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**Investigating Master One EFL learners' Oral
Presentation and Its Impact on Peers**

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* ملحق بالقرار رقم 10821... المؤرخ في
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي: جامعة محمد بوضياف - الطليعة -

نموذج التصريح الشرفي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

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أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه.

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نظرو وصدق على توقيع

السيد أولاد عدي لقيالة

23 JUN 2022

التاريخ: 23 جيون 2022

أولاد عدي لقيالة

توقيع المعني (ة)

أولاد عدي لقيالة

من رئيس المجلس الكروي البلدي
وتتولى مني منه عون رئيس إدارة الإقليمية
بن معتوق عيسى



Dedication

I dedicate this work

To my father who I would not be here if he had not pushed me and been there for me

To my friend who always is there for me providing the support I need

To my family and everyone who believed in me

Lounis Kenza



I dedicate this work to

To my parents ,my grand mother may she rest in peace,

My dear grandfather ,to all my siblings especially my sister Douaa

To my aunts and my cousin Iyad

Yousfi Nadjah

Acknowledgment

The first and biggest thanks we always give is to god for giving us the will and the strength to accomplish this work

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Abstract

This study is about the effect of master one's oral presentation on their peers, the aim from this study is to find out what kind of effect oral presentation has on students who are attending an oral presentation performed by fellow students as well as their level of understanding lectures presented this way.

While researching there were no research found on this specific topic of the effect of students oral presentation on the audience that is fellow students therefor this study adopted the exploratory research method and the data was collected using a questionnaire that consists of 18 yes or no questions and 2 multiple choice questions .

Regarding the current style of teaching during the scholar year 2021/2022 that makes the contact time with students limited it is hard to categorize students with appropriate questionnaire for each category therefor a large sample of over 40% (50 students) of the students in master one English department was chosen however only 41 questionnaires were returned for that reason the study collected data from these 41 questionnaires.

After a deep analysis of the data the results were that most students agree that they understand about 50% meaning half of the lectures and topics presented via oral presentation performed by classmates this means we cannot say oral presentation is positive or negative but that there is room for improvement, some suggestions were given to help with said improvements such as using oral presentation for certain subjects and not for whole lectures.

Key Words: oral presentation, exploratory research, level of understanding, questionnaire

List of abbreviations

Q:Question

T:Table

F : Figure

FR : Frequency

PR : Percentage

S : Students

i.e.: id est which is Latin for “that is”

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Introduction

1.Background

Learning foreign languages requires techniques and strategies to develop students speaking. Speaking skill is one of the most important skills in EFL classes. Teachers use different strategies to help students perfect such skill, One of these techniques and strategies is oral presentation. The main purpose from learning the English language to EFL learners is helping them to improve their speaking skills ,and to communicate with each other without difficulties and problems . Oral presentation became an important part from teaching EFL ,. Teachers use oral presentation inside the classroom to help students enriching their vocabulary ,and developing their personalities to reduce fear and anxiety.

Oral presentation provides a useful mechanism to develop many positive qualities in students studying in master one in class of English language, this process may develop learners confidence and abilities. Teachers provide a different oral presentation sessions and activities to their learners to develop their skills in different sides (reading, writing and specially in speaking). This tool is widely disrupted today in our educational institutions developing the learners oral language skills to ensure a future study experience. Oral presentation is an art of linguistic communication, so it has gained great importance in all aspects of life, it is of great importance in human life, manifested through its interaction with society in all areas of life for indispensable, oral presentation translates human thoughts, opinion, experiences and feelings, and it can be said that oral presentation is a general phenomenon in which members of the human species participate in different languages and environments, it is a key part of the language education curriculum and represents in mostly the practical part of language education .Most educators believe that oral presentation should be taken care of and given great importance in education ,because it represents the functional aspect of the language , and one of the reasons for the weakness of students in the oral presentation is due to the absence of educational strategies and teaching methods adopted, the researchers emphasize the use of dialogue and anecdotal positions to develop the ability to display oral presentation .

Oral presentation is used in many cases as a tool of delivering lectures by students to students it can be effective as it can cause issues which this study will look into.

2.Problem statement

The majority of students of first year Master's degree in the university of Msila Moammed Boudiaf are usually asked to perform oral presentations on different topics ,this study investigates the effect this presentation has and if the listening students are able to understand what is being presented and potentially the percentage of their understanding .

3.Reasearch Questions

1. Do oral presentations by Master One students have an effect on their listening peers?
2. ? To which extent do oral presentations impact the other students' learning?
3. Do teachers help students better understand oral presentations presented by their peers?

4. Research Hypothesis

To conduct our research, we posit the following hypotheses:

- 1 -Most students experience difficulties understanding oral presentations
- 2- Only few students do really benefit from oral presentations
- 3- Students understand better when teachers interfere to clarify some points during oral presentations

5. Research Aim

We aim to either prove or deny the hypotheses ,if we end up proving one or more hypotheses then we may open a window to one of the reasons of poor academic achievement in the Higher education system in Algeria and could potentially open a discussion to using other tools of teaching

If this study shows that oral presentation as it is currently is helpful to students then it would be a reaffirmation to the whole system to keep using this tool

6. Literary review

Many studies have been done concerning oral presentation, each one of them dealt with a different aspect of it for example : A study called “The effect of oral presentation technique on student’s self-esteem”was done by Kherbachi Abdellatif in 2019,University of Biskra Mohammed Khider,Algeria that dealt with the effect of oral presentation on a student’s confidence and self-worth when it comes to language learning. Nurwahyuni has done worked on a research by the name “Students’ difficulties on oral presentation in classroom interactions”in 2019 at the University of Muhammadiyah Makassar, Indonesia which was about difficulties students face in oral presentation. While in 2016 a pair of students ,Mohamed Kamel Chikh and Yousef Dich from the University of Tlemcen have chosen their thesis called “The Impact of Oral Presentations on Developing EFL Students’ Communicative Competence: Case of Second Year LMD Students at the University of Tlemcen” to be about the impact of oral presentations on students developing communicative competence. An other study was done in 2011 by Mu-Hsuan Chou in University of Wenzao Ursulin ,Taiwan titled “ The influence of learner strategies on oral presentations: A comparison between group and individual performance”,Her study was about the use and effect of learning strategies on students development in the language one of these strategies being oral presentation

7. Importance of the study

When observing the previous extract of studies done in the past about oral presentation we observe that there is a lack of research done on students who are on the other side of the stadium students who constitute the audience this study aims to dig deeper into the effectiveness of oral presentation when it comes to the student who is receiving the information rather than the student who is delivering it

It is important to understand to what level is oral presentation effective as a teaching strategy on a student who came to class with no previous knowledge on the subject .

CHAPTER 1

ORAL PRESENTATION

Introduction

Oral presentation is a teaching tool used by many teachers in different specialties as it is a powerful method used in the professional world. There are many aspects to oral presentation this chapter will look into from definitions to types and purpose and others

1. Definitions :

According to university of wollongong Australia website in 2022 “Oral presentation , also known as public speaking or simply presentations, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument. Oral presentations are seen within workplaces, classrooms and even at social events such as weddings. An oral presentation at university assesses the presenter’s ability to communicate relevant information effectively in an interesting and engaging manner.”

University of Michigan state defines oral presentation as “Oral presentation is a formal research based presentation your work presentations happen in different places (work ,company ,school. In class presentation; the professor might give a list of requirements and expectations for the presentation”

Jessica Cook for the classroom website June 25, 2018 “One saying is, "If you don't strike oil in 15 minutes, stop boring." This translates to giving engaging oral presentations in the workplace and in educational settings. Oral assessments come in a variety of formats, from multimedia projects to group work to speeches. An oral presentation simply involves explaining something to an audience. In the classroom, teachers grade these oral presentations based on the quality of the information presented as well as the method used in presenting it.”(Cook,2018)

Heather Brudo for the Bizfluent website January 22, 2019 “the definition of an oral presentation is the delivery of a speech to an audience. For example, think of a business meeting and how employees sit around a table while either the boss or another coworker gives a speech or displays a presentation. That's one of the types of presentations in the workforce. Another is when you own a business and you want to pitch your product or service to another business owner or a large company. You would use an oral presentation to successfully pitch to that company.”(Burdo,2019)

From all these we gather that Oral presentation is the performance of gathered information orally in front of a group of people in the goal of explaining a subject or pitching a project to a superior

2.Features of Oral presentation:

In order to deliver a good oral presentation there are four features to consider ;preparation ,delivery ,audience and visual

According to Brittany McBride “Features of an oral presentation” for the Pen and the Pad website on august 7th 2017 these features are:

“2.1.Preparation

A strong oral presentation begins with sound research, regardless of topic. Gather the necessary information, then select only the essential information to communicate the desired message. Do not let a mountain of research overwhelm the idea being shared. Know when to cut and trim distracting facts.

