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Investigating the Impacts of Multimedia Presentation Tools on Enhancing Oral Fluency in EFL Classrooms: The Case of Master One Students at the English Department, M'sila

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Linguistics

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Declaration

*I, **Amani GHEZAL**, hereby declare that all the information presented in this dissertation has been conducted and written in accordance with academic standards and ethical principles. The research project I present in this dissertation is entirely my own work and has been read and approved by my supervisor, **Dr. Ladjini**. I also confirm that this research has not been submitted to any other institution or university for the award of a degree. This work was carried out and completed at **Mohamed Boudiaf University of M'Sila**, **Algeria.***

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Dedication

To the cherished soul of my beloved grandfather, ***Mansour Lamri****, whose memory continues to inspire and guide me.*

To my superwoman, my dearest mother, ***Samra****, whose endless love and unwavering support have been my foundation.*

To my backbone, my loving husband, ***SAOUDI Oualid****, for his patience, encouragement, and belief in me every step of the way.*

To my amazing brothers, ***Tarek*** *and* ***Achraf****, and my wonderful sister,* ***Sirine****, for their constant motivation and care.*

To my beloved ***family,*** *thank you for being my strength, my joy, and my greatest blessing.*

To my ***friends****, thank you for standing by me with kind words, laughter, and encouragement when I needed it most. Your presence made this journey lighter and brighter.*

To me

This work is for all of you.

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Abstract

As fluency is a critical component of effective communication, there is an increasing need to incorporate innovative methods that support students' speaking skills. The incorporation of digital technologies has opened new avenues for enhancing learners' engagement and advancing spoken fluency. This study investigates the impacts of multimedia presentation tools (PowerPoint, Canva, Google Slides, and audio-visual aids) on enhancing oral fluency among EFL learners and explores the perceptions of both teachers and students regarding their integration in the classroom. Conducted at M'sila University, the study involved 51 Master One EFL students and 07 English teachers; it adopted a descriptive, mixed-methods approach. It gathered data by distributing both structured and semi-structured questionnaires; the structured questionnaire is designed for EFL learners, while the semi-structured questionnaire is administered to EFL teachers. The use of these tools was found to contribute significantly to the development of oral fluency by fostering learner engagement and confidence, reducing speech anxiety, and promoting better content organisation and rehearsal practices, which in turn enhance their overall oral communication. The obtained findings from the current investigation inform both teachers and learners about the benefits and challenges associated with implementing MMPTs in teaching and enhancing students' speaking fluency. The study highlights the practical benefits and challenges of implementing MMPTs and emphasises their role in fostering a more interactive, student-centred learning environment. Accordingly, the research recommends that EFL educators incorporate MMPTs into their teaching strategies and encourage students to participate in relevant training courses to optimise their speaking performance.

Keywords: Multimedia Presentation Tools (MMPTs), oral fluency, EFL learner, effective communication, digital technology

List of Abbreviations

AI: Artificial Intelligence

CEFR: Common European Framework of Reference

CLT: Cognitive Load Theory

DCT: Dual Coding Theory

EFL: English as a Foreign Language

IELTS: International English Language Testing System

ICT: Information and Communication Technology

MMPTs: Multimedia Presentation Tools

MMLT: Multimedia Learning Theory

OF: Oral Fluency

PT: Presentation Tools

SPS: Syllables Per Second

SPSS: Statistical Package for the Social Sciences

TOEFL: Test of English as a Foreign Language

WPM: Words Per Minute

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General Introduction

1. Background of the Study

In the 21st century, education is increasingly influenced by digital technologies, especially when it comes to language teaching and learning. In Algerian EFL classrooms, the shift from traditional teacher-centred approach toward more learner-centred, technology-integrated classrooms has become a global trend, where teacher-centred approach still dominate. EFL instruction has experienced a notable change through the adoption of multimedia presentation tools (MMPTs) such as PowerPoint, Prezi, Canva, and video-based platforms, which aim to enhance both teaching practices and learning outcomes. These tools offer diverse types of input that go beyond traditional methods of instruction, allowing for visual, auditory, and interactive learning experiences. Their dynamic nature provides rich and multimodal environment that fosters learners' engagement, comprehension, and communication skills (Mayer, 2009; Moreno & Mayer, 2007).

One of the main competencies in EFL learning is oral fluency, a sub-skill of speaking that refers to the ability to produce spoken language smoothly, with appropriate speed, rhythm, and coherence (Fillmore, 1979; Nation, 1989). Oral fluency is not merely significant for academic and professional communication, but also plays a crucial role in achieving communicative competence (Canale & Swain, 1980). However, in many EFL contexts, students often struggle with speaking fluently due to limited exposure to authentic language use, anxiety, low motivation, or lack of real-life speaking opportunities or teacher centeredness. Where teachers should focus on designing effective classroom activities and materials, and play a role of facilitator and co-constructor to guide them (Ur, 1996; Thornbury, 2005).

To reduce these challenges, researchers have advocated for the integration of technology into speaking instruction. Thus, multimedia presentation tools raised to provide

learners with visual, auditory, and interactive elements that enrich the speaking experience and stimulate their creativity and expression (Chun, 2006; Gilakjani, 2012). Through the use of images, videos, animations, and audio recordings, MMPTs allow learners to plan, structure, and present their ideas more confidently, often reducing anxiety and improving language accuracy and fluency (Wang & Vásquez, 2012).

Furthermore, incorporating multimedia tools into oral activities allows students to rehearse, edit, and refine their spoken output before delivery, which aids in the long-term development of fluency. According to Goh and Burns (2012), fluency demands both practice and the ability to manage cognitive load during speech production, in which MMPTs could offer valuable scaffolding. For example, integrating visual aids and multimedia aids might reduce students' reliance on memorisation, allowing them to concentrate more on conveying content and maintaining a natural flow of speech (Mishan, 2005).

However, despite the availability of such technologies, their effective use for improving oral fluency remains limited. Traditional methods in lectures delivery are still used by many teachers, while students are tend to be passive rather than active participants in the learning process (Bouzid, 2015). This gap between technological availability and pedagogical application highlights the need for deeper investigation into how MMPTs can be strategically applied to enhance oral fluency.

In this context, the current investigation aims to explore how multimedia presentation tools help to improve EFL students' oral fluency. It emphasised on determining students' experiences and teachers' views on using these tools in presentations, taking into consideration the challenges faced by both of them.

2. Statement of the Problem

Learning English as a foreign language remains a persistent challenge, particularly in terms of speaking skills. That is due to learners' limited ability to use the language appropriately and deliver a fluent output to the audience. In EFL classrooms at M'sila University, it has been noticed that many students face problems of hesitation, frequent pauses, limited vocabulary, and lack of confidence during oral presentations, which hinder the learners' ability to speak fluently and require a long period of time to compose utterances. These issues often stem from problems related to memorisation, anxiety and weak organisation of presentation content. Therefore, this highlights the need to integrate supportive strategies like multimedia presentation tools by using tools such as Microsoft PowerPoint, Google Slides, Keynote, Prezi and Canva to keep up with modern technology and digital advancements. This integration aids EFL learners as well as teachers in enhancing their fluency in oral presentations and reduce their issues in delivering an effective oral communication. This study seeks to describe the current practices and perceived impact of multimedia presentation tools on EFL learners' oral fluency in classroom presentation contexts. It also aims to identify any challenges encountered in this integration.

3. Research Questions:

Aligned with the stated problem, this study aspires to answer the following questions:

1. To what extent do multimedia presentation tools foster oral fluency in EFL classrooms?
2. How do EFL learners and teachers at M’sila university view the effects of multimedia presentation tools on their fluency, confidence, and presentation performance?
3. What challenges do EFL learners and teachers encounter when using multimedia tools for oral presentation?

4. Research Objectives

The aim of this study is to investigate the impact of integrating multimedia presentation tools into EFL classrooms on promoting learners' oral fluency. Specifically, it seeks to:

1. Explore EFL learners' and teachers' perceptions of the use of multimedia presentation tools to enhance oral fluency in presentation delivery.
2. Identify the challenges faced by EFL learners and teachers when using multimedia presentation tools for oral presentations.
3. Raise awareness about the role of teachers in encouraging EFL learners to use multimedia presentation tools.

5. Significance of the Study

This study holds significant value in the field of EFL education as it investigates the impacts of Multimedia Presentation Tools (MMPTs) on oral fluency, a skill that remains challenging for many language learners. While existing research has explored the use of technology in language learning. It lies in its dual contribution: pedagogically and practically. Pedagogically, it provides insights into how multimodal presentations support cognitive and communicative processes that foster more confident and fluent speaking. Practically, it offers a learner-centred approach where students actively participate in creating and presenting content, shifting the classroom dynamic from passive reception to active engagement.

The study integrates both teachers' and learners' perspectives, offering a more holistic understanding of the effectiveness and challenges of MMPT integration. By doing so, it not only fills a gap in the literature but also serves as a valuable guide for EFL teachers and curriculum designers seeking to modernize speaking instruction through digital tools, making

language learning in classrooms more interactive, learner-centered, and aligned with 21st-century educational demands.

6. Research Methodology

To conduct this study, a descriptive method is adopted, and both qualitative and quantitative data collection tools are used in order to investigate the impact of multimedia presentation tools on enhancing oral fluency, depending on students and teachers perceptions. The participants were randomly selected. They consist of fifty one (51) Master one EFL students from Mohamed Boudiaf University of M'sila. Data were gathered through a student questionnaire to collect quantitative information and semi-structured questionnaire to teachers for gaining qualitative insights into their experiences and perceptions regarding the use of multimedia tools and its influence in oral fluency.

7. Dissertation Structure

This research is divided into two chapters. The first chapter covers the theoretical framework of the variables and includes two sections. The first section attempts to define the main elements related to oral fluency. While the second section discusses the integration of ICTs and multimedia presentation tools use. The second chapter presents the field work, it consists of four sections. The first section explains the research framework, including the methodology, sample population, data collection instruments, and setting. The following section focuses on data analysis and interpretation as the main concern of this chapter. The third section discusses the findings, while the final section addresses limitations and recommendations for future research.

8. Operational definitions of Research Variables

Multimedia Presentation Tools: Digital applications that combine text, images, audio, and video to support and enhance oral presentations in EFL classrooms.

Oral Fluency: The ability to speak English smoothly and continuously with appropriate speed, minimal hesitation, and coherent expression.

Chapter One: Enhancing Oral Fluency through the Use of Multimedia Presentation Tools

Introduction

This chapter is devoted to the theoretical background of the study. It details the conceptual definitions of the main variables and provides the essential theoretical frameworks to understand the interaction between the variables of this study. The first section treats " The oral fluency" ; It begins with an overview of speaking skills , then oral fluency definition, importance, and its components. Moreover, It highlights the development of oral fluency in EFL settings, and concludes identifying the factors that face EFL learners' oral fluency and the methods used for assessing it. Meanwhile, the second section of the current research provides some information about the second variable which is " Multimedia tools ". It starts with providing an overview of using Information and Communication Technology (ICT) in language learning and the theoretical underpinning of using multimedia in education, in addition to presenting its impact on language acquisition. Therefore, the section tackles the integration of multimedia presentation tools in EFL contexts and their various types. It sheds the light on the advantages and the challenges of this integration in EFL. Finally, the third section deals with the intersections between oral fluency and multimedia presentation tools.

1. An Overview of Speaking Skills

English is the first international language used for communication. When we talk about communication, it is easy to assume it is just about speaking and being heard. But communication is more than that. According to DuBrin (2015), effective communication is defined as “the ability to convey a message in a manner that is both clear and understandable, fostering comprehension and positive outcomes in interpersonal and organisational contexts.” It involves two types, which are verbal and nonverbal communication. For the purpose of this research, our primary focus is on verbal communication, which means the use of words to convey meaning and share information between individuals by spoken or written language

(David, 1960), exactly spoken language. Thus, mastering speaking skills is essential to deliver effective spoken communication.

Along with listening, reading, and writing, speaking is one of the four fundamental language abilities which is also one of the two productive skills in language learning (Bygate, 1987). To ensure the effectiveness of speaking, there are three aspects that should come together. The first is the language features required to maintain accuracy and fluency, which involve a combination of grammar, vocabulary, and pronunciation. The second is the cognitive skills or the mental processes that occur in the mind to think, organise ideas, and recover vocabulary to construct sentences for articulating them. The last are the interactional skills, which refer to the ability to use the produced language appropriately in different contexts (Harmer, 2007).

2. Oral Fluency

Oral fluency is widely recognised as a core component of communicative competence in second language learning. To fully understand its role in EFL contexts, it is essential to begin by clarifying what oral fluency entails.

2.1.Definition of Oral Fluency

According to Fillmore (1979), fluency is the ability to speak for an extended period without hesitation, ensuring the continuous flow of speech with unnecessary pauses. In other words, fluency deals with producing clear and smooth speech that can be meaningful and understood by the audience. Thus, Segalowitz and Freed (2004) defined oral fluency as follows:

“refers to those aspects of oral performance having to do with the fluidity or “smoothness” of language use, highlighting the importance of listener perception.” (p. 175)

Moreover, Segalowitz (2010) asserted this definition in his triadic model of fluency that divides it into three parts: Cognitive fluency refers to the mental processes for producing language; utterance fluency is related to the observable performance, such as speaking speed and pauses. While the perceived fluency means listeners' subjective judgement about the nature of speech. Hence, fluency is not merely about speaking rapidly, but also it involves the mental processing and the listeners' perception of speech. However, there is an important idea that scholars highlighted. It demonstrates that the ability to communicate effectively and deliver valuable speaking performance relies on both fluency and accuracy to ensure clarity and comprehension (Karimy & Pishkar, 2017, p. 49). Where Housen and Kuiken (2009) argued that fluency and accuracy are not independent but complementary aspects of language proficiency.

While defining oral fluency provides a foundational understanding, recognizing its importance highlights why it remains the primary goal in EFL instruction.

2.2.Importance of Oral Fluency in EFL

The importance of oral fluency in EFL has been emphasised by various researchers from diverse fields. Canale and Swain (1980) viewed oral fluency as a core component of communicative competence, where it focuses on the ability to maintain a natural, coherent, and uninterrupted flow of speech. However, Levelt (1989) considered oral fluency the result of automatic processing, where speakers retrieve and produce language to articulate without cognitive consciousness. This automaticity enables quick, seemingly effortless verbal output. While Goh and Burns (2012) pointed out that oral fluency should be the essential focus in language teaching, they recommended a balanced instructional approach between fluency and accuracy, where EFL learners take part in tasks fostering spontaneous, smooth speech

(fluency) as well as those demanding exacting, grammatically correct language use (accuracy). This ensures that learners speak confidently and correctly.

On the other hand, researchers also emphasised its role in presentation delivery. According to Lui (2014), oral fluency empowers learners to deliver presentations, discuss opinions, and engage in various contexts. This skill is important in academic and professional settings. It helps learners achieve better outcomes in their learning and opens doors for them to different employment opportunities. In other words, oral fluency in EFL plays a key role in public speaking, presentations, interview success, and career advancement (Srinivas, 2019).

After demonstrating the significance of oral fluency for EFL learners, it becomes vital to break it down into its main components. These components serve as the basics for assessing and improving learners' spoken performance in a structured and effective manner.

2.3.Oral Fluency Components

Oral fluency is a crucial component for assessing and enhancing speaking skills, and researchers have defined and classified its main components. They include speech rate, pausing, smoothness and continuity, and accuracy.

2.3.1. Speech Rate

Speech rate, also known as speed of speech, refers to how quickly or slowly a speaker produces words and sentences. According to Lennon (1990), a key component of oral fluency is speech rate, which is commonly expressed in words per minute (WPM) or syllables per second (SPS). He argued that it is a measurable variable that can be used to track changes and development in learners' fluency over time. Speed of speech should be balanced, because it can affect the quality of communication. Consequently, Segalowitz (2010) has confirmed

this idea. He argues that fluency requires a balanced speed, neither too quick, which could lead to misunderstanding, nor too slow, which can affect listener engagement.

2.3.2. **Pausing**

Pausing refers to the frequency, duration, and location of pauses made while speaking. Researchers distinguished between filled and silent pauses. Filled pauses are considered markers of disfluency in which the speaker struggles with lexical retrieval, grammatical encoding, or general mental planning to generate the utterance. However, strategic silent pauses can be used to prepare the next speech segment, provide emphasis, or give listeners time to process information (Derwing et al., 2004). Moreover, Tavakoli and Skehan (2005) also claimed that fluent speakers use fewer, shorter pauses at natural grammatical boundaries, while frequent, long pauses can disrupt communication and indicate a lack of fluency.

2.3.3. Smoothness and Continuity

Smoothness and continuity are fundamental components of oral fluency. They address the speaker's ability to talk in a natural manner without unnecessary pauses or sudden shifts in tone. In other words, consistent rhythm, logical ideas flow, and cohesive sentence constructions are characteristics of smoothness. While continuity is the ability to connect ideas without awkward interruptions or meaningless fillers (Lennon, 2000). The smoothness and continuity of speech are greatly impacted by self-correction, which ultimately hinders a speaker's fluency (Kormos, 2006). Where self-correction is a part of the monitor hypothesis of Krashen (1982), who stated that while underuse of the monitor can result in errors, overuse can lead to hesitations and self-corrections, which affect fluency and utterance continuity.

