
| RESEARCH ARTICLE

Challenging Reticence: The Role of Oral Presentations in Motivating the Common Core Students

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| ABSTRACT

This action research investigates the importance of oral presentations in improving Moroccan students' English level. It starts from the hypothesis that students are not much encouraged to deliver presentations in the class for various reasons. Hence, it delivers questionnaires for two common core classes: one is measured in literature while the other in science. The aim behind these questionnaires is to understand students' perspective *vis-à-vis* their reluctance from delivering oral presentations in the class. Also, the aim is to find valid solutions that can be used in the process of increasing oral presentations in Moroccan English classes. Additionally, the research relies on interviewing 6 Moroccan high-school English teachers to comprehend the reasons behind not having oral presentations in their classes. The aim behind these interviews is to see what really hinders Moroccan English teachers from encouraging students to present in front of their colleagues which is considered to have an immense impact on the process of learning. The action research concludes that students need to be taught how to deliver presentations which is vital in making them more confident while presenting. In the end, it succeeds in increasing the rate of oral presentations in the two classes compared with before.

| KEYWORDS

Oral presentations, questionnaire, interview, students, teachers, socio-cultural factors, reticence, lose face.

| ARTICLE INFORMATION

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1. Introduction

One of the very serious problems students suffer from is reticence. This is because students are not so much encouraged to talk in the class because of many factors. Oral presentations can be among the techniques that are supposed to be used by the teachers in the classes to overcome this problem. Therefore, this research studies the importance of using oral presentations in the tenth grade English classes and how it can reshape their views toward learning the language. This study is very urgent in the sense that it helps the teachers change their attitudes toward oral presentations. My interest in this field of research springs from my belief that it would help the students become not only better English speakers rather it would, I argue, trigger their interest in learning the language as a whole. I believe that giving students some authority over what they are learning is among the most motivating things in their learning process. This is because teachers are dealing with humans who have feelings and not robots. In other words, the students can feel monotonous or excited to learn the language depending on the attitudes of their teachers and to what extent are they ready to motivate their students and push them to take responsibility for their learning in an attempt to turn them into autonomous learners who can learn independently from the teacher.

Further, this research attempts to approach this phenomenon *via* focusing on three main factors: firstly, the students in the way it tries to understand the true reasons behind their unwillingness to deliver presentations in the class: is it because they are afraid to lose face in front of their colleagues or because they are not equipped with enough vocabulary to speak in front of an audience? Is it because some students are very lazy and rely on the teacher to do everything? who takes the responsibility behind the students' reticence and demotivation from delivering presentations? To answer all these questions and more, a

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questionnaire has been given to students in order to understand why they are not so much motivated to deliver presentations in front of their colleagues.

Secondly, the teachers are, as well, given the chance to talk about the reasons that do not allow presentations to take place in their classrooms. Is it because they are not trained to deal with presentations? Do teachers suffer from the pressure of syllabus that they do not feel they have enough time to allow their students to practice their communication *via* delivering presentations? These questions besides many others will be answered while interviewing teachers. Thirdly, the study sees that the culture of any society affects the students' participation in the class. In the Moroccan society, the perception of authority is different from many other societies. This action research, as a result, sees that this relationship between the teacher and the students is different from any other country's relationship. Hence, ratifying the laws which are not based on the Moroccan society –which happened most of times-, is totally irrelevant because the analyzed data is not collected from Moroccans but from other people (France in many cases) which really weakens the effect of these laws on the process of learning in the Moroccan society.

This action research aspires to motivate the Moroccan tenth grade learners deliver oral presentations in front of their classmates. In the beginning, each student reminds in three minutes his/her colleagues of the previous lesson orally in front of them. This will make them become more familiar with speaking in front of their colleagues. Then, I would push them to give oral presentations in five minutes about a lesson that we have and which they should have prepared it at home. With time, I will add more minutes; so, for example, instead of reminding their colleagues of only one lesson, they have to remind them of two or three and instead of introducing the lesson in five minutes I will try to push them to present it in six or seven minutes. Finally, I will allow the students to choose a topic and then work on it. This, I believe, would make them much more motivated to do oral presentations.

To see whether it has realized its hypothesis, the research relies on many standards that will prove whether the students are, firstly motivated to do oral presentations through the counting of the students who are willing to deliver presentations and then compare it with the pre-action research number. If one sees that the number is higher, then the research has achieved one of its goals and the students are now motivated to speak in front of their colleagues; if not, however, then the hypothesis is not asserted. In addition to the number of willing students, the research has to see the progress of the students and to what extent their English level has been developed. This will be measured by their grades in the coming tests compared with their grades in the previous tests.

