 1997:32).

Oral presentations are also said to help students practice speaking and help speakers and listeners become productive partners in the ESL/EFL classrooms (Abe, 1994).

Accordingly, the speakers and audience members can share thoughts and data prior to giving oral presentation. In the wake of giving oral presentation, students may be approached to discuss and have conversation. However, oral presentations should be appropriate for high-intermediate, advanced, or superior-level students, also they are appropriate for novice or low-intermediate level students (Murphy, 1991).

If the activities are too difficult, students may not be interested in participating in those activities and may have negative attitudes toward language learning (Siriphotchanakorn.

2005). In conclusion, an oral presentation can be used to assist students in improving their English speaking skills. Adults as well as students of a high level or higher can participate in this activity. Students need to constantly practice speaking in order to boost their self-confidence. As a result, oral presentation is an activity that encourages students to practice speaking and may help them improve their English speaking skills.

Oral presentation skills

This section provides in-depth information on oral presentation skills to help students understand how oral presentations help them improve their English speaking skills. Students must acquire skills in oral presentation in order to use them effectively. Hall (1996 cited in Siriphotchanakorn,2005) states seven elements of presentation skills as follows.

- (a) Content. Content covers the clarity of key points and interest level of the information.
- (b) Organization. Organization consists of introduction, thesis, supporting ideas and conclusion.
- (c) Non-verbal. Non-verbal refers to eye-contact techniques and movements.
- (d) Visuals aids. Visual aids depend on the content and situation.
- (e) Fluency of delivering the message.
- (f) Pronunciation. Pronunciation includes accent, tone and stress on key words.
- (g) Vocabulary and grammar.

(Eggleston, 2003) includes 10 essential components of an effective presentation that is, the presenters ought to carry out the following tasks.

- (a) Know his/her subject matter well.
- (b) Know who the audience is.
- (c) Keep the theme or the purpose of the presentation in mind.
- (d) Prepare the script.
- (e) Choose appropriate visual aids.
- (f) Prepare a story board for giving a general view of the presentation.
- (g) Test visual aids.
- (h) Rehearse the presentation.
- (i) Arrive and set up visual aids early.
- (j) Check the achievement of the presentation by giving a questionnaire.

The following are (Mandel, 1993:17-38) presentation skills:

1. Planning and organizing presentations

The person giving the presentation should be aware of the purpose and audience before beginning. There are two important steps in planning a presentation: (1) Develop objectives

and (2) Analyze the audience, and there are eight steps which help in organizing an effective presentation: (1) Brainstorm main ideas, (2) State the sub points, (3)

State the benefits, (4) Develop handouts, (5) Develop visual aids, (6) Preview main ideas/review sentences, (7) Develop the introduction, and (8) Develop the conclusion.

2. Preparing presentations Presenters must prepare and think about the next step in order to deliver an effective presentation.

(1) Practice the presentation again, stand up, and use any visual aids you can.

(2) Check the seating arrangement, lighting, microphones, pointers, handouts, and availability of working projection equipment and backup supplies to control the environment.

(3) When they have to give an impromptu presentation:

- plug into a pattern of organization
- give a few introductory remarks
- preview and review the main points for their audience
- end with a strong conclusion.

3. Delivering presentations

The presenters must effectively and meaningfully convey their enthusiasm and ideas to the audience. They ought to use the following order.

- Introduction
- Preview sentences (tell them what are you going to tell them)
- Main ideas and sub ideas
- Benefits (in persuasive presentations)
- Review sentences (remind them what you told them)
- Conclusion

In order to give the best oral presentations, the presenters need to follow these steps in order. Additionally, they ought to keep these things in mind: Keep in mind on both what you say and how you say it ;be direct, enthused, and animated in your delivery ;Make the presentation more approachable and conversational by making eye contact and speak slowly while maintaining a loud, clear voice.

4. Question-and-answer techniques

After giving a presentation, it's good to make sure the audience understood it by asking questions and preparing answers. These are methods for controlling questions and responses:

- (1) Step forward and raise your hand to encourage the audience to ask questions.
- (2) Prepare for questions and practice answering them.
- (3) Watch the examiner and listen cautiously to the inquiry.

- (4) When you are listening to questions, keep your hands in a neutral position.
- (5) For clarification or to ensure that everyone heard the question, repeat it.
- (6) Maintain the same presentational mannerisms and style.
- (7) Engage the entire audience in your responses by making eye contact..

Presenters can use any of the aforementioned strategies to manage audience questions and answers professionally.