2.3.4. Accuracy

Accuracy refers to the correct use of pronunciation, vocabulary and grammar (Wang, 2014, p. 110). Fluency depends on it since it guarantees the speaker's message is clearly understood without errors that could confuse the listener. Therefore, the fluent speaker is not only someone who knows a range of words but also can use them appropriately in various contexts (Nation, 2001). In addition, the speaker should structure sentences and use tenses correctly because grammatical accuracy ensures effective communication (Ellis, 2008). Also, another essential element is the accurate pronunciation of sounds and words (Celce-Murcia, Brinton, & Goodwin, 2010). It means selecting appropriate words, correctly using grammar rules, and giving the speech meaning to the audience are all components of effective accuracy.

Together, these elements form the core component of oral fluency. A clear understanding and consistent improvement of these elements can effectively enhance learners' ability to provide clear, coherent, and effective oral presentations.

Development of Oral Fluency in EFL

In English as a Foreign Language (EFL) education, the growth of oral fluency is one of its main goals. Oral fluency goes beyond simple grammatical correctness or broad vocabulary knowledge; it reflects the learner's ability to express ideas and thoughts in spoken English with a degree of naturalness, ease, and continuity (Lennon, 1990). However, mastering these linguistic aspects only is not enough to ensure effective communication in different contexts. Where Bardovi-Harlig (1992) called it pragmatic fluency. Furthermore, promoting oral fluency in EFL students has several benefits. It gives students the confidence they need to speak, engage in active communication, and eventually become more proficient communicators (Bygate, 2001).

Moreover, oral fluency development is a complex process influenced by multiple factors. Understanding these factors is crucial for designing effective pedagogical strategies to improve learners' oral proficiency.

- Exposure to Language: According to Nation and Newton (2009), language acquisition requires a lot of speaking and listening experiences. Thus, frequent exposure to the target language provides learners the opportunity to practise vocabulary, grammar, and pronunciation, which are important for speaking fluently.
- Interactional Practice: It involves regular practice with peers or native speakers. As Vygotsky (1978) argued that learning occurs through social interaction and collaboration, where more knowledgeable individuals (teachers, peers, etc.) guide learners. Hence, engaging in communicative tasks allows learners to develop fluency through real-time language use.
- Motivation and Confidence: According to Deci and Ryan in their Self-Determination Theory, motivation provides the initial push and sustained energy for developing language learning. Alongside, confidence empowers the speakers to take risks, overcome challenges, and provide their best performance without fear of making mistakes (Bandura, 1977). This positively affects the quality of fluency, as well as improving oral performance.
- Feedback: Whether from teachers or peers, constructive feedback enables students to find and fix mistakes in vocabulary, grammar, and pronunciation (Ellis, 2009). Feedback is a tool that provides learners with valuable information about their performance, guiding them towards improvement and enhanced proficiency.
- Multimedia Tools: Learners can practise speaking in a supportive environment with digital tools like speech recognition software and video presentations. Mayer (2009) asserts that multimedia tools enhance language learning by offering multimodal input,

thereby facilitating both comprehension and production through the use of multiple modalities, including texts, audios, images, and videos.

Although the various developmental strategies of oral fluency, learners may still encounter obstacles that hinder their progress. Identifying these barriers is important to effectively address them and support learners in achieving greater fluency.

2.4.Barriers to Oral Fluency

According to the online Oxford Learner's Dictionary, a barrier is a problem, rule, or situation that prevents someone from doing something, or that makes something impossible. It means that barriers are obstacles that hinder the progress of an achievement. Oral fluency's barriers can significantly impair learners' ability to speak confidently and naturally. Its common barriers can be categorised as follows:

2.4.1. Linguistic Barriers

- Limited Vocabulary: The most well-known quote about vocabulary by Wilkins (1972) is "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It highlights that the lack of vocabulary can restrict learners to express themselves and their ideas, which leads to difficulties in structuring coherent sentences and accurate ideas (Alqahtani, 2015).
- Grammar Issues: Halliday (1985) viewed grammar as a tool to produce meaningful utterance, emphasising the relationship between linguistic forms and their communicative functions. Thus, frequent grammatical errors can disrupt speaking fluency and stand as a barrier for EFL learners to engage in a successful spoken communication.

- Pronunciation Problems: According to Setter (2011), pronunciation refers to the process in which speech sounds are produced and perceived, influencing intelligibility and listener comprehension. Poor pronunciation hinders efficient message delivery, regardless of the accuracy of language and grammar. Also, it affects learners' willingness to speak, making it a significant obstacle to oral fluency (Celce-Murcia, Brinton, & Goodwin, 2010).

2.4.2. Psychological Barriers

- Lack of Confidence: Non-native speakers typically show a low self-esteem due to doubting language skills and incapacity to master the foreign language. This lack of confidence can inhibit learners from engaging in speaking activities (Brown, 2007).

- Anxiety: It is considered a key factor that raises the affective filter, where it causes a difficulty for learners to process and produce language effectively (Krashen, 1982). Therefore, learners with high anxiety levels often struggle with speaking fluently due to fear of making mistakes.
- Fear of Negative Evaluation: FNE is a major component of foreign language anxiety (Horwitz, Horwitz, & Cope, 1986). It means learners' fear of being negatively evaluated or judged by indicators or peers on their language skills. It makes learners unwilling to communicate in the target language, preventing their fluency development and classroom involvement (Young, 1991).
- Perfectionism: Oxford (1999) asserted that learners spend excessive time to structure sentences, which impairs their capacity for spontaneous speech. Perfectionist learners tend to focus on accuracy,which makes them hesitant to speak without perfect sentences, leading to fluency disruption (Gregersen & Horwitz, 2002).

2.4.3. Cognitive Barriers

- Lack of Automaticity: Automaticity deals with the spontaneous retrieval of vocabulary and grammatical structure from memory to construct sentences and articulate an output (Levelt, 1989). When learners lack automaticity, they find it difficult to access words. This limited access causes frequent pauses, hesitations, and self-correction, reducing the fluency level of speakers' performance (Segalowitz, 2010). However, DeKeyser (2007) claimed that extensive practice and exposure to language can enhance automaticity.
- Processing Speed: It refers to how quickly learners understand, formulate (lexical retrieving, grammatical and phonological encoding), and produce spoken language in real time. Because they rely more on declarative information, have less automated linguistic knowledge, and may be influenced by their first language, speakers frequently have slower cognitive speeds in which lead to delays in conversation (Kromos, 2006).

2.4.4. Sociocultural Barriers

- Limited Exposure to Authentic English: Lightbown and Spada (2013) asserted that language input and exposure are crucial for speaking skills' development. Learners have the chance to absorb linguistic features when they are exposed to language intake, such as conversations with native speakers, listening to authentic audios, watching movies, and having meaningful interaction in English settings. Therefore, limited exposure to authentic communication situations and lack of practice can hinder speaking skills as well as impede oral fluency with time (Hinkel, 2006).
- Social Identity: Learners who are marginalised due to their accents or cultural backgrounds may avoid speaking because of negative judgements, fear and feeling

embarrassment (Norton, 2000). Learners may experience discomfort in speaking fluently with individuals in positions of authority or higher social status. Krashen (1982) emphasised that learners must receive sufficient comprehensible input to develop fluency.

2.5.Oral Fluency Assessment

Speaking is the most difficult skill to assess. Despite the difficulties, this skill should receive much more attention in comparison with the other language skills since speaking tests can be a source of positive feedback (Coombe et al., 2007, as cited in Hatipoglu, 2017). In order to diagnose learning needs for future improvement, determine oral proficiency, and direct instruction, speaking fluency assessment has emerged. Researchers have identified various types of speaking fluency assessment, each with unique features and purposes.

The first type is subjective or human-rated assessment, where it depends on qualified assessors who analyse fluency using rating scales or rubrics according to predetermined standards (Fulcher, 2003). It is commonly utilised in standardised language proficiency tests like IELTS and TOEFL. One significant benefit is the ability to capture the pragmatic and contextual elements of speech; however, this strength is counterbalanced by the inherent limitations of susceptibility to rater bias in assessment. The second type is objective or automated assessment, which depends on technology to measure fluency metrics like speech rate, pausing patterns, and pronunciation accuracy (Cucchiarini et al., 2000). This measurement process occurs through using tools such as Praat, Google Speech API, and other AI-powered systems. Meanwhile, these tools may ignore the contextual meaning and appropriateness of speech, which are essential to effective communication. Hybrid assessment is the third type; it offers a balanced approach by combining human judgement with automated analysis (Luoma, 2004). While technology offers statistical data on fluency

features, human raters assess qualitative aspects of fluency, including naturalness and coherence in this approach.

Educators may provide EFL learners with assignments to assess their speaking fluency. These assignments can be interviews, discussions, role-plays, and presentations to evaluate the actual spoken performance, where raters typically use rubrics or rating scales that focus on different components of fluency, such as rate of speech, pausing, continuity, and overall ease of expression (Sanako, 2024). On the other hand, they can be merely focused on specific components like vocabulary or grammar tests. In this case; they measure the underlying knowledge without directly observing spoken performance, but this kind of assessment has been criticised that it is not reflecting the actual learners' fluency (Hughes, 2003).

Oral fluency assessments can be conducted in various methods. According to Kormos and Dénes (2004), rating scales and rubrics are frequently employed to assess fluency since they offer descriptive criteria, including coherence, speed, and smoothness, such as IELTS and CEFR. Another technique is temporal measures, which include examining pause frequency, pause duration, and speech rate (words or syllables per minute) (Derwing et al., 2004). Although these metrics are objective, they could not adequately reflect the communication value of pauses in speech. In addition to qualitative analysis, which emphasises speech's appropriateness, coherence, and naturalness (Richards, 2008). This method is especially helpful for formative evaluations and assessments conducted in the classroom. Finally, automated speech analysis tools (software tools) offer a technology technique for assessing fluency. This method analyses acoustic aspects and provides precise fluency measurements (Cucchiarini et al., 2000). As mentioned before, this integration should be balanced with human evaluation to cover pragmatic aspects of speech.

1. An Overview of ICT in Education

The integration of Information and Communication Technology (ICT) in education is widely acknowledged as a method to develop teaching and learning across various disciplines. The acronym ICT can likewise take a plural form (Technologies) where it is comprehended to involve the particular devices or processes that collectively make up the (Technology). This pluralised form is sometimes written as ICTs (Pelgrum & Law, 2003). As noted by Blurton (1999), ICT encompasses diverse types of technological instruments and resources used for communication, creation, dissemination, storage, and management of information. In other words, it means using digital tools to improve teaching, learning, and communication, including computers, tablets, interactive whiteboards, internet resources, multimedia, and educational software.

ICT can provide an authentic learning environment where language learners can explore reference materials, participate in discussions, work as teams on different projects, and create multimedia resources (Padurean & Margan, 2009). This definition sheds light on the significance of using ICT in educational settings. Where it should adopt ICT to augment learner motivation and engagement, facilitate the acquisition of fundamental skills, and improve teacher training (Tinio, 2003). Moreover, its effectiveness in improving learning outcomes depends on how it is used pedagogically and integrated into the English curriculum. Thus, teachers have to work on their professional development in equipping the skills needed to integrate technology meaningfully into their teaching practices. For instance, according to Buabeng-Andoh (2012), factors including insufficient infrastructure, inadequate teacher training, and opposition to change frequently impede the effective implementation of ICT in educational institutions.

ICT is a change agent that transforms traditional teaching methods by enhancing the way of accessing, gathering, manipulating, and presenting or communicating information. Therefore, Van de Ven and Poole (as cited in Motallebzadeh, 2005) assert that the change involves more than just a switch from traditional to technological instruction; rather, it involves what they refer to as a "shift in teaching paradigms," or a change in how one views education. This is because such a change is not an easy mission.

1.1.Multimedia in Language Learning

Multimedia falls under the umbrella of ICT because it involves the digital creation, integration, and presentation of content using text, audio, video, graphics, and animation that is often delivered through ICT tools such as computers, tablets, projectors, and the internet. The name “multimedia” is derived from “multi-,” which means many or numerous, and “media,” which is a medium for information delivery and presentation. Multimedia is distinguished from mixed media in that it encompasses a wider scope, such as audio. "Rich media" and "interactive multimedia" were interchangeable in the early days of multimedia, and "hypermedia" was a type of multimedia. Tay Vaughan (1993), in the eighth edition of his book "Multimedia: Making It Work," declared:

“Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user, the viewer of the project, to control what and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia.”(p. 1).

Therefore, multimedia learning should be more than just adding media to increase engagement; it should also help people process, organise, and store information more effectively. Clark and Mayer (2003) argued that "the aim of multimedia instruction is to help learners build mental representations from words and pictures, leading to meaningful learning."

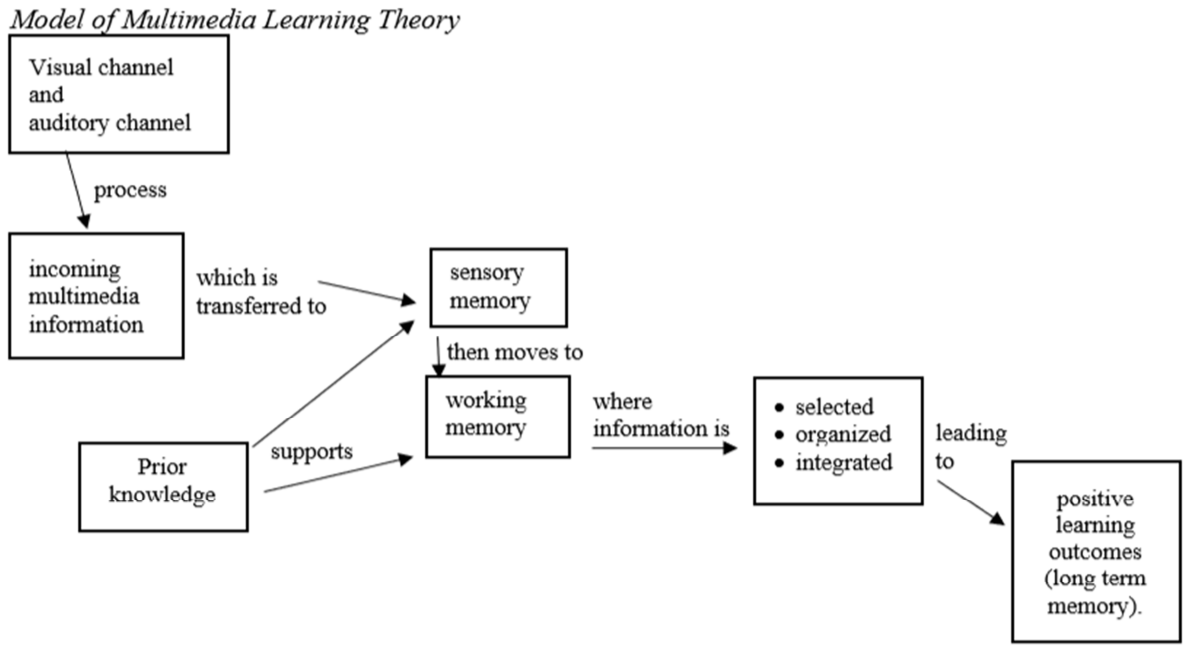


Figure 1. Model of Multimedia Learning Theory (adapted from Mayer, 2001)

1.2. The Theoretical Underpinnings of Using Multimedia in Education:

To support the integration of multimedia in language education, several educational and psychological theories provide a solid theoretical foundation. These frameworks explain how learners process information, engage with visual and auditory stimuli, and construct knowledge through interaction.

1.2.1. Cognitive Load Theory (Sweller, 1988)

Cognitive Load Theory is a psychological theory that originated from the field of cognitive science. It had emerged from the work of John Sweller in 1988. CLT posits that

working memory has limited capacity when processing new information (Sweller, 1988). It possesses three types, which are intrinsic, extraneous, and germane cognitive load. Intrinsic load is the necessary mental effort required to understand a topic's complexity, while extraneous load represents wasted mental effort due to ineffective teaching methods. Ideally, instructional design should minimise extraneous load to free up working memory capacity, thereby maximising germane load, which is the beneficial effort leading to genuine learning and the development of expertise (Paas, Renkl, & Sweller, 2003, pp. 1-2). Consequently, well-designed multimedia can improve germane cognitive load and decrease extraneous cognitive load, facilitating learners' ability to acquire and assimilate new knowledge.

