Understanding Undergraduate Students' Attitudes Toward Oral Presentations in EFL Classrooms: A Case Study of the English Department at Hassiba Benbouali University of Chlef

Kouider MAKHLOUF [1]
Hassiba Benbouali University of Chlef, Algeria
k.makhlouf@univ-chlef.dz
0000-0002-1555-1660

Abstract

Oral presentation skills are critical in Higher Education Institutions, as they are often used to assess students' knowledge and understanding of a topic. Students' attitudes towards oral presentation play an integral role in their development of these skills in a foreign language context. Therefore, the purpose of this study is to investigate the attitudes of third-year EFL students in the Module of Linguistics at the English Department of Hassiba Benbouali University in Chlef, Algeria, concerning their experiences with oral presentations. It also seeks to identify the challenges that hinder the preparation and delivery of oral presentations. A quantitative approach was used to address the research questions. An online survey questionnaire was used as the principal tool for gathering data.Google Form Application was used to deliver the closed-ended questionnaire to a random sample of 115. Only eighty-five 3rd year students participated in the study during the second semester of the academic year 2022–2023. The findings showed that most of the students had positive attitudes towards oral presentations, although they faced some challenges during preparation and delivery, such as memorisation, selection of relevant information, speaking anxiety and fear of embarrassment in front of their classmates. The findings suggest the need for curriculum developers and teachers to enhance the effective integration of oral presentations across linguistics, literature, and translation courses at universities.The study concludes with important pedagogical implications and recommends that future researchers adopt a mixed-methods design to provide a comprehensive understanding of students' attitudes toward oral presentations in EFL classroom context.

Keywords: Algerian Higher Education; Anxiety; Attitudes to Oral Presentations; Challenges; EFL Students.

---

[1] Corresponding author: Kouider MAKHLOUF/k.makhlouf@univ-chlef.dz

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

Introduction

Oral presentation has become a crucial skill in university education throughout the world. This is important for the success of academic and professional careers (Gedamu & Gezahegn, 2023). University lecturers and teachers have long used oral presentations for a variety of pedagogical purposes in the field of higher educational institutions. These involve bolstering students' confidence to speak in front of an audience; providing them with the opportunity to practise particular presentation skills and share knowledge with classmates; giving them the chance to take ownership and responsibility of the subject matter being covered in class; and permitting them to share information gathered from their research, personal experience, and classroom textbooks (Amirian & Tavakoli, 2016).

Students are exposed to a variety of oral tasks in EFL classrooms such as group and individual oral performances which involve oral presentations. According to Abdelmadjid & Radzuan (2022), an oral presentation is defined as the delivery of an oral task in a way that is clear, fluent and grabs the audience's attention. Hence, one of the most important skills that students at higher educational institutions should have is the ability to deliver knowledge orally, clearly, and fluently throughout numerous professional contexts (Živković, 2014; Gedamu & Gezahegn, 2023). English oral presentations (EOPs) are regarded as an essential component for learning a language. Therefore, EOPs are thought to be vital to EFL students because they help them to communicate effectively in English, which enables them to share their ideas and information with a larger audience. This enhances their sense of self-esteem and confidence and leads to better results in terms of language proficiency and academic achievement. (Ho et al., 2023).

In the world of academia, being able to orally communicate in the English language is an imperative prerequisite for success and advancement (Al Jahromi, 2020).In Higher Education environments, oral presentations between lecturers and students or between students themselves are commonly used as a medium of communication in the classroom (Subon & Tarmim, 2021). Language proficiency in oral communication has become a requirement for enhancing students' proficiency in speaking in the classroom. Accordingly, an increasing number of language courses are being taught at Higher Education Institutions that focus on oral communication skills (Abdelmadjid & Radzuan, 2022). A growing number of research studies has been conducted on the prominent role of oral communication in English as a Foreign Language (EFL) classrooms. Therefore, communicating in EFL classrooms involves "the development of a specific type of oral communication skills"

Oral presentation skills are both essential for academic study and employability because they encourage students to engage in discussion and extended reasoning. They also allow students to take an active role in their learning, exhibit their communication skills, and be ready for their careers in the future (Xu et al., 2021). As stated by Živković (2014), designing oral presentations for students offers numerous benefits, including closing the knowledge gap between language study and language use, utilising the four language skills in a naturally integrated manner, supporting students in gathering, analysing, organising, and constructing information, fostering teamwork, and assisting students in becoming active and autonomous learners.

Despite the long history and numerous amazing benefits of students' classroom oral presentations, many students evade participating due to the belief they hold, probably erroneously, about their capabilities to deliver an acceptable oral presentation (Amirian & Tavakoli, 2016; Gedamu & Gezahegn, 2023). In this regard, a number of EFL researchers have noted that oral presentations pose challenges in an EFL context because of psychological issues and language barriers faced by the majority of the EFL students who still struggle with reading and speaking in the target language (Amelia, 2022). Low self-efficacy drives some non-native

English speakers to feel frustrated and anxious when they are preparing academic oral presentations (Barrett et al., 2022). Speaking in English is a challenging task for EFL learners. Hence, oral presentations using English, a highly commonplace activity and assessment method experienced by many across the globe, is especially anxiety-arousing (Tsang, 2022). Oral presentations are a common component of academic settings, requiring students to convey their knowledge and ideas effectively in front of an audience. However, many students encounter various difficulties before and during these presentations, which can hinder both their confidence and performance.

Public speaking and oral presentations are significant aspects of the educational experience for students at higher education institutions across the globe. Oral presentations in EFL classrooms are frequently used in Algeria as well. Accordingly, teachers of a number of modules use presentations as a kind of assessment and call for verbal interaction from students in both small and big groups in order to boost learning. Nonetheless, there is still a dearth of research on the topic of "Oral Presentations", both in terms of qualitative and quantitative methodologies. Research on the attitudes of EFL students toward oral presentations is very scarce, however, student opinions are important in the assessment of teaching practices (Amelia, 2022). The current study aims to bridge this gap by investigating the attitudes of Algerian EFL students' attitudes regarding oral presentations, particularly about the perceived benefits and encountered difficulties. The purpose of the current study is to shed more light on the challenges faced by third-year EFL undergraduate students when preparing and giving oral presentations in EFL classrooms.

