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Theme

The Effect of Integrating the PechaKucha Presentation technique in EFL
Classes to Promote Students' Speaking Performance
The Case of First Year Master Students at Mohamad El-Bachir El-
Ibrahimi University - BBA

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DEDICATION 1

وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ

My success is only from Allah

Praise to Allah whose grace good things are accomplished, praise to Allah, no path has ended, no effort and no quest is completed except by his grace.

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Abstract

The research was carried out to explore the effect of implementing PechaKucha presentation in optimizing EFL learners' speaking performance. The participants were first-year EFL master's students at Mohammed El-Bachir El-Ibrahimi University of Bordj Bou Arréridj – Algeria. The study sample consisted of 20 participants who were assigned into two groups of ten participants in each group; the experimental and the control groups. The first group (N=10) used the PechaKucha technique in their presentations, whereas the other group (N=10) received no manipulation. The research was quasi-experimental, it involved the use of pre and post-closed-ended questionnaires. The aim of the pre-QQ was to determine the reported informants' level before conducting the experiment, while the post-QQ was used to depict any difference in level, after the treatment. Moreover, a structured observation with specified criteria was used, aiming at assessing the learners' speaking performance by decoding their verbal and non-verbal interactions. The collected data were analyzed statistically using the Statistical Package for Social Sciences (SPSS). The two groups displayed similar performance in the pre-QQ, however, the results of the structured observations showed that the mean scores of the learners' presentations increased from before and after the PechaKucha intrusion. It was also reflected in the post questionnaire results which revealed a significant difference in the reported participants' level. Based on these findings, we suggested that there is a positive correlation between the PechaKucha presentation technique and EFL learners' speaking performance.

Keywords: PechaKucha, EFL, Speaking performance, first-year master's students.

List of Abbreviations

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

H0: Null Hypothesis.

H1: Alternative (research) Hypothesis.

L1: First Language.

OPs: Oral Presentations.

PK: PechaKucha.

PKP: PechaKucha Presentation.

QQ: Questionnaire.

SPSS: Statistical Package for Social Sciences.

TEFL: Teaching English as a Foreign Language.

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General Introduction

GENERAL INTRODUCTION

Introduction

For effective learning, EFL learners are expected to master the speaking skill, particularly in higher education contexts where learners are considered future teachers who need to acquire effective oral skills. However, out of the four skills, learners view the mastery of speaking as a challenging task to overcome due to the severe lack of the needed activities and guidance. The oral presentation being the prevailing activity in university is dominated by text-heavy PowerPoint slides and long sentences which are usually read aloud rather than being presented orally. Hence, learners lose a substantial opportunity to practice and ameliorate their speaking performance. To overcome this problem, many teaching-learning strategies were investigated and developed by educators and researchers in the field. Their main aim was to guide, engage and help learners to benefit from their oral presentations and thus improve their English-speaking ability.

PechaKucha presentation technique was suggested by Al-Tonsi (2016), Faliyanti (2018), Solmaz (2019) and Arniatika (2021) as an innovative and creative teaching material that can facilitate the mastery of speaking and encourage learners to overcome their oral performance difficulties, particularly in fluency and coherence, the spoken grammar and lexical accuracy and also pronunciation. This technique was created and used in the field of architecture; however, it soon became popular in the field of education. The need for efficient oral presentations in the teaching-learning process paved the way for the integration of the PechaKucha technique, due to its creative use of PowerPoint software that enables learners to practice the target language, produce fewer errors, and consequently boost their capacity to communicate naturally and fluently.

1. Statement of the Problem

One of the primary goals of the ministry of higher education in Algeria is to build a certain proficiency level among learners. Nonetheless, in our knowledge, a lot of EFL learners at Mohammed El-Bachir El-Ibrahimi University of Bordj Bou Arreridj experience prominent obstacles in their journey to master the English language, particularly in acquiring speaking skills. Successful speaking usually requires the mastery of several linguistic and non-linguistic aspects. Linguistic aspects, for instance, refer to the learners' ability to control their grammar, vocabulary, and pronunciation use. However, non-linguistic aspects refer to the learner's self-esteem, motivation, and body language. The real problem lies in the lack of exposure to activities that should be performed orally for the sake of making them fluent in speaking English. Consequently, the PechaKucha technique was

suggested as a way to maximize the amount of students' practice and therefore enhance the above-mentioned aspects. In this regard, it is necessary to investigate the effect of this presentation technique on the Algerian EFL learners' speaking performance.

2. Aims of the Study

Developing speaking skills is deemed to be the foremost aim of EFL learners. To achieve this aim, the PechaKucha technique is introduced as a successful approved tool in oral presentations. In the last decade, it drew the attention of English language teachers because it is regarded as a solution to the problem of speaking which is previously stated. It provides learners with more practice and control over their linguistic and non-linguistic capacities, enabling them to improve their achievements in speaking. Hence, the substance objective of this investigation is to examine and explore the effectiveness of the PechaKucha style in promoting the Algerian EFL learners' speaking proficiency.

3. Research Question and Hypotheses

In order to achieve the aim of the study, the answer to the following question was sought:

Does PechaKucha technique help learners develop their speaking proficiency level?

To provide an answer to the above question, the following hypothesis has been formulated:

“ PechaKucha style may have a positive effect in increasing EFL learners’ speaking proficiency.”

Null Hypothesis (H0):

- There is no significant difference between the two groups’ achievement in the pre and post-QQ.

Alternative Hypothesis (H1) :

- There is a significant difference between the two groups’ achievement in the pre and post-QQ.

4. Significance of the Study

Many previous studies have already investigated the effectiveness of the PK technique and revealed positive results. Nonetheless, we did not find any single paper that focuses on PK in the Algerian context. Hence, we expect that the results of our study can offer new perspectives and fill important gaps in the field of foreign language education in Algeria. More specifically, this research will benefit teachers and academics in the field as they may adopt this technique to enhance learners' speaking skills. Moreover, the findings may encourage students to use the PK in their oral presentations to promote their speaking proficiency level. Furthermore, this study covers information about the PechaKucha style as a presentation technique that can develop the learners' speaking skills. Thus, hopefully, the results can be used as a reference for future investigations on the possible positive effect of this technique on other skills that learners need throughout their educational journey.

5. Ethical Consideration

In this investigation, ethical considerations were given priority and many procedures were taken into account during the research process. Initially, the purpose of the study was explained to the potential participants verbally during a scheduled introductory meeting, and they were given detailed information about the process that will be followed throughout the experiment. Participants were informed that they were not obliged to take part in this research. Besides, their confidentiality and anonymity were assured in the sense that this work will not place them in harm in any way possible. That is to say, it was explained that no personal information or individual responses will be shared. We also agreed with the participants that during the study presentations will be recorded, and we guaranteed that we will be the only ones who have access to the recorded videos. Also, we explained to the participants that the tapes will be destroyed immediately after the completion of the study.

6. Structure of the Study

The present work includes two main chapters. The literature review chapter, which is the first chapter of this dissertation, assesses the variables related to the issue under investigation. This chapter is assigned to the theoretical part of this study which comprises two sections. The first section provides a general theoretical overview of the

notions of speaking and oral presentations. The second section tackles theoretical background concerning the PechaKucha presentation technique, including PK definition, origins, and its guidelines.

Chapter two is a practical one, it contains two main sections. The first one is concerned with the overall description of the research methodology and design adopted. It provides a description of the experiment implementation procedure. The other section is allocated for the analysis and interpretations of the gathered data and concludes with a synoptic discussion of the findings.

Lastly, the study concludes with a general conclusion that explicitly answers the research question, followed by a discussion of the shortcomings of the work. Furthermore, suggestions for further research are proposed.

Chapter One

Chapter One

Chapter One:

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, reviews about theoretical concepts and previous research, relevant to this study, are presented and explained. The chapter is divided into two main parts: the first part encompasses insights about the nature of the speaking skill, its main components and activities that may be implemented in teaching speaking. In addition, it points out the difficulties that hinder EFL learners from developing their speaking proficiency. Besides, it provides an overview on the notion of oral presentations in the academic context and discusses some features of an effective presentation. The second part is devoted to theoretical backgrounds concerning the PechaKucha presentation technique. It includes PK definition, origins, and its rules and guidelines. Finally, this chapter concludes with a discussion of previous studies. It attempts to discuss the effect of PK technique on improving EFL learners' speaking performance.

1.1. The Speaking Skill

All the four foundational language skills listening, reading, speaking and writing take a critical part in foreign language teaching and learning in which learners are expected to master. These skills can never stand out as individual areas but rather they form a connected chain. However, speaking should be given all priority compared to the other skills as when learners have words read, thoughts written and ideas heard all that they need is to express them through speaking. In other words, the learners' mastery of speaking might mean the mastery of all remaining skills.

1.1.1. Definition of Speaking

Speaking is a crucial part of second language learning and teaching. It is a productive skill that represents the greatest use of language and the basis of communication in which learners need to master it. However, (Luoma, 2004) considered speaking a challenging skill that requires time to be mastered. Thus, it is necessary for learners to practice in order to develop their competency, achieve

proficiency in speaking, and therefore gain an understanding of themselves and strengthen their communication abilities.

In this context, many authors and experts proposed several definitions of speaking. According to Thornbury (2005) “Speaking is so much a part of daily life that we take for granted” (p.1). Chaney (1989, p.13 as cited in Kadri & Sahraoui, 2015) described speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”. That is to say, speaking is of vital importance through which people in general, and learners, in particular, express their feelings, thoughts and ideas with others in any situation. It involves dealing with more than one participant (Harmer, 2001, p.271).

Furthermore, Harmer (2001) mentioned that producing speech fluently is associated not only with the knowledge of certain grammar rules but also related to the ability of the speaker to convey meaning in relation to a particular context. In other words, Harmer viewed that the speakers’ mastery of the target language is measured by how well they can perform and articulate ideas in different communicative environments (p.69).

1.1.2. Components of Speaking

Harris (1996) listed five main components of speaking skill which are: pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

Richards and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Pronunciation is an essential part of any language. It is important for good communication and is considered as the main aspect of speaking. However, while teaching, instructors emphasize the study of grammar, vocabulary, and they encourage their learners to enhance their productive as well as receptive skills through different activities. Nevertheless, they give only a little attention to teaching pronunciation in their lessons due to few reasons (Harmer, 2007, p.248). Hence, as with any other language aspect, pronunciation should be given priority by EFL learners as well as teachers.

b. Grammar

Thornbury (2005) stated that the grammar of speech is different from the one of writing. Grammar accuracy in speaking refers to the production of well-formed structures and error-free sentences by following grammatical rules accurately. Grammar has a supreme role in communication as the correct mastery of grammar rules affects the general speaking proficiency and the process of presenting the message verbally and vice versa "If grammar is carelessly violated, communication will suffer." (Harmer,2001, p.12).

Thornbury (2005) highlighted eight features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head + body + tail construction.
- Direct speech favored.
- Vagueness tolerated.
- A lot of ellipses.
- Many question tags.
- Performance effects, include hesitation, repeats, false starts, incompleteness and syntactic blends.

c. Vocabulary

Vocabulary is another important component of speaking. It means the ability to select and use a wide range of vocabulary resources (words) flexibly and appropriately to guarantee an effective communication of ideas. To put it differently, it is having a rich linguistic repertoire that enables the speaker to find the suitable word for a specific situation or topic.

d. Fluency

In learning a foreign language, the ultimate goal of learners is to achieve oral fluency in speaking. Hedge (2000) defined fluency as

“The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation” (p.54). One can say that the

ability to pronounce words correctly and clearly, link ideas and language together, in addition to demonstrating a reasonable rate of continuous speech.

e. Comprehension

In most oral communication situations, comprehension is the key to success. It is a principal element in speaking that learners should pay attention to if they seek proficiency in speaking. Otherwise said, effective communication demands all parties' knowledge on how to produce speech that is comprehensible and conveys the intended meaning.

1.1.3. Problems in Speaking

One of the fundamental ingredients in the English language is speaking. It is one of the basics that should be acquired by English learners. Speaking is an active skill in which learners should be actively engaged in the learning process. Nevertheless, one cannot deny the fact that both teachers and learners in the field encounter varied problems and challenges that evidently handicap the learning process, and eventually affect the general proficiency in speaking.

Thornbury (2005) argued that the lack of practice, the absence of self-esteem as well as anxiety contribute enormously to the learners' failure to speak. Moreover, Ur (1996) mentioned some problems in teaching speaking which include inhibition, fear of making mistakes, fear from criticism, not having the motive to express ideas and formulate opinions, low or uneven participation, and the effect of mother tongue where students feel more comfortable to use their first language in the class rather than using the target language. In other words, students sometimes feel some linguistic inferiority which can contribute in creating problems of shyness as some learners may have sorts of phobias that prevent them from achieving a good oral proficiency. Also, problems of motivation may arise as a result of the negative talk-domination of certain students while others demonstrate only little participation in the classroom. Generally, most students show a decreased level of interest when they do not have the chance to speak (p.121). In addition to that, L1 has a significant influence on the development of the students' speaking capacity. Ur (1996) emphasized the teachers' role when teaching speaking. He said that the teacher cannot totally control the learners' use of their L1, but he has a lot to do to solve such in-class problems. Furthermore, among the obstacles that hamper the learners' capability to communicate using English is their psychological state. According to Littlewood (1981), psychological factors such as the feeling of insecurity

in class, or inferiority compared to others can jeopardize the process of communication (p. 93).

Many problems can create several obstacles for both students and teachers. Problems occurring are related to the learners' psychological state, linguistic problems, motivation problems, stress levels and finally the influence from L1. Yet it is part of the teachers' responsibility to choose the suitable learning activity for each problem.

1.1.4. Teaching speaking

Nowadays EFL teachers are highly inspired by the perspective of Communicative Language Teaching and learners' communicative competence. The emergence of the CLT approach, which emphasizes language use rather than language forms, drew teachers' attention to become more interested in promoting and reinforcing the learners' speaking performance. However, inevitably, binding speaking and teaching together demand careful consideration. Rodgers and Richard (1986) argued in their book that teachers have to make convenient choices about the kind of activities and strategies to implement in the classroom, thus provoking students to speak and overcome language production problems. Furthermore, Harmer (2007) stated that good speaking activities should push students to fully participate, rehearse and use various language elements. Hence, they gradually become autonomous language users and communicatively competent.

Harmer (2007), Sharouf (2012), and other scholars listed out a bunch of effective activities that teachers may adopt/adapt to teach speaking, such as role-plays, discussions, information-gap, oral presentations in order to create a rich learning environment, maximize language production and stimulate learners to be creative, critical as well as to use the language naturally.

a- Role Plays and Simulation:

Through these activities, a great amount of production and interaction can be derived. It aids learners to overcome their inhibitions and also encourages them to have fun while learning. The instructors may ask learners to perform something scripted and impersonate certain characters whether real or imaginary, and allow them to bring items and equipment such as customs and materials to create a realistic scene in the class.

b- Discussion:

In this type of activity, the teacher opens a debate or a certain topic that holds learners to reflect, discuss and come up with results. Sharouf (2012) stated that teachers must come out with authentic and relevant ideas and topics that interest learners to discuss, encourage them to ask questions, express themselves, check for clarification, and so on.

c- Information Gap:

Is an activity where learners must work in pairs, they share ideas with each other in order to fill the gap and solve the problem. Harmer (2007) stated that this activity consists of two speakers having different pieces of information, and the only way to complete the task is to exchange and share that information.

d- Oral Presentations:

It is a speech delivered by a learner in front of his/her peers in the classroom. Harmer (2007) defined this activity as it is individual, pair, or group work. Students prepare a speech through gathering information on a given topic in a particular period that is enough for preparation and rehearsal, and then present it in the class.

1.1.5. The Notion of Oral Presentations

Academic oral presentations are a common activity among university learners. The ability to deliver effective Oral Presentations (Ops) is quite imperative, particularly, for EFL learners where OPs play an emerging role since they incorporate all language skills and provide invaluable practice of the spoken language. According to Harmer (2007) OPs “are not designed for informal spontaneous conversation; because they are prepared, they are more writing-like” (p, 391) which means prepared talks aid learners to reduce inappropriate hesitations and language problems. Thus, boosting their speaking proficiency and their learning autonomy.

An oral presentation is usually performed in a form of assessment, it is not only the act of standing up and delivering information. Yet, the presenter should consider various aspects not only concerned with the content. Successful OPs are built upon several key features, according to Duddley- Evans and Maggie (1998, p.112 as cited in Chikh & Dich 2016) “structuring, visuals, voice, and advance signaling as well

as delivering a presentation” are the most essential components of a good quality presentation.

- a) **Structuring an Oral Presentation:** This is the most crucial part. It involves preparing an outline that implies coherent ideas and elements, makes the audience easily understand and follow the content delivered. For the sake of assuring a well-structured and organized presentation.
- b) **Visuals:** Such as PowerPoint, overhead projector (OHP), maps, diagrams, videos, etc. Integrating visual aids is a key ingredient in successful Ops, especially in the modern era of technology where learners are attracted to anything visual and catchy.
- c) **Voice:** Oral means a verbal utterance. Thus, it is an essential element to take into account while presenting. In OPs, a low or unclear voice causes learners to lose control and the audience’s attention which leads to the deterioration of their presentation. Powell (2002 as cited in Chikh & Dich 2016, p.11) explained “as a presenter, the ability to pace your speech and use your voice to create impact is the single most important skill you need” presenters will be more effective when they control their voice by using stress, pausing, intonation, volume, and silence”.
- d) **Advance signaling:** Preparing an outline, collecting information and developing a speech cannot be sufficient without the incorporation of signaling or transition words, which provide a smooth and clear transition in presentation sections. Furthermore, effective use of signalings shows the audience how the ideas are well structured and helps the presenter to sound more natural and fluent.

In this vein, Morita (2000 as cited in Chen 2011, p.10) elicits main presentation features as the following summary:

1. The OAP should contain a concise summary, a thoughtful and well-balanced critique, and a list of relevant pedagogical and research implications.
2. Presenters should engage and evoke interest in the audience.
3. Presenters should have an effective delivery style.
4. Presenters should manage their time well.

Moreover, Harmer (2007) pointed out several points to consider while applying this activity. First, he argued that learners need to have enough time to prepare their

presentation and rehearse it in order to benefit best and perform a good quality presentation. Also, he shed light on the importance of using multimedia when presenting, “we should allow time for the students to discuss with us and with each other what kind of media (audio, video, PowerPoint, etc.) will be appropriate for them to use.” (p. 391).

Besides, OPs can be categorized into three types according to El-Issa and Redha (2010): controlled, guided, and free presentation depending on the topic choice, time allocated, learners' proficiency level, and so on.

a) Controlled Presentation:

It usually fits learners from the beginner to elementary levels. Hence, the teacher is the controller in terms of deciding about the suitable topic to tackle, time-appropriate and the overall method of presenting. Also in this type, learners are allowed to prepare their talks and read them aloud. The main objective behind implementing this type of presentation is to provide opportunities for young learners to foster their confidence on the stage, classroom participation, and the production of the target language.

b) Guided Presentation:

It is used for low-intermediate to intermediate learners' proficiency levels. It is based on particular guidelines, in which learners are guided by topic choice and appropriate level of grammar and lexical items. At this level, learners are expected to present through different tools and equipments, such as PowerPoint or OHP presentations, for the sake of accomplishing more interesting, persuading and professional oral presentation.

c) Free Presentation:

In this type, learners can be classified as at the upper intermediate to advanced levels. They have the freedom to choose and plan the topic they want to tackle and use any kind of language level. In addition, they can be given a longer time to present and may open a discussion or debate at the end of the presentation.

According to Hutchinson & Waters (1987) (cited in Zivkovic 2014, p.127), “oral presentations demonstrate one of the most successful ways to get the students' attention, encourage curiosity, create challenges”. Therefore, it enables learners to gain insights, knowledge and self-reliance in different aspects, the crux of the matter is the mastery of

subject topics and increasing classroom interaction and participation. Furthermore, Girard and Trapp (2011) addressed the potential benefits of OPs and pointed out that this activity helps learners to acquire knowledge not only from the research they perform but also by observing the other presenters' strengths and weaknesses. As a result, they develop better communication and presentation skills. To sum up, oral presentations can be a successful speaking activity that gradually improve the EFL learners' speaking proficiency, and accustom them to produce speech naturally in front of people; especially, when it is well structured, prepared and practiced.