1.2.2. Dual Coding Theory (Paivio, 1986)

Dual coding is a technique used in traditional classroom instruction to increase learner engagement and knowledge retention. It denotes the process of integrating visual (image-based) and verbal (language-based) components to communicate information. According to Paivio (1971), the human brain processes knowledge more effectively when multiple sensory modalities are simultaneously engaged. Multimedia tools, integrating text, graphics, audio, and video, facilitate learning by engaging both channels concurrently, resulting in enhanced memory retention and comprehension (Paivio, 1986). According to Rieber (2005), the DCT has three levels: representational, associative, and referential. Representational processing activates verbal or visual representations, whereas associative processing connects these systems. Referential processing connects new and existing information across systems. Dual coding in multimedia instruction aligns with referential processing through encoding information in both verbal and visual systems, resulting in better memory retention. Presenting words as narration and images as animation stimulates learners cognitively, storing words in verbal and visual working memory**.**

1.2.3. Mayer's Cognitive Theory of Multimedia Learning (2001)

Mayer's theory was built on both cognitive load and dual coding theories. Richard Mayer developed the Multimedia Learning Theory (MMLT) in 1997. It is included in the cognitivist's grand theory. His theory proposed twelve principles and these are the core ones for effective learning. First, multimedia principles suggest that learning is enhanced when information is presented through two channels: audio and visual, rather than relying solely on words. Second, each processing channel has a limited capacity, meaning humans can only process a finite amount of information at a time and construct mental representations to make sense of it. Finally, learning is an active process where individuals filter, select, organise, and integrate new information with their existing knowledge. In 2001, he asserted that the transfer of knowledge through dual channels (auditory and visual) can be effective when information is assimilated with pre-existing knowledge. In other words, the theory has fundamentally transformed how educators construct educational materials by giving evidence-based guidelines for effectively combining words and images. Based on the idea that humans process visual and auditory information through separate, limited-capacity channels, it provides principles such as multimedia, coherence, and modality to reduce cognitive overload and foster deeper understanding, ultimately leading to improved learning outcomes and influencing the development of various educational technologies (Mayer, 2009).

1.2.4. Social Learning Theory (Bandura, 1977)

Albert Bandura's Social Learning Theory (1977), later expanded into Social Cognitive Theory, states that learning is a cognitive process that occurs within a social context and can occur purely through observation or direct instruction. In other words, it highlights the importance of learning through observation, imitation, and modelling. It suggests that individuals learn by observing others' behaviours and the consequences of those behaviours. Attention, retention, reproduction, and motivation are the four processes that Bandura and

Jeffrey (1973) identified as accounting for learning from observation. Engaging multimedia content (e.g., high-quality visuals, clear audio, compelling narratives) can capture learners' attention, which is the first step in observational learning. Likewise, learners can re-watch demonstrations as many times as needed to grasp the concepts, which is known as retention. While multimedia primarily offers observation, it can encourage reproduction through interactive exercises that prompt learners to practice the observed skills or apply the learnt behaviours. Also, it can incorporate elements that motivate learners.

Hence, multimedia is an ideal medium for presenting models of desired behaviours, skills, or problem-solving strategies. Where educational videos, animations, and simulations can show step-by-step demonstrations, expert performances, or real-world examples.

1.2.5. Constructivist Learning Theory (Piaget, 1952; Vygotsky,1978)

The constructivist theory is founded on the premise that learners are active participants in the learning process. Knowledge is constructed through experiences, as individuals reflect on events, absorb new concepts, and integrate new information into their prior knowledge. Learners create schemas to organise their received knowledge. These two mentioned processes are called assimilation and accommodation. Cognitivism was incorporated into learning theories by Dewey, Piaget, Vygotsky, Gagne, and Bruner (Doolittle & Camp, 1999). Multimedia tools support constructivist principles by allowing learners to actively construct knowledge through discovery, interaction, and collaboration, particularly when they create or manipulate multimedia content themselves.

2. Multimedia Presentation Tools in EFL Context

The use of Multimedia Presentation Technologies (MMPTs), including PowerPoint, Prezi, and Canva, has a considerable impact on English as a Foreign Language (EFL) instruction, particularly in terms of enhancing learners' speaking skills and presentation fluency. By integrating text, graphics, audio, and video, these resources facilitate multimodal

learning, which improves target language production and comprehension (Mayer, 2009). It means that integrating these audio-visual aids is a useful way to improve students understanding of narrated animations. He stated that using many mediums helps the students focus on their preferred learning styles since they learn in different ways. In the EFL context, multimedia tools are progressively utilised to facilitate oral presentations, enabling learners and teachers to prepare, organise, and visually enhance their speech (Hung, 2011). These tools assist students who may otherwise experience anxiety or pressure when presenting in front of others. They also help them to see how their work evolves, enabling them to evaluate their own academic progress. While allowing teachers to monitor this progress and offer meaningful feedback.

2.1.Types of Multimedia Presentation Tools

Multimedia presentation tools have become crucial in modern education, providing dynamic platforms to improve teaching and learning experiences. In EFL settings, these tools facilitate language acquisition by offering visual and interactive information. Their use in creating presentations can be categorised in several ways: Traditional slide-based presentation software, non-linear PT, design-focused PT, and AI-powered PT.

Traditional slide-based software is the most well-known and used. This type consists of Microsoft PowerPoint, Google Slides, and Apple Keynote. For instance, PowerPoint was initially released in 1987, developed by Robert Gaskins and Dennis Austin at Forethought, Inc. It enables the integration of texts, images, videos, and audios to create a multimodal and interactive learning environment that supports the development of all four language skills. Meanwhile, the study of Szabo and Hastings (2000) claimed that students have positive attitudes toward PowerPoint lectures because

they feel that PowerPoint lectures are interesting, able to attract their attention, and help them to understand better.

Moreover, non-linear PTs are those tools that focus on dynamic presentations such as Prezi. Prezi is a cloud-based tool that allows for dynamic content delivery, where the user is able to zoom in and out of different points (Santiana & Fatimah, 2017). It was established in 2009 by Ádám Somlai-Fischer, Péter Halácsy, and Péter Árvai in Budapest, Hungary. According to Aljaehani (2015), using Prezi in the classroom can offer teachers and students various advantages that facilitate teaching and learning processes. It assists in promoting their confidence and motivation, decreasing anxiety, helping the students to easily brainstorm the material provided, and producing better learning experiences (Santiana & Fatimah, 2017).

Furthermore, design-focused PTs are platforms that prioritise ease of design and provide huge libraries of templates and graphic elements, making them accessible to users with little design knowledge. This can be seen in Canva, which is a graphic design platform to create visually appealing presentations and educational materials. It was founded in 2013 by Melanie Perkins, Cliff Obrecht, and Cameron Adams in Australia. EFL students use Canva to produce various English learning resources, such as presentation slides, textbooks, flashcards, videos, and infographics (Sari, Utari, & Arfiandhani, 2023). It improves students' writing skills to produce texts where they show a noticeable level of creativity, motivation, and engagement (Davidson, 2025).

The last type is AI-powered platforms, which are designed to assist content creation of presentations and other visual resources. They have the capacity to generate presentations from the outline to ready slides. PageOn AI is one of these platforms that made a shift in presentation delivery, created by Yunfei Fu and his expert team in 2024, who said that "we are building a new visual communication dialogue. Information should be influential. Our

vision is to present information in a better way—a journey where users can reveal their thoughts and ideas behind complicated information and truly share their story in an engaging way. We believe AI is the game changer, and we will see the next page on." However, Lee (2024) asserted that AI platforms scaffold individuals in planning and foster the organisation of their ideas, which support confidence and improve multimodal literacy (visual aids), especially when they have only limited vocabulary or struggle with language production.

After determining the types of multimedia presentation tools, it is important to consider the advantages they provide. Thus, exploring their benefits helps clarify why these tools are continuously more integrated into EFL classrooms to develop teaching and learning outcomes.

2.2.Advantages of Multimedia Presentation Tools Use in EFL Context

Multimedia presentation software such as Prezi, Knovio, Slidebean, Canva, PowerPoint, Google Slides, VideoScribe, and so on are increasingly available in the market. These software tools offer a range of features such as audio, video, cartoons, infographics, animations, interactive maps, and voice instructions. Their friendly use and numerous tutorials on the web enhance their performance, allowing for easy and simple creation of animated and attractive presentations. Thus, their incorporation in EFL settings has transformed teaching and learning, providing significant benefits for both learners and teachers.

2.2.1. For Learners

Enhanced Language Comprehension: According to Chen and Liu (2008) and Mayer (2008), multimedia tools offer rich and multisensory input that combines verbal and visual elements that cover diverse learning styles and promote deeper understanding. It means that audiovisual materials provided by multimedia tools can promote language understanding

through making abstract concepts concrete. Moreover, its use helps learners grasp abstract vocabulary and complex grammatical structures more concretely (Alharbi & Alshumaimeri, 2016).

Improved Engagement and Motivation: Studies showed that motivation is a key to learning (Crookes and Schmidt 1991). Using several representations can motivate learners and improve their memory. Thus, multimedia through its different devices can offer learners the appropriate ways to learn. Where multimedia presentation tools stimulate learners' motivation by creating dynamic and interactive learning environments (Sözen, 2019). As a result, this increases engagement and encourages active participation, which is crucial for language acquisition (Brown, 2007).

Enhancing Learners' Four Skills: By delivering multi-sensory input, promoting engagement, providing authentic exposure, and enabling interactive practice and feedback, MMPTs empower EFL learners to develop their listening, speaking, reading, and writing skills more effectively. According to Mayer (2001), audiovisual materials provided by multimedia can support auditory input because they work as contextual reinforcement. This exposure to authentic content enhances listening comprehension. However, incorporating visual and auditory aids within presentations can contribute to acquiring the target language. Where EFL learners practice selective and intensive listening skills (Gilakjani & Sabouri, 2016). On the other hand, as noted by Al-Issa and Al-Qubtan (2010), multimedia tools significantly enhance speaking skills by promoting structured content and presentation, thereby enhancing fluency, accuracy, and confidence in learners. Whereas, Chun and Plass (1996) suggested that multimedia materials, including images, audio, and video, assist learners' comprehension of new vocabulary and textual content. Finally, by creating content for presentations, multimedia tools encourage writing skills. As they prepare their speech and

visuals about what they integrate in the slides, students draft and revise their written texts, reflecting on the organisation and coherence of writing (Miller, 2009).

Opportunities for Collaboration: Teachers typically asked learners to prepare projects and presentations as a task or type of assessment. Hence, most of learners work in groups when doing presentations to accomplish their shared goals using MMPTs, which is called cooperative learning (David & Johnson, 2006). The opportunity to collaborate on multimedia tasks increases peer interaction and communicative competence (Wang & Vasquez, 2012).

Development of 21st Century Skills: Partnership for 21st Century Learning, known as P21, which emphasises the development of key 21st century skills such as the 4Cs: critical thinking, creativity, collaboration, and communication (Trilling & Fadel, 2009). In this instance, multimedia tools promote analytical thinking while presenting, improve learners' ability to express ideas effectively, enable learners to create multimedia projects and support teamwork, and encourage experimentation with design, sound, visuals, and text, leading to creative expression and innovative presentations. According to UNESCO (2018), frequent use of multimedia presentation tools enhances learners' technical proficiency and digital literacy in using these platforms.

For Teachers

Effective Instructional Delivery: MMPTs enable teachers to deliver clear and organised content. However, this organised content helps in reducing learners' cognitive load. Where learners manage chunks and focus on one concept at a time to assimilate ideas and not accumulate them. Teachers, by using MMPTs can explain the content or linguistic features through presenting visual aids (Çakir, 2006). These tools integrate visual, aural, and textual

features, seeking to cover various learning styles and improving comprehension (Mayer, 2009; Alqahtani, 2019). Which in turn confirms the effective delivery of the instructions.

Increased Efficiency and Time-Saving: Teachers prepare reusable instructional materials through using MMPT, where lessons and presentations can be saved and adapted for future classes, and there is no need to waste time and effort on repeating lesson planning (Chen, 2011; Dudeney & Hockly, 2007). Furthermore, integrating these tools facilitates lesson delivery in terms of allowing more time for student interaction, participation, and direct explanation instead of wasting it on writing the lesson on the board (Kessler, 2018).

Professional Development: Teachers should develop their digital literacy and pedagogical competence regarding integrating technology in their classes. This integration enhances teachers' confidence and adaptation about their skills in using modern technology in classes (Kessler, 2006; Teo, 2009). In other words, their use of multimedia helps them stay updated with technological advancements and improve their skills to effectively use these tools. While they can participate in training courses to support their professional development.

Move Beyond Teacher-Centred Instruction: MMPTs promote a shift from a teacher-centred approach to a learner-centred approach (Barr & Tagg, 1995). These tools support a more selective and personalised method of content delivery, focusing on students' specific needs and learning preferences. Consequently, the teacher's role evolves from being the sole knowledge provider to becoming a facilitator, who guides and supports student learning, with a focus on creating an appropriate learning environment rather than covering content only (Llego, 2022).

Multimedia presentation tools have many advantages, but integrating them in an EFL context sheds light on several challenges that can reduce their effective use. The next section deals with the main challenges encountered in this process.

Challenges of MMPT Integration in Educational Settings

The integration of ICT and multimedia presentation tools specifically offers numerous benefits as mentioned before, such as improving students' engagement and motivation and providing effective instructional delivery. However, various challenges are raised to hinder the effective implementation of these tools, where they can range from technological, pedagogical issues or other sources. Thus, understanding these obstacles helps to develop solutions for addressing them.

Not all classrooms have access to necessary equipment like computers, projectors, and the internet. As Warschauer (2004) stated, inadequate access constitutes a fundamental obstacle to the integration of ICT in educational settings. In addition, the emergence of technical issues negatively impacts on the effectiveness of using MMPTs and produces disappointment for their users, in which unresolved technical issues may prevent teachers from using multimedia tools (Tondeur et al., 2008).

Furthermore, there are other challenges related to teachers. For instance, they often lack the essential training to develop their digital competence for integrating modern technologies in educational settings (Hockly, 2013). According to Gilakjani (2017), he pointed out that deficiency of ICT training directly affects teachers' confidence and integration efforts. Meanwhile, they should have sufficient time for preparing the chunks before and manage time to display the lessons. This was argued by Bingimlas (2009), who

claimed that time limitations are a key challenge to implementing new technologies in teaching.

Moreover, according to Coiro et al. (2014), they emphasised that students' digital skills differ widely and require to be supported. Thus, not only teachers but also learners face some difficulties in using MMPTs in their classes. Some students are not familiar with digital technologies. Hence, they are uncomfortable about their technical skills in front of others, affecting participation and learning outcomes.

In addition, another significant challenge in integrating MMPTs into classrooms is pedagogical misalignment. According to Bower (2016), technology must be integrated in a pedagogical framework to support learning outcomes. It means using digital tools in teaching without purposefully linking them to instructional goals. In other words, when they are integrated only for their novelty not for their effectiveness as educational improvements. Koehler et al. (2013) discussed through the TPACK model that effective teaching using technology requires a balance among technological, pedagogical, and content knowledge. Without this alignment, MMPTs fail to enhance learning and teaching processes.

Finally, the last one is an administrative challenge. It tackles the lack of institutional support, such as lack of stable internet connection, insufficient equipment, and no clear ICT integration policy. As stated by Pelgrum (2001), lack of access to technical infrastructure is considered as a common institutional barrier. Meanwhile, this lack may demotivate teachers and learners from integrating ICTs like MMPT in meaningful ways in classrooms, limiting opportunities for engagement and interaction.

3. The Use of Multimedia Presentation Tools to Enhance Oral Fluency

The development of language skills, even among native speakers, is a major concern for both learners and experts (Rabbidge, 2014). In the digital age recently, educational settings depend on technology that offers effective strategies to enhance language proficiency of non-native English speakers. However, learners' speaking skills can be enhanced through using different communicative tasks including presentations, which help to develop their communicative competence (Munby, 2011). Therefore, using multimedia tools in presentations serves as a crucial tool that can be integrated to create a positive language learning environment (Chapelle & Erik, 2016). As mentioned by Mayer (2001), tools such as Microsoft PowerPoint, Prezi, Canva, and so on are considered powerful aids to language teaching and learning because they are able to cover learners' sensory channels and ensure lesson delivery. Integrating these tools can reduce anxiety, improve coherence, and boost confidence during presentations, in which all these aspects assist in enhancing fluency in oral performance.

According to Tuan and Mai (2015), oral fluency is improved when learners have time and support to plan their speech. MMPTs facilitate such planning by allowing learners to create outlines in terms of slides, use visuals, and practice their utterances. For instance, structuring ideas logically, retrieving memory through visuals, providing a framework for speaking, and reducing cognitive load while speaking. Furthermore, Al-Issa (2019) found that EFL students who prepared and delivered their presentations using PowerPoint demonstrated a noticeable increase in fluency, including fewer pauses, hesitations, and improved coherence. These students gained advantages from the structured slide format, which functioned as a cognitive roadmap throughout speaking activities.

