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The Impact of Using Oral Presentations on Students' Communication and Collaboration Skills: A Social Semiotic Analysis

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Dedications

To all my beloved ones

To my husband (in memory), you are always beside and inside

Enormous thanks mingled with apology go to my dear angles, brain and heart, right and left eyes, dear kids. Dear Nour El Islam and Ayoub Sadek, thanks for having patience with an always busy and absent-minded mum… nothing compares to you

Special thanks are addressed to our families for their support and prayers. Dear mother, father, sisters, brothers and brothers in law, I stand speechless towards your enormous trust, support and understanding; especially my sister Samia and her husband, brother Djamel, and sister Hayet.

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Abstract

This dissertation is concerned with the impact of using Oral Presentations on Master I students' communication and collaboration skills. It analyzes the Oral Presentations performed by Master I students to identify their multimodal nature and examines the students' usage of Verbal and Nonverbal resources; that is, language, paralanguage, gestures, head motions, facial expressions and postures, to achieve communication skills. It also examines whether these OPs impact the students' communication and collaboration skills or not. The study was conducted in the Department of English at Ali LOUNICI University of El Affroun – Blida - using a mixed method research. It adopts Kress & Van Leeuwen(2006) Theory of multimodality to identify the different semiotic modes that Oral Presentations comprise and to analyze twenty four (24) students' verbal and nonverbal behaviors collected from nine (09) video-recorded Oral Presentations. It also uses the SPSS for the statistical analysis of the quantitative data collected from eighty three (83) questionnaires and Qualitative Content Analysis to interpret the qualitative data of the questionnaires and three (03) interviews. The results of the study reveal that Oral Presentations are Live Multimodal texts. These practices which implement the principles of the socioconstructivist Approach and Experience Based Learning Approach to teaching and learning impact the communication skills of the students. Students become active autonomous learners that learn about communication process through their own and their mates' experiences. That is, the students use verbal and nonverbal resources to fulfill communication skills such as articulating thoughts, asking questions, listening to audience and providing constructive feedback. Also, through experience, the students show skills of using multimedia and giving Oral Presentations. Moreover, the results reveal that the students collaborate with their peers but fail to collaborate with their teams. On the basis of these findings, it is concluded that Oral Presentations are live multimodal texts that enhance Master I students' communication skills but fail to develop the students' team collaboration skills.

Key words: *Oral Presentations, Multimodality, Mode, Semiotic Resource, Communication skills, Collaboration skills, Experience Based Learning*

List of Abbreviations

Four (4) Cs: The 21st century four skills: Critical thinking, Creativity, communication and Collaboration.

EAP: English for Academic Purposes

EBL : Experience Based Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

ESP: English for Specific Purposes

H : Hypothesis

NVC : Nonverbal Communication

OP(s): Oral Presentation(s)

P1, P2, P3 : Participant Teacher 1, Participant Teacher 2, Participant Teacher 3

Q: Question

QCA: Qualitative Content Analysis

SFL : Systemic Functional Linguistics

SPSS: Social Package for Social Sciences

SR: Semiotic Resource

TL : Target Language

VC: Verbal Communication

ZPD : Zone of Proximal Development

List of Symbols

N **:** Number

% **:** Percentage

X **:** Exist/ used

XX **:** Used from time to time

XXX: Frequently Used

Ø **:** Absent/ Not Used

: Never

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General Introduction

- **Statement of the Problem**

In the 21st century, our conceptualization and understanding of the nature of education, communication, language and its learning keep changing. New criteria of effective learning and successful learners have emerged and influenced the objectives, means and circumstances of language learning.

In his "*The Ignorant Schoolmaster*"(1991), Jacque Rancière claims that teaching is a myth; there is no teacher, just learners. Thus, Learners are the only responsible for their learning, and the latter is a construct that results from humans' own concrete experiences, doings, and collaborations (C.S. Peirce,1903; Kolb,1984; Dewy,1938; Vygotsky,1978). Learners, then, do much better when engaged in production tasks. In addition, modern classes should not be perceived as requirements anymore, but rather opportunities put in the hands of success seekers and not failure avoiders.

In response to these claims, modern language classes have shifted from the traditional paradigm which aims at developing the four basic skills - Listening, Speaking, Reading and Writing - of the Target Language (TL) through an instructional model of teachers' centeredness, learners' dependency and passiveness in the process of knowledge transmission. Instead, they (modern language classes) opt for a learner-centric approach that guarantees the learners' agency and autonomy in a dynamic process of knowledge construction. An approach that aims at raising successful learners who are likely to develop the aforementioned four skills alongside, and more importantly, with the 21st century four skills (Referred to as the four Cs): Critical thinking, Creativity, ***Communication and Collaboration***.

Communication, in its turn, receives new standards. It is a meaning making activity that aims at mutual understanding. It is no more monomodal, but rather multimodal for it happens through the activation, transmission and interpretation of verbal as well as nonverbal signs. Language, then, is a *'semiotic system par excellence'* -in Levi Strauss' words- used for

communication but not the only one. To communicate effectively means being aware of and able to use these different types of signs to forge meaning.

A brief review of the literature reveals that the field of English Language Teaching (ELT), influenced by these new concepts, has witnessed the introduction of the Oral Presentation (OP) in different educational contexts worldwide such as Australia, Japan, Korea, Jordan, ect (King,2000 ; Al-Issa & Al Qubtan, 2010). This technique is meant to bridge the gap between the knowledge of TL and the efficient use of it in real-life situations and concrete communicative events outside classrooms. A gap which enlarges in contexts where English is a Foreign Language (EFL); i.e, English is taught for Specific Purposes, chiefly academic ones (ESP /EAP),both of which are time and space restricted . OPs, then, tend to create real life-like settings and environments where the EFL learners are given opportunities to be the immediate producers and consumers of the TL.

Many pedagogical justifications have supported the use of OPs in educational settings. For instance, King (2002) states that implementing OPs prepares college learners for future jobs and debates (as future teachers, businessmen, and so on). Also, OPs unleash the development of the four basic skills and oral outputs of the learners (Wilson & Brooks, 2014). In addition, OPs enable the learners to overcome some psychological deficiency and fear of speaking in public, not only in the TL but also in their native one (Brooks & Wilson, 2014) as they reduce speaking anxiety (Ben Alahem, 2013) and raise learners' self-confidence and autonomy (MacAnthony & McCrohan, 2003) . Yet, the social semiotic analysis of the OPs used in EFL classes as well as their impact on the development of the four Cs remains a fertile area of research that have not been exploited before.

This research, hence, is a case study that attempts to provide a social semiotic analysis of the OPs performed by the Algerian Master I students at Ali LOUNISI University of El

Affroune. In addition, this analysis will be used to investigate the impact of OPs on the students' communicative and collaborative skills.

- **Aims and Significance of the Study**

This dissertation is first and foremost concerned with the social semiotic analysis of the OPs and their impact on students' communicative and collaborative skills. The main motive for doing so is driven by a personal experience and observation of the learning environment that OPs create in EFL classes. Also, as learning and semiotics are interrelated, it is of great importance to move from the theoretical aspect of teaching and learning semiotics into a more practical one. Said differently, it is not enough to teach and learn the semiotic nature of communication. Instead, it is vital to learn how to use this knowledge to communicate better.

The objective of the study is threefold. First, through the application of Kress' theory of multimodality, a social semiotic analysis of the OPs will be provided. The study, then, seeks to investigate the multimodal nature of OPs and sort out the different semiotic modes these practices comprise. Second, it strives to explore the extent to which EFL college learners are communicative in their OPs. That is, the research will identify the different semiotic resources these learners have in hands during their communicative activities. Then, it spots light upon the concrete use of these resources to exchange meaning and to accomplish communication skills. Third, taking into account that OPs are live multimodal texts that learners construct themselves and share with their mates, this research tries to identify the collaborative behaviors the learners display during OPs time.

The introduction of OPs in educational contexts has been over taken by scholars all over the world. These studies have stressed the educational outcomes and importance of such a technique in language classes in general and EFL classes in particular. Yet, no study so far has provided a social semiotic analysis of the OPs performed by EFL learners. Also, dealing with how OPs help learners to become more communicative and collaborative is still missing.

This study, then, is considered to be the first attempt in Algeria to cover these uncovered areas. Putting the first step in this fertile field of research, it is hoped that this study provides a humble contribution to the existing body of literature. This does not deny the fact that this work, and due to some practical constraints, missed to deal with the causal relationship between the use of OPs and the development of students' communication and collaboration skills which requires an experimental design.

- **Research Questions and Hypotheses**

In order to conduct the research, we formulate the following questions:

Q 1- Are the OPs performed by Master I students multimodal? If yes, what are the semiotic modes used by these students?

Q 2- Do Master I students show communication skills in their OPs? If yes, What are the communication behaviors these students display during the OP time?

Q 3- Do Master I students show collaboration skills in their OPs? If yes, What are the collaboration behaviors these students display during the OP time?

Q4- What is the relationship between performing and OP and the students' communication and collaboration skills?

In an attempt to get convenient answers, we advance the following working hypotheses

H 1- The OPs performed by Master I students are live multimodal texts. They comprise linguistic, audio, visual, kinesics and kineikonic modes.

H 2- Master I students show communication skills in their OPs. They display verbal and nonverbal communication behaviors.

H 3- Master I students show collaboration skills in their OPs. They display team collaboration behaviors and peer collaboration behaviors.

H4- OPs develop the communication skills of the Master I students.

H5- OPs develop the collaboration skills of the Master I students.

- **Research Techniques and Methodology**

To conduct this study, we adopt the mixed methods research. In other words, we use both quantitative and qualitative techniques of data collection and analysis. In this work, we attempt to check the multimodal nature of OPs and assess their impact on the students' communication and collaboration skills. Thus, we analyze the Master I students' actual use of the different semiotic resources in OPs, and then, figure out the different communication and collaboration behaviors these learners exhibit while presenting. The research data is drawn from nine (09) video recorded OPs. These will provide data about the communication and collaboration behaviors of twenty four (24) Master I students. Also, data is obtained from eighty three (83) collected questionnaires addressed to students and interviews conducted with three (03) participant teachers. Doing so supplies us with the necessary quantitative and qualitative data that the recordings fail to provide. After that, we adopt a social semiotic analysis for the videos, a statistical analysis for the quantitative data and a qualitative content analysis for the qualitative ones. This justifies how and why the use of both types of data complementarily provides a better understanding of the topic.

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional simple model that consists of a general introduction, a review of the literature, research methodology, presentation of the findings, discussion of the findings and a general conclusion. The introduction provides a background of the topic; it states the problem, the reasons of choosing the topic and the significance of the study. The review of the literature aims at reviewing the theoretical frameworks upon which this study is based. Thus it consists of two parts. The first part deals with communication (verbal and nonverbal communication) and the semiotic nature of communication. Then, it explains how language learning is inherently associated with and influenced by semiotics. The second part explores the social constructivist's approach to

language learning and sheds light on Experience Based Learning Model. And then, it explores one of its prominent techniques, i.e., OPs. This part ends with an overview of the introduction of OPs into educational contexts and puts emphasis on communication and collaboration skills as the main outcomes of this technique.

The methodology section presents the procedures of data collection: the video recordings, interviews and questionnaires. Indeed, it provides explanations about the three methods of data analysis. In other words, it explains the social semiotic analysis upon which the videotapes are analyzed. Then, it presents the Statistical Package for Social Sciences (SPSS) upon which the statistical analysis of the quantitative data obtained from the questionnaires proceeds. Finally, it presents the Qualitative Content Analysis the study uses to analyze the qualitative data obtained from the questionnaires and interviews. The overall research follows the Harvard system of referencing for both in-text references and bibliography.

Section one:

Review of the Literature

Introduction

This section is a review of the literature designed to account for the major works that this study adopts to analyze the OPs performed by Master I students and their impact on the students' communication and collaboration skills. It comprises two parts. The first part reviews the field of communication: verbal and nonverbal communication. Then it moves forward to deal with communication from a Social Semiotic and Multimodal perspectives and ends up with the relevance of semiotics to education. The second part deals with the social constructivist approach to language learning, and focuses on Kolb's (1984) Experience Based Learning Model. Then, it deals with OP as one of this model's major techniques and ends up with Communication and Collaboration skills as two prominent outcomes of OPs.

I : COMMUNICATION

Communication is a vital activity that the human life turns around. It is the "*Transfer of information from sender to receiver under the condition that the receiver understands the message*" (Weihrich & Koontz :1993 cited in Spaho, 2011). It is then, a two-way process that comprises mutual exchange of messages for reaching mutual understanding. After deciding on what to be transmitted and the ***channel*** to be used, ***the sender*** initiates communication and begins the ***encoding process*** in which s/he "*translates the ideas or concepts into the coded* ***message*** *that will be communicated"* (Sanchez, 2010). ***The receiver*** perceives the message and begins the ***decoding process***. Then, s/he transmits ***feedback*** which is the response that indicates that the message has been interpreted. It permits the sender to evaluate the effectiveness of his/her message, and "*even a lack of response, is in a sense, a form of response*" (Bovee & Thill, 1992 cited in Sanchez, 2010). ***Context*** is the setting where this process occurs. It includes time and place of communication, sender's and receiver's attitudes, experiences, knowledge, skills and ***Noises*** which are "*anything that can interfere with or distort the meaning of a message*" (Dixon & O'Hara, 2013). Communication process can be

modeled as follows: (My own contribution)

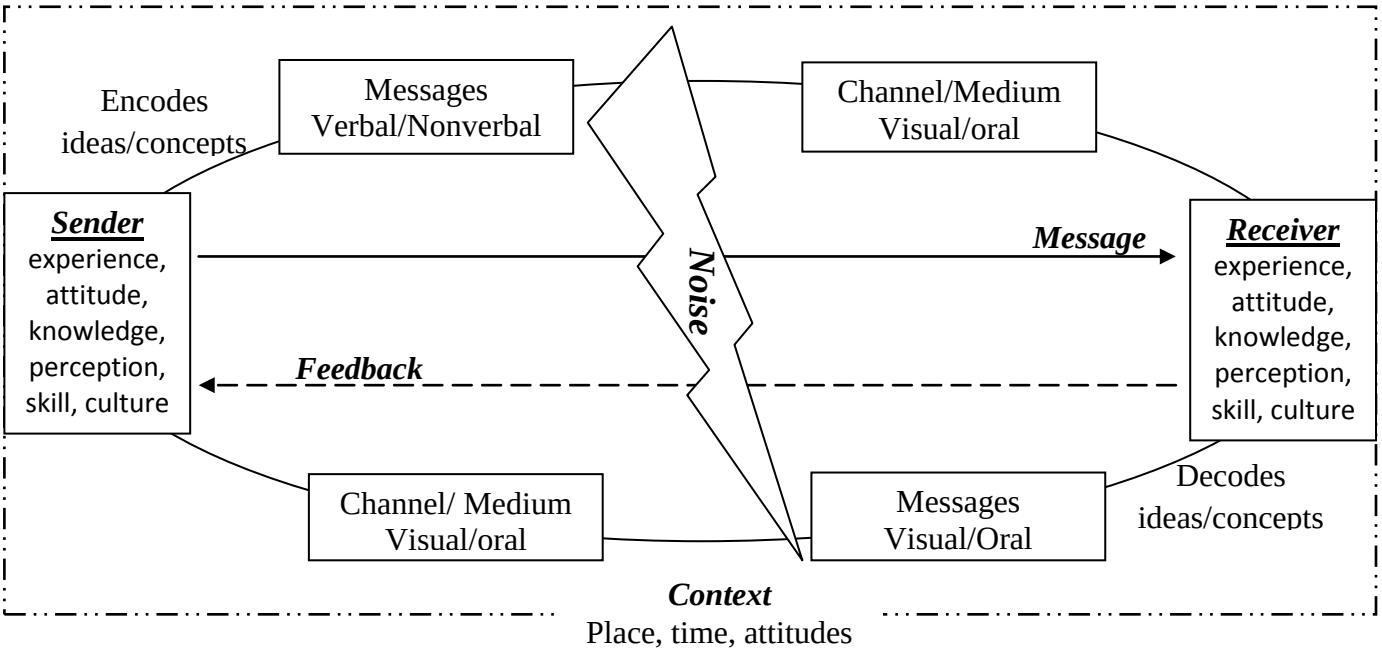

Figure 01: **Communication Process**

In communication process, people can say about 80 to 100 words per minute, while our brains process information of about 600-800 words per minute (Herman, 2015). Hence, communication is a complex cognitive process which comprises the simultaneous encoding and decoding of various types of messages: verbal and nonverbal. Poyatos (2002) claims that "*communication activity can be (1) vocal-verbal, i.e., language, (2) vocal-nonverbal, i.e, paralanguage, and (3) nonvocal-nonverbal, i.e., kinesics, proxemics and the other corporal systems (nonverbal communication)*" (Damnet, 2008: 20). Thus, human communication "*must be thought of in its totality, as a verbal and nonverbal process*" (Sebeok, 1994: xv intro).

A- Verbal Communication

Verbal means pertaining to language. Verbal communication (VC) is a language-based process upon which individuals interact through the exchange of verbal messages; being it Vocal-verbal (spoken) or non-vocal verbal (written). Damen (1987) defines language as "*a formative force whose structures place their stamp upon the minds and actions of its speakers, or as only one of many modes of communication, albeit a crucial one*". (1987:119

cited in Damnet, 2008: 19). In the same respect, Valli (2000) asserts that "*while all languages are communication systems, not all communication systems are languages*" (Vicars, 2001). This implies that humans communicate via various forms other than VC.

B- Nonverbal Communication

Nonverbal Communication (NVC) is communication that occurs without the involvement of words. This "*hidden dimension of communication, a silent language*" (Hall, 1966, 1973 cited in Matsumoto, 2013: 12) can be defined to include" *all nonverbal messages in a communicating setting, which are produced by the source/encoder in that specific context, and which have powerful message value for either the encoder or decoder*" (Damnet, 2008: 22). NVC, then, is "*every possible external message source, other than words, to which people respond*" (Kreps, 1986: 42 cited in Lemmens, 2006). It represents 60% of human communication (Hall, 1959). Accordingly, Mehrabian (1972) claims that, on average, people engaged in communication derive 7 % of the meaning from the spoken words, 38% from the paralinguistic items and 55% from the nonverbal information (Vicars, 2001).

Miller asserts that NVC includes "*the overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, postures and spatial distance between two or more people*" (Miller,1988:3). These nonverbal behaviors are used *"to **define** communication by providing the backdrop for communication, **regulate** the verbal communication, and **can be the message itself**".* (Matsumoto, 2013: 6-7). That is, NVC intercommunicates with VC to distinguish the kind and intensity of the meaning being transmitted. Put differently, NVC cooperates with VC to fulfill certain functions:

> *(a)* replaced by them (e.g. a beckoning gesture instead of 'Come'); *(b)* supported (e.g. nodding while saying 'He's a great person'); *(c)* duplicated simultaneously (e.g. shaking the head while saying 'Nothing doing!') …. *(d)* repeated (e.g. shaking the head after saying 'Nothing doing!') ; *(e)* weakened (e.g. saying 'The movie is all right,' with a slight condescending smile); *(f)* contradicted (e.g. saying 'He's very nice' while frowning and with light unilateral mouth distension); and *(g)* masked (e.g. smiling while aggressively whispering to someone in public) (Poyatos, 2002: 187-188).

One can notice that in most cases the paralinguistic elements and kinesics correspond to each other and both systems contribute to the verbal message. In brief, NV behaviors are as expressive and communicative as the verbal ones, and if we do not pay attention to them, "*there is a great chance that [we] are missing much of what is actually being communicated*" (Matsumoto, 2013: 6-7).

B-1-Paralanguage/Vocal Cues

In fact, any communicative exchange cannot be purely verbal .The accompanying elements, with/out which the meaning conveyed is influenced, are referred to as paralanguage/paralinguistic elements. They are defined as follows:

> the nonverbal voice qualities, voice modifiers and independent utterances […], as well as the intervening momentary silences, which we use consciously or unconsciously supporting, or contradicting the verbal, kinesic, chemical, dermal and thermal or proxemic messages, either simultaneously to or alternating with them, in both interaction and noninteraction (Poyatos 1993: 6 cited in Poyatos, 2002: 2)

According to Kreps (1986), Para-linguistics are "*the vocal cues accompanying speech […] these include the volume, pitch, tone and expression in a voice and the rate of speech*" (Lemmens, 2006). They serve three main functions: First, '***the emotional communication***'. i.e, they express the speaker's emotional state such as like, dislike, joy, ect. Second, '***the impression management***'. That is, vocal cues, such as voice cues (pitch/ intensity/ loudness) and speech cues (non/fluencies and speech rate/ tempo) have an impact on the formation of the interpersonal communication, and the evaluation of personality traits (Damnet, 2008). Fast tempo, for instance, indicates willingness, a care-free attitude, gaiety, mastery of the situation, warning about something about to happen, anger, annoyance, haste,… etc (Poyatos, 2002: 8).

The third function is '***regulating communication***'; ie to facilitate turn taking. The pitch modifications such as rising in questions or falling in declaratives are used to regulate turn yielding. Turn requesting is achieved through stutter starts (" I…I…I…"); vocal buffers (Ah...Er…Ah…)" or back channel cues ("Uh-huh", "yeah", "Mmm- Hmm") . Turn

maintaining occurs if the speaker wants to present his/her status or avoid unpleasant feedback, s/he increases volume and rate if turn requesting cues are sent, and/or increases the frequency of filled pauses and decreases the frequency and duration of silent pauses. Finally, back channels are frequently used as turn denying vocal cues. (Damnet, 2008: 32,33).