1.2. PechaKucha Presentation

1.2.1. What is PechaKucha?

The name PechaKucha (PK) comes from the Japanese ペチャクチャ meaning 'chit chat'. It is a dynamic presentation method developed in February 2003, by two British architects, Astrid Klein and Mark Dytham in Tokyo, Japan. The invention of this method was based on the idea of 'More show, Less tell' as a way to maximize the exchange of ideas, while grabbing the audience's attention. It is an innovative presentation style used for various purposes such as business, architecture, medicine and education. It requires the presenters to prepare a short, critical speech and a more inventive Software presentation. According to Keith & Lundberg (2016, p. 247) "A PechaKucha consists of 20 slides shown for 20 seconds each; 400 seconds = 6 minutes and 40 seconds of speech". Presenters are only allowed to design "20seconds x 20slides", automated and pictorial slides using a Software program such as PPT. That is to say, the presenter should design a PPT presentation that includes 20 slides and those slides automatically proceed every 20 seconds, hence the overall duration of the presentation will be no longer than 6 minutes and 40 seconds. Additionally, the slideshow must be visual-based through pictures, graphics, rather than texts and paragraphs, which is the potential feature in PK style since presenters tend to use text-dominated slides in any way possible. (Anonymous (n.d) What is PechaKucha?)

1.2.2. Rules for PK presentation

Recent work by Lortie (2016) assumed ten simple rules for a PechaKucha presentation.

1. Plan a clear story

Since speakers must deliver their presentations in exactly 6 minutes and 40 seconds, they need to have a predetermined topic and a tightly crafted presentation in which everything is clear and concise to their audience. That is to say, presenters should think of their slides as units that operate together to create a cohesive story. “Immediacy is paramount, and tangents are best avoided.” (Lortie, 2016, p. 4).

2. Provide only one major point per slide

In order to support the verbal presentation and make it easy for the audience to digest it, it is necessary to assure that each slide has a single idea that is not isolated either from the previous one or the coming one.

3. Limit the use of text

Images are the key to effective PKP because 400 seconds are not enough to present text-heavy slides. Images help presenters to deliver their presentations at ease, as they will not be obliged to race through a list of points. Impactful imagery and illustration can make the presentation shine. Also, they decrease the audience’s amount of reading throughout the slides so they will need the presenter to understand what they are seeing.

4. Use simple visuals

It is easier for the audience to absorb the presentation when they can see simple and visual slides that are directly linked to the topic being presented rather than seeing a complex slide.

5. Develop a consistent theme

In order to reinforce the presented message and to give the audience time to process and scan the information, images, as well as the language used, the presentation should be harmonious.

6. Repeat critical messages twice using different visuals

The speakers may encounter difficulties in presenting one aspect that includes several points and instances. In this case, they are able to allocate two to three slides

maximum for the same point, bearing in mind using different visuals. Lortie (2016) stressed that it is illegal to “cut and paste the exact same slide twice to provide oneself with more time (i.e. cheating)” (p.06).

7. Use the principle of parsimony in explanations

‘More show, Less tell’ is what the PKP is built upon. Speakers must derive the crux of ideas and information, precisely and concisely in a creative manner.

8. Allocate more than one slide to effectively end the narrative

Willingness of ending the presentation should be starting at slides 16-17, “abrupt termination of a talk can be an effective means to jar or shock the audience but should be used sparingly” (Lortie, 2016, p. 07).

9. Use the final slide for contact information and links to additional resources

The main reason is that in conferences, PK series do not provide extra time for questions or feedback. Hence, the final slide must be devoted to personal information, additional resources and recommendations.

10. Use timed practice

Practice makes perfect. It is necessary for speakers to well practice the timing set with their prepared speech. One common strategy for rapid-fire talks is to practice the speech with a few seconds left in order to speak at ease, keep up with the slides and finish on time.

1.2.3. PK technique and EFL learners’ Speaking Performance

Since 2003, PechaKucha presentations have been assigned particularly for conferences and workshops. However, in recent years, there has been a great deal of interest to integrate this innovative technique in education, mainly for second language learning. Plentiful studies were made to explore the effectiveness of PKP on various language aspects, predominantly its impact on developing learners' speaking performance and presentation skills. The studies that will be reviewed took place in the

time period between 2016 and 2021, and due to the origins of the technique, the majority of research was conducted in Asia such as Indonesia and Kazakhstan.

In 2016, Al-Tonsi carried an investigation at Lecturer of English Curriculum & Instruction (TEFL) Faculty of Education, Arish University. The study focus was on the use of PKP to enhance the learners' presentation skills. She carried out a quasi-experimental study with one independent group through pre- post observation checklist, reflection reports, and four PechaKucha sessions on presentation skills. After seven weeks of treatment, the investigation resulted in a huge effect in improving participants' presentation skills; enabled them to answer the questions accurately, to use body language wisely, and to speak confidently.

Besides, an experiment conducted by Zharkynbekova, Zhussupova, Suleimenova (2017), investigated the effect of implementing the PK style on developing the learners' public speaking performance. In their research, the experimentation process took place in Eurasian National University of Kazakhstan with a total of 60 students. The researchers first used a survey questionnaire to determine the students' public speaking skill and self-evaluation. After that, they used an observation checklist to observe the students' performance, and finally they used another survey questionnaire to examine the students' attitudes towards the PK technique. The results revealed that PK significantly improved their public speaking skills more than the traditional way. Furthermore, most students' comments agreed that the PK approach is beneficial.

In contrast M. Fadhly Farhy, Shintia Dwi, Marwa, & Herdi (2017), a group of investigators conducted experimental research on 41 students at the English Education Department Faculty of Teacher Training and Education Lancang Kuning University. Students were divided into an experimental group who presented using PKP, and a control group who used picture series and they performed pre-post speaking tests. Their collected data demonstrated that both groups accomplished similar performance and there was no significant difference between them. Nonetheless, researchers pointed out that the experimental group score performance was better in all the speaking sub-skills (accent, grammar, vocabulary, fluency, and comprehensibility); they got higher average scores on the post-test. Therefore, they concluded that the five speaking sub-skills are better taught by using PKP.

In 2018, similar results to Al-Tonsi (2016) and Zharkynbekova, Zhussupova, Suleimenova (2017) through different methodologies were found in a research study

conducted by Arniatika entitled "Improving Speaking Performance Through PechaKucha Presentation Method" in which the researcher used observation and documentation as data collection tools. The findings revealed that implementing PK highly encouraged learners to become more active in the learning process. Consequently, the method was considered effective and very advantageous to motivate learners to strengthen their oral language proficiency.

It was also approved in Angelina (2019)'s research study at Sanata Dharma University of Indonesia in her work "Improving Indonesian EFL Students' Speaking Skill Through PechaKucha". They study included 46 students, the researcher administered a questionnaire to identify students' difficulties in delivering effective presentations, assessment rubric to assess their PKP presentations and finally an interview to explore the students' experience and attitudes towards the technique. The findings of the investigation illustrated that this strategy is believed to be successful in supporting the learners' speaking skills when delivering presentations.

Moreover, a research study conducted in the Turkish context by Solmaz (2019) entitled "Developing EFL Learners' Speaking and Oral Presentation Skills through Pecha Kucha Presentation Technique". The objective of this research was to demonstrate the necessity and value of PK technique in enhancing speaking capacity among learners. This study consisted of 102 students from the English language teaching department at a state university. The participants were students enrolled in an advanced-level speaking course. The researcher administered an open-ended survey for all participants in the study, and 12 students participated in semi-structured focus group interviews. Based on the result of the study, he found that the use of PKP technique was a success. In other words, after conducting the study participants developed their speaking abilities, self-confidence, and time management. However, the study also revealed some drawbacks related to the technique where learners found difficulties to cope with the time limitations, hence their level of stress increased.

However, two years before, Coşkun (2017) examined the effect of the PKP format on students' English Public Speaking Anxiety. He conducted experimental research consisting of pre-post tests. Participants were given a questionnaire as the pre-test before the preparation of their presentations and as the post-test immediately following the presentation in the classroom. As a result, he demonstrated that the learners' speaking anxiety remarkably was minimized, which suggested that the format can be incorporated into the EFL classrooms successfully.

One of the most recent studies, Faliyanti (2021) conducted an experimental study at Muhammadiyah University of Metro, Indonesia. The researcher used a quasi-experimental method through pre-post oral tests, aiming at deriving the impact of PKP on promoting learners' speaking performance. In consequence, the examiner indicated that the participants who presented through PKP (experimental group) showed higher quality performance than the control group, in addition, the researcher stressed that there was a significant influence on students' speaking before and after being taught using PKP.

To reinforce the results of the effectiveness of using PKP style, the present study attempts to carry out an investigation to test its impact on the Algerian EFL learners' speaking performance. The above-mentioned studies and the lack of similar studies in Algeria enlightened the researchers' methodology choice with a difference in setting and participants.

Conclusion

This chapter aimed to analyze the literature in order to comprehend the concepts of speaking skill, oral presentation and PKP format. There is no doubt that the current study benefited greatly from the previous studies, as it tried to employ a lot of previous efforts to reach an accurate diagnosis of the problem and treat it in a holistic manner. The forthcoming chapter provides a detailed description of the methodological procedures followed in this research.

Chapter Two

Chapter Two

Chapter Two:

RESEARCH METHODOLOGY

Introduction

This chapter comprehensively describes the methodology employed in this study. It is divided into two parts: the first division covers explanations concerning the research design, including population and sampling, data collection instruments, and an exhaustive description of the experimental procedures. The second division conveys the interpretations and analysis of the collected data and reports the final results and discussions.

2.1. Part One: Research Methodology and Design

2.1.1. Research Design

This research is quasi-experimental in nature as it attempts to scrutinize the impact of the PechaKucha presentation style on developing EFL learners' speaking proficiency. We opted for a quasi-experimental design that adopts the quantitative approach, to answer the research question and test the hypothesis. Similar to a true experiment, a quasi-experimental design is used to demonstrate a cause-effect relationship between an independent and dependent variable, however, it depends on the non-random assignment of the informants (Thomas, 2022). The independent variable of this study is the PK technique, whereas the dependent variable is the learners' speaking performance.

2.1.2. Research Methodology

2.1.2.1. Population and sampling.

We wanted to conduct the experiment with oral expression classes since the target skill is speaking. However, for practical reasons, we made an adjustment in the choice of the population under study. Consequently, this research was undertaken at Mohammed El-Bachir El-Ibrahimi University of Bordj Bou Arreridj with first-year master's students, TEFL class, in the Faculty of Letters and Languages, the Department Foreign Languages. Those students are clustered into two groups, and they are, in terms

of numbers, 185 students. To decide upon the group sample, an introductory session took place. The topic of the study, a definition and the historical background of the PK technique, its advantages and its basic rules (e.g. the number of slides, the timing of each slide, and the importance of presenting the content through images). In addition, the necessary ethical considerations were clearly stated and explained to both groups. We also used our own PechaKucha presentation as an example during the session as good examples can substitute for long explanations.

We could not assign participants randomly which makes a true experiment impossible; therefore, the selected sample includes 20 participants: 16 females and 4 males, who voluntarily chose to participate in the study. That is to say, in this research, a voluntary sampling was conducted and participants were self-chosen rather than being chosen on a random basis. The sample was divided into two groups of 10 participants in each group. The first group is the experimental group that used the PechaKucha technique labeled "Group A", whereas the second one is the control group that used normal PPT presentations labeled "Group B". The experiment was part of their presentations in the TEFL module, and the process of collecting data lasted four months. The division of the groups was followed by creating Messenger groups for both of them after obtaining their contact information. This process is aimed at facilitating communication and contact. In addition to that, a Facebook group was created to share and post everything related to future research procedures. (Appendix A). Finally, a 20x20 PowerPoint template was posted in the Facebook group so that the students could prepare a 20 slides presentation following the PK format.

2.1.2.2. Data collection instruments and procedures

To collect data, we used two data collection tools which are pre and post-questionnaires as well as observation checklists.

- Pre-questionnaire

The primary method of data collection involved a closed-ended questionnaire allocated for both groups to determine the reported informants' speaking level and it was conducted before the implementation of the PK presentation method. This type of questionnaire was selected and administered because it is more flexible and provides numerical data that is comparable. The questionnaire included five main categories namely fluency and coherence, pronunciation, lexical and grammatical accuracy that were adapted from the IELTS speaking test. While the non-Verbal interactions and

presentation skills were added as set apart descriptors since they represent integral parts of oral presentations. Those categories generated 22 statements rated based on a five points Likert scale ranging from 1 (Strongly agree) to 5 (Strongly disagree) and it was distributed in December 2021 online using Google Forms. (Appendix B)

- **Observation Checklist**

We relied on observation checklists to observe the participants' verbal and non-verbal interactions during their presentations. This instrument was built upon the same categories as in the pre-questionnaire following an ordinal consistency from (very poor) to (excellent) rating scale. The evaluation criteria i.e. scoring rubrics were detailed as demonstrated in (Appendix C) to determine the standards by which the we used to decide about the participants' performance.

Topics were determined by the course instructor and participants were asked to prepare presentations about them. The PechaKuchas were implemented twice, so the experiment went through two observation periods due to time limitations. That is to say, learners were following the "grouping system" due to the COVID-19 pandemic (six sessions in each term).

a) Presentation 01

The selected presentation topics covered a range of approaches and methods in language teaching, such as the audiolingual method, the total physical response, grammar-translation method, etc. The first presentations took place in the first two weeks of January 2022. Participants from the experimental group delivered their slideshow in 6 min 40 seconds on auto-run with twenty seconds on each slide. Simultaneously, others from the control group presented ordinarily. We received a huge amount of sensory information. So, in order to provide clear definitions of the observed behavior and for better analysis, a camera was set up to record during presentation delivery. The data obtained from the recordings followed two stages to be assessed: 1- we repeated the recordings many times to assure the credibility of the results posterior. 2- The data were systematically decoded based on the evaluation criteria mentioned before.

After assessing the presentations, an online meeting for both groups was scheduled to discuss the participants' weaknesses along with feedback and recommendations. We even posted lists of connectors, connectives, and discourse markers that would help

participants in establishing coherence and logical flow of their spoken sentences, clauses, and ideas.

b) Presentation 02

The process took place from the last week of March till the second week of April 2022. Following the same path of the first presentations and the guidelines provided during the meeting, participants again were asked to prepare slideshows tackling distinct topics from the first ones as part of their mid-term evaluation.

- Post-questionnaire

The main goal of administering a post-questionnaire is to compare the reported informants' level in order to detect any difference in level after the treatment. After the treatment period, both groups were post-tested using the same test format as in the pre-QQ to reveal whether there is a difference in their oral performance after posing the experimental group to the PK technique.

2.2. Part Two: Analysis of Results and Findings

2.2.1. Descriptive and Statistical Analysis of Pre and Post-Questionnaires for Experimental and Control groups

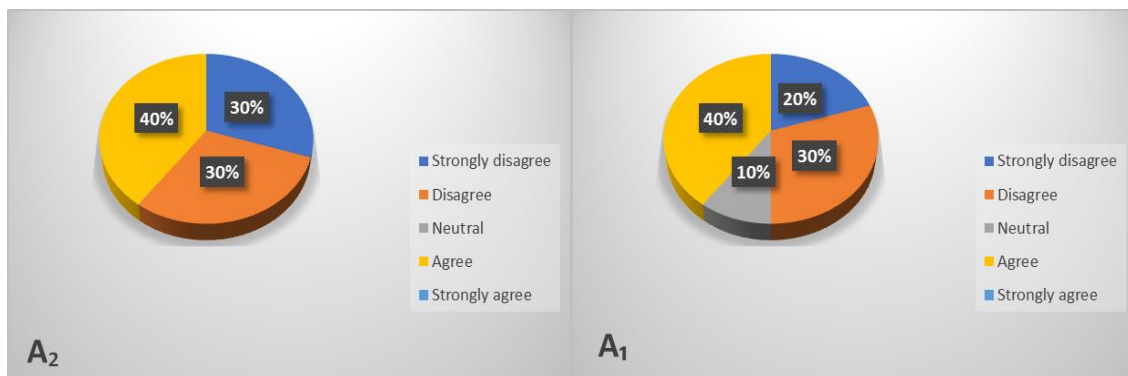
As mentioned earlier, the foremost aim behind the use of the questionnaires is on one hand to determine the initial speaking proficiency level of the participants before starting the treatment period (pre). On the other hand, it is to provide useful data about the differences in speaking proficiency levels between both groups after the treatment period (post). Ergo, 20 undergraduate students filled out the questionnaires that were sent via email.

The following circular diagrams describe and illustrate the given statements as well as the results obtained from the participants' answers, i.e. responses were sent and automatically calculated in terms of percentages through the Google Forms platform. Further, quantitative data were analyzed statistically with SPSS whereby the pre and post questionnaire scores for both groups were compared (Mean; Std. Deviation) using Paired and Independent Samples T-Test.

- **Experimental Group**

Figure 01:

Learners' Social Interaction



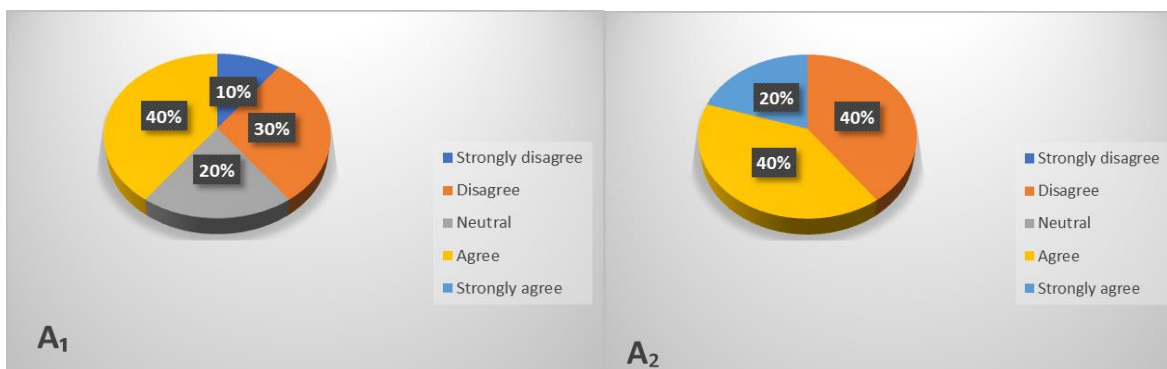
Statement 01: I rarely speak English in social interactions and contexts.

Group A 01: This statement targets the participants' ability to speak English in social contexts outside the classroom. As shown in graph 01, (40%) of group A respondents affirmed that they infrequently socially interacted with others in English. Three participants disagreed, (20%) stated their full disagreement, and only one of them opted for neutrality.

Group A 02: In the graph 01, the majority of this group (60%) claimed their disagreement as (30%) of them disagreed and (30%) totally disagreed, which points out that they used English in social interactions. However, (40%) of respondents admitted their agreement.

Figure 02:

Learners' Academic Interactions outside the Class



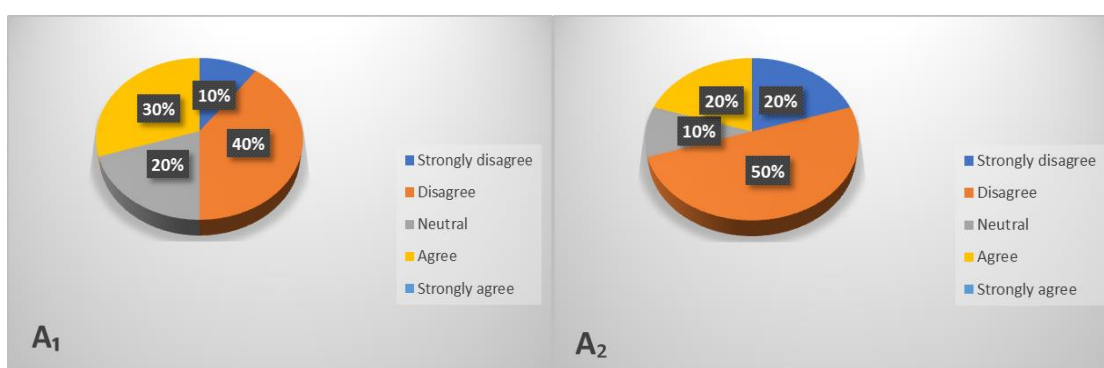
Statement 02: I have weak academic interactions with my friends outside the class.