Similarly, learners who use multimedia-based oral communication are also able to develop fluency (Young & West, 2018). Referring to Gromik (2012), in his Japanese study found that learners' speech rate increased when they produced videos based on multimedia. Thus in case integrating these ICTs has influenced speaking and particularly speech rate, pauses, and smoothness of speech which are the main components of oral fluency, it suggests that there is indeed a significant impact between them. Zainuddin and Perera (2019) reported that multimedia tools support the concept of a flipped classroom, where students are exposed to the inputs before coming to classes. MMPTs guarantee this exposure while preparing their presentation's slides. As a result, it helped them improve their confidence, rehearse more effectively, and reduce hesitation during speaking.

Moreover, Smaldino et al. (2015) assert that integrating visuals in the classroom, such as Canva, can accomplish variety of objectives, such as generating concrete interpretations of abstract concepts, inspiring students, directing their attention, repeating information, aiding them in remembering what they already know, and improving learning. Critically, these objectives support the idea that providing audio visuals guide learners' speech by reducing cognitive load, structuring ideas, and stimulating visual and auditory channels that engage learners, promote confidence, and enhance fluency in speaking. On the other hand, MMPTs can scaffold oral production but their effectiveness depends on the meaningful integration in EFL classes. Accordingly, the conducted studies align with Clark and Mayer's theory (2016), which argued that MMPTs help EFL learners internalise language effectively and deliver correct, coherent, and fluent outputs.

As this chapter has demonstrated, a growing body of evidence supports the strategic integration of multimedia tools to enhance oral communication fluency, especially in language learning contexts. Consequently, the practical part of the present study seeks to

explore the relationship in depth by examining the impact of MMPTs integration on oral fluency development in EFL classrooms.

Conclusion

The principle goal of this theoretical chapter has been to help readers clearly understand the key concepts and theories that underpin this research. First, it sought to define and investigate the first variable which is oral fluency, focusing on its significance in EFL situations, its fundamental components, the challenges that learners encounter in developing it, and the assessment methods utilised. Second, the chapter attempted to provide a detailed review of multimedia presentation tools within the broader context of Information and Communication Technology (ICT) in language instruction. This includes investigating the theoretical rationale for incorporating multimedia into EFL classrooms, outlining the available types, and discussing both the potential advantages and challenges of their use.

Chapter Two:

Methodology, Findings, and Discussion

Introduction

This chapter is the field work. It outlines the methodology guideline followed by the researchers to conduct this research study, and it contains four sections. The first section provides an overview of the research design. The next section tackles the data analysis and interpretation. The third section is devoted to the discussion of the findings; whereas the last one deals with the limitations and implications of this research and provides recommendations for further researches.

1. Research Methodology and design

1.1.Research Method

To investigate how the integration of multimedia presentation tools can enhance oral fluency in EFL classrooms, the descriptive method is used. As defined by Arkunto (2007),it is designed to collect information on trends within a particular field, without any intervention or control (p. 234). It aims to explore the perceptions of students and teachers regarding the influence of MMPT on oral fluency. Descriptive research is useful for gaining insights into attitudes, opinions, and experiences, which aligns with the study's objectives. A mixed-methods approach was employed to provide both quantitative data from students using a structured questionnaire and qualitative insights from teachers via a semi-structured questionnaire. This combination allows a more comprehensive and balanced understanding of how multimedia presentation tools impact oral fluency in EFL settings.

1.2.The setting

The study was conducted at the Department of Letters and English Language, University of M'sila during the second semester of the academic year 2024/2025.

1.3.Research Population and Sampling

The population of this study involves Master One (M1) students enrolled at M'sila University during the academic year [2024–2025]. The total population consists of 170

students across different specialisations. This level was chosen because M1 students are generally more familiar with using digital technologies due to their frequent use of these tools, particularly the last two years, and they seek to develop their speaking skills. They possess an advanced level of English proficiency, enabling them to engage meaningfully in presentations and reflect on their oral fluency. The sample of this study includes fifty-one students (N = 51) who were selected randomly using non-probability sampling. This sample represents thirty percent (30%) of the whole population. Among these participants, 36 are female and 15 are male. This gender diversity helps to reduce bias, provides perspectives from different points of view, and enhances the generalisability of the research findings. Regarding the teachers included in this investigation, they are seven teachers (N = 7) who teach English at M'sila University.

1.4.Research Tools

To carry out this investigation that aimed at enhancing oral fluency through the integration of MMPTs in EFL classrooms, a mixed-methods approach was developed to collect quantitative and qualitative data. The used instruments were two different questionnaires for both teachers and students.

1.5. Description of Teachers' Questionnaire

Brown (2001) defined questionnaires as written instruments that offer participants a collection of questions to answer, either by selecting responses from a list of pre-existing options or by transcribing their responses. A semi-structured questionnaire was used as a research instrument to gather data on EFL teachers' perceptions regarding the integration of multimedia presentation tools for enhancing learners' oral fluency **(see Appendix A)**. This questionnaire was designed to collect both quantitative and qualitative data, including a combination of closed-ended questions such as checkboxes, yes/no, rating scales, and open-ended questions like WH questions, explanations, and comments, to explore participants'

perspectives and experiences. It consists of fourteen (14) questions divided into two main parts: demographic information related to teachers' backgrounds (age, gender, teaching experience) and the main content, which explores teachers' perceptions, practices, and challenges related to the use of multimedia tools in EFL classrooms. To ensure its validity, it was reviewed by the supervisor to assess content validity based on the clarity, relevance, and alignment of the questionnaire to cover research objectives. The questionnaire was distributed in printed form directly to participants, which facilitated face-to-face delivery and immediate collection. Teachers' responses are analysed using statistical and thematic analysis.

1.6.Description of Students' Questionnaire

According to Creswell (2012), "a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher" (p. 382). To investigate students' perceptions of the integration of multimedia presentation tools in developing oral fluency in EFL contexts, a structured questionnaire was developed as the primary data collection tool and administered in paper-based format **(see Appendix B)**. It was designed based on existing literature and previous studies related to the topic. The questionnaire was composed of five distinct sections, each section containing a set of questions.

Section one tackles students' demographic information, including age, gender, and English language proficiency level. These items facilitate categorisation and interpretation of responses. Section two is entitled "Experiences with Multimedia Presentation Tools." It involves six (06) questions, including MCQs, yes/no questions, and a 5-point Likert scale. In this section, participants were asked to report on their familiarity with MMPTs, frequency of use, and perceived benefits and challenges in integrating such tools in oral presentations. Besides, section three is entitled "Perceptions of Oral Fluency in EFL Presentations." It also consists of six (06) questions with the same features. However, employing close-ended questions offers advantages such as ease of administration, simplicity in responses, rapid

processing, and relative cost-effectiveness in analysis. This section focuses on gathering students' insights on oral fluency in English and its importance, presentation delivery, and factors influencing their speaking. Whereas section four is considered to be the main part that meets the objectives of this study. This section includes eleven (11) items in total. It is about the impact of multimedia on oral fluency, using a 5-point Likert scale to measure participants' levels of agreement (strongly disagree/disagree/neutral/agree/strongly agree) with various statements related to the topic. This scale is widely used in educational research because it is simple and effective in capturing respondents' attitudes and views. Finally, section five ends with an open-ended question about students' additional comments and suggestions regarding their thoughts and experiences. The qualitative data collected here sought to enhance and supplement the quantitative results.

1.7.Piloting and Administrating the Students' Questionnaire

"Every aspect of a survey has to be tried out beforehand to make sure that it works as intended" (Oppenheim, 1992, p. 47). The piloting stage is an important process in research protocol to test the validity and reliability of research instruments. The pilot students are 15 students of Master One from the English department. These 15 students are excluded from the main sample in this study to prevent the collection of invalid data. The distribution of the piloted questionnaire helped in ensuring the clarity and understanding of the questionnaire items. Students reported that the questions were clear and relevant without any ambiguous or confusing ones. While they suggested some minor modifications at the level of structure and question formation. Therefore, through following the feedback from pilot participants, slight adjustments were implemented to improve the clarity and accuracy of the questionnaire before its dissemination in the main study. After that, the refined questionnaire was administered to the sample during their face-to-face sessions of the second semester.

1.8.Measuring Reliability

Measuring reliability is essential to ensure that instruments or methods produce consistent and dependable results. Cronbach's alpha is utilised as a statistical method to measure the internal reliability of a scale. It aims to assess the extent to which items in the questionnaire consistently measure the same construct and produce similar results. The values of Cronbach's Alpha range from 0 to 1.

- Alpha 0.7 high internal consistency.
- Alpha 0.5 low internal consistency.
- Alpha 0 there is something wrong within the input.

In this research, Cronbach's Alpha (α) of the questionnaire is calculated using the SPSS program. It equals 0.739, which indicates an acceptable internal consistency or reliability of the questionnaire.

- $\alpha \geq 0.90$ Excellent
- $0.80 \leq \alpha < 0.90$ Good
- $0.70 \leq \alpha < 0.80$ Acceptable
- $0.60 \leq \alpha < 0.70$ Questionable
- $0.50 \leq \alpha < 0.60$ Poor
- $\alpha < 0.50$ Unacceptable

Items in Section 2,3, and 4	**23**
Cronbach's Alpha	**.739**

2. Data Analysis and Statistical Tools

2.1.Analysis Tools

As previously stated, two questionnaires were used to gather data. After receiving participants' answers to the questionnaires, this data needs to be analysed and interpreted in order to obtain outcomes that assist to address the research questions. The statistical tools used are Microsoft program Excel, SPSS software, percentage, and frequency to describe and analyse the collected data.

2.2.Data Analysis and Interpretation

2.2.1. Teachers' Questionnaire Analysis

The questionnaire's data is analysed and the findings are tabulated as under. Frequencies and percentages are calculated for analysis. while thematic analysis is employed to interpret the qualitative responses.

Item One: Teachers' Age

Table1

Teachers' Age

Age	24	26	30	32	45	62
Frequency	1	2	1	1	1	1
percentage	14.3%	28.6%	14.3%	14.3%	14.3%	14.3%

The teachers' ages ranged from 24 to 62 years, indicating a mix of early-career and more experienced teachers within the surveyed population. The majority of respondents (28.6%) were 26 years old, making this the most common age in the sample. The remaining age groups; 24, 30, 32, 45, and 62 years, each had one respondent, representing 14.3% of the total responses.

Item Two: Teachers' Gender

Table 2

Teachers' Gender Distribution

Gender	Frequency	Percentage
Male	02	28.6%
Female	05	71.4%
Total	07	100%

The table above reveals the predominance of female teachers. Five (05) females responded to the questionnaire, which represents 71.4% of the total number. Two (02) male teachers account for only 28.6%, representing a small portion. This suggests a gender imbalance within the English language department at M'sila University, where female educators are the majority.

Item Three: Teachers' Years of Teaching Experience

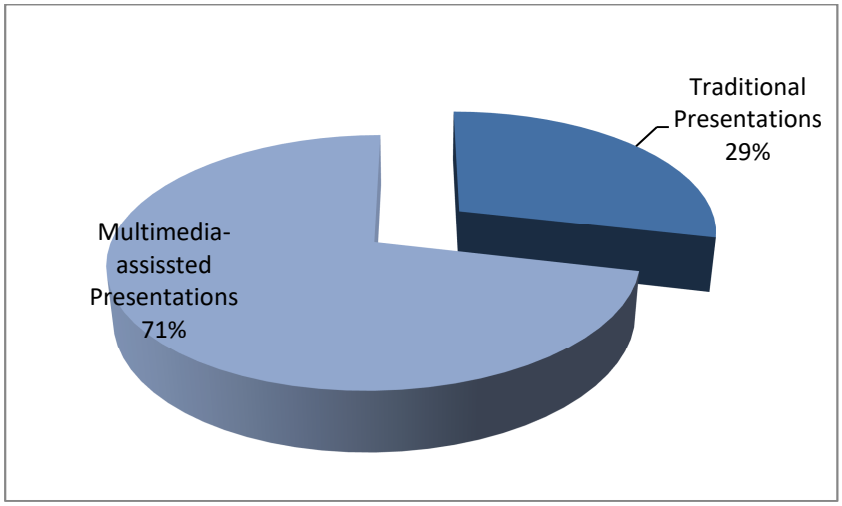
Table 3

Teachers' Years of Teaching Experience

Years of teaching	Frequency	Percentage
1-5 years	03	43%
5-10 years	02	28.5%
More than 10 years	02	28.5%
Total	07	100%

The tabulated data present the distribution of participants according to their years of teaching experience. is categorised into three groups: **1–5 years**, **5–10 years**, and **more than 10 years**. The majority of respondents on this questionnaire (43%) were early-career teachers. They have between 1 and 5 years of teaching experience. While teachers with 5–10 years and those with more than 10 years of experience are equally represented, each including 28.5% of the sample. However, the presence of new teachers in the results is due to the department's efforts to overcome the prior lack by appointing additional teachers.

Item Four: Methods Used in Teaching



Graph 1: *Methods Used in EFL Teaching*

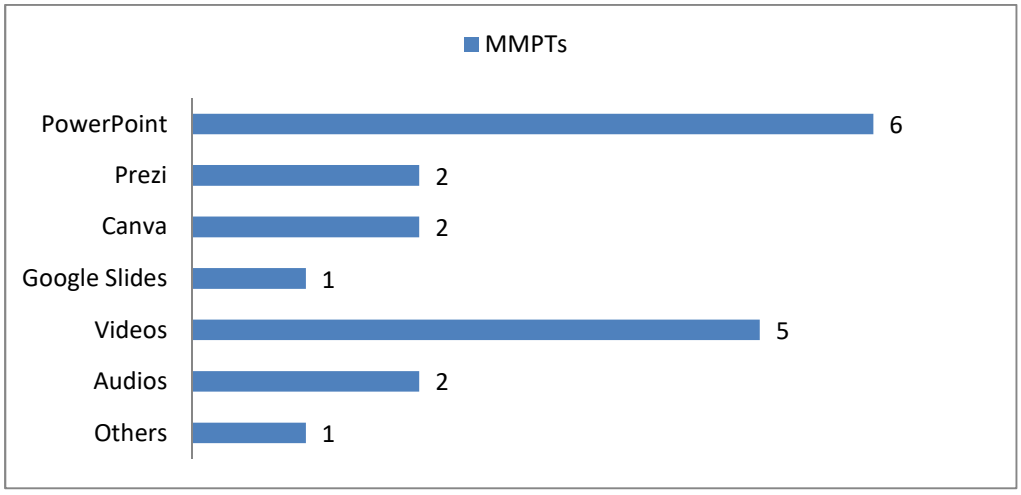
The graph above shows that the majority of teachers (71%) use multimedia-assisted presentations, indicating a strong preference for **technology-integrated** teaching tools such as PowerPoint, Canva, and audio-visuals to teach in EFL classrooms. While 29% of them are still using the traditional presentations for lesson delivery, like whiteboard use and printed materials.

Item Five: Multimedia Presentation Tools

Table 3:

Preferred Multimedia Presentations Tools

MMPTs	PowerPoint	Prezi	Canva	Google S	Videos	Audios	Others
Frequency	06	02	02	01	05	02	01
Percentage	85.7%	28.6%	28.6%	14.3%	71.4%	28.6%	14.3%



Graph2: *Preferred Multimedia Presentations Tools*

When teachers are asked about their preferred tools that they usually use to present their lessons, the results indicated that PowerPoint (PPT) is the most frequently used tool, reported by 85.7% of teachers. Following closely, video clips are utilised by 71.4% of respondents. This shows that teachers tend to use PPT, which was the most well-known tool before the appearance of AI-supported tools recently, as well as assist their presentations with visual aids. However, a notable minority of participants use other digital tools, including

Prezi, Canva, and audio clips (28.6% for each). While Google Slides and other tools which are pictures have the lowest percentage of usage, 14.3% for each.

Item Six : Receiving Training Courses

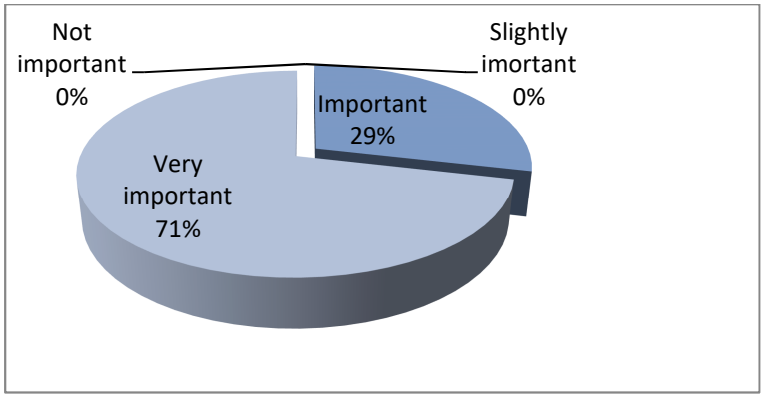
Table 4

Receiving Training Courses of Using MMPTs

	Frequency	**percentage**
Yes	03	42.9%
No	04	57.1%
Total	07	100%

From Table 4, it can be seen that there is a close percentage between the teachers' answers. Where those who received training courses to use MMPTs represent 42.9%, while those who did not receive any constitute 57.1%. This distribution is a result of teachers' features that will be tackled in the discussion. In addition, all the participants asserted that they encourage their students to engage in training courses to use digital tools and develop their technical skills.