2.2.Delivery

After preparing the information, practice delivering the presentation. A speaker should sound well versed and knowledgeable, not mechanical. Information should sound fresh and conversational in order to engage the audience. There are varying degrees of formality for oral presentations, but a presentation should not sound rehearsed. Allow natural language to flow and a speaker's personality to liven up the topic. Practice in front of a mirror or with a video camera to watch for tone of voice, intonation and pacing.

2.3.Audience

The audience is the least predictable feature of an oral presentation. A speaker must know the type of audience while preparing and practicing a presentation. The audience will determine the tone, language and types of visuals. If the audience is young and informal, then a presentation might include a more casual tone and language and possibly more flashy visuals. On the other hand, if the audience is academic or professional, the tone and language might be formal and sophisticated, and the visual wow-factor might stem more from substance and information than flash. A talented speaker can read an audience during delivery and modify the presentation accordingly.

2.4.Visuals

Visual aids are an essential part of an oral presentation. Visuals engage the audience and add another dynamic to the speaker-audience relationship. Visual aids should be tailored to the audience type and appropriate for the setting. Consider using computers, objects, experiments, handouts, projections, other people, pictures and demonstrations. Visual aids should be relevant and cohesive with the topic discussed.

The speaker is also a visual for the audience. Dress accordingly and practice the oral presentation in the assigned space. Use the space provided and practice movements before the presentation to avoid awkwardness.

Always come early to setup any visuals to ensure that the presentation goes smoothly.”(McBride,2017)

3.Purpose of Oral presentation:

The main purpose of oral presentation is to present information in a simple manner that is easily understandable by the audience as Ginny Putscher states on the Bizfluent website in the article “What is the purpose of oral presentation?” January 13th 2019 “The main purpose of an oral presentation is to present subject content in an organized, concise and effective manner to a live audience. When delivering an oral presentation, certain challenges require ingenious techniques to engage into an impromptu interaction with the audience members. Planning, writing and completing are three key elements in any oral presentation process.”(Putscher,2019)

According to Heather Burdo’s article “Types of oral presentation” on the same website on January 22nd 2019 “The oral presentation meaning should be stuck in your mind as you begin your oral presentation. Knowing the meaning will keep you engaged in the purpose of the presentation. The main idea of an oral presentation is to inform your end listener of something important. This could mean a meeting with your employer and other coworkers or even a big project idea. An oral presentation should be entertaining, especially if you want people to remember what you say.

Another type of oral presentation is one that is designed to inspire and motivate. Additionally, another type of oral presentation is one in which the most important goal is to persuade. You will be giving an oral presentation for a reason, and you will have an end goal in mind. Therefore, you will need to persuade your listeners to take action.”(Burdo,2019)

Jessica Cook in her article “Definition of an “Oral Presentation”” published on the website the Classroom on June 25th 2018 believes that “ An oral presentation is most often assigned as part of class coursework but can have other purposes as a teaching tool. A teacher might assign students an oral presentation on a particular topic or set of topics that requires them to learn more about the subject. The presenting students then take on a teaching role in sharing that new information to the class through their presentation. Oral presentations are effective teaching tools in this way because they add variety to the classroom and allow students the opportunity to teach one another. A person with expertise on a skill or process utilizes an oral presentation to explain their knowledge about that subject to the assembled group. The group members can follow along and learn a new skill while watching the presentation. In the classroom, students might share an oral presentation in the form of a mock trial or instructions on how play a sport. A workplace presentation might involve sharing information on new technologies or a topic presentation at a related conference.”(Cook,2018)

4.Types of presentation:

There are different types of presentation that depend on what the speaker is trying to achieve according to Hrideep Barot the founder and chief writer at Frantically Speaking in his article “The 6 Types Of Presentation (And Why You Need Them) published on the website Frantically Speaking there are six different types of presentation

1/ Informative presentation :

This type is the most popular type as it is widely used especially in education ,business or corporate setting.

In the same mentioned article above Barot discusses the aim and further explains the informative presentation “The aim of informative presentation is to give detailed information about a product ,concept ,or idea to a specific kind of audience. There are different situations where you can use informative presentations.

A. Reporting : although a report is a written explanation of an event ,it can also be verbal.

B.Briefing : this involves explaining both positive and negative aspects of a particular topic in a few words ,it is providing information quickly and effectively about an issue to come to solutions.

C.Research: informative presentations are often used to present research findings to a specific audience, as it involves reporting the findings and briefing it to the audience .

Tips to giving informative presentations:

- _ Focus on the main points or agenda first .
- _ Keep your presentation simple and clear.
- _ Tell the outline of your presentation briefly .
- _ Restate your key phrase at the end and summarize the important points.”(Barot)

2/ Persuasive presentations:

Hrideep Barot thinks that “ Persuasion is the art of motivating or convincing someone to act or make a change in their actions or thoughts. There are various circumstances where persuasive presentations can be used

A.Policy making: government bodies make use of persuasive, be it the legislative, executive or management body of an organization can use these kinds of presentations .

B. Value judgment: this kind involves answering the question "why" and supplementing it with possible benefits ,even religious heads use this as a means of persuading the believers to follow their belief system .

Tips for giving a persuasive presentation:

- _ Start your presentation with a relevant quote or statistics.
- _ Tell personal anecdotes and examples.
- _ Deliver your presentation with passion and genuine interest.

_ Answer the question "why" .

_ State your viewpoint clearly and clarify doubts.”(Barot)

3.Demonstrative presentations:

Demonstrative presentation is an other type that the article “The 6 Types Of Presentation (And Why You Need Them)” mentions “ This involves demonstrating a process or the functioning of a product in a step by step fashion, making a product model is an example of a demonstrative presentation ,the audience is an active part of such presentation

A.Instructions: involves giving guidelines or steps of a process or work ,and demonstrating recipes and cooking workshops.

Tips to give a demonstrative presentation

_ Introduce your product and its function

_ Explain the steps with diagrams or show them in real time

_ Give equal time to every person

_ Keep your introduction short

_ Discuss options or variations” (Barot)

4.Inspirational presentations:

“The main aim of an inspirational presentation is to motivate or move your audience ,using techniques like storytelling, narrating personal anecdotes, or even humor work wonders as your audience develops an emotional connection to the message.

Tips for giving an inspirational presentation

_ Start with a question that will leave the audience thinking

_ Develop a sense of connection by narrating personal incidents and experiences to grow empathy.

_ Make use of humor ,it instantly builds a connection with the listener

_ Non verbal elements like paralanguage, Tone,etc...”(Barot)

5.Business presentations:

“ In the corporate world, presentations are the go to solutions to do anything :planning ,articulating company goals ,screening candidates , status reports. The different types of business presentations.

A.Sales presentation: involve providing information about a product or a service. This can be done in person or on the phone, or via e communication.

B.Training sessions: aimed to increase the knowledge and skills of the employees, it can also involve the audience to participate.

C. Meetings: meetings can be called for different reasons and forms(conferences, board meetings ,daily reporting).

D. E presentations: e presentations or remote presentations have replaced all other types of presentations . However ,it is an eco friendly alternative to normal face to face, kind of a set up, and it saves transportation and other costs.

E. Seminars: used in the health sector, involving a panel of speakers on a topic . It ends with a question and answers session .and the audience gets to take handouts with them.

F. One on one: involve presenting your achievements and capabilities to your prospective employer ,also it used in sales ,and marketing to crack a business deal.

Tips for giving business presentation:

- _ Include key phrases and important details.
- _ Avoid causal slangs and informal tone of speech.
- _ Explain your product or service in simple and clear words.
- _ Know your material or content thoroughly.”(Barot)

6. Powerpoint presentations:

“These are the most effective ones because they are convenient and easy to understand . There are various types of PowerPoint presentation:

A. PPTs for general audience : for general audiences (avoid using jargon terms, avoid using more than 8 words, pre line, use bullets or a numbered list ,give handouts or record your presentation.

B.PPTs for teaching : in this case the PowerPoint is content _based use bigger font and avoid fancy Fonts add relevant pictures and graphics ,you can also add documentaries or relevant videos.

C.Repurpose PPTs: this involves reinventing an earlies PPTs , upload any slide of your PPT on social media for growing your brand or business.

D.Pechakucha: this type of PowerPoint presentation comes from the Japanese world ,it means sound of a conversation chitchat, this involves changing slides every 20 seconds. This types of presentation is best suited for telling a story or a personal anecdote.

e_ Multimedia presentation: this is the best kind of PPT to engage your audience ,it contains texts along with pictures ,videos, music ,GIFS. Add higher resolution image and videos. Music in PPT helps your audience to be relaxed at the same time making them engaged.”(Barot)

Oral presentation that can be implemented for learning language. Can also be categorized according to AL_ISSA and AL_Qubtan,2010 into three types which are: controlled,guided and free. Depending on learner's proficiency level,timed devoted to a presentation and choice of the topic.

1/Controlled oral presentation :

In this presentation students' language proficiency level is usually start from beginner to elementary ,the topic is decided by the teacher and should be easy . The technological equipment is not required in this type of oral presentation(Abdullah Hammad,2020) ,and it required from students to use simple tools such as papers to present their work.