B-2-Kenesics /Body language

Kinesics is the technical term for body language. It refers to the messages individuals transmit using theirs bodily movements and the way they position themselves. Kinesics is:

> Conscious and unconscious psychomuscularly-based body movements and intervening or resulting still positions, either learned or somatogenic, of visual, visual-acoustic and tactile and kinesthetic perception, which, whether isolated or combined with the linguistic and paralinguistic structures and with other somatic and objectual behavioral systems, possess intended or unintended communicative value (Poyatos, 2002: 187)

The kinesics behaviors are the nonverbal behaviors that one's arms, hands, fingers and head generate through the gesturing and the touching behavior they exhibit. These kinesics are "*the visual equivalents of words*" (Vicars, 2001). Also, "*when our body language conflicts with words, listeners will typically pay more attention to our body language*" (Mehrabian,1972).

B-2-a-Head motions

Head motions are kinesic behaviors generated by our heads' movements, positions and tilts. In conversational activities, the head shows one of the three main positions (Allan Pease, 1988). First, *the head up position* (sometimes accompanied by slight and small nods): shows that the interlocutor has a neutral attitude towards his collaborator. Second, *tilting the head to one side* indicates that the interlocutor has developed a specific interest, mainly affective one. Third, *the head down position* signifies the interlocutor holds a negative or even a judgmental attitude. The absence of these expressive positions may lead to communication problems.

B-2 -b-Gestures

Gestures are conversational body movements people use in their social interactions.

They are generated primarily by using arms and hands. The face and head are also used in gesturing(Damnet,2008). These visible cues are used in conjunction with words or individually "*to clarify ambiguous words, to illustrate action more clearly than words, and to substitute for words in a context where words may be offensive*" (Kendon, 1986 cited in Damnet, 2008: 30). Moreover, Poyatos lists the following possible functions of gestures:

> *(a)* replace words with emblematic gestures (e.g. /Come/, /The check please/); *(b)* punctuate and emphasize them along the speech stream; *(c)* point at present or absent referents; *(d)* refer to size, volume and spatial location of something; to past, present and future; *(e)* draw in the air or on a surface the contour of a referent; *(f)* imitate movements and sounds; *(g)* give visual form to feelings and tangible or abstract qualities, while referring to them verbally, and to reactions to internal or external stimuli; *(h)* refer to real or imagined events; *(i)* touch our own body, or someone else's, as part of speech or outside it; *(k)* use gestures, manners and postures, with or without words, conditioned by our contact with substances (perfumes, drinks, etc.), and objects more or less intimately associated to the body (dress, seating furniture, etc.); in addition to *(l)* the regulatory conversational functions any of the categories can perform (Poyatos, 2002: 188-189)

These visible, communicative and persuasive tools are categorized, according to Matsumoto (2013) into four major types:

1) <u>*Deictic gestures:*</u> this type is used to point at someone or something. For instance, pointing at someone when saying "you there!", or head motion up and forward for the same reason.

2) <u>*Symbolic/Emblematic gestures*</u>: This type of visual vocabulary is used to express specific ideas and feelings. For instance, the victory gesture (the index and middle forming the V shape). In all cultures, just as individuals develop their verbal repertoires, they do also develop their emblematic ones. Emblems are culture sensitive. To illustrate, the American A-OK emblem is used as an equivalent of "Zero" in other contexts. Also, the ***"Yes"*** head-nodding gesture means ***"No"*** in the Indian context.

3) <u>*Iconic gestures:*</u> are used to represent information about sizes, shapes and amounts of objects and events. For instance: the index and thumb when saying "a short paragraph". Also, the finger spelling on air and surfaces. For example, writing the " D" in the air when saying " It's a 'D' not a 'B'."

4)*Pantomimic gestures:* are used for mimicry purposes. For instance, one says: "the man was jumping". Here, he would mimic the jumping action. Also, the speaker may use both hands to mimic the action of putting something aside when saying " Put this idea aside".

B-2-c-Facial Expressions

"***A face can tell many tales***" this popular saying is an argument that humans' faces are very expressive. The face works as a mirror for our mind. It is considered to be a major source of NVC as it "*portrays the state of human emotions, reflects the attitudes of the speakers, and gives nonverbal cues on the comments of the other*" (Knapp & Hall, 2002 cited in Damnet, 2008: 27). **"Occulesics"** is the "*technical term of our facial or emotional expressions*" (Lemmens, 2006). These include the way we move our eyes and eyebrows, the way we smile, pinch our lips, ..ect . All these movements tend to fulfill two main functions: First, as the most prominent source of emotional information such as happiness, sadness, fear, anger, anxiety, surprise, etc. Second, as a means of identifying people (Leathers,1997 cited in Damnet, 2008).

According to Knapp and Hall (2002), facial expressions have three main functions: First, they "***open and close channels of communication***". For example, one smiles to indicate a desire to take a speaking turn or close a channel of communication. Second, they "***manage interaction***" by complementing or qualifying verbal and/or nonverbal messages. For instance, one smiles when uttering a kind word, moves his eyebrows when delivering a sad message, or winks an eye when making an A-OK emblem. Third, they "***replace speech***" by using facial emblems to express a meaning. One can smile to greet or show agreement (Damnet, 2008).

B-2-d-Gaze and Eye Contact

In conversational events, the individual's looking behavior or gaze plays a crucial role in determining the exchanged meaning, especially in conjunction with VC. Also, gazing is "*looking at the other person in or between the eyes, i.e., in the upper half of the face, whereas*

mutual gaze/eye contact is such a situation in which two people are looking at each other while communicating" (Argyle & Cook, 1976 cited in Damnet, 2008: 26) . The expression provided by our eyes functions as a "*visual connection system*"(Lemmens, 2006) .

Gazing, for Kendon (1967), has four main functions (Damnet, 2008): The first function is '***regulating***'. It involves the use of gaze to regulate the flow of conversation and turn taking. The second function is '***monitoring***'. That is, individuals use gaze to monitor feedback, direct their interlocutors, test their attentiveness and reactions. The third function is ***cognitive***. It indicates the cognitive state of the speaker. For instance, individuals tend to look away when having difficulty to processing or remembering information. The fourth function is ***expressive***. It expresses the emotional information. Through gazing individuals can signal the degree and nature of their participation or stimulation. Moreover, Knapp and Hall (2006) add a fifth function of gaze which '***communicating interpersonal relationship***'. For instance, gaze determines the degree of intimacy of the interlocutors. However, the absence of eye contact in some contexts, and its presence in other contexts, leads to communication problems and break-downs.

B-2-e-Postures

Posture is the way people position themselves. That is, the way they stand, sit, squat or lie down. All these positions have their communicative functions. They transmit additional information about the speaker's intention, state and status .Posture is one of the main bodily visual communications. It is defined as being more expressive than gestures. Thus, Posture is:

> action/behavior that requires a continual integration of all parts of human body consistently in various processes and generally over a period of time, whereas gesture is a temporally contained action/behavior that is confined to only a part or parts of the human body (Scheflen, 1964; Lamb, 1965; Kendon 1986 cited Damnet, 2008) .

For example, posture can identify the mastery of the speaker and attentiveness of the listener.

C- Semiotic Nature of Communication

Throughout the human history, scholars have attempted to provide explanations about human communication. Assuming that language is the unique means of communication, they have primarily explained this process in the light of the scientific study of language: *Linguistics*. In the 20th Century, ***Semiotics*** was brought into existence to be a discipline that is broader than linguistics. According to Sebeok (1991), "*Semiotics is […] classifiable as that pivotal branch of an integrated science of communication*" (1991:13).It aims at studying everything that can be taken as a sign (Eco, 1976 cited in Yassine, 2012: 17). The '*raison d'être*' of semiotics (Sebeok, 1994), then, is to scan and understand the essence of human communication.

C-1- Social Semiotics and Theory of Multimodality

Social Semiotics is a trend of semiotics which stems from the works of the British linguist M.A.K Halliday for whom language is not a fixed system of rules, but rather a system of choices and potentials for meaning making. This approach has its deepest roots and derives from Halliday's influential Systemic Functional Linguistics (SFL). It seeks to understand how people communicate by a variety of means in particular social settings. That is, to study the sign using behaviors in social contexts, i.e, the meaning making activity. This approach, then, concerns itself with meaning in all its forms (Kress, 2010: 54). Morever, it redefines signs to be Semiotic Resources which may take different forms other than language. This appellation permits avoiding the impression that what a sign stands for is pre-given and not affected by its users(Leeuwen, 2005). The teachings of Halliday, are developed by the New London Group who paved the way to an influential theory of communication to emerge: **Theory of Multimodality**.

C-2- Theory of multimodality

Multimodality is a theory that provides a '*Satellite view*' (Kress, 2010: 15) of communication. It entails that humans communicate through the simultaneous activation and

exchange of various types of semiotic resources. Scholars such as Kress & Leeuwen (1990,1996), O'Tool (1994), Leeuwen (2006) and Machin (2007) have adopted Halliday's principles of SFL, and developed them to include any other types of semiotic resources other than language. A multimodal and social semiotic approach to communication "*starts from the position that visual communication, gesture, and action have evolved through their social usage into articulated or partially articulated semiotic systems in the same way that language has*." (Kress et al., 2001: 44). In Multimodality, meaning results from the combination of different modalities: linguistic modality and visual modality. Moreover, language users, suggests Halliday (1994), interact to perform one of these four speech acts: 1) *'Offer information'* 2), *'Offer goods/services',* 3) *'Demand information'* or 4) *'Demand goods/services'*. These linguistic principles are extended to other fields of nonverbal communication, mainly visual communication (Kress & Leeuwen, 2006: 122). This study adopts the theory of multimodality following Kress & Leeuwen (2006) tradition which promotes the idea that humans used nonverbal resources to offer or demand information. This helps us sort out the semiotic resources used by the students and identify their communicative function.

C-2- 1-Semiotic Resource

Semiotic resources are any meaning making tools that humans use to communicate. These include any of "*the actions and artefacts we use to communicate, whether they are produced physiologically – with our vocal apparatus; with the muscles we use to create facial expressions and gestures, etc*" (Leeuwen, 2005: 3). That is, semiotic resources are any means of communication that humans use in their conversational events. They are used alone or in conjunction with other resources to communicate meaning. For instance, one can use visual resource (wave his hand) instead of using a verbal resource (good bye), yet he can use both together and may add another resource, smile for instance. These resources are used to perform speech acts, i.e, inform and instruct. In other words, to offer and demand information.

C-2- 2-Mode

According to Kress, " *mediums are shaped and organized into a range of meaning-making systems in order to articulate the meanings demanded by the social requirements of different communities; these we call modes"* (Kress et al., 2001: 43). A mode can be any form through which information is conveyed. Modes can be linguistic, visual, audio, gestural and spatial. (Anstey & Bull, 2010). The meaning created by a certain mode is always interwoven with the meanings created by all the other modes that are simultaneously operating in a communicative context (Kress et al., 2001: 43). Such combination leads to the creation of a meaning that is more exhaustive, consistent and specific. Moreover, the potentialities and constraints of different modes are referred to as '***Modal affordance***' (Kress: 2010). While constraints refer to what is difficult or even impossible for a mode to communicate; potentialities are what a mode can easily do. For instance, in communicative events, people use of the linguistic mode to provide linguistic information, and the gestural mode to transmit emotional information. This combination of modes allows persuasion.

C-2- 3-Multimodal Ensembles

Multimodal ensembles refer to communications that consist of more than one mode where "*each contributes to the overall meaning of the multimodal ensemble in quite specific ways*" (Kress et al., 2001). According to Kress,

> in communication, several modes are always used together , in modal ensembles, designed so that each mode has a specific task and function. Such ensembles are based on designs, that is, on selections and arrangements of resources for making a specific message about a particular issue for a particular audience" (Kress, 2010: 28).

In other words, these modes are brought together not randomly but with specific intension. The communicator, then, '*orchestrates'* an ensemble (Kress, 2010) . To make this clear, let us consider the two communicators A and B. "A" says "good morning" to "B". He shows a standing position with arms crossing the body, a tilted head with certain musicality when uttering. This ensemble entails that A is greeting B. Now, the same position, but this time

with a neutral tone and one clear nod of head. This ensemble entails that A is implicitly telling B that he is late, or even that something wrong is going on.

C-2- 4- Kineikonic Mode

The *kineikonic mode* is a term that is used to denote the moving image as a multimodal form (Burn, 2015). This multimodal ensemble consists of both the modes themselves and the interplay of these modes orchestrating and moving through time and space to convey specific meaning. According to Kress, "*all communication is movement"* thus *"movement and meaning are intertwined"* (Kress, 2010: 169-170).This can be applied on live multimodal texts, such as face to face conversations and OPs, where the speaker uses multiple modes (linguistic, visual, spatial and gestural). The interplay of these modes keeps happening within a limited period of time resulting in a moving image that the speaker creates.

C-2- 5- Multimodal Texts

Multimodal texts are the texts that result from the combination of two or more semiotic modes. This drives us to believe that all texts, whatever their length and medium, are multimodal in nature "*though one modality among these can dominate*" (Yassine, 2012: 45). In other words, any spoken text comprises of at least linguistic and audio modes. Written texts, also, are made up of at least linguistic and visual modes. In this sense, Kress argues that:

> the combined use of different modes to make meaning has gone to the point that it is now possible that when making sense of a text, even of its linguistic parts alone, we have to have a clear idea that some other features might be contributing to the meaning of the text (Kress, 2000 cited in Jing Liu,2013:1259).

Due to the chosen modes to construct texts and the media they are delivered through; multimodal texts can be of various types: printed (books, magazines), technology mediated (websites, TV shows) or live multimodal texts (face to face interaction, lectures, OPs).

D-Semiotics and Education

The relevance of semiotics to education and learning dates back to the Russian psychologist and pedagogist Lev S. Vygotsky who first claimed that "*the very essence of*

human memory consists in the fact that human beings actively remember with the help of signs" (Vygotsky, 1978: 51), and 'signs' here means anything that coveys meaning (Daniels, 2003; Liu, 2011). Accordingly, S.M Lamb claims that:

> Obviously education is information processing par excellence; therefore, education is right at the heart, or should be right at the heart, of semiotics. Education is a process in which the educatees, students, are building information structures within their minds (Sebeok et al., 1988: 9 cited in Nöth, 2010: 2).

Semiotics and education are interrelated. Semiotics investigates abstract concept related to mind, learning, and information which are the basis of education. Moreover, semiotics has added a new perspective to pedagogy by the "*broadening of interest beyond the verbal into the nonverbal*" (Nöth, 2010: 2).

- ***Language Teaching as a Semiotic Process***

According to Lier, language learning is a "*sign-making process in learning contexts […] constituted of physical , social and symbolic opportunities for meaning making, and the central notion that derives this meaning making is activity*" (Nöth, 2010: 5). Language Learning is a matter of reasoning, and "*all our thoughts and knowledge is by signs*" (Nöth, 2014:8). Knowledge, then, is not a fixed structure to be learned or remembered (Cunningham, 1987b, 214). It is rather a process of semiosis. Consequently, education is seen as a"*guidance to semioses*" in a process that involves communication, cognition and behavior. In the same respect, Zellmer (1979:43-18) considers "*the peircean triad of firstness (cognition of elements), secondness (cognition of structures), and thirdness (influence of elements on structures) to be constitutive of three successive phases of learning*" (Nöth, 1990: 222). Put on the same track, Second language learning, more precisely models of second language learning, were explained in the light of Peirce's taxonomy of signs. Nöth states that:

> Whereas the traditional indirect method taught words of a foreign vocabulary as arbitrary symbols, the strategies of the direct method avail themselves predominantly of indexical and iconic signs. Indexicality occurs both in ostension and in contextualization in foreign language teaching. The element of Iconicity in the learning of a foreign vocabulary is discussed by Peirce ... He argues that the teacher

> who introduces a new word in foreign language teaching uses a pure icon of it: " He virtually says ' Our word is like this' and makes the sound. He informs the pupil that the word […] has an effect which he pictures acoustically." (Nöth, 1990: 223)

In Peirce's perspective, signs are not educational tools and instruments, but rather conditions for our thinking and learning. Consequently, the absence of signs stops the learning process. The theory of multimodality, in its turn, has influenced the educational field. Multimodal learning and multi-literacy have emerged to be the basis of modern learning. Semiotics and education cannot be separated anyway because "*Teaching and learning are embedded in semiosis*" (Semetsky, 2015: 132). Scholars such as Danesi & Semetsky (2010) and Nöth (2014) work on the amalgamation of these two disciplines which results in '***Edusemiotics***', a new branch of semiotics that allows transition from the teaching of semiotics into the semiotics of teaching. This branch was first envisioned by Greimas, and other members of the Paris school, who claimed that "*once constituted, will essentially be maieutic*" (1979:8). Semiotics, according to Champan (2011), should be left in the hands of educators.

II- SOCIAL CONSTRUCTIVISM & EXPERIENCE BASED LEARNING

Social constructivism is an approach to learning which assumes that human's learning results from one's own experiences and social interactions. Dewey (1938) and Vygotsky (1978) assert that knowledge is socially constructed via a learner-centered process of learning. Thus, learners are autonomous. They are highly responsible for their learning. This approach argues that all knowledge gained through the "banking education" (Freire, 2005) proves to be useless. Knowledge is not a static body to be transmitted and passively absorbed by the learners for future recalls. It is a growing construct nurtured by the dynamic **communication** and **collaboration** among the learners. That is, knowledge is constructed through peer collaboration. These two basic conditions for learning occur within the Zone of Proximal Development (ZPD) (Vygotsky,1978) that expands to include teacher-learner and/or learner-learner interactions (Lightbown and Spada, 2001).

Influenced by the constructivists' ideas, Kolb (1984) draws upon each of Dewey (1938) and Lewin's (1951) principles that learning is a matter of experiencing and doing to develop his Experience Based Learning (EBL) theory (Jarvis, Holford and Griffin, 2004: 57). Lewis & Williams (1994) define EBL as follows:

> In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking. (1994:5 cited in Schwartz, 2013).

The underlying tenets of EBL have been summarized by Miller and Boud (1996:8–10) as follows: "a-*Experience is the foundation of, and stimulus for, learning.* b- *Learners actively construct their own experience.* c- *Learning is holistic.* d- *Learning is socially and culturally constructed.* e- *Learning is influenced by the socio-economic context within which it occurs*." (Jarvis, Holford and Griffin, 2004: 56). EBL provides learners with a "*hands-on, collaborative and reflective learning experience*" (Miller and Boud; 1996:8–10 cited in Northern Illinois University, 2014: 3).

According to Moon (2004), EBL aims at making learners learn about 1) work and workplace practices; 2) '**communication skills and about working with people**' ; 3) to reflect on and evaluate their own performance; 4) to work with feedback from others; 5) to plan and complete projects; 6) to learn from experience; 7) about self-management; 8) to use reflection and reflective practice; 9) self-confidence and a willingness to take initiatives; and 10) enhance their orientation toward lifelong learning (Moon,2004: 164 cited in Schwartz, 2013:7). EBL has two main categories: field-based experiences and **classroom-based learning**. While the former includes internships, service learning, workshops,..; the latter takes various types of group work like role-playing, **Oral Presentations**, Simulation, case studies, games… (Lewis & Williams, 1994 in Schwartz, 2013).

Kolb puts into practice Peirce's idea that "*experience is our only teacher*". He believes that concrete experiences are critical to meaningful learning (Northern Illinois University,

2014: 1). EBL, then, seeks to create learning environments where learners are given opportunities to construct their own knowledge via a self-teaching experience .Also, *"Although learning content is important, learning from the process is at the heart of experiential learning"* (ibid:3). That is, EBL promotes the process of learning rather than the product of learning. Along this process, the instructors, whose role is to guide and direct, proceed in a formative assessment. Furthermore, learning is a matter of scaffolding. i.e, imitation within the ZPD. Learners, then, are not taught how to do things, but they are engaged in doing things and learning occurs through experiencing them and observing others' experiences. In the field of ELT, EBL does not focus on teaching learners how to use English. Instead it creates learning environments where learners are given opportunities to proceed in a self-teaching experience, and engages these learners into activities that enable them to use English to learn it. OPs are one example of these created learning environments and activities.

1- Oral Presentations

Oral Presentation (OP) is " *a planned and rehearsed talk or speech that is not committed to memory or read directly from script, given by a presenter (sometimes more than one) to an audience or two or more people*" (Levin & Topping in Irvine, 2009: 10 cited in Noor Raha Mohd & Sarjit, 2011). Ming (2005) defines an OP as " *(...) typically and partly spoken, partly visual form of communication and it is normally limited in time and occurs in organizational settings*" (Ming:118). Due to the way of preparing and delivering them, OPs that are used in EFL classes can be of three types: ***Controlled***, ***Guided*** and ***Free***, all of which fall within two main genres: *Informative* and *Persuasive*. Thus, an OP consists of an introduction, body, and conclusion. Deciding on the type depends on different factors, namely "*learners' proficiency level"* (Al-Issa & Al Qubtan, 2010) upon which the topic, time allocated, and method of the presentation (individual, pair or group) are to be reconsidered.

1-a - Controlled Oral Presentation

At this type, learners are expected to deal with easy-to-present topics that the teacher chooses in relation to his learners' proficiency level. The main objectives of this type are to "*give chance to these learners to get more confident taking the floor, maximize meaningful participation in classroom and practice the TL*" (Al-Issa & Al Qubtan, 2010).This can lead to a good start to learners to take initiatives and promote collaborative learning. Learners work in groups to deliver short OPs using a plain language (simple grammar and vocabulary).

1-b- Guided Oral Presentation

In *Guided OP*, learners are expected to deal with topics that suit their proficiency levels. They are guided towards an appropriate use of: language (grammar and vocabulary), time allotment and tools. So, learners work in groups to prepare and deliver OPs which are lengthier than controlled OPs. PowerPoint and overhead projector (OHP) slides are frequently used tools in this type because ''*research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional—i.e., more effective—than presentations without such aids*'' (Rice University, Para 1 in Al-Issa & Al Qubtan, 2010). Also, learners are advised to prepare handouts for their classmates to follow.

1-c- Free Oral Presentation

Free OPs are used by learners whose proficiency levels are advanced. Learners, then, are expected to choose their topics and plan them appropriately with a use of a various tools. Thus, learners are expected to perform lengthy OPs where they show a sophisticated use of language and visual aids, and self-confidence when answering their classmates' questions.