Item Seven: Teachers' Perspectives on the Importance of Oral Fluency for EFL Learners



Graph 3: *Teachers' Perspectives on the Importance of Oral Fluency for EFL Learners*

Referring to the preceding pie chart, the majority of teachers (71%) claim that oral fluency is very important for EFL learners, while the minority (29%) consider it important. This indicates a strong consensus that oral fluency holds significant value for EFL learners, as improving speaking skills and oral performance enables them to achieve communicative competence.

Item Eight: Changes in Oral Fluency of EFL Learners Using Multimedia Presentation Tools

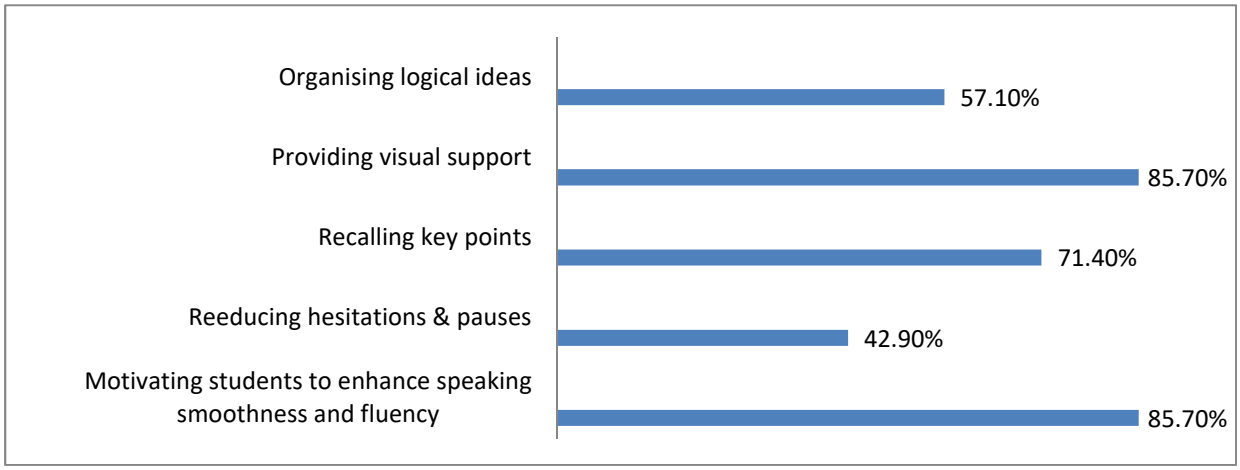
Table 5: *Changes in Oral Fluency of EFL Learners Using Multimedia Presentation Tools*

	Frequency	**Percentage**
Yes	05	71.4%
No	00	00%
Sometimes	02	28.6%
Total	07	100%

The tabulated data report that a high percentage of participants, 71.4%, whose 5 out of 7 show a positive change observed on students' oral fluency (selected "Yes") after using

MMPTs. Notably, 0% of the participants selected “No”. These results support the topic being investigated, which means that there is a significant impact between integrating MMPTs and enhancing EFL learners' oral fluency. The remaining 29% of them (2 out of 7 teachers) declared that they “sometimes” notice a change regarding the students' OF performance. However, they explained the reasons for this change depend on their perspectives and experiences.

Item Nine: Teachers’ Views on the Benefits of Multimedia Tool Use in EFL Classrooms



Graph 4: *Teachers’ Views on the Benefits of Multimedia Tool Use in EFL Classrooms*

Graph 4 presents the perspectives of teachers on the advantages of using multimedia tools in English as EFL classrooms. The highest percentage of agreement among teachers (85.70%) indicates that providing visual support for the audience and motivating students to improve their speaking fluency are the most recognised benefits of multimedia use. This suggests that multimedia tools use enhances understanding and retention by offering visual representations of abstract or complex language concepts. Also, it creates a stimulating and encouraging environment where students practice speaking more frequently and confidently. In addition, 71.40% of teachers ensure the role of multimedia in aiding recall of key points, by reinforcing lesson content for teachers and helping students in retrieving information.

While over half of the respondents (57.10%) believe that multimedia tools help in organising logical ideas, which means that multimedia can support structuring thoughts. The lowest percentage (42.90%) is attributed to the role of multimedia in reducing hesitations and pauses. This is a result of the continuous interactive practice**.**

Items Ten, Eleven, Twelve, Thirteen, and Fourteen: They are open ended questions, their findings thematically classified.

The first data obtained from the open-ended questions (Qs 10, 11, & 12) of a semi-structured teachers' questionnaire are about the challenges of integrating multimedia presentation tools. Respondents encountered the main challenges of MMPTs integration faced by teachers when designing their lessons. The majority agreed that the lack of technical skills, limited access to resources, technical issues, time-consuming preparation, and deciding what to integrate in the slides as a content. This is confirmed through responses like “lack of training, limited access to resources, and technical issues are the common challenges when using multimedia tools” and “what to put in multimedia tools and what to leave for the discussion.”

Another subtheme is the challenges faced by students when using these tools. According to teachers perspectives, some students demonstrate digital literacy, but they are still incompetent in using such technologies. In addition, they may lack guidance in choosing the appropriate tool, which is the teacher's role to provide instructions. Teachers' answers were as follows: “ineffective use of multimedia with an overreliance” and “students’ lack of teachers' instructions.” However, one teacher introduced the problem of learning styles and preferences, in which learners are not visual or auditory. So, MMPTs are not their best way to learn.

However, teachers suggested several solutions to address the mentioned challenges such as:

- Providing students with technical support like workshops.
- Offering constructive feedback to motivate students.
- Providing guides as tutorials that allow students to use these tools.
- Adopting strategies to develop their communicative competencies rather than relying only on slides.
- Involving students in a variety of activities in a way that engages all learners, including those with different learning styles.

Question thirteen (13) dealt with oral fluency development, explaining how teachers ensure the pedagogical balance between its improvement and technology use. Respondents asserted that they attempt to manage the two aspects through; setting clear goals from the beginning, where the main objective is to deliver a comprehensive presentation. In other words, the multimedia tools are only a means that provides visual aids and structures the speech, allowing both teachers and learners to focus more on speaking practice and confidence, pronunciation and accuracy of speaking. Also through engaging students in an attractive learning environment, where they will be active participants and improve their language skills as well as fluency. A respondent reported that "the more attractive the presentation is, the more active and involved the students become. This, in turn, enhances their overall language skills, especially oral fluency."

Question fourteen (14) is devoted to an open feedback for comments and suggestions, inviting teachers to share their insights regarding the topic. Their responses to this question often reveal personal experiences, practical recommendations, or critical observations. They are as follows:

- “Multimedia tools offer valuable opportunities to enhance language learning however their effective use requires careful planning. They can enrich the oral performance and empower students to become more confident and fluent communicators.”
- “Using multimedia can enhance and support the oral sessions by providing visual support, but it’s important to ensure that it is used appropriately to avoid overshadowing of the spoken message.” “Encourage the students to use them purposefully & wisely so that their focus stays on the actual verbal communication rather than just reading from the slides.”
- “Digital literacy is of crucial importance in a world invaded by technology.”
- “Oral fluency is a competency that should be developed. However,The intelligent use of multimedia doesn't hide linguistic deficiency, even though I use it and support its use.”

This given feedback plays an essential role in enriching the depth and relevance of the study by acknowledging different perspectives.

2.2.2. Students' Questionnaire Analysis

The questionnaire's data are analysed, frequencies, percentage, and Chi-square values are calculated, and the results are tabulated.

Section One: Demographic Information

Table 6

Students' Age Distribution

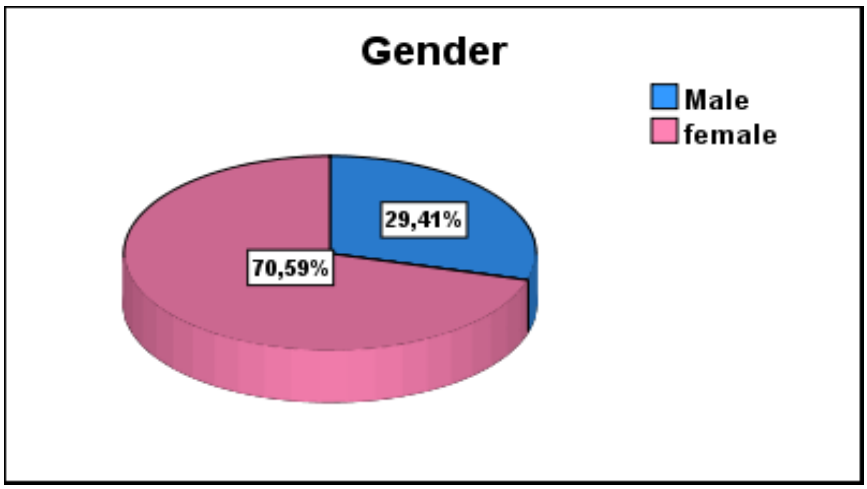
Age					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	21-22 years	40	78.43	78.4	78.4
	23 years and over	11	21.57	21.6	100.0
	Total	51	100.0	100.0	

The students' ages were divided into two distinct groups. As shown in Table 6, the largest portion of students is between 21 and 22 years old and consists of 40 students, which represents 78.4% of all the participants. While a smaller segment of the participants, 11 individuals (21.6%), are 23 years old and over. The cumulative percentage confirms that over three-quarters of the participants were in the younger age group. This indicates that the sample is composed of undergraduate university students. The relatively low number of older participants suggests limited representation from non-traditional or older learners. This age distribution is important when interpreting the findings, as younger students may differ in their engagement with multimedia presentation tools and oral fluency development compared to older peers.

Table 7

Students' Gender Distribution

Gender					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	15	29.41	29.4	29.4
	female	36	70.59	70.6	100.0
	Total	51	100.0	100.0	



Graph 5: *Students' Gender Distribution*

Table 7 and Graph 5 represent the EFL learners' gender. Among the total participants, 70.6% are females, and only 29.4% identified as males. This may indicate that females are more interested in the domain of foreign language learning than males are. This percentage is normal and logical, as they number 127 students in all specialities of Master One. While there are only 43 male students in the whole population. Thus, the cumulative percentage shows that male students constitute a quarter of the sample.

Table 8

English Students' Proficiency Level

English proficiency level					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	beginner	0	0	0	0
	Intermediate	36	70.59	70.6	70.6
	Advanced	15	29.41	29.4	100.0
	Total	51	100.0	100.0	

The table shows that out of 51 participants, 70.6% (n = 36) have an intermediate level of English proficiency, while 29.4% (n = 15) are at an advanced level. While no participants reported a beginner level. This indicates that the sample mainly consists of learners with moderate to high English skills. These results provide an important context to understand how students' language proficiency may shape their experiences and performance when using multimedia tools for oral presentation.

Section Two: Experiences with Multimedia Presentation Tools

Item One: Students' Familiarity with MMPTs Use

Table 9

Students' Familiarity with MMPTs Use

Q1		Frequency	Percentage
Valid	Yes	48	94.1
	No	3	5.9

	Total	51	100.0

In the given frequency table, the majority, 94.1% of participants (n=48) responded "Yes," indicating that they tend to use MMPTs in their presentations. On the other hand, the minority of them, which represents 5.9% (n=3) responded "No." The result suggests that multimedia tools are widely adopted and integrated into students' academic practices. It also reflects increased accessibility to digital technologies and a growing awareness of their importance in enhancing communication and engagement in oral presentations.

Item Two: The most Multimedia presentation tools used by students

Table 10

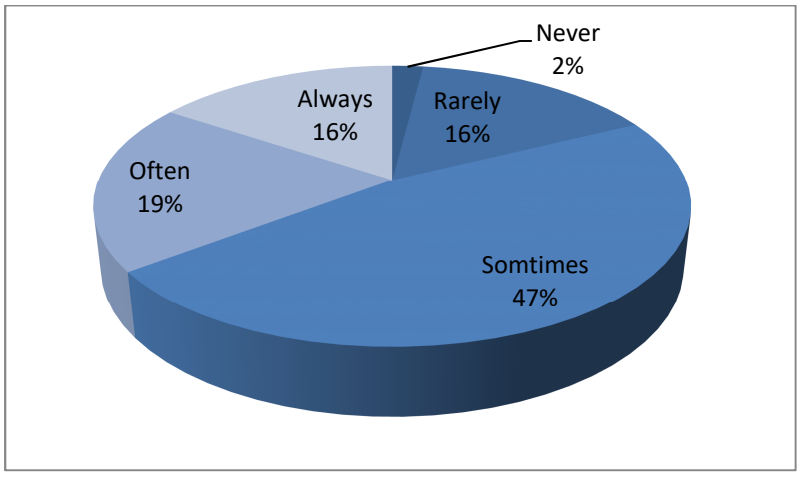
The most Multimedia presentation tools used by students

Q2					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	**PowerPoint**	36	70.58	70.6	70.6
	Canva	6	11.76	11.8	82.4
	Google Slides	4	7.84	7.8	90.2
	Video clips	1	1.96	2.0	92.2
	Audio clips	1	1.96	2.0	94.2
	Others	3	5.88	5.9	100.00
	Total	51	100.0	100.0	

Table 10 presents the distribution of multimedia presentation tools most frequently used by EFL students in their English presentations. The analysis reveals that PowerPoint is the dominant tool, used by 70.6% of the participants (n=36), which suggests that its familiarity, ease of use, and accessibility make it the preferred choice for most students. Canva was selected by 11.8% (n=6), indicating a growing interest in more visually appealing, templates, and design. Google Slides was used by 7.8% of the students, likely due to its collaborative features and integration with Google Workspace. Other tools, such as video clips and audio clips, were each used by only 2% of the respondents, while 5.9% indicated the use of other tools not specified in the table but written in their papers, which are Prezi, Gamma AI, and PageOn AI.

However, the cumulative percentage shows that traditional slide-based tools such as PowerPoint, Canva, and Google Slides account for 90.2% of usage, highlighting students' reliance on familiar digital platforms while suggesting a gradual shift towards more creative and dynamic presentation methods. Their dependence on these methods may be explained by their lack of training on using other unfamiliar platforms.

Item Three: Frequency of Using MMPTs in Presentations



Graph6: *Frequency of Using MMPTs in Presentations*

The frequency of using multimedia presentation tools in presentations displays that the majority of students integrate them to some extent. Specifically, 47% of students reported using these tools sometimes, making it the most common response. 19% use them often, and 16% always rely on them, indicating that over a third of the participants are frequent users. In contrast, 16% reported rare use, while only 2% indicated they never use such tools. These results suggest a generally positive engagement with multimedia tools among students.

Item Four: Students' Views on the Importance of Using MMPTs in Enhancing Speaking Fluency

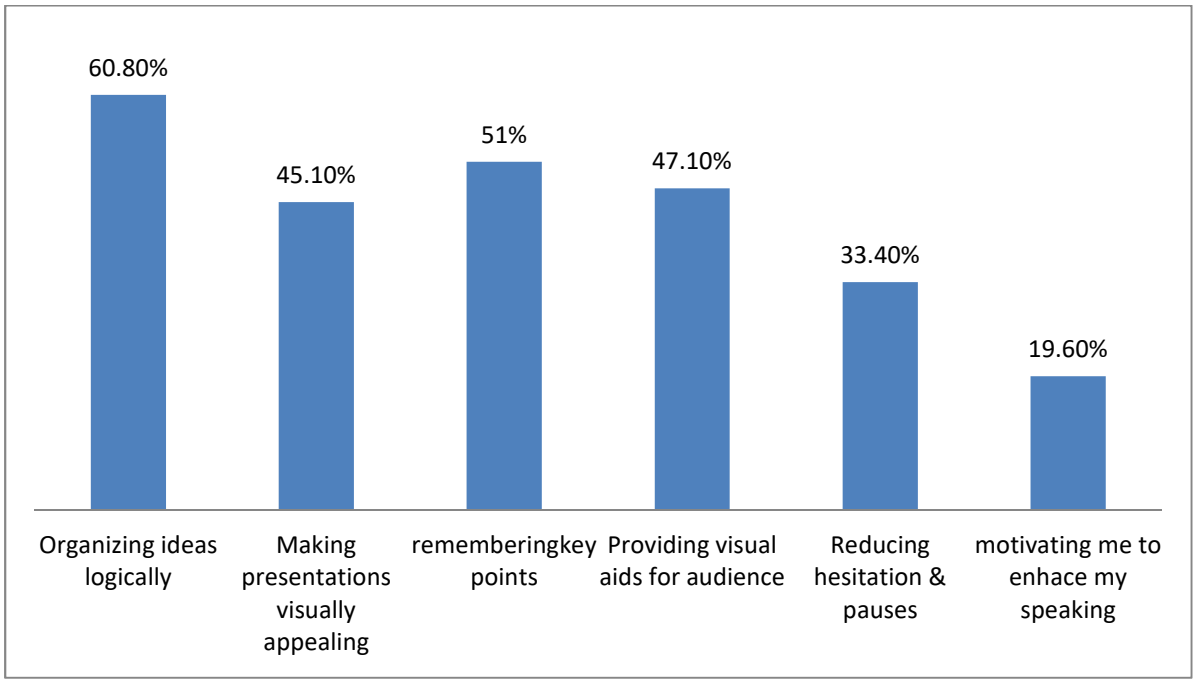
Table 11

Students' Views on the Importance of Using MMPTs in Enhancing Speaking Fluency

Q4				
		Frequency	Percentage	Valid Percentage
Valid	Yes	31	60.8	60.8
	No	1	2.0	2.0
	Sometimes	19	37.2	37.2
	Total	51	100.0	100.0

In the frequency table, the responses asked a question to know whether they find the use of MMPTs helps them to improve their oral fluency. The majority responded positively. Out of the total respondents, 31 students (60.8%) answered "Yes," indicating that they believe MMPTs contribute to enhancing their oral fluency. 19 students (37.2%) chose "Sometimes," suggesting that they perceive occasional advantages depending on context or tool used. Only 1 student (2%) responded "No," suggesting that there is little doubt regarding how MMPTs affect fluency.