Despite the significant role of oral presentation in Higher Education Institutions, there is a pressing need for more empirical research in the context of English as a Foreign Language (EFL). As a result, this study seeks to investigate the attitudes of 3rd year undergraduate EFL students toward oral presentations at Hassiba Benbouali University of Chlef in the west of Algeria. Predominantly, this study aims to address the following two research questions:

1) What are the attitudes of EFL undergraduate students toward oral presentations?
2) What are the challenges that EFL undergraduate students face when preparing and giving oral presentations?

1. Literature Review

The primary aim of this section is to elucidate the concepts "Attitude", and "Oral Presentation," as well as to highlight the significance of "Oral Presentation Skills." It then proceeds to discuss the benefits and challenges associated with giving oral presentations specifically in EFL (English as a Foreign Language) classrooms.

1.1. Attitude and Oral Presentation Attitude

As is evident in the literature by a growing number of scholar researchers, attitude has been viewed as a psychological tendency in our reaction to an object we favour or disfavour. There are three components of attitude: cognitive, affective, and behavioural. Hence, attitude is an integral component of how people think and believe. As a result, when studying a foreign language, students should be aware of the importance of fostering a positive attitude towards the target language. In a nutshell, attitudes pertain to how we feel, think, and behave toward the referent (Ho et al., 2023).

A plethora of research studies have been conducted on attitudes toward oral presentations. At a university in Southern Vietnam, for example, Ho et al., (2023) investigated students' attitudes toward English oral presentations (EOPs). The results showed that the majority of students felt positively toward EOPs. Most of the students expressed interest on the great importance of giving English oral presentations in the classroom, despite some encountered obstacles during the delivery.

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

Oral Presentation

Oral presentations ("OPs" for short), a form of public speaking, is defined as a ubiquitous mode of activity and assessment in many institutions across the globe. This form of speaking is said to be 'one of the most anxiety-inducing forms of communication' and 'is commonly expressed as one of humankind's most widespread trepidations'(Xu et al., 2021). Oral presentation, as stated by Vu (2016 as referenced in Ho et al., 2023, p. 258), is a continuation of oral communication skills. In the same vein, Idrus (2016) stated that "oral communication means communicating orally in a way that is understandable, fluent, and to the point, and that captures the attention of the listener in both group and one-on-one settings."

As previously mentioned, the current research focused on the delivery of English Oral Presentations in the Module of linguistics by third-year FFL students. The concept of "oral presentation" means succinct oral performances, typically lasting 10- to 15- minutes about a highly interesting topic selected by students or given by teachers. It is delivered individually, in pairs, or in groups of three or more students, depending on the nature of the academic courses in regard to the updated circumstances, speaking about an agreed-upon topic connected to the theme of one of the six lectures of the aforementioned module. Therefore, English Oral Presentation in the context of the current research refers to Mini Project Presentation (MPP) delivered by 3rd year undergraduates in the module of Linguistics. The undergraduates' TD scores in their English Oral Presentation performances are partly based on this assessment. The total mark is 20. It forms 50 % of the total assessment score for the subject.

1.2 Oral Presentation Skills

Oral presentation skills are regarded as one of the most crucial proficiencies required to succeed in higher education and future job opportunities (Al-Nouh et al., 2015; Rachman, 2022). EFL oral presentations play an integral role in acquiring a Foreign Language. They require from the side of EFL students to master the language deemed important for oral presentations. However, focusing solely on excellent language proficiency will not enable one to come up with a high-quality oral presentation (Abdelmadjid & Radzuan, 2022). The individual who is involved with presentation also needs to be more familiar with oral presentation skills particularly when he/she is assigned to perform the task in the classroom. Ho et al. (2023) have pointed out that oral presentations help English language learners develop significant skills that are beneficial to their academic and professional settings. The idea that graduates who have a solid foundation of oral English communication skills will have an advantage over those who do not has also become axiomatic in circumstances where English is being used as a foreign language (Rachman, 2022).

The development of oral presentation skills plays a pivotal role for EFL students in achieving success in their professional and academic lives. These skills, for instance, enable them to practice speaking, accommodate various learning styles, delve deeply into presentation topics for enhanced comprehension, and foster independent and critical thinking (Gedamu & Gezahegn, 2023). Hence, in situations when students are learning English as a Foreign Language and have little English proficiency, an oral presentation can help them develop the aforementioned skills. Accordingly, a growing number of studies have shown that oral presentation skills are now needed in higher education institutions for a variety of reasons, including offering students the confidence to speak in front of an audience, giving them the chance to practice particular presentation skills and share knowledge with other classmates, allowing them to take ownership of the material covered in class, and allowing them to share information gained from personal experience (Gedamu & Gezahegn, 2023).

In the domain of foreign language pedagogy, a significant barrier is the enhancement of learners' proficiency in oral communication. This challenge stems from the fundamental aim of

language teaching, which is to produce teachers who are adept in the target language, as asserted by Al-Nouh et al., in their research study in 2015. Unfortunately, undergraduate students face communication problems, specifically oral issues. Therefore, the present study aims to elucidate the challenges students experience during the preparation and delivery of their oral presentations that have negative effects on their performance.

1.3 Benefits of Integrating Oral Presentations in EFL Classrooms

Reviewing the existing literature, Oral Presentations (OPs) have an assortment of advantages. Ops engage all four language skills —listening, speaking, reading, and writing—which are essential for comprehensive language proficiency (Kaur & Mohamad Ali, 2017). The literature on teaching English has focused on integrating the four skills and giving them equal importance to ensure a holistic approach to language learning. Students who take part in presentations in EFL classrooms find themselves well-prepared for the workforce after graduation (Al-Issa & Al-Qubtan, 2010). Hence, oral presentations help students get ready for real life or for the job market in the future (Kaur & Mohamad Ali, 2017). Additionally, the ability to present effectively is a sought-after skill across diverse employment landscapes worldwide.