Group A 01: As shown in the circular diagram 02, (40%) represents four informants' agreement about having poor academic interaction with their peers outside the classroom. However, (30%) refers to the respondents who disagreed while two out of ten persisted neutral. Only one of them claimed absolute disagreement.

Group A 02: For the post-QQ, (40%) represent four respondents who agreed, and two out of ten claimed absolute agreement about having poor academic interaction outside the classroom. Conversely, (40%) disagreed, declaring that they have academic interaction with their peers.

Figure 03:

Learners' Oral Interaction with their Instructors



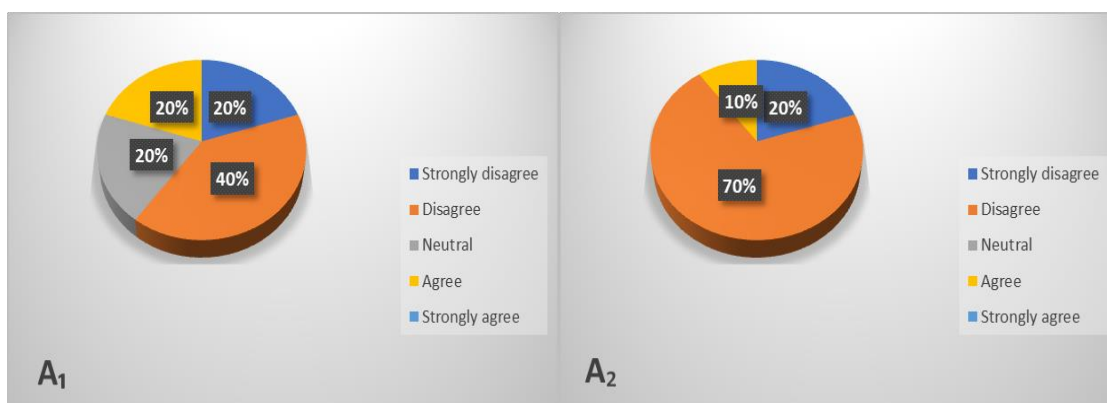
Statement 03: I rarely interact orally with my instructors in many courses.

Group A 01: Regarding participants' answers in diagram 03, four participants disagreed stating that they interact frequently with their instructor, (10%) fully disagree and two of them (20%) claimed neutrality. While (30%) agreed to have rare interactions during their lectures.

Group A 02: Graphically shown in figure 03, half of the participants (50%) disagreed and (20%) fully disagreed stating that they interacted frequently with their instructor. Only one of them claimed neutrality. While (20%) confirmed having rare interactions during their lectures.

Figure 04:

Learners' Speaking Proficiency Level



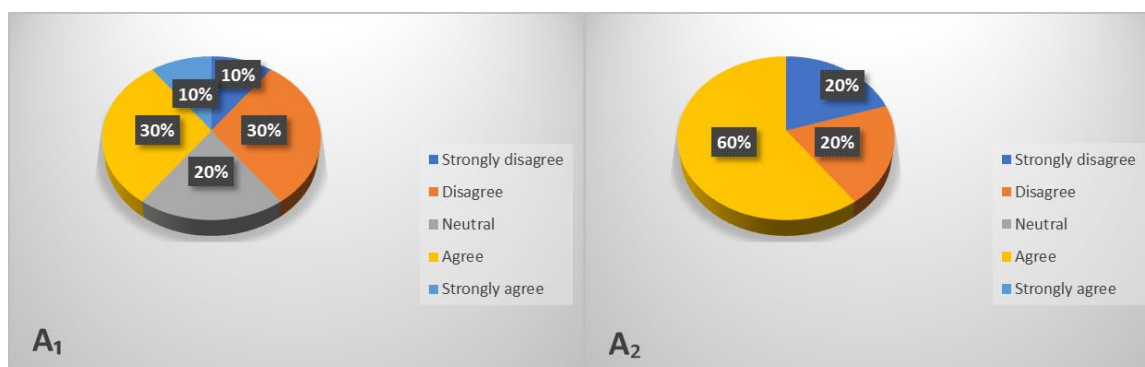
Statement 04: I have weak speaking proficiency.

Group A 01: It is observed from the graph 04 that (40%) of informants asserted that they do not have a weak speaking proficiency level. Whereas (20%) declared that their speaking proficiency is poor, similarly (20%) of the informants strongly disagreed and the two left were neutral.

Group A 02: Almost the majority of responses illustrated the participants' good level of speaking proficiency, (70%) informants opposed and (20) strongly opposed this statement asserting that they do not have a weak speaking proficiency level, while only one informant declared his agreement.

Figure 05:

Learners' Exposure to Speaking Courses



Statement 05: I lack courses that develop my speaking and conversational skills.

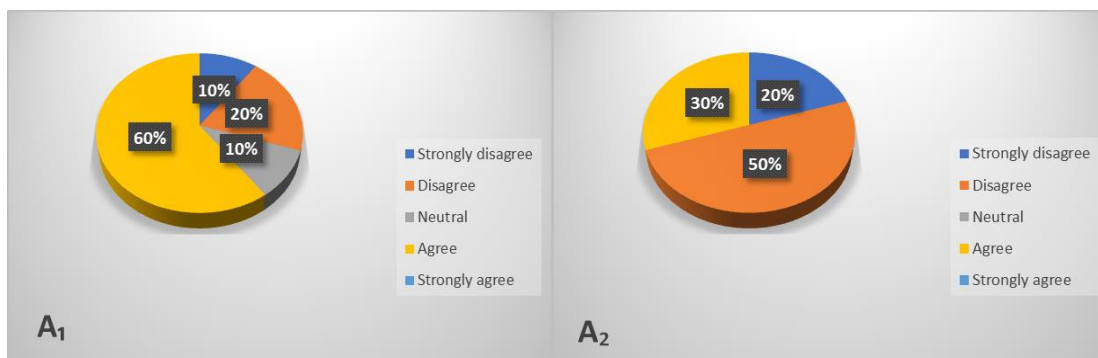
Group A 01: The results in graph 05 affirmed that (30%) of informants are not exposed to courses that develop their speaking level, unlike (30%) of them who claimed

to have speaking courses. Two out of ten (20%) remained neutral. Whilst (10%) strongly agreed, the (10%) left stated absolute disagreement.

Group A 02: From the chart above, a considerable number (60%) of informants claimed not to have these kinds of courses. Contrariwise four of them confirmed the statement, (20%) agreed, and (20%) strongly agreed.

Figure 06:

Learners' Motivation towards delivering AOPs



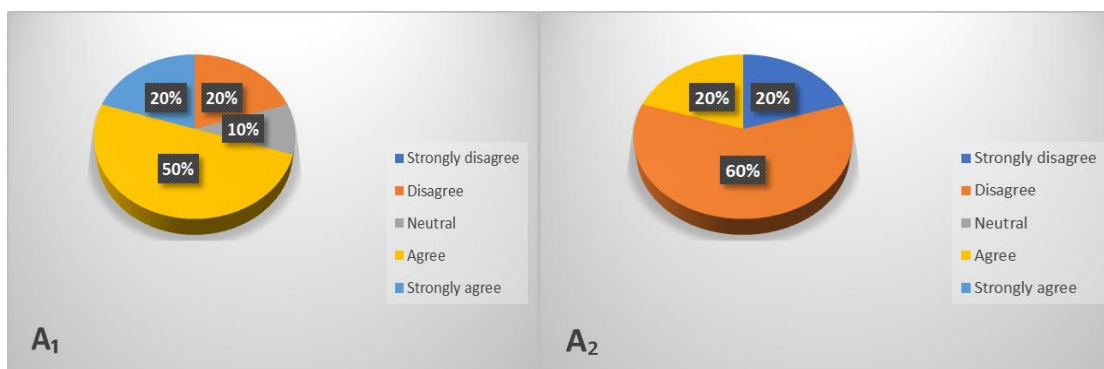
Statement 06: I lack motivation towards giving the academic oral presentation.

Group A 01: A quick look at the figure 06, (60%) represents the majority of participants in the sample who indicated their agreement with the statement. Furthermore, we have recorded 2 cases, making up (20%) who expressed their disagreement with the statement. (10%) of the respondents opted for neutrality, while the remaining (10%) of the sample strongly disagreed.

Group A 02: Regarding informats' answers in figure 06, the majority of the participants indicated their disagreement with the statement presented, claiming that they do not lack motivation towards OPs, (50%) disagreed, and (20%) disagreed. Whilst a third of the total (30%) stated their agreement.

Figure 07:

Learners' Confidence Level during OPs



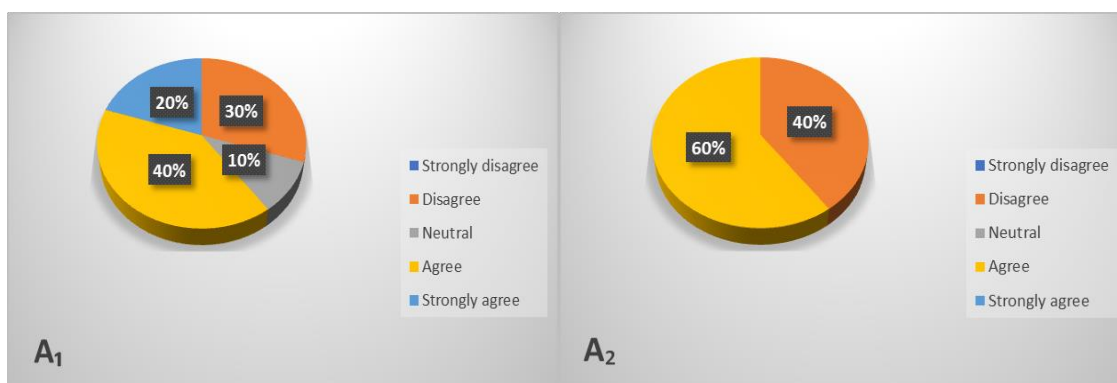
Statement 07: In oral presentations, I speak with a lack of confidence.

Group A 01: This statement aimed to know the confidence level among learners in oral presentations. We have recorded in graph 07 that (20%) said that they strongly agreed with the statement, while (50%) of the participants admitted that they had low self-esteem during presentation delivery. 1 case was neutral, whilst (20%) disapproved.

Group A 02: After the treatment period, except (20%) that stated agreement, all of this group's respondents declared that they speak with confidence while presenting as (60%) opposed and (20%) fully opposed this statement.

Figure 08:

Learners' Hesitation while Speaking and Presenting



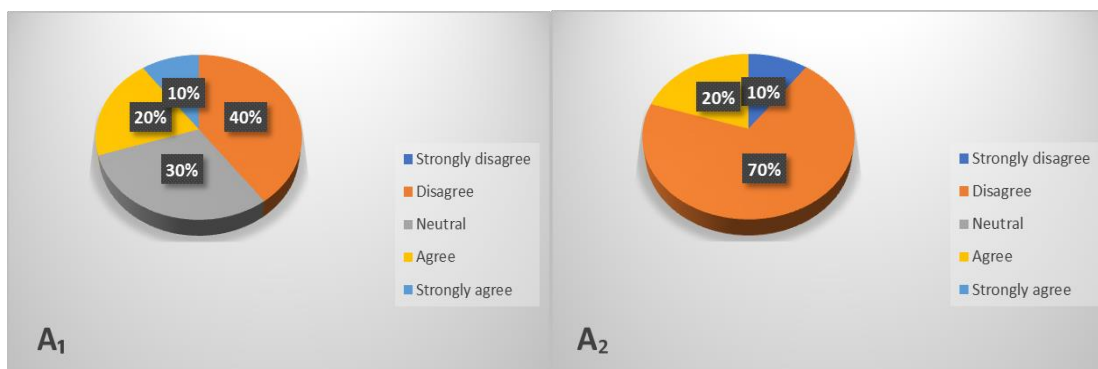
Statement 08: I hesitate while speaking and presenting.

Group A 01: Noticeably from the results in graph 08, four respondents agreed that they hesitate while speaking and presenting, in addition (20%) of them fully agreed. Yet, three claimed disagreement, and only (10%) were neutral.

Group A 02: As shown above in figure 08, six respondents agreed that they hesitate while speaking and presenting While, (40%) which represents four respondents, claimed disagreement.

Figure 09:

Learners' Use of Body Language and Gestures



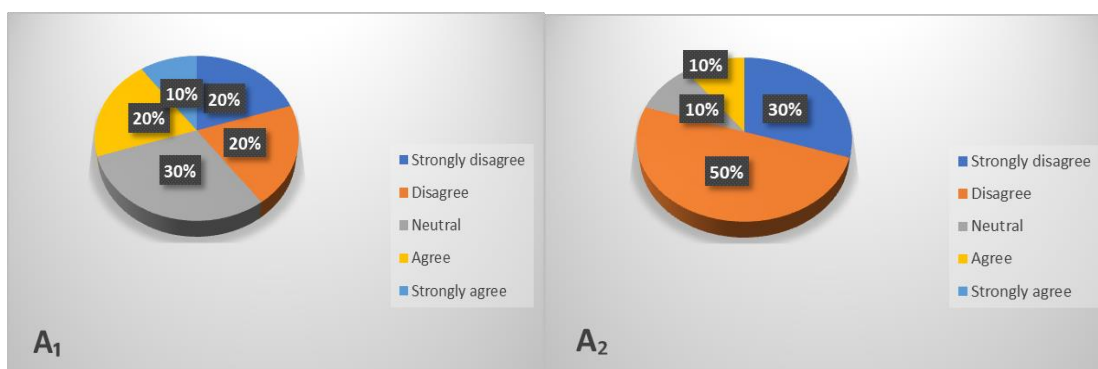
Statement 09: I lack the ability to use body language and gestures while speaking.

Group A 01: The results in figure 09 summed up that, four out of ten disagreed and claimed that they can use non-verbal interactions while speaking. In contrast, (20%) agreed and (10%) declared full agreement that they lack the above skills. (30%) which is three out of ten respondents opted for neutrality.

Group A 02: Noticeably from the results in figure 09, the majority of PK group respondents (70%) opposed and (10%) strongly opposed, asserting that they are able to use non-verbal interactions while speaking and presenting. However, only (20%) declared that they lack the above skills.

Figure 10:

Learners' cheerfulness when Speaking

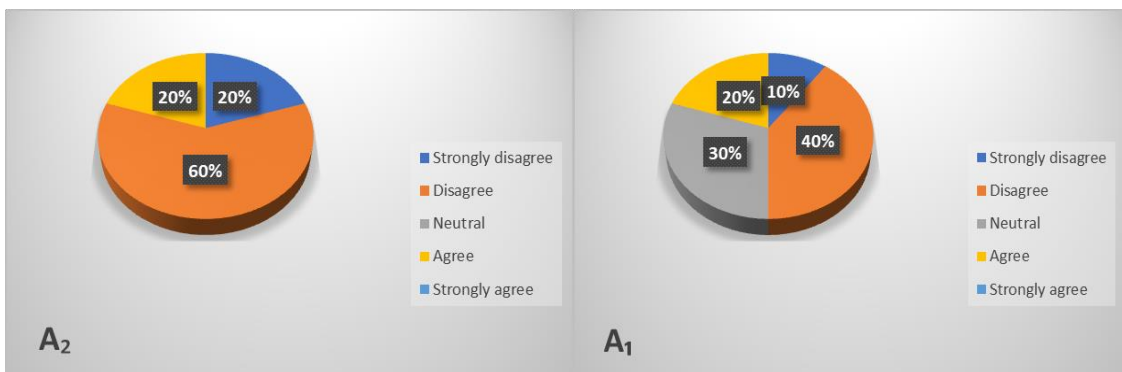


Statement 10: I do not act cheerfully when speaking.

Group A 01: In relation to the previous statement, this statement aims to explore the respondents' non-verbal interactions more accurately. Results in graph 10 indicated that a third of the total (30%) were neutral. Moreover, (20%) of respondents confirmed and (10%) strongly agreed not to maintain cheerfulness and smile while presenting. Conversely, two of them disagreed and another (20%) claimed fully doing that.

Group A 02: The results report that half of the respondents (50%) disconfirmed and (30%) strongly disconfirmed the statement, asserting that they maintain cheerfulness and smile while presenting. Conversely, only (10%) agreed and another (10%) stayed neutral.

Figure 11:
Learners' Eye Contact with the Audience



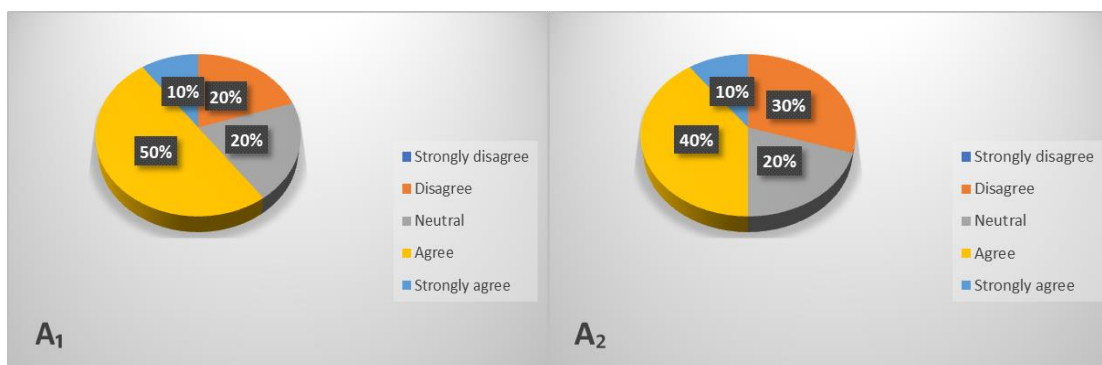
Statement 11: I do not keep eye contact with the audience.

Group A 01: The data in figure 11 stated that, (40%) of this group's informants disagreed with not retaining eye contact with the audience when presenting and (10%) strongly disagreed. Three participants persisted neutral and two remnant informants revealed their agreement.

Group A 02: The chart number 11 denoted that most of the respondents claimed maintaining eye contact with the audience, (60%) disagreed, and (20%) strongly disagreed. Though, only two informants (20%) revealed their agreement.

Figure 12:

Learners' Possibility to Get Distracted by the Audience



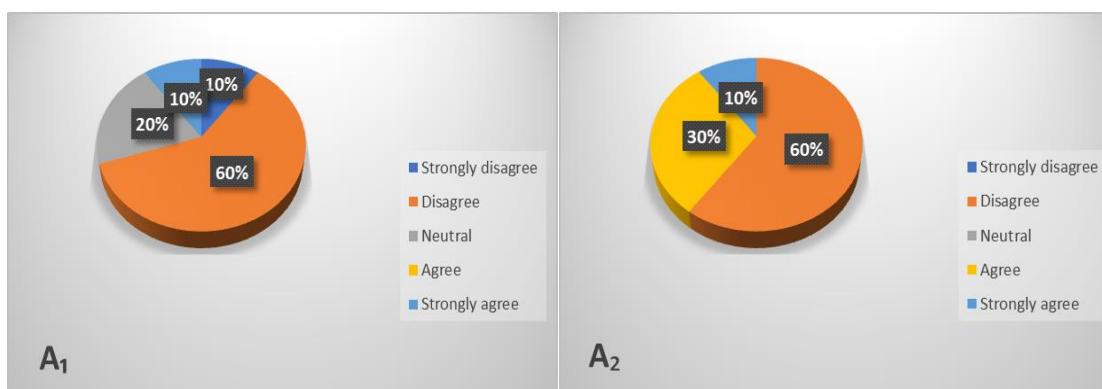
Statement 12: I get distracted by interruptions from the audience during the presentation.