2. Literature Review:

There have been many conducted studies but this research will mention only the most relevant ones like the following: firstly, the Mount Holyoke College's SAW program conducted a very interesting study entitled "How to Use and Evaluate Student Speaking & Oral Presentations in the Classroom?" which talks about the importance of using the oral presentation in the class to improve the speaking skill of the students using many techniques like preparing the students for the oral presentations.

Another very relevant study was conducted by Gavin Brooks and John Wilson entitled "Using Oral Presentations to Improve Students' English Language Skills." The study studied the Japanese students claiming that they were not exposed to —speaking— in their high schools and how much important it is to speak English in their university life. The writers claim, further, that the use of oral presentations helps the teachers a lot because it is a student-centered activity and encourages the students to communicate in English.

Chutamas Sundrarajun's article entitled "The Oral Presentation as a Context for Learning and Assessment" is very relevant in the way it talks about the importance of encouraging the students to discuss in the class as a way of developing the collaborative learning between the students and as a first step that would be followed by motivating them to deliver presentations in front of their classmates.

"Teens Are Protesting In-Class Presentations" is an interesting article written by the Atlantic journalist Taylor Lorenz and it discusses how some young students are not happy with the idea of speaking in front of their classmates and see it as a punishment rather than an activity that would help them become more communicative. The writer mentions many tweets from students who want to be given the chance of choosing not to deliver oral presentations in front of the whole class.

Jeff McHugh's book *Speak Up! Giving an Oral Presentation* is, also, of great importance in the sense of helping the teachers and the students with some fun activities about how to speak in front of an audience in general and how to deliver a presentation in front of the class in particular. It is very relevant in the sense of helping teachers to teach their students the techniques of delivering presentations because it is not fair to ask the students to deliver presentations without teaching them how. Similar to

McHugh's book is the article entitled "Learning Oral Presentation Skill" written by Richard J. Haber and Lorelei A. Lingard who talk about how students had a misconception about how to deliver presentations because some teachers thought that it is not very important to teach their students how to do it. So, the writers in their article try to show in addition to its vital importance the delivering of oral presentations' techniques.

2.1 Theoretical Part

2.1.1 The Communicative Approach:

The communicative approach started in the 1960s in the United States as a reaction to the audio lingual method which focused on repetition and drilling where the students, according to Steven Patten, are motivated through a process of criticism and praise. The methodology is based on the behaviorist approach to understanding language acquisition. However, this approach focuses on the importance of speaking in the target language compared with learning the language *via* grammar like the GTM.

Further, the communicative approach focuses on real life situations in which the students will be in need of using the target language: the students are asked to write a dialogue in which they ask about directions, for example, and the target language is practicing prepositions or the students are asked to write a dialogue in which they talk about every day's activities and practice meanwhile the 'simple present'. This can, also, be referred to as the situational syllabus which can be defined as the use of language in real or imaginary situations in which language must be used.

Among the other things that make this approach very practical is the way it puts the students in the center of the learning process. The communicative approach is a learner centered activity where the learner is responsible for their learning and the teacher acts as a facilitator and monitor and not as a 'God' who gives knowledge. So, communicating is seen as very practical in terms of motivating the learners to use the language through putting them in situations in which the use of English is very necessary. Unlike teaching the learners grammatical rules which make them feel bored, this approach tries to encourage the students to learn the language *via* creating the need for learning the language.

Moreover, supporters of this approach argue that the child learn the language while trying to communicate and not through grammar lessons. As a consequence, learners of foreign languages must follow the same path in their process of learning the language. Others, on the contrary, differentiate between the acquisition of the language and the learning of the language. They claim that the difference between the two, among others, is in the way the acquirer of the language is unconscious of the process of learning the spoken language while the learner is aware of this process. In other words, the toddler speaks the language naturally for it is among the humans' 'merits' while the other one needs to concentrate while learning the language.

The use of this approach in this action research is very pertinent in the way I am attempting to tackle the issue of oral presentations in the English classes which can be considered among the activities of the communicative approach. An oral presentation is seen as a short talk in which the speaker addresses a specific topic in front of an audience. It usually involves discussion giving opinions and views on a certain topic which can be, later, discussed by the audience. This study, also, sees the oral presentation as a magnificent technique for the practice of speaking and communication because it allows the students to be in full control and dependent from any intervention from the teacher.

The communicative approach exemplified in oral presentation enhances the speaking ability of the students and not their only speaking in the way it forces them to listen to the presentation and then ask questions or give comments. The presenters, similarly, have to listen to their colleagues and then react to what they said. Therefore, I see that the communicative approach as very important and significant to this action research. While praising the communicative approach, one should not see the other approaches as irrelevant or useless. It is clear that the understanding of the grammatical rules and forms is very important for making a meaningful sentence, for example.

