

**THE IMPACT OF SPEECH WORKSHOP AS CURRICULUM AT KKU ON
IMPROVING STUDENT’S ORAL PERFORMANCE**

Dr. Dina Ali and Dr.Wijdan Khalifh

Assistant Professor, Applied Linguistics
Department of English King Khalid University, Saudi Arabia

Dr. Mujahid Isam and Mrs. Rawan Muhy

Assistant Professor, Applied Linguistics,
Department of English King Khalid University, Saudi Arabia

ABSTRACT: *The quick speed of the development which is taking place all over the world requires quick and great updating in every single part of our life. Indeed employers consistently rank communication skills and techniques as one of the most commonly requested skills in 2021 job posting. Graduating with a high degree for graduate learners will not fit alone with changes taking place in all working areas. The need for holders of effective communicating skills are mostly requested by job employers. They requested skills which are considered to be fundamental and challenging. University students have a great chance to develop the needed skills and strategies through the course of speech workshop as drawn in the conclusion of this research paper. It works on improving the learner's oral performance through knowing the mean reason of anxiety caused when facing audience and all strategies and techniques needed starting from knowing how to choice a topic and following up to the point where the speaker draws his/her conclusion safely and successfully.*

KEY WORDS: kku , oral performance, curriculum, speech workshops

INTRODUCTION

Being able to successfully communicate ideas orally is a fundamental skill in language learning and represents a huge challenge for beginners. Especially at a University level, students struggle with expressing themselves and would usually avoid active participation in communicative activities, which can hinder their language learning process and can affect their attitudes towards the language. With that concern in mind, we decided to put into practice different Language Learning Strategies (LLS) which could make language learning more effective and also fun for students (Oxford, 1989), and at the same time involve Collaborative Work which could allow to generate more communicative opportunities, maximize learning (Crandall, 1999), and have a positive impact on students’ relationships and psycho-logical health (Smith, 1996). Complementary, it was decided to take advantage of Podcasts as a tool which could help create a more learner-centered pedagogy and generate authentic engagement (Middleton, 2009). The objective of this study was to analyze the impact of speech workshop as curriculum at KKU on improving student’s oral performance, and the usage of the course description and tools for planning and performing speaking activities, on

the development of students' oral performance, therefore, the questions that guided this research study was the following: What implications does the use of strategies and content the speech workshop as a course implies and works on improving student's oral performance?

Fluency in English Speech

Native speakers of a language, it seems, can fill time with talk easily, speak smoothly, appropriately, correctly, with ease and effortlessness. But it appears extremely difficult to pinpoint where this perception comes from. Language researchers have offered countless different aspects that contribute to defining fluency as an overall oral proficiency in speech. However, previous research on fluency has also shown that describing the linguistic substance of fluency “with a degree of consensus is notoriously difficult” (Hasselgren 2002: 147). This is because firstly, various definitions of the concept of fluency co-exist and, secondly, fluency is an epiphenomenon to which many individual (and interrelated) factors contribute. Chambers(1997: 535) states that “[s]moothness, ease and effortlessness are qualitative judgments, often based on a *global impression*” (my emphasis).

Maybe this difficulty of categorization is the reason why for many teachers, learners and researchers, their overall goal in English language teaching is to prepare language learners to be able to engage in “successful communication” (Kennedy & Trofimovich 2008: 460) in the target language. In this context, therefore, “[f]luency is mainly of interest because it is related to communicative effectiveness” (Bygate 2009: 409). In this approach, the clear focus is on the intelligibility and comprehensibility of the learners' utterances, instead of speakers striving for nativelike communicational behavior (e.g. Tench 1981; Kenworthy 1987; Jenkins 2000). While this approach is the most applicable one for the great majority of English language learners around the world and an enormous body of research has been devoted to the topic, the present study will take a different stance and take into account the comparatively very small proportion of highly advanced English language learners who strive for native like fluency in their speech. Consequently, for investigations of highly advanced learners, intelligibility and comprehensibility can be taken for granted and the major focus of research is thus to investigate these areas in which even advanced learners deviate from a native speaker's performance.