Group A 01: According to the results presented in figure 12, (10%) strongly agreed with the statement, while half of the respondents representing (50%) indicated that they dealt with some distractions from the audience during their presentations. This can only be interpreted by their inability to engage them. Besides, (20%) could not measure their state, and only 2 respondents out of 10 said that they do not get distracted.

Group A 02: The results above in figure 12 indicated that (10%) strongly agreed with the statement and (40%) agreed which declares that they dealt with some interpretation from the audience. While (30%) claimed disagreement and (20%) could not measure their state.

Figure 13:

Learners' Fear of Negative Feedback



Statement 13: I fear negative evaluation and comments.

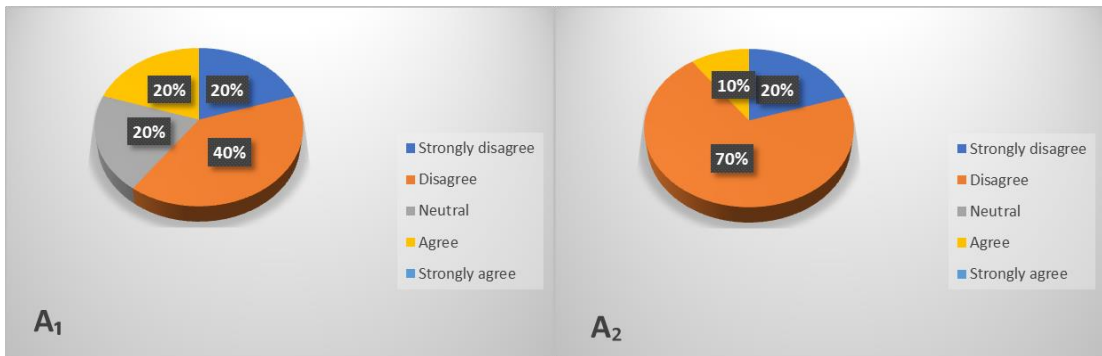
Group A 01: Obviously marked in the graph 13 that, the majority of this group (60% disagreed, 10% fully disagreed) claimed not to be afraid of receiving negative

evaluation and feedback which points out the high confidence they assumed to have. (20%) opted for a midpoint response, and only one response admitted a complete agreement with the statement.

Group A 02: From the results obtained in graph 13, the majority of the respondents (60% disagreed, 10% fully disagreed) asserted that they do not fear negative feedback. However, three responses admitted their agreement with the statement.

Figure 14:

Learners' Organization of the Presentations



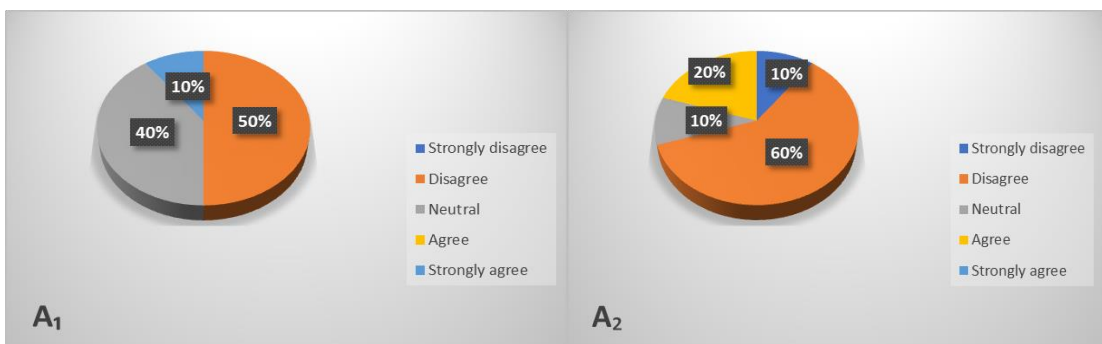
Statement 14: My presentation is delivered in a disorganized way.

Group A 01: The results in figure 14 showed that, (20%) claimed that they provide organized presentations, which is also the case for the 4 respondents who agreed on that. (20%) provided undecided opinions while (20%) agreed with the statement.

Group A 02: In graph 14, approximately all of this group (70%) disagreed and (20%) strongly disagreed with the statement, which points out that they provide well-organized presentations. However, only one respondent (10%) confirmed the statement.

Figure 15:

Connection of Ideas



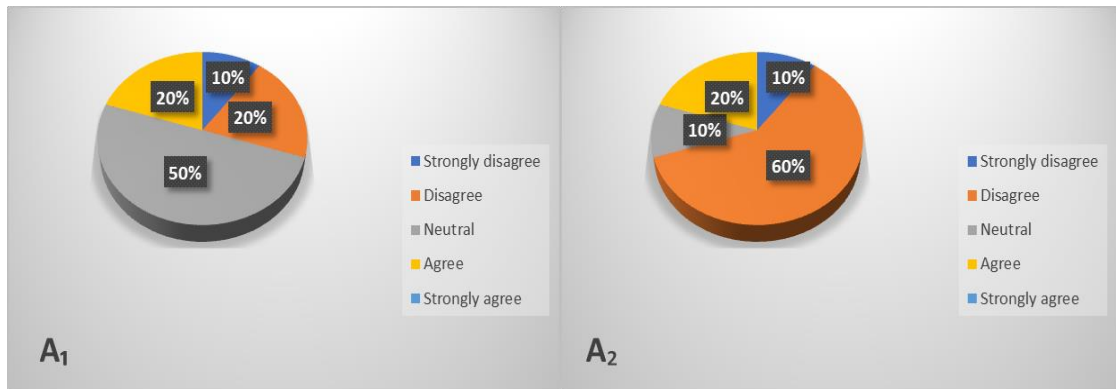
Statement 15: My presentation lacks a good connection of ideas.

Group A 01: From the score obtained in diagram 15, half of the informants (50%) disagreed, claiming that their presentations are coherent and well cohesive. Nonetheless, only (10%) of them declared their total agreement and accepted that. Besides, (40%) left their opinion undecided.

Group A 02: Post-QQ answers in graph 15 summed up that, the majority of the informants, (60%) opposed and (10%) completely opposed, claimed that their presentations are coherent and well cohesive. However, only (20%) of them declared their agreement. Besides, (10%) left their opinion neutral.

Figure 16:

Inclusion of Examples and Details



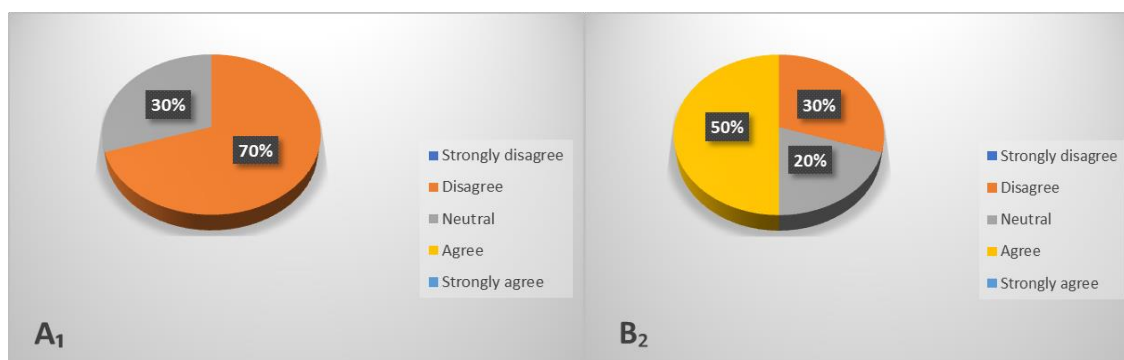
Statement 16: My presentation includes many examples and details.

Group A 01: In figure 16, half of the learners could not rate themselves and chose to be neutral. (20%) of the total confirmed having lengthy detailed presentations. In contrast, two of the participants opposed and (10%) completely opposed including a lot of details and examples in their presentations.

Group A 02: Responses were varied in graph 16, (40%) of the total confirmed having lengthy detailed presentations. Though, four participants (40%) opposed and (10%) completely opposed including a lot of details and examples in their presentations. Only (10%) could not rate themselves and chose to be neutral.

Figure 17:

Learners' Use of Appropriate Vocabulary and Expressions



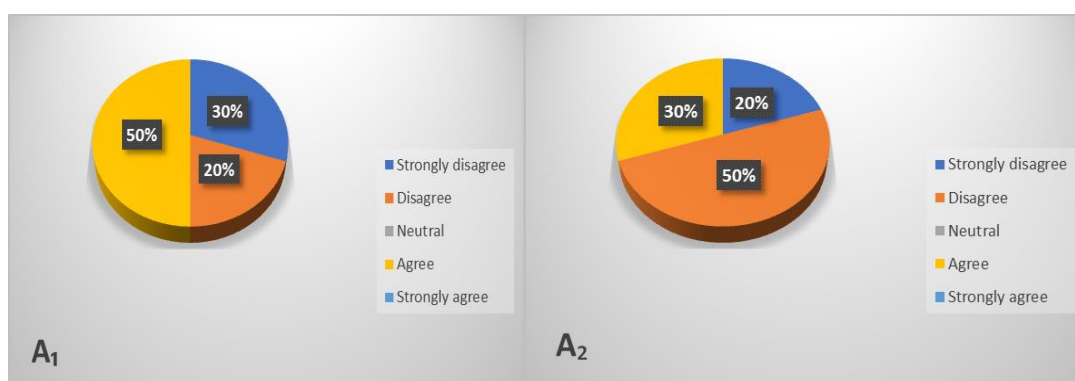
Statement 17: My presentation lacks appropriate vocabulary and expressions.

Group A 01: In figure 17 showed that, most of the respondents (70%) claimed disagreement which concludes that the seven of them are competent in using vocabulary and language expressions. Yet, (30%) opted for the non-opinion option.

Group A 02: Most of the respondents (60%) claimed disagreement and (10%) had a complete disagreement, which indicates their good level of vocabulary. Whilst the three left responded differently, (10%) opted for neutral, (10%) opted for agreement, and (10%) for total agreement.

Figure 18:

Learners' Application of Grammar in OPs



Statement 18: In oral presentations, I cannot apply the knowledge of grammar that I have.

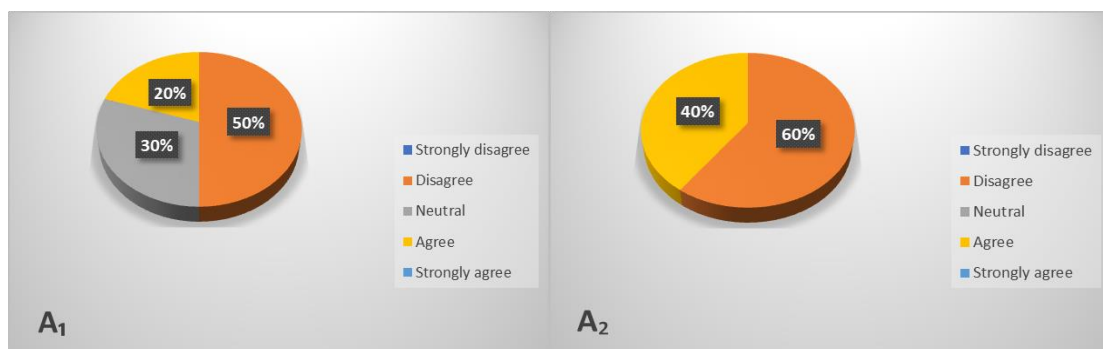
Group A 01: As it is seen in chart 18, answers are divided into two halves. (50%) all agreed which declares that they have difficulties in applying correct grammar

while presenting. Contrarily, (20%) of the other half opposed and (30%) stated their absolute opposition to the statement.

Group A 02: In contrast to the pre-QQ, (50%) disagreed, claiming that they do not have difficulties in applying correct grammar while presenting. However, (30%) of the other half agreed and (20%) stated their absolute agreement with the statement.

Figure 19:

Learners' Grammar Mistakes



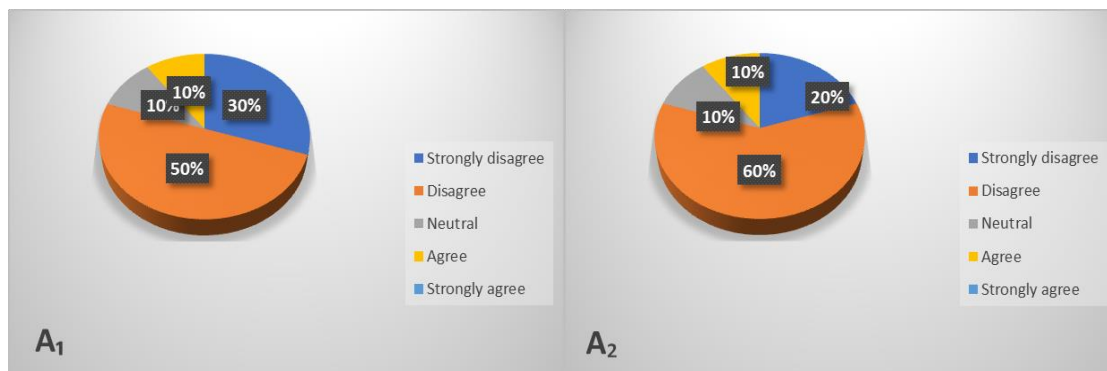
Statement 19: I make grammar mistakes during the presentation.

Group A 01: The graph 19 concluded that, half of the informants disagreed about committing grammar mistakes while presenting. While two of them (20%) assured having such faults, the rest (30%) opted to be neutral.

Group A: It is summed up in chart 19 that, (60%) of the informants disagreed, assuming that they produce error-free sentences. Contrariwise, (40%) of them declared agreement.

Figure 20:

Learners View about their Pronunciation



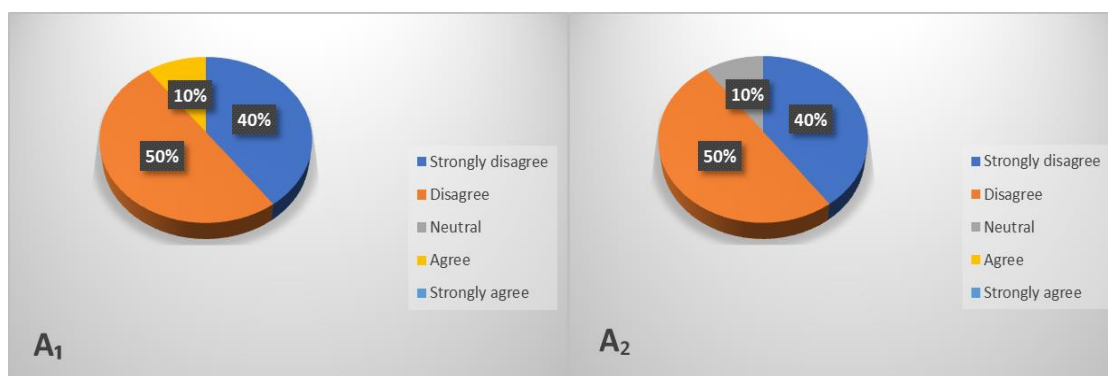
Statement 20: My presentation is delivered with incorrect pronunciation.

Group A 01: Figure 20 recoded that, half of the answers declared their opposition (50%) of them disagree, and (30%) completely disagreed claiming that their pronunciation of words is accurate. The remaining (20%) split into (10%) agreement and (10%) neutrality.

Group A 02: As obtained above, more than half (60%) stated their opposition, and (20%) completely disagreed assuring their correct pronunciation of words. However, (10%) of them agreed and (10%) remained neutral.

Figure 21:

Learners View about their Voice during Presentation



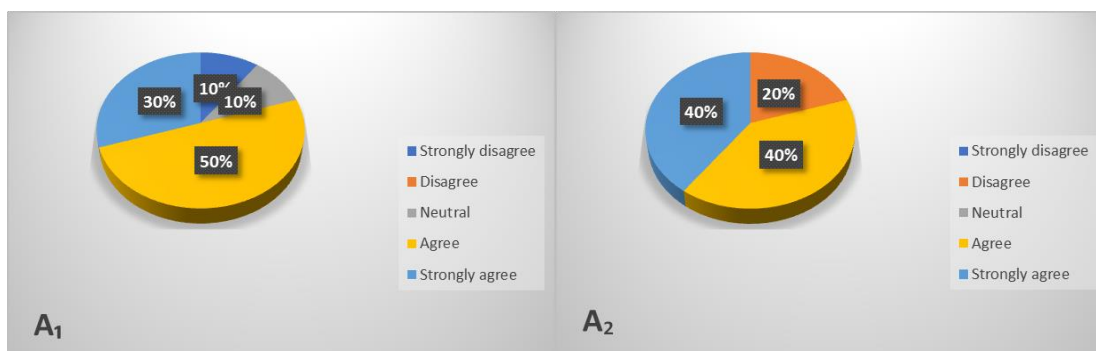
Statement 21: I deliver the presentation with an unclear and low voice.

Group A 01: The recorded data in figure 21 revealed that, the majority of learners admitted that during presentation delivery they use an appropriate vocal variety. In other terms, (40%) strongly disagreed with the statement, while (50%) just disagreed. The numerical minority of the participants (10%) indicated that their voice quality is low.

Group A 02: The results summed up in figure 21 showed that, a great number of learners (60% opposed, 40% strongly opposed) claimed that they use appropriate vocal variety while presenting. Only (10%) persisted neutral.

Figure 22:

Learners' Motivation to Improve



Statement 22: I want to improve the way I sound while presenting.

Group A 01: As indicated in figure 22, (30%) of the respondents expressed their willingness to ameliorate their speaking level, also the option “Agree” received the participants’ highest percentage of answers (50%). Meanwhile, 10% could not state their opinion and one respondent strongly disagreed.

Group A 02: In graph 22, the predominant numbers go for the respondents who have the desire to improve their speaking level as (40%) stated agreement and (40%) declared complete agreement, and only (20%) disagreed.

2.2.1.1 The Paired-Samples T Test for Experimental group

Table N° 1: Descriptive Statistics for the Experimental Group Pre and Post results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental group Pre-QQ	72,1000	10	9,70052	3,06757
	Experimental group Post-QQ	77,6000	10	9,64019	3,04850

SPSS scores show that the mean score of the experimental group in the pre-questionnaire (M= 72,10) is lower than the post-questionnaire score (M= 77,60). However, the table also shows that the standard deviation (σ) in the pre-QQ is (SD= 9,70), whereas in the post-QQ is (SD= 9,64).

Table N° 2: Experimental Group's Paired Samples T-test

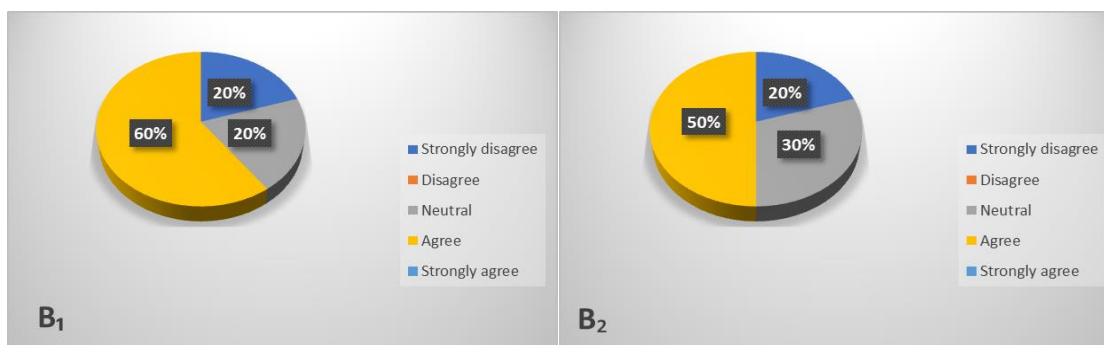
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental group Pre QQ - Experimental group Post QQ	-5,50000	17,48174	5,52821	-18,00568	7,00568	-,995	9	,346

The Paired Samples T-test revealed that the value of Sig. (2tailed) is (,346), greater than 0.05. That is to say, there is no statistically significant difference between the experimental group's pre and post questionnaire scores; consequently, we reject the alternative hypothesis.