2/Guided oral presentation :

Students can be classified as at the lower_intermediate or intermediate level of language proficiency . In this oral presentation the topic is decided by students, students in this level of language proficiency can prepare their presentation or their work with power point or projector(OHP) if it is available (Abdullah Hammad,2020).Additionally,students prepare handouts to listeners in the classroom to follow and to engage in a cooperate task that requires them to use English to explain their ideas and to develop their target language . In guided oral presentation ,students should not be guided in appropriate use of grammar ,lexical items and time allocation.(Farabi, Hassanvand, Gorjian,2017)

3/ Free oral presentation:

Students are expected to have advanced levels of proficiency ,students should be given a freedom to choose the topics,and can be given longer presentation times that their lower level peers. Moreover,advanced students may open discussion after having completed their presentations,they also are expected to use complex language.(Abdullah Hammad,2020)

5.Importance of Oral presentation:

Oral presentation is used in both school and work it has a big place in both

For school especially university it helps students develop their speaking skill as well as research as it helps gaining new partners and deals when it comes to the professional world.

According to Slađana Živković in the Paper about the importance of oral presentation for university students published in august 2014 by Mediterranean journal of social sciences MCSER publishing Rome, Italy ,The main goal communicative language tries to reach is being able to communicate. It is to be able to operate effectively in the real world (Hedge, 2000). It is important to provide the opportunity to students to express their needs, ideas and opinions. She also mentions in her paper the importance of oral communication skill “With globalization graduates need to be proficient in oral communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011). Generally,

effective oral communication is essential for success and promotion in business (Murphy and Hildebrand, 1997).” (Zivkovic,2014)

Ginny Putscher also writes in her article “What is the purpose of oral presentation?” on the Bizfluent published January 13th 2019 that “As a business owner, you will sometimes need to give an oral presentation to potential investors, buyers and even employees. For example, you might give a presentation to convince potential investors that your product idea is viable and persuade them to give you money to begin the project. If you're involved in business-to-business software sales, the objectives of the oral presentation might be to show how your software would improve their businesses' efficiency and workflow.

Oral communication and presentations are also a regular part of managing and communicating with your employees. You'll likely plan presentations to share company goals, discuss changes and even offer some employee training for new tools you use.”(Puscher,2019)

6.Rules to performing a good oral presentation

There are some rules and tips a student must follow to have the best results with his/her oral presentation ,Dr Philip E Bourne , a professor in California San Diego University, has shared his ten rules to a good oral presentation which were published on the website of Nebraska-Lincon university

“1: Talk to the Audience

Know your audience – their backgrounds and knowledge level of the material you are presenting and what they are hoping to get out of the presentation. Deliver what the audience wants to hear.

2: Less is More

Your knowledge of the subject is best expressed through a clear and concise presentation that is provocative and leads to a dialog during the question and-answer session when the audience becomes active participants. At that point, your knowledge of the material will likely become clear.

3: Talk Only When You Have Something to Say

Remember the audience's time is precious and should not be abused by presentation of uninteresting preliminary material.

4: Make the Take-Home Message Persistent

A good rule of thumb is this: if you ask a member of the audience a week later about your presentation, he or she should be able to remember three points. If these are the key points you were trying to get across, you have done a good job. If they can remember any three points, but not the key points, then your emphasis was wrong. It is obvious what it means if they cannot recall three points!

5: Be Logical

Think of the presentation as a story. There is a logical flow—a clear beginning, middle, and an end. You set the stage (beginning), you tell the story (middle), and you have a big finish (the end) where the take-home message is clearly understood.

6: Treat the Floor as a Stage

Presentations should be entertaining, but do not overdo it and do know your limits. If you are not humorous by nature, do not try and be humorous. If you are not good at telling anecdotes, do not try and tell anecdotes, and so on. A good entertainer will captivate the audience and improve his or chances of following Rule 4.

7: Practice and Time Your Presentation

The more you practice, the less likely you will be to go off on tangents. The more presentations you give, the better you are going to get. An important talk should not be given for the first time to an audience of peers. You should have delivered it to your research collaborators who will be kinder and gentler but still point out obvious discrepancies. Even more important, when you give the presentation, stick to what you practice.

8: Use Visuals Sparingly but Effectively

If you have more than one visual for each minute you are talking, you have too many and you will run over time. Obviously some visuals are quick, others take time to get the message across. Avoid reading the visual unless you wish to emphasize the point explicitly. The visual should support what you are saying either for emphasis or with data to prove the verbal point. Finally, do not overload the visual. Make the points few and clear.

9: Review Audio and/or Video of Your Presentations

There is nothing more effective than listening to, or listening to and viewing, a presentation you have made. Seeing what is wrong is easy, correcting it the next time around is not. Work hard on breaking bad habits; it is important.

10: Provide Appropriate Acknowledgments

It is often appropriate to acknowledge people at the beginning or at the point of their contribution so that their contributions are very clear.”(Bourne)

7.Difference between Oral Presentation and Oral expression module:

Although these two might sound similar they are not, the study is about Oral presentation which can be used in any module where a student or a group of students is given a lecture or a part of a lecture or in some cases a topic related to the lecture, the students then have to research and write a presentation they have to present orally in front of the teacher and the class after some time.

Some modules rely on this teaching strategy heavily as most lectures are presented by students who change every time until the whole group has presented

In some cases teachers intervene to explain ,comment or add information during the presentation while in other cases they do not.

Oral Expression on the other hand is a module dedicated to developing students' speaking and listening skills ,students are required to express themselves through multiple exercises such as speeches, plays, imagining endings to stories they have listened to previously...etc.

Generally oral expression can be about anything as long as students get to speak and communicate with the teacher and each other

Conclusion

It is important to understand all the aspects of oral presentation in order to be able to study any topic related to it that is why this chapter is dedicated to oral presentation to help understanding this variable as it is crucial to the research.

Chapter II
Methodology,
Findings and
Discussion

1.Methodology

There are many methods a research can follow to reach the needed goal according to what that goal is a different method is chosen .

1.1.Deffinition

For this study the exploratory method of research must be followed as according to Tegan George in his article “Exploratory Research/Definition, Guide & Examples” published december 6th 2021 on the website Scribbr “Exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth.

Exploratory research is often qualitative in nature. However, a study with a large sample conducted in an exploratory manner can be quantitative as well. It is also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature.”(George,2021)

From this we understand that exploratory research is a methodology that is used to explore a new side that hasn't been seen yet or to study something that is not compatible with other methods

1.2.Reasons for using Exploratory research

Often exploratory research is used on unknown bit of research a new information that has not been studied yet such as Tegan George says in his article” Exploratory Research/Definition, Guide & Examples” published on Dec 6th 2021“Exploratory research is often used when the issue you're studying is new or when the data collection process is challenging for some reason.

You can use this type of research if you have a general idea or a specific question that you want to study but there is no preexisting knowledge or paradigm with which to study it.”(George,2021)

1.3.Questions of exploratory research

Questions serve to clarify and add specifics to your study ,as it is mentioned in the article “Exploratory Research Questions” published on the website voxco

“Exploratory research questions are the different questions a researcher is trying to answer while conducting exploratory research in order to get a more in-depth understanding of their research problem. This includes the different questions asked to subjects through interviews and surveys while conducting exploratory research. Within this article, we will explore the different types of exploratory research questions and also take a look at examples of them.”

Exploratory research answers what questions?

The previous article “Exploratory Research Questions “ explains as well that: “ Exploratory research is used when trying to gain an understanding of an existing phenomenon to acquire additional insights into it so that a more precise research problem can be framed. It starts off with a general idea that is then translated into a clearly defined topic of research.

As stated earlier, exploratory research is used to provide a deeper understanding of a research question and does not answer the research question itself. It, therefore, helps answer questions like “what”, “how”, and “when” rather than “why”.”

There are five types of exploratory research questions to consider answering when conducting an exploratory research which are detailed in the article “Exploratory Research Questions” On website voxco

- **“Role:** Questions that are aimed at understanding the role of a certain group of factors has over the behavior of our system or over a part of it.
- **Prediction:** Questions that are aimed at understanding the factors that will allow us to model certain responses to our system.
- **Differentiation:** Questions that are aimed at identifying which responses are the most different according to certain known factors.
- **Characterization:** Questions that are aimed at understanding the set of factors that help characterize our experimental groups more accurately.
- **Thresholds:** Questions that are aimed at understanding the most relevant threshold values in certain processes.”

1.4.Examples on questions

we have a few examples brought by the previous article “Exploratory Research Questions” which are:

- “Research Topic Example: How common are eating disorders among today’s youth?

Survey Question: Do you feel that you have a good or bad relationship with food?

- Research Topic Example: What is the effect of social media on the attention span of teenagers?

Survey Question: On average, how many hours in a day do you use social media?”

As well as examples extracted from Tegan George’s article “Exploratory Research/Definition, Guide & Examples” :

- “What effect does using a digital notebook have on the attention span of middle schoolers?”
- What factors influence mental health in undergraduates?
- What outcomes are associated with an authoritative parenting style?
- In what ways does the presence of a non-native accent affect intelligibility?
- How can the use of a grocery delivery service reduce food waste in single-person households?”