The focus of the study

The current study focuses on investigating the impact of speech workshop as a curriculum handled at King Khalid University and how this influence is revealed on the learners performance working on developing their communicative competence. Knowing and being aware of their confidence and how to be able to make use of their anxiety bringing it as a sup portative tool instead of an enemy.

Statement of the problem

The problem identified is that most of level five students' at KKU, AHAD RUFADIA and students in other collages, have moderate oral performance in English classes when they should have high standard of English language as well as the command of being a successful presenter. This issue was identified while teaching the course of speech workshop. The reason behind this unsatisfying performance is questioned by the researchers and raised to find an answer. Is it due to the design of

the curriculum or insufficient teaching hours given to the course or other reasons which will be found by this research?

Research Objectives

The study focused on the evaluation and effectiveness of the Speech workshop as a course (SWS), in improving students' oral performance in the English language to determine the effect of SWS content, course description, and teaching methods in improving the oral performance of students in the English language.

Research Question

To meet the stated objectives, the following research question was raised:

What implications does the use of strategies, and content of the speech workshop as a course works to improve student's oral performance?

Research Hypotheses

It is hypothesized that the strategies, and content of the speech workshop as a course works in improving the student's oral performance.

Significance of the Study

a) This study is targeting teachers of the English language who teach the course of speech workshop. The study will be contributed to the field of linguistic to view the impact of the speech workshop on the communicative performance of the learners. This study will view through an interview for teachers to find out how the course develops the learners skills and strategies and supports them with the needed tools which allows them to be a real active public speakers.

LITERATURE REVIEW

Proficiency in oral communication is increasingly required both in academic and professional settings. For this reason, an increasing number of courses, taught in both public and private institutions, are addressing oral communication skills. With globalization, the number of opportunities for interactions in English has increased and so has the need to learn strategies for successful oral communication in English. In the field of ELT, research is being carried out with the aim of testing and comparing approaches and methods for enhancing the learning and acquisition of successful communication skills in the classroom. the paper discusses the impact Of speech workshop as curriculum at KKU on improving student's oral performance. On the one hand, "Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain those skills which will enhance their prospects of employment" (Fallows & Steven, 2000).

Employability skills include the following abilities: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction, creative thinking, problem solving critical thinking, active and reflective application of knowledge (Fallows & Steven, 2000; Driscoll, 2000). These are the skills students need to succeed

in their future workplace, so, they should be embedded within the academic curriculum. One especially relevant part of language curriculum at universities is teaching students how to prepare, organize and deliver successful oral presentations for professional purposes.

Oral presentations provide “a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public” (King, 2002). Oral presentations are a form of assessment that calls on students to use the spoken word to express their knowledge and understanding of a topic.

It allows capture of not only the research that the students have done but also a range of cognitive and transferable skills.

Oral presentation

Oral presentations, also known as public speaking or simply presentations, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument. Oral presentations are seen within workplaces, classrooms and even at social events such as weddings. An oral presentation at university assesses the presenter’s ability to communicate relevant information effectively in an interesting and engaging manner.

Group presentations

In some instances, you may be required to present as part of a group to test your ability to work as a member of a team. Working within a group can sometimes be a challenge or a great success. To understand how to effectively work in a group, take a look at our Group Work resource.

TIPS

- Divide the topic of your presentation into subtopics, and allocate one to each group member. Doing this will ensure that the workload is evenly shared and that everyone takes part in the assessment.
- Rehearse together as a group. Although it may seem easy for each group member to go off and cover their own section alone, not having regular group meetings or rehearsals will cause your presentation to appear disjointed.
- Ensure the presentation is consistent by using a consistent style for your visual aids. If the visual aids your group uses are not consistent in format, colour and font styles, it will be clear to the marker that you have not been working as a team.
- Use a cloud-based service or platform to create your presentation. Most cloud-based services and platforms have functions that allow you to work on materials remotely from one another. Check out our digital presentation resources to learn more.

Assess of oral presentations

This form of assessment places the emphasis on students’ capacity to arrange and present information in a clear, coherent and effective way’ rather than on their capacity to find relevant information and sources. However, as noted above, it could be used to assess both.