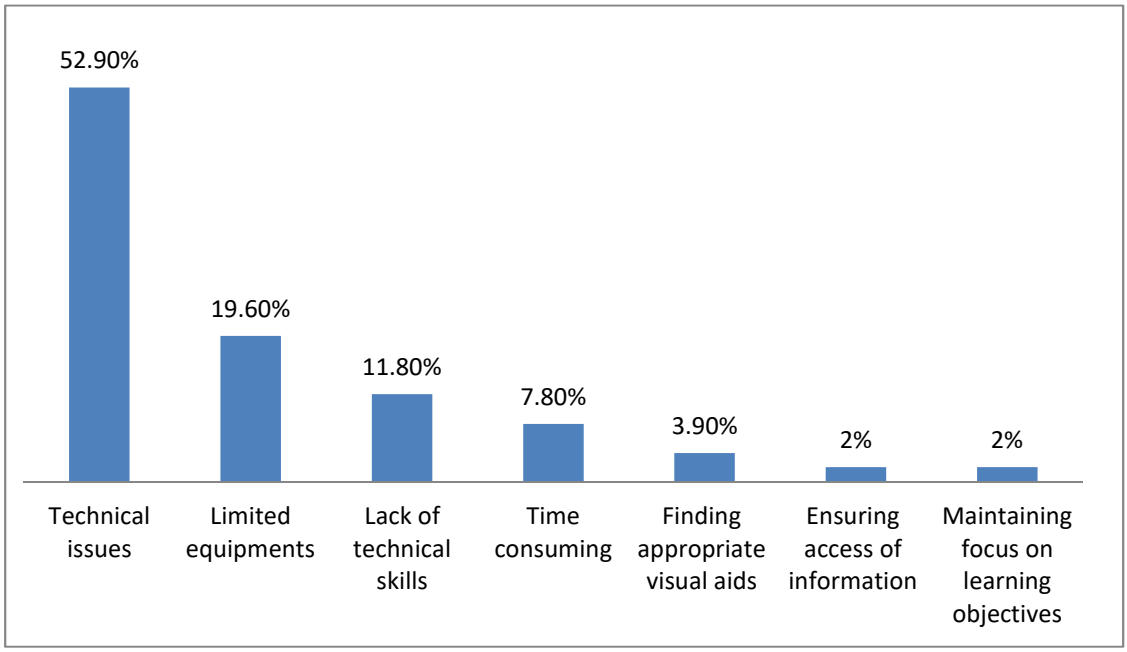
Item Five: Students' Perceptions of the Perceived Benefits of MMPTs



Graph 7: *Students' Perceptions of the Perceived Benefits of MMPTs*

Graph 7 illustrates students' perceptions of the perceived benefits of MMPTs in enhancing their speaking fluency. The majority of students (60.8%) reported that MMPTs helped them organise their ideas logically, followed by 51% who believed these tools aided in remembering key points. Additionally, 47.1% indicated that MMPTs were useful in providing visual aids for the audience, while 45.1% appreciated their role in making presentations visually appealing. 33.4% of students felt that MMPTs helped reduce hesitation and pauses, and only 19.6% stated that the tools motivated them to improve their speaking. These tools still create a supportive environment that indirectly enhances fluency by reducing cognitive load and increasing speaker control and confidence. Therefore, the results reinforce the idea that MMPTs can effectively support and enhance various aspects of oral fluency.

Item Six: Students' perceptions of the Challenges encountered when using MMPTs



Graph 8: *Students' perceptions of the Challenges encountered when using MMPTs*

The bar chart highlights that technical issues are the most significant hurdle, cited by 52.9% of students. While limited availability of equipment (19.6%) and lack of technical skills (11.8%) emerge as the next major challenges, collectively pointing to deficiencies in resources and user proficiency. 7.8% of students considered that spending too much time on the slides design and not enough time to practice speaking is one of the challenges faced. However, challenges such as finding appropriate visual aids (3.90%), ensuring access of information to all students (2%), and maintaining focus on learning objectives (2%) are perceived by a much smaller percentage of students.

Chi-square Test for Section Two

Table 12

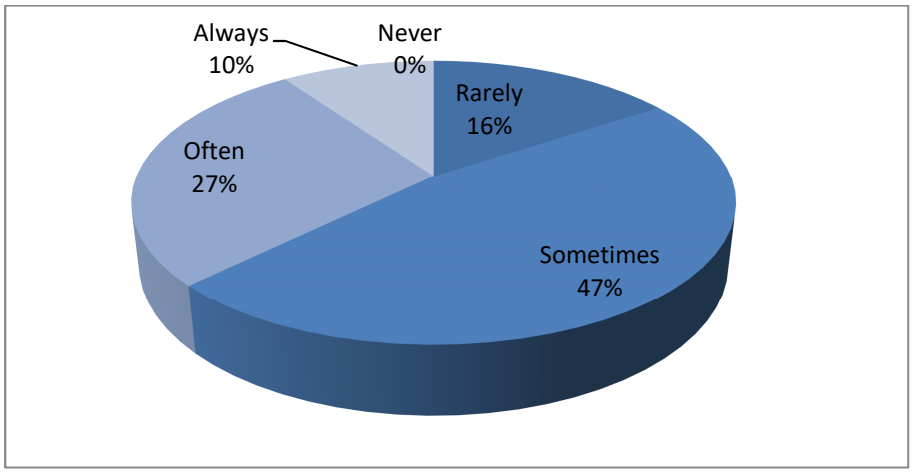
Chi-square Test for Section Two

Test Statistics						
	q1	**q2**	**q3**	**q4**	**q5**	**q6**
Chi-Square	39.706[a]	108.882[b]	27.922[c]	26.824[d]	45.235[e]	70.745[f]
Df	1	5	4	2	3	6
Asymp. Sig.	.000	.000	.000	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.5.						
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.5.						
c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.2.						
d. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.0.						
e. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.8.						
f. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.3.						

- The answers to all six questions are statistically significant because they are lees than 0.05 (p =.000).
- This suggests that the variables examined for each question have a substantial correlation with one another.
- The degree of freedom (df) varies depending on the number of response categories for each question (df = number of categories − 1).
- No expected frequencies were less than 5, which means the test's assumptions are satisfied and results are valid.

Section Three: Perceptions of Oral Fluency in EFL Presentation

Item one: Frequency of Delivering Oral Presentation



Graph 9: *Frequency of Delivering Oral Presentation*

Graph 9 displays the frequency of delivering oral presentations by EFL students. Where “sometimes” is the most common response, with 47% of students indicating they occasionally present orally in English. This suggests that oral presentations are part of their learning experiences and may be used as an assessment tool. 27% of students reported that they "often" deliver presentations which indicates a good level of engagement in oral activities. Whereas, 16% responded with “rarely”, suggesting limited exposure or opportunities. Only 10% reported that they "always" give presentations, pointing to a small group of highly active EFL students. While a notable percentage which is 0% selected “never”, indicating that all students in this sample have at least some experience with oral presentations.

Item Two: Students’ Views on the Importance of Oral Presentation Skills for Academic life

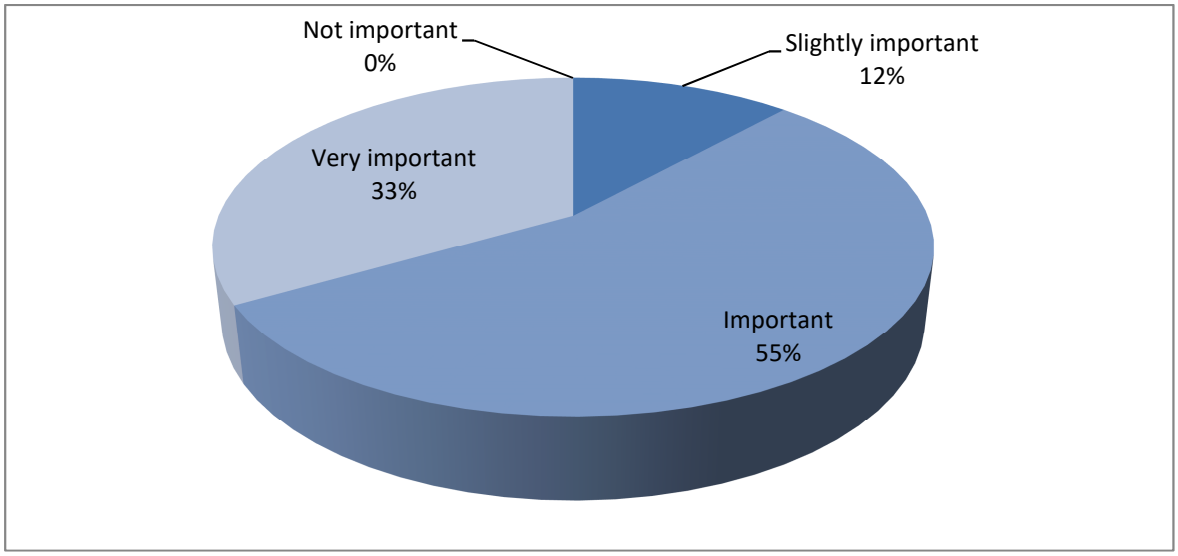
Table 13

Students’ Views on the Importance of Oral Presentation Skills for Academic life

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Yes**	49	96.08	96.1	96.1
	No	2	3.92	3.9	100.0
	Total	51	100.0	100.0	

The tabulated data shows that a significant majority of students (96.1%) affirmed that oral presentation skills are important for academic and professional careers, which highlights the effective role of speaking skills in educational outcomes and future career opportunities. The remaining 3.9% presented a negative response; it means that maybethey have not yet encountered its importance. This agreement underlines the need to emphasise oral fluency and public speaking as main components of EFL instruction.

Item Three: Frequency of Oral Fluency Importance in English Presentation



Graph 10: *Frequency of Oral Fluency Importance in English Presentation*

The pie chart reveals that a high portion of students considered oral fluency either important (55%) or very important (33%), which indicates that they are aware of its role. Meanwhile, 12% of students reported that it is slightly important, and 0% of students indicated that it is not important. The absence of negative responses highlights a shared

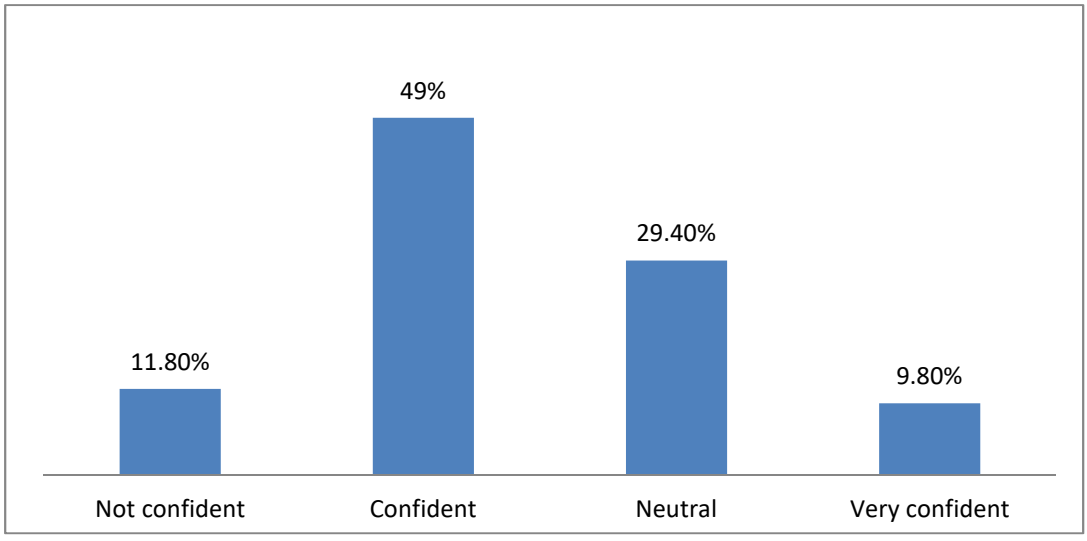
understanding among all respondents that oral fluency is a vital component in presenting effectively in English.

Item Four: Students' Level of Confidence about Their Oral Fluency

Table 14

Students' Level of Confidence about Their Oral Fluency

		Frequency	Percentage
Valid	**Not confident**	6	11.8
	Confident	25	49.0
	Neutral	15	29.4
	Very confident	5	9.8
	Total	51	100.0

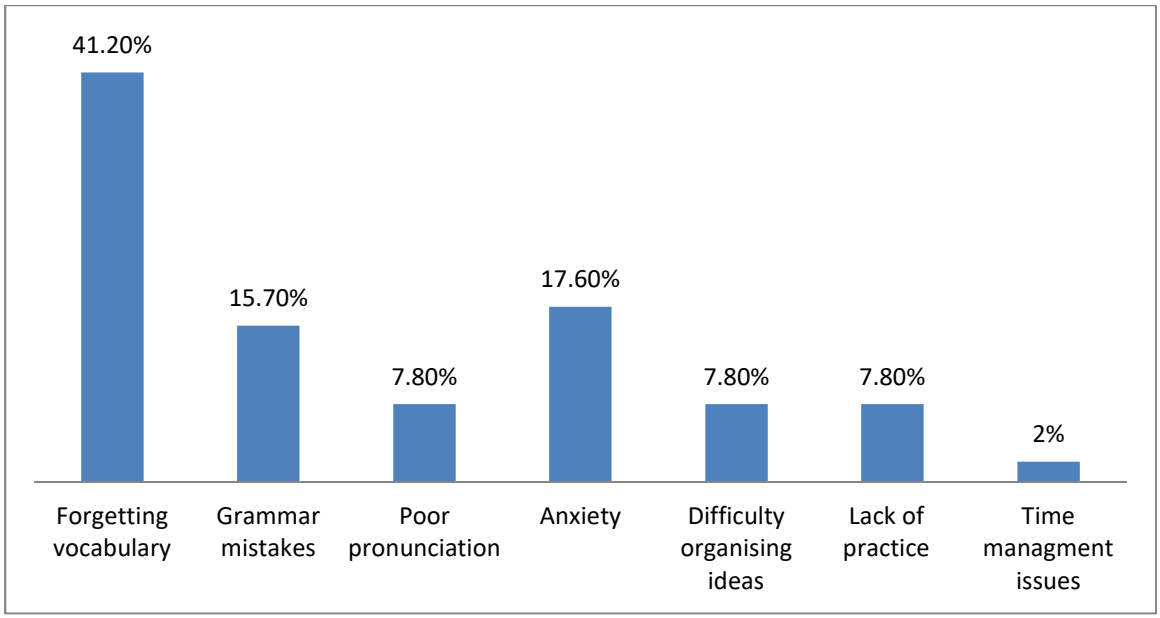


Graph 11: *Students' Level of Confidence about their Oral Fluency*

Table 14 shows that nearly half of the students (49.0%) consider themselves confident in their oral fluency. While a significant portion of students (29.4%) selected neutral, showing that they are uncertain about evaluating their fluency. On the other hand, 11.8% of students

described themselves as not confident, which means that they are facing challenges such as anxiety, lack of practice, or insufficient language support. Finally, 9.8% of students reported that they are very confident, suggesting that they are competent and have an advanced level, which reflects on confidence in their oral fluency.

Item Five: Students' Perceptions of the Key Factors Influencing Their Oral Fluency



Graph 12: *Students' Perceptions of the Key Factors Influencing Their Oral Fluency*

The bar chart presents the main factors that affect students' oral fluency. The majority of students (41.2%) struggle with forgetting vocabulary; it highlights a gap that lexical retrieval directly impacts students' ability to maintain fluent speech. Following that, 17.6% of students considered anxiety as a barrier that influenced their oral fluency; it suggests that emotional and psychological barriers also play a role in hindering oral performance. Grammar mistakes rank third at 15.7%, which means that lack of accuracy may cause hesitation during speaking. Poor pronunciation, difficulty of organising ideas, and lack of practice are equally reported by 7.8%. While only 2% of students describe time management issues as a factor, suggesting it is a minimal concern in comparison to linguistic and psychological barriers.