2- The use of Oral Presentations in educational contexts

The introduction of OPs in educational contexts tends to meet certain influential ideas. Dewey(1897) asserts that "*All communication is educative*" (Nöth, 2014: 8). In addition,

Nunan (1991: 241) emphasizes the importance of giving EFL learners the maximum number of opportunities to practice the TL in meaningful contexts and situations. In the same respect, Swain and Lapkin consider that learners better co-construct linguistic knowledge when actively engaged in production tasks (Lightbown & Spada, 2001: 48). Swain(2000) adds that better learning occurs in collaborative settings, where "*language use mediates language learning*" (Lightbown & Spada, 2001: 50). OPs give all that and more; they are communicative activities with recognizable communicative incomes.

OPs are "*process-based, communicative*" activities that improve learners' language abilities (Thornbury, 2005 in Wilson and Brooks, 2014). If were properly scaffolded (Brooks and Wilson, 2014) ; OPs provide an enjoyable way to use English as these learners are given opportunities to experience real-life communicative situations using the TL in typical learner centered classes. Hence, OPs offer the way to learn language through language use. Add to that, OPs, especially group presentations, permit learners to engage in cooperative tasks which allow them to explain their ideas and negotiate meaning using the TL when they plan, rehearse and deliver their OPs (Brooks and Wilson, 2014).

According to king (2002: 402), this technique tends to bridge the gap between language study and language use. It requires learners to use the four language skills in a naturally integrated manner. Also, it pushes learners to collect, inquire, organize and construct information. Moreover, OPs enable learners to become active , autonomous and effective in team work. OPs enhance learners' *communication and collaboration skills* (Zivkovic,2014).

3- Communication and Collaboration skills

Pedagogues' concerns in the 21st century, as regards language teaching, has shifted from that of developing the four basic language skills, into that of building the 21st Century Skills. These new skills, are categorized into: (1) Ways of thinking: Creativity and critical thinking, (2) ***Ways of working: Communication and collaboration***. (3)Tools for working:

ICT and information literacy. (4) Living in the world: Citizenship, personal and social responsibility (Griffin and Care, 2015: 7). This study focuses on the communication and collaboration skills.

Communication and speaking are different skills. Communication skill implies that one effectively proceeds in communication activity without violating any of its components, and uses the non/verbal resources to ensure a better transmission of the message. "*In its most straightforward sense, effective communication may be understood as occurring when the intended meaning of the sender and perceived meaning of the receiver are the same*". (Dixon and O'Hara, 2013: 03). Thus, a good communicator is a good message generator and transmitter. According to Dixon & O'Hara(2013) and Kamehameha (2009) , this skill encloses the ability to: First, articulate thoughts using non/verbal language. To use verbal and nonverbal resources to inform, instruct, motivate and persuade. Second, listen to the interlocutor's verbal and nonverbal messages and give constructive feedback. Third, being skilled in questioning. Fourth, use multimedia and technology and finally give an OP.

According to Trilling and Fadel (2009), collaboration skill refers to the ability of an individual to collaborate effectively, responsibly and respectfully with others, to show flexibility and willingness to be helpful, to cooperate and negotiate meaning in teamwork projects and to assume shared responsibility for collaborative work and value individual contributions of team members. This, in a sense, dictates that this individual has to communicate. Thus, these two skills are intertwined in two ways. First, communication can be either Interpersonal (one-on-one) or Group communication. The group communication effectiveness relies on the collaborative behaviors of the group members. Second, collaboration implies that collaborators communicate between them. These inseparable skills can be learned through a range of methods such as project-based learning, problem-based

learning, design-based learning, and Experience based learning (Research Center Pacific Policy, 2010).

To put all together, this section in its first part has defined the process of communication and has highlighted its different dimensions, i.e, verbal and nonverbal communication. Then, it has dealt with this process from a Social Semiotic perspective. Afterward, it has reviewed the theory of multimodality upon which the social semiotic analysis of the oral presentations will proceed. Then, it has drawn the relationship of semiotics to second language learning and teaching. The second part has been devoted to the social constructivist approach to language learning with much emphasis on Kolb's theory of Experience Based Learning (1984). This part has end up with an overview of the most used techniques that Kolb's (1984) model proposes .i.e, Oral Presentations, and it has examined communication and collaboration skills as two of the main OPs' outcomes.

Section two:

Research Design

Introduction

This section is concerned with the research methodology that the study adopts to answer the research questions. First, it describes the context of the study as well as the participants involved. Then, it typifies the procedures of data collection that range from video recordings to questionnaires and interviews. Finally, it describes the methods used for data analysis. Thus, it presents the theory of multimodality (Kress & Leeuwen, 2006) used to analyze the videos. Then, it moves to the statistical method named the Social Package for Social Sciences (SPSS) to analyze the close-ended questions, and ends up with the Qualitative Content Analysis (QCA) for the open ended questions of both the questionnaires and the interviews.

I-Context and Participants of the Study

The research aims to investigate the extent to which OPs performed by EFL learners are multimodal, typify the semiotic resources used by these learners and then identify the communicative and collaborative behaviors they exhibit. The study, then, is conducted at the Department of English at Ali LOUNICI University of El Affroune – Blida- in the second semester of the academic year 2015/2016 and involve Master I students and teachers as its participants. As far as concerns the participant students, the whole population consists in 160 students belonging to two different promotions: Didactics and literature. We have targeted the whole population by questionnaires so that we can obtain reliable results. However, few of these learners have been randomly selected to be the sample participants whose presentations were videotaped. The participant teachers on the other hand are 3 teachers with whom we conducted face to face and email interviews.

II- Procedures of Data Collection:

In order to answer the research questions, we adopt three main techniques to collect data: video recordings, questionnaires, and interviews. The combination of these techniques

allows triangulation and fits the mixed approach for both collecting and analyzing the quantitative and qualitative data. The process of data collection takes place from April 6th to May 25th.

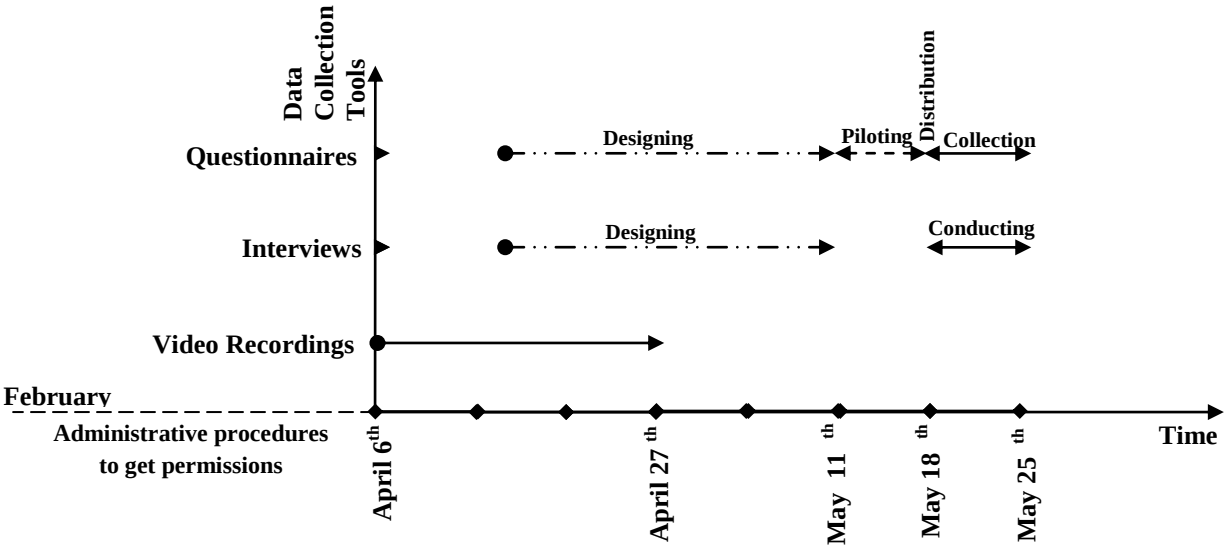

Figure 02: **Process of Data Collection**

Thus, the collected corpus consists in thirteen (13) videotaped OPs. Each is performed by 3 or 4 students. After asking them for their permissions to be videotaped and explaining the reasons for doing so; some of them accepted while others did not. The corpus also consists in ninety (90) handed-back questionnaires administered to the participant students, and three (03) interviews conducted with the participant teachers.

Participants	Students				Teachers	
Methods	Video recordings (13)		Questionnaires		Interviews	
	Accepted to be videotaped	Refused to be videotaped	distributed	Handed-back	Face to face	online
Numbers	30	07	160	90	02	01
population	160		160		06	
Average	**18,75%**	**4.37%**	**100%**	**56.25%**	**50%**	

Table 1: Collected Data

1- Video Recording

The choice of this technique is due to the fact that the study attempts to make a social semiotic analysis of the OPs. Videos become significant investigative tools within social

sciences research as they draw attention to the multimodal nature of social interaction (Jewitt, 2002: 02). That is, they permit the researcher to record the verbal and the nonverbal conversational elements. Also, the researcher can store data for future use and re-view the recorded event several times by playing it back. Doing so enables him to identify elements that the human brain cannot remember or even notice from the first time, disambiguate the verbal messages and to quantify specific elements, being it verbal or nonverbal.

This study uses 09 videotaped OPs whose lengths range from 20 to 65 mn. However, it is worth mentioning that each OP is performed by 3 or 4 students and not all of them accepted to be videotaped. Hence, each video is split into parts as we proceed in asking students for their permission individually. These videos have been taken in the amphitheaters, where the students performed their OPs, from April 6th to April 27th using a camera *CANON* HD equipped with Optical image stabilizer, Advanced Zoom 53×, WiFi and 8 GB memory.

2- Questionnaire to Students

The questionnaire is one of the most frequently used tools for gathering information and views from individuals. It is a series of questions that the respondents read and answer by their own. It has to be designed so as to insure that the respondent can accurately complete it without assistance or help (Kalof, Dan and Dietz, 2008: 204,119) .

This study uses questionnaires in order to collect quantitative and qualitative data about the communicative and collaborative behaviors the participants generate during their performances. Thus, the questionnaire contains 22 close-ended statements to gather statistical data. Some of them permit the respondents to justify their choices. And this in turn allows us to gather qualitative data which the closed ended questions could not provide. The questions are grouped according to the participant's positions in OPs into four main sections. Section I deals with the ***participant's profile***. Section II deals with the participant's position ***as a presenter***. Then, section III deals with the participant's position ***as an audience***. And finally,

section IV contains questions ***about the experience*** itself (see Appendix 01). The questionnaire was designed from mid-April to May 11th, and piloted via facebook until May 15th. Some refinements have been done before we proceeded in the distribution of 160 questionnaires on May 18th.Data collection procedure starts on May 18th where 77 students respond immediately, and the remaining questionnaires have been collected on May 25th.

3- Teachers' Interviews

The third research technique used in the present study is structured interview. It is used to gather information about the learners' communicative and collaborative skills from teachers' points of view. The interviews include 12 fixed open-ended questions (see Appendix 02). They were conducted in a face-to-face format and via emails, and all interviewees received the same questions following the same order. It is important to mention that the interviewees are the teachers with whom we attended OPs. They were informed beforehand about the objectives of the research as well as the terms of ethics and confidentiality. Face to face interviews were recorded using Samsung Smartphone after getting the interviewees' permissions. The first interview takes place on May 18th. The second interview was recorded on May 25th. As concerns the email interview, it was sent on May 20th and checked on May 25th.

III- Procedures of Data Analysis

The present section describes the methods we adopt to analyze the collected data. Thus, it deals with the SSMA, the SPSS and the QCA which are respectively used to analyze the videos, the quantitative and the qualitative data obtained from questionnaires and interviews.

1- Social Semiotic Analysis (Kress & Leeuwen,2006)

The present study uses the theory of multimodality (Kress & Leeuwen, 2006) to proceed in a Social Semiotic analysis of the videotaped OPs. This theory allows us to categorize the

different modes which the OPs comprise. Also, it permits us to identify the nonverbal behaviors the participants generate as resources for the meaning making activity in conversational settings. More precisely, nonverbal behaviors such as, gesture, facial expression, gaze and posture, ect are resources used either to offer or demand information which form the basis of communication. That is, the nonverbal messages exchanged in communication activity in the form of the transmitted messages or feedback. These resources are used to emphasize, clarify or substitute the accompanying verbal messages. Furthermore, the multimodal ensembles the students generate are used to regulate and maintain the process of communication.

2- Statistical Package for the Social Sciences (SPSS)

The present study makes use of questionnaires containing close-ended questions which provide numerical data. These data are calculated using a computer program called the Statistical Package for Social Sciences (SPSS). SPSS is a very advanced statistical package that can perform highly complex data manipulation and analysis using simple instructions. SPSS provides statistical descriptions of the numerical data. Put differently, it transforms huge amounts of complex data into less complex, visual statistical tables, graphs, charts… In the present study, working with SPSS goes through three main steps.

This first step is ***the design of the questionnaire***. The questions of the questionnaire are codified into variables in the *variable viewer* window. Each variable is labeled according to data it is designed to collect. Also, each variable holds various binary options which represent the various categories of the pre-decoded answers and statements (see Appendix 03). The second step is ***Data input***. The data obtained from the questionnaires are interpreted into numbers that are entered to the SPSS *data viewer* window (see Appendix 04). After the entering of all the data of all the questionnaires, we move to the third step which is ***transforming Data***. Here, we could easily transform the input data into visible and statistical

outputs following very simple instructions to get tables of frequencies, graphs and diagrams. (see Appendix 05)In fact, the user can choose to transform all the data at once and together. Besides, he can choose to transform data obtained from each question alone or in conjunction with other questions that he selects.

3- Qualitative Content Analysis (QCA)

Qualitative Content Analysis (QCA) is "*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns*" (Hsieh & Shannon, 2005: 2). This technique enables researchers to systematically reduce large amounts of words and texts into fewer content categories through coding and categorization. Hence, in the present study, this technique is used to categorize the answers of the student participants (their justifications), on the one hand, and the teachers' recorded interviews on the other.

To Put all together, this section has laid out the research methodology used in the present study. First, it has presented the context and the participants involved. Then, it describes the procedures of data collection which consist of video recordings, the questionnaires and interviews. Finally, it has outlined the methods used to analyze the collected data, that is, the Social Semiotic Analysis following Kress and Van Leeuwen (2006) tradition, the SPSS and the QCA.

Section Three: Presentation of the findings

Introduction

This section is threefold. It presents the findings obtained from the video recordings, questionnaires and interviews. The first part presents the results gained through the Multimodal Analysis of the nine (09) video recordings (24 students). Part two displays the statistical presentation of the results obtained from the questionnaires handed back by eighty three (83) participant student using the SPSS program. Part three reports the results that the QCA of the interviews conducted with three (03) teachers provides.

I- Presentation of the Findings of Video Recordings

In this part, we present the results obtained from the video recordings. We analyzed the videos for three main reasons. First, to identify the different modes the videotaped OPs comprise. Second, to identify the communicative behaviors the participant students display while presenting. Third, to identify the collaborative skills the students show while presenting. Thus, we adopt the theory of multimodality (Kress & Leeuwen, 2006) to identify the different modes used by the presenters. Also, the communicative behaviors manifest either through verbal or nonverbal expressions. So, by using this theory of multimodality we will sort out the verbal/ nonverbal resources used by the students and check their communicative functions and meanings. Also, because the semiotic resources -in most situations- do not stand in isolation to convey meaning, we proceed in depicting the multimodal ensembles each resource figures in and then identify the communication skills these resources stand for.

It is worth to mention that the results are gathered from the analysis of nine 09 videos. The remaining 04 videos are not used for their bad quality. Also, the videotaped students were selected randomly, thus we got two videotapes for the same student. Hence, we considered only one of them. So, the total number of the participant students is 24 students (25- 1).

1- Different Modes Used in OPs

In order to identify the different modes that OPs performed by the participant students

comprise, we elaborated the following table. The X symbol is used to say that the mode figures in the OPs, and the Ø symbol is used to say that the mode did not.

Mode / OP	**Linguistic**	**Visual**		**Gestural**	**Audio**	**Kineikonic**
	Language	PowerPoint	Hand writing	Body language	Paralanguage	Transition
01	X	X	Ø	X	X	X
02	X	X	Ø	X	X	X
03	X	Ø	Ø	X	X	X
04	X	Ø	X	X	X	X
05	X	X	Ø	X	X	X
06	X	X	X	X	X	X
07	X	X	Ø	X	X	X
08	X	X	Ø	X	X	X
09	X	X	Ø	X	X	X

Table 2: Types of Modes Used in OPs

Table 2 singles out the different modes that OPs comprise. It clearly shows that all OPs performed by the participants without exception consist of more than two different modes. As far as concerns the kineikonic mode, each presenter creates a given moving image through the different posters s/he displays. The transition from one image to another and the interplay between the different modes s/he uses (gestural, postural and visual) through time and space create the kineikonic mode. Moreover, all presentations are group OPs. Thus, the transition from the moving image displayed by one presenter to another creates that kineikonic mode.

2- Verbal and Nonverbal Communication Skills

All the participant students showed communication skills through the verbal and nonverbal resources they used while presenting. That is, students transmit verbal and nonverbal messages to inform, to instruct, to provide feedback, to question their audience and to establish a suitable context where communication can easily occur. In other words, these resources are used either to offer or demand information. However, the frequency of their use differs from one participant to another.

2-a- Verbal Resources

The results reveal that all the participant students used language when presenting. Table 3 contains examples where the presenters used verbal resources to accomplish certain

communication skills. It clearly shows that the presenters used verbal resources to establish a context for communication, involve the audience, question them, instruct them and give them a constructive feedback.

Example	Function / Meaning	Multimodal ensemble	Communication skill
After **greeting the audience**, the presenter started her turn by uttering: "**you all know the puritans**" with a falling tone. she opened both hands from the middle to the both sides and looked from right to left to the audience	**Offer information** the student and the audience share the same background information	The resources simultaneously used are: **Verbal** Paralinguistic Deictic gesture Gaze	Establish a suitable context by the verbal messages. Involve the audience by the verbal "you all" and the gestural expression and gaze.
The presenter asked the audience "**Do you have questions?**" with rising tone, a smiley face, and a tilted head.	**Demand information Turn yielding:** gives the audience turn to speak	**Verbal** Paralinguistic Facial expr Head motion	Questioning the audience
While walking, the presenter faced the audience made one sharp nod and uttered: "**Well, I want you to concentrate on this idea because we are going to need it later**". She used her right hand to gesture	**Offer information** and **Instruct** the audience She pushes them to follow and to link what is happening to what is coming	Posture Head motion **verbal** Deictic gesture.	Instruct and involve the audience.
After one of the audience answered a question, the presenter shouted **" that's good"** and pointed to the speaking student and looked at her in a falling position	**Offer information** Your answer is right. I'm happy for that.	**Verbal** Paralinguistic Gaze Deictic gesture Posture	Provide a constructive feedback
The presenter kept saying "**yees … yess …**"and nodding her head when listening to a student comment	**Demand information Turn yielding:** continue, I'm listening	**Verbal** Paralinguistic Head motion	Show attentiveness. Provide feedback

Table 3: Communication Skills Accomplished by Verbal Resources

2-b- Nonverbal Resources

Through analyzing the videos, we identified the nonverbal resources the participants used to perform certain communication skills. These resources vary from paralinguistic elements, to gestures, head motions, facial expressions, gaze and eye contact and postures.

2-b-1 Paralinguistic Elements

The results collected from the videos show that the presenters achieved some communication skills via the paralinguistic elements they used. They articulate thoughts, show attentiveness, inform, persuade, instruct, question the audience and provide a feedback.

Example	Meaning	multimodal ensemble	communication skill
When the presenter received a comment from the audience, he kept looking at her, **back channeling "Mmm… yeah… "** , tilted his head with slight nods up to down pinched the lips and smiled from time to time	**Offer information Turn yielding** Go ahead, Keep talking, what you are saying interests me.	Gaze **Paralinguistic back channels,** Head motion Facial expressions	-Show attentiveness / listening. -Provide a constructive feedback
The presenter kept talking in a very **slow tempo** (rate) and maintained an up to right eye movement	**Offer information Turn maintaining** Remembering visuals (memorized texts)	Verbal, **paralinguistic tempo** , gaze	Articulate thoughts and avoid communication break downs.
The presenter **turned from a normal tempo into slow tempo** when looking to the audience and saying: "keep quite **please!**"	**Offer information** and **demand service** I need silence	Verbal, **Paralinguistic tempo** Gaze	Instruct the audience and manage the situation
The presenter spoke in normal tempo, and kept **buffering** " scholars believe that **eeh** readers need to **eeh** , they think that **eeh** readers **eeh** beginner readers **eeh** .." with an up to right eye movement and shacked hands close to chin	**Offer information Demand service** I try to remember a visual text. Don't interrupt me	Verbal, **Paralinguistic Tempo and buffers**, Gaze Hand gesturing.	Articulate thoughts and avoid communication break downs.
The presenter **kept speaking in a speed tempo and good quality of voice**, with a relaxed facial expressions and gesturing	**Offer information** about her willingness , mastery of the topic and situation	**Paralinguistic Tempo and voice**, Verbal, Gaze, Gestures.	Articulate thoughts: inform and persuade Show self confidence
The presenter **maintained a long pause** after she utters " Questions" with a **rising tone**	**Demand information** Do you have Questions **Offer information** I'm listening to you	Verbal **Paralinguistic**	Questioning Show attentiveness

Table 4: Communication Skills Accomplished by Paralinguistic Elements

2-b-2 Gestures

The students used gestures to either offer information or demand it. They gesture to inform the audience, to give feedback, to ask the audience and involve them into discussion and to regulate conversations. However, some kept gesturing throughout the OP, while others gestured occasionally. That is, they gesture from time to time, mainly when explaining things.