Oral presentations, depending on the task set, can be particularly useful in assessing:

- knowledge skills and critical analysis

- applied problem-solving abilities
- ability to research and prepare persuasive arguments
- ability to generate and synthesise ideas
- ability to communicate effectively
- ability to present information clearly and concisely
- ability to present information to an audience with appropriate use of visual and technical aids
- time management
- interpersonal and group skills.

When using this method you are likely to aim to assess a combination of the above to the extent specified by the learning outcomes. It is also important that all aspects being assessed are reflected in the marking criteria.

In the case of group presentation you might also assess:

- level of contribution to the group
- ability to contribute without dominating
- ability to maintain a clear role within the group.

See also the '[Assessing group work](#)' section for further guidance.

As with all of the methods described in this resource it is important to ensure that the students are clear about what they expected to do and understand the criteria that will be used to assess them. (See Ginkel et al, 2017 for a useful case study.)

Design

Although the use of oral presentations is increasingly common in higher education some students might not be familiar with this form of assessment. It is important therefore to provide opportunities to discuss expectations and practice in a safe environment, for example by building short presentation activities with discussion and feedback into class time.

Individual or group

It is not uncommon to assess group presentations. If you are opting for this format:

- will you assess outcome or process, or both?
- how will you distribute tasks and allocate marks?
- will group members contribute to the assessment by reporting group process?

Peers

Very often assessed oral presentations are performed in a class in front of peers. It is important to consider what role the peers will play and to ensure they are fully aware of expectations, ground rules and etiquette:

- will the presentation be peer assessed? If so how will you ensure everyone has a deep understanding of the criteria?
- will peers be required to interact during the presentation?
- will peers be required to ask questions after the presentation?
- what preparation will peers need to be able to perform their role?
- how will the presence and behaviour of peers impact on the assessment?

- how will you ensure equality of opportunities for students who are asked fewer/more/easier/harder questions by peers?

Space

Hounsell and McCune (2001) note the importance of the physical setting and layout as one of the conditions which can impact on students' performance; it is therefore advisable to offer students the opportunity to familiarize themselves with the space in which the presentations will take place and to agree layout of the space in advance.

Different types of oral presentations

A common format is in-class presentations on a prepared topic, often supported by visual aids in the form of PowerPoint slides or a Prezi, with a standard length that varies between 10 and 20 minutes. In-class presentations can be performed individually or in a small group and are generally followed by a brief question and answer session. Oral presentations are often combined with other modes of assessment; for example oral presentation of a project report, oral presentation of a poster, commentary on a practical exercise, etc.

Also common is the use of PechaKucha, a fast-paced presentation format consisting of a fixed number of slides that are set to move on every twenty seconds (Hirst, 2016). The original version was of 20 slides resulting in a 6 minute and 40 second presentation, however, you can reduce this to 10 or 15 to suit group size or topic complexity and coverage. One of the advantages of this format is that you can fit a large number of presentations in a short period of time and everyone has the same rules. It is also a format that enables students to express their creativity through the appropriate use of images on their slides to support their narrative. When deciding which format of oral presentation best allows your students to demonstrate the learning outcomes, it is also useful to consider which format closely relates to real world practice in your subject area.

Planning and presenting oral presentation

The most important factors for a successful presentation are: careful planning, lots of practice and engaging the audience. It's a good idea to watch some professional presentations online to get a sense of what good speakers do.

- Review the subject outline. Look for all relevant detail that you will need to understand the requirements of the task, including when it is due, the weight of the assessment, and the length of time you have to present. Review the assessment criteria. What are you are being assessed on?
- Analyse the task. Determine the purpose of the presentation. Do you need to answer a specific question?
- Consider the audience. What are their expectations of your content and delivery?
- Brainstorm. Map out everything you already know about the topic. Write out any ideas you can use to interact with the audience, or engage them, and jot down what questions, explanations and information you want the audience to be provided with Do the research. Find relevant material, take notes, and remember to keep the references you used.
- Organise your ideas. Create a logical presentation so the information flows well.

- Pay attention to the language you are using. Presentations should be delivered in spoken or conversational language rather than written language. Spoken language is much easier for your audience to follow.