- **Control Group**

Figure 23:

Learners' Social Interaction - Post-QQ



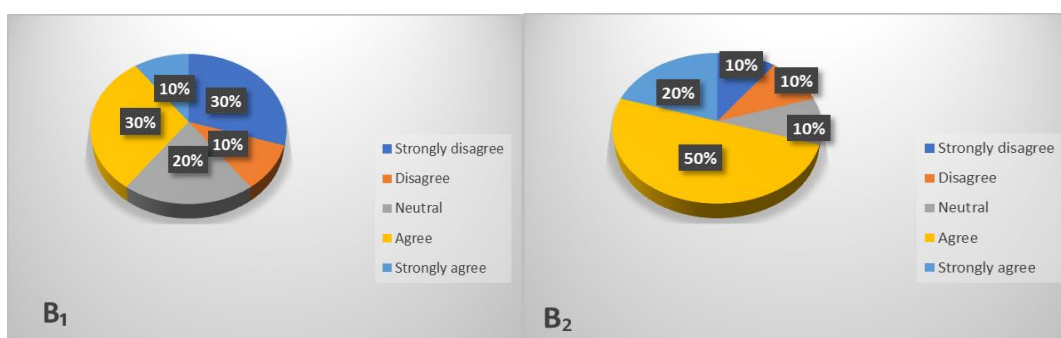
Statement 01: I rarely speak English in social interactions and contexts.

Group B 01: Figure 23 revealed that, the majority of the control group informants (60%) agreed that they rarely interact socially in English. Whereas two informants (20%) claimed that they strongly disagreed, the remaining two respondents were neutral and did not measure their ability.

Group B 02: In chart 23, half of the respondents (50%) confirmed that they rarely interact socially in English. While, two informants (20%) claimed that they strongly disagree, and the remaining three respondents opted for neutrality.

Figure 24:

Learners' Academic Interactions outside the Class - Post-QQ



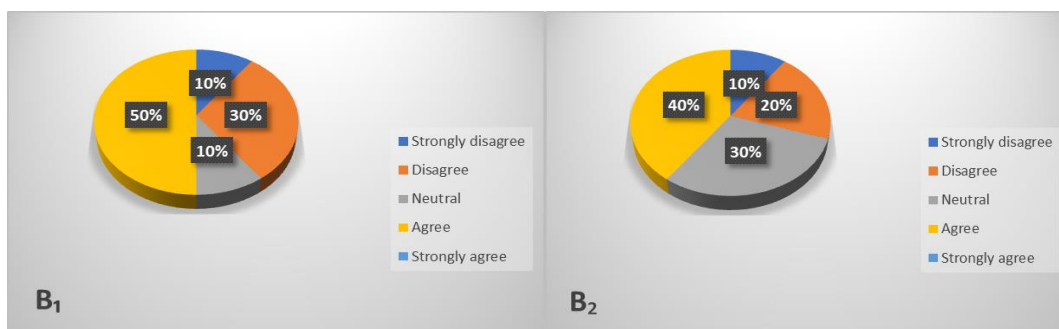
Statement 02: I have weak academic interactions with my friends outside the class.

Group B 01: In graph 24 different answers were declared by the respondents. A third of the total (30%) strongly disagreed that they have poor academic interaction with their peers outside. However, the same percentage (30%) confirmed that they have weak interaction. Only one respondent strongly agreed, and samely (10%) strongly disagreed and two out of ten responses were neutral.

Group B 02: Various responses can be seen in chart 24. A considerable number of participants (70%) confirmed having poor academic interaction with their peers. (50%) agreed and (20%) strongly agreed. Though, the three left respondents opted for different answers: (10%) were neutral, (10%) disagreed, and (10%) strongly disagreed.

Figure 25:

Learners' Oral Interaction with their Instructors - Post-QQ



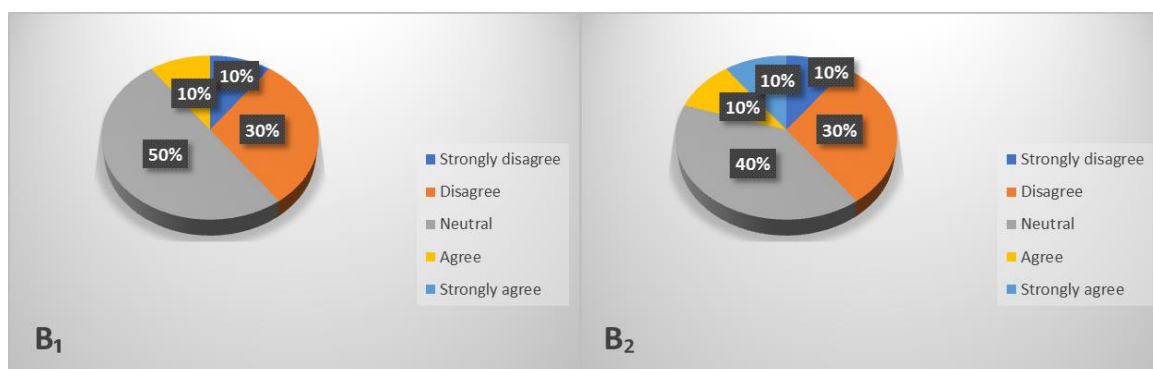
Statement 03: I rarely interact orally with my instructors in many courses.

Group B 01: In an analysis from the chart 25, half of the informants (50%) agreed that they scarcely interact orally with their instructors. Whilst (30%) claimed that they disagree and only one informant (10%) expressed an absolute disagreement. The remaining one declared his neutrality.

Group B 02: After the treatment period, (40%) of the informants agreed that they rarely interact with their instructors. While (20%) asserted that they disagree and only one informant declared a total disagreement. The rest (30%) stated their neutrality.

Figure 26:

Learners' Speaking Proficiency Level - Post-QQ



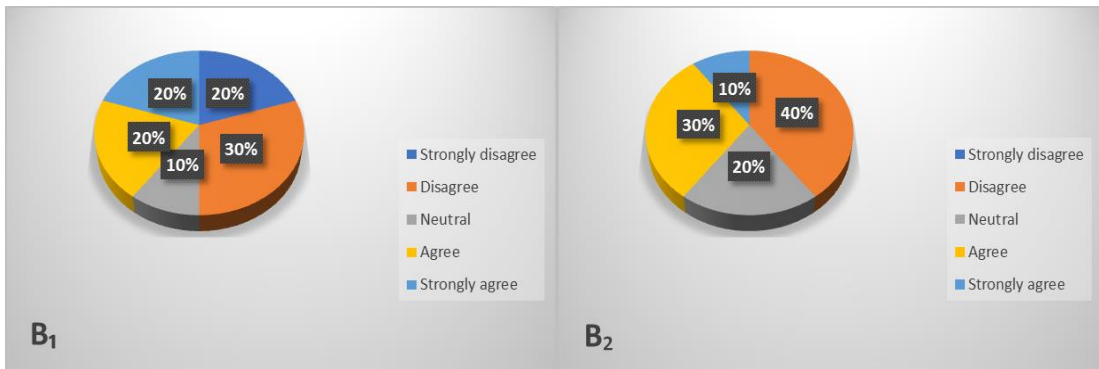
Statement 04: I have weak speaking proficiency.

Group B 01: As it is seen in graph 26, (50%) of the respondents opted for neutral which denotes that half of them are not aware of their speaking level. Besides, three out of ten disagreed about having a poor speaking level, and (10%) strongly disagreed. However, only one respondent declared an agreement.

Group B 02: For post QQ, (40%) of informants chose to be neutral. Further, three of them (30%) disagreed about having a poor speaking level. Whereas, the three left respondents differed as (10%) of them strongly disagreed, (10%) strongly agreed, and one respondent (10%) declared agreement.

Figure 27:

Learners' Exposure to Speaking Courses - Post-QQ



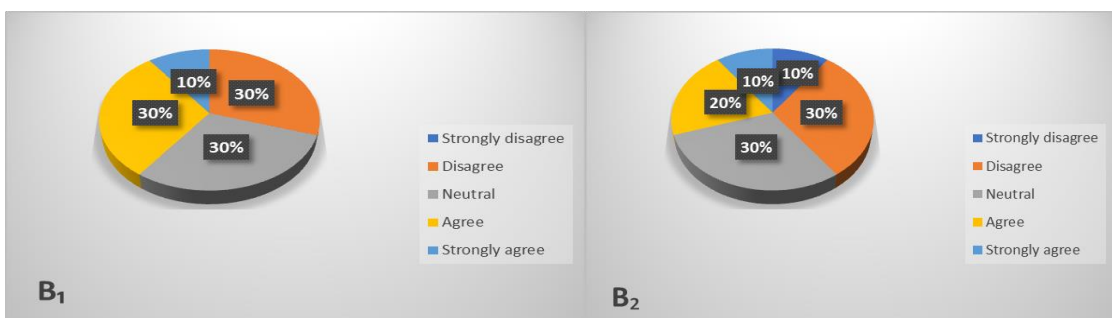
Statement 05: I lack courses that develop my speaking and conversational skills.

Group B 01: It can be noticed in graph 27 that, (30%) disagreed, (20%) fully disagreed declaring having courses that help them improve their speaking. Though, (20%) agreed that they lack these kinds of courses and (20%) strongly agreed. Only (10%) answered neutrally.

Group B 02: The results in chart 27 showed that, (30%) confirmed and (10%) fully confirmed, admitting that they are not exposed to courses that develop their speaking level. However, (40%) disagreed. The remaining (10%) answered neutral.

Figure 28:

Learners' Motivation towards delivering AOPs - Post-QQ



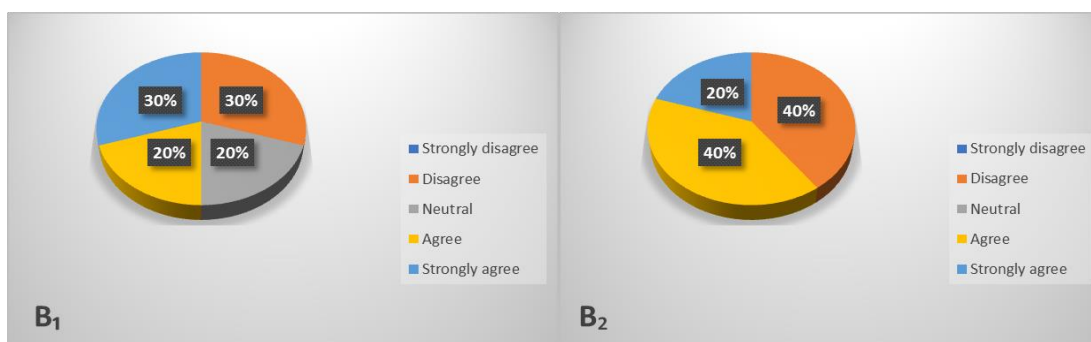
Statement 06: I lack motivation towards giving the academic oral presentation.

Group B 01: The graph 28 stated that, (10%) of respondents in this group strongly agreed with the statement, and (30%) just agreed. However, the same percentage (30%) opted for the opposite situation. Moreover, 3 cases out of 10 were neutral.

Group B 02: Post-QQ answers in this statement concluded that, (10%) of respondents in this group strongly agreed with the statement, and (20%) just agreed. While (30%) opted to disagree, the same percentage persisted neutral.

Figure 29:

Learners' Confidence Level during OPs - Post-QQ



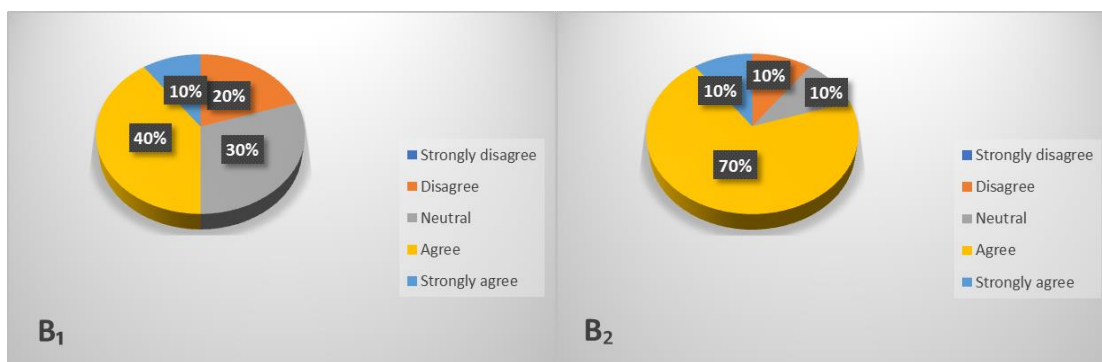
Statement 07: In oral presentations, I speak with a lack of confidence.

Group B 01: The results obtained in graph 29 showed that, 3 participants, making up (30%) strongly agreed, and (20%) also shared the same view. On the whole, 5 participants admitted their inability to present with confidence. On the contrary, the other half of the sample is divided into two portions. (30%) disagreed while (20%) remained neutral.

Group B02: The chart 29 declared that, more than half of the participants, (20%) strongly agreed and (40%) agreed, admitting their inability to present with confidence. However, (30%) claimed that they have confidence while presenting.

Figure 30:

Learners' Hesitation while Speaking and Presenting - Post-QQ



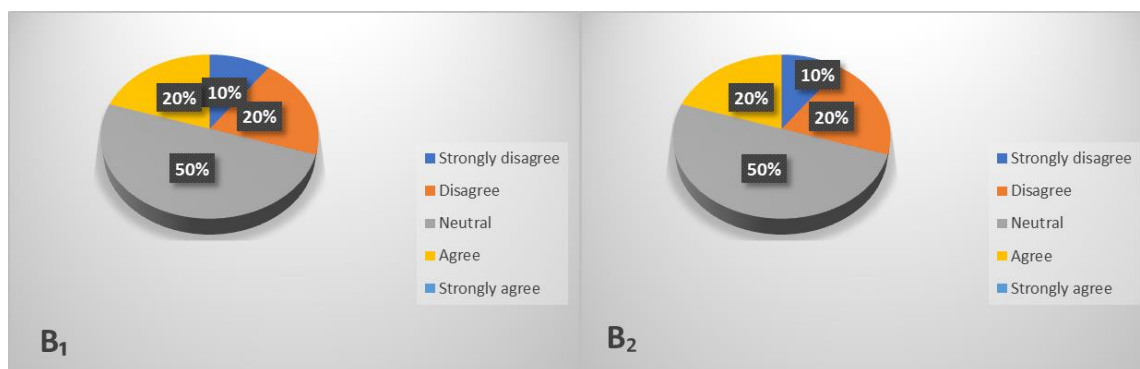
Statement 08: I hesitate while speaking and presenting.

Group B 01: In figure 30, (40%) respondents similarly to group A, confirmed their hesitation in speaking and presenting, and only (10%) totally accorded. While (30%) remained neutral and two of them stated disagreement.

Group B 02: In graph 30, eight respondents confessed their hesitation while speaking and presenting, (70%) only agreed and (10%) strongly agreed. However, the two remaining respondents (10%) disagreed, and (10%) were neutral.

Figure 31:

Learners' Use of Body Language and Gestures - Post-QQ



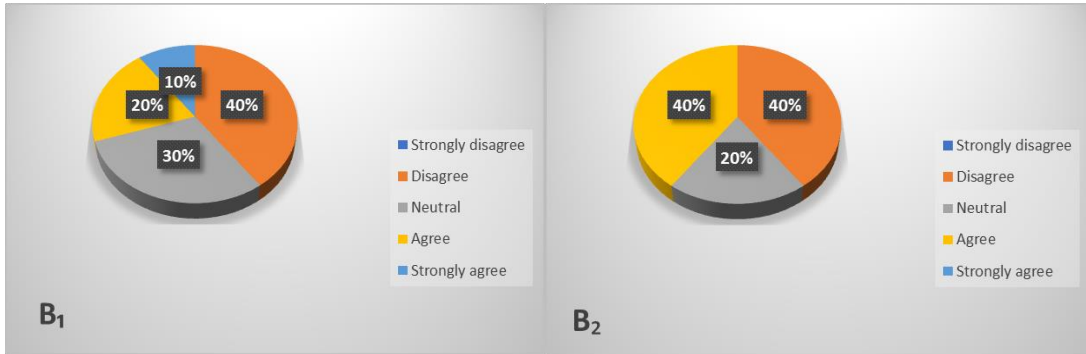
Statement 09: I lack the ability to use body language and gestures while speaking.

Group B 01: Figure 31 showed that, a half of this group (50%) remained neutral. Two other informants (20%) affirmed not having these skills. However, (20%) disagreed and (10%) strongly disagreed, indicating that they perform the non-verbal interactions appropriately while presenting.

Group B 02: Similar to the pre-questionnaire, the chart 31 revealed that half of this group (50%) remained neutral. Two other informants (20%) claimed not to have these skills. Though, (20%) disagreed and (10%) strongly opposed.

Figure 32:

Learners' Cheerfulness when Speaking - Post-QQ



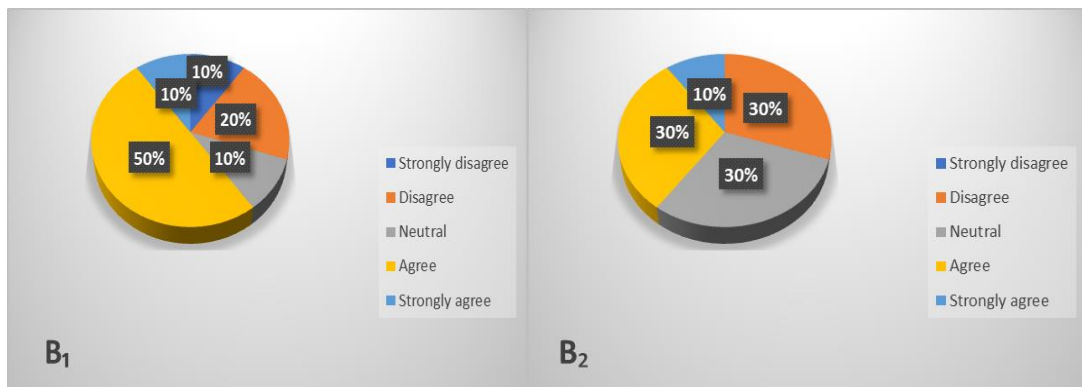
Statement 10: I do not act cheerfully when speaking.

Group B 01: Results from the chart 32 stated that, (20%) is the confirmation of two respondents and (10%) of absolute agreement about not having the skill of being cheerful and smiling during their presentations. Though, (40%) of the informants who asserted disagreement and the three left ones decided to neutrality.

Group B 02: For the post-QQ chart 32, (40%) declared their agreement about not having the skill of being cheerful and smiling during their presentations, however, (40%) of the informants asserted disagreement and (20%) decided neutrality.

Figure 33:

Learners' Eye Contact with the Audience - Post-QQ



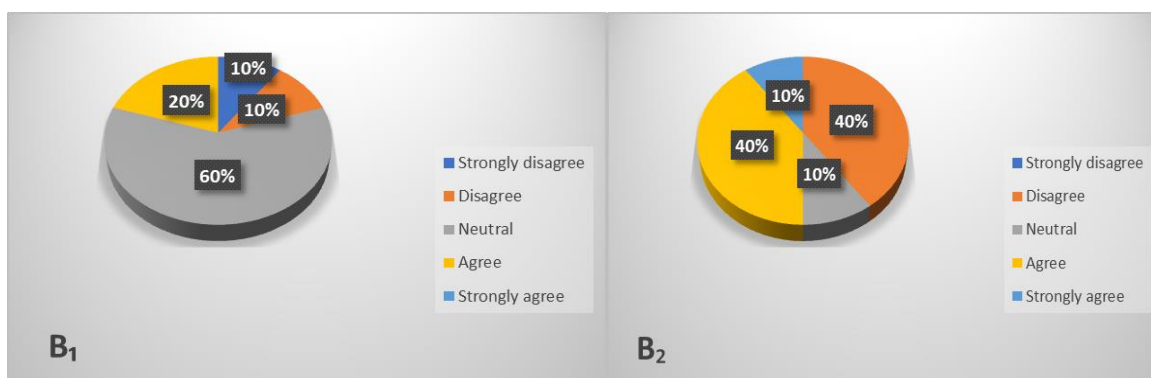
Statement 11: I do not keep eye contact with the audience.