1.5.Data collection

It is not easy to collect data on a new topic of research as Tegan George states in the same article above” Exploratory Research/Definition, Guide & Examples” that: “Collecting information on a previously unexplored topic can be challenging. Exploratory research can help you narrow down your topic and formulate a clear hypothesis, as well as giving you the “lay of the land” on your topic.

Data collection using exploratory research is often divided into primary and secondary research methods, with data analysis following the same model.

Primary research

In primary research, your data is collected directly from primary sources: your participants. There is a variety of ways to collect primary data.

Some examples include:

Survey methodology: Sending a survey out to the student body asking them if they would eat vegan meals

Focus groups: Compiling groups of 8–10 students and discussing what they think of vegan options for dining hall food

Interviews: Interviewing students entering and exiting the dining hall, asking if they would eat vegan meals

Secondary research

In secondary research, your data is collected from preexisting primary research, such as experiments or surveys.

Some other examples include:

Case studies: Health of an all-vegan diet

Literature reviews: Preexisting research about students’ eating habits and how they have changed over time

Online polls, surveys, blog posts, or interviews; social media: Have other schools done something similar?

For some subjects, it's possible to use large- n government data, such as the decennial census or yearly American Community Survey (ACS) open-source data.”(George,2021)

2.Tool used in data collection

There are many tools that can be used to collect data in exploratory research but we have chosen the questionnaire which is a tool that consists of a group of questions for the targeted audience to answer, Questionnaires are chosen by many for their efficiency as a large group of people can answer at once.

2.1.Definition

According to an article titled “Questionnaires: The ultimate guide, advantages & examples” on the website QuestionPro: “A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions.

Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London.

The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire.”(George,2021)

2.2.Types of questions in a questionnaire

Different types of questions can be used in a questionnaire as using a variety tends to keep the respondent interested ,some of the most used question types as the same previous article “Exploratory Research/Definition, Guide & Examples” states:

“Open-Ended Questions: Open-ended questions help collect qualitative data in a questionnaire where the respondent can answer in a free form with little to no restrictions.

Dichotomous Questions: The dichotomous question is generally a “yes/no” close-ended question. This question is usually used in case of the need for necessary validation. It is the most naturel form of a questionnaire

“Multiple-Choice Questions: Multiple-choice questions are a close-ended question type in which a respondent has to select one (single-select multiple-choice question) or many (multi-select multiple choice question) responses from a given list of options. The multiple-choice question consists of an incomplete stem (question), right answer or answers, incorrect answers, close alternatives, and distractors. Of course, not all multiple-choice questions have

all of the answer types. For example, you probably won't have the wrong or right answers if you're looking for customer opinion.

Scaling Questions: These questions are based on the principles of the four measurement scales – nominal, ordinal, interval, and ratio. A few of the question types that utilize these scales' fundamental properties are rank order questions, Likert scale questions, semantic differential scale questions, and Stapel scale questions.

Pictorial Questions: This question type is easy to use and encourages respondents to answer. It works similarly to a multiple-choice question. Respondents are asked a question, and the answer choices are images. This helps respondents choose an answer quickly without overthinking their answers, giving you more accurate data.”(George,2021)

In this study's questionnaire we decided to go for close ended dichotomous and multiple choice questions as it fit the study best.

The questionnaire was custom made since there was no previous studies that had appropriate questionnaires that could be used for this specific research

3.The Sample

The sample of this study is of 50 students in First year master's degree in both Linguistics and Literature and civilization specialties.

The students were chosen randomly to answer the questionnaire ,there was no specific needs required except being a Master's degree student of English in their first year

The class of master one students of English in both specialties contain about 120 students therefor we chose a large sample that represents about 40% of the total number of students to get the maximum of answers and make reliable conclusions

Although 50 questionnaires were given to students only 41(about 34% i.e.: 1/3)of the total number of students were answered there for this study will be conducted with the available data

4.Questionnaire description

As said previously this study used only close ended questions only in both types dichotomous and multiple choice questions ,in additions to a question about gender and an other about age .

11 questions were multiple choice questions focusing mainly on the percentage of understanding or attendance, five questions were answered with either yes or no and they always proceeded the multiple choice questions

The last two questions asked about the level of agreement showing how students felt about the reasons assumed cause the dislike of oral presentation.

5. Findings of students questionnaire analysis

5.1. Section 01 : General information

Q.01: Gender

	Female	Male	Total
Students	35	6	41
Percentage	85%	15%	100%

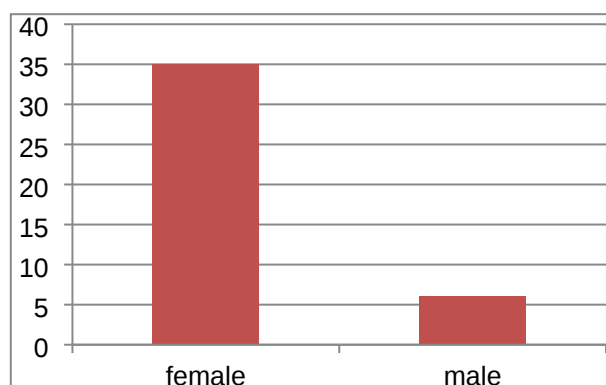


Table 01: Students' Gender

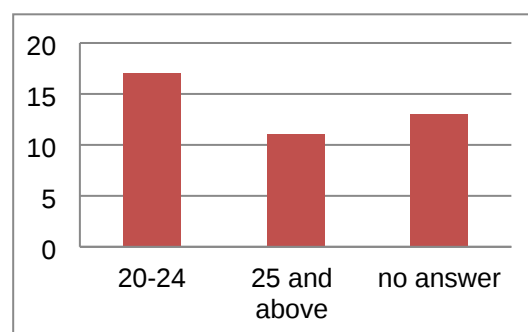
Figure 01 : Students' Gender

As we can see females are the vast majority in this sample as they compose 85% of the population who answered the questionnaire, males are a minority when it comes to this sample that was randomly assigned

Q02: Age

	Between 20 and 24	25 and above	Did not answer	Total
S	17	11	13	41
PR	41%	26%	31%	100%

T02: Students' Age



F02: Students' Age

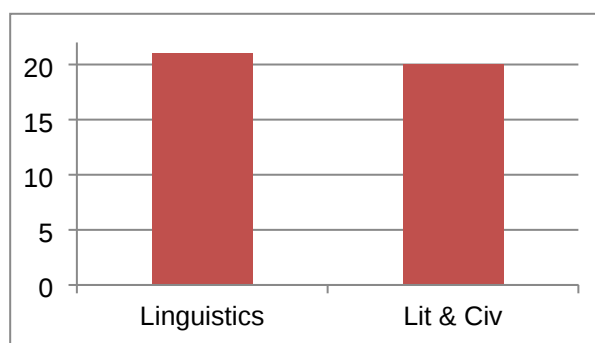
41% of students are under the age of 24 while 26% are students who mostly graduated years ago and have returned now to continue with the master's degree

31% of students were either not comfortable sharing their age or have trouble paying attention to all the questions on a questionnaire

Q03: Student's specialty in Master's degree

	linguistics	Literature & civilization	Total
Frequency	21	20	41
PR	51%	49%	100%

T03:Students' Specialties in Master's degree



F03:Student's Specialties in Master's degree

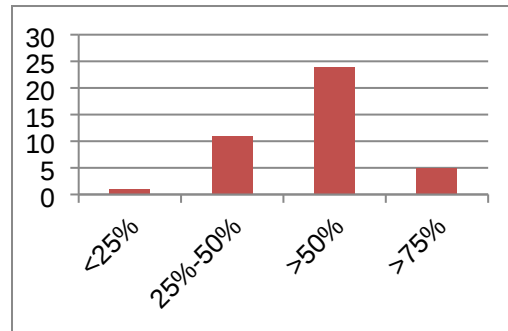
We can see that both specialties have almost the same number of participants with Linguistics having one extra person who answered the questionnaire

5.2. Questions about oral presentation

Q04: What percentage of students would you say attends lectures?

	<25%	25%-50%	>50%	>75%	Total
FR	1	11	24	5	41
PR	2%	27%	59%	12%	100%

T04:Students attendance to lectures as a group



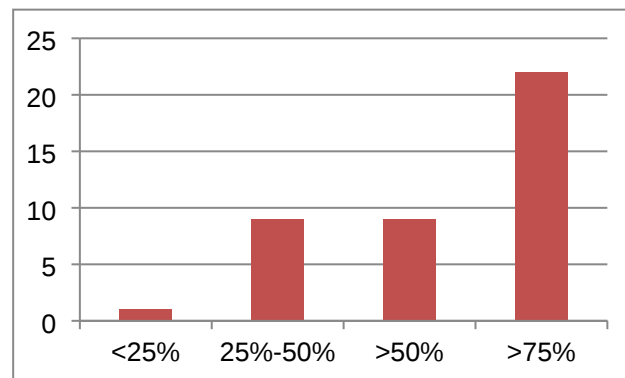
F04: Students attendance to lectures as a group

Most students ,59% state that more than 50% of students attend lectures while 27% of students believe it's rather 25% to 50% attendance rate while five students think that the majority of their peers more than 75% are present during lectures. Only one student believes that much less students come to class less than 25%.