Forms of oral presentation

The oral presentation may take many forms, such as lectures, skits, simulations, games, dramatized readings, interviews or debates. Students may use supporting material such as videos, MS PowerPoint presentations, overhead projections, posters, questionnaires, recordings of songs or interviews, costumes, or props.

The evaluate of oral presentation

Suggested Criteria for an Excellent Oral Presentation

1. The presentation was relevant to the audience.
2. The information presented was accurate and relevant.
3. The information presented was at the right level of detail.
4. The presentation was well organized and the ideas flowed logically.
5. The presenter's introduction captured the interest of the audience.

The major elements of oral communication

Oral and written forms of communication are similar in many ways. They both rely on the basic communication process, which consists of eight essential elements: source, receiver, message, channel, receiver, feedback, environment, context, and interference.

Choosing an Engaging Persuasive Speech Topic

The main purpose of a persuasive speech is to inform, educate, and convince your audience to do something. You need to convince your readers to agree with your point of view.

The best persuasive topic should be strong, thought-provoking, and have a clear viewpoint. You should choose a topic that is knowledgeable and can express your opinion by presenting a strong argument.

If you are having a hard time choosing a great topic for your persuasive speech, here are some expert tips that you can follow.

Choose a topic that you are already familiar with.

Choose a topic you are genuinely interested in.

While selecting a topic for your persuasive speech, know about your audience's interest.

Make sure the topic you choose is controversial enough to make an argument.

Make sure the topic is not overdone. But still, you can use such topics if you have a different viewpoint.

Benefits of Oral Presentation

Oral Presentation is one of the best platforms where nonverbal cues are combined with effective verbal skills adding a broader aspect to your communication. It allows individuals to present their thoughts and views confidently in-front of a live audience. Although this task requires lots of efforts, ideas and enthusiasm, therefore proper planning, preparation, and practice gets important if

you really aim to deliver an effective oral presentation. Start with a plan. Obviously, a strong plan is required for conveying your thoughts and viewpoints related with a particular topic. For this, presenter needs to collect required material and information, generate new ideas, and organize them in a proper flow. Prepare well before delivering a presentation. Initiate with a topic slide. This will provide viewers an opportunity to prepare themselves for attending the presentation. Add a rationale and do not forget to include conclusion.

Forms of assessment in Oral presentation

This form of assessment places the emphasis on students' capacity to arrange and present information in a clear, coherent and effective way' rather than on their capacity to find relevant information and sources. However, as noted above, it could be used to assess both.

Oral presentations, depending on the task set, can be particularly useful in assessing:

knowledge skills and critical analysis
applied problem-solving abilities
ability to research and prepare persuasive arguments
ability to generate and synthesise ideas
ability to communicate effectively
ability to present information clearly and concisely
ability to present information to an audience with appropriate use of visual and technical aids
time management
interpersonal and group skills.

When using this method you are likely to aim to assess a combination of the above to the extent specified by the learning outcomes. It is also important that all aspects being assessed are reflected in the marking criteria.

In the case of group presentation you might also assess:

- level of contribution to the group
- ability to contribute without dominating
- ability to maintain a clear role within the group.

See also the '[Assessing group work](#)' section for further guidance.

As with all of the methods described in this resource it is important to ensure that the students are clear about what they expected to do and understand the criteria that will be used to assess them. (See Ginkel et al, 2017 for a useful case study.)

Good practice

As a summary to the ideas above, Pickford and Brown (2006, p65) list good practice, based on a number of case studies integrated in their text, which includes:

- make explicit the purpose and assessment criteria
- use the audience to contribute to the assessment process
- record [audio / video] presentations for self-assessment and reflection
- keep presentations short
- consider bringing in externals from commerce / industry (to add authenticity)

- consider banning notes / audio visual aids
- encourage students to engage in formative practice with peers
- use a single presentation to assess synoptically; linking several parts / modules of the course
- give immediate oral feedback
- link back to the learning outcomes that the presentation is assessing; process or product.

Neumann in Havemann and Sherman (eds., 2017) provides a useful case study in chapter 19: Student Presentations at a Distance, and Grange & Enriquez in chapter 22: Moving from an Assessed Presentation during Class Time to a Video-based Assessment in a Spanish Culture Module.