The reason behind this research is to shed the light on the importance of encouraging the Moroccan students to communicate believing that the teachers do not allow much time for their students to do oral presentation. To conclude, I firmly believe that there must be a kind of combination between the approaches and the methods of teaching according to the nature of the lesson and the ability of the students in what is known by the name of the "eclectic approach".

2.1.2 Socio-cultural Theory:

The use of socio-cultural theory is very necessary in the sense that it helps the readers understand the reasons behind the cultural aspects which might affect the delivering of oral presentations. The theoretician who is associated with this theory is the Russian Lev Vygotsky who believed that cultural factors play an immense role in the child's cognitive growth. Unlike Piaget, for example, he "focused on how culture—the beliefs, values, traditions, and skills of a social group—is transmitted from generation to generation. Rather than depicting children as independent explorers who make critical discoveries on their own," (Shaffer,

2009, p. 65) Vygotsky claimed that the mental growth is basically a social mediated activity by which the kids learn many behaviors and principles through the cooperative dialogue with the more knowledgeable persons in the society.

On the other hand, Piaget believes that there are universal stages through which all children must go for their cognitive development: the first stage is called the Sensorimotor Stage and it starts from the birth of the child to the age of two years old in what is called by many scientists: "infancy". This stage is characterized by the desire to discover the world from the part of the infant by the natural means like looking, sucking, grasping and listening. In other words, children in this stage try to understand the nature that surrounds them *via* their senses and motor movement.

The second stage is referred to as The Preoperational Stage lasting from ages 2 to 7 when children are starting to acquire the language and use symbols. This can be seen while the child is playing in, for example, using a little toy to refer to a little child that needs to be taken care of. This stage is characterized by the urge of pretension: a child would like to play the role of the "mother", "father" or someone else. Yet, "Piaget's descriptions of preoperational intelligence focus mainly on the limitations or deficiencies in children's thinking" (Shaffer, 2009, p. 65) because of what he thinks the illogical perception of the world around them.

From seven to eleven the child is in Piaget's third stage known as The Concrete-Operational Stage which marks the inception of the logical thinking from the child in the sense that they are able to differentiate between the sophisticated and the imaginary world. This stage, according to Piaget, is marked by what he calls the reversibility skill which enables the child to think reversibly. The child is aware that the events can be reversed.

Piaget's last stage which begins at the age of 11 to 12 and beyond is known as The Formal-Operational Stage and it is marked by the transition from the thinking which is based on concrete objects to the thinking which is based on mental and hypothetical processes. In other words:

Formal operations are mental actions performed on ideas and propositions. No longer is thinking tied to the factual or observable, for formal operators can reason quite logically about hypothetical processes and events that may have no basis in reality. (Shaffer, 2009, p. 61)

The reason behind mentioning all these stages is to show, briefly, the difference between Piaget and Vygotsky's perception of the cognitive growth of the human species. So, while Piaget seems to isolate the children growth from any cultural or social influences through talking about four stages that any child in any society must go through, Vygotsky sees that there are many social and cultural aspects that contribute to the cognitive development of the children all around the world.

This research sees that the children in addition to their 'natural' cognitive growth are doomed to get influenced by the society in which they live. Consequently, if their society encourages them to be quiet and never speak in front of an audience, the students would feel uncomfortable all the time when the teacher asks them to deliver a presentation. Further, there are some parents who teach their children that their failure means that they are weak. This is, of course, said to encourage them to work harder but they have no idea how much pressure they put on their kids. These reasons in addition to many others are what this research considers to be among the reasons that make the students unwilling to deliver presentations. Hence, the psychological understanding of the students is very necessary to solve this problem of delivering presentations in front of their classmates.

Now, after discussing the theoretical part in which I focused on the importance of the communicative approach in the process of teaching the language and then made the comparison between Piaget who believes that the children must go through four stages for their 'cognitive development' and Vygotsky who sees that the kids are influenced by many social and cultural aspects which shapes their personality and the perspective from which they see the world, I will move to the practical part which is divided into three chapters: the first one relies on a questionnaire that will be given to students through which I aspire to answer many questions about the reason/s that demotivate them from delivering presentations. The second chapter relies on an interview conducted with high school teachers aiming to understand the reason behind not allowing the students to deliver presentations in the class. The third and final chapter is left for discussing some of the Moroccan cultural factors that might be the reason behind the students' unwilling to deliver presentations.

2.2 Practical Part

2.2.1 Students' Attitudes Toward Oral Presentations:

After successfully delivering a questionnaire for two tenth grade classes: the scientific common core and the literary common core, we can conclude the following:

Firstly, the scientific class is a very small group of only 18 students 07 males and 11 females. Except one student, all of them are between 14 and 18 years old. The questionnaire can be divided into two parts: the first one focuses on the students and the second on their relationship with teachers. For example, when asked about whether they have ever delivered presentations or not, 78% of them answered yes while only 22% claimed that they have never presented in front of their classmates.