Item Six: Students' Strategies to Enhance Their Fluency

Table 15

Students' Strategies to Enhance Their Fluency

	Frequency	Percentage
Memorising parts of the speech	22	43.1
Using notes or keywords	16	31.4
Practicing with a partner	7	13.7
Recording and listening to myself	2	3.9
Others	4	7.8
Total	51	100.0

The gathered data reveals the preferred strategies students use to improve their oral fluency. The most commonly used strategy is memorising parts of the speech, where 43.1% of the respondents selected it. This strategy can influence fluency in terms of short-term memory, but it may hinder smoothness of speech when it comes to real communication. The second most frequent strategy used by 31.4% of students, is using notes or keywords to help them organise their ideas for natural speech production. In addition, 13.7% of students improve fluency by practicing with a partner to interact and retrieve information in a supportive environment. However, a low percentage of students (3.9%) reported that they record and listen to themselves as self-monitoring. The remaining students (7.8%) claimed that they tend to use other strategies, which are previous preparation at home, looking at kind faces to stay motivated and not disturb the speech, and using a little slow rhythm of speech.

Chi-square Test for Section Three

Table 16

Chi-square Test for Section Three

Test Statistics						
	Q1	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**
Chi-Square	16.529[a]	43.314[b]	14.235[c]	20.451[a]	36.157[d]	28.314[e]
Df	3	1	2	3	6	4
Asymp. Sig.	.001	.000	.001	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.8.						
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.5.						
c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.0.						
d. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.3.						
e. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.2.						

The Chi-Square test results for questions Q1 to Q6 indicate that there is a statistically significant association in all cases, as all of the p-values (Asymp. Sig.) are 0.001 or smaller. This indicates that the results are significant and that the differences between the observed and expected frequencies are not the result of chance. The number of response alternatives in each question determines the degrees of freedom (Df), which range from 1 to 6. Furthermore, since none of the cells in any of the questions had predicted frequencies lower than 5, the test assumptions are met. This demonstrates that the chi-square results are valid. These findings suggest that participants' responses to the questions are significantly associated with the variables being studied, and the results can be used to support the conclusions of the research.

Section Four: Impact of Multimedia on Oral Fluency

Table 17

Students' Perceptions of the Impact of MMPTs on OF

Statements		**SD**	**D**	**N**	**A**	**SA**
I see that multimedia tools improve my oral performance and speaking skills better than the traditional methods of presentation.	**Frequency**	**00**	**03**	**11**	**24**	**13**
	%	**00**	**5.9**	**21.6**	**47.1**	**25.5**
Organizing my presentation content using slides helps me speak in a more structured and coherent way.	**Frequency**	**01**	**01**	**09**	**23**	**17**
	%	**02**	**02**	**17.6**	**45.1**	**33.3**
Using visuals (pictures, videos, graphs) reduces my reliance on memorizing large texts, allowing me to speak naturally.	**Frequency**	**00**	**04**	**11**	**23**	**13**
	%	**00**	**7.8**	**21.6**	**45.1**	**25.5**
The use of multimedia makes me feel more confident, which in turn helps me speak more smoothly.	**Frequency**	**00**	**03**	**08**	**28**	**12**
	%	**00**	**5.9**	**15.7**	**54.9**	**23.5**
I believe using multimedia tools helps me speak more fluently (with fewer pauses and hesitations) during presentations.	**Frequency**	**02**	**05**	**13**	**21**	**10**
	%	**3.9**	**9.8**	**25.5**	**41.2**	**19.6**
I can simplify complex ideas into clear, manageable points for speaking when using slides or visuals.	**Frequency**	**02**	**05**	**09**	**27**	**08**
	%	**3.9**	**9.8**	**17.6**	**52.5**	**15.7**
Multimedia tools keep the audience engaged,	**Frequency**	**00**	**00**	**09**	**25**	**17**

which motivates me to maintain a more natural speaking pace.	**%**	**00**	**00**	**17.6**	**49.0**	**33.3**
I feel that my overall speaking fluency has improved after using multimedia tools in my presentations.	**Frequency**	**00**	**08**	**12**	**22**	**09**
	%	**00**	**15.7**	**23.5**	**43.1**	**17.6**
Multimedia tools help to measure the flow and timing of my speech.	**Frequency**	**01**	**04**	**15**	**23**	**08**
	%	**02**	**7.8**	**29.4**	**45.1**	**15.7**
Receiving feedback on presentations that used multimedia tools was helpful for improving my speaking.	**Frequency**	**00**	**02**	**13**	**24**	**12**
	%	**00**	**3.9**	**25.5**	**47.1**	**23.5**
I would like to learn more advanced multimedia features to improve my presentation.	**Frequency**	**00**	**01**	**07**	**17**	**26**
	%	**00**	**02**	**13.7**	**33.3**	**51**

The majority of students agreed and strongly agreed that multimedia tools enhance their oral performance and speaking skills better than the traditional methods of presentation (A: 47.1%, SA: 25.5%); help them to speak in a more structured and coherent way (A: 45.1%, SA: 33.3%); and assist them to speak in a more structured and coherent way (A: 45.1%, SA: 25.5%) without reliance on memorisation (A: 45.1%, SA: 25.5%). They said that MMPTs made them feel more confident (A: 54.9%, SA: 23.5%) and helped them to speak more fluently with fewer pauses and hesitations (A: 41.2%, SA: 19.6%); can simplify ideas into clear and manageable points (A: 52.5%, SA: 15.7%); keep the audience engaged and motivated to maintain a natural speaking pace (A: 49%, SA: 33.3%); and improve their overall speaking fluency (A: 43.1%, SA: 17.6%). They believed that receiving positive feedback on presentations delivered by MMPTs was helpful for them to improve their speaking skills and fluency more (A: 47.1%, SA: 23.5%). As a result, many expressed

interest in learning more about advanced multimedia features and participating in training courses to further develop their presentation skills (A: 33.3%, SA: 51%).

However, a number of students remained neutral in their responses, indicating a level of uncertainty or limited experience with multimedia tools. For instance, 21.6% of participants were unsure about using multimedia tools to improve their oral performance and speaking skills more than traditional methods. Similarly, 17.6% were neutral about whether using slides to organise content helps them speak more coherently, and 21.6% were neutral about using visuals to reduce their reliance on memorisation. Furthermore, 15.7% showed neutrality regarding feeling more confident after using MMPTs, while 17.6% were not certain about the effect on minimising pauses and hesitations. Neutral responses were also seen in terms of complicated idea simplification (17.6%), audience engagement and speaking pace (17.6%), and total speaking fluency improvement (23.5%). Regarding the usefulness of feedback after multimedia-based presentations, 25.5% replied neutrally, and 13.7% were neutral about their readiness to engage in training courses for improving their technical skills.

A small percentage of students disagreed or strongly disagreed with the effectiveness of MMPTs in enhancing oral fluency. Specifically, 5.9% disagreed that multimedia tools improve oral performance and speaking skills better than traditional methods, while 0% strongly disagreed. Similarly, 2% strongly disagreed and 2% disagreed that organising presentation content using slides helps them speak in a more structured and coherent way. Concerning the simplification of complex ideas into manageable points, 9.8% disagreed, with 2% strongly disagreeing. About audience involvement, 0% strongly disagreed and 0% disagreed. Regarding general speaking improvement, 15.7% disagreed, with 0% severely disagreeing. When asked if MMPTs assist in measuring speech flow and timing, 7.8% disagreed, with 2% strongly disagreeing. Furthermore, 3.9% disagreed, with 0% strongly

disagreeing, that obtaining feedback on multimedia-based presentations improved their speaking skills. Finally, 2% disagreed and 0% strongly disagreed that they should learn more about advanced multimedia elements to improve their presentations. The gathered data shows a positive attitude toward the use of MMPTs and supports the argument that MMPTs enhance students' OF by making them more confident, organised, and engaged, and by simplifying content and improving delivery.

Table 18

Chi square Test for Section Four

Test Statistics											
	S1	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	**S8**	**S9**	**S10**	**S11**
Chi-Square	17.627[a]	37.333[b]	14.490[a]	23.118[a]	21.451[b]	37.529[b]	7.529[c]	9.627[a]	30.863[b]	19.039[a]	28.608[a]
df	3	4	3	3	4	4	2	3	4	3	3
Asymp. Sig.	.001	.000	.002	.000	.000	.000	.023	.022	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.8.											
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.2.											
c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.0.											

For most statements, the observed chi-square values were higher than the expected ones, and the p-values were less than 0.05, indicating that the differences between observed and expected frequencies were statistically significant. Although the majority of student responses were positive, statistical analysis showed that two items (S7, S8) had p-values above 0.05. Where the p-value of S7 equals 0.23 > 0.05 and for S8 equals 0.22 > 0.05. The results suggest no statistically significant relationship between these two items and the others. However, this does not mean that there is no relationship; it just indicates that it was not

strong enough statistically due to some factors such as sample size, question formulation and so on. Perhaps, it suggests that not all aspects of fluency are equally influenced by multimedia presentation tools.

Section Five: Comments and suggestions

Students' responses offer valuable insight into both the benefits and challenges of using multimedia tools in EFL oral presentations. The analysis of these responses unveiled several themes regarding the use of MMPTs to improve oral fluency. Many students highlighted that MMPTs enhance creativity, allowing them to present content in more engaging and innovative ways. In addition, others emphasised how these tools reduce anxiety, particularly among less confident presenters, by providing visual and structural support that allows for smoother delivery. A common suggestion was the need for sufficient skills to use MMPTs successfully, emphasising the need for digital literacy in maximising their benefits. However, some students stated against relying too much on the media, which might detract from the content and hinder meaningful communication. Furthermore, MMPTs were appreciated for making messages simpler and clearer for the audience, as well as for allowing speakers to express complicated ideas more effectively. One student also stated that using the language in everyday scenarios is essential for gaining fluency, implying that MMPTs should supplement, not replace, constant language practice.

3. Discussions of the Findings

3.1. Discussion of Teachers' Questionnaire

According to the gathered data, the majority of teachers (71%) reported that they tend to use multimedia presentation tools in lesson design and delivery. However, they also use it as an assessment method, where they noted a positive change in their students' oral fluency

level. This finding aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning, which supports the idea that combining verbal and visual input enhances language acquisition and reduces cognitive load.

In this study's results, we found that both genders hold a positive attitude towards integrating multimedia in developing language learning, especially to enhance oral fluency. In addition, its integration was appreciated among beginner, early-career, and experienced teachers. Even experienced teachers from the older generation, unlike early-career teachers who are considered digital natives (Prensky, 2001), also stated that they use multimedia presentation tools after receiving professional development and training. On the other hand, they encourage other teachers and students to engage in such training to develop their technical skills.

Furthermore, since the majority of teachers considered oral fluency important (29% important, 71% very important) for EFL learners to deliver effective communication, they have noted remarkable development in students' oral fluency level after using multimedia presentation tools. Notably, no respondents (0%) declared that there was no positive change, indicating a strong consensus. Thus, it suggests that there is a significant impact between integrating MMPTs and enhancing EFL learners' oral fluency. This is supported by studies such as Alshumaimeri and Almasri (2012), who found that multimedia tools improved EFL learners' fluency and confidence.

Moreover, teachers viewed that multimedia presentation tools offer structured content by organising ideas logically and providing audio-visual support for presentations. These features assist students in recalling key points, increasing their confidence, and reducing the frequency of hesitation and pauses during speaking (Choi & Johnson, 2007). Otherwise, MMPTs create a motivating, engaging, and supportive environment that permits learners to

practice speaking smoothly and fluently without fear of making mistakes or forgetting vocabulary. This is consistent with Vygotsky's (1978) theory of social constructivism, which emphasises the role of supportive environments in language learning.

Therefore, despite general agreement, teachers, depending on the qualitative data gained from the open-ended questions, raised several challenges concerning both teachers and learners when implementing MMPTs. For instance, technical issues, lack of resources and training, difficulty in deciding key elements for presentations, and learner overreliance on media at the expense of verbal communication. Additionally, some learners lacked adequate guidance in how to use the tools effectively. However, they suggested some solutions to address these challenges, such as providing equipment in classrooms, technical support, and continuous training to ensure effectiveness. It is essential to maintain this training because teachers and students are not always competent in the educational uses of technology. This finding confirmed the work of Ertmer and Ottenbreit-Leftwich (2010), who emphasised that teachers' technology integration depends heavily on ongoing support and training. This implies a gap between tool availability and strategic implementation.

Finally, the integration of multimedia presentation tools in EFL classrooms is widely supported by teachers across different experience levels and different genders. The data shows a clear positive effect on students' oral fluency and overall speaking performance. However, effective implementation requires ongoing training, technical support, and guidance to overcome barriers and maximise the pedagogical potential of multimedia tools.

3.2.Discussion of Students' Questionnaire

The student questionnaire served as a fundamental tool to gauge EFL learners' perceptions at M'sila University regarding the use of Multimedia Presentation Tools (MMPTs) in enhancing oral fluency. The results provided the following insights:

The overwhelming majority of students declared that they had experienced using multimedia tools such as PowerPoint, Canva, videos, and images, mentioning that they had used them in EFL presentations. They reported that integrating MMPTs into EFL classes helped improve their oral fluency (60.8%). For instance, over 70% indicated that multimedia tools helped them perform better than traditional presentation methods. This reflects students' recognition of the dynamic and engaging nature of MMPTs, which support the organisation and expression of ideas more fluently.

The advantages of MMPTs also appear in their ability to provide visual support for the audience, help students logically organise their ideas (A: 45.1%, SA: 33.3%), and assist in remembering key points, where this result was discussed before through Mayer's theory (2009). In addition, they agreed that these tools helped them feel more confident and less hesitant during speaking because they had visual prompts and structured content to refer to. Moreover, prior exposure to the presentation materials contributed to better preparedness and reduced speaking anxiety. This finding is supported by Lee (2009), who found that learners show greater confidence and fluency when they are familiar with the content and structure of their presentations in advance. Students reported that the integration of multimedia assisted them in addressing key barriers to fluency, such as forgetting vocabulary, grammatical errors, pronunciation issues, and difficulties in organising ideas. These findings align with Paivio's (1986) Dual Coding Theory, which argues that information is better processed and recalled when presented through both verbal and visual channels.

Several studies confirm the current study's findings on the positive influence of Multimedia Presentation Tools (MMPTs) on EFL learners' oral fluency. Baghdasaryan (2011) found that digital storytelling tools like Storybird and Photo Story 3 improved students' fluency, vocabulary, and coherence while reducing anxiety and increasing engagement. Similarly, Samiei Lari (2014) discovered that students who used PowerPoint made more fluent and organised speeches with a broader lexicon and reported feeling more competent in oral tasks, unlike those who used traditional methods. Jamilah, Mustofa, Hariyanto, and Zahroh (2022) indicated that Prezi presentations assisted learners in delivering more planned and confident speeches, as well as increased awareness of audience involvement and presentation flow. These studies reinforce current research findings by emphasising improvements in fluency, confidence, motivation, and speech organisation, as well as the importance of teacher support and digital training in ensuring the successful implementation of multimedia tools in EFL classrooms.

The observed chi-square values in the questionnaire sections were higher than the expected values. Similarly, the measured p-values were less than 0.05, indicating that most questionnaire items are statistically significant and relevant to the study's focus. However, only two items showed negative results. Surprisingly, one of these items concerned the effect of multimedia presentation tools on enhancing students' overall speaking performance, where its p-value equalled 0.22. Although this gathered result does not undermine the study's overall findings. This is due to the descriptive nature of the conducted study. It ensures that the purpose was to identify trends and perceptions, rather than establish causal relationships. On the contrary, it strengthens the reliability of the research, suggesting minimal bias in the data.

Consequently, the largely positive responses highlight the supportive role of MMPTs in enhancing oral fluency among EFL learners. This also invites future researchers to conduct

experimental or correlational studies to further investigate the measurable impact of MMPTs on oral fluency.

4. Pedagogical Implications

Based on the findings of the present study and the reviewed literature, some pedagogical implications seem to be appropriate:

1. EFL teachers should integrate multimedia presentation tools (MMPTs) in lesson design and delivery through presenting structured, coherent, visually appealing content that reduce anxiety and cognitive load of students and enhance their oral fluency when using them.
2. Teaching with MMPTs promotes a student-centred approach in which students actively prepare, present, and reflect on their speaking performance.
3. ICTs as MMPTs enhance the curriculum and make learning more practical and meaningful, By supporting authentic, real-world communication tasks.
4. Instruction should emphasise on assisting students in balancing multimedia design with effective verbal communication skills.
5. MMPT-based speaking tasks should be integrated in all classes in speaking, reading, writing, and listening modules, reinforcing oral fluency through cross-skill practice.
6. Promoting collaborative multimedia projects, which can enhance speaking opportunities through group discussions, planning, and rehearsal. These activities also foster cooperative learning and build communicative competence.
7. Integrating peer review and self-reflection as regular parts of the process. These practices encourage students to evaluate their own oral performance and that of their peers, helping them become more aware of fluency development.