Diversity & inclusion

Some students might feel more comfortable or be better able to express themselves orally than in writing, and vice versa. Others might have particular difficulties expressing themselves verbally, due for example to hearing or speech impediments, anxiety, personality, or language abilities. As with any other form of assessment it is important to be aware of elements that potentially put some students at a disadvantage and consider solutions that benefit all students.

Academic integrity

Oral presentations present minimal risk of academic misconduct. Avoiding the use of a script can ensure that students are not simply reading out someone else's text, whilst the questions posed at the end can allow assessors to gauge the depth of understanding of the topic and structure presented. (Click [here](#) for further guidance on plagiarism.)

Student and staff experience

Benefits

Oral presentations provide a useful opportunity for students to practice skills which are required in the world of work. Through the process of preparing for an oral presentation, students can develop their ability to synthesise information and present to an audience. To improve authenticity the assessment might involve the use of an actual audience, realistic timeframes for preparation, collaboration between students and be situated in realistic contexts.

The importance of designing effective oral presentations

The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000). Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. With globalization graduates need to be proficient in oral communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011). Generally, effective oral communication is essential for success and promotion in business (Murphy and Hildebrand, 1997).

Challenges

As mentioned above it is important to remember that the stress of presenting information to a public audience might put some students at a disadvantage. Similarly non-native speakers might perceive

language as an additional barrier. Discussing criteria and expectations with your students, providing a clear structure, ensuring opportunities to practice and receive feedback will benefit all students. Some disadvantages of oral presentations include:

- anxiety - students might feel anxious about this type of assessment and this might impact on their performance
- time - oral assessment can be time consuming both in terms of student preparation and performance
- time - to develop skill in designing slides if they are required; we cannot assume knowledge of PowerPoint etc.
- lack of anonymity and potential bias on the part of markers.

Workload

From a student perspective preparing for an oral presentation can be time consuming, especially if the presentation is supported by slides or a poster which also require careful design. From a teacher's point of view, presentations are generally assessed on the spot and feedback is immediate, which reduces marking time. It is therefore essential to have clearly defined marking criteria which help assessors to focus on the intended learning outcomes rather than simply on presentation style.

Supporting students to develop oral presentation skills

Gray (2010) argues that communication skills must be transferred from the classroom to the workplace. Today's business graduates are expected to have solid communication skills. Graduates are expected to enter industry with the ability to communicate effectively. In that way, university must provide students with communication skills demanded by employers (Russ, 2009).

Communication skills are required by students (future specialists) whether they are expected to give presentations at conferences, symposia or other meetings. In order to be effective communicators, innovators, critical thinkers and problem solvers today's students "enhance their skills and capacities by improving their means of linking their skills and capacities to the world market" (Reich, 1991). Because of the necessity for these skills, students need instructions and guidance in preparing, organizing and delivering oral presentations. Students' oral presentations are a common part of many courses at colleges and universities as they are one of the ways to improve learning of course material.

Despite the positive aspects of using presentations in the classroom, some students may show resistance to do extra work, have fear in public speaking, and display boredom while sitting through others' presentations if they are not engaged with the experience. Therefore, such students may have generally negative beliefs about giving classroom presentations (Girard & Trapp, 2011). But, on the other hand, if properly guided and organized, oral presentations provide a learning experience and teach lifelong skills that will be beneficial to students in all school subjects, and later in their careers (Meloni & Thompson, 1980).

Planning and Presenting oral presentation

The most important factors for a successful presentation are: careful planning, lots of practice and engaging the audience. It's a good idea to watch some professional presentations online to get a sense of what good speakers do.

- Review the subject outline. Look for all relevant detail that you will need to understand the requirements of the task, including when it is due, the weight of the assessment, and the length of time you have to present. Review the assessment criteria. What are you are being assessed on?
- Analyse the task. Determine the purpose of the presentation. Do you need to answer a specific question?
- Consider the audience. What are their expectations of your content and delivery?
- Brainstorm. Map out everything you already know about the topic. Write out any ideas you can use to interact with the audience, or engage them, and jot down what questions, explanations and information you want the audience to be provided with Do the research. Find relevant material, take notes, and remember to keep the references you used.
- Organise your ideas. Create a logical presentation so the information flows well.
- Pay attention to the language you are using. Presentations should be delivered in spoken or conversational language rather than written language. Spoken language is much easier for your audience to follow.