To elaborate more, the questionnaire tried to elicit the causes behind the students' unwillingness to deliver presentations; therefore, 4% attributed their hesitation to being scared of losing face in front of their colleagues while no one saw that laziness and reliance on the teacher to do everything is what really stands in their way of delivering presentations besides 11% claimed that they are not encouraged by the teacher.

When asked about the extent to which their low level in English stands in their way to deliver oral presentations, 83% supported this claim while only 17% disagreed. Moreover, the students were asked about whether they have ever felt that they have failed in delivering a presentation to which 78% said yes while 22% reported that they have never felt that they have failed in delivering a presentation. In addition to these questions, the research focused on another part which stressed the role of teachers in this problem.

Later, the students were asked if they were ever insulted by their teachers; so, 50% said that they have been insulted while the other 50% opposed the first and claimed that they have never been insulted by any teacher before. Then, the students were asked to justify the reasons behind the insult/s from the part of the teacher when 28% of them saw that their ignorance of the answer is the reason, 6% because, according to them, they did not revise their lessons and 11% accused the insulting teacher of hating them.

For more clarification, the questionnaire tried to understand more the reasons behind the teacher 'insulting' the students through asking them if any teacher ever insulted a student for giving a wrong answer or an irrelevant comment. Consequently, 61% ratified this claim while 39% were against it. Further, the questionnaire asked the students if one of their classmates ever delivered a presentation and was laughed at either by their teacher or the students, 78% were affirmative while 22% disagreed claiming that no teacher or student ever laughed at a presenter.

The last question was asking the students to suggest what they see as necessary for motivating the students to deliver presentations. Therefore, some of them said that the teacher has to encourage the students to deliver presentations and prohibit laughter in the class, others talked about the importance of the practice for presenting before delivering them in the class besides a group who considered the students respecting each other is the most important thing in the motivation of the students to deliver presentations.

After talking about the scientific class, the research tackles the results of the literary common core. It should be noted that the same questionnaire was given to the two classes though the literary one outnumbered the scientific marking the participation of 31 students: 18 females and 13 males. There were 26 students between the age of fourteen and eighteen while 05 students were more than eighteen years-old. When asked about whether they have ever delivered a presentation in the class before, 84% of the students claimed that they have delivered presentations while 16% asserted that they have never delivered a presentation in their lives.

To give students much more space to express their attitudes toward the delivering of presentations, they were asked to explain the reasons behind this unwillingness to deliver presentations either because they are afraid to lose face in front of their colleagues which was supported by 45% of the students. Then, the students were asked whether they are not delivering presentations simply because they are not encouraged by their teachers and 26% agreed. The questionnaire, also, investigated whether the students are not presenting because of being lazy and relying on the teacher to do everything when 16% of them approved. Further, the students were given the chance to write any other reason that hinders their participation in the delivering of presentations in the class but no one added anything.

For more understanding, the research seeks to know whether the students' level in English is seen as another obstacle that stands in their way. Hence, 97% answered affirmatively to this question while 3% saw that it does not have any interference with their delivering of presentations. More importantly, the students were asked about their feelings after delivering presentations; did they ever feel that they have failed in presenting with which 35% admitted that they indeed went through such feelings while 65% assured that they have never felt that after presenting in front of their classmates.

The questionnaire, furthermore, has given the students the space to talk about other obstacles because of their teachers. For instance, students were asked whether they have ever been insulted by any teacher before to which they answered as the

following: 87% approved that they have been insulted by a teacher before while 13% said that they have never been insulted by any teacher before. For more investigation about the reason behind these insults, 55% of the students claimed that it was because of not knowing the answer, 16% attributed this to not revising their lessons and the other 16% for giving a comment which was seen as irrelevant by their teacher. There were other students who had other reasons like the teacher hates them.

The students, in addition, were specifically asked if any teacher ever insulted a student for giving a wrong answer or an irrelevant comment which was supported by 97% of them while only 3% said no. The research elaborated more through asking the students if any of their classmates ever delivered a presentation and was laughed at by the teacher or the students when 90% agreed with this while 10% asserted that no teacher or student has ever laughed at a student for delivering a presentation.