Example	Meaning	Multimodal ensemble	Communication skill
After one of the audience said " yes I can do it" The presenter looked at her and started **clapping hands** and saying " yes she can do it"	**Offer information** To encourage her your answer makes me happy	Verbal Gaze **symbolic gesture**	Provides a constructive feedback
The presenter says: "… to make his nation united ", she used both hands in a shacked position ; shacked fingers	**Offer information** Something unified	Verbal **Pantomimic gesture**	Articulate thoughts

When a student A wanted to answer before his mate B finished answering, the presenter used **deictic gestures** to stop A and give B turn to finish with **eye contact**	**Offer information** **Demand service** B go ahead, it is you turn --A stop talking until B finishes		Instruct the audience and direct the conversational event
The presenter stopped talking and **waved her hand** in an asking gesture	**Demand information** What is going on?	Paralinguistic **Emblematic gesture**	questioning
The presenter turned from normal into a slow tempo when he refers to the long definitions provided in his mate's preceding presentation, displayed crumbled face and **gesturing (something heavy falls down)**	**Offer information** Something heavy to handle, useless and over exaggerated, and can be annoying	Verbal Paralinguistic Facial expression **Iconic gesture**	Articulate thoughts, inform and persuade

Table 5: Communication Skills Accomplished by Gestures

2-b-3 Head motion

Table 06 shows that the students used their heads' tilts and motions to accomplish certain communication skills such as inform, ask, instruct, show attentiveness and provide feedback.

Example	Meaning	Multimodal ensemble	Communication skill
The presenter **waved her head from shoulder to shoulder**, pinched her lips and narrowed her eyes when she received a comment	**Offer information** It may be	**Head motion** Facial expression	Provide feedback
The presenter stopped talking, lifted her eyebrows and **shacked her head rapidly while pushing it forward and slightly tilted it to her left shoulder**	**Demand information** You want to add something? Do you have questions?	Paralinguistic Facial expression **Head motion**	questioning
The presenter closed his eyes and **shacked his head from left to right** after receiving an answer from the audience	**Offer information** No, your answer is wrong	Facial expression **Head motion**	Articulate thoughts Provide feedback
The presenter **moved his head up forward** , lifted his eye brows when looking at someone to give him turn to speak	**Offer information** You there, you can talk	**Head motion** Facial expression Gaze	Instruct the audience Involve them
The presenter was interrupted by a student, she smiled and **tilted her head to her left shoulder and made very slight nods**	**Offer information** Go ahead; I'm listening. What you are saying interests me	Paralinguistic Facial expression **Head motions**	Showing attentiveness Provide feedback

Table 6: Communication Skills Accomplished by Head Motions

2-b-4 Facial Expression

As shown in table 7, the students used their facial expressions to communicate with their audience. Said differently, they use their smiles, pinch their lips, and move their eyebrows to

fulfill communication skills.

Example	Meaning	Multimodal ensemble	Communication skill
The presenter stopped talking for a moment and **widened his eyes, lifted his eye brows**	**Demand information** Is there anything?	Paralinguistic **Facial expression**	questioning
The presenter smiled to the audience when gave them turns to speak	**Offer information** Go ahead and speak	**Facial expression**	Show attentiveness
The presenter looked at the audience on both sides and **kept smiling before she started her turn**	**Offer information** **Demand information** It is my turn, listen to me	Gaze **Facial expression**	Articulate thoughts: Greet/ Instruct audience
The presenter **smiled** when he received a right answer	**Offer information** Well done	**Facial expression**	Provide feedback
When the presenter received a wrong answer**,** he **closed his eyes and pinched his lips** and then **smiled**	**Offer information** Thanks for the trial	**Facial expression**	Articulate thoughts Provide feedback

Table 7: Communication Skills Accomplished by Facial Expressions

2-b-5 Gaze and Eye Contact

Gaze and eye contact, in their turn, are nonverbal resources that the students used to perform communication skills. The results that figure in table 8 reveal that the students use gaze and eye contact to inform, instruct, question and show attentiveness to their audience.

Example	Meaning	Multimodal ensemble	Communication skill
While presenting; the presenter **kept looking at the audience in both sides in the amphitheatre**	**Offer information** I am confident **Demand a service** Listen to what I say	Verbal **gaze**	Self-confidence and involve the audience
The presenter asked a question and then **looked at some students individually** to get answers	**Demand information** what about you?	**Eye contact**	questioning
The presenter kept **looking at the a student** while he provides an answer	**Offer information** Yeah, go ahead, I'm listening	**Eye contact**	Show attentiveness Provide feedback
Before the presenter started her presentation, she maintained looking at the audience for a while.	**Offer information** **Demand service** I'm going to start presenting, I need silence.	**gaze**	Instruct the audience to manage the class

Table 8: Communication Skills Accomplished by Gaze and Eye Contact

2-b-6 Posture

Postures are expressive resources that the students used to communicate meanings. The students used their postures to show self-confidence, to inform their audience, instruct them,

and give them feedback. While some students maintained a standing position with limited movements, others displayed either a walking position from side to side or moved within a limited space. However, very few of them displayed various postures during their performances to transmit various messages. The following table contains captured postures of one presenter because he is the only one that we got the permission to do so. With the remaining participants, we will proceed through descriptions of their postures.

Example	Meaning	Multimodal Ensemble	communication skill
The presenter maintained a **standing position behind the desk, she pushed her Chest forward, baked by putting hands on the desk**, gaze to both sides of the audience while talking	**Offer information** about the mastery of the topic and situation and self confidence	**Posture** Gaze Verbal	Facing the audience and transmit verbal and nonverbal information.
The presenter maintained a **standing position putting her hands on waist,** turned her head to her right shoulder and shacked it rapidly and slightly smiled and lifted her eyebrows	**Demand information** **Offer information** Is there something wrong? I need silence	**Posture** Gaze Head motions Facial expression	Questioning Instruct the audience
The presenter **stopped walking, shacked hands backward, chest forward and a tilted head with slight nods**	**Offer information** Yeah, go ahead, I'm listening		Show attentiveness
The presenter **sat down with crossing legs**, and used **deictic gestures** to refer to the slide shares when explaining, and maintained an **eye contact** with the student.	**Offer information** I feel relaxed		Show self-confidence.
When the presenter received a comment from the audience, he displayed a **standing position, the left hand on hip, a tilted head and the right hand next to his mouth** and maintained an **eye contact**	**Offer information** Go ahead! What you are saying interests me.		Show attentiveness Provide a constructive feedback
The presenter asks " Who reads? Who reads? Heh" He displayed a **standing position** with a **shaking of head**, **right hand backward**, **deictic gesture** by the left hand to point to audience and a **slight smile**	**Demand information** I want to know **Offer information** I'm listening, I asked **you** a question		Questioning
The presenter **displayed a stooping position** , directs his **gaze** and pointed using a **deictic gesture** to the student who guessed the meaning of a word	**Offer information** Very good, this is it		Provide constructive feedback

Table 9: Communication Skills Accomplished by Postures

2-c Resources Used by the Learners in OPs

The following table contains the results obtained from the videos about the students' individual usage of different resources. It clearly shows that most of the participant students manage to use verbal and nonverbal resources to offer and demand information. That is, the participants used language, paralinguistic, head motions, gaze, facial expressions and postures to offer information and inform the audience on the one hand. On the other hand, they use these resources to demand information or service.ie, to question and instruct the audience.

Presentation	Presenter	Verbal		Paralanguage		Gesture		Head motion		Facial Expression		Gaze/eye contact		Posture	
		Offer	Demand	Offer	Demand	Offer	Demand	Offer	Demand	Offer	Demand	Offer	Demand	Offer	Demand
01	01	xxx	xxx	xxx	xxx	xxx	x	xxx	xx	xx	x	x	xx	x	x
	02	xxx	xx	xx	x	xxx	xx	x	x	xxx	x	xx	xx	x	x
	03	xxx	xx	xx	xx	xxx	xx	xx	x	xxx	x	xx	x	x	x
	04	xxx		xx	x	xxx		x		x	x			x	
02	01	xxx		x		x		x				x		x	
	02	xxx		x	x	x		x						x	
	03	xxx		x		xx		x		xx		x		x	
03	01	xxx	x	x	x	xxx	x	x		x		x		x	
	02	xxx	x	x	x	xx		x		x		x		x	
04	01	xxx	xxx	xxx	xx	xxx	xx	xx	xx	x	x	xxx	xxx	x	x
	02	xxx	xxx	xxx	xx	xxx	xx	xxx	xxx	x	x	xxx	xxx	x	x
	03	xxx	xx	x	x	x	x	x	x	x			x	x	
05	01	xxx	x	x	x	xxx		x		x		x		x	
	02	xxx	xxx	x	x	xxx	x	xx	x	xxx	xxx	xx	x	x	x
	03	xxx	x	x	x	xxx	x	x	x	xxx	xxx	xxx	x	x	
06	01	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
	02	xxx	xxx	xxx	xxx	xxx	xx	xxx	xx	xxx	xxx	xxx	xx	xx	x
07	01	xxx	x	xxx	x	xx		x		xx	x	xx		x	
	02	xxx	x	xxx	x	xxx	x	x	x	xx	x	xx	x	x	
	03	xxx	x	xxx	x	xx	x	x		x	x	xx	x	x	
08	01	xxx	x	xxx	xxx	xxx	x	x	x	xxx	xx	xxx	x	x	x
	02	xxx	x	x	x	x	x	x		x		x	x	x	
09	01	xxx	x	xx	xx	xx		x				x		x	
	02	xxx		xx		x		x		x		x		x	

x	Limited use	**xx**	From time to time	**xxx**	frequently		never

Table 10: Resources Used by the Students when Presenting

It is made obvious that the verbal language then gestures are the most frequently used resources by the participants. Then paralanguage ranks the third.

2-d- Communication Skills Developed by the Learners

Taking into account the results of table 2 and table 10 which deal the ability of the students to use multimedia and to use verbal and nonverbal resources; the following table provides a detailed description of the communication behaviors that each student displayed while presenting.

Presentation	Presenter	Articulate thoughts								Ask questions		Answer questions of audience		Listen to audience	Provide feedback		Self- confidence	Facing audience	Multimedia
		Inform		Persuade		Instruct		Motivate/ attract											
		V	NV	V	NV	V	NV	V	NV	V	NV	V	NV		V	NV			
1	1	xxx	xxx		xx	x	x		x	x	x						x	x	x
	2	xxx	xxx		x				x	x	x	x		x	x	x	x	x	x
	3	xxx	xxx		x			x	x	x	x	x	x	x	x	x		x	x
	4	xxx	xxx	x	x				x								x	x	x
2	1	xxx	x									x	x	x			x		x
	2	xxx	x				x			x				x			x		x
	3	xxx	xx	x	x				x	x						x	x	x	x
3	1	xxx	xxx	x	x	x	x		x	x	x			xx			x	x	
	2	xxx	xx						x	x				x				x	
4	1	xxx	xxx	x	x	x	x		x	xx	xx	xx	xx	xx	x	xx	x	x	
	2	xxx	xxx	x	x		x	xx	xxx	xxx	xx	xxx	xxx	xxx	xxx	xx	x	x	
	3	xxx	xx					x	x	x				xx	x	x		x	
5	1	xxx	xxx						x	x				x			x	x	x
	2	xxx	xx	x	x	x	x		xx	xxx	x	xxx	xx	xxx	xx	xx	x	x	x
	3	xxx	xxx	x	x				xxx	x				x	x		x	x	x
6	1	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	x	x	x
	2	xxx	xxx	xxx	xxx	xxx	xx	xx	xxx	xxx	xx	xxx	xxx	xx	xxx	xxx	x	x	x
7	1	xxx	xx						x	x					xx			x	x
	2	xxx	xx	x	x							x		x	xx		x	x	x
	3	xxx	xx			x	x		x			x			x	x	x	x	x
8	1	xxx	xx					x	xxx	x	x	x	x	xx	x	x	x	x	x
	2	xxx	xx				x		x					x					x
9	1	xxx	xx	x	x				x					x					x
	2	xxx	x							xx	x			x			x		x

x	Limited use	**xx**	From time to time	**xxx**	frequently		never

Table 11: Communication Skills Developed by the Students

The results show that all the participants display communicative behaviors. It is of importance to mention again that the frequency of students' communication behavior differs from one student to another. i.e, some students have displayed more communication

behaviors than others.

3- Collaboration Skills:

The third reason for analyzing the videos is to identify the collaborative behaviors that the participant students exhibit while presenting. These collaborative behaviors can figure in various ways. The table below contains examples obtained from the videos.

Example	Meaning	collaboration with team	collaboration with audience
The presenter frequently asked questions and raised debates and received questions	He involved the audience into discussion Learn collaboratively		x
After the first presenter answered a question, the second provided further clarification	They help and support each other	x	
Students took turn while presenting: S1- S2-S3-S2-S1-S3	Each part is presented collaboratively	x	
The presenter asked the audience " Dou you want to add some strategies"	She involved the audience in the learning process, she learns from them		x
After receiving a question from the audience , the presenter asked the audience " who wants to answer the question ?"	She involved the audience in the learning process, she learns from them.		x
After the presenter completed her turn, her team member paraphrased and explained further what she was saying	He wanted to make the students' presentation clearer. He helped her.	x	
After he received a comment, the presenter and a student kept exchanging ideas and comments	He negotiated meaning with the audience		x

Table 12 : Examples of Collaboration Behaviors

- **Students' Collaborative Skills**

To get more detailed results about the collaborative behaviors, the following table singles out the collaborative behaviors that each participant displayed either to collaborate with his team or with the audience. The results that figure in table 12 clearly show that only few of the participants show collaborative behaviors. That is, only 7/24 participants show team collaboration and only two of these seven frequently help and support each other (xxx). On the other hand, 8/24 participants collaborate with audience. Only three of these eight students frequently involve their audience into discussion and negotiate meaning with them.

Presentation	Presenter	collaboration with team	collaboration with audience
01	01		
	02		
	03		**x**
	04		
02	01		
	02		
	03		
03	01	**x**	
	02		
04	01	**xxx**	**x**
	02	**xxx**	**xxx**
	03		**x**
05	01		
	02	**x**	**x**
	03		
06	01		**xxx**
	02		**xxx**
07	01	**x**	
	02	**x**	**x**
	03	**x**	
08	01		
	02		
09	01		
	02		

Table 13: Students' Collaborative Behaviours

To put it all together, the results obtained from the videos reveal that the OPs performed by the participant students comprise various modes: linguistic, visual, gestural, audio, and kineikonic mode. Also, the results show that all the students displayed some verbal and nonverbal communication behaviors. Even though there are differences between these learners in terms of usage frequency and number of communication behaviors they exhibit; verbal language then gestures and then paralinguistic elements are the most frequently used resources by these learners while presenting. Furthermore, the results single out the collaborative behaviors of these learners. However, only few of them are collaborative either with their team or audience.

II- Presentation of the Results of the Questionnaires:

In this part, we present the results obtained from the analysis of 83 questionnaires using the SPSS program. Here we mention that the number of questionnaires handed back is 90

questionnaires. Only 83 questionnaires are properly completed, that is the participants answered at least 50% of the questions.

1) -Participant's Profile:

Q 01: Your level in English is:

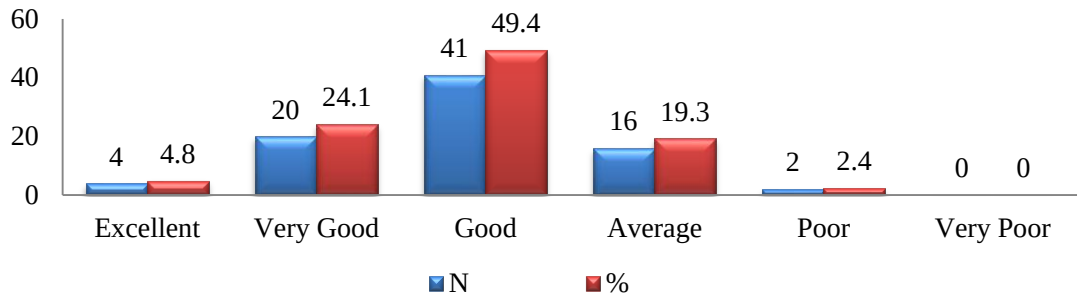

Diagram 1 : Participants' Levels in English

Diagram1 shows that the participants' levels in English fluctuate between *good* , *very good* and *average*, that is 49.4 %, 24.1 % and then 19.3 % . Only 4.8% of them are *excellent.* However, the *poor* and *very poor* levels receive the lowest percentages of 2.4% and then 0%.

Q 02: Did you perform a classroom oral presentation?

*If No; why ?

*If yes; the presentation(s) was/were: **You can tick more than one box**

In this question, all the participants without exception admit to have performed a classroom OP. This means that all of them have had both positions – as a presenter and as an audience- and therefore can complete the questionnaire properly. Yet there are two different types of OPs that the learners have performed, Individual OP and Group OP.

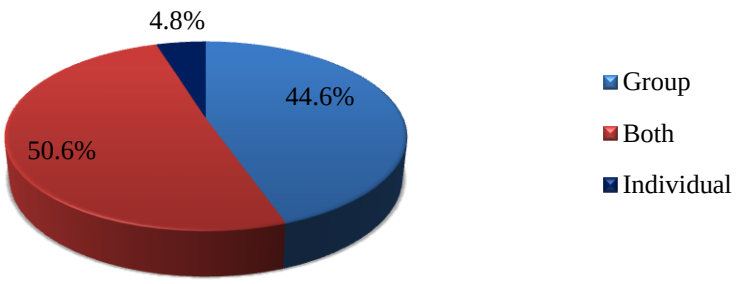

Diagram2: Types of OP Performed

Students' answers in this question demonstrate that more than half of the respondents, that is

50.6 %, performed both types of OPs. However, 44.6 % and only 4.8% of them exclusively performed Group OP and Individual OP.

2) -As a presenter:

***Q 03: How do you start your presentation(s)?* Select the appropriate statement(s)**

A-Greet the students
B- Ask the students questions about the topic
C- Refresh their memories and relate my topic to previous presentations
D- Introduce the topic directly

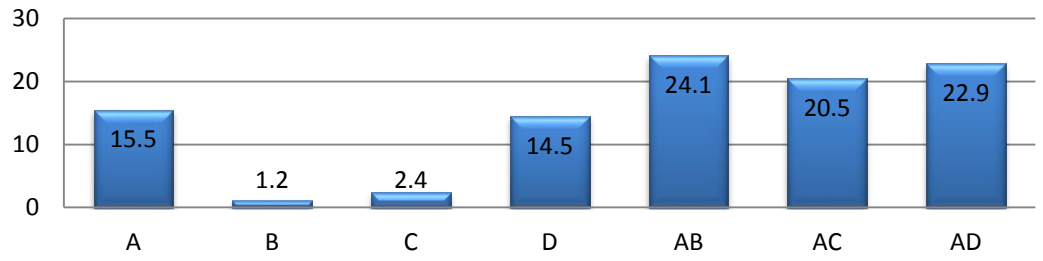

Diagram3: Students' Strategies of Opening OPs

As demonstrated in this diagram, the largest number of the students interacts with their audience through greeting them first and then asks them questions, introduce the topic and refresh their memories. However, 14.5% of the students introduce the topic directly.

Q 04 : Select the appropriate statement: In group presentation(s) I took part in,

A-Each group member is responsible for preparing a given part of the theme.
B-Each group member presents the part s/he prepared.
C-Each part is collaboratively prepared by the group members.
D-Group members help each other during the presentation time.

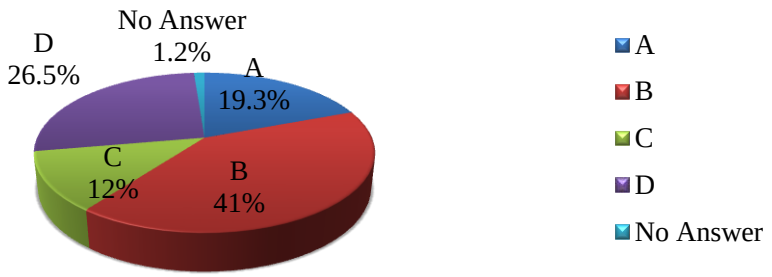

Diagram4: Student's Role in OP.

The results of Diagram 4 can be read as follows: in Group OP, the work done individually, including preparing (19.3%) and presenting (41%), outnumbers the work done collaboratively in terms of preparing (12 %) and presenting (26.5 %).

Q 05: When presenting, how often do you involve the audience into discussion?

Category	Always	Frequently	Rarely	Never	No answer	Total
Number	5	37	35	5	1	**83**
Percentage	6%	44.6%	42.2%	6%	1.2%	**100%**

Table 14: Frequency of Involving the Audience into Discussion

As shown in Table 13, while 6% of the students never involve their audience into discussion, the big amount of them frequently (44.6%) or at least rarely (42.2%) does that .

Q 06 : How do you involve them? More than one box can be ticked

a-Through asking them questions
b-Giving them time to ask their questions
c-Check their understanding (complete questions, words with raising intonation ; Right? Ok?)
d-Using the body language (your hands, facial expressions: smiles, eye contact,…)

- Rank the selected statements from the most used to the less used: …….

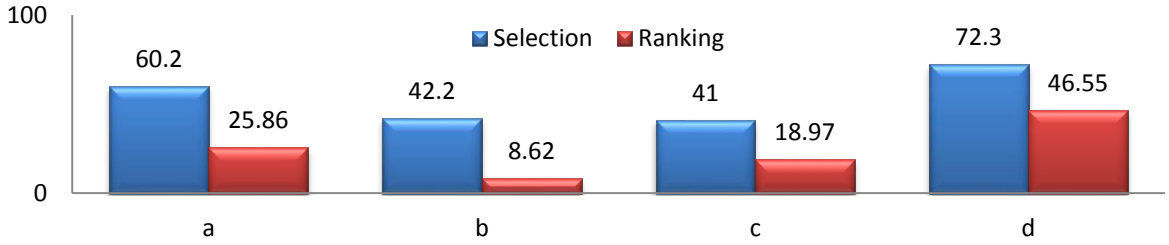

Diagram5: Strategies Used by the Presenters to Involve their Audiences

Diagram 5 depicts that the most used strategy the students use to involve their audience is body language with 72.3% followed by verbal language with 60.2 %. However, the two remaining strategies (b and c strategies) receive considerable percentages.ie 42.2 % and 41%. As far concerns the ranking, only 58 participants representing 69.9% of the respondents have ranked the selected resources. That is 45.55 % of them started their rankings by nonverbal language, whereas 25.86 % of them started by asking questions.