METHODOLOGY

A research design is a plan for conducting a research to know what design which will be taken by the researcher. Basically, the research design is divided into some types. Based on the purpose of this study were to investigate the impact of oral presentation to the development of the students ability to speak English and know the student's difficulties in doing oral presentation in EFL classroom for higher education, in this study, the researchers used qualitative research method for collecting data.

Qualitative research produces a different understanding in a context and the way how they see the result (Bengtsson, 2016:8). Qualitative data sources for the study involve observation and participation, interviews and questionnaires, documents and texts, and the researcher's impression and reactions. To start this study , researchers explain the phenomenon of using oral presentation in EFL classroom.

The researchers have given oral presentation topics to know the impacts of Speech Workshop presentations to the students' speaking ability and the factors which make the students feel difficult in doing oral presentation in EFL. classroom .That step was conducted in the target class which(level 5) consists of 50 students.

Instruments

For gathering qualitative data, the researchers use an interview with 10 English language teachers (Assistant professors/ Lectures) in King Khalid University to find out the perceptions of experienced teachers in EFL teaching.

Participants

The target population for this study includes teachers and students from King Khalid University, TEFL experts from different universities.

RESULTS AND DISCUSSION

The results and findings of the teachers' interview

After interviewing English language teachers of King Khalid University (Female and Male) campus we come to find that they highly possess enough knowledge about the course of speech workshop from their wide experience which was a great support for the research outcome and threaded all the research different chapters together leading us to the following findings; viewing the first and second interview questions which was raising the questions of how this course help in developing the learners communicating skill and help them to gain the needed confidence which will guide them to be a great and successful public speakers. So, they responded as follows;

* For learning a language it is of great importance to communicate in a real environment which develops the learners effective skills needed when communicating. This environment is provided for the learners in speech workshop course.

* Speech workshop as a course helps in developing learners communicating skills through the presentations practice which learners are involved in either in group or individual presentations. It allows them to practice learned skills and techniques gradually. Firstly, this practice is done in groups which helps them to get experience through each other work , develop critical thinking , group team spirit , basics skills and among all an important factor which is part of each individual biological body that is anxiety which all speakers come to experience. Reducing this nervousness of facing audience which will lead them to arrange their thought and work on to be a successful presenter.

* They come to know the basic elements of a presentation that is how to introduce the body and continue to follow with the content of the presentation until they come to draw successfully their conclusion.

* Speech workshop develops the learners communication and public skills and techniques. This will provide them with the knowledge and skills needed so as to be a successful speaker , presenter as well as debater. This was supported by what was mentioned by Fallows and Steven in 2000 when they said, that the challenging economic situation nowadays encourages the learner not just to gain a degree but to be able to compete and find a place in all different working areas through the ability of communicating effectively which will greatly enhance their prospects of employment. Also, King in 2002 proposes that oral presentations provide a rewarding and stimulating experience for both the instructors and learners. The former develops and enrich his/her communicating skills and for the latter it provides them with an opportunity to practice and gain confidence needed by a public speaker.

* This course also enables the learners to be able to integrate their communicative competence with their body language and their knowledge of visual aids to have a successful presentation.

* In responding to the third and fourth interview questions which revolves around the strategies of the course and how it helps the learners to develop their communicative competence instructors

agreed that it creates an overall positive experience for communication. Getting to know the strategies and techniques needed in public speaking increases the learners self-confidence and the ability to overcome the anxiety of public speaking. It provides the learners with the techniques needed to deal with audience whom are by sense the writers of any presented speech.

This was supported by the view of Gray in 2010 when he said that knowing the communication skills in classroom will be transferred in the future to the working area either in a conferences , symposia or any different meetings. Reich in 1991 mentioned the necessity for the skills needed by learners to communicate effectively.