The speakers need to know the following of language focus in giving effective presentations (Comfort, 1998).

- (1) Time tenses and expressions, for instance; the past simple, the present perfect, and the present simple.
- (2) Outlining your talk and yourself: salutation, title, position, purpose, length, and outline (3) Connecting ideas: sequencing (firstly), giving reasons (therefore), comparing (similarly), contradicting (in fact), summarizing (to sum up), and concluding (in conclusion).
- (4) Personality and distance: personal pronouns, both active and passive forms, audience references, and everyday language are all included..
- (5) Describing trends, charts, and graphs.
- (6) Over- and under-emphasis: completely, incredibly, fairly, and possibly.
- (7) Finales: indicating the conclusion, summarizing, recommending, concluding, and inviting questions.
- (8) Asking and responding to inquiries: direct questions, polite questions, questions to clarify things, not answering, and making sure the person asking the question is satisfied.

In presenting successful oral presentations, the presenters have to learn how to use their voice in articulation, chunking, stress, pacing and intonation (Powell, 1996, pp. 32-46).

The following are the techniques:

1. Articulation

1.1. The presenters must ensure that they know how to say any technical or long words that may be required. There are parts of a word that sound weak, strong, and very strong in English. Knowing which part of a word has the most stress is critical.

e.g. presentTAtion ecoNOMical producTivity techNOlogy

1.2. The presenters have to form useful phrases or word combinations. In a presentation, they need to think less when they learn word partnerships. It helps them sound more fluent, and knowing which part of a word that emphasizes partnership is stressed.

e.g. <u>cost</u> control	<u>parent</u> company	<u>board</u> meeting
market <u>share</u>	process <u>orders</u>	fund <u>research</u>

2. Chunking

2.1. The presenters must learn to think and speak in complete sentences rather than individual words. It requires making appropriate pauses. As a result, the presenters must be able to break down the information into manageable chunks.

2.2. In a presentation, if the presenters pause in the wrong place, it sounds like hesitation. However, it is a potent strategy if they pause in the appropriate location. Occasionally, the meaning can be altered by pausing in the wrong location.

3. Stress

When the presenters deliver a presentation in English, the stress typically builds toward the conclusion of each segment. But they can alter the meaning of what they want to say by putting the main emphasis at the beginning or middle of a sentence. For example:

The MAN will never agree to that. The man will NEVER agree to that.

The man will never AGREE to that. The man will never agree to THAT.

4. Pacing

One more method for keeping a group of people's advantage is to shift the moderators' speed of talking. As a general rule, the moderators ought to dial back to make their most significant focuses.

5. Intonation

Presenters can begin to add real expressive power to their presentations by using rising and falling intonation after learning the fundamentals of pausing and stressing the right places. The audience can see the speaker's attitude and enthusiasm for the subject through their intonation.

6. Sound scripting

In a presentation, it can be difficult to break up a speech into chunks. Writing out portions of your presentation in the same way that the presenters would present them and then reading them aloud is a good way to chunk it. The presenters should work on their voice and pacing after knowing where to pause and which words to stress.

The techniques mentioned above, articulation, chunking, stress, pacing, intonation, and sound scripting, are crucial to the presenters' success in delivering a presentation and may also aid in their development as speakers.

In addition, the presenters need to know some basic techniques for delivering effective oral presentations as follows (Powell.1996: 48-60).

1. Emphasis

1.1. One can change the significance of what to say in a presentation by stressing words which would normally be unstressed or contracted as the following examples: (Powell. 1996: 48)

Neutral Remark

It's our best chance for success.

I see what you mean.

1.2. One can make a presentation more persuasive by using simple intensifiers to emphasize the point. "I'm afraid it just isn't good enough – the entire system needs updating.

We really need to rethink our whole recruitment procedure.

Paying off such a substantial loan is going to be extremely difficult.

There's absolutely no chance at all of us going." (Powell. 1996: 49)

1.3. Some emphatic expressions are very common in more formal presentations. A typical pattern is:

Subject	Intensifier	Main verb	Complement
I	completely	agree	with everything you've said so far.
We	firmly	oppose	any suggestion that the company said.

2. Focusing

- To stand out, there is a way the speaker can center around central issues so everybody realizes the speaker believes them should pay attention to what he/she needs to say straightaway. For example:

"We can't expect too much too soon.

What we can't do is expect too much too soon.

I'd like to approach this question from 2 different angles.

What I'd like to do is approach this question from 2 different angles."