Q05:What percentage of lectures would you say you attend in a year?

	<25%	25%-50%	>50%	>75%	Total
FR	1	9	9	22	41
PR	2%	22%	22%	54%	100%

T05:Students' personal attendance of lectures



F05: Students' personal attendance of lectures

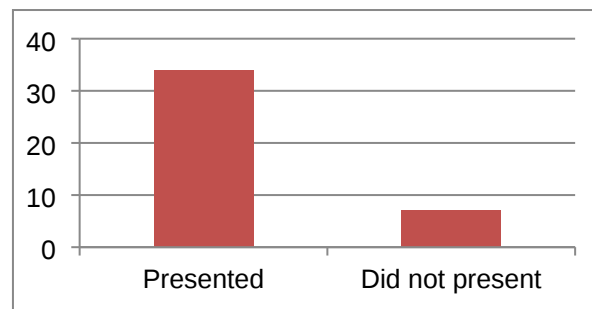
As we can observe more than half of the participants 54% attend most lectures more than 75% while we have a tie between students who say they attend 25% to 50% and those who say they attend more than 50% both at 22%

Once again one student admits they attend less than 25%

Q06:Have you ever presented in an oral presentation before entering university?

	presented	Did not present	Total
FR	34	7	41
PR	83%	17%	100%

T06: Students presenting an Oral presentation before University



F06: Students presenting an Oral presentation before University

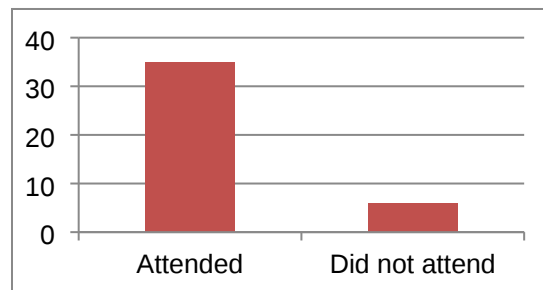
As it is presented in the graph and table above the majority of students 83% have presented in an oral presentation before joining university while 17% have never presented before .

Q07: Have you ever attended an oral presentation before entering university

	Attended	Did not	Total
FR	35	6	41
PR	85%	15%	100%

T07: Students attending an oral presentation

done by someone else before university



F07: Students attending an oral presentation

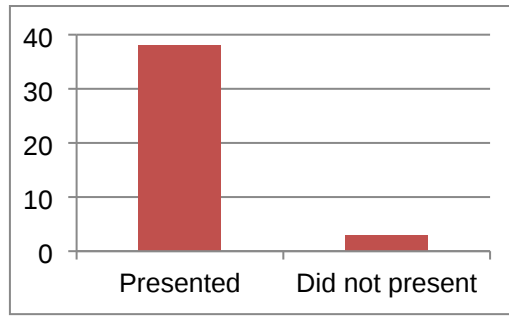
done by someone else before university

Similarly to the previous question most of the participant students 85% have attended an oral presentation presented by other students in either high school or middle school while 15% had their first experience in university

Q08: Have you ever presented in an oral presentation in university

	presented	Did not	Total
FR	38	3	41
PR	93%	7%	100%

T08: Students presenting in oral presentation in university



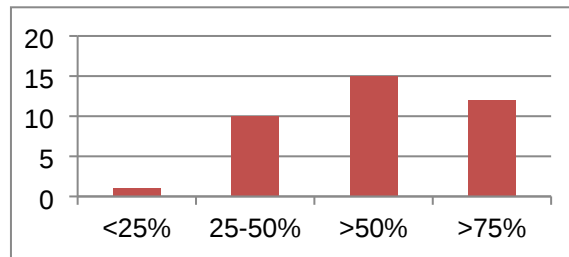
F08: Students presenting in oral presentation in university

Once students joined university we see less students who never presented bringing down the number to 7% while the other 93% have all presented in an oral presentation in university

Q09:If yes ,what percentage would you say you understood the subject after preparing for the presentation?

	<25%	25%-50%	>50%	>75%	Total
FR	1	10	15	12	38
PR	3%	27%	39%	31%	100%

T09: Students understanding of the subject they presented



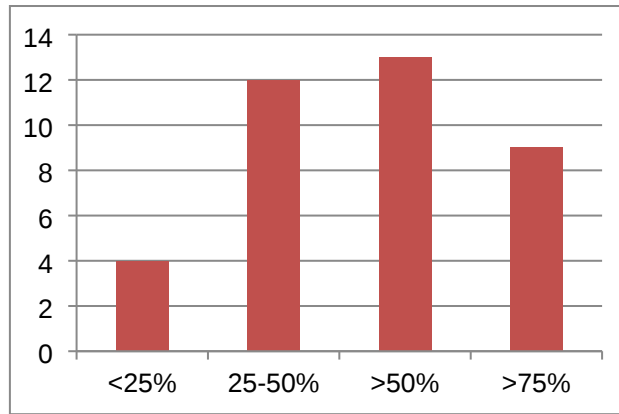
F09: Students understanding of the subject they presented

A big part of the students understand more than 50% of the subject after preparing for an oral presentation 31% say than they understand more than that ,a bit more than a quarter of the students state that their understanding of the topic to be presented ranges between 25% and 50% while a few students say that even after research they understand less than 25% of the subject

Q10:How confident were you in answering questions about the subject in an exam

	<25%	25%-50%	>50%	>75%	Total
FR	4	12	13	9	38
PR	10%	32%	34%	24%	100%

T10: Students' confidence in answering exam questions about the subject they presented



F10: Students' confidence in answering exam questions about the subject they presented

We see an close tie between students who say they are confident they can answer questions in an exam about a topic they presented from 25% to 50% and those who say it's more than 50% while some students believe they have high confidence in themselves 75% and more .

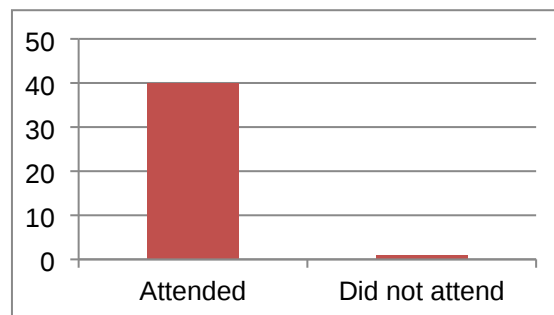
Some students 10% do not have much confidence in their ability to answer questions about the presentation they preformed

Note: Three students have stated they never presented before there for they did not answer questions following the initial one bringing down the sample number to 38 for Q09 and Q10

Q11:Have you ever attended an oral presentation presented by other students in university?

	Attended	Did not	Total
FR	1	40	41
PR	2%	98%	100%

T11: Students attending an oral presentation performed by other students in university



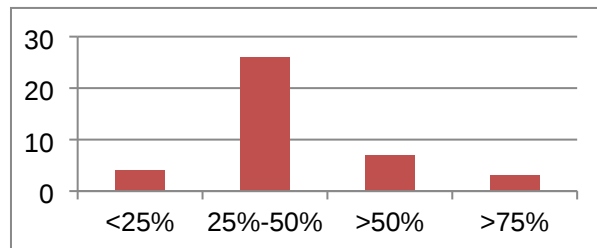
F11: Students attending an oral presentation performed by other students in university

All the students have attended an oral presentation performed by other students except for one student

Q12:If yes, what percentage would you say you understood the subject after listening to your peers presenting?

	<25%	25%-50%	>50%	>75%	Total
FR	4	26	7	3	40
PR	10%	65%	17%	8%	100%

T12: :Students' understanding of the topic presented after listening to their peers presenting



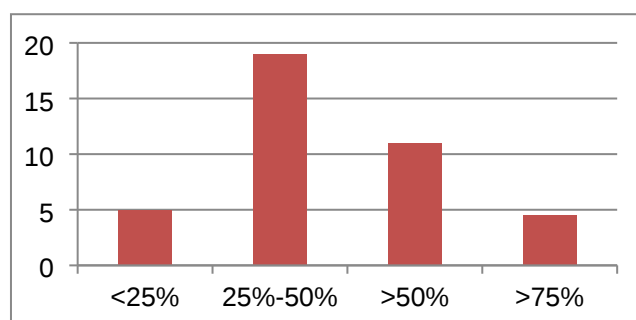
F12: :Students' understanding of the topic presented after listening to their peers presenting

The majority of students confirm that they understand between 25% and 50% when listening to an oral presentation performed by other students ,17% of the participants say they understand a bit more than 50% .A group of 10% of the students comprehend the least while 8% believes their comprehension is of over 75%

Q13How confident were you in answering questions about the subject in an exam?