Finally, the research aspiring to engage all the students in this issue, has given them the chance to suggest what they think would motivate the students to deliver presentations in the class and they didn't hesitate to say the following: "teachers must encourage the students all the time and never laugh at them", "students must respect and not laugh at each other", "there must be the engagement of plays and theatres", "teachers must give us extra marks", and "no insults are accepted". After the description of the results, this action research moves to the analysis of these results relying on the qualitative approach which will be very important to delve deep into the students' psyches in an attempt to understand the reason behind the students' answers. The two classes' answers prove that the majority of the students have delivered presentations in front of their colleagues. In other words, they know what the questionnaire is talking about. They experienced standing in front of their colleagues and presenting something for them. Many of the scientific and literary students have revealed that they really fear losing their faces in front of their colleagues while delivering a presentation but the real reason for their unwilling to deliver presentations is the lack of encouragement from the part of the teachers.

Since the students under investigation are all common cores, so this year is the second year in which they encounter English because all of them have studied in public schools. Therefore, it was accepted from the students to say that they are indeed not encouraged to deliver presentations in English because of their low level. The majority of the students, further, claimed that they have felt that they failed in delivering a presentation.

Almost 51% of the interviewed students experienced a bad feeling after finishing the presentation. This can play an immense role in the students' hesitance and repugnance from delivering presentations and must be fixed by the teachers in the sense of encouraging the students all the time after they finish the presentation and preventing their friends from laughing at them. The psychological factor is one of the main players in this research since it works as an engine that can either encourage the students to present in front of their colleagues or prevent them from any delivering of any presentations in the class.

The students seemed so much concerned with the question of insulting that more than 73% claimed that they were insulted by some of their teachers before. The aim behind this question is to see to what extent can the verbal violence play a role in discouraging the students from delivering presentations. Some students went so far to give examples describing the insult: "the teacher raised the middle finger for us many times" and "the teacher said the word 'gay'". When the students were asked about the reasons behind the insults, they claimed the following it is because they did not know the answer as 45% of the students asserted or because they did not revise their lessons to which 12% agreed with this idea and the others either for giving an irrelevant comment or for another reason.

This study considers insulting the students a serious issue in the sense that it makes them all the time afraid of losing their faces in front of their colleagues bearing in mind that what students fear most –as mentioned above- is being laughed at by the teacher or the students. Hence, teachers must try to avoid insulting their students for the severe consequences that it has on their psyches. The students were really engaged in the problem of insult when 84% of them asserted witnessing a student getting insulted just for giving a wrong answer or an irrelevant comment. This, I believe, shows how much it hurts to insult a student in front of their colleagues and how it can be considered a vital cause behind the hesitance from the part of the students to deliver oral presentations. The majority of the students (86%), in addition, claimed that there was laughter from the part of the teacher or the students when one of them was delivering a presentation. This laughter, the research believes, has a deep effect on the students because it hinders their delivering of oral presentations.

Finally, when asked to propose what they think can be important to the motivation of students to deliver oral presentations, so many of them focused on mainly two things: firstly, the teacher must encourage the students to deliver presentations *via* extra marks and prohibit laughter in the class believing that the teacher is the leader of the class and, hence, the responsible for the behavior of the students. Secondly, the students must respect and encourage each other. One of the students went so far to suggest that the students must encourage their presenter-colleague though they did not succeed in their presentation.

This shows that students, in my view, apply a 'double critique' discourse while approaching this phenomenon. On the one hand, they put the blame on the teacher for not encouraging them and for not controlling the class and the students. The students, on the other hand, did not forget to criticize each other for the conditions in which they are delivering presentations. The students made each other aware of the serious consequences their laughs have on the presenter. In other words, the way the teacher insults the students is as bad as the students insulting each other or even more.

To conclude, the scientific and literary common cores' reaction to the distributed questionnaire is almost the same. They all put the blame on the teacher for not encouraging them to deliver presentations and for insulting them. In addition, the students were mindful of the importance of supporting each other while delivering presentations. Something very disturbing was the big number of the literary students who said that they have been insulted by their teachers which reached 87% compared with 50% in the scientific class. So, why do literary students get insulted? The answer to this question needs more digging but I assume because they are very noisy and teaching them is so difficult. Yet, this is not an excuse for insulting the students from the part of the teachers, I believe. The coming chapter is dedicated to the analysis of an interview of six teachers.

3. Teachers' Attitudes Toward Oral Presentations:

The aim behind interviewing teachers is to understand the reasons behind the lack of oral presentations in their classes. As a result, I interviewed 06 Moroccan teachers of English: 3 females and 3 males aged between 23 and 35 aspiring to find answers behind the lack of oral presentations in their classes. When asked whether they dedicate some time for their students to deliver presentations, 5 teachers said that they do allow their students to present because of encouraging them to express their English in general and what they study in particular besides becoming more self-confident and capable of talking in front of a public. Oral presentations, according to the five teachers, help the students learn many things while presenting and while listening to a student presenting in front of them. The one teacher who was reluctant toward the delivering of oral presentations attributed this to the students' low English level with which they can't deliver a presentation.