(Powell. 1996: 56)

3. Softening

3.1. The speaker may need to reduce the force of less important points in order to emphasize the most important ones:

a great improvement	>	a slight improvement
a major problem	>	a minor problem
a total success	>	a partial success

3.2. At the point when individuals in the crowd offer negative comments about the data the moderators are introducing, they can frequently mellow the effect by rehashing their point in a more certain manner. For example:

3.2.1 "These figures are very disappointing.

Well, I have to admit, they are certainly not very encouraging.

3.2.2 The shareholders are going to be furious.

Well, they certainly aren't going to be very happy, that's true.

(Powell. 1996: 57)

4. Repetition

One of the most effective strategies of a good presenter is straightforward repetition. The following are the kinds of words that work best when repeated..

E.g.: "The overall response has been **much, much** better than anyone ever expected. It really is **very, very** difficult to predict what might happen in 10 years' time. It's always **far, far** easier to identify a gap in the market than it is to fill it." (Powell. 1996: 58).

In conclusion, presenters can deliver effective oral presentations by using all of the fundamental techniques, including repetition, emphasis, focusing, softening, and repetition.

They should be able to improve their speaking skills as they learn and prepare for their presentations, for instance: vocabulary and structure.

After learning these techniques, they should also feel more comfortable speaking.

Research design and Methodology

The methodology of the study was descriptive quantitative approach. Kumar (2011) clarified that "descriptive study attempts to describe systematically a situation, problem, phenomenon, service, or programmer, or provides information about, say, the living conditions of a community, or describes attitudes toward an issue. The major purpose of descriptive research is a description of the state of affairs as it exists at present" (Kothari, 2004: 2).

This study investigated on the impact of oral presentation on the first level students in speaking skill improvement, the researcher used descriptive design to show the results without any interferences, this study showed how presentation effected on students' speaking skill improvement by develop their speaking abilities.

The data collection instrument

The data collection of the study was pre-post test, the researcher divided the sample into four groups, each group consists five students and the four groups distributed in four days per week. The researcher presented some methods to the sample related to how prepare oral presentation and gave them some topics for doing oral presentation, the researcher asked the students to take 10 minutes to prepare the topic and 5 minutes to present it, each student presented two topics to show the development of the students in speaking skill.

Findings

The major findings of the study are summarized as follow:

the researcher used Huges's (2000) assessment aspects in this study to investigate the improvement of students in speaking skill and show the significance of oral presentation, the

aspects were (vocabulary, grammar, fluency and pronunciation), the researcher depended on these aspects because they are most aspects in speaking which qualify students to speak well, so the researcher recorded the progress according to this goal. The researcher find that there are effects and development in the students' speaking skill, they showed development in the four aspects (vocabulary, grammar, fluency and pronunciation) as follow:

1- vocabulary: they showed an improvement in variety of using vocabularies between the first test and second test, the average was 4.15 in the first test and became 5.14 in the second test, also the number of students who had good scores were 5 students while in second test became 9 students.

2- Grammar: the grammar was the second criteria which measured in this study, the students showed an average in the first test 4.27 but in the second test it became 5.06, the students showed a good improvement in using a correct form between the first test and second one, they also were 3 students who had a good score in the first test, but they became 7 students who had a good score in the second test.

3- Fluency: it was the third criteria which the researcher assessed, students were able to improve their fluency between first test and second test, they improved that oral presentation could give them the opportunity to speak fluently, the average was 4.45 in the first test while in the second test 5.23, there were 4 who scored good at the first time but they became 7 in second one.

4- Pronunciation: it was the last criteria which measured by the researcher, the oral presentation developed the students' pronunciation, students in the first test had some mistakes in pronouncing some word but they showed an improvement in the second test, their average was 4.505 in the first test and 5.325 in the second one, they also were 4 students who had a good score and became 8 in the second test.

At the end with taking consideration of the finding oral presentation has an effect on students' speaking skill, students appeared a good improvements on their skills and abilities in speaking.

Recommendations

On the basis of the findings of the study, the researcher recommended some recommendations as follow:

1. The teachers should be more imaginative to pick strategies in teaching speaking.
2. Before presenting their final presentations, students were required to practice speaking before presenting.
3. There should be a chance for the students to learn them the methods and strategies before commence the presentation.

Conclusion

Oral presentation is a perfect method students can use to improve their speaking skill, it helps the students who learn foreign language such as English. According to the finding that the researcher found in this study students focus on the four aspects, they considered their mistakes from the pre test and try to improve them in post test, therefore they showed a good development which was acceptable and then oral presentation was to be a method which helped students to push themselves to learn a speaking skill and develop their abilities.