Besides, presentations foster learner-centeredness by encouraging them to engage in exploratory and research-based learning. Students put themselves at the center of the learning process and become active participants by taking charge of their own education. They are engaged in real-world experience, and they build creative and critical thinking and problem-solving skills as important characteristics for success in the 21st century (Živković, 2014). It is important to cultivate such positive behaviours in learners at a young age in order to support their growth as they mature (Al-Issa & Al-Qubtan, 2010). Therefore, teachers help students learn together and give them a sense of autonomy and leadership. They organize, guide, support, and promote the learning process for students. The communicative language teaching approach emphasises these important roles for teachers (Al-Issa & Al-Qubtan, 2010).

A range of studies have highlighted the effectiveness of oral presentations in improving students' English language skills. For instance, Brooks & Wilson (2014 as cited in Amelia, 2022) carried out a scholarly review about the advantages of an oral presentation on the language proficiency of students learning English as a Foreign Language (EFL). They come to the conclusion that there are at least five advantages of oral presentation which involve applying a learner-centered approach, enhancing all four essential language skills, employing real-world activities, demonstrating how the skills benefit students outside the walls of the classroom, as well as improving motivation to learn more English. This conclusion is supported by other studies on EFL oral presentations (Amelia, 2022; Gedamu & Gezahegn, 2023; Ho et al., 2023). Gedamu & Gezahegn (2023) assert that adding oral presentations to the curriculum could provide students with a variety of opportunities. Initially, it enables them to learn new ideas on diverse topics as they collect information for their presentations. Additionally, it enhances kids' autonomy, collaboration, and creativity.

There are several advantages to giving presentation orally, particularly in classrooms. It boosts language proficiency and learners' autonomy in addition to enabling Second and Foreign Language (L2) learners to interact with people in their native tongue (Hadi et al., 2020). Many researchers claim that oral presentations enhance students' presentation skills, communication methods, and communication skills (Amelia, 2022). According to previous research, oral presentations can help EFL students become more proficient communicators by enhancing their grammar, extending their vocabulary, organizing their thoughts, and using novel vocabulary over time (Al-Nouh et al., 2015). However, on the other side of the coin, there are a set of challenges and difficulties encountered by students in their oral presentations that will be discussed in the next section.

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

1.4 Challenges and Difficulties in Oral Presentations (OPs)

Despite being prevalent in the world of academia, many EFL undergraduates consider oral presentations (OPs) as one of the most challenging academic tasks. Hence, volumes of research studies have been conducted on the challenges faced by students in the preparation and delivery of oral presentations (Hadi et al., 2020). The most challenging aspect is giving an English presentation, particularly to less skilled students who will ultimately have to read from the visuals. Thus, language deficit is one of the biggest issues facing EFL students in OPs. Another challenge in OPs is anxiety or fear of speaking. Various studies have investigated this aspect of oral presentations (Tsang, 2022).

A growing number of empirical studies dealt with the difficulties and challenges associated with oral presentations in the EFL classroom environment. For instance, Al-Nouh et al., (2015) conducted a study to find out how college students who were learning English as a Foreign Language (EFL) perceived the challenges they encountered when presenting oral presentations for assessment purposes. They carried out interviews and questionnaires with 500 EFL students at Kuwait City's College of Basic Education (CBE). The students reported that they encountered difficulties with their oral presentation at a medium level. The students also encountered a variety of challenges, the most of which were associated with their "personal traits ". These challenges included the students ' avoidance of the instructor's gaze, fear of evaluation, and forgetting what they intended to say. The lack of oral presentation courses, technologically advanced equipment, appropriate surroundings, and sufficient presentation time were among the additional challenges raised by the students.

Furthermore, Amelia (2022) recently examined the attitudes of Indonesian EFL students toward oral presentations. The informants perceive both opportunities and obstacles associated with oral presentations. The difficulties the participants faced—namely, psychological and presentation skills issues—were a sign of the challenges. Stage fright, lack of confidence, avoidance of oral presentations, and fear of the audience's negative assessment were the psychological issues. The failure of the participants to effectively explain the content or their poor presenting skills were indicators of their presentation skills issues. Conversely, chances to enhance language proficiency were also highlighted; these included chances to work on grammar, vocabulary growth, pronunciation, communication techniques, presenting techniques, and communication strategies.

2. Research Methodology of the Study

The current study investigated students' attitudes toward oral presentations and the underlying difficulties influencing students in their preparation and the delivery of their oral presentations. Consequently, this part covers the research methodology, sample and sampling, methods for gathering data, and ethical considerations.
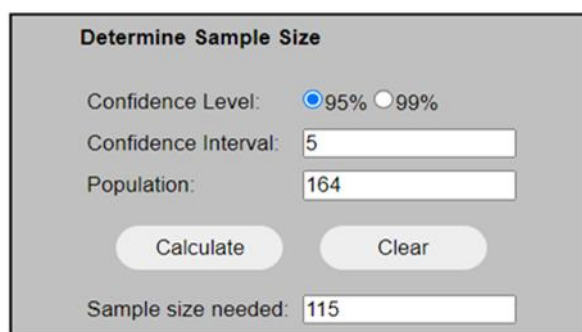
2.1 Research Method

The main purpose of this study was to investigate 3rd year undergraduate EFL students' attitudes toward oral presentations (OPs) and the challenges they faced when preparing and giving OPs. A quantitative method witha questionnaire-based survey was adopted to address the research questions of this study. The selected quantitative method has many advantages in the context of students' attitudes towards oral presentations. As described by Scherer, Siddiq, and Tondeur (cited in Shah et al., 2020), it is reasonable to use quantitative methods or questionnaires to determine the behavioural element. Accordingly, it makes sense from an ontological, epistemological, and methodological perspective to use the survey as a means of gathering data (Tarhini et al., 2013).

2.2 Informants and Context of the Study

The target population of this research study comprised of 164 third-year undergraduate students taking the Psycholinguistics Course during the Spring Semester of the 2022-2023 Academic Year at the English Department of Hassiba Benbouali University in Chlef, Algeria. The informants were selected from five groups.