Group B 01: In figure 33, half of the group declared their inability to keep eye contact with the audience and only (10%) completely agreed. Whilst (20%) insisted on their disagreement with this statement, in addition to (10%) who strongly argued their disagreement and the last (10%) remained neutral.

Group B 02: Contrariwise, (30%) of agreement and (10%) of full agreement declared their inability to keep their eye contact with the audience. Whereas, (30%) assumed their agreement and the remaining (30%) opted for the undecided option.

Figure 34:

Learners' Possibility to Get Distracted by the Audience - Post-QQ



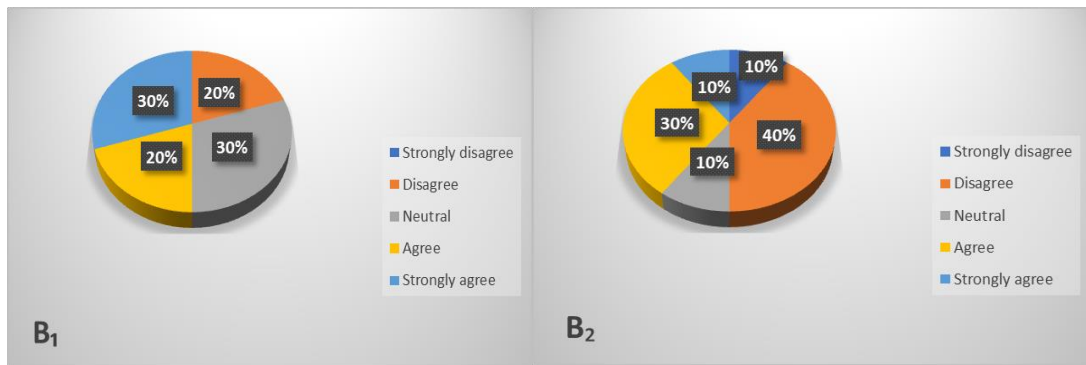
Statement 12: I get distracted by interruptions from the audience during the presentation.

Group B 01: In figure 34, the great percentage (60%) goes to those who are less inclined to express their opinions and chose a midpoint response. Additionally, (20%) admitted that they face presentation interruption, whereas we recorded only 2 cases of disagreement. One participant strongly disagreed, and the other one (10%) just disagreed.

Group B 02: From graph 34, (40%) of agreement and (10%) of full agreement admitted that they face presentation interruption, whereas (40%) recorded disagreement. One participant could not decide his/her opinion.

Figure 35:

Learners' Fear of Negative Feedback - Post-QQ



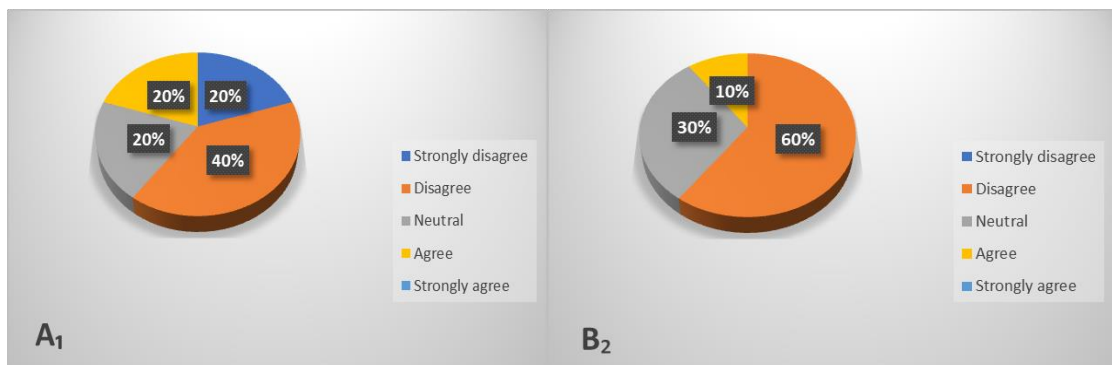
Statement 13: I fear negative evaluation and comments.

Group B 01: In graph 35 different answers can be summed up, (20%) of respondents demonstrated confirmation and (30%) completely agreed about fearing unfavorable evaluation and comments from others. However, two respondents disagreed and three out of ten chose the undecided option.

Group B 02: After the treatment graph 35 declared that, (30%) of respondents stated confirmation, and only (10%) completely agreed about fearing negative evaluation and comments. Yet, (40%) of the respondents opposed and (10%) declared absolute opposition fearing negative feedback. The left (10%) opted for the non-opinion option.

Figure 36:

Learners' Organization of the Presentations - Post-QQ



Statement 14: My presentation is delivered in a disorganized way.

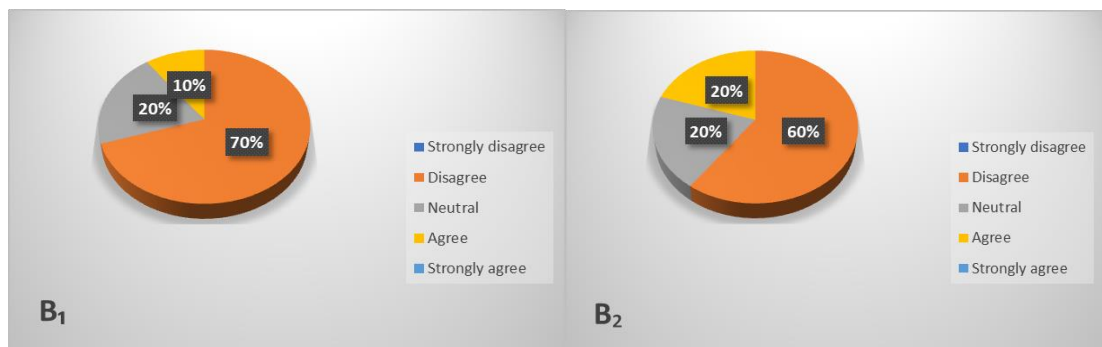
Group B 01: Approximately in figure 36, the majority of learners in this group reacted negatively to this statement. (20%) strongly disagreed and at the same time

(50%) disagreed. Participants who agreed with the statement were equal to those in the first group making up (20%) of the sample. The last percentage goes for those who opted for the non-opinion option.

Group B 02: The results in figure 36 showed that, (60%) of the informants opposed having a disorganized presentation. While a third of the total (30%) goes to those who opted for neutral. Only one informant chose to agree.

Figure 37:

Connection of Ideas - Post-QQ



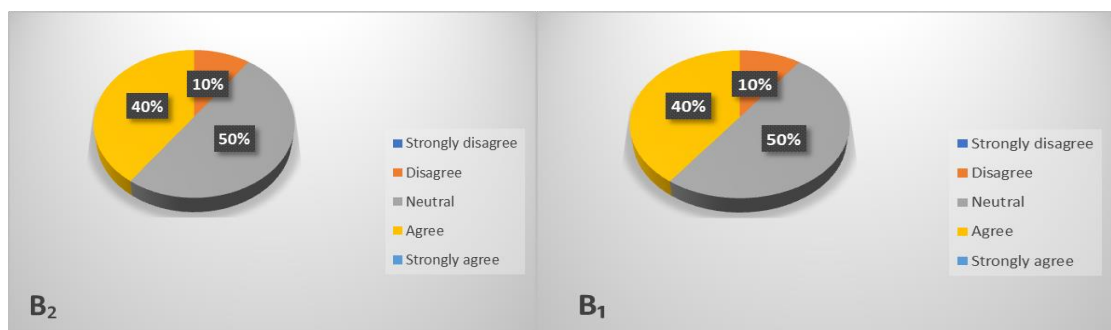
Statement 15: My presentation lacks a good connection of ideas.

Group B 01: It is seen in graph 37 that, (70%) of the respondents shared a similar response as the seven disagreed lacking a good connection of ideas in their presentations. (10%) answered differently and opted for agreement, while (20%) remained midpoint response.

Group B 02: Answers in post-QQ chart 37 varied, (60%) of the respondents disagreed about lacking the cohesivity of ideas. However, (20%) of them answered differently and opted for agreement, while one informant remained neutral.

Figure 38:

Inclusion of Examples and Details - Post-QQ



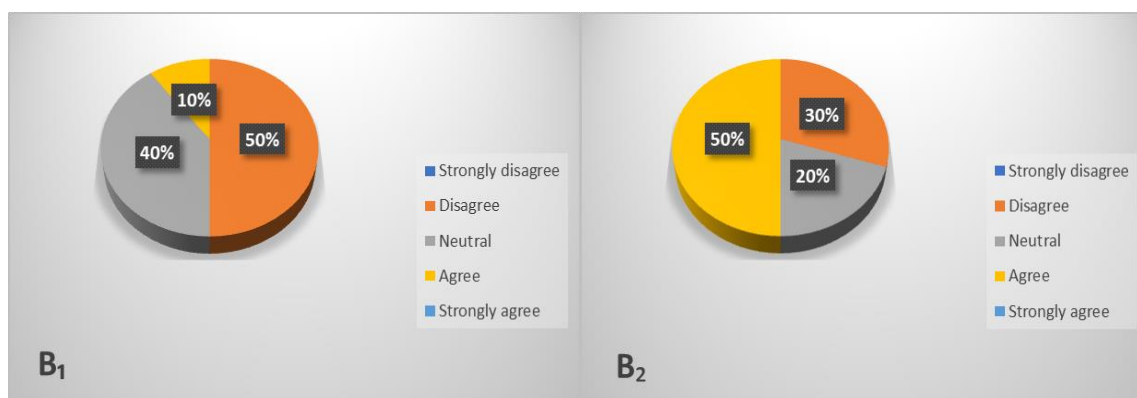
Statement 16: My presentation includes many examples and details.

Group B 01: In figure 38 and comparable to group A, (50%) of answers were neutral. Though, a noticeable score (40%) showed their confession and agreed that their presentations are not precise and contain details. One single response (10%) expressed disagreement with this statement.

Group B 02: Similar answers were recorded in the post-QQ chart 38, (50%) of answers were neutral. Though, (40%) showed their confession that their presentation contains details. Only (10%) expressed disagreement.

Figure 39:

Learners' Use of Appropriate Vocabulary and Expressions - Post-QQ



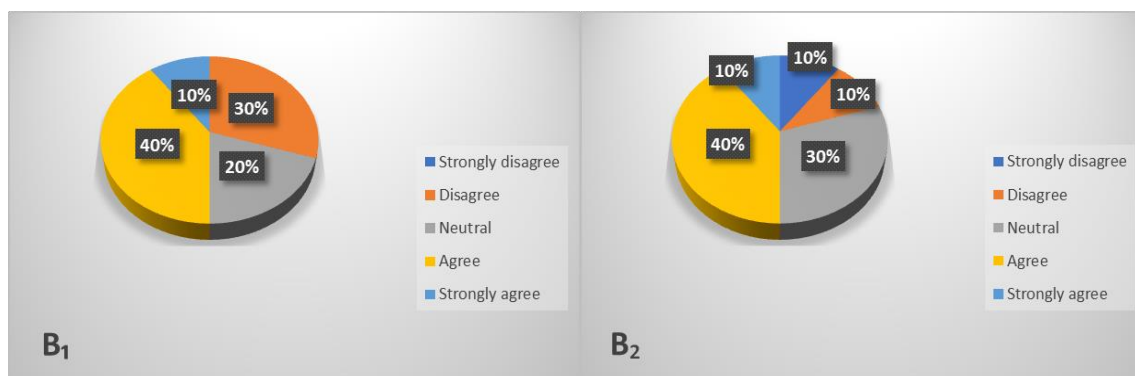
Statement 17: My presentation lacks appropriate vocabulary and expressions.

Group B 01: In figure 39 approximately similar response to group A, half of the respondents disagreed lacking the appropriate lexicon and expressions in their presentations. Whilst, (40%) remained undecided and only one response admitted agreement.

Group B 02: Chart 39 showed that, half of the respondents (50%) admitted agreement and stated that they lack the appropriate lexicon and expressions in their presentations. However, (40%) claimed their disagreement with the statement and only one response remained neutral.

Figure 40:

Learners' Application of Grammar in OPs - Post-QQ



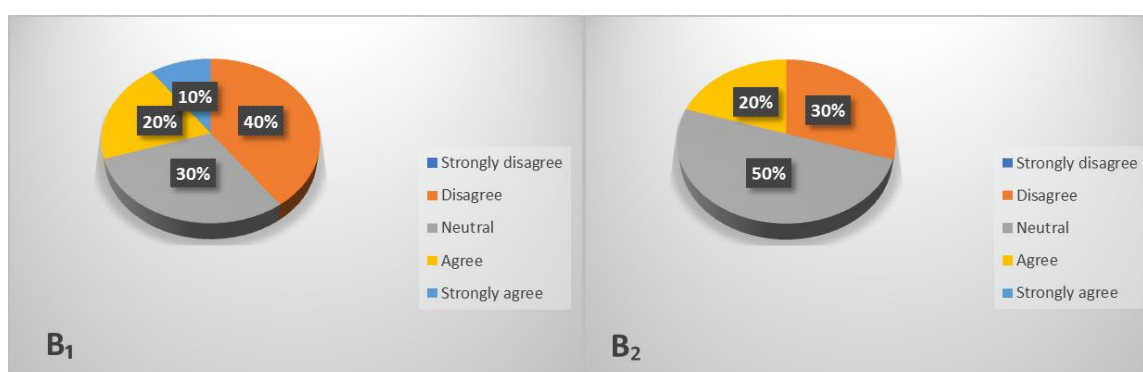
Statement 18: In oral presentations, I cannot apply the knowledge of grammar that I have.

Group B 01: In figure 40, (40%) of this group confessed their agreement, besides (10%) strongly agreed. Differently, (30%) of respondents assumed using their knowledge of grammar correctly and appropriately. The two left midpoint responded.

Group B 02: While in the post-QQ chart 40, four respondents decided to agree, and (10%) strongly agreed. Whereas, (10%) of respondents disagreed and (10%) completely disagreed, claiming that they are able to apply it correctly and appropriately. The remaining (30%) opted to be neutral.

Figure 41:

Learners' Grammar Mistakes - Post-QQ



Statement 19: I make grammar mistakes during the presentation.

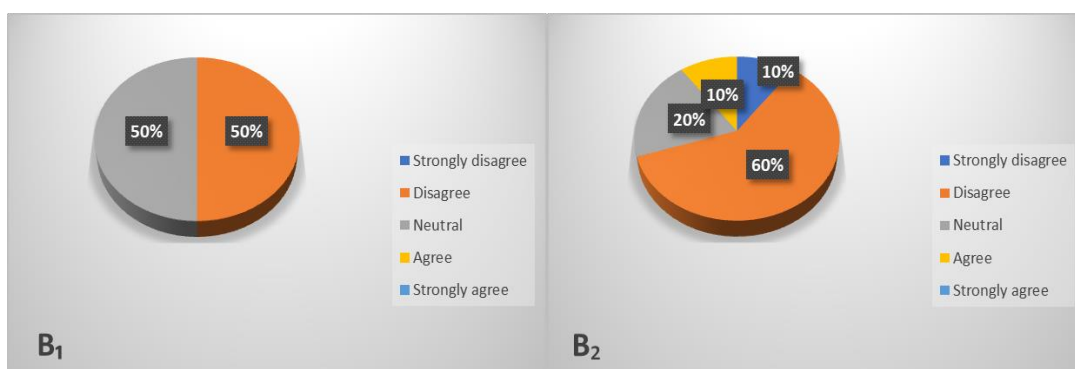
Group B 01: The graph 41 recorded that, (20%) agreed and (10%) stated total agreement about their struggles in producing correct grammar sentences free of

mistakes. Though, (40%) argued competency and decided to disagree. Similar to group A, (30%) responses were left midpoint.

Group B 02: In chart 41, the great percentage (50%) goes to those who are less inclined to express their opinions and choose a midpoint response. While (20%) agreed about their struggles in producing correct grammar sentences free of mistakes. Though, (30%) argued competency and decided to disagree.

Figure 42:

Learners View about their Pronunciation - Post-QQ



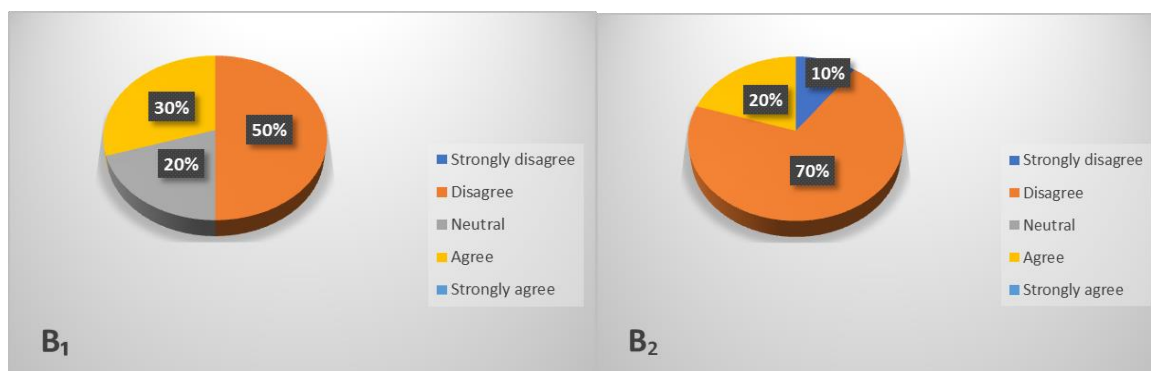
Statement 20: My presentation is delivered with incorrect pronunciation.

Group B 01: As demonstrated in graph 42, equality of results is shown. (50%) of the respondents could not judge their level (neutral), whereas the other (50%) expressed their disagreement with the statement. This communicates a deep fact that half of the sample is more likely to have a good pronunciation of the English language.

Group B 02: The results of their post answers chart 42 showed that, (60%) of the respondents argued their disagreement and (10%) had an absolute disagreement. Whereas, only (10%) of them agreed and the rest (20%) could not judge their level (neutral).

Figure 43:

Learners View about their Voice during Presentation - Post-QQ



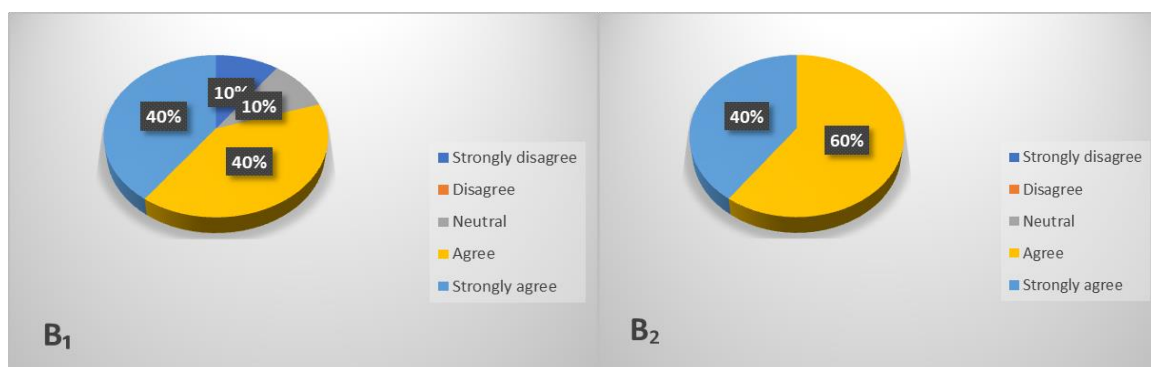
Statement 21: I deliver the presentation with an unclear and low voice.