Q 07 : Who answers the audiences' questions?

A-Teacher
B-Each student answers the questions in relation to the part s/he prepared
C-All group members help in answering the questions.
D-Other students (audience)
E-Others

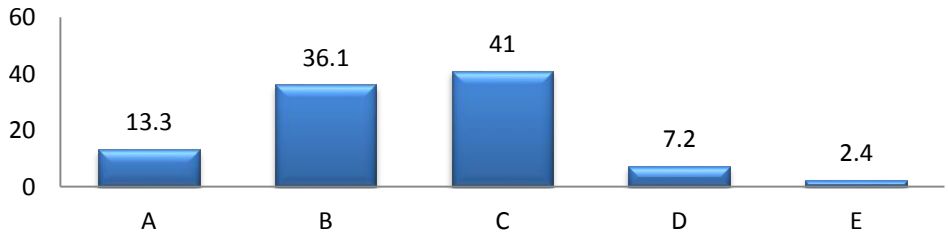

Diagram6: People Responsible for Answering the Audience's Questions

The results shown in Diagram 6 reveal that 41 % of the students say that all group members help in answering the audience's questions. 36.1% of them say that each student answers the questions in relation to the part s/he prepared. Only 13.3% of them have answered that the teacher is the one who answers the audience's questions.

Q 08 : Do you think that relying only on language when presenting is enough?

	Yes	No	I don't know	Total
N	4	75	4	**83**
%	4.8%	90.4%	4.8%	**100%**

Table 15: Students' Attitudes towards Using Only Language when Presenting

The results that figure in table 14 show that while 4.8% of students agree that using only language when presenting is enough; 90.4% of them did not. It is important to mention that only 96.4% of the students justified their choices. As concerns those who agree, most of them justified that they are EFL learners. So, the use of language is the heart of the matter. The justifications provided by those who disagree fall within four main categories. First, visuals are as expressive as verbal language. Second, gestures are needed for better transmission of the verbal message. Third, nonverbal language is one of the communication strategies. Finally, students justified that they should respect other learning styles (visual learners).

Q 09 : Do you think it is necessary to use resources other than language (nonverbal cues : body language, movements, eye contact,….) while presenting?

	Yes	No	I don't know	Total
N	76	2	5	**83**
%	91.6%	2.4%	6%	**100 %**

Table 16: Students' Attitudes Towards Using Other Resources

Table 15 highlights that 91.6% of the students agree that the use of nonverbal resources is a necessity. They argue that nonverbal cues complement the verbal language and clarify meaning. Then, the visuals make the message more understandable and memorizable, especially for visual learners. Also, nonverbal cues attract the audience, raise motivation and involve them. Finally, the use of nonverbal cues is one of OP skills. It is worth mentioning that only 78.3% of the respondents justified their choices.

Q 10: During the presentation time, I pay attention to : More than one box can be ticked

a-Language correctness
b-Body Language
c-The use of space
d-Visuals (Posters, PowerPoint slides, Colors on board, shapes ….)
e-Pronunciation (Intonation, loudness, Pitch …)
f-Eye contact
g-Facial expression

- Rank the selected phrases from the most used to the less used: …….

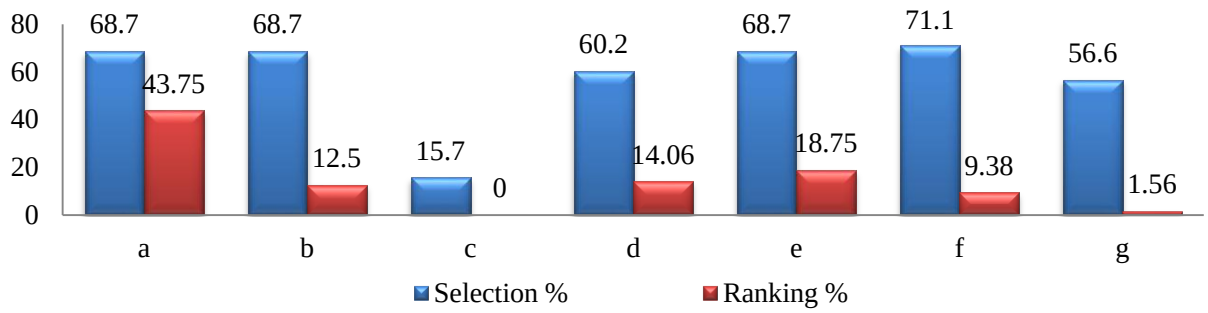

Diagram7: Resources that Students Pay Attention to When Presenting

The diagram reveals that language correctness, body language and pronunciation receive higher interests by the students (68.7%). While eye contact reaches the peak by 71.1%; visual and facial expressions range from 60.2% to 56.6 %. The use of space, on the contrary, receives the lowest percentage, ie 15.7 %. Concerning the rankings of the selected resources, language correctness receives the highest percentage, ie 43.75 %, whereas the use of space again receives the lowest percentage (0 %). It is worth mentioning that 64 participants representing 77.1% of the respondents have provided rankings while 19 participants did not.

Q 11: You use the selected resources because:

a-The teacher scores them **b**-You have been taught to use them **c**-You use them as a strategy (to overcome the linguistic shortcomings) **d**-You use them as a strategy (to keep your audience attracted)
e-You use them spontaneously **f**-Others

Category	a	b	c	d	e	f	No answer	Total
N	10	11	13	31	16	1	1	**83**
%	12%	13.3%	15.7%	73.3%	19.3%	1.2%	1.2%	**100%**

Table 17: Reasons for Using the Nonverbal Resources by the Presenters

The results in table 5 indicate that the biggest amount of the students *consciously* use the nonverbal resources as strategies to attract their audience (73.7%), to overcome language limitations(15.7%) and even to score marks (12%). However, only some of them use these resources *unconsciously*: that is spontaneously (19.3%) or as a matter of practice (13.3%).

3) - As an audience:

Q 12: When the others present, you focus on :

	What they say	What they do	The overall show	Other	No answer	Total
N	*21*	*10*	*50*	*1*	*1*	*83*
%	*25.3%*	*12%*	*60.2%*	*1.2%*	*1.2%*	*100%*

Table 18: Audience's Attention Grabbers During an OP

As shown in table 6, the majority of audience, representing 60.2%, focus on the overall show the presenters do. However, 25.3% of them focus on the language produced by the presenters.

Q 13: The visuals, gestures and movements they use:

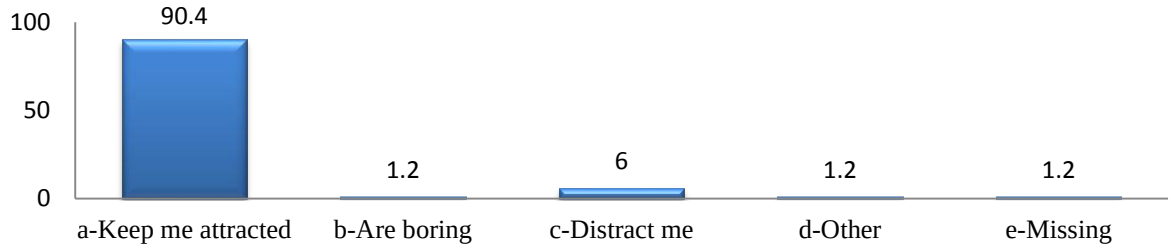

Diagram8: Impact of the Visuals and Gestures Used on the Audience

The diagram highlights that 90.4 % of the audience are kept attracted by the visuals produced by the presenters. They argue that these visuals and gestures help them understand and keep them focused. Also, the visuals help them avoid boredom. The remaining percentages of the audience argue that the visuals distract them and make them bored when they are over exaggerated and violently used.

Q 14:During the presentation time , you show that you are following through:

a-Gesturing (Nodding head...)
b-Completing sentences
c-Other: ……...
d- Back channeling (yes, uhm, ah ha,…)
e- Asking Questions

- Rank the selected phrases from the most used to the less used: …….

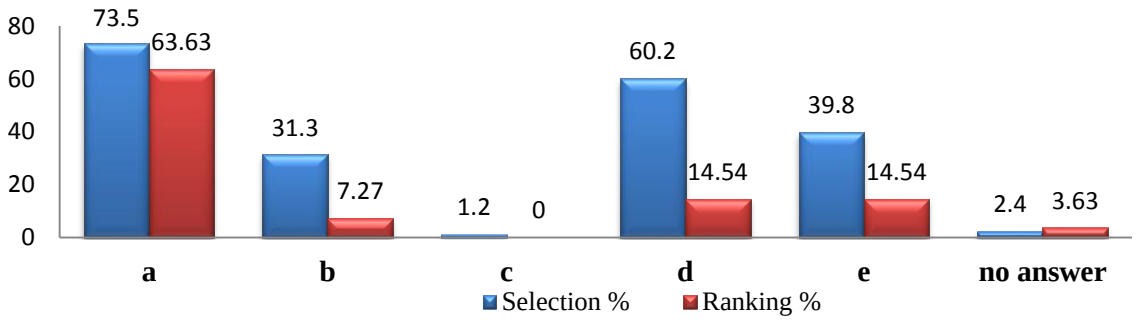

Diagram9: Types of Feedback Provided by the Audience

The answers provided by the participants show that the audience interact with the presenters primarily via gesturing and then back channeling which receive the highest percentages (ie, 73.5% and 60.2%). Verbal language, on other hand, receives lower percentages. That is, 39.8% for asking questions and 31.3% for completing sentences. As far as concerns the ranking, 63.63 % of the students start their rankings by gesturing as it is shown in figure9.

Q 15 : During the debate time(post Presentation), How often do you ask questions?

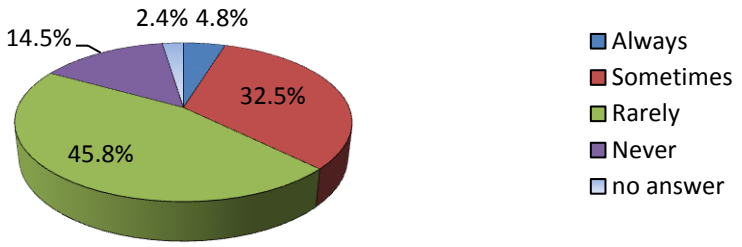

Diagram10: Frequency of Asking Questions by the Audience

The results gathered from the questionnaires show that the greatest portion of the students (45.8%) rarely interacts with the presenters by asking questions and 32.5% of them *sometimes* do that. However, only 4.8% of the respondents do *always* interact in opposition to those they do *never* ask questions (14.5%).

Q 16 : You ask questions because

A) You didn't understand B)You want to check your understanding
C) The teachers considers the students' questions and answers
D)Other: ……..

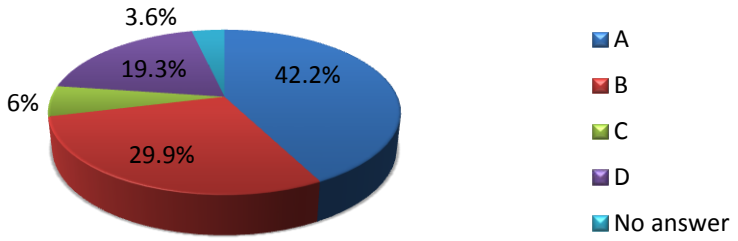

Diagram11: Motives of Audience for Asking Questions

The results in figure 11 reveal that (42.2% + 29.9 %) of the respondents ask questions to understand and check their understanding in order to learn something. Whereas, 19.3%provided different answers showing that their questions are just asked to encourage the

presenters and correct their mistakes. Some respondents claim that asking questions is a strategy they follow to tell the presenter that what he is doing interests them.

4) - About the experience

Q 17: Do you prefer to attend: teacher fronted session? Student OP session?

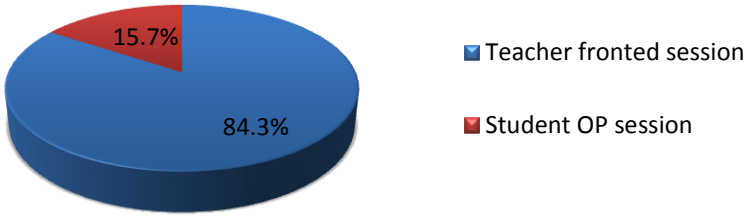

Diagram12: Students' Preferable Sessions

As concerns what students prefer to attend, 84.3 % of them prefer to attend a teacher fronted session. They justified that teachers provide more reliable content and information. The remaining 15.7 % of participants prefer to attend OP sessions; because they find them more vivid and provide more fun.

Q 18: The teacher gives you a topic for research, how do you prefer to do it?

As it is shown in Diagram 13, more than half of the participants prefer to perform an OP rather than submitting a written assignment.

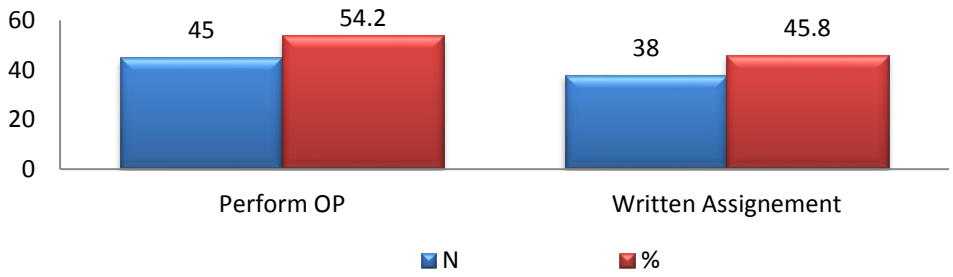

Diagram13: Students' Attitudes Towards Presenting an OP

Here, we mention that only 90.4% of the students justified their choices. On the one hand, the justifications provided by those they prefer to perform an Op turn around four main points. First, OP gives them a chance to practice their language and check pronunciation. Second, OPs are more vivid, less demanding and time saving activities. Third, students remember

better the information they have presented. And finally, they get trained for future jobs and carriers. On the other hand, for those they prefer written assignments, the mostly given justification is that of fear of facing the audience. Also, time management is one of the main reasons behind their choices. Thus, they consider written assignments to be more comfortable.

Q 19:What presentations do you prefer to do most :

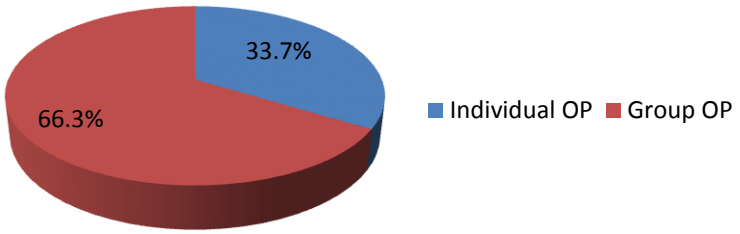

Diagram14: Students' Favorite Type of OP

Diagram 14 clearly indicates that the majority of the participants prefer to perform Group OPs. They argue that this type is more comfortable, it helps them overcome anxiety and fear of facing the audience. Also , Group OPs are less demanding since work is divided. And this, according to them, creates an enjoyable experience of sharing and helping each other. On the other hand, 33.7% of the participants prefer Individual OP claiming that they are autonomous learners. They feel more comfortable when working alone and they prefer to avoid teamwork conflicts.

Q 20 :OPs make you a better communicator (you acquired new communicative skills)

	agree	*disagree*	*don't know*	*Total*
N	*70*	*1*	*12*	***83***
%	*84.3%*	*1.2 %*	*14.5 %*	***100%***

Table 19: Students' Attitudes Towards the Impact of OP on their Communication Skills

The results that figure in table 7 reveal that 84.3 % of the participants believe that OPs help them become better communicators. While only 1.2% disagree, 14.5% do not know. The justifications were provided by 75.9% of the students. Those who agree justify that OPs enable them acquire some communication skills and strategies such as using verbal and

nonverbal cues, learn how to socially communicate, raise their self-confidence and overcome fear of speaking in public . The participant who disagrees says that s/he is still anxious about facing the audience. Those they answer "don't know" did not justify their answers.

Q 21 : OPs make you a better collaborator (you developed new collaborative skills)

	Agree	*Disagree*	*Don't know*	*Total*
N	*58*	*4*	*21*	***83***
%	*69.9%*	*4.8%*	*25.3%*	***100%***

Table 20: Students' Attitudes Toward the Impact of OPs on their Collaborative Skills

As shown in table 20, the biggest amount of the respondents (69.9%) agrees that OPs develop their collaborative skills while 4% disagree and 25.3% don't know. The justifications were provided by only 66.3% of the students. For those they agree, OPs teach them how to share, accept others' opinions and negotiate meaning. Also, OPs help them adapt in different situations with different teams. However, 4.8% of the participants show disagreement saying that they are autonomous learners, and they prefer to work individually. Also, those they respond "Don't know" (25.3%) did not provide justifications.

Q 22:How can you describe the oral presentation experience?

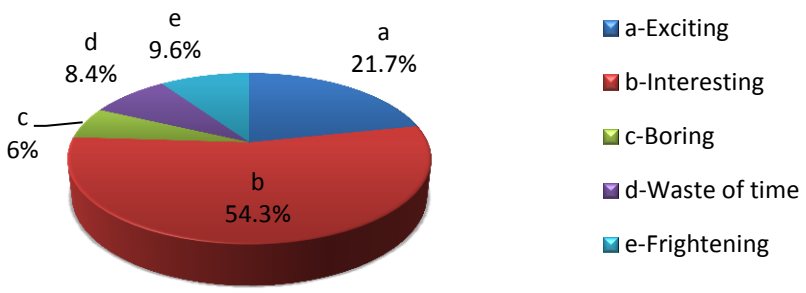

Diagram15: Participants' Attitudes towards OP Experience

Diagram 15 highlights that the largest number of the participants has satisfactory opinions about OP experience. They find OPs to be exciting (21.7%) and interesting (54.3%) because they feel like teachers when presenting. They learn how to communicate in different social situations. Also, for them, they keep learning new things from their own and their mates' experiences. On the other hand, a quarter of the respondents negatively qualify OP

experience. For them, OPs are boring (6%), waste of time (8.4%) and frightening(9.6%). They argue that they did not learn anything from OP experience and that they are still anxious.

To sum up, the results obtained from the questionnaires show that all the participants performed OPs. They frequently communicate with their audience using different resources, mainly language and body language. Students are aware of the importance of using the nonverbal resources to attract their audience and to overcome the linguistic shortcomings as presenters, and to interact with other presenters when they become audience. The results also reveal that in group OPs, students work individually more than collaboratively, and most of them involve their audience into discussion. In other words, students collaborate with their audience rather than their teams. As regards students' attitudes towards OPs, the results show that the students prefer to attend a teacher fronted session rather than an OP session because they do not trust their mates' information. Furthermore, most students prefer to perform an OP rather than submitting a written assignment arguing that OPs give them chances to practice the target language. Also, they prefer to perform group OPs because they find them funnier and they feel less anxious. However, other students prefer to work individually arguing that they are autonomous learners, and they prefer to avoid team conflicts. Finally, the students agreed on that OPs enable them to acquire communicative skills as well as collaborative ones. Most of them consider OPs to be an interesting experience as they have learnt how to face an audience, communicate, share and negotiate ideas with others using the target language.

III- Presentation of the Results of the Interview

The following part presents the results gathered through interviewing three participant teachers with whom we attended oral presentation sessions. The teachers are labeled as follows: P1 means Participant teacher 1. P2 means Participant teacher 2 and P3 is the Participant teacher 3. Also, P1 and P2 are teachers with whom we attended and video

recorded oral presentations, and they are the teachers with whom we conducted face to face interviews. However, P3 is the first teacher with whom we attended an OP before we got the permission to record. Thus, we attended his classes without recording the OPs. Furthermore, P3 is the participant teacher with whom we had an email interview.

Q 01: How long have you been implementing OPs as language learning technique?

To this question, all the participant teachers answered that OP is not a new ELT technique for them. They have been implementing it since they have started teaching. Yet, P1 was more precise and said that he has started using OPs eight (08) years ago.

Q 02: Do you follow any strategy for the choice and sequencing of topics and presenters?

As regards the choice of topics, the three teachers answered that they do not follow any strategy, because topics incorporate the syllabus. So the first topics are first presented. However, in the choice of presenters, the teachers follow different strategies. P1 proceeds via volunteering. According to him, OPs are obligatory. But the first presenters receive special consideration and appreciation, and this motivates the average students to take initiatives.

P2 gives the students the freedom to select the topics they feel comfortable with. P3 selects the best students to present first so that the others can learn from them and imitate them.

Q 03: In the assessment process of students' OPs, do you focus on the content presented (the information itself) or the way it was presented (the act of presenting)?

For P2 and P3, the content is important for the dictates of the modules; but also the form, the way the content is presented, the language used in terms of correctness and fluency and the mastery of the techniques and strategies of OPs are to be taken into consideration. However, for P1 the content is given importance, but not as much as OP skills that are the purpose. He argued that sometimes students have a very good and interesting content to present but they fail to attract their audience to follow or to grasp. Consequently, the audience cannot learn from them.

Q 04: For assessment, do you focus on the language the learners produce? pronunciation, tone , …ect

The three participants answered that they do pay attention to language fluency. Yet they are less demanding in terms of pronunciation and tone. For instance, P1 claimed that he is "*not too peaky to pronunciation unless it changes meaning*". On the other hand, P2 considered pronunciation as something needed but not exaggerated, "*It adds to evaluation and assessment"*. For P3, meaning is all that matters. He does not pay attention to pronunciation because he wants to make the students feel confident and comfortable when presenting.