	<25%	25%-50%	>50%	>75%	Total
FR	5	19	11	5	40
PR	12%	48%	28%	12%	100%

T13: Students' confidence in answering exam questions about a subject presented by classmates



F13: Students' confidence in answering exam questions about a subject presented by classmates

Looking at these results we can see that the biggest number of students have poor confidence 25%-50% that they can answer exam questions about a topic presented by their peers.

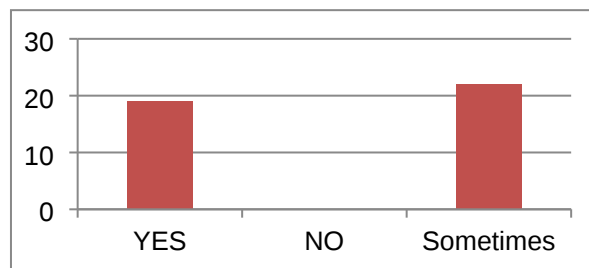
Five students believe they can answer most questions easily while five others are not confident at all while we find 28% of students have a considerable confidence of over 50%

Note: One student answered no to Q11 bringing down the sample number to 40 students for the following two questions

Q14: Does the teacher explain or comment during a student's presentation?

	Yes	No	Sometimes	Total
FR	19	0	22	41
PR	46%	0%	54%	100%

T14: Whether the teacher intervenes commenting or explaining during presentations



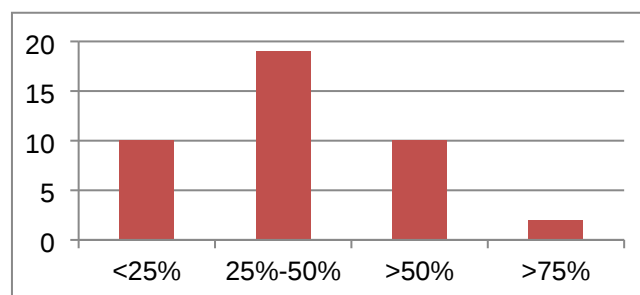
F14: Whether the teacher intervenes commenting or explaining during presentations

For this question all students agreed that teachers do comment and explain during a presentation but 54% of the participants state that it's not true for every presentation while the other 46% say it is

Q15: If yes, what is the percentage of teachers who do explain or comment during the presentation ?

	<25%	25%-50%	>50%	>75%	Total
FR	10	19	10	2	41
PR	24%	47%	24%	5%	100%

T15: Percentage of teachers who intervene during a presentation according to students



F15: Percentage of teachers who intervene during a presentation according to students

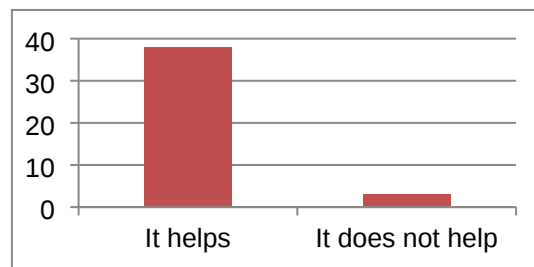
47% of participants share that 25 to 50% of teachers comment or explain during a student's oral presentation while there is a tie between students who say less than 25% and those who

say more than 50% of teachers intervene while 5% believe most teachers explain during said presentation

Q16: Does the teacher's intervention help with understanding the presentation topic?

	It helps	It does not	Total
FR	38	3	41
PR	93%	7%	100%

T16: Whether the teacher's intervention helps student's understanding of classmates' oral presentation



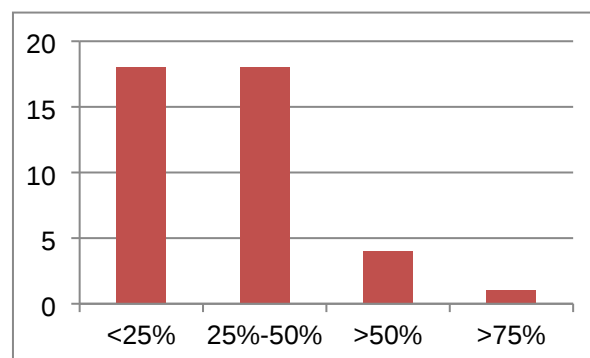
F16: Whether the teacher's intervention helps student's understanding of classmates' oral presentation

The big majority of students that answered this questionnaire 93% believe that the teacher's intervention during an oral presentation help them better understand the subject while 7% think it does not make a difference.

Q17: What is the percentage of modules that use oral presentation often ?

	<25%	25%-50%	>50%	>75%	Total
FR	18	18	4	1	41
PR	44%	44%	10%	2%	100%

T17: Percentage of modules that use oral presentation often according to students



F17: :Percentage of modules that use oral presentation often according to Students

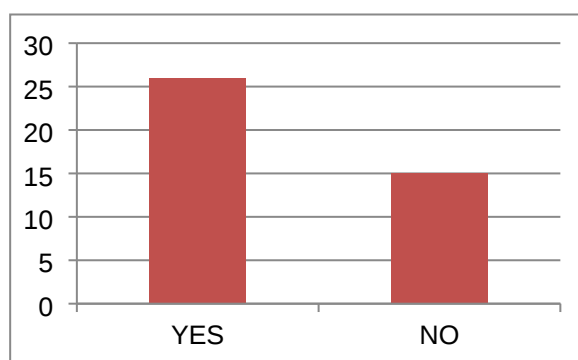
According to the participants usage of oral presentation is not that common as we have a 44% tie between those who say less than 25% of teachers use oral presentation and those who say it's between 25 and 50%

10% believe it's more than 50% while 2% think it's even more than 75%

Q18: When it comes to academic achievements you notice better grades in modules that are mainly taught with oral presentation?

	Yes	No	Total
FR	26	15	41
PR	63%	37%	100%

T18: Students noticing better grades in modules that use oral presentation



F18: Students noticing better grades in modules that use oral presentation

Up to 63% of students notice better grades in modules that use oral presentation often while the other 37% do not notice this effect

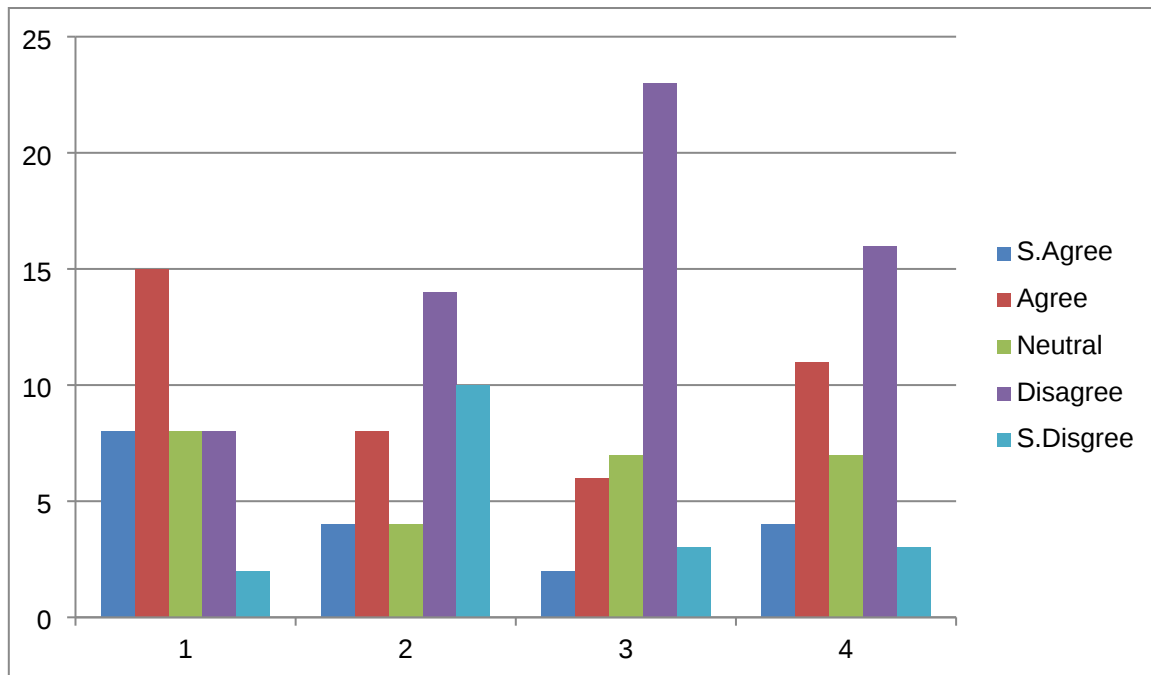
Q19: You avoid to present in oral presentation because:

Reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	8	15	8	8	2	41
2	4	8	4	14	10	
3	2	6	7	23	3	
4	4	11	7	16	3	

T19 (a) : Frequency of Reasons why students avoid oral presentation

Reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	total
1	19%	37%	19%	19%	6%	100%
2	11%	19%	11%	35%	24%	
3	6%	14%	17%	56%	7%	
4	11%	26%	17%	39%	7%	

T19 (b) : percentage of Reasons why students avoid oral presentation



F19: Reasons why students avoid oral presentation

This question includes four suggested reasons to why students may avoid to present in an oral presentation, the students were asked to chose their level of agreement with each reason. The first reason is oral presentation causes the student anxiety* ,a bit number of students 37% agree with this statement while we see a tie of 19% between strongly agreeing, disagreeing and being neutral however 6% of students strongly disagree that oral presentation does not cause them anxiety*

The second reason is an important one which is that the student is an introvert* between 11% who strongly agree and 19% who agree we have 30% of students are introverts and this is a significant number we should discuss later on,11% were neutral while 39% disagreed and 24% strongly disagreed making them extroverted* students.