For the learners to gain complete benefit of speech workshop most instructors come to agree that more time is needed in this course that is to be 3 credit hours instead of 2, so as to give the learners the chance to practice and develop their communicating skills and to be able to fulfill the course objectives clearly. More time can also allow the presence of seminars done by learners to think critically , interact and debate as well as sharing success in developing their strategies which helps them in overcoming the challenges now and afterwards.

*The speech workshop will enable the learner to deliver a presentation or a public speech in a confident way because it develops their presentation and speech delivery skills by the theoretical teaching and through conducting practical workshop in order to train them achieve their goal of becoming effective orators.

CONCLUSION

Finally, in concluding our research paper, the researchers come out from the different previous studies and mainly from the different views seen in the responses of English language teachers' interviews what provides a great support to the researchers' main point and answers the research question that speech workshop as a course stands as a great aid which provides the learners with the important weapons needed by all skillful graduate students of 21 century and supports them to find a space in the highly competitive working areas. The researchers agreed with what was said by (Russ, 2009) , that communication skills found in this course are required by students (future specialists) whether they are expected to give presentations at conferences, symposia or other meetings. In order to be effective communicators, innovators, critical thinkers and problem solvers today's students "enhance their skills and capacities by improving their means of linking their skills and capacities to the world market" (Reich, 1991). Because of the necessity for these skills, students need instructions and guidance in preparing, organizing and delivering oral presentations. Students' oral presentations are a common part of many courses at colleges and universities as they are one of the ways to improve learning of course material.

References

- 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), 136-150.

- Beebe, Steven A., Date – author. Public speaking handbook/Steven A. Beebe, Texas State University-San Marcos; Susan J. Beebe, Texas State University-San Marcos. — Fifth Edition.
- Fallows, S. & Steven, C. (2000). Building Employability Skills into the Higher Education Curriculum: A University-wide Initiative. *Education & Training*, 42(2), 75-83.
- Fauzi, I., & Hanifah, D. (2018). Developing Students' Speaking Ability Through Powerpoint Presentation. In ASEAN/Asian Academic Society International Conference Proceeding Series (pp. 172-178).
- Girard, M. P., & Trapp, P. (2011). “An exploratory study of class presentations and peer evaluations: Do students perceive benefits?” *Academy of Educational Leadership Journal*, vol. 15, no. 1, pp. 77-94.
- Grace, D. M., & Gilsdorf, J. W. (2004). Classroom strategies for improving students’ oral communication skills. *Journal of Accounting Education*, 22(2), 165-172
- Gray, F. E. (2010). Specific Oral Communication Skills Desired in New Accountancy Graduates. *Business Communication Quarterly*, 73(1), 40-67.
- Hasselgren, A. 2002. Learner corpora and language testing: Smallwords as markers of learner fluency. In *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching* [Language Learning & Language Teaching 6], S. Granger, J. Hung & S. Petch-Tyson (eds), 143–173. Amsterdam: John Benjamins.
- Chambers, F. 1997. What do we mean by fluency? *System* 25(4): 535–544.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: OUP
- Ockey, G. J., Koyama, D., Setoguchi, E., & Sun, A. (2015). The extent to which TOEFL iBT speaking scores are associated with performance on oral language tasks and oral ability components for Japanese university students. *Language Testing*, 32(1), 39-62.
- Otoshi, J., & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms. *Asian EFL Journal*, 10(1), 65-78
- Joughin, G. (2010). *A short guide to oral assessment*. Leeds Metropolitan University/University of Wollongong <http://eprints.leedsbeckett.ac.uk/2804/>
- Kennedy, S. & Trofimovich, P. 2008. Intelligibility, comprehensibility, and accentedness of L2 speech: The role of listener experience and semantic context. *The Canadian Modern Language Review* 64(3): 459–489.
- Bygate, M. 2009. Teaching the spoken foreign language. In *Handbook of Foreign Language Communication and Learning*, K. Knapp & B. Seidlhofer (eds), 401–438. Berlin: Mouton de Gruyter.
- Tench, P. 1981. *Pronunciation Skills*. London: Macmillan.
- King, J. (2002). Preparing EFL learners for oral presentations preparing. *Journal of Humanistic Studies*, 4, 401-418.
- Meloni, C., & Thompson, S. (1980). Oral reports in the intermediate ESL classroom. *TESOL Quarterly*, 14 (4), 503-510.
- Murphy, H. A., Hildebrandt, H.W., & Thomas, J.P. (1997). *Effective Business Communications*. 7th Edition, New York: McGraw-Hill
- Lari, F. S. (2014). The impact of using PowerPoint presentations on students’ learning and motivation in secondary schools. *Procedia Social and Behavioral Sciences*, 98, 1672-1677.