Q 05: Do you pay attention to the nonverbal cues the students display while presenting?

The answers we gathered concerning this question meet and differ at the same time. On the one hand, P1 responded that he "*definitely*" pays attention to the nonverbal cues because they are keys in understanding. And Master1 students, in particular, are aware of the importance of the vocalic, kinesics and proxemics in communication. On the other hand, P2 and P3 do pay attention, but they are not severe on that. They argued that the heart of the matter is to the mastery of the topic, and the way they handle it.

Q 06: Do they receive any prior training for doing so?

The three teachers answer that they do not train their students about the use of nonverbal cues because they are teachers of content modules, as argued P1. For him, students learn by criticism. He frequently and constructively criticizes their performances and gives them instructions before and during the OP. However, P2 tends to instruct the learners beforehand about how things should be, and how an OP should look like. P3 in his turn provides the presenters with the necessary instructions before the OP starts. For him, this is a part of the teaching process.

Q 07: Do you assess the individual performance of each learner or the group performance?

The three answers collected reveal that teachers assess the students' individual performances. For P1, students are free to decide on the way they part the work. The majority prefers to work individually though the collaborative aspects are given considerations. P2 assesses her learners "*one by one";* because there are differences between the students' performances. And because all presentations are group OP, students need to feel less anxious about working with members of different levels. P3 argued that he assesses the individual progress of the learners because not all students pay the same effort or share the same willingness to progress.

Q 08: Do you inform them beforehand about the way they will be assessed?

While P2 and P3 inform their students about how they will be assessed as the mark is considered to be the mark of the test, P1 does not. He prefers to decrease the students' anxiety, make them more comfortable and more daring about OP.

Q 09: According to your experience, through adopting this technique, did the students manage to acquire any communicative skill/behavior?

The three teachers agreed on that the students acquired communication skills. P1 and P2 say that they have been teaching groups for three years. They could notice advances and progress in students' communication skills. The students become more communicative and daring, and even their participation differs. However, the advances differ from one student to another. While some become more fluent, others still do memorizing and rehearsals. They keep reading most of the time, stuttering and hesitating.

- ***What are the communicative skills /behaviors that the students have acquired through adopting this technique /OPs?***

As far as concerns these communication skills and behaviors, facing the audience is the first and most prominent skill teachers noticed and talked about. Then, language fluency ranks the second. The teachers talked about the students' abilities to talk to and interact with an

audience, involve it, and keep it attracted. P1 added that students become aware of language accuracy, and they got skilled in communication strategies such compensation (using verbal and nonverbal language) and avoidance. That is, students become able to maintain speech for long time with less grammatical, lexical mistakes and communication break downs. Also, they become skilled in using their voices and body language to manage the class and attract their mates.

Q 10: What about the collaborative skills? Through adopting this technique, did the students manage to develop any collaborative skill/behavior?

P1 and P3 respond that "*definitely*" the students acquired collaboration skills, but not in all times and cases. That is, very few of them did while the majority prefers working alone. P2 went to the extreme and acknowledged that there exists a problem of group work. Students did not really acquire collaborative skills and behaviors.

- ***What are the collaborative behaviors that the learners managed to develop through adopting this technique /OPs?***

P2 says that she cannot talk about collaborative skills because students did not really develop them. However, P1 and P3 consider that very few of the students become cooperative. They tend to help and support each other. i.e, when someone fails to find a word, the other offers it. Students explain the ideas given by their mates. They become able to share their ideas and skills, negotiate meaning, provide and accept comments.

Q 11: Describe your role in OP class? In terms of frequency and duration of intervention, classroom management, giving instructions….

When it comes to intervention, P1 prefers not to intervene because this may frustrate the students and distract the flow of their ideas. He rather interrupts them only when wrong information is provided or he feels that certain instructions are needed. On other hand, P2 considers herself to be "*more a conductor than a teacher"* because of time constraints. That is all presentations are group presentations, and some students feel very comfortable and tend to

exceed time allotted for them, thus she needs to remind them about time management. She adds that the topics selected are incorporated in the syllabus. So, she instructs the students about the content to be presented, the outline, bibliography and so on at the first days they meet. Thus, she very seldom interrupts them because they all get the necessary information about how thing should be. On the same track, P3 answered that he provides the necessary instructions at the opening of the academic year, and reminds the learners before the OP starts about time and classroom management. He never interrupts the students because he trusts them as they "*all know what to do"*.

Q 12: What can you say about the overall process of teaching through OPs? How could you evaluate this technique? In terms of the potential benefits, drawbacks ….

For the three teachers, OPs benefit both the students and the teachers. OPs give the students chances to practice language, check their pronunciation, communicate and express themselves. Also, OPs make students better researchers, because they need to look for information, plan, organize, and present it. Besides, students become able to adapt to different situations. They can reflect on their own and others' experiences. As concerns the drawbacks, large classes and time constraints are considered to be the major problems.

To put it all together, the results exposed above show that all the participant teachers use OPs as language learning techniques because they believe that OPs provide the students with the opportunity to practice language and prepare them for future jobs. Beside the importance of using verbal resources, teachers are aware of the importance of using nonverbal resources as techniques of OPs. Teachers also noticed advances in their students' communication skills. Teachers claim that OPs enabled students to acquire communication skills, mainly facing the audience and being fluent. However, they (OPs) did not really help students to acquire collaborative skills. Also, teachers tend to make their students feel less anxious and more daring about performing an OP because this technique holds potential benefits for them.

To conclude, this section presents the findings obtained from the video-recordings of OPs, the questionnaire to students and the interviews with teachers. The findings of the questionnaires and interviews are relevant to those obtained from the video recordings. In other words, in the three parts of this section, the results reveal that the students are aware of the importance of using verbal and nonverbal resources. They actually use them to attract their audience and involve them into discussion. The results also show that the students displayed some communication skills. However, the collaboration skills are less noticeable in the students OPs. Finally, the results reveal that both teachers and students are satisfied with the outcomes of the OPs as language learning technique and language learning experience. These results are going to be subject to further interpretation and explanation in the coming section labeled the discussion of the findings.

Section Four: Discussion of the Findings

Introduction

This section discusses the findings of the study in relation to the research questions. The results obtained from the video recordings, the questionnaires to students and interviews with teachers are analyzed and interpreted together because all the results obtained are congruent. That is, the results obtained from the three techniques mutually correspond to each other. These results will provide answers to the research questions our study has raised and hence will check the accuracy of the hypotheses we have advanced. This section is divided into four parts. First, it discusses the results in relation to the multimodal nature of the OPs performed by Master 1 students. Then, it discusses the results in relation to students' communication skills. After that, it discusses the results concerning the collaborative skills of the students. Finally, this section discusses the participants' attitudes (students and teachers) towards OPs. The results are discussed and interpreted in relation to the literature presented in section one.

I. Multimodal Nature of the OPs Performed by M1 Students

1- Students' Perceptions of Multimodality

Taking into account the results from the videos and questionnaires in the previous section, it appears that Master1 students at Ali LOUNICI University are aware of the importance of multimodality in their OPs despite their unfamiliarity with what this theory is about. The results obtained from the questionnaires reveal that 90.4% of the students believe that relying only on language when presenting is not sufficient. 91.6% of the students admit that it is necessary to use resources other than language for better transmission of the message. This means that the students are aware of the importance of transmitting multimodal messages during their communicative activities, i.e, verbal and nonverbal messages. ; and this is in accordance with Kress's (2003) view of multimodality. Furthermore, 60.2% of the students declare that they perceive the multimodal messages that the presenters transmit. ie, when they become audience, the students focus on the overall show rather than language or

gestures in isolation. These results show that the students practice multimodality and perceive it. They demonstrate that the students perceive language to be an important means of communication but not the only one as it is clarified by Nöth (1990) and Damen (1987). People cannot communicate using language exclusively.

The results of the interviews come to confirm students' awareness of multimodality. For instance, one of the interviewed teachers said that Master 1 students are aware of the importance of paralinguistic, kinesics and proxemics in communication which are keys in understanding, he adds. These elements contribute to meaning (Kress, 2010) and help the receivers of the message understand what is intended by the sender (Poyatos, 2002). This indeed, upholds the findings of the questionnaires which show that 90.4% of the audience admits that the nonverbal resources keep them attracted. They justify that these resources help them to keep focused and avoid boredom. But more importantly, these resources help the students to better understand the message being transmitted. The students, then, derive meaning from the linguistic elements as well as the nonlinguistic elements as explained by Mehrabian (1972) in the review of the literature section.

2- Students' Actual Use of Multimodality

Students' perceptions concerning multimodality are transformed into actions. That is, the participant students practise multimodality in their OPs. According to Kress & Leeuwen (2001), in the meaning making activity, users select among available modes to express the desired meaning. This, in fact, upholds the findings of the research which reveal that the students use multiple modes in their OPs. These modes are **linguistic**, **paralinguistic/ audio**, **kinesics/gestural** and **kineikonic** modes. The results of the video recordings demonstrate that all the students have used language as one semiotic mode to express meaning. Besides, they use their voice qualities (Paralinguistic mode), gestures, eye contact, head motions, facial expressions and postures (Kinesics mode) to transmit further messages.

Also, the students use the kineikonic mode in their OPs. The students' gesturing and the different postures they display while presenting create live moving images. For instance, while some of them maintained standing positions that move very seldom, others show walking positions that move either in a limited piece of space, or may move freely and in all directions. Therefore, the students' usage of space creates different postures and thus different live images. The transition from one image to another and the interplay between the different modes (linguistic, paralinguistic, kinesics) as they orchestrate through time and space (Kress,2010) create the kineikonic mode, as it is reviewed in the first section.

In fact, the students use these modes without any prior intention. The students did not choose to use these modes, but rather these modes are interrelated and are conspicuous in oral communication. In other words, the students cannot separate the paralinguistic mode from the linguistic one. Also, because OPs are face to face interactional events, the students cannot avoid using the kinesics and the kineikonic modes. These modes are important in oral discourse, because *"unlike other semiotic modes that the speakers choose to use or not, these modes are virtually unavoidable*" (Valeiras & Ruiz, 2015).

Kress & Leeuwen (2006) noted the importance of visuals in communication as they "*contribute meaningfully to the message"* being transmitted. In fact, it has been noticed that most of the students use visuals in their OPs to present the content, to attract their audience and to provide further explanations when needed. The visuals used vary from the written words and images in the PowerPoint projects and/or hand writings and drawings on the white boards. The students, then, purposefully employ the **visual mode** to support their OPs, clarify the message being transmitted and provide additional information.

The results of the questionnaires correspond to findings of the videos. Kress(2003) states that multimodality '*accounts equally well for all the semiotic modes*' being used by individuals. This corroborates the findings of the study which show that the students pay

equal attention to the language they use, the paralanguage and body language. Each receives the percentage of (68.7%). Also, the students tend to pay considerable attention to the visuals (60.2%). These percentages demonstrate that the students tend to account equally for the linguistic, paralinguistic, kinesics and visual modes. Moreover, despite the fact that the use of space receives a lower percentage, it can be understood that through the use of space, the students display various postures which in their turns create live images that move through space and time. Indeed, these movements create the kineikonic mode, as it has been discussed before, and contribute to meaning because movements and meaning are interrelated (Kress, 2010). In fact, the students' use of space transmits additional information about their emotional state and self-confidence. This goes in line with what Poyatos (2002) suggests. The videos show that the more the student is self-confident, the more s/he uses the space. The students, then, use linguistic, paralinguistic, kinesics, visual and Kineikonic modes in their OPs , and each mode contributes to the intended meaning as explained by Kress (2010).

Indeed, the students' use of various modes can be explained in the light of the modal affordance of each mode. Students recognize that the meaning a given mode can provide may not be expreseed by another mode. That is, the students use language to present the content of the presentation. Meanwhile, they use visuals and kinesics to attract and persuade their audience. That is, language succeeds in informing the audience but fails to attact and persuade them. Thus, the students use these different modes to achieve the different objectives: to inform, attract and persuade. These results go in line with what Kress (2010) has stated that, in multimodality, the modes used complement each other and contribute to meaning. In the same perspective, Bezemer. J. et al (2012) claim that each mode carries a partial meaning of the whole message, and the complete meaning results from the gathering of all the modes.

In all, the results discussed so far prove that the students practise multimodality. They employ different modes in their OPs: ***linguistic***, ***paralinguistic***/***audio***, ***gestural***/***kinesics***,

visual and ***kineikonic*** modes. That is, the students combine different modalities, linguistic and nonlinguistic modalities, to create ***multimodal texts*** (Kress, 2001). That is, the OPs performed by Master I students are multimodal texts. Moreover, because these OPs are face to face interactional events, and due to the existence of the kineikonic mode; these OPs are transformed into **Live Multimodal Texts.**

II- Students' Communication Skills

1- Students' Verbal and Nonverbal Communication Behaviors

According to Bezemer.J. et al (2012), individuals use various resources to make meaning in social interactions. These resources can be the gestures, sounds and movements that individuals generate to communicate meaning (Leeuwen, 2005). This, indeed, upholds the findings of the research which reveal that all the students use different semiotic resources to communicate meaning. They use verbal and nonverbal resources to express ideas and perform speech acts. That is, the students use language as one semiotic resource. Besides, they employ their ***voice qualities***, ***gaze***, ***facial expressions***, ***head motions***, ***gestures***, ***postures*** and ***visuals*** to transmit further messages. All these are semiotic resources put in the hands of the students to express meaning (Kress,2003). However, the choice of a given resource rather than the others depends on the user's communicative purpose (Leeuwen , 2005: 04).

According to Halliday (1994), verbal language is a meaning making resource used to fulfill certain communication behaviors. This justifies the students' use of ***verbal resources*** to inform, instruct, persuade, motivate, involve their audience into discussion, ask questions, provide feedback and negotiate meaning. Also, the students have established suitable context for communication to happen using verbal resources which help the audience (receivers) to prepare their background knowledge, attitudes and skills as proposed by Sanchez (2010). For instance, the students use the verbal expressions 'come on' and 'very good' to respectively motivate their audience and provide feedback. (More examples figure in Table 3).

Besides, the results of the study reveal that the students exploit their voice loudness, rates, intonation and silence to express meaning. These ***paralinguistic resources*** contribute to meaning and are used to fulfill communication behaviors (Poyatos, 2002; Damnet, 2008; Matsumoto, 2013). The study reveals that the students employ the rising tone to ask questions and demand information. Slow tempos are used by the students to offer information such as turn maintaining and to demand a service such as instructing audience. Add to that, back-channels and buffers are used by the students to transmit feedback and show attentiveness. To illustrate, when receiving comments and answers, the students utter 'Mmm…yeah...' to provide feedback and show their listening behavior (For more examples, see table 4). Master I students, then, employ these paralinguistic resources to perform speech acts and communication behaviors such as offering and demanding information and services as it is suggested by Kress & Leeuwen (2006).

According to Vicars (2001), gestures function as visual equivalents of words. They are used to articulate thoughts (Dixon & O'Hara,2013) and offer information and demand services (Kress & Leeuwen,2006). The results of the study show that the students use these semiotic resources to interact with each other. For instance, in OP 3, the presenter used both hands to mimic the action of putting something aside when she uttered '*Kennedy puts his religious beliefs aside to keep his nation unified because…*'; then she shacked both hands (fingers) to represent the action of unifying things. These ***pantomimic*** and then ***iconic gestures*** are employed by the student to emphasize the meaning of the verbal message as it is proposed by Poyatos (2002) and Matsumoto (2013). In addition, most of the students use ***deictic gestures*** to point at their audience and give them turns to speak. ***Emblems*** are also used by the students to communicate meaning as clarified by Matsumoto (2013). To illustrate, the students frequently use the ***YES*** and ***NO*** emblems to provide feedback.

Moreover, gaze is a semiotic resource used by individuals to monitor their audience and keep them attracted (Matsumoto,2013). This indeed upholds the findings of the research which reveal that gazing is used by the students to attract their audience and instruct them. For instance, students gaze at their audience to instruct them to keep quite. The students exploit the monitoring function of gaze to manage the class, as Kendon (1967) suggests. Add to that, the students use their facial expressions to greet their audience and instruct them. These resources, according to Poyatos (2002), Knapp & Hall (2002), and Matsumoto(2013) are semiotic resources used to open and close communication process. Also, they are used to articulate thoughts and transmit information and demand services (Kress & Leeuwen,2006). This upholds the results of the investigation which show that the students smile to their audience to give them turns to speak. Also, they smile and pinch their lips to transmit feedback to their audience when they receive right and wrong answers. Besides, eyebrows movements are used by the students to stand for questions. That is, the students communicate meaning and perform speech acts using their facial expressions as clarified by Poyatos (2002).

Head motions, also, are semiotic resources used by individuals to communicate meaning (Poyatos, 2002; Matsumoto,2013; Pease.A, 1988,2004). This corroborates the findings of the research which reveal that the students use their head movements to transmit information and feedback to their audience. The students tilt their heads to show attentiveness and interest. Also, the results show that the tilt of head with certain facial expressions is used by the students to stand for questions. That is, the students use their heads as semiotic resources to communicate meaning (Leeuwen, 2005).Like any other semiotic resources, postures are employed by the individuals to communicate thoughts and attitudes (Poyatos,2002; Damnet 2008). In fact, it has been shown that the students display different postures to communicate various meanings. The students' postures suggest self-confidence and mastery of the situation. Also, postures are employed by the students to show attentiveness, provide

feedback and ask questions. Indeed, these results are in line with what Kress & Leeuwen (2006) suggest that visual communication is used to offer and demand information.

To sum up, paralinguistic elements, gestures, gaze, facial expressions, head motions, and postures are semiotic resources used by the students to articulate thoughts, inform their audience, instruct them, ask them questions and provide feedback. That is, these resources are used to communicate meaning (Poyatos,2002; Matsumoto,2013) and to offer and demand information (Kress &Leeuwen,2006). The combination of different resources results in ***multimodal ensembles*** that carry more explicit messages.

A- Students' Use of Verbal and Nonverbal Resources to Articulate Thoughts

The results of the study reveal that the students use verbal language in their OPs as a primary resource to fulfill certain communication skills. To begin with, the questionnaires demonstrate that the biggest portion of the students have acceptable levels in English. That is, 97.6% of the students their English proficiency levels vary from average to good, very good and excellent. This means that the students are able to articulate thoughts and maintain speeches for considerable periods of time as Al-Issa and Al Qubtan (2010) suggest. This fact has been confirmed by the results gathered from the videos which show that all the students articulate thoughts and maintain speeches for certain periods of time. To illustrate, in the video recorded OPs, the students maintain speeches from 6 mn (Minimum) to 38 mn (Maximum). This means that the students have bridged the gap between language learning and language use, which is one of the potential benefits of OPs suggested by King (2002). That is, the students are able to use language to perform communication behaviors.

In the same perspective, the results of the questionnaire demonstrate that verbal language receives the highest percentage (43.75%) when the students were asked to rank the resources they pay attention to when presenting. This could be understood that the students perceive verbal language as a primary resource that they rely on to communicate with each

other, and this in accordance to what Nöth (1990) suggests and has been reviewed in section one. As presenters, the students put much emphasis (68.7%) on the verbal language to inform their audience .Also, it has been revealed that the students involve their audience into discussion during the OP through asking them questions (60.2%) or check their understanding(41%) using verbal expressions. Besides, most of the students greet their audience, refresh their memories and ask them before they start their OPs. These strategies are, indeed, fulfilled by verbal resources. Moreover, when they become audience, the students use verbal language to communicate with the presenters through completing sentences (31.3%) and asking questions (39.8%). In brief, the students use the verbal language to perform various communication behaviors; to offer information and demand it (Halliday, 1994). Put differently, language is used by Master I students to articulate thoughts, instruct their audience, interact with them and provide feedback,... These results and percentages also correspond to what has been stated by Damen (1978) that despite the existence of other means of communication, language remains the most important one.

Indeed, the fact that the percentages have not reached the 100% can have two main explanations. First, this confirms what has been discussed above concerning the students' perception of multimodality. Students are aware that language is important for communication but not sufficient. Second, being involved in communicative events, the students have learnt that communication does not happen through the exclusive use of verbal resources. The students, then, have learnt about communication process through experiencing it. This, indeed, meets one of the major tenets of Kolb's (1984) EBL discussed in the review of literature, that is, learning happens through experiencing.

Nonverbal resources are used by individuals to clarify and define the verbal message, to regulate it or even to be the message itself .ie, to substitute for words (Matsumoto,2013; Poyatos, 2002). The outcomes of the videos reveal that the students use ***nonverbal resources***

in conjunction with verbal ones to clarify their messages, emphasize them and substitute for them. To illustrate, in OP N° 6, the presenter instructs his audience to raise hands when asking for turns to speak by the verbal expression "*Raise your hand!*", and sometimes he raises his hand to articulate the same instruction. He uses both expressions (the verbal and nonverbal) from time to time. Moreover, nonverbal resources are resources for offering and demanding information or service (Kress & Leeuwen ,2006). This justifies why the students use the paralinguistic elements, gestures, head motions, facial expressions, gaze and postures to articulate thoughts, inform, instruct, persuade, motivate and involve the audience into discussion. All these resources are employed by the students, as explained in the previous paragraphs, to perform communication behaviors and speech acts.

The results of the questionnaires correspond to those of the videos. They demonstrate that the students use nonverbal resources to articulate thoughts when presenting. The students assign higher percentages to paralinguistic cues (68.7%), body language (68.7%), eye contact (71.1%), and facial expressions (56.6%). This means that the students perceive these resources as fundamental to communication. Besides, the students intensively use their body language (72.3%)(gestures, eye contact, facial expressions, postures) and time pauses (42.2%) (paralinguistic elements) to involve their audience into discussion. Moreover, when they become audience, the results show that the students interact with the presenters through gesturing (73.5%) and back-channeling (60.2%). Besides, these resources are mostly used by the students in a conscious way. That is, as strategies to overcome linguistic shortcomings, i.e, to substitute for words (15.7%), to attract the audience (73.3%), they have been taught to use them (13.3%) or even to score marks (12%). These results demonstrate that, like the verbal language does, the nonverbal communication systems are intentionally used to offer and demand information as clarified by Kress & Leeuwen (2006).