The third reason is that the subject is hard to understand for the student therefor it is hard to explain to others , more than half the students 56% disagreed on this one with 7% strongly disagreeing while 14% agreed that indeed the subject being hard to understand is a reason why they avoid oral presentation ,the remaining 6% of participants strongly agree with this reason

17% of students did not have an opinion on this matter so they chose to be neutral.

The fourth reason we suggested to students is that they are afraid of messing up the presentation ,students did not agree on this one as 39% disagreed and 7% strongly disagreed but we have some that did agree 26% to be exact and 11% strongly agree that this fear is a real reason to avoiding presenting ,the other 17% were neutral

Note: *Anxiety as defined by NHS ,the UK national health service is “Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe.”

*Introversion as Merriam Webster would define it is “ a person whose personality is characterized by introversion : a typically reserved or quiet person who tends to be introspective and enjoys spending time alone”

*Extroversion is the opposite of Introversion ,as R.E. Lucas, E. Diener, explain it in International Encyclopedia of the Social & Behavioral Sciences, 2001 “Extraversion is a broad personality trait that encompasses a number of more specific characteristics such as sociability, assertiveness, high activity level, positive emotions, and impulsivity. The nature of the trait and its defining characteristics have changed considerably over time, and a number of different mechanisms have been proposed to underlie the trait. These mechanisms include individual differences in conditionability, arousal level, and sensitivity to rewarding stimuli. Modern extraversion research focuses on understanding the characteristic patterns of feelings and behaviors associated with extraversion, and linking these patterns to specific psychophysiological mechanisms.”

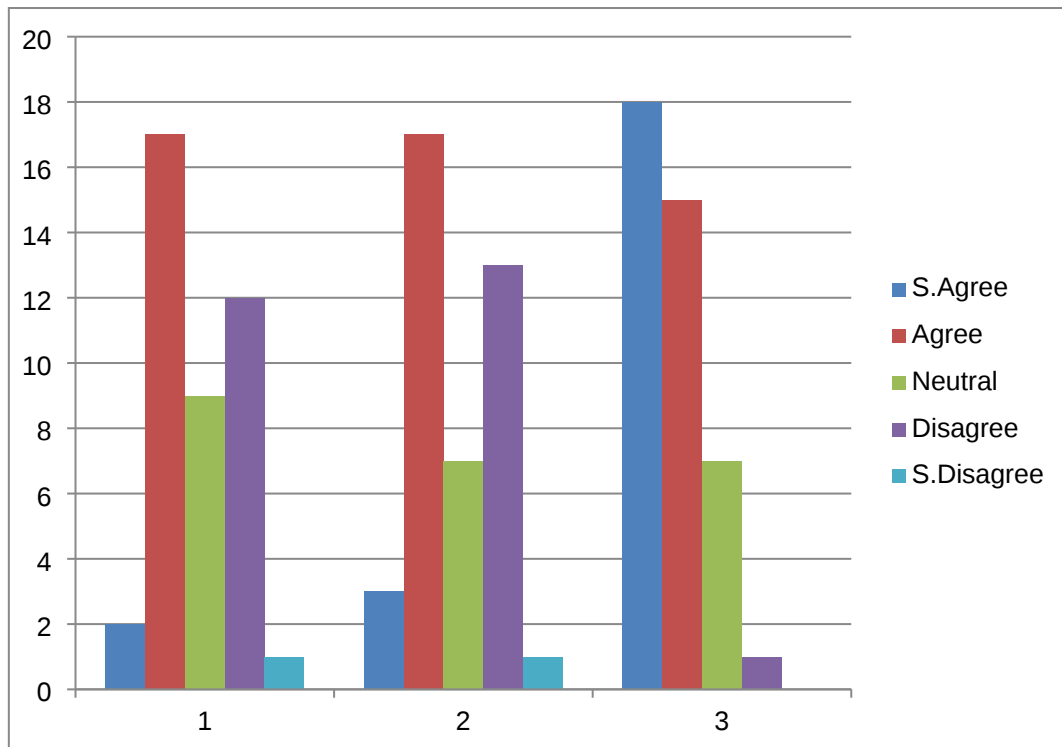
Q20:You do not prefer when other students present in oral presentation because:

Reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	2	17	9	12	1	41
2	3	17	7	13	1	
3	18	15	7	1	0	

T20(a):Frequency of reasons why students do not like their peers’ presentations

Reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	5%	42%	22%	29%	2%	100%
2	7%	42%	17%	32%	2%	
3	44%	37%	17%	2%	0%	

T20(b):Percentage of reasons why students do not like their peers’ presentations



F20: Reasons why students do not like their peers' presentations

Participants were given some suggested reasons to why they do not prefer to attend a classmate's oral presentation, the first being the class is too loud and does not pay attention as we can see in the graph above a lot of students 42% agree on this reason with an additional 5% who strongly agree, 22% of the participants chose to remain neutral while 29% disagreed and 2% strongly disagreed

The second reason suggested is that students do not understand other students' explanation, on this statement 2% strongly agreed as well as 44% of the students but only agreeing, 17% were neutral while 32% disagreed with this reason and again 2% of students strongly disagreed

The final reason given to why students do not prefer attending classmate's oral presentation is because they prefer the teacher's explanation, on this one we see that most students are on the same page of agreement, 44% strongly agreed, 37% agreed and only 2% of disagreement with no one choosing to strongly disagree. The remainder of the sample which is 17% were once again neutral

6. Discussion of the findings

The questionnaire's goal was to know what students thought of oral presentation as a teaching strategy what is the relationship they have with said strategy and more importantly what is the effect of a student or a group's oral presentation on their peers that were listening and acquiring new information provided by fellow students.

The answers to the questionnaire has provided us with an idea about how students feel about attending an oral presentation and that is that the majority of students understand about 50% of the subject being presented ,their confidence in being able to answer exam questions about said subject matches the level of understanding meaning students understand only half of the lecture presented by fellow students.

We also learned through this questionnaire that students prefer a teacher's explanation and find a teacher's intervention during a presentation helpful in understanding the lecture or the topic although the number of teachers who intervene is not big.

When it comes to academic achievements students were split into two closely equal parts between finding better results with modules that use oral presentation and those who do not believe so with the bigger half being to the positive side.

An information provided by students of master one during the academic year 2021/2022 is that less than 50% of teachers and modules use oral presentation in English department according to students' own experience, since students do not understand half the lecture when presented by classmates it could be for the best to keep the use of oral presentation limited as it already is within the English department

This study cannot confirm nor deny the hypotheses already made as the students are split in half about how they feel regarding their level of understanding of oral presentation made by fellow students but what this study can say is oral presentation has a great importance and can help immensely in developing speaking skills as well as the student's confidence when used correctly teachers should not focus on the student who is presenting forgetting the student who is listening and their level of understanding that with the help of the data collected for this study now we know is only about 50% of the overall subject.

An important point to evoke is that 30% of students who answered the questionnaire have confirmed being introverts, with the studies done on this personality type we know how difficult it is for these students to perform an oral presentation and should find a solution to put them at ease and help them get excited when oral presentation is a must or somehow find another way to help them develop their speaking skills. Introverted students are not different from other students when it comes to attending a presentation only when presenting but it is an important point that we noticed.

7. Suggestions and recommendations

After looking at the data collected for this study we came up with some suggestions to teachers to turn the effect of oral presentations into a 100% positive effect

- 🎬 Teachers should Focus on using oral presentation as a tool to develop a student's speaking skills rather than as a tool to deliver a lecture by students
- 🎬 Teachers should give students a subject that is related to the lecture to present instead of the lecture itself
- 🎬 Teachers should limit the number of students who present one subject to a couple since the bigger the group the bigger the confusion
- 🎬 Teachers should give students more instructions on the exact points they need to talk about in order to be thorough
- 🎬 Teachers should limit the number of presentations to a maximum of one presentation per lecture
- 🎬 Students should be given a limited time to present before or after the teacher delivers his/her lecture
- 🎬 Students should be given the choice to present as they do better when they volunteer
- 🎬 The presentation should take up a small part of the students' time during the lecture
- 🎬 Teachers should explain and comment during and after a presentation to help the audience understand.