Group B 01: The results in graph 43 summed up that, (50%) expressed their disagreement with the statement, (20%) selected the non-opinion option and finally (30%) agreed that they cannot use their voice effectively while presenting.

Group B 02: In figure 43, the majority of the group (70%) states their disagreement with the statement, (10%) chose the non-opinion option. Though, (20%) agreed that they cannot use their voice effectively while presenting.

Figure 44:

Learners' Motivation to Improve - Post-QQ



Statement 22: I want to improve the way I sound while presenting.

Group B 01: A quick glance at figure 44 will reveal that approximately all learners in this group are aware of the importance of developing their speaking abilities. (40%) strongly agreed, (40%) also agreed. However, 10% could not state their opinion and one respondent strongly disagreed.

Group B 02: Results in chart 44 of the scores indicated that all learners in this group are willing to develop their speaking abilities as (60%) strongly agreed and (40%) also agreed.

2.2.1.2 The Paired-Samples T Test for Control group

Table N° 3: Descriptive Statistics for the Control Group Pre and Post results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Control group Pre QQ	65,6000	10	11,78700	3,72738
	Control group Post QQ	64,4000	10	9,00864	2,84878

As a description to what the up table presents, the mean in the pre-QQ (M= 65,60) is higher than the one in the post-QQ (M= 64,40). Moreover, the standard deviation (σ) in the post-QQ (SD= 9,00) is lower to some extent than how it was in the pre-QQ (SD= 11,78).

Table N° 4: Control Group's Paired Samples T-test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Control group Pre QQ – Control group Post QQ	1,20000	8,91690	2,81977	-5,17877	7,57877	,426	9	,680

The results obtained and demonstrated in Table 4 declare that the p value (the sig 2 tailed) ,680 is greater than its significant level 0.05. Hence, we accept the null

hypothesis that says that there is no significant difference between the control group's achievement in the pre and post-QQ.

2.2.1.3 Independent-Samples T Test of the Pre-Questionnaire

Table N° 5: Groups' Statistics in the Pre-QQ

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Score	experimental	10	72,1000	9,70052	3,06757
	control	10	67,6000	11,57776	3,66121

If we observe the above table, we can see that the mean score of the experimental group (M= 72,1; SD= 9,70) is superior than the mean score of the control group (M= 67,60; SD= 11,57).

Table N° 6: The Independent T-test of the Groups in the Pre-QQ

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Score	Equal variances assumed	,784	,388	,942	18	,359	4,50000	4,77645	-5,53494	14,53494
	Equal variances not assumed			,942	17,465	,359	4,50000	4,77645	-5,55704	14,55704

In table 6, we notice that the p-value (.359) is higher than 0.05. Upon this, the independent sample t-test confirmed the absence of the significant difference between both groups' speaking proficiency level. Hence, the hypothesis that both groups are equal in terms of their initial speaking skill is approved.

2.2.1.4 Independent-Samples T Test of the Post-Questionnaire

Table N° 7: Groups' Statistics in the Post-QQ

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
Post Score	experimental	10	77,6000	9,64019	3,04850
	control	10	67,2000	8,67692	2,74388

If we observe the above table, we can see that the mean score of the experimental group (M= 77,6; SD= 9,64) is superior than the mean score of the control group (M= 67,20; SD= 8,67).

Table N° 8: The Independent T-test of the Groups in the Post-QQ

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Score	Equal variances assumed	,190	,668	2,536	18	,021	10,40000	4,10149	1,78309	19,01691
	Equal variances not assumed			2,536	17,804	,021	10,40000	4,10149	1,77629	19,02371

In table 8, we notice that the p-value (.021) is lower than 0.05. Upon this, the independent sample t-test revealed that there is a significant disparity in level between the groups. So, it can be concluded that H0 is rejected and Ha is accepted. In other words, there is a difference between the experimental and the control group's results after the treatment period.

2.2.2. Analysis of observation

In this phase, we observed and evaluated the participants' oral production based on the aforementioned categories that comprise fluency and coherence, pronunciation, lexical and grammatical accuracy, non-verbal interactions, and presentation skills. See Appendix (C)

Data analysis was conducted using the Statistical Package for Social Science (SPSS), Version 26. Both descriptive statistics (means and standard deviations) and the independent sample t-test were used to illustrate and clarify participants' speaking

performance, as well as to discover the similarities or differences between the two groups in each of the above-mentioned criteria.

- **Experimental group**

Table N° 9: Paired Samples Test for Fluency and coherence

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 1	Experimental group 1 st observation score	9,3000	10	2,94581	,93155	-1,760	9	,112	-4,34225	,54225
	Experimental group 2 nd observation score	11,2000	10	2,48551	,78599					

The above table reveals that the experimental group showed a considerable difference in the mean score. They recorded (M=9,30) in the 1st observation, whereas (M=11,20) in the 2nd one, which sets forth participants' speaking fluency and coherence improvement. However, if we notice the standard of deviation column, there is a slight regress (0.46) between the two observation periods. Besides, the P-value reported a higher score than its significant level (0,112).

Table N° 10: Paired Samples Test for Pronunciation

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 1	Experimental group 1 st observation score	7,7000	10	1,70294	,53852	-1,203	9	,260	-1,72856	,52856
	Experimental group 2 nd observation score	8,3000	10	1,56702	,49554					

For the pronunciation sub-skill, the PK group showed better performance in the 2nd observation as they recorded (M= 8,30) and in the 1st one (M=7,70). However, the standard of deviation decreased in the 2nd observation (0,14 of disparity). Furthermore, the P-value scored (0.260) is higher than its significant level.

Table N° 11: Paired Samples Test for Lexical and grammatical accuracy

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 1	Experimental group 1 st observation score	6,8000	10	2,20101	,93155	-1,029	9	,331	-2,87930	1,07930
	Experimental group 2 nd observation score	7,7000	10	2,48551	1,63639					

The findings for this category declare a noticeable variation in scores between the two treatment periods. In the 1st one they recorded (M=6,80. Std= 2.20), whilst in the 2nd one (M= 7,70. Std= 2.48) revealing the progress accomplished in vocabulary and grammar. Though, Sig. (2-tailed) proceeded (0.05) i.e. there is no statistically significant difference between the two observations.

Table N° 12: Paired Samples Test for Non-verbal

		Mean	N	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 1	Experimental group 1 st observation score	7,2000	10	1,54919	,48990	-,600	9	,563	-2,38513	1,38513
	Experimental group 2 nd observation score	7,7000	10	1,63639	,51747					

Results from the table (12) denote a slight difference in terms of achievement in the non-verbal aspects in favor of 2nd observation score. Scores reported in 1st observation are (M= 7,20. Std= 1.54), while for the 2nd observation are (M=7,70. Std= 1.63). Though, the P-value expressed (0,563) > (0,05) which makes the slight difference statically insignificant

Table N° 13: Paired Samples Test for Presentation skills

		Mean	N	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 1	Experimental group 1 st observation score	11,2000	10	2,52982	,80000	-1,190	9	,264	-3,19105	,99105
	Experimental group 2 nd observation score	12,3000	10	2,16282	,68394					

Regarding the last category, 2nd observation superiority is marked as it was reported (M= 12,30), while the 1st one scored (11,20) which elucidates PK group enhancement in their presentation skills. Yet, the standard of deviation for the 1st observation is (Std= 2,52), and for the 2nd one is (Std= 2,16). Moreover, the P-value result reveals (0,264) which is greater than (0,05) and it is not statically significant.

2.2.2.1 The Paired-Samples T Test for Experimental group

Table 14: Experimental Group first observation vs. Experimental Group second observation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental group 1 st observation score	42,2000	10	8,29726	2,62382
	Experimental group 2 nd observation score	47,2000	10	7,34544	2,32283

From the table above, and by comparing the results of the 1st and 2nd observation process, we can report that the mean in the 2nd observation (M= 47,2) is higher than the

one in the 1st observation (M= 42,2). However, the standard deviation (σ) in the 1st observation (SD= 7,34) is lower to some extent than how it was in the 1st observation (SD= 8,29).

Table 15: Experimental Group's Paired Samples T-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental group 1 st observation score – Experimental group 2 nd observation score	-5,00000	10,05540	3,17980	-12,19320	2,19320	-1,572	9	,150

The results obtained and demonstrated in Table 15 declare that the p value (the sig 2 tailed) ,150 is greater than its significant level 0.05. Hence, we accept the null hypothesis that says that there is no significant difference between the Experimental group's achievement in the 1st and 2nd observation.

- **Control group**

Table N° 16: Paired Samples Test for Fluency and coherence

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 2	Control group 1 st observation score	4,9000	10	1,37032	,43333	-3,027	9	,014	-4,54306	-,65694
	Control group 2 nd observation score	7,5000	10	2,71825	,85959					

The results in table (16) reveal a considerable variation in scores between the two observational periods. The 1st observation recorded (M= 4,90. Std= 1,37), while the 2nd one obtained (M= 7.50. Std= 2,71) which points out this group's remarkable

improvement in this category. Besides, the P-value scored ($0.014 < 0.05$) i.e. the difference in scores is statically significant.

Table N° 17: Paired Samples Test for Pronunciation

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 2	Control group 1 st observation score	5,7000	10	2,11082	,66750	-,916	9	,384	-3,12286	1,32286
	Control group 2 nd observation score	6,6000	10	2,59058	,81921					

As shown in the table above, the mean score between the observations is varied. They recorded (M= 5,70. Std= 2,11) in the 1st observation score and (M= 6,60. Std= 2.59) in the 2nd observation score which concludes the progress seen during this category. However, the statistics obtained confirm that there is no significant improvement in the scores of both observations as Sig. (2-tailed) reported ($0.384 > 0.05$).

Table N° 18: Paired Samples Test for Lexical and grammatical accuracy

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 2	Control group 1 st observation score	4,4000	10	1,50555	,47610	-,410	9	,691	-1,95377	1,35377
	Control group 2 nd observation score	4,7000	10	2,16282	,68394					

For this category, there is a small difference in the mean score. That is to say, the 1st observation recorded (M= 4,40) whilst the 2nd one scored (M= 4,70). Contrarily, the standard of deviation decreased in the 2nd observation (0,66 of disparity). Also, the

P-value reveals the non-significance as the test reported ($P= 0.691$) which is greater than its significant level of measurement.

Table N° 19: Paired Samples Test for Non-verbal

		Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 2	Control group 1 st observation score	4,9000	10	2,28279	,72188					
	Control group 2 nd observation score	4,6000	10	2,27058	,71802					

In the non-verbal aspects, the performance of the control group regressed during the 2nd observation as they scored ($M= 4,60$. $Std= 2,27$), whereas the 1st one recorded ($M= 4,90$ $Std= 2,28$). Furthermore, the P-value is greater than its significant level ($0,697 > 0,05$) which illustrates that the difference in level is not significant.

Table N° 20: Paired Samples Test for Presentation skill

		Mean	N	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
									Lower	Upper
Pair 2	Control group 1 st observation score	5,8000	10	2,52982	,80000					
	Control group 2 nd observation score	6,9000	10	3,41402	1,07961					

For the last category, it is seen that the control group achieved better scores during the 2nd observation in which the 2nd recorded (M= 6,90. Std= 3,41), while in the 1st scored (M= 5,80. Std= 2,52). Nonetheless, the P-value rejected the H₀ as Sig. (2-tailed = 0,360) is higher than its significant level.

2.2.2.2 The Paired-Samples T Test for Control group

Table N° 21: Control Group first observation vs. Control Group second observation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control group 1 st observation	27,6000	10	9,39503	2,97097
	Control group 2 nd observation	30,3000	10	12,49044	3,94982

The calculations in table 21 indicate that the mean score of the control group in the first observation is (M= 27,6); SD= 9,39), while the one the one in the 2nd observation is (M= 30,3; SD= 12,49).

Table N° 22: Control Group's Paired Samples T-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Control group 1 st observation Control group 2 nd observation	-2,70000	12,32928	3,89886	-11,51983	6,11983	-,693	9	,506

The Paired Samples T-test revealed that the value of Sig. (2tailed) is (,506), greater than 0.05. That is to say, there is no statistically significant difference between control Group's first and second presentation's score; consequently, we accept the null hypothesis.

2.2.2.3 Independent-Samples T Test (1st and 2nd observation for both groups)

Table N° 23: Groups' Statistics in the first and second observation

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
Total Score	Experimental	20	44,7000	8,04657	1,79927
	control	20	28,9500	10,84569	2,42517

If we observe the above table, we can see a prominent variation between the groups' total scores. The mean score of the experimental group (M= 44,7; SD= 8,04) is superior than the mean score of the control group (M= 28,95; SD= 10,84).

Table N° 24: The Independent T-test of the Groups in the Pre and Post-QQ

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2,354	,133	5,216	38	,000	15,75000	3,01974	9,63686	21,86314
	Equal variances not assumed			5,216	35,053	,000	15,75000	3,01974	9,61994	21,88006

In table 24, we notice that the (the sig 2 tailed) is ,000 which is below its significant level 0.05. As a result, we can say that there is a difference between the experimental and the control group's results after the treatment period.

2.2.3. Researchers' Fieldnotes

We attempted to write notes throughout the presentations' evaluation. All the highlighted notes can be interpreted in this section as follows.

First of all, in the first category, we observed almost a complete absence of cohesive markers in the participants' speaking, during the first observation period. Learners, especially among the controlled group, had limited flexibility to move from one idea to another; they had frequent lengthy pauses and blocks. Therefore, their speech lacks unity and logical transition from one concept to another. The other group also tended to skip some ideas which, to some extent, affected the coherence of their speech. In contrast, we noticed a remarkable progress after providing feedback on areas that participants had problems with, and stressing the importance of using such markers for effective, interactive, and smooth communication of ideas and thoughts.

Second of all, based on the observed performance, lexical and grammatical category recorded the lowest scores among both groups, which points out that learners have weak linguistic and grammatical levels compared to any other speaking aspects. The control group's participants, particularly, had difficulties in word choice and in producing grammar error-free sentences. In their presentations, most lines were read from the slides as most of them fell into the "Reader-Mode" trap, therefore spoken grammar could not fully be evaluated, and the assessment did not reflect their real oral skills.

Moreover, we noted an interesting shortage in non-verbal communication. For this category, and based on the output in the table 19, the control group provided weak non-verbal communication during their presentation delivery. As they relied mostly on reading aloud from the slides, very few movements were seen during the presentation. In other terms, they kept their arms unconsciously crossed, and were not able to keep eye contact. Contrary, the PK group, who were guided and not allowed to read, were able to establish a positive connection with their audience most of the presentation time. They used a variety of natural gestures, and facial expressions to convey enthusiasm or energy.

Furthermore, we observed a huge difference in capacity between the two groups in terms of preparing good quality presentations. Participants in the control group used text-heavy slides and showed their carelessness to prepare a good slideshow, thus they lack the ability to retain their listeners' interest. By way of explanation, those Learners delivered prolonged presentations with unnecessary details which resulted in losing the audience's engagement. Contrastingly, the majority of the experimental group's participants were able to prepare

effective slides that supported and strengthened the clarity of their presentations. While it seems counterintuitive, having a defined number of slides with specific guidelines helped those learners to know exactly what to include in their PPTs.

2.2.4. Discussion of results and Findings

As aforementioned, the main goal of this study is to provide an answer to the corresponding hypothesis: "PechaKucha style has an emerging role in increasing EFL learners' speaking proficiency". In an attempt to approve or reject this assumption, data were collected from 20 participants by means of pre and post-questionnaires as well as two observational periods. That is to say, two sets of analyses were used.

On the one hand, the first set examined the learners' speaking proficiency level before and after the treatment. Participants' responses to the questionnaires were analyzed through SPSS and the average scores of experimental and control groups were compared in order to determine the differences between them. The pre-QQ scores obtained from the Independent Samples t-test revealed a resemblance in level between the two groups which resonates with the fact that both groups are equal in terms of their initial speaking proficiency level. Thus, it can be inferred that any possible change in the performance of the participants after the implementation of the independent variable PK would be the result of the efficacy or inefficiency of the treatment. Moreover, after analyzing the post-QQ, which was after the treatment period, through the Independent Samples t-test it became evident that the PechaKucha technique had an emerging role in enhancing the learners speaking performance since a significant improvement has been observed in favor of the experimental group. In other words, differences in outcomes between the two groups were seen after the two treatment periods; consequently, the efficacy of the technique under investigation was approved.

On the other hand, the second set clearly revealed that students' speaking performance improved in both groups. Nevertheless, the participants in the experimental group showed better performance than the participants in the control group. In other terms, the PK group extremely exceeded the other group in all the categories namely fluency and coherence, pronunciation, lexical and grammatical accuracy, non-verbal interactions, and predominantly presentation skills. The t-test compared the learners' scores in both presentations and disclosed a noteworthy difference in attainment between the two groups. In light of this, the null hypothesis was rejected, and our research hypothesis was confirmed. The satisfactory results attained by the experimental group are regarded as a logical

interpretation of the successful intrusion of the PK technique in their presentations. Even though, we cannot neglect the fact that some of the participants often get tempted to be anxious due to the technique's structured format. That is to say, several participants from the treatment group faced some difficulties, mainly their inability to keep up with slides. Their speech was noticeably rushed, and as a result, they couldn't respect the technique's format and skipped some slides or ideas.

Based on the results of both research instruments used in this study, we suggested the positive influence of the PechaKucha presentation technique on developing students' oral capacities. The results reported in this research coincide with those of Faliyanti (2021), and Solmaz (2019) who affirmed that the method was considered effective and very advantageous in strengthening the learners' oral language proficiency. The results are also similar to those of Angelina (2019) who emphasized that the PK strategy is believed to be successful in boosting the learners' speaking skills when delivering presentations. Further, the results are in line with those of Arniatika (2018) and Al-Tonsi (2016), who concluded the effectiveness of this innovative technique. However, these results differed from those of M. Fadhly Farhy, Shintia Dwi, Marwa, & Herdi (2017) who demonstrated in their experiment that both groups in the study accomplished similar performance and there was no significant difference in achievement between them.

Conclusion

This chapter was devoted to the whole methodological procedures conducted in this study. The first section included an overall description of the empirical phase, it provided an overview of the research design, the methodology followed, the participants, and the research instruments used to collect and analyze data. The second section introduced a detailed analysis of the results obtained from the experiment i.e. analysis of the pre-post questionnaires and the observation. Accordingly, the analysis and interpretation of the results were presented in tables and figures followed by a synoptic discussion of the findings.

All in all, the results of both data collection tools proved our research hypothesis and revealed that the PechaKucha technique enhanced the learners speaking proficiency.

Limitations of the study

This study, as the majority of studies, has some limitations and does not claim perfection. The findings of this study should be seen in light of the following limitations that possibly affected them.

- The first limitation is related to the scarcity of sources. As the technique under investigation is new to the field of education there has been relatively little literature published about it, and therefore we could not write a sound literature review.
- The second limitation concerns the sample of this study. Participants could not be randomly selected and the sample size was limited to only 20 participants (10 in the Experimental Group – 10 in the Control Group).
- Time constraints were a major obstacle for the present study. We couldn't conduct a pilot study to assess the feasibility of the selected tools and only two presentations were conducted because only six sessions were allocated for each term and we were obliged to meet the deadlines.
- The use of the questionnaire as a data collection tool limited our ability to measure the participants' real speaking proficiency level since the respondents' dishonesty can not be controlled.
- The lack of a lecture hall to conduct the experiment i.e. presentations' delivery obliged us to use normal classrooms. Accordingly, we encountered many interruptions and technical problems such as electricity cuts and the shortage of the needed electronic equipments to present.

Recommendations for Future Research

In the light of the present investigation and the above mentioned shortcomings, we identified several suggestions for further research, especially for researchers and stakeholders at the Algerian universities.