Using an online sampling calculator (available at http://www.surveysystem.com/sscalc.htm) with a confidence level of 95% and a confidence interval of 5%, Table 2.1 shows the sample size found for a total population of 164 EFL teachers from the Department of English at Hassiba Benbouali, University of Chlef for the Academic Year 2022–2023. The sampling size is 115, which is in line with other research papers' recommendations for sample size calculation.

Table 2.1 Calculation of Sample Size by Applying the Online Survey System

Above all, the informants had to give at least one oral presentation each semester. They could pick a topic from the teacher's proposed list or come up with their own based on what they had learned in one of the six psycholinguistics course lectures.

2.3. Data Collection Procedure

As mentioned earlier, this research follows a quantitative approach in which an online survey questionnaire was created and used as the principal tool for gathering data. The questionnaire was distributed to a random sample of 115. Only eighty-five 3rd year students participated in the study during the second semester of the academic year 2022–2023. According to Yakubu and Dasuki (2019), the online survey was the favoured means of gathering data from the informants in order to maximize response rates, decrease expenses, and reduce data handling errors. Students in the Linguistics course met for 90 minutes in the afternoon of every Tuesday for delivering their oral presentations for 14 weeks.

A Google Form Application was used to deliver an online, closed-ended questionnaire containing multiple Likert-scale items, ranging from "strongly disagree" to "disagree," "neutral," "agree," and "strongly agree." The questionnaire also included an option to prevent informants from ignoring any questions. The online link was distributed to the informants through Facebook and the companion website of the course of linguistics in Moodle Platform. This was to guarantee that the students could gain access to it. As the quantitative questionnaire aimed at exploring students' attitudes toward oral presentations and eliciting the difficulties students faced during the preparation and delivery of oral presentations. It consisted of 20 questions, some of which were adapted from Vural's (2018) and Al Jahromi's (2020) studies which were considered significantly reliable by the study. As part of the research ethics, the informants were also requested to sign the consent letter that was generated together with the questionnaire on Google Form.

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

3. Results and Discussions

The current study aimed to investigate 3rd-year undergraduates' attitudes towards delivering oral presentations, and then elicit the difficulties that students face in the preparation and during the delivery of their oral presentations in English. In order to accomplish the goals of this investigation, a descriptive research design was used, utilizing the quantitative research method to collect data and generate analyses of findings. To this effect, an online questionnaire was employed with selected informants. Finally, the analyses are presented below.

3.1 Students' Attitudes Toward Oral Presentations

A total of 85 third-year students from the English Department at Hassiba Benbouali University of Chlef completed the survey questionnaire in the Spring semester of the Academic Year 2022-2022. The current study aimed to investigate 3rd-year undergraduates' attitudes towards delivering oral presentations, and then elicit the difficulties that students face in the preparation and during the delivery of their oral presentations in English. In order to accomplish the goals of this investigation, a descriptive research design was used, utilizing the quantitative research method to collect data and generate analyses of findings. To this effect, an online questionnaire was employed with selected informants. Finally, the analyses are presented below.

Figure 3.1: Students' Attitude toward Oral Presentations
I like preparing for oral presentations
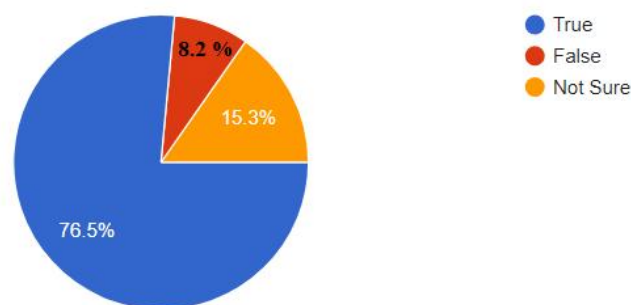

However, a small minority of students disliked giving oral presentations due to a set of reasons as shown below in the Figure 3.2. More than half of the informants (57.1%) opted for the use of handouts instead of delivering oral presentations. But this small cohort of seven students (14.3%) stated that they were not comfortable with using technological tools such as PowerPoint/Prezi as problematic with no fun and it was time-consuming to deliver oral presentations. This finding is in line with Al-Nouh et al., (2015), in which EFL students find it difficult to abide by the time constraints of the oral presentations.

Figure 3.2: The Reasons for Disliking Presentations

7 responses

- Using presentation tools such as PowerPoint/Prezi is problematic
- It's not fun
- It's time-consuming
- I prefer using handouts
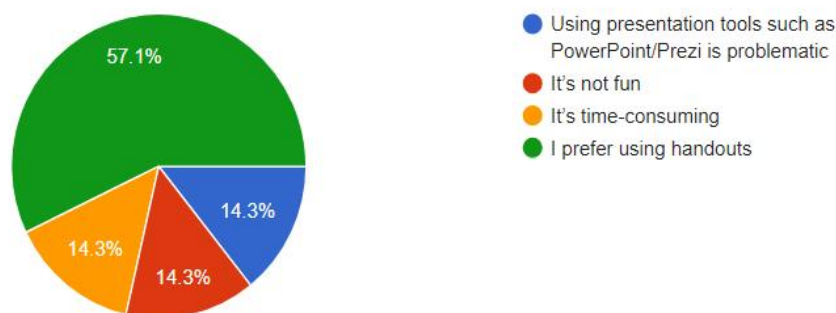
Furthermore, students were asked to respond to a set of 7 statements on Likert-scale questions to solicit their attitude toward oral presentations. In this regard, each statement is rated on a scale from 1 to 5, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." To simplify the analysis of the gathered quantitative data, the researcher opted to organize the participants' responses into three principal classifications: "disagree," "neutral," and "agree." This tripartite system was preferred over a more complex five-category model, as illustrated in Table 3.1.

Most of the students (56.47%) agreed that they had enough English vocabulary to express themselves clearly, indicating a positive attitude toward their vocabulary proficiency. This result contradicts with the study of Barrett et al. (2022a), where students ascribed their concern to a lack of vocabulary for expressing ideas and a high rate of grammatical errors. Thus, it would appear that many students view grammatical and lexical accuracy as the most essential aspects of learning English. While students of category 'disagree' (12.94%) believed that their English pronunciation is poor, the majority of students in the category of 'agree' (69.41%) reported that they pronounced English words properly. Accordingly, the apprehension felt by certain students when tasked with oral presentations could be linked to their struggles with correct pronunciation. However, the study by Ho et al. (2023) reveals that a greater proportion of students exhibit confidence in their pronunciation skills
.