The second question was about the time those teachers give their students for the delivering of oral presentations and 3 teachers asserted that they give their students from 3 to 5 minutes while 1 teacher revealed that she gives 15 minutes for her students and the last teacher said that he gives 30 minutes to the students to deliver and then interact with the questions or the comments. Do the students learn from oral presentations is another question that the interview tackled and which was asserted by five teachers who all highlighted the importance of the oral presentations: one teacher claimed that it helps the learners learn the language in general while the other teachers focused on how it improves the students' pronunciation and enables them to learn new vocabulary while looking for the information in the internet.

The question of encouraging the students from the part of teachers was answered by the interviewees who asserted that they indeed encourage the students to deliver presentations. The interview, further, tried to know whether the teachers are encouraged to see oral presentations taking place in their classes which was asserted by five of them though one had some remarks like the lack of facilities and technological devices which complicates things in many ways, according to him. One teacher admitted directly that he is not encouraged to see oral presentations taking place in his class.

For more understanding of the reasons behind the teachers' reluctance, the interview asked specifically for the reason behind not allowing presentations in their classes so one teacher attributed it to the lack of knowledge and language from the part of students while another teacher said that sometimes it is because of time constraints while the other teachers who believe in the importance of the presentations did not feel that the question really touches them. The teachers were, also, asked to talk about the TTT (teacher talking time) and STT (student talking time). All the teachers assured that they allow the students the time to talk and rarely interrupt them. Yet, one teacher complained about the low level of some classes which pushes her to decrease the STT and increase the TTT.

Because it is so much relevant to this research, the teachers were asked whether they have ever insulted a student before and why. On the one hand, 4 teachers asserted that they have never insulted a student justifying this with the belief of the mutual respect. One teacher, on the other hand, bluntly said that he insulted a student for "bullying" and another said that she insulted the whole class for being noisy and impolite. For being more specific, the interviewees were asked about the students that get insulted most: the literary or the scientific. One teacher asserted that the literary are the ones who get insulted a lot because they are very noisy while another one talked about how much the scientific students are not interested in learning English compared with the literary ones. The other teachers, however, did not react to this question.

The final question was an open one that aimed to give teachers the chance to share what they think is very important to the increasing of oral presentations in the Moroccan English classes: "the state must provide facilities for teachers to motivate them and their students to do such activities," one teacher highlighted. He resumed advising the students to listen to their teachers'

instructions in order to help them learn the language. Another interviewee asserted that there are many problems that students are usually reluctant and teachers must help them through encouraging them to present in front of their colleagues. One other teacher saw that it is very important for teachers to understand their students in order to know how to deal with them. For her, knowing the students can really play a vital role in motivating them to deliver presentations.

In addition, another interviewee proposed an activity that she sees beneficial in the way it 'forces' the students to deliver oral presentations. The student who uses Arabic is required to present in front of the students as a punishment. This activity, the teacher asserts, plays an immense role in making them get used to present in front of their colleagues. Finally, when asked to add what they see as important, no teacher added anything except one teacher who thanked me for interviewing him. So, after describing the results of the interview, I move to analyze these results relying on the qualitative approach.

In general, the interview focused a lot on whether teachers allow oral presentations in their classes or not. As seen above, five out of six teachers assured that they allow oral presentations in their classes. The only teacher who didn't see any importance in the oral presentations in the class is a teacher who teaches the common cores and believes that they are not qualified to deliver oral presentations, yet. This interview showed a strange contradiction between the students who claim that their teachers do not encourage them to deliver presentations and the teachers who asserted that they are indeed happy to see oral presentations. So, which one to trust?

As mentioned earlier, the Moroccan culture, I believe, is so much influenced with blaming the 'other' for every bad thing. Therefore, I see that the students' blame for their teachers can be considered cultural. Similar to what the students revealed, the teachers are aware of how much their students fear to lose face in front of their colleagues and that's why they emphasized on the importance of supporting them to overcome their fear and deliver good presentations in front of class. What I noticed in those teachers' answers was their neglect of teaching their students how to deliver presentations which is very necessary for the increasing of oral presentations. This action research sees that the students are not familiar with the techniques of delivering presentations and must be encountered with these techniques in order to be encouraged. As a consequence, it seeks motivating the students to deliver presentations in the class through the following: firstly, I will try to teach my students the techniques of delivering a presentation. Secondly, I attempt to ask them to remind their colleagues in 3 to 5 minutes of the previous lesson and with time add more lessons and extend the minutes. Finally, the students will chose a topic and prepare a presentation on it.