B- Students' Use of Verbal and Nonverbal Resources to Ask Questions

The results of the study demonstrate that the students interact with their audience through asking them questions. It has been shown that the number of students who greet and then ask their audience questions is more than those who greet and introduce their topics directly. This, in fact, is a proof that the students seek to communicate and interact with their audience. That is, learning is a matter of negotiation of meaning rather than transmission of meaning. This meets one of the major principles of the socio-constructivist theory (Vygotsky,1978) that knowledge is collaboratively constructed. Add to that, the presenters and audience interact with each other through exchanging questions. In fact, most of the students ask questions during the presentation time either to seek understanding or to check it. These results corroborate what has been stated in the literature that learning is socially co-constructed by the learners (Kolb,1984). That is to say, the students are not passive learners that absorb the information being transmitted by their mates. They are rather active learners who negotiate ideas to construct knowledge, as Vygotsky (1978) suggests. That is, the students do not take the content presented in the OP for granted, but rather they reflect on it, and ask questions when they feel the necessity to do so. Also, these results prove that the students are skilled in questioning. That is, they use questions (as presenters and audience) to interact with each other and communicate thoughts and attitudes, and this corresponds to what Dixon & O'Hara (2013) have suggested.

The findings of the videos clearly show that the biggest portion, i.e, 18/24 students, asks their audience questions during the presentation time. However, it is important to mention that the frequency of asking questions differs from one participant to another. Very few of these students frequently ask their audience and interact with them while the majority rarely does that (Table 10). Learners' autonomy may explain these differences in terms of frequencies. Put differently, learners are autonomous decision makers , as clarified by Vygotsky (1978) and Kolb (1984). It is up to them to decide on the way they run the learning process. Another

fascinating result is that the students use nonverbal resources to stand for questions. For instance, the rising tone when uttering 'right' has been used by the students to stand for a question and therefore demand information. This, in fact, correspond to Poyatos (2002) and Kress & Leeuwen's (2006) points of view . Also, the gestures, facial expressions, head motions, paralinguistic elements, gaze and postures are used by students to ask their audience questions and demand information or services from them. To illustrate this, one presenter directed his gaze to the audience and shaked his head in a rapid way instead of asking them "what is going on?". This multimodal ensemble, then, stands for a question. This supports what has been asserted by Kress & Van Leeuwen (2006) that visual communication is used by the individuals to demand information. Also, it corroborates what Matsumoto (2013) and Poyatos(2002) have suggested that nonverbal expressions substitute for verbal ones.

C- Students' Use of Verbal and Nonverbal Resources to Listen & Provide Feedback

According to Dixon and O'Hara (2013), Listening is one of the most important communication skills. As reviewed in the first section, listening means the ability to decipher the verbal and nonverbal expressions transmitted by the interlocutor (Kamehameha, 2009). In other words, listening encloses both: listening to voices and listening to faces. That is, listening is the ability to decode the messages transmitted by the others' voices and facial expressions. Also, transmitting and receiving feedback is one of the important components of communication process. It is a fundamental communication skill (Dixon and O'Hara, 2013). Feedback, like any other messages, can be verbal and nonverbal. These two skills, listening and providing feedback are interrelated. That is one cannot provide feedback without listening. And listening in most times, but not necessarily, is followed by feedback.

The results of the videos reveal that while 21/24 students listen to their audience during the presentation time, only 13 of them provide feedback. Their listening behavior, in fact, has taken different forms. For instance, the long pauses the presenter maintained (paralinguistic)

inform their interlocutors from the audience that the presenter is listening to their comments. Also, the presenters nod their heads and/or display different postures which indicate their listening behavior. However, some others use their facial expressions (smile, lips and eyebrow movements) while others use verbal ones (yess…yess…) to show their attentiveness. Gaze is also used by the presenters to listen to their audience attitudes and feedback. For instance, one of the presenters was interrupted by the teacher who asked her to look at the audience to check their understanding. He informs her that the audience's faces can tell her many things that she needs to take into consideration. In fact, the teacher here has pushed his students to listen to faces, as it is claimed by Dixon and O'Hara (2013). Moreover, the feedback transmitted by the presenters manifest in different forms: verbal expressions, gestures, postures, gaze, facial expressions and head motions as it is shown in the results discussed in the earlier paragraphs.

As it is shown in the questionnaires, 42.2% of the presenters give their audience time to speak and ask their questions. That is, they maintain lengthy pauses (paralinguistic) to show their attentiveness, and this corresponds to what has been suggested by Damnet' (2008) and reviewed in section one. Eye contact, in its turn, receives the highest percentage among the nonverbal resources used by the presenters (71.1%). This indicates that the presenters tend to read and listen to their audience's faces. Put differently, the presenters tend to decode the messages transmitted by the audience's facial expression, gestures and head motions. Moreover, gesturing and back-channeling are the most frequently used resources that the audience uses to show attentiveness and to transmit feedback (70.5% and 60.2%). These results prove that the students (presenters and audience) are skilled in listening and providing feedback, being it verbal or nonverbal (Dixon & O'Hara,2013) . These results, indeed, can be interpreted that the students become able to communicate through encoding and decoding of different types of signs, as it has been reviewed in the first section, and learning occurs

through exchanging them. This corroborates what Inna Semetsky(2015) has claimed that teaching and learning are deeply rooted in semiosis. Also, the results meet the constructivist' point of view that knowledge is a constructed and negotiated information rather than a one way transmitted information (Vygotsky, 1978).

Drawing a simple comparison between the students' use of the different resources, one can notice that the students' use of nonverbal resources outnumbers and exceeds their use of verbal ones. Numerically speaking, the sum of percentages of the nonverbal strategies used by the students to involve their audience is of (42.2 % + 72.3%). However, (60.2% + 41%) of these strategies are verbal ones. The rankings provided by the students confirm these results. Also, the students (audience) admit that they interact with the presenters through using nonverbal resources (73.5% +60.2%) more than verbal ones (31.3% + 39.8%). When it comes to ranking, the students assign the highest percentage (63.63%) to gesturing which is nonverbal resource. Besides, the students have learned how to use these resources without any prior training as stated by their teachers. One of the teachers, for instance, claimed that the students learn through criticism. Another teacher claimed that these learners learn by imitation. This justifies his strategy in the selection and sequencing of the presenters. The teachers' answers support that learning happens through experience and reflection (Kolb,1984), and that learning is a matter of scaffolding (Vygotsky,1978). That is, the students follow their teachers' instructions and reflect on their own experiences and learn from their own mistakes. Also, they learn from their mates' mistakes and imitate their performances. This can be understood that learning happens through imitation within the ZPD that includes teacher/learner and learner/learner.

These results and comparison allow us to confirm one idea which is central to multimodality. That is the '*decentralization'* (Norris, 2004) of verbal language in communication. Language is no more, and has always been, the only medium of

communication. In other words, the students recognize the importance of using nonverbal resources to communicate meaning. Moreover, the students have shifted from the monomodal nature of communication to the multimodal one. This fact meets two of the major principles of constructivism (Vygotsky,1978) and EBL model(Kolb,1984): that knowledge is self-constructed and "*experience is the basis, stimulus and condition for our learning"* (Jarvis, Holford and Griffin, 2004). The students have learnt about multimodality and how to use it without any theoretical background. Experience, therefore, is their unique teacher as it is proposed by C. S. Peirce (1903). The students learn about communication through their concrete doings (Dewey,1938) . As far as concerns the students' use of the TL (verbal resources), through their active and intensive involvement in productions tasks, as proposed by Nunan (1991), the students have reached a certain mastery of the TL. They become aware of how to use the TL to perform various communicative functions. This in fact, validates what swain (2000) has stated that language use facilitates language learning.

D- Students' Use of Multimedia

The results gathered from the videos demonstrate that in 7 out of 9 OPs, the students use PowerPoint as visual aids. That is 19/24 students are able to use multimedia. Also, the results of the questionnaires reveal that 60.2% of the students pay attention to the use of visuals in their OPs. Moreover, when it comes to the ranking of the resources used when presenting, the visuals rank the third with a percentage of 14.06%. This means that the students intentionally and purposefully use these visuals to achieve specific goals; for instance, to present the content and attract their audience. On the other hand, 90.4% of the audience admits that the visuals keep them attracted. In other words, the visuals function as attention grabbers to attract the audience.

According to Dixon & O'Hara (2013) and Kamehamaha (2009), the use of multimedia is one of the communication skills. These technology mediated resources are crucial elements

for the success and efficiency of OPs (Al-Issa & Al Qubtan, 2010). They play the role of attention grabbers to the audience. However, our observation and analysis of the video recordings present contradictions. That is, audience's attention is not directly related to the use of these visual aids. In some presentations, the audience show less interest despite the usage of the visual aids. However, with the first student in OP 3 the students (audience) show attentiveness. Also, with the second and third presenters in OP 4, the audience are highly motivated and showe interest. The students in fact interact with their peers who use various nonverbal resources in a frequent way.

E- Giving an Oral Presentation

The results obtained from the questionnaires indicate that all the students (100%) were introduced to the experience of giving an OP. 50.6% of them have performed both types: individual and group OPs. Besides, the results of the videos and the interviews reveal that all the students are assigned to perform group OPs and maintain speeches from 5 to 15 mn. Teacher two, for instance, clearly states that her students are directed to the outline, the content, the bibliography to be used. These characteristics of the OPs performed fit those of Guided OPs proposed by Al-Issa & Al Qubtan (2010) which are reviewed in the first section. This means that the students have been introduced to the experience of performing an OP which is a fundamental communication skill as suggetsed by Dixon & O'Hara (2013).

2- Relationship between OPs and students' Communication skills

The results of the questionnaires and interviews acknowledge the role OPs play in teaching the students to better communicate using the TL. All the three interviewed teachers state that OPs help the students to develop some communication skills. Two of them support their answers by making a comparison between their students' communication skills three years ago, ie, as first and second year students, and their performances as Master I students. They said that students became more confident and less anxious about facing an audience,

more fluent with less grammatical mistakes, more skilled in interacting with their audience and attracting them. They added that students managed to use their voices and body language when performing to fulfill communicative functions.

The results of the questionnaires hold that the students draw a relationship between performing an OP and the development of their communication skills. Numerically speaking, 84.3% of them agree that through performing OPs, they acquired new communication skills. The students' justifications meet those provided by their teachers. The students noticed that they become more fluent and self-confident and they become able to face an audience. This is why most of them 54.2% answered that they prefer to perform an OP rather than submitting a written assignment. Their justifications come to support their convictions that OPs provide them with chances to practice language, build confidence and learn how to face an audience and communicate in workplace settings.

These results confirm the potential benefits of using OPs proposed by King (2002). Also, they meet the tenets of EBL which propose that Experience teaches better (Kolb, 1984). Instead of teaching the students about the communication skills, the students run a self-teaching experience where they learn from their own experiences and reflect on the others' experience. This principle again figures in the teachers' answers as well as some of the students' answers. That is, learning is reflective (Jarvis, Holford and Griffin, 2004). In its turn, this fits one of Vygotsky's (1978) influential ideas that learning is reciprocal. However, it is important to define what this learning is about, and therefore draw a distinction between learning the content and learning the process and procedures.

From the students' answers, it is made obvious that when it comes to techniques and strategies of presenting, the students prefer to learn from each other, attend and perform an OP. That is, the process of learning interests them more. This is supported by the higher percentages [54.3% (interesting) + 21.7% (exciting) = 75.9%] which reflect the satisfaction

and positive attitudes of the students towards OPs. But when it comes to content which is the product of learning, the students prefer to attend teacher fronted sessions justifying that they do not trust their mates' information. These contradictory results indicate that the learners are interested in the process of learning rather than the product of learning that OPs provide. Also, one of the interviewed teachers claimed that he insists on the process of learning because the students may have a rich content but they fail to present it. Consequently, the learning objectives are not achieved. Another teacher claimed that he prefers to assess the students' progress. This means that he promotes learning as process rather than a product. These results, indeed, meet one of the major EBL principles reviewed in the literature that learning is emphasized as a process rather than a product (Kolb, 1984).

In brief, the findings exposed and discussed before show that the students develop communication skills. They become able to articulate thought, ask questions, listen to audience and give feedback. All these skills are performed using verbal and nonverbal resources. Besides, the students show certain mastery of using multimedia and giving OPs. The students have acquired these skills through experiencing and practicing OPs. This leads us to believe that OPs have a direct impact on the development of these skills. Moreover, the students and teachers feel this relationship and impact of using OPs on the development of students' communication skills. Moreover, the comparison made by two of the participant teachers between the students' communication skills before and after practicing OPs is considered to be an argument that OPs impact and develop the students' communication skills

III- Students' Collaboration Skills

From their answers on the questionnaires, most of the students (69.6%) believe that they are collaborative. Also, 66.3% of them prefer to present Group OPs which demand collaborative work. Their justifications prove their awareness of the importance of sharing,

helping each other and negotiating meaning. However, 33.7% prefer to run an individual OP. Their justifications range from their conviction that they are autonomous learners and their desire to avoid group conflicts. Moreover, the students assign an acceptable percentage to one of the main collaboration behaviors. That is, 41% of the students affirm that all group members help each other in answering the questions. These percentages so far present the students as collaborative learners. Furthermore, the results obtained from the videos that figure in table 12, clearly show that the students display some collaboration behaviors. These behaviors indicate that the students collaborate with their teams and cooperate with their audience. This cooperation leads to collaborative learning which is a fundamental aspect of constructivism as it is clarified by Vygotsky (1978). The students' answers reflect their awareness of the importance of collaboration and group work.

However, the results in table 13 that account for the students' actual and individual collaboration behaviors and their contribution to team work present contradictions. These results demonstrate that the biggest percentage of the students fail to display collaboration skills. That is, among the 24 students under investigation, only 7 out of 24 have shown team collaboration while only 8/24 students have demonstrated collaboration behaviors with their audience. The results of the questionnaires, in their turn, support the findings of the videos. They reveal that the majority of the students (50.6% + 44.6% = 95.2%) were introduced to group work through the group OPs they performed. This suggests that the students have learnt about group collaboration. However, a deep analysis of the findings of the questionnaires reveals that, in group OPs, the students work in individual manners rather than in collaborative manners. That is, in diagram 4 (P45), it is made obvious that the sum of percentages given to the individual work in terms of preparation and presentation (19.3% + 41%) exceeds the sum of percentages given to the group work (12% + 26%). Conversely, the higher percentages given to the students frequencies of introducing their audience into

discussion to negotiate meaning (6%+ 44.6%+ 42.2%+ 6%= 92.8%) prove that these learners cooperate with their audience. Besides, the frequencies of asking questions and transmitting feedback from presenters to audience and audience to presenters discussed before indicate that these students learn through negotiating meaning and exchanging ideas, that is to say, the students are engaged into collaborative learning (Vygotsky, 1978). One can understand that the students promote **peer collaboration** rather than **group collaboration**.

In fact these results are supported by the teachers' answers who claim that the students have problems of group work. Furthermore, the results show that the teachers assess the students' individual performances because the largest part lacks the skills of group collaboration. This situation, indeed, meets and contradicts at the same time the assumptions that Moon (2004) and Kolb (1984) has provided concerning the outcomes of EBL that are presented in section one. According to them, these activities result in autonomous learners who effectively function in group projects. In short, from these results one can notice that the students achieve collaborative learning, they cooperate with their peers, which is quite different from collaboration skill our study is concerned with.

- **Relationship between OPs and Students' Collaborations Skills**

As far as concerns the role of OPs in developing the students' collaboration skills, the results from the questionnaires and interviews stand in opposition. 69.9 % of the students believe that OPs make them better collaborators. They claim that being introduced into group work enables them to acquire some collaboration skills. For instance, they become able to share ideas and support each other to overcome anxiety. However, the teachers consider that OPs did not really help the students to acquire collaboration skills (team collaboration). One of the teachers adds that only few of the students show some collaboration skills, while the majority fails to do so. These results put one of Zivkovic's (2014) assumptions concerning the benefits of OPs into question. According to him, OPs promote learners' autonomy and

teamwork at the same time. But it has been noticed that the students become autonomous learners who fail to function in group work. That is, the students achieve collaborative learning and not group collaboration.

IV- Participants' Attitudes towards the OP Technique

The findings of the study, demonstrate that the majority of the students have a positive attitude towards the experience of performing an oral presentation. 75.9% them describe this experience to be interesting (54.3%) and exciting (21.7%). They justify that OPs allow them to live the experience of being teachers. Also, they learn how to communicate in social contexts. Moreover, they keep learning new things from their own and their mates' experiences. These justifications meet the potential benefits, proposed by Moon(2004), that EBL provide to learners and that are reviewed in the first section. Also, the results show that 54.2% of the students prefer to perform an OP rather than doing a written assignment. Their daring behaviors, and their willingness to take initiatives, in a way or in another, demonstrate learners' satisfactory attitudes towards this technique. Besides, their justifications reflect their awareness of the opportunities that OPs provide them with to achieve the expected learning outcomes. On the other hand, the results of the questionnaires reveal that 24 % of the students have negative attitudes towards OPs. They justify that they learn nothing from OPs. The content presented by their mates and anxiety are their main concerns.

The results of the interviews reflect the teachers' positive attitudes toward this technique. The teachers' attitudes stem from their experiences of implementing OPs as an ELT technique. All the interviewed teachers are familiar with this technique as their answers indicate. Thus, their responses are based on the opportunities and chances that OPs present to the students to practice the TL and develop communication skills. Also, the students' actual performances and advances shape the teachers' attitudes. In other words, the teachers express satisfaction because they notice the advances their students achieve thanks to OPs. According

to them, the students become better learners. They become able to adapt to different situations, reflect on their own and the others' learning experiences. Indeed, these achievements go hand in hand with what is exposed in the review of literature about the outcomes of the EBL and OPs proposed by Kolb (1984) and King (2002).

To conclude, this section discussed the results in order to answer the research questions raised in the introduction. While some of the hypotheses suggested in the introduction are confirmed, others are rather refuted. It has been shown that the OPs performed by Master I students result from the combination of different modalities: linguistic and nonlinguistic modalities. They comprise ***linguistic mode***, ***audio mode***, ***kinesics mode***, ***visual*** mode and ***kineikonic*** mode. That is, these OPs are ***multimodal texts***. However, the kineikonic mode transforms these OPs into **Live Multimodal Texts.**

Besides, the students employ different semiotic resources to accomplish various communication skills. In other words, it has been revealed that the students use verbal and nonverbal resources to offer and demand information. The students use *verbal resources* as well as *paralinguistic elements*, *facial expressions*, *gaze*, *heads*, *gestures* and *posters* to inform their audience, instruct them, question them, involve them,… ect. The results reveal that the largest amount of the students displays communication skills such as *articulating thoughts* using these *verbal and nonverbal resources*, *asking questions*, *listening to audience* and *provide feedback*. In fact, the students managed to perform all these skills using the verbal and nonverbal resources. This, indeed, reflects their awareness of the importance of multimodality. Besides, all the students *give OPs* and most of them use *multimedia*, both of which are fundamental communication skills. Therefore, the students ***display communication skills***. They and their teachers acknowledge the role of OPs in developing these skills. That is, **OPs develop the communication skills of the learners.**

Furthermore, it has been shown that ***few of the students display collaboration skills***. These skills range from the tendency of students to *negotiate meaning, support each other, prepare and present topics collaboratively*. These results were drawn from the videos and questionnaires. They reveal that student collaborate with their peers rather than their teams. The teachers, on their turn, admit that the students have problems of group work. That is, the majority of the students did not acquire collaboration skills. The results also demonstrate that **OPs did not develop the collaboration skills of the students**.

Finally, it is worth mentioning that the results reveal that various potential benefits of OPs (King,2002; Zivkovic, 2014) and the tenets of constructivism and EBL (Vygotsky, 1978; Kolb, 1984 ; Jarvis, Holford and Griffin, 2004 ; Moon, 2004) , which are presented in the review of the literature, are achieved except the development of collaborations skills. This result may be due to factors that are related to the students rather than to the technique itself. Also, these results may justify the satisfactory and positive attitudes that both teachers and students show towards this technique.

General Conclusion

General Conclusion

The present master dissertation has investigated the impact of using OPs on students' communication and collaboration skills. It has adopted multimodality to analyze the OPs performed by Master I students in the Department of English at Ali LOUNISI University – El Affroune- Blida. Also, it identifies the different modes the students employ in their OPs as well as the verbal and nonverbal communicative behaviors they display. Besides, it has dealt with the collaborative behaviors these students have shown. Then, it has attempted to assess the impact of OPs on students' communication and collaborations skills.

The study adopts the theory of multimodality (Kress & Leeuwen, 2006) to identify the different semiotic resources used by the students and check their communicative function. It aimed at investigating the role of OPs on the development of students' communication and collaboration skills. We hypothesized that the students use verbal and nonverbal resources to perform various communication skills. Also, we hypothesized that OPs are live multimodal texts which enhance the students' communication and collaboration skills. Not all our hypotheses were confirmed. The results obtained confirm some of our hypotheses and refute others. The first four hypotheses were confirmed; however, the fifth hypothesis that OPs help the students acquire team collaboration skills was refuted.

The research has targeted three main objectives. The first objective is to provide a social semiotic analysis of the OPs. That is, to investigate the multimodal nature of OPs and sort out the different semiotic modes these activities employ. The second objective is to examine the extent to what Master I students are communicative and collaborative in their OPs. That is, the research has identified the different semiotic resources the students use when presenting to perform communicative functions. The third objective is to examine the role OPs play in developing the students' communication and collaboration skills.

The Mixed Methods approach to research has been adopted by the present study to answer the research questions and test the advanced hypotheses. It combines both quantitative and qualitative techniques in the process of collecting and analyzing data. The data used in the present work has been drawn from three research sources. Nine (09) OPs randomly have been chosen to be videotaped. These recorded OPs supply us with data of twenty four (24) students involved in. Besides, data was drawn from eighty three (83) completed questionnaires to students and three (03) audio recorded interviews with teachers.