- This research is the first one to be conducted in the Algerian context, thus more studies are needed, in other universities, to consolidate the effect of the PechaKucha technique implementation in Algeria.
- This research investigated the impact of the PK in TEFL class and EFL context. It would be also beneficial to conduct a similar study in other modules or other branches.
- The current study provides rich information about the issue under study, but the research findings may lack broad generalizability due to the small sample used. Therefore, researchers should expand the sample size.
- It is suggested that researchers give participants the opportunity to select a topic they would like to talk about to allow creativity.
- Further research should use Oral-Tests instead of questionnaires since the latter provide accurate diagnosis more than a questionnaire which is subject to dishonest answers. Also, it is recommended to conduct more than two presentations.
- Finally, future investigations are required to examine whether PK minimizes the learners' performance anxiety.

General Conclusion

GENERAL CONCLUSION

General Conclusion

In today's world, oral skills are of significant importance. The mastery of speaking is an invaluable step to a modern world learner, as it develops the learner's academic success and potential employability prospects. Nevertheless, this goal is not easy to be realized. As a point of fact, first-year master's students, after a long experience of ten years, still lack the sufficient proficiency level. To overcome this, plentiful techniques and activities were suggested by educators and researchers in order to expose learners to speaking. In the light of this, the current study is set to investigate the effectiveness of one of the presentation techniques, which is called "PechaKucha". This recent technological tool was tested experimentally to attain the intended purpose.

This thesis is divided into two main parts: a theoretical part and a practical one. The theoretical part outlined an overview of the nature of speaking skill, insights into the notion of oral presentations in the academic context, and theoretical backgrounds concerning the PechaKucha presentation technique. Moreover, the second part represented the practical side where we tried to answer the research question and the corresponding hypothesis stated beforehand. This chapter comprehensively described the methodology employed in this study including population and sampling, data collection instruments, and an exhaustive description of the experimental procedures. Further, it conveyed the interpretations and analysis of the collected data and reported the final results and discussions.

Upon reflection on the gathered data, we can confirm what came in the practical part about the speaking performance and its relation to the PK method and answer our research question. In other words, when bringing our research to its conclusion we validate the efficacy and significance of the PechaKucha technique in improving students' speaking achievement, mainly in using visuals, remembering, identifying important information, and summarizing.

This modest contribution is considered as a first attempt to scrutinize the usefulness of such an innovative way of presenting in the Algerian higher educational context, therefore other researchers can expand the boundaries of the present research and study a larger number of participants in order to help them develop their oral proficiency and to be engaged in meaningful interactions that would help them sustain their speaking skill.

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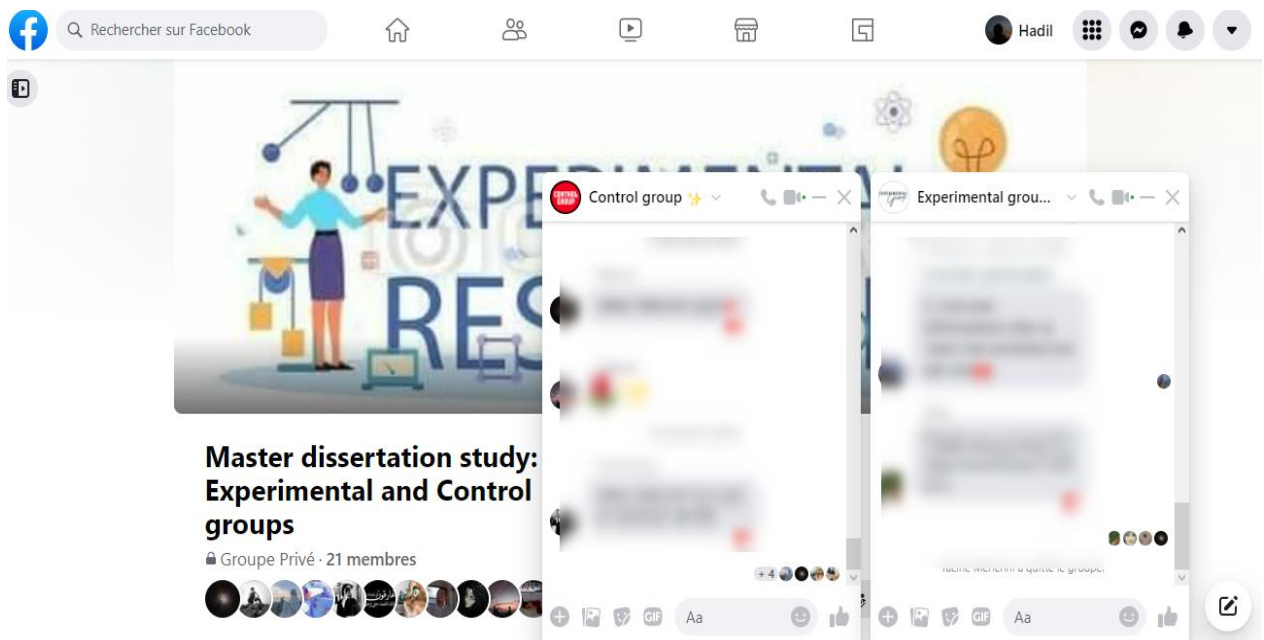
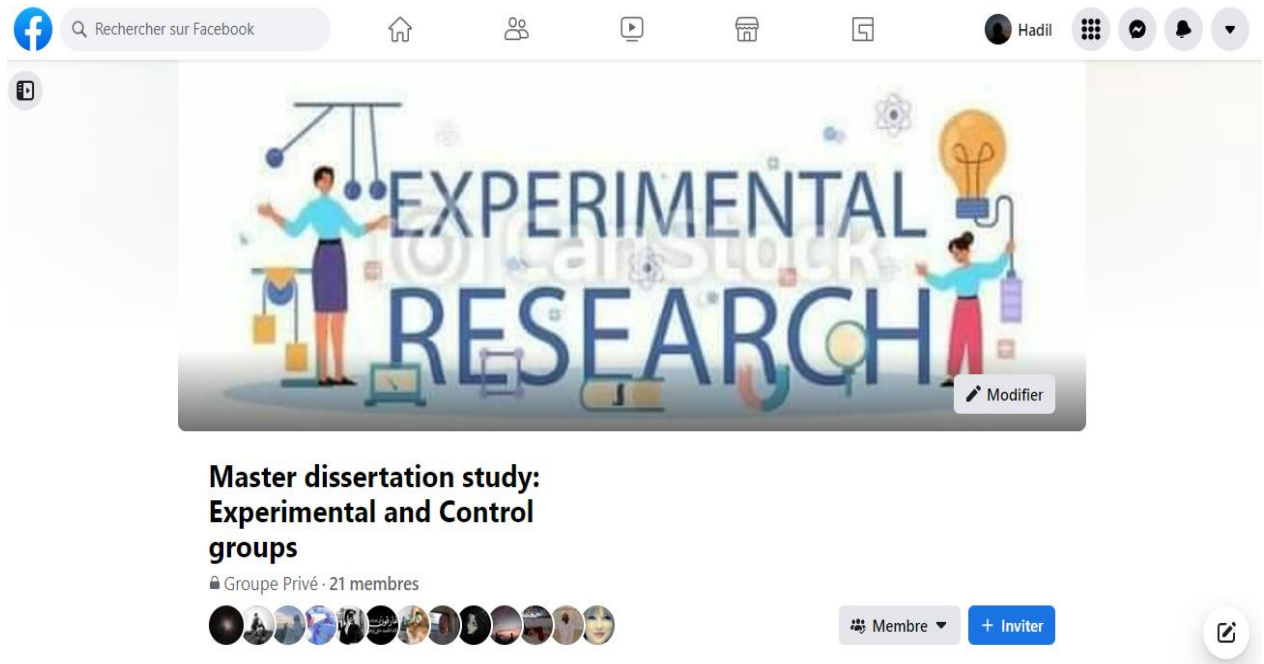
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Appendices

Appendix A : The participants' Facebook and Messenger Groups



Appendix B : Pre and Post-Questionnaire

Pre and Post-Questionnaire

As part of our master research dissertation at Mohamed El-Bachir El-Ibrahimi university, we are conducting an experimental study that investigates the effect of PechaKucha technique on EFL learners' speaking performance the case of first year master students. This questionnaire is to determine your speaking level. We would appreciate if you could complete this questionnaire. In answering the questionnaire, please select the appropriate option that applies to you as fully and as sincerely as you can.

- Any information obtained in connection with this study will remain confidential.

INSTRUCTIONS:

Please check (✓) and rate yourself honestly based on how closely each statement actually

applied to you using the following scales:

- 1) Strongly agree
- 2) Agree
- 3) Neutral
- 4) Disagree
- 5) Strongly disagree

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I rarely speak English in social interactions and contexts.					
I have weak academic interactions with my friends outside the class.					
I rarely interact orally with my instructors in many courses.					
I have weak speaking proficiency.					
I lack courses that develop my speaking and conversational skills.					
I lack motivation towards giving the academic oral presentation.					
In oral presentations, I speak with lack of confidence.					
I hesitate while speaking and presenting.					

I lack the ability to use body language and gestures while speaking.					
I do not act cheerfully when speaking.					
I do not keep eye-contact with audience.					
I get distracted by interruptions from audience during presentation.					
I fear negative evaluation and comments.					
My presentation is delivered in a disorganized way.					
My presentation lacks a good connection of ideas.					
My presentation includes many examples and details.					
My presentation lacks appropriate vocabulary and expressions.					
In oral presentations, I cannot apply the knowledge of grammar that I have.					
I make grammar mistakes during the presentation.					
My presentation is delivered with incorrect pronunciation.					
I deliver the presentation with unclear and low voice.					
I want to improve the way I sound while presenting.					

Thank you for your contribution!

Appendix C: Evaluation Criteria

Evaluation Criteria

Name:

Date :

Experimental group

Control group

Descriptors / Scales	Excellent (5)	Good (4)	Average (3)	Poor (2)	Very poor (1)
1- Fluency and Coherence					
- The use of appropriate connectives and discourse markers	- Uses a wide range of common and less common connectives and discourse markers flexibly.	-Uses a range of connectives and discourse markers appropriately.	-Uses a limited number of basic connectives and discourse markers.	- Overuse of some connectives and discourse markers. - There are no connectives and discourse markers.	- Uses simple connectives and discourse markers but not always appropriately.
-Connection of ideas	- Intro and closure are used. - Develops points/ideas coherently and appropriately.	- Main points/ideas clear with logical flow and without noticeable effort or loss of coherence.	- Main points are not always shared in a logical order.	- No clear or smooth transitions between parts of the presentation.	-Random information and ideas that cause fluency problems.
- Appropriate hesitation, repetition and self-correction	- Hesitation is usually content-related and only rarely to search for language.	- May demonstrate language-related hesitation at times, or some repetition and/or self-correction.	- Occasional repetition, self-correction or Hesitation that leads to losing coherence.	-Uses repetition, self-correction and/or slow speech to keep going.	- Repetition, hesitation and self-correction are frequent.
<u>2-Pronunciation</u>					

- Student uses clear and high voice/pitch	- Every spoken word can be heard and understood clearly with no difficulty by each person in the audience. - The use of appropriate vocal variety.	- Only few parts of the presentation may be unclear or inaudible to some members of the audience due to changes in the pitch.	- Uses the same tone of voice for the whole presentation. -The audience has to make some efforts to hear and understand.	- Several parts of the presentation are unclear or inaudible to some members of the audience. - The pitch is either too loud or too low.	- Most parts of the presentation are unclear or inaudible to all members of the audience. -Inappropriate changes in the pitch.
- Student uses correct pronunciation of words	- Most words are pronounced correctly. It is easy to understand the speech.	- Speech is easy to be understood with occasional mispronounced words.	-Mispronounced words do not have any effect on intelligibility of the speech.	-Mispronounced words have some effect on intelligibility of the speech.	- Most words are mispronounced.
3- Lexical and Grammatical accuracy					
- The use of appropriate vocabulary and expressions	- Use of wide range of less common vocabulary resources related to the topic.	- Flexibility use of common and less-common vocabulary resources related to the topic.	- Uses enough vocabulary resources to cover the topic.	- Uses vocabulary with limited flexibility with occasional errors in word choice.	-Makes frequent errors in word choice.
- The use of correct grammar	- Produces a majority of error-free sentences.	- Produces some complex structures flexibly with a minimum number of errors.	- Uses a mix of simple and complex structures, but with limited flexibility.	- Produces simple sentences but not always appropriately.	- Frequent grammar errors.
4- <u>Non-Verbal</u>					
- The appropriate use of body language and gestures	- Appears completely at ease. - Uses a variety of natural gestures, and facial expressions to convey enthusiasm or energy.	- Varies the poses depending on the context. - Uses some of the gestures, and facial expressions.	- keeps his / her arms uncrossed. - Very little movements are seen during the presentation.	- keeps his / her arms unconsciously crossed. - Gestures and /or movements are mostly inappropriate.	- There are no gestures and /or movements. -Tension and nervousness are obvious. The speaker cannot recover from errors.

- Student maintains eye-contact with the audience	- Looks at the audience all the time.	- Looks at the audience almost all of the time.	- Looks at the audience part of the time.	- Looks only at the teacher or/and the student who is responsible for changing the slides.	-Most of the time, does not look at the audience.
5- <u>Presentation skills</u>					
- Ability to connect with and maintain the engagement of the audience	- Gets the audience's attention most of the presentation time.	- Handles unexpected problems with humor and without losing focus.	- Handles unexpected problems and moves on. (lose ideas/ cannot keep up with the slides)	- Handles unexpected problems inappropriately. (lose ideas/ cannot keep up with the slides)	- Does not get the audience's attention most of the presentation time.
- Ability to prepare effective slides that support and strengthen the clarity of the presentation	- Uses a range of pictures that represent the speech without writing any notes in the slides. - All pictures are relevant to the speech.	- Uses a range of pictures with some spontaneous notes to the slides. - The majority of pictures are appropriate.	- Uses a mixture of pictures and sentences appropriately. - Half images inserted are appropriate.	- The majority of slides contain texts. Pictures are rarely used. The majority of pictures does not correspond to the speech delivered.	- The use of full paragraphs in the slides. - The use of word document (No PPT). -Pictures are not relevant to the speech.
- Student does not read from the slides	- Produces all speech orally.	- occasional reading.	-Reading from the slides is followed by oral explanation.	-Reading is frequent with fewer oral explanation.	-Literal reading from the slides.

Comments:

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Appendix D: Observation Results

Observation N° One
09.01.2022

Group: Experimental Group

Date: 02.01.2022 /

Descriptors / Scales / number of students	Excellent	Good	Average	Poor	Very poor
	5	4	3	2	1
1- Fluency and Coherence					
- The use of appropriate connectives and discourse markers.		2	5	2	1
-Connection of ideas.	2	3	1	3	1
- Appropriate hesitation, repetition and self-correction.	1	3	5		1
2- Pronunciation					
- Student uses clear and high voice/pitch.	3	4	3		
- Student uses correct pronunciation of words.	4	3	1	2	
3- Lexical and Grammatical accuracy					
-The use of appropriate vocabulary and expressions		4	4		2
-The use of correct grammar	2	4	2	2	
4- Non-Verbal					
- The appropriate use of body language and gestures.	2	3	4	1	
-Student maintains eye-contact with the audience.	1	4	5		
5- Presentation skills					
-Ability to connect with and maintain the engagement of the audience.	2	2	2	4	
-Ability to prepare effective slides that support and strengthen the clarity of the presentation.	2	4		2	2
- Student does not read from the slides.	8	2			

Descriptors / Scales / number of students	Excellent	Good	Average	Poor	Very poor
	5	4	3	2	1
1- Fluency and Coherence					
- The use of appropriate connectives and discourse markers.		1	4	4	1
-Connection of ideas.		2	1	6	1
- Appropriate hesitation, repetition and self-correction.		1	2	2	5
2- Pronunciation					
- Student uses clear and high voice/pitch.	1	3	3	3	
- Student uses correct pronunciation of words.		3	2	2	3
3- Lexical and Grammatical accuracy					
-The use of appropriate vocabulary and expressions		1	3	6	
-The use of correct grammar		1	1	4	4
4- Non-Verbal					
- The appropriate use of body language and gestures.	1	1	3	2	3
-Student maintains eye-contact with the audience.		2	3	2	3
5- Presentation skills					
-Ability to connect with and maintain the engagement of the audience.		2	2		6
-Ability to prepare effective slides that support and strengthen the clarity of the presentation.			1	5	4
- Student does not read from the slides.		1	2	4	3

Descriptors / Scales / number of students	Excellent	Good	Average	Poor	Very poor
	5	4	3	2	1
1- Fluency and Coherence					
- The use of appropriate connectives and discourse markers.		6	4		
-Connection of ideas.	5	1	2	2	
- Appropriate hesitation, repetition and self-correction.	2	5	1	2	
2- Pronunciation					
- Student uses clear and high voice/pitch.	2	6	2		
- Student uses correct pronunciation of words.	6	2	1	1	
3- Lexical and Grammatical accuracy					
-The use of appropriate vocabulary and expressions		5	4	1	
-The use of correct grammar	5	3	1	1	
4- Non-Verbal					
- The appropriate use of body language and gestures.	3	2	5		
-Student maintains eye-contact with the audience.	2	7	1		
5- Presentation skills					
-Ability to connect with and maintain the engagement of the audience.	1	6	1	2	
-Ability to prepare effective slides that support and strengthen the clarity of the presentation.	3	5	1		1
- Student does not read from the slides.	8	2			

Descriptors / Scales / number of students	Excellent	Good	Average	Poor	Very poor
	5	4	3	2	1
1- Fluency and Coherence					
- The use of appropriate connectives and discourse markers.		1	3	6	
-Connection of ideas.		2	3	5	
- Appropriate hesitation, repetition and self-correction.		3	1	2	4
2- Pronunciation					
- Student uses clear and high voice/pitch.	3	1	3	3	
- Student uses correct pronunciation of words.	3	1	2	3	1
3- Lexical and Grammatical accuracy					
-The use of appropriate vocabulary and expressions		1	3	5	1
-The use of correct grammar	2			5	3
4- Non-Verbal					
- The appropriate use of body language and gestures.		2	3	2	3
-Student maintains eye-contact with the audience.		2	2	2	4
5- Presentation skills					
-Ability to connect with and maintain the engagement of the audience.	2	1	1	2	4
-Ability to prepare effective slides that support and strengthen the clarity of the presentation.		1	1	6	2
- Student does not read from the slides.		3	2	1	4

الملخص

تهدف هذه الدراسة الى معرفة التأثير الإيجابي لما يعرف بتقنية "بيتشاكوتشا، PechaKucha" في تطوير مهارات التحدث باللغة الإنجليزية لدى طلبة السنة الأولى ماستر بجامعة محمد البشير الإبراهيمي ببرج بوعريرج - الجزائر. تتكون عينة الدراسة من 20 طالبا موزعين على مجموعتين: مجموعة تجريبية (10) ومجموعة ضابطة (10). تمت الدراسة بشكل تجريبي باتباع المنهج الكمي، حيث تم استخدام استبيان قبلي وبعدي. كان الهدف من الاستبيان القبلي والبعدي هو معرفة مستوى طلبة الفوجين قبل وبعد مرحلة التجريب. في حين تم اتباع منهج الملاحظة لتقييم أداء التحدث لدى الطلاب في كلا المجموعتين، وفقاً لمعايير محددة تخص مهارات التحدث وهذا لتفسير تفاعلاتهم اللفظية وغير اللفظية. أظهرت المجموعتان أداءً مشابهاً في الاستبيان الأول؛ بينما كشفت النتائج لاحقا عن وجود تطور ملحوظ للمجموعة التجريبية. علاوة على ذلك كشفت نتائج الملاحظة عن وجود علاقة إيجابية بين تقنية PechaKucha ومهارات التحدث لدى متعلمي اللغة الإنجليزية. بناءً على هذه النتائج، تم اقتراح سلسلة من التوصيات والتطبيقات التي قد تفيد الطلاب والمعلمين في أبحاث مستقبلية.

الكلمات المفتاحية: تقنية البيتشاكوتشا؛ تحسين مهارات التحدث باللغة الإنجليزية.