4. Actions Taken for the Motivation of the Oral Presentation in the Class:

The first step was to teach my students about some techniques for delivering a successful oral presentation like the following: 1- Writing the presentation and trying to make it as brief and concise as possible. 2- Practicing very well at home starting from writing the presentation to rehearsing it. 3- Looking at the audience while talking to them and never look in one direction rather look at all directions in order to engage all the audience with you. The second step is to encourage the students to deliver a presentation in 3 to 5 minutes about the previous lesson. I chose five volunteered students and asked them to go home and prepare a 3 to 5 minutes talk about this lesson so next time you will present it to your colleagues. The five students memorized the lesson with, almost, no change in the structure and presented it that way to their colleagues. One boy and one girl in the scientific stream were very stressful and made many pronunciation mistakes, while the other 2girls and a boy were not bad. By the end of the presentation, I gave many advises to the presenters and to the whole class.

The same strategy was applied with the literary students from which only 4 female students volunteered. Unlike the scientific students and except one female, the literary students were much more stressful and made many pronunciation mistakes that their colleagues understood nothing. In the end, I gave them many advises and confirmed that they need more practice. I asked the literary and scientific students to repeat the same activity for the whole week in order to get more used for standing in front of their colleagues.

After the students got used to stand in front of an audience to deliver a short presentation of one lesson, I tried to push them to deliver a presentation of three lessons in 5 to 10 minutes. I selected five volunteered students from the scientific common core and I noticed that the problem of Stuttering which some students had in the beginning is being overcome. There were some questions from the students to the presenters who tried to answer most of the questions. The same four students in the literary common core volunteered for the second strategy. I noticed that they worked very hard to memorize the three lessons and then recite them in front of their colleagues with almost no intervention. Their colleagues did not ask them any question and showed no engagement. This is because of their low English level and non-interest in learning English. Still, the students who were delivering presentations managed to overcome their fear of presenting in front of their colleagues in addition to their practice of English.

The last strategy was to give my students many topics and ask them to deliver a presentation on one of them. I attempted to choose very interesting topics related to the unit of 'celebrations and holidays' in the syllabus at the same time; therefore, I chose the following topics: "weddings between America and Morocco", "Christmas and *aid al-Mawlid* (the birth of the prophet Mohamed)" and "the New Year and the *Hijri* Year". For the scientific students, I asked them to choose their partners and work on any topic they want: six students volunteered and worked in pairs on three different topics.

On the one hand, each group in the scientific class spoke for almost 15 minutes. I allowed their colleagues to ask them questions or give relevant comments for discussing what the presenters have just presented. The first presenters (two boys) worked on "Weddings between Morocco and America" and applied many techniques that I have given them except the length of their presentation. This group wrote so many pages about the topic and did not have enough time to read all of them. I, also, noticed that because of reading they did not look at their audience from time to time.

The second group (two girls) worked on "Christmas and *aid al-Mawlid*" and they were very self-confident thanks to their good English and their well-preparation at home. Still, like the previous group their presentation was lengthy and they had to skip many parts of their presentation. The third group (a boy and a girl) talked about "the New Year and the *Hijri* Year" and had to keep looking into their papers because they have not memorized the presentation and 'forgot' about their audience as long as the eye-contact is concerned. They, too, had to skip many parts in their presentation due to time constraints.

The literary students, on the other hand, were not very encouraged to present in front of their colleagues exemplified in the only four students who volunteered to deliver presentations. The first two worked on "Weddings between America and Morocco" and the second two worked on "Christmas and *aid al-Mawlid*". They were not stressful at all but they misused the internet (copied/pasted) and read to their colleagues what they found in the internet. This weakened their work and made their colleagues bored and no longer interested in listening to them.

I see that both the literary and scientific volunteered students are no longer afraid to stand in front of their colleagues and deliver a presentation. Still, they have a problem in writing the presentation and also in communicating their ideas to the audience. Therefore, I gave them many advises and asked to re-deliver the same presentation next time: the students erased the irrelevant paragraphs in their presentations and I asked them to make an effort to memorize them, practice very much at home and then come to present them. On the next day, the students in the two classes delivered short presentations in less than 10 minutes because they had to memorize them. The students looked at their colleagues who were more engaged though they laughed from time to time. The used English was understood and the students managed to ask questions by the end of the presentations. I see that the English level is very relevant to this study in the sense that it increases or decreases the students' self-confidence and ability to deliver good presentations. The good and repeated practice is, also, of great importance to the successful of oral presentations in the class. The common core generally and in Ain Bni Mathar particularly is very challenging because the students have just been introduced to English. Therefore, it is very acceptable that they have managed to stand and present in front of their colleagues.