- Race, P. and Brown, S. (2007). *The Lecturer's Toolkit: a practical guide to teaching, learning and assessment*. 2nd edition. London, Routledge.
- Reich, R. (1991). *The work of nations: Preparing ourselves for 21st century capitalism*. New York: Knopf.
- Russ, T. (2009). The status of the business communication course at U.S. colleges and universities. *Business Communication Quarterly*, 72 (4), 395-413. Retrieved from <http://www.bcq.theabc.or>
- Živković, S., & Stojković, N. (2011). Modernization of English as Foreign Language Studies in University Education, in *University*. <https://dictionary.cambridge.org>.

Definition of Terms

KKU:

As an abbreviation stands for King Khaild University.

Oral performance:

According to Tala in *Orature in Africa*, performance is “The delivery of an oral text, that is, the recitation of a poem, the rendition of a song or the telling of a tale on a specific occasion... any oral piece can be perceived and observed only while it is being performed” (14).Raj. 11, 1440 AH

Curriculum:

The term curriculum as defined in Wikipedia ; In education, a curriculum (/kəˈrɪkjʊləm/; plural curricula /kəˈrɪkjʊlə/ or curriculums) is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. In a 2003 study, Reys, Reys, Lapan, Holliday, and Wasman refer to curriculum as a set of learning goals articulated across grades that outline the intended mathematics content and process goals at particular points in time throughout the K–12 school program. This is say that it refers to the components implied in a given course.

Speech:

Speech can be defined as follows;

- 1- The faculty or power of speaking; oral communication; ability to express one's thoughts and emotions by speech sounds and gesture :Losing her speech made her feel isolated from humanity.
- 2- The act of speaking :He expresses himself better in speech than in writing. Something that is spoken; an utterance, remark, or declaration: We waited for some speech that would indicate her true feelings.
- 3- A form of communication in spoken language, made by a speaker before an audience for a given purpose: a fiery speech.
- 4- Any single utterance of an actor in the course of a play, motion picture, etc.
- 5- The form of utterance characteristic of a particular people or region; a language or dialect.

Workshop:

A meeting in which people discuss and show how to do a job or perform an activity, so that everyone can learn. Speech workshop as a course refers to (Public Speaking). Public speaking is the process of presenting a message to an audience, small or large. You hear speeches almost every day when watching the news, listening to an instructor's lecture, or viewing a late-night comedian. The skill of public speaking builds upon the same communication processes you use in your normal, everyday conversations. Speaking in public, however, requires you to sharpen existing communication skills and to learn and apply new ones.

Bio-profiles:

Mujahid Isam Mohammed Ahmed Alamin, is an Assistant Professor of Applied Linguistic at King Khalid University. He obtained his Ph.D. in Applied Linguistics from the University of Gezira, Sudan (2017). His research interests are applied linguistics.

Dina Ali Abdalla Ali, is an Assistant Professor of Applied Linguistic at King Khalid University. She obtained her Ph.D. in Applied Linguistics from the University of Gezira, Sudan (2015). Her research interests are applied linguistics and psycholinguistics.

Wijdan Sidig Al Khalifah Mohammed, Ph.D. in Applied Linguistics teaches at King Khalid University, Saudi Arabia. She obtained her Ph.D. in Applied Linguistics from the University of AL-Buttana, Sudan (2017). Her research interests are applied linguistics, language acquisition, and semantics.

Rawan Muhy, M.A in Applied Linguistics teaches at King Khalid University, Saudi Arabia. She obtained her M.A. in Applied Linguistics from King Khalid University (2019). Her research interests are language acquisition, language pedagogy and child's language.