Table 3.1: Students' Attitude toward Oral Presentations

Evaluation / *Items*	*Strongly disagree → Disagree→Neutral→Agree→Strongly agree*				
	1	**2**	**3**	**4**	**5**
▪ I have enough English vocabulary to express myself clearly	3 ≈3.53%	11≈12.94%	23 ≈27.06%	29 ≈34.12%	19 ≈22.35%
▪ I pronounce the English words properly	2 ≈2.35%	9 ≈10.59%	15 ≈17.65%	33 ≈38.82%	26 ≈30.59%
▪ I communicate my ideas in English easily with my classmates	4 ≈4.71%	11 ≈12.94%	16≈18.82%	35 ≈41.18%	19 ≈22.35%
▪ I speak fluent English	3 ≈3.53%	13 ≈15.29 %	31 ≈36.47 %	24 ≈28.24 %	14 ≈16.47%
▪ I do not make grammatical mistakes	5≈5.88%	28≈32.94%	25≈29.41%	19 ≈22.35%	8≈9.41%
▪ I switch to Arabic when I get stuck in English	7 ≈8.24%	19 ≈22.35%	15 ≈17.65%	32≈37.65%	12 ≈14.12%
▪ I like doing oral presentations	6 ≈7.06%	16≈18.82%	21 ≈24.71%	22 ≈25.88%	20 ≈23.53%
▪ I participate in the oral discussions in class	5 ≈5.88%	9 ≈10.59%	22 ≈25.88%	33 ≈33.82 %	16 ≈18.82%

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

The results further highlighted other linguistic challenges, such as poor fluency, grammar, and vocabulary knowledge. This is indicative of an environment of learning that emphasises memorizing of grammar rules and vocabulary lists and discourages opportunities for interaction (Al-Nouh et al., 2015).

Many students concentrated on grammar during the presentation, as indicated by the results of their language proficiency in Table 3.1. Nonetheless, it can be deduced that they focused on memorizing grammatical structures instead of applying them consistently in spoken language practice. Another claim supporting the importance of language proficiency is the item " I can communicate my ideas easily with others (e.g., classmates) in English." More specifically, a sizable percentage of students—63.53 % —said they could readily share their thoughts with others in English, indicating a positive attitude toward their ability to express themselves effectively. Only 17.65% of the students believed that they did not have the ability to interact with their peers in an easy manner, which may be due to a deficiency in their ability to present effectively. This finding is in line with (Ho et al., 2023).

Additionally, half of the informants (51, 77 %) agreed that they switch to Arabic when encountering difficulties in English, implying a reliance on their native language in such situations. This reaffirms the finding by Subon & Tarmim (2021) that code-switching increases learners' self-confidence. Employing the native language benefits various aspects of both teaching and learning, including confidence, a sense of safety, motivation, and the fostering of friendships. However, it is worth noting that 22.35% held a neutral stance, indicating potential variations in language-switching tendencies among the students. Therefore, the switching to Arabic language in the classroom —particularly for oral presentations—allows students to eventually interact in a more relaxed setting. This indicates that the students speak in their native tongue the majority of the time during speeches in order to guarantee an effortless and effective presentation and avoid stuttering in in a speech.

An important finding of the current research is that 52.64% of the students said they actively enjoyed participating in oral discussions with their classmates in EFL classrooms, indicating a positive attitude toward engagement. This result demonstrates that students did not find it difficult to talk about the topic with their peers. However, a significant portion (25.88%) held a neutral stance. Only 16.47% of the students disagreed with this item, implying variations in participation levels among the students. This is in line with the findings of the studies of Al Jahromi (2020) and Ho et al., (2023) in which most of students enjoyed giving English Oral Presentations and expressed a desire for more opportunities to do so in the classroom.

Overall, students found pleasure in exchanging thoughts with their peers and teachers, despite reservations about potential embarrassment in front of their audience and some problems relating to language proficiency. That means that although there are challenges encountered in the time of preparing and delivering oral presentations (OPs) in the module of linguistics, most students still have an awareness of the benefits of OPs and strive to address their issues.

a) Students' Feelings Toward Oral Presentations

To analyse the data collected conveniently, the researcher put the evaluations having levels of agreement, such as "strongly agree" and "agree" in the same category. Similarly, the responses showing "disagree" and "strongly disagree" are also put together in the same category.

Table 3.2 presents the information about how students felt about delivering OPs in the EFL classrooms. The results showed that students' feelings of OPs are generally very positive. Specifically, the vast majority of the students (80 %) agreed that they felt good when speaking in English, demonstrating a predominantly positive attitude. Conversely, only 5.81 % did not perceive it in the same way. It means that the majority of the students have positive emotional experiences when performing their oral presentations in English.

Table 3.2: Students' Feelings toward Delivering Oral Presentations

Evaluation / *Items*	*Strongly disagree → Disagree→Neutral→Agree→Strongly agree*				
	1	**2**	**3**	**4**	**5**
▪ I feel good when speaking in English	4≈4.71%	1 ≈1.18%	12 ≈14.12%	40 ≈47.06%	28 ≈32.94%
▪ I feel comfortable when speaking in English	3≈3.53%	5 ≈5.88%	15 ≈17.65%	37 ≈43.53%	25 ≈29.41%
▪ I feel confident when I speak in English in front of the class	7≈8.24%	18≈21.18%	10 ≈11.76%	28 ≈32.94%	22 ≈25.88%

In regard to the second statement in Table 3.2, approximately 72.94% of the students agreed that they felt comfortable when speaking in English, showcasing a positive attitude toward their comfort level. However, a small percentage (9.43%) disagreed or strongly disagreed, indicating the presence of students who may feel less comfortable during oral presentations. These findings are in contradiction with the results of Al Jahromi (2020). Only 17.65% of the informants were neutral in their stance. Undoubtedly, students feel more comfortable speaking with a small number of people such as in pairs than presenting in front of the whole class (Zaharuddin et al., 2023).