To conclude, I see that oral presentations are very important and necessary to the learning and teaching of English. The students were motivated to see their colleagues presenting in front of them. The presenters have, as well, learnt many things while looking for information in the internet. Further, it is a student-centered activity in which the student is in charge of learning the language. Yet, among the obstacles that this research faced was the lack of the volunteered students in the literary class compared with the scientific one though the literary class outnumbered it. This can be explained by the students' fear of losing face in front of their colleagues as seen above. As for the encouragement of the students, I promised to give extra marks for the presenters but the literary students were not interested. Oral presentations, nevertheless, are still taking place in the two classes and the students are learning more and more about the techniques of the delivering of a good oral presentation. I see that the students after many presentations and a lot of encouragement from their teacher are looking at oral presentations as a sign of power over the other students. Some students are seeing themselves as the teacher who is in control over the class. For me, this is a good motivation for the other students to compete and deliver presentations, too.

5. Conclusion

This research tried to study the causes behind the lack of oral presentation in the Moroccan Tenth grade English Students and aimed to encourage the students to deliver oral presentations in the class. In order to understand the reasons behind the students' demotivation from the delivering of oral presentations, the research distributed a questionnaire to two common core classes: literary and scientific. This study tried to give as much space as possible to the students to express themselves and share what really stands on their way and prevents them from presenting in front of their colleagues.

In addition, the research, believing that teachers must participate in finding solutions for increasing oral presentations, interviewed 6 teachers from different schools in the oriental region of Morocco trying to understand why teachers allow or prevent their students from presenting in the class. The research after analyzing the answered questionnaires and interviews concluded that students need –beside other things- to be encouraged by their teachers and colleagues. As a result, I tried to motivate the students to deliver oral presentations through teaching them how to present effectively in front of the class, for instance, and adding extra marks for their efforts. As a result, I see that the research has reached its goal in the sense of encouraging the students to stand in front of their colleagues and talk which was a nightmare to most of them in the beginning. The students, additionally, are more self-confident and feel that they are in control of learning the language and even teaching it to their colleagues in the class.

The research, nevertheless, has many limitations like the following: it focused on the common core students who, as mentioned, have just been introduced to English which made them more hesitant to stand in front of their colleagues because of their English level. Additionally, the students suffered from the lack of the technological devices like computers, projectors or loud speakers which complicated their work or made them demotivated. Others claimed that they don't have access to the internet at home from which they can prepare for oral presentations.

In the end, I see that the oral presentations can be classified with the learning fun activities which help the students feel at ease, have fun, change the routine from teacher—student or student—teacher to student—student. It, also, makes them feel responsible for the learning of the language in the way it pushes them to go look for new information and learn new things about the language. Further, I see that it really aids the students to improve and sophisticate their speaking and pronunciation of the language more than any other activity. Therefore, I highly recommend it for the development of the languages' learning not only in Morocco but in the whole world.

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Appendix:

Questionnaire:

1. Age: 14 → 18 More than 18
2. Sex: Male Female
3. Scientific Literary
4. Have you ever delivered a presentation?
5. You are not encouraged to deliver presentations because of:
 Being scared to lose face in front of the students Not being encouraged by the teacher
 Laziness and reliance on the teacher to do everything something else:.....

6. You are not encouraged to deliver presentations because of your low level in English?
 Yes No

- 7. Have you ever been insulted by a teacher before? Yes No
- 8. If yes, for what reason? I didn't know the answer I didn't revise my lessons gave an irrelevant comment if it is because of something else, please mention it:
.....
.....
- 9. Did the teacher ever insult a student for giving a wrong answer or an irrelevant comment?
Yes No
- 10. Have you ever felt that you have failed in delivering a presentation?
Yes No
- 11. Has anyone of your classmates delivered a presentation and was laughed at by the teacher or the students in the class?
Yes No
- 12. What do you propose for motivating the students to deliver presentations:
- 13. Please feel free to add anything you think is important:

Interview:

- 1. Do you dedicate some time for your students to deliver presentations? If yes/no, why?
- 2. If yes, how much time?
- 3. Do you feel that students learn from these oral presentations?
- 4. Do you encourage students to deliver presentations? Are you encouraged to see oral presentations in your class?
- 5. If you don't allow the students to deliver presentations or you are not so much encouraged to do so; it is because they lack the knowledge; you'd lose control over the class; you would not have enough time to finish; none of what was mentioned: please mention it.
- 6. Do you feel that you give your students much time for talking TTT (teacher talking time) and STT (student talking time)?
- 7. Have you ever insulted a student and why?
- 8. If yes; do you feel like insulting the literary students more than the scientific ones and why (or vice versa)?
- 9. What do you propose for the motivation of teachers and students to start having oral presentations in the class?
- 10. Please, feel free to add anything that you see relevant to this topic.