References

- 1) Abe, L. (1994). *Oral Presentations: Speakers and listeners as partners*. In I. K. &, *New ways in teaching speaking* . Virginia: TESOL.
- 2) Astuti, R. (2018). The Effect of Student Presentation on the Eleventh Grade Student's Speaking Skill at SMA Negeri. 24 *Kabupaten Tangerang. Globish: An English Indonesian Journal for English, Education and Culture* .
- 3) Baker, M. (1992). *In Other Words: A Course Book On Translation*. . New York: Routledge.
- 4) Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia_ Social and behavioral sciences*,2(2),1305-1309.
- 5) Chivers, B. & Shoolbred.(2007). *A Students Guide to Presentation: Making*. London, England: SAGE Publication Inc.
- 6) Comfort, J. (1998). *Effective Presentations*. Oxford: Oxford University Press.
- 7) Dobie, M. (1999). *Motivating students to practice speaking*.In J.C. Richarde (Ed), *Teaching*. Virginia: TESOL.
- 8) Eggleston, S. (2003). *The key steps to an effective presentation*. Retrieved from <http://www.the-eggman.com/qritings/keystep1.html>.
- 9) Endo, K. (2008). Transforming reticent students to oral presenters. *JALT 2007 Conference Proceedings*, (pp. 653-667).
- 10) Hall, S. (1996). *I'd like to present but how are you going to score me?* PASA press.
- 11) Huges, A. (2000). *Testing for Language Teachers*. Cambridge: Cambridge University.
- 12) King, J. (2002). Preparing EFL learners for oral presentations. *TESOL Journal* .
- 13) Kothari C.R. (2004). *Reasearch Methodology*. New Delhi: New Age International.
- 14) Kumar, R. (2011). *RESEARCH METHODOLOGY a step-by-step guide for beginners*. London: SAGE Publications.
- 15) Mandel, S. (1993). *Effective Presentation Skills*. California: Crisp Publications.
- 16) McGovern, S. (1997). Three-peat or How to Engage Students in Revising their Oral. *TESOL Journal* , pp. 32-33.

- 17) Murphy, J. (1991). Oral communication in TESOL. In *Integrating speaking, listening* (pp. 51-74). TESOL Quarterly.
- 18) Powell, M. (1996). *Presenting in English*. New York: Language Teaching Publications.
- 19) Reilly, T.(1988). *Approaches to Foreign Language Syllabus Design*. Washington, D.C: ERIC
- 20) Riadil, I. G. (2020). Does Oral Presentation Affect the Development of the Students' Ability to Speak in EFL Classroom. *Social Sciences, Humanities and Education Journal (SHE Journal)*.
- 21) Salim, A. (2015). General Self-Confidence and its Implication on Students' Achievement in Oral Presentation. *JEELS* .
- 22) Siriphotchanokorn, C. (2005). *Students' Opinions toward Oral Presentations in EFL*. Bangkok: Srinakharinwirot.
- 23) Tsou, W. (2012) The Effect of Explicit Instruction in Formulaic Sequences on Academic Speech Fluency. *Taiwan International ESP Journal* , pp. pp 58-80.
- 24) Wichayathian, B. (2003). *Developing Presentation Skills for Low Proficiency*. PASA press.
- 25) Wilson, G. B. (2014). *Using Oral Presentation to Improve Students' English Language Skills*. Kwansei Gakuin University .

أهمية العرض التقديمي للطلاب غير الخريجين

محمد محمد سالم بن شعيب

المخلص: تهدف هذه الورقة البحثية إلى إيجاد أهمية العرض التقديمي على تحسين مهارة التحدث لدى طلاب السنة الأولى في قسم اللغة الانجليزية ، قام الباحث باختيار عشرون طالبا من طلاب السنة الأولى لقسم اللغة الانجليزية في كلية التربية صبر ثم قام بجمع المعلومات بواسطة الاختبار وبدأ بقياس مدى تحسن الطلاب في مهارة التحدث من خلال تقييمهم عبر أربعة محاور وهي (المفردات ، التركيب اللغوي ، الطلاقة ، النطق). اكتشف الباحث في النهاية ان العرض التقديمي الذي يقدمه الطالب كان له اثر واضح في تحسين الاربعة المحاور التي تمت قياسها من قبل الباحث وهذا ما اشار إلى ان هناك تطور ملحوظ لدى مهارة التحدث في اللغة الانجليزية.

الكلمات المفتاحية: التحدث ، العرض التقديمي ، تحسن الطلاب.