8. Study limitations

Since March 2019 the university of Msila where this study has been conducted due to covid 19 follows the teaching by waves style where there is only two classes per wave and each wave length is of a maximum of three weeks at a time with a long period of online learning, this made it hard to reach students and made the time window where the study can be conducted small, online questionnaire was also not an option since not all students have access to internet and most of them ignore online forms therefor we needed a face to face contact.

General conclusion

The main aim of this study was to discover whether the effect of master one students' oral presentation has on their peers is positive or negative, as well as to investigate the level of students' comprehension of lectures and subjects delivered by classmates using oral presentation.

The hypothesis that was suggested before starting this study was that students' oral presentation has a negative effect on students who were attending and that the level of understanding of lectures is low.

This study took place in the University of Msila Mohammed Boudiaf, following the exploratory method a sample of students from master one class was chosen to answer a questionnaire.

The findings of this research do not match the hypothesis exactly since there is no exact positive nor negative effect but they show that the level of students' comprehension of lectures presented via oral presentation is about half of the lecture therefor there needs to be work done to maximize the benefits of using this tool to elevate the level of comprehension.

This study shows that the use of oral presentation does not provide as much results as expected and may help the focus on how to improve this usage. This makes us question the effectiveness of this tool weather it is the best way to transfer knowledge. It is true that we cannot say it is not a good tool but neither can we confirm that it is an excellent one .Oral presentation would be a great teaching tool if it came as complementary to a lecture presented by the teacher who masters the pedagogy of knowledge transfer ,in this case the student acquires a hefty background of information that he/she then completes with case studies related to the lectures that fellow students can then present. When a new lecture full of new information is presented by students who can only deliver up to 50% of the lecture this method becomes discussable. The lecture a student prepares cannot be complete and usually is incoherent as it reflects their level as he/she is not trained to deliver lectures.

Some of the obstacles met during conducting this research include the lack of time needed to meet students due to the restrains caused by the pandemic of covid 19 but also students do not accord questionnaires enough importance to be always honest and thorough while answering which is something that should be added into research methodology module, teaching students the importance of their answers and how they directly influence research and the accuracy of a study

The recommendations and suggestions given were focused on how to improve the usage of oral presentation into getting the maximum results possible ,that through mainly relying on this tool to present secondary subjects that are related to lectures and by also helping students during their research guiding them so they do not miss important points and finally the time given to presentation should be cut down as currently it takes out most of the session not leaving time to the teacher to give their insight.

Finally every door opened by a research opens a window to another potential study to be done, this specific study opens a door to investigate other tools and strategies of teaching and their effectiveness as well as a more specific topic of exploring the other side of the stadium what do presenting students think and what is their level of understanding although this study has given us a preview on this subject but a specific investigation would go into further detail.

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Appendix 01:

University of Mohammed Boudiaf

M'sila

Faculty of languages and letters

Department of English

QUESTIONNAIRE

Second year Master's degree

Linguistics

Topic: Students of Master one English department oral presentation and its effect on their peers

This study is about oral presentations done by students during different modules where one student or more present a lecture or a part of it in front of their peers it does not refer to nor include the module ORAL EXPRESSION

Sex: male () Female ()

Age :

Put an X in front of the right answer

1. What degree are you studying ?

A. License in English language ()

B. Master's in English Literature or Linguistics ()

2.If License degree which year ?

A.First year ()

B.Second year ()

C.Third year ()

3.If Master's degree which specialty?

A.Linguistics ()

B. Literature and Civilization ()

4.What percentage of students would you say attends lectures?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

5.What percentage of lectures would you say you attend in a year?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

6.Have you ever presented in an oral presentation before entering University?

A.Yes ()

B.No ()

7.Have you ever attended an oral presentation before entering University?

A.Yes ()

B.No ()

8.Have you ever presented in an oral presentation in University?

A.Yes ()

B.No ()

9.If yes, to what percentage would you say you understood the subject after preparing for the presentation ?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

10.How confident were you in answering questions about the subject in an exam?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

11.Have you ever attended an oral presentation presented by other students in University ?

A.Yes ()

B.No ()

12.If yes,to what percentage would you say you understood the subject after listening to your peers presenting?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

13.How confident were you in answering questions about the subject in an exam?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

14.Does the teacher explain or comment during a student's presentation?

A.Yes ()

B.No ()

C.Sometimes ()

15.If yes what is the percentage of teachers who do explain or comment during the presentation?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

16.Does the teacher's intervention help with understanding the presentation topic?

A.Yes ()

B.No ()

17.What is the percentage of modules that use oral presentation often?

A.Less than 25% ()

B.Between 25 % and 50% ()

C.More than 50% ()

D.More than 75% ()

18.When it comes to academic achievements you notice better grades in modules that are mainly taught with oral presentation ?

A.Yes ()

B.No ()

19.You avoid to present in oral presentation because:

N	Reasons	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	It causes me anxiety*					
2	I am an introvert*					
3	The subject is hard to understand on my own					

	therefor it is hard to explain to others					
4	I am afraid i will mess up					

(*Anxiety is a feeling of unease such as worry or fear that can be mild or severe

Some people may describe it as being nervous)

(*An introvert is someone who is shy ,quite and reserved. This person has a hard time socializing and speaking to more than a couple of people can be very draining and stressful)

20.You do not prefer when other students present in oral presentation because :

N	Reasons	Strongly Agree	Agree	Neutral	Diasgree	Strongly Disagree
1	The class is too loud and does not pay attention					
2	I do not understand from fellow classmates					
3	I prefer the teacher's explanation					

Résumé

Cette étude porte sur l'effet de la présentation orale des étudiants de master 1 de langue anglaise sur leurs camarades. Le but de ce travail est donc d'étudier si cet effet est positif ou négatif sur des étudiants assistant à une présentation orale faite par d'autres étudiants. Et aussi d'étudier le niveau de compréhension de la part d'étudiants-auditeurs.

Comme, il y a absence d'études dans ce domaine, il a été retenu la méthode exploratoire et ce, à travers l'utilisation d'un questionnaire remis aux étudiants. Ce questionnaire comporte 18 questions à double choix (Oui ou Non) et 2 autres à choix multiple.

La pandémie de Covid 19 a imposé à l'université un mode d'enseignement particulier durant l'année universitaire 2021-2022. L'enseignement en présentiel était très limité et séparé dans le temps. De ce fait, et devant l'absence d'étudiants, il était difficile de contacter chaque catégorie et de lui remettre un questionnaire spécifique. Pour cela et afin de combler toute lacune, un échantillon de plus de 40% d'étudiants fut retenu pour avoir le maximum de données. Ainsi, 50 questionnaires furent distribués. En retour, 41 furent renseignés. L'analyse a donc porté sur les renseignements contenus dans ce quota.

Après une étude approfondie, les résultats montrent que la majorité des étudiants conviennent qu'ils ne comprennent que 50% ou la moitié des enseignements des présentations orales de leurs camarades. Cela ne montre pas franchement que cette stratégie d'enseignement est bonne ou mauvaise mais appelle à une amélioration.

Des suggestions ont été proposées à même d'améliorer l'utilisation de cette stratégie, à savoir l'option pour la présentation orale pour étudier des cas liés au cours et non le cours lui-même.

هذه الدراسة عن تأثير العرض الشفوي لطلبة سنة اولى ماستر لغة انجليزية على زملائهم، الهدف من هذه الدراسة هو اكتشاف ان كان هذا التأثير ايجابي ام سلبي على الطلبة الحاضرين لعرض شفوي يقدمه زملائهم وايضا اكتشاف نسبة استيعاب الطلبة للمحاضرات المقدمة بهذا الشكل.

بما انه لا توجد دراسات سابقة عن هذا الموضوع خصوصا تم تبني المنهج الاستكشافي وذلك باستخدام استبيان وزع على الطلاب، يحتوي هذا على ثمانية عشر سؤال ذو اختياريين نعم او لا وسؤالين مرفقين بعدة اختيارات كأجوبة.

بما ان الوضع الدراسي للسنة الجامعية 2022/2021 يتبع نمط خاص سببه جائحة كورونا فأن الالتقاء بالطلبة وتوزيع استبيان يخص كل فئة منهم امر صعب فقد اختيرت العينة ان تمثل أكثر من 40% من الطلبة للحصول على أكبر عدد من المعلومات. تم توزيع 50 استبيان لكن تم الاجابة على 41 فقط لذلك فهذه الدراسة قد اعتمدت على البيانات المتحصل عليها من هذه الاستبيانات.

بعد تحليل عميق للبيانات النتائج كانت ان معظم الطلبة اتفقوا على انهم يستوعبون فقط 50% من العروض الشفوية المقدمة عن طريق الطلبة اي النصف وهذا يعني اننا لا نستطيع القول ان تأثير العروض الشفوية سلبي ولا ايجابي بل انه يوجد مجال للتطور.

تم تقديم بعض الاقتراحات التي من شأنها ان تطور استخدام العروض الشفوية في القسم منها استخدام هذه العروض لتقديم مواضيع معينة لها علاقة بالمحاضرة وليس لتقديم المحاضرة بذاتها.