Regarding the third statement, most of the students (58,82%) concurred that giving oral presentations improved their communication skills and gave them a sense of confidence. This supports the findings of Alwi & Sidhu (2013) and Ho et al. (2023) that the students had a great deal of confidence in their capacity to communicate orally.

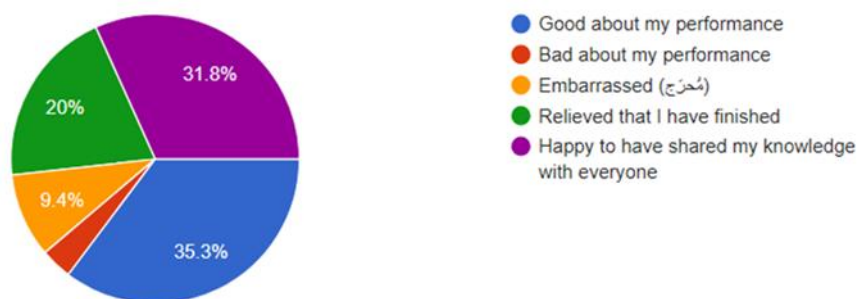### b) Students' Feeling After Delivering OPs

85 responses

Figure 3.3: Students' Feeling after the Delivery of OPs

Figure 3.3 above shows four statements to clarify how well students felt after delivering oral presentations. It is noticeable that only 30 out of 85 students (35.3%) felt good about their performance, the vast majority of students were fully cognizant of the importance of giving oral presentations (OPs). Specifically, 91.5% of the informants concurred that presenting OPs was instrumental in improving their self-expression and communication skills. This indicates a generally favourable perception among students regarding the value of OPs, corroborating the findings of Živković's 2014 study.

Overall, more students responded favourably to the great importance of oral presentation. Thus, it follows that certain factors contributed to the variety of emotions that were covered earlier. This result is consistent with research by Al Jahromi (2020) and Ho et al. (2023).

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

### 3.2 Challenges in the Preparation and Delivery of Oral Presentations

The second research question aimed to elicit the difficulties students face during the preparation and delivery of their oral presentations in the classroom.

Oral presentations present significant challenges for students, both during the preparation phase and the actual delivery. This section explores the findings related to the difficulties encountered by students while preparing for their presentations and highlights the challenges they face during the performance of the presentation itself.

a) Difficulties Encountered by Students While Preparing Oral Presentations

Some informants stated that they experienced some difficulties when they were preparing their oral presentations. As can be seen from Figure 3.4, the majority of the informants reported that they found themselves obligated to memorize by heart the content of their presentation (57.7%). Rote memorisation can be daunting, particularly when presentations involve complex or lengthy information. This difficulty often stems from concerns about forgetting key points or appearing unprepared during the presentation.

**Figure 3.4: Type of Difficulties Faced in the Preparation of Oral Presentations**
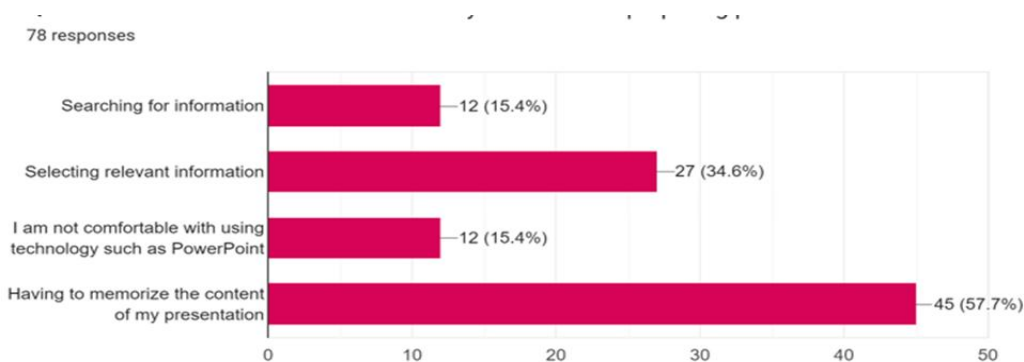
Another key challenge, identified by 34.6% of informants, is the task of selecting relevant information. Students often encounter difficulties in determining which information is most pertinent to their topic and aligns with the objectives of their presentation, while 15.4% struggle with both searching for information and feeling uncomfortable with technology tools like PowerPoint or Prezi. This difficulty suggests a lack of familiarity or comfort with using tools for presentation.

b) Difficulties Faced by Students During Oral Presentations

To substantiate the notion that students face challenges during oral presentations, a significant portion of the informants (38.8%) appeared to forget crucial elements of their presentations. Figure 3.5 below reflects students' perceptions of the difficulties encountered during their oral presentations.

Figure 3.5: Possible Difficulties Faced during the Oral Presentations
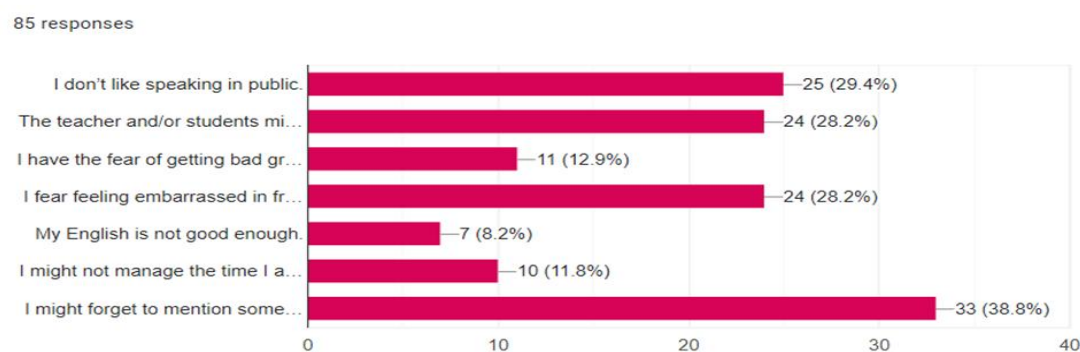
The second challenge that informants encountered during the oral presentations is that they seemed to forget to mention some important parts (38.8%) of their presentation. Another significant challenge highlighted by 29.4% of the informants is the dislike of speaking in public, indicating a prevalent discomfort associated with public speaking. This apprehension often stems from a lack of confidence, or anxiety when addressing an audience. This finding resonates with Al Jahromi's (2020) findings where a large percentage of EFL students suffer from speaking anxiety. Similarly, Tsang (2022) considers speaking to an audience in English as an anxiety-arousing activity and a challenging task for EFL learners.