8. Integrate peer review and self-reflection as regular parts of the process. These practices encourage students to evaluate their own oral performance and that of their peers, helping them become more aware of fluency development.
9. The administrations should provide both technical and pedagogical training for teachers to ensure they can meaningfully integrate MMPTs into instruction. At the same time, digital literacy workshops should be organised for students, equipping them with the necessary skills to use these tools confidently and independently which reflect on their fluency level while presenting.

5. Limitations of the Study

Despite the valuable insights gained from this research, several limitations must be acknowledged. One key limitation is the limited number of previous studies conducted on this specific topic, which restricted the availability of relevant literature for comparison and theoretical grounding. Moreover, the sample size is relatively small, which limits the generalisability of the findings to represent a larger population of students and teachers. In addition, the fact that the research was conducted with only the level of Master One students at M'sila University may also restrict the generalisation of the findings to other levels. Another significant challenge is the limited access to teachers, which affected the diversity of teacher perspectives included in the study.

Although the students' questionnaire was validated through expert feedback and Cronbach's alpha, an attempt to further validate its content by gathering feedback from teachers was unsuccessful, as the invited teachers did not respond (see Appendix C). These limitations highlight the need for further research involving larger, more diverse samples, as well as better collaboration with educational partners.

6. Recommendations and Suggestions for further study

Based on the findings of this study, several recommendations are proposed to enhance oral fluency in EFL classrooms through the integration of multimedia presentation tools.

1. To ensure effective implementation, both technical and pedagogical training should be provided for teachers to enable them using these tools meaningfully, and for learners to develop students' digital literacy through workshops, as some learners may struggle with the technical aspects of MMPTs.
2. Educators should balance multimedia with speaking goals and avoid overemphasizing visual effects at the expense of speaking performance. It is essential to guide students to use multimedia as a support tool, not as a replacement for speech. The focus should remain on improving structure, coherence, and smooth oral delivery.
3. It is recommended for teachers to provide EFL learners with sufficient authentic exposure to the foreign language using MMPTs to master its and improve their for skills, especially speaking skills in terms of oral fluency.
4. Multimedia tools can also be used as formative assessment tools to evaluate students learning progress, where teachers can assess not only content knowledge but also important language skills such as oral fluency, pronunciation, coherence, and confidence. Unlike traditional written tests.

Implementing these recommendations may improve the effectiveness of integrating digital technologies such as MMPTs to boost oral fluency in speaking, and can benefit both teachers and students in their language learning journey.

For Further Research

1. Conduct longitudinal research to examine the long-term impact of multimedia presentation tools (MMPTs) on students' oral fluency development.
2. Conduct experimental research method to compare the oral fluency levels of students who use multimedia presentation tools (MMPTs) with those who use traditional methods of presentation.
3. Design pre-test and post-test experiments to measure the specific impact of MMPTs on components of oral fluency such as measuring speech rate, pauses, continuity, and accuracy before and after integrating these tools.

General Conclusion

This study explored the perceptions of EFL teachers and students regarding the integration of Multimedia Presentation Tools (MMPTs) to enhance oral fluency in the Master One students at M'sila University. Employing a descriptive methodology with both qualitative and quantitative data collection methods, primarily through distributing questionnaires. The study aimed to determine to what extent MMPTs can improve EFL learners' oral fluency. The results revealed that both teachers and students held favourable attitudes toward the use of multimedia tools, emphasising their role in promoting engagement, reducing anxiety, and improving the structure and delivery of spoken presentations. The study underscores the pedagogical potential of MMPTs in supporting oral fluency development and stresses the importance of incorporating these tools into EFL instruction.

However, it is important to recognise certain limitations of the study, such as the limited sample size, its confinement to a single level (M1), and restricted access to teacher responses. Additionally, while the study emphasised learners' self-reported progress and perceptions, it did not measure actual gains in oral fluency through experimental means, suggesting a need for more robust, longitudinal or experimental designs in future research.

This study contributes to the field of EFL education by shedding light on the benefits and challenges of using MMPTs to develop students' oral fluency. It provides pedagogical implications such as the need for professional training for teachers on the effective integration of multimedia, access to necessary technological tools, and the importance of fostering students' digital competence. The study's implications also touch on broader themes, including blended and digital learning, learner autonomy, and the integration of multimodal resources in communicative language teaching. Furthermore, it calls for greater

institutional support and curriculum alignment to provide the full potential of multimedia-enhanced speaking practice.

In conclusion, this research enriches our understanding by investigating the role of MMPTs in enhancing oral fluency among EFL learners. The findings highlight the positive impact of multimedia on students' speaking abilities and suggest that integrating such tools into EFL pedagogy can offer meaningful, engaging, and effective language learning experiences. The study describes the thoughtful incorporation of MMPTs into teaching strategies to better support oral fluency development in 21st-century classrooms.

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Appendices

Appendix A : Teachers' Questionnaire

Dear Teachers,

You are kindly invited to answer this questionnaire, which seeks to understand your perceptions about the integration of multimedia tools (e.g., PowerPoint, Google Slides, Canva, Prezi, video/audio clips) in EFL presentations and their influence on enhancing oral fluency. Please note that your responses will be kept confidential and used only for research purposes.

Thank you in advance for your collaboration!

Section One: Demographic Information

1. Age:

2. Gender:

- Male
- Female

3. Years of teaching experience:

4. Which method do you usually use to teach in EFL classrooms?

- Traditional presentations
- Multimedia-assisted presentations (e.g., PowerPoint, Prezi, Canva)

5. If you use multimedia tools, what types do you usually use? (You can choose more than one)

- PowerPoint
- Prezi
- Canva

- Google Slides
- Video clips
- Audio clips
- Other: _____

6. Have you ever received a training course on using multimedia tools? And do you encourage your students to do so?

7. According to you, how important is oral fluency for EFL learners?

- Not important
- Slightly important
- Important
- Very important

8. Have you noticed any changes in your students' oral fluency when they use multimedia tools? Please explain.

- Yes
- No
- Sometimes

Explanation:

9. In what ways do you believe the use of multimedia tools is beneficial? (You can choose more than one)

- Organising ideas logically
- Providing visual support for the audience
- Reducing hesitation and pauses during speaking
- Motivating students to enhance their smoothness and oral fluency
- Other (please specify): _____

10. What are the main challenges you have faced in preparing your lessons using multimedia tools?

11. What challenges do your students face when using these tools?

12. How do you usually address these challenges?

13. How do you ensure that the focus remains on developing oral fluency rather than just the technical aspects of creating a presentation?

14. Any additional comments or suggestions regarding the topic:

Appendix B: Students' Questionnaire

Dear student,

You are hereby invited to participate in this research questionnaire for a Master Two dissertation. It aims to explore your experiences and perceptions about the integration of multimedia tools (e.g., PowerPoint, Google Slides, Canva, Prezi, video/audio clips) in EFL presentations and its influence on enhancing oral fluency. Your honest feedback is crucial to help improve teaching methods and learning outcomes in EFL classrooms. There are no right or wrong answers. Your answers will be kept confidential and used for research purposes only.

Thank you for your valuable time!

Section One: Demographic Information

1. Age:

2. Gender:

- Male
- Female

3. What is your current English proficiency level?

- Beginner
- Intermediate
- Advanced

Section Two: Experiences with Multimedia Presentation Tools

1 . Have you used any multimedia tools (e.g., PowerPoint, Canva, Prezi, video clips, images, audio) in your English presentations?

- Yes
- No

2. If yes, which tools have you used? (Tick all that apply)

- PowerPoint
- Prezi
- Canva
- Google Slides
- Video clips
- Audio clips
- Other: _____

3. How often do you typically use multimedia tools in your EFL presentations?

- Never
- Rarely
- Sometimes
- Often
- Always

4. In your opinion, do you think using multimedia (PowerPoint, videos, images) helps you speak more fluently?

- Yes
- No
- Sometimes

5. In what ways do you think using multimedia tools helps you? (You can choose more than one)

- Helps me organize my ideas logically
- Makes my presentation more visually appealing
- Helps me remember key points
- Provides visual support for the audience
- Helps me reduce hesitation and pauses during speaking
- Motivates me to enhance my speaking performance
- Other: _____

6. What are the challenges you have encountered when using multimedia tools? (Choose all that apply)

- Technical difficulties (e.g., software issues, internet problems, equipment malfunctions)
- Limited availability of multimedia equipment in the classroom
- Feeling self-conscious about my technical skills in front of others
- Spending too much time on the design and not enough on practicing speaking
- Difficulty finding appropriate images or videos to support my ideas
- Maintaining focus on learning objectives rather than the technology itself
- Ensuring the access of information to all students
- Other: _____

Section Three: Perceptions of Oral Fluency in EFL Presentations

1. How often do you give oral presentations in English?

- Never
- Rarely
- Sometimes
- Often
- Always

2. Do you think oral presentation skills are important for your future academic or professional career?

- Yes
- No

3. How important do you think oral fluency is during an English presentation?

- Not important
- Slightly important
- Important
- Very important

4. How confident do you feel about your fluency when giving an English presentation?

- Not confident
- Neutral
- Confident
- Very confident

5. In your opinion, what are the most significant factors influencing your oral fluency in English?

- Forgetting vocabulary
- Grammar mistakes
- Poor pronunciation
- Anxiety
- Difficulty organizing ideas
- Lack of practice
- Time management issues
- Other: _____

6. What strategies do you use to sound more fluent during a presentation?

- Memorizing parts of the speech
- Using notes or keywords
- Practicing with a partner
- Recording and listening to myself
- Other: _____

Section Four: Impact of Multimedia on Oral Fluency

To what extent do you agree with the following statements?

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I see that multimedia tools improve my oral performance and speaking skills better than traditional methods.					
Organizing my presentation content using slides helps me speak in a more structured and coherent way.					
Using visuals (pictures, videos, graphs) reduces my reliance on memorizing large					

texts, allowing me to speak naturally					
The use of multimedia makes me feel more confident, which in turn helps me speak more smoothly.					
I believe using multimedia tools helps me speak more fluently (with fewer pauses and hesitations) during presentations.					
I can simplify complex ideas into clear, manageable points for speaking when using slides or visuals.					
Multimedia tools keep the audience engaged, which motivates me to maintain a more natural speaking pace.					
I feel that my overall speaking fluency has improved after using multimedia tools in my presentations					
Multimedia tools help to measure the flow and timing of my speech.					
Receiving feedback on presentations that used multimedia tools was helpful for improving my speaking.					
I would like to learn more advanced multimedia features and engage in training courses to improve my presentation.					

Section Five: Comments and Suggestions

Do you have any other comments or suggestions regarding the topic?

Appendix C: Content Validity Evaluation

Title of Questionnaire: Enhancing EFL Learners' Oral Fluency through the Integration of Multimedia Presentation Tools: Perceptions and Challenges

Purpose: To evaluate the clarity, relevance, and appropriateness of questionnaire items for the research purpose.

Instructions for Reviewers: Please review each question and rate it according to the following criteria:

Clarity: Is the question easy to understand? (Yes/No)

Relevance: Is the question appropriate and important for the research topic? (Yes/No)

Suggestions: Any recommendations for improvement? (Comment briefly if you suggest changes.)

Evaluation Table

Section	Question	Clarity	Relevance	Suggestion
1.1	Age			
1.2	Gender			
1.3	English Proficiency Level			
2.1	Multimedia Tools Use			
2.2	Which Multimedia Tools Used			
2.3	Frequency of Using Multimedia Tools			
2.4	Do Multimedia Tools Help Fluency?			
2.5	Ways Multimedia Tools Are Helpful			
2.6	Challenges in Using Multimedia Tools			
3.1	Oral Presentation Frequency			
3.2	Importance of Oral Presentations			
3.3	Importance of Oral Fluency			
3.4	Confidence in Oral Fluency			
3.5	Reasons that affect Oral Fluency			
3.6	Strategies for Oral Fluency			
4	Impact of Multimedia on Oral Fluency (Likert)			
5	Comments and Suggestions			

Overall Comments:

الملخص

نظرًا لكون الطلاقة عنصرًا حاسمًا في التواصل الفعّال، تزداد الحاجة إلى اعتماد أساليب مبتكرة تدعم مهارات التحدث لدى الطلاب. وقد أتاح دمج التقنيات الرقمية سبلًا جديدة لتعزيز تفاعل المتعلمين وتطوير طلاقتهم الشفوية. تهدف هذه الدراسة إلى استقصاء أثر أدوات العرض المتعددة الوسائط (مثل باوربوينت، كانفا، شرائح جوجل، والوسائل السمعية البصرية) في تعزيز الطلاقة الشفوية لدى متعلمي اللغة الإنجليزية كلغة أجنبية، كما تستكشف تصورات كل من المعلمين والطلاب بشأن دمج هذه الأدوات داخل الفصل الدراسي. أُجريت الدراسة في جامعة المسيلة، وشملت 51 طالبًا من السنة الأولى ماستر في تخصص اللغة الإنجليزية، و07 أساتذة لغة إنجليزية، واعتمدت منهجًا وصفيًا ذا طابع كمي وكيفي. تم جمع البيانات من خلال استبيانات منظمة وشبه منظمة، حيث تم تصميم الاستبيان المنظم للمتعلمين، في حين تم توجيه الاستبيان شبه المنظم إلى المعلمين. وقد تبيّن أن استخدام هذه الأدوات يسهم بشكل ملحوظ في تطوير الطلاقة الشفوية من خلال تعزيز تفاعل المتعلم وثقته بنفسه، وتقليل قلق التحدث، وتحسين تنظيم المحتوى وأساليب التدريب، مما ينعكس إيجابًا على كفاءتهم في التواصل الشفهي بشكل عام. وتُطلع النتائج المحصّلة من هذا البحث المعلمين والمتعلمين على الفوائد والتحديات المرتبطة باستخدام أدوات العرض المتعددة الوسائط في تدريس مهارة التحدث وتحسينها. وتُبرز الدراسة الفوائد العملية والتحديات المتعلقة بتطبيق هذه الأدوات، وتؤكد على دورها في تعزيز بيئة تعليمية أكثر تفاعلية ومتمركزة حول الطالب. وبناءً عليه، توصي الدراسة بأن يُدرج معلمو اللغة الإنجليزية هذه الأدوات ضمن استراتيجياتهم التعليمية، وأن يشجعوا الطلاب على المشاركة في دورات تدريبية متخصصة لتحسين أدائهم في مهارة التحدث.

الكلمات المفتاحية: أدوات العروض التقديمية متعددة الوسائط (MMPTs)، الطلاقة الشفوية، متعلم اللغة الإنجليزية كلغة أجنبية، التواصل الفعّال، التكنولوجيا الرقمية.

Résumé

Étant donné que la fluidité constitue un élément fondamental de la communication efficace, il devient de plus en plus nécessaire d'adopter des méthodes innovantes pour soutenir les compétences orales des étudiants. L'intégration des technologies numériques a ouvert de nouvelles perspectives visant à renforcer l'engagement des apprenants et à améliorer leur aisance à l'oral. La présente étude examine l'impact des outils de présentation multimédia (PowerPoint, Canva, Google Slides et supports audiovisuels) sur le développement de la fluidité orale chez les apprenants de l'anglais langue étrangère (ALE), et explore les perceptions des enseignants et des étudiants quant à leur intégration en classe. Réalisée à l'université de M'sila, l'étude a impliqué 51 étudiants de Master 1 en anglais langue étrangère ainsi que 7 enseignants d'anglais. Elle a adopté une approche descriptive fondée sur une méthode mixte. Les données ont été recueillies à l'aide de questionnaires structurés et semi-structurés ; le questionnaire structuré est destiné aux apprenants, tandis que le questionnaire semi-structuré est destiné aux enseignants. L'utilisation de ces outils a démontré une contribution significative au développement de la fluidité orale, en favorisant l'engagement et la confiance des apprenants, en réduisant l'anxiété liée à la prise de parole, et en améliorant l'organisation du contenu ainsi que les pratiques de répétition, ce qui renforce leur performance en communication orale. Les résultats de cette étude informent aussi bien les enseignants que les étudiants sur les avantages et les défis associés à l'intégration des outils multimédias dans l'enseignement de l'anglais langue étrangère et dans l'amélioration de la fluidité orale. L'étude met en évidence les bénéfices pratiques de ces outils ainsi que les difficultés rencontrées lors de leur mise en œuvre, tout en soulignant leur rôle dans la création d'un environnement d'apprentissage interactif, centré sur l'apprenant. En conclusion, la recherche recommande aux enseignants d'anglais langue étrangère d'intégrer les outils de

présentation multimédia dans leurs stratégies pédagogiques, et d'encourager les étudiants à suivre des formations appropriées afin d'optimiser leur performance orale.

Mots-clés: Outils de Présentation Multimédia (OPMM), fluidité orale, apprenant ALE, communication efficace, technologie numérique.