The data in Figure 3.5 above shows that the informants had the fear of being embarrassed in front of their classmates and asked by their teacher (28.2%). This fear can arise from a lack of preparation or a perceived inadequacy in their knowledge of the topic. Consequently, students may feel anxious about potential judgment from their peers or teachers. This result is consistent with Alwi & Sidhu's (2013) observation that students hardly ever make eye contact with the audience. This conclusion is further supported by a study by Al-Nouh et al. (2015), in which students said that standing up and speaking in front of a large group of individuals during a presentation was something that made them feel anxious.

Concerning the difficulties encountered in classroom oral presentation as a form of summative assessment, the informants expressed their fear of getting bad grades (12.9%). This concern reflects the pressure students feel to perform well academically, as their oral presentation is often graded. Students' confidence may be impacted by their fear of receiving a poor grade, which can make them more stressed and anxious during their presentations. The study by Al-Nouh et al. (2015), which revealed that anxiety in EFL classrooms was caused by the fear of receiving a negative evaluation, corroborated this conclusion. When a student is evaluated and graded on their oral presentation, this sense of "being judged" may hamper their performance (Grieve et al., 2021).

A language barrier was identified as a difficulty by 8.2% of the informants, indicating that students feel their English proficiency is insufficient for delivering oral presentations confidently in English. This challenge can be attributed to limited vocabulary, pronunciation issues, or a lack of fluency, hindering their ability to effectively communicate their ideas.

Keeping the oral presentation within the allotted time was another issue that informants mentioned, 11.8% of students expressed their big concern about time management during their presentations. This difficulty may arise from inadequate planning, an inability to organize their thoughts within the given timeframe, or a tendency to ramble. This was further identified as a challenge by Al-Nouh et al. (2015) in their study, wherein participants' time management skills showed substantial disparities.

4.   Conclusions and Recommendations

This section delineates the study's conclusions, pedagogical implications, and recommendations. Furthermore, it accentuates the limitations of the study.

Conclusions

Based on the findings of the research and discussion, EFL students exhibited a positive attitude towards oral presentations. The majority of students expressed a keen interest in delivering oral presentations in English within classroom context, fully aware of the numerous positive outcomes associated with this activity like the enjoyment of taking part in the oral discussions with their classmates in EFL classrooms. The current research has furthered our understanding of the various challenges that the students encountered in the preparation and the delivery of their oral presentations such as the rote memorisation of the content of their presentation, selection of relevant information, speaking anxiety and fear of being embarrassed in front of their classmates.

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

Pedagogical Implications and Recommendations for Future Research

The findings of this current study have evoked a number of important pedagogical implications for practitioners, students, and curriculum-development decision-makers in higher learning institutions. First and despite how challenging students find oral presentations given the constraints of time, anxiety, and the fear of being embarrassed in front of the audience, teachers need to support the effective integration of oral presentations into all language, linguistics, literature, and translation courses. This integration should not be limited only to speaking courses. Hence, the preparation and delivery of oral presentations need to take into consideration key factors such as how to manage time and combat the fear of oral presentation in front of the audience. Learners should be guided from their teachers on how to handle their oral presentation fears; both from external and internal sources. Another important implication of the present findings of this research is the need for ELT practitioners to organise lectures, workshops, or seminars to train students on different presentation styles on a regular basis. Otherwise, there is a risk that students may perceive the teacher as having abandoned them in a vast ocean to fend for themselves.

Due to the lack of similar localised studies in the past, this study makes a significant contribution because it fills a gap in the literature that exists in the Algerian Higher Education Institutions and offers teachers, practitioners, and other educational stakeholders helpful implications that could help them resolve challenges associated with oral presentations in the classroom.

Numerous exciting research areas related to academic oral presentations await exploration in the context of Algerian Higher Education. Future research can delve deeper into these topics to gain a more comprehensive understanding. For example, future researchers could explore issues like what should learners do to overcome their fear before and even during the oral presentations. Consequently, it is highly recommended for future researchers to use a mixed-methods research design, enabling the use of qualitative insights to substantiate and enrich the quantitative data. For instance, interviews and focus groups can be conducted to obtain rich and authentic data from the informants.

Limitations

Like any other conducted studies, the current study also has its own limitations. The primary limitation is its focus solely on third-year students studying the Module of Linguistics at the Department of English, Hassiba Benbouali University of Chlef. Therefore, the findings may not be generalised to students of other Departments and Faculties and discourse contexts from Higher Education Institutions. Secondly, the study just examines the perceptions of students regarding oral presentations within the classroom environment. However, it is hoped that the current study's findings would provide a solid basis for other researchers to go deeper into the topic, maybe covering several facets of academic oral presentations such as Formative Feedback and Code-Switching Phenomenon and in other fields too. Therefore, it is advisable for future researchers to conduct more comprehensive studies to elucidate the phenomena for a fuller understanding. Lastly, the use of an open-ended questionnaire as the sole research tool in the current research resulted in a constrained collection of data, then future researchers are advised to include other research instruments such as interview and observation to get primer data.

References

Abdelmadjid, B., & Radzuan, N. R. M. (2022). A correlational study of ESL undergraduate students ' perceptions of oral presentation assessments. *Global Journal of Foreign Language Teaching*, *12*(4), 311–323. https://doi.org/10.18844/gjflt.v12i4.7105

Al-Issa, A. S., & Al-Qubtan, R. (2010). Taking the Floor: Oral Presentations in EFL Classrooms. *TESOL Journal*, *1*(2), 227–246. https://doi.org/10.5054/tj.2010.220425

Al-Nouh, N. A., Abdul-Kareem, M. M., & Taqi, H. A. (2015). EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment. *International Journal of Higher Education*, *4*(1). https://doi.org/10.5430/ijhe.v4n1p136

Al Jahromi, D. (2020). Can Teacher and Peer Formative Feedback Enhance L2 University Students' Oral Presentation Skills? In S. Hidri (Ed.), *Changing Language Assessment : New Dimensions, NewChallenges* (pp. 95–131). Springer International Publishing. https://doi.org/10.1007/978-3-030-42269-1_5

Alwi, N. F. B., & Sidhu, G. K. (2013). Oral Presentation: Self-perceived Competence and Actual Performance among UiTM Business Faculty Students. *Procedia - Social and Behavioral Sciences*, *90*, 98–106. https://doi.org/10.1016/j.sbspro.2013.07.070

Amelia, R. (2022). Indonesian EFL Students' Attitude toward Oral Presentations. *Indonesian Journal of Integrated English Language Teaching*, *8*(1), 15. https://doi.org/10.24014/ijielt.v8i1.17434

Amirian, S. M. R., & Tavakoli, E. (2016). Academic oral presentation self-efficacy: a cross-sectional interdisciplinary comparative study. *Higher Education Research & Development*, *35*(6), 1095–1110. https://doi.org/10.1080/07294360.2016.1160874

Barrett, N. E., Liu, G., & Wang, H. (2022a). Seamless learning for oral presentations : designing for performance needs. *Computer Assisted Language Learning*, *0*(0), 1–26. https://doi.org/10.1080/09588221.2020.1720254

Barrett, N. E., Liu, G. Z., & Wang, H. C. (2022b). Student perceptions of a mobile learning application for English Oral Presentations: the case of EOPA. *Computer Assisted Language Learning*, *35*(9), 2476–2501. https://doi.org/10.1080/09588221.2021.1881975

Gedamu, A. D., & Gezahegn, T. H. (2023). TEFL trainees' attitude to and self-efficacy beliefs of academic oral presentation. *Cogent Education*, *10*(1). https://doi.org/10.1080/2331186X.2022.2163087

Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education*, *45*(9), 1281–1293. https://doi.org/10.1080/0309877X.2021.1948509

Hadi, M. J., Rizka, B. H., & Tarmizi, T. (2020). "I Feel Nervous and Lose My Ideas When Having Presentation": Mapping Senior Students' Challenges in Academic Oral Presentation in English. *Advances in Social Science, Education and Humanities Research*, *465*(Access 2019), 20–23. https://doi.org/10.2991/assehr.k.200827.006

Ho, H., City, V. T., Nguyen, L., Dang, N., Province, L. A., Nguyen, H. X., Chi, H., & City, M. (2023). Understanding Student Attitudes toward Delivering English Oral Presentations. *International Journal of Learning, Teaching and Educational Research*, *22*(3), 256–277. https://doi.org/10.26803/ijlter.22.3.16

Idrus, H. (2016). Enhancing oral presentation skills of ESL students: The use of oral communication strategies. In S. Tang & L. Logonnathan (Eds.), *Assessment for Learning Within and Beyond the Classroom* (pp. 437–446). Springer. https://doi.org/10.1007/978-981-10-0908-2_37

Understanding Undergraduate Students' Attitudes toward Oral Presentations in EFL Classrooms:
A Case Study of the English Department at Hassiba Benbouali University of Chlef
Kouider MAKHLOUF

Kaur, K., & Mohamad Ali, A. (2017). Exploring the Genre of Academic Oral Presentations: A Critical Review. *International Journal of Applied Linguistics and English Literature*, *7*(1), 152. https://doi.org/10.7575/aiac.ijalel.v.7n.1p.152

Rachman, D. (2022). The Application of Mobile-Enhanced Collaborative Learning Models on Oral Presentation Competence in Rural Area During Covid-19 Pandemic. *International Journal of Learning, Teaching and Educational Research*, *21*(3), 71–87.

Shah, S. N. A., Khan, A. U., Khan, B. U., Khan, T., & Xuehe, Z. (2020). Framework for teachers' acceptance of information and communication technology in Pakistan: Application of the extended UTAUT model. *Journal of Public Affairs*, *21*(1), 1–11. https://doi.org/10.1002/pa.2090

Subon, F., & Tarmim, S. S. M. (2021). The Code-Switching Phenomenon during Oral Presentations among the Business Programme Students. *IAFOR Journal of Education*, *9*(5), 85–100. https://doi.org/10.22492/ije.9.5.05

Tarhini, A., Hone, K., & Liu, X. (2013). Factors Affecting Students' Acceptance of e-Learning Environments in Developing Countries: A Structural Equation Modeling Approach. *International Journal of Information and Education Technology*, *3*(1), 54–59. https://doi.org/10.7763/ijiet.2013.v3.233

Tsang, A. (2022). The relationships between EFL learners' anxiety in oral presentations, self-perceived pronunciation, and speaking proficiency. *Language Teaching Research*. https://doi.org/10.1177/13621688221102522

Vural, Ö. (2018). Oral Presentations: Time to Sleep or Speak? In *Bridging Teaching, English Language Assessment in the Learning and Classroom* (pp. 117–124).

Xu, Q., Chen, S., Wang, J., & Suhadolc, S. (2021). Characteristics and Effectiveness of Teacher Feedback on Online Business English Oral Presentations. *The Asia-Pacific Education Researcher*, *30*(6), 631–641. https://doi.org/10.1007/s40299-021-00595-5

Yakubu, M. N., & Dasuki, S. I. (2019). Factors affecting the adoption of e-learning technologies among higher education students in Nigeria. Information Development, 35(3), 492–502. https://doi.org/10.1177/0266666918765907

Zaharuddin, A. M., Ammar, A., Almuddin, A., Ramli, N. A., & Rahmat, N. H. (2023). Exploring the Factors for Successful Oral Presentation and The Source of Fear. *International Journal of Academic Research in Business and Social Sciences*, *13*(3), 681 – 704. https://doi.org/10.6007/IJARBSS/v13-i3/16473

Živković, S. (2014). The importance of oral presentations for university students. *Mediterranean Journal of Social Sciences*, *5*(19), 468–475. https://doi.org/10.5901/mjss.2014.v5n19p468