As far data analysis is concerned, this dissertation has used the SPSS program to analyze the quantitative data obtained from the close ended questions of the questionnaires. Qualitative Content Analysis is the technique we have used to interpret the qualitative data of the study obtained from the interviews and the open ended questions of the questionnaires. Besides, the study adopts a social semiotic analysis following Kress & Leeuwen (2006) theory of multimodality to analyze data collected from the videos.

The multimodal analysis of the video recordings holds that, in all OPs, the participant Master I students use verbal and nonverbal resources for their meaning making activities. The nonverbal resources the students make use of vary from their head movements, facial expressions, gaze, and body gestures and postures, all of which are enclosed in the generic term Kinesics. Besides, the students use their voice qualities (paralinguistic) and visual aids to support their shows (visuals). The study, then, revealed that the students simultaneously employ linguist, audio, kinesics, visual and kineikonic modes, the combination of which results in live multimodal texts.

The analysis also shows that the students use the verbal and nonverbal resources either to offer or demand information. In other words, these resources are used by the presenters to inform, instruct, motivate, involve, persuade and ask their audience. Moreover, the analysis

demonstrates that all the students use the verbal and nonverbal resources to accomplish various communication skills such as articulating thoughts, asking questions, listening to audience and providing feedback. Also, using multimedia and giving OPs are two communication skills that the students have achieved. Furthermore, it has been shown that the majority of the students did not show team collaboration in the group oral presentation they perform.

The statistical analysis of the questionnaires was concerned with the students' use of verbal and nonverbal resources to perform communication behaviors. It reveals that all the students use different semiotic resources to communicate during the presentation time. That is, beside the verbal language, the students use their voice qualities, gestures, heads, gaze, facial expressions and postures to offer and/or demand information when they communicate with each other (Presenter/ Audience interaction). These results, further, prove that the students become aware of multimodality and skilled in using it through experiencing it. Also, the results show that the students displayed communication skills such as articulating thoughts, asking questions, listening to audience and providing feedback using verbal and nonverbal language.

Moreover, it has been shown that the majority of the students showed satisfactory and positive attitudes towards the experience of performing an OP. They admit that OPs help them acquire communication skills. Furthermore, the majority of the students believe that OPs help them acquire collaboration skills. However, the results prove that the students work individually rather than collaboratively. That is, while OPs did not help the students to acquire collaboration skills, they definitely help them acquire communication skills. Besides, the results obtained through the qualitative content analysis of the open ended questions in the questionnaires corroborate those obtained through the statistical analysis. The students'

answers reflect their awareness of the importance of multimodality in ensuring better transmission and perception of messages. Besides, their answers reflect their awareness of the opportunities and outcomes the OPs provide to enhance their learning achievements, communication skills and collaboration skills.

As far as concerns the qualitative content analysis of the interviews, it has been revealed that all the participant teachers are aware of the importance of using multimodality in OPs. Also, the results obtained from the teachers reflect their positive attitudes towards OPs as educational techniques. It has been revealed that through their experiences, the teachers admit that OPs provide opportunities for the students to practice the TL, to experience real life communicative situations, to maximize self-confidence and daring about facing the audience, and to learn about OPs and communication skills and strategies. Moreover, all the teachers acknowledge that OPs help their students to acquire communication skills. However, the results show that the teachers believe that OPs did not help their students to acquire collaboration skills because most of the students have problems of group works.

In all, relying on the framework mentioned in the review of the literature, mainly the social semiotic approach to multimodality proposed by Kress and Van Leeuwen (2006); and the results the present study provides, we come to draw the following conclusion. The OPs Performed by Master I students are live multimodal texts. They comprise linguistic, paralinguistic (audio), kinesics, visual and kineikonic modes. The students have displayed verbal and nonverbal communication behaviors. That is, they use verbal resources to communicate with each other, more precisely, to offer and demand information or services. Simultaneously, the students use nonverbal resources for the same reasons. In other words, they use their voice qualities, head motions, eye movements and facial expressions, gaze, gestures and postures to offer and information and services. Moreover, we conclude that OPs

enable the students to acquire communication skills and fail to help them acquire collaboration skills. This conclusion is driven by fact that all the students under investigation displayed communication skills. That is all the students managed to use verbal and nonverbal resources to: articulate thoughts, ask questions, listen and provide constructive feedback. Besides, all the students managed to give OPs and use multimedia. However, the majority of the students did not show collaboration skills during their oral performance. That is, most of them prefer to actually work individually rather than collaboratively. Indeed, the answers help us shape our conclusion. They admit that OPs make their students better communicators. Also, they confess that the students still have problems of group work. That is, OPs did not help the students acquire collaboration skills.

We hope that the findings of this humble work will contribute to the field of multimodality and education. It investigates the individuals' use of different semiotic resources to achieve communication skills. Also, it focuses on one of the major techniques that promotes a learner-centered approach to language learning, that is Oral Presentations. Also, it highlights the potential outcomes of these live multimodal texts in enhancing the students' learning objectives with much emphasis on communication and collaboration skills. Thus, we suggest the implementation of OPs as educational techniques in our department of English at Mouloud MAMMERI University of Tizi Ouzou. This study may pave the way for future researches investigating the causal relationship between implementing OPs and the students' communication and collaboration skills through an experimental design. Also, further researches could reflect upon the factors that inhibit OPs to achieve one of its benefits: the development of the students' collaboration skills.

Bibiography

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Appendices

Questionnaire to Students:

This questionnaire is part of an academic research conducted for the fulfillment of a Master degree. You are kindly requested to answer the questions that would help us gather authentic data which will be used to analyze the oral presentations performed by EFL learners. Please, feel free and be as sincere and honest as you can in your answers because all information obtained is kept ***anonymous and confidential***.
N.B: *Please,* ***tick*** *the appropriate boxes to indicate the chosen answers, and* ***use your own statements*** *where required. Further instructions will guide you throughout the questionnaire.* We are so grateful for your cooperation.

I- Participant's Profile:

Q 01: Your level in English is:

Excellent ☐ *Very good* ☐ *Good* ☐ *Average* ☐ *Poor* ☐ *very poor* ☐

Q 02: Did you perform a classroom oral presentation?

Yes ☐ *No* ☐

**If No; why ?*

……
……

If yes; the presentation(s) was/were :* ***You can tick more than one box*

Individual Presentation ☐ *Group Presentation* ☐

II- As a presenter:

Q 03: How do you start your presentation(s)? ***Select the appropriate statement(s)***

☐ *A- Greet the students*

☐ *B- Ask the students questions about the topic*

☐ *C- Refresh their memories and relate my topic to previous presentations*

☐ *D-Introduce the topic directly*

Q 04 : Select the appropriate statement*:* In group presentation(s) I took part in,

☐ *Each group member is responsible for preparing a given part of the theme.*

☐ *Each group member presents the part s/he prepared.*

☐ *Each part is collaboratively prepared by the group members.*

☐ *Group members help each other during the presentation time.*

Q 05: when presenting, how often do you involve the audience into discussion?

Always ☐ *Frequently* ☐ *Rarely* ☐ *Never* ☐

Q 06 : How do you involve them? ***More than one box can be ticked***

☐ *a-Through asking them questions*

☐ *b-Giving them time to ask their questions*

☐ *c-Check their understanding (complete questions, words with raising intonation ; Right? Ok?)*

☐ *d-Using the body language (your hands, facial expressions: smiles, eye contact,…)*

- Rank the selected statements from the most used to the less used*: ……..…….*

Q 07 : Who answers the audiences' questions?

☐ *Teacher*

☐ *Each student answers the questions in relation to the part s/he prepared*

☐ *All group members help in answering the questions.*

☐ *Other students (audience)*

☐ *Others: …….*

Q 08 : Do you think that relying only on language when presenting is enough?

Yes ☐ *No* ☐ *I don't know* ☐

Justify your choice:……
……

Q 09 : Do you think it is necessary to use resources other than language (nonverbal cues : body language, movements, eye contact,….) while presenting?

Yes ☐ *No* ☐ *I don't know* ☐

Justify your choice:……
…….

Q 10: During the presentation time, I pay attention to : ***More than one box can be ticke****d*

☐ *a-Language correctness* ☐ *e-Pronunciation (Intonation, loudness, Pitch …)*

☐ *b-Body Language* ☐ *f-Eye contact*

☐ *c-The use of space* ☐ *g-Facial expression*

☐ *d-Visuals (Posters, PowerPoint slides, Colors on board, shapes ….)*

- Rank the selected phrases from the most used to the less used*: ……..…….*

Q 11: You use the selected resources because:

☐ *The teacher scores them*

☐ *You have been taught to use them*

☐ *You use them as a strategy (to overcome the linguistic shortcomings)*

☐ *You use them as a strategy (to keep your audience attracted)*

☐ *You use them spontaneously*

☐ *Others : ……*
……

III - As an audience:

Q 12: When the others present, you focus on :

☐ *What they say* ☐ *What they do* ☐ *The overall show*

☐ *Other :……*

Q 13: The visuals, gestures and movements they use:

Keep me attracted ☐ *Are boring* ☐ *Distract me* ☐ *Other* ☐

Justify your choice:
……
……

Q 14: During the presentation time , you show that you are following through:

☐ *a-Gesturing (Nodding head...)* ☐ *d- Back channeling (yes, uhm, ah ha,…)*

☐ *b-Completing sentences* ☐ *e- Asking Questions*

☐ *c-Other: ……*

- Rank the selected phrases from the most used to the less used*: ……*

Q 15 : During the debate time(post Presentation), How often do you ask questions?

Always ☐ *Sometimes* ☐ *Rarely* ☐ *Never* ☐

Q 16 : You ask questions because:

A) ☐ *You didn't understand* *B)* ☐ *You want to check your understanding*

C) ☐ *The teachers considers the students' questions and answers*

D) ☐ *Other: ……*

IV: About the experience

Q 17: Do you prefer to attend:

A teacher fronted session (lecture)? ☐ *A Student oral presentation session?* ☐

Justify your choice:……
……

Q 18: The teacher gives you a topic for research, how do you prefer to do it?

Perform an oral presentation ☐ *Give a written assignment* ☐

Justify your choice :……..
……
……

Q 19:What presentations do you prefer to do most ?

Individual Presentations ☐ *Group Presentations* ☐

Justify your choice :……..
……
……

Q 20 :OPs make you a better communicator (you acquired new communicative skills)

I agree ☐ *I disagree* ☐ *I don't know* ☐

Justify your choice :……..
……
……

Q 21 : OPs make you a better collaborator (you developed new collaborative skills)

I agree ☐ *I disagree* ☐ *I don't know* ☐

Justify your choice :……..
……
……

Q 22:How can you describe the oral presentation experience?

Exciting ☐ *Interesting* ☐ *Boring* ☐ *Waste of time* ☐ *Frightening* ☐

Justify your choice :……..
……
……

Thank you!

Section Three: Presentation of the findings

Note :

The appendices 03, 04 and 05 respectively contain tables that explain how the SPSS is used in the present research.

Appendix 03: Shows the Variable View window of the SPSS. The questions are transformed into variables. Each variable is labeled according the question it stands for, and the data it aims to collect. The pre-given answers used in the multiple choice questions are codified into binary elements (0-1) for each pre-given statement when the students are required to tick more than one element. However, we proceed in coding the pre-given answers using numbers 1,2,3,4 … when the students are required to select only one answer.

The "999" is used to indicate the missing answer of a given question, when the students miss to answer. And "9" is used to indicate the missing ranking when the students do not rank their choices.

Appendix 4: Shows the Data view window of the SPSS. After we code the answers into the relevant variables, we proceed in entering the data of the questionnaire following the steps discussed before. The data is transformed into numbers and input to the data view.

Appendix 5: Contains tables of frequencies generated by the SPSS. After entering all the data of the questionnaires, we use the instruction Analyze to transform all the data obtained into tables labeled according to the variables they contain. This makes the process of data analysis easier and provide more reliable results.

Appendix 3: Variable View - From Q1 to Q11

Memoire Statistics.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	ID	Numeric	10	0	Questionnaire N	None	None	2	Right	Nominal
2	Q1	Numeric	10	0	Q 1- Participant's level in English	{1, Excellen...	9	1	Right	Scale
3	Q2	Numeric	15	0	Q 2- Did the participant perform an OP ?	{1, yes}...	9	1	Right	Scale
4	Q2a	Numeric	8	0	Q 2- a -Type of presentation performed	{1, Individual...	9	1	Right	Scale
5	Q3	Numeric	8	0	Q 3- Ways of starting an OP by the participants	{1, Greet th...	9	1	Right	Scale
6	Q4	Numeric	8	0	Q 4- Participant's role in group OP	{1, sts 1}...	9	2	Right	Scale
7	Q5	Numeric	8	0	Q 5- Frequency of involving the audience into discussion	{1, Always}...	9	2	Right	Scale
8	Q6a	Numeric	8	0	Q 6-a - Ways of involving the audience into discussion:Trough asking them questions.	{0, no}...	9	1	Right	Scale
9	Q6b	Numeric	8	0	Q 6- b- Ways of involving the audience into discussion:Giving them time to ask their questions	{0, no}...	9	1	Right	Scale
10	Q6c	Numeric	8	0	Q 6- c- Ways of involving the audience into discussion:Check their understanding (complete questions,words wi...	{0, no}...	9	1	Right	Scale
11	Q6d	Numeric	8	0	Q 6- d- Ways of involving the audience into discussion:Using the body language (your hands, facial expression...	{0, no}...	9	1	Right	Scale
12	Q6R	String	15	0	Q -6- RankingThe ways of involing the audiance into discusion from the most used to the less used	{9, no rank}...	no rank	3	Left	Nominal
13	Q7	Numeric	8	0	Q 7- Who answers the audience's questions?	{1, teacher}...	9	1	Right	Scale
14	Q8	Numeric	8	0	Q 8- Relying only on language when presenting is enough	{1, Yes}...	9	1	Right	Scale
15	Q8J	Numeric	8	0	Q 8- Justifications of the students	{0, didn't jus...	None	1	Right	Scale
16	Q9	Numeric	8	0	Q 9- Is it necessary to use NonVerbal resources when presenting (body language, eye contact ...)	{1, Yes}...	9	2	Right	Scale
17	Q9J	Numeric	8	0	Q 9- Justifications of the students	{0, didn't jus...	None	1	Right	Scale
18	Q10a	Numeric	8	0	Q 10- a - When presenting, I pay attention to Lanuage correctness	{0, no}...	9	2	Right	Scale
19	Q10b	Numeric	8	0	Q 10- b- When presenting, I pay attention to Body Language	{0, no}...	9	2	Right	Scale
20	Q10c	Numeric	8	0	Q 10- c- When presenting, I pay attention to The use of space	{0, no}...	9	2	Right	Scale
21	Q10d	Numeric	8	0	Q 10- d- When presenting, I pay attention to Visuals (Posters, powerpoint, colors on boards, shapes)	{0, no}...	9	2	Right	Scale
22	Q10e	Numeric	8	0	Q 10- e When presenting, I pay attention to Pronounciation (intonation, loudness, pitch...)	{0, no}...	9	2	Right	Scale
23	Q10f	Numeric	8	0	Q 10- f- When presenting, I pay attention to Eye contact	{0, no}...	9	1	Right	Scale
24	Q10g	Numeric	8	0	Q 10- g- When presenting, I pay attention to Facial expressions	{0, no}...	9	2	Right	Scale
25	Q10R	String	15	0	Q 10- Ranking when presenting, i pay attention to ..... : from the most used to the less used	{9, no rank}...	no rank	5	Left	Nominal
26	Q11	Numeric	8	0	Q 11- Students use the selected resources in Q 10 because	{1, the teac...	9	2	Right	Scale

Data View | Variable View

SPSS Statistics Processor is ready

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Appendix 3: Variable View - From Q11 to Q22

Memoire Statistics.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
26	Q11	Numeric	8	0	Q 11- Students use the selected resources in Q 10 because	{1, the teac...	9	2	Right	Scale
27	Q12	Numeric	8	0	Q 12- When the others present, the audience focuses on	{1, what the...	9	2	Right	Scale
28	Q13	Numeric	8	0	Q 13- The impact of the visuals they use	{1, keep me...	9	2	Right	Scale
29	Q13J	Numeric	8	0	Q 13- Justifications provided	{0, didn't jus...	None	2	Right	Scale
30	Q14a	Numeric	8	0	Q 14- the audience shows interest through Gesturing (nodding Head)	{0, no}...	9	2	Right	Scale
31	Q14b	Numeric	8	0	Q 14- the audience shows interest through completing sentences	{0, no}...	9	2	Right	Scale
32	Q14c	Numeric	8	0	Q 14- the audience shows interest through Others	{0, no}...	9	2	Right	Scale
33	Q14d	Numeric	8	0	Q 14- the audience shows interest through Back channeling (yeah, uhm, ah ha,..)	{0, no}...	9	2	Right	Scale
34	Q14e	Numeric	8	0	Q 14- the audience shows interest through Asking Questions	{0, no}...	9	2	Right	Scale
35	Q14R	String	15	0	Q 14- Ranking of : students show that they are following through from the most used to the less used	{9, no rank}...	no rank	3	Left	Nominal
36	Q15	Numeric	8	0	Q 15- Frequency of asking questions by the audience	{1, Always}...	9	2	Right	Scale
37	Q16	Numeric	8	0	O 16- Reasons of asking questions by the audience	{0, no answ...	9	3	Right	Scale
38	Q17	Numeric	8	0	Q 17- Students prefer to attend :	{1, Teacher ...	9	2	Right	Scale
39	Q17J	Numeric	8	0	Q 17- Justifications provided	{0, didn't jus...	None	2	Right	Scale
40	Q18	Numeric	8	0	Q 18- Students prefer to performOP / submit Written assignement	{1, Perform ...	9	2	Right	Scale
41	Q18J	Numeric	8	0	Q 18- Justifications provided	{0, didn't jus...	None	2	Right	Scale
42	Q19	Numeric	8	0	Q 19- Type of OP students prefer to perform	{1, Individual...	9	2	Right	Scale
43	Q19J	Numeric	8	0	Q 19- Justifications provided	{0, didn't jus...	None	2	Right	Scale
44	Q20	Numeric	8	0	Q 20- OPs make the students better communicators	{1, agree}...	9	2	Right	Scale
45	Q20J	Numeric	8	0	Q20- Justifications provided	{0, didn't jus...	None	2	Right	Scale
46	Q21	Numeric	8	0	Q 21- OPs make the studenst better collaborators	{1, agree}...	9	2	Right	Scale
47	Q21J	Numeric	8	0	Q 21- Justifications provided	{0, didn't jus...	None	2	Right	Scale
48	Q22	Numeric	8	0	Q 22- Students' attitudes towards the experience of performing OPs	{1, Exciting}...	9	2	Right	Scale
49	Q22J	Numeric	8	0	Q 22- Justifications Provided	{0, didn't jus...	None	2	Right	Scale
50										
51										

Data View | Variable View

SPSS Statistics Processor is ready

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Appendix 04: Data View – From Questionnaire 1 to Questionnaire 24

Memoire Statistics.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

24 : ID 24.0 Visible: 49 of 49 Variables

	ID	Q1	Q2	Q2a	Q3	Q4	Q5	Q6a	Q6b	Q6c	Q6d	Q6R	Q7	Q8	Q8J	Q9	Q9J	Q10a	Q10b	Q10c	Q10d	Q10e	Q10f	Q10g	Q10R	Q11	Q12	Q13	Q13J	Q14a	Q14b	Q14c	Q14d	Q14e	Q14R	Q15	Q16	Q17	Q17J	Q18	Q18J	Q19	Q19J	Q20	Q20J	Q21	Q21J	Q22	Q22J
1	1	1	1	2	6	1	2	1	1	1	1	dcab	4	2	1	1	1	1	1	1	0	1	1	1	ecbgfa	5	3	1	0	1	0	0	0	0	9	4	2	2	1	1	2	1	1	1	1	1	0	1	0
2	2	4	1	2	1	3	4	0	0	0	1	9	1	2	1	1	0	1	1	1	1	1	1	1	gdcfbea	5	2	1	0	1	0	0	0	0	9	4	999	1	0	2	0	2	0	3	0	3	0	3	0
3	3	3	1	3	7	4	2	0	0	1	0	9	3	2	1	1	2	0	1	0	1	0	0	1	bdg	5	1	1	1	1	0	0	1	0	ad	3	2	1	1	2	1	2	1	3	1	1	1	2	0
4	4	2	1	2	5	3	3	0	0	1	1	dcab	3	2	1	1	0	0	0	0	0	1	1	1	9	3	3	1	0	1	0	0	1	0	9	3	1	1	1	1	1	1	1	1	0	1	1	1	1
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8	8	2	1	3	6	4	3	0	1	0	1	9	3	2	1	1	0	1	1	0	0	0	1	1	9	4	3	1	0	1	0	0	1	1	eda	2	2	1	1	1	0	1	0	1	0	1	0	1	0
9	9	4	1	3	1	2	2	1	1	0	0	ab	4	2	1	1	1	1	1	0	0	0	1	0	abf	2	3	1	1	1	0	0	0	0	ade	4	1	1	1	1	1	2	1	1	1	1	1	2	1
10	10	3	1	2	7	1	3	0	1	0	1	9	2	2	1	1	1	1	1	0	1	1	0	0	9	3	3	1	1	0	0	0	1	1	9	3	1	1	1	2	1	2	1	1	1	1	1	2	1
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12	12	3	1	3	5	2	3	0	1	0	1	db	2	2	1	1	1	0	1	0	1	1	1	0	defb	4	1	1	1	1	0	0	1	1	ade	2	2	1	1	1	1	1	1	1	1	2	1	2	1
13	13	3	1	2	6	4	2	0	1	0	1	db	2	2	1	1	1	1	0	0	1	1	1	0	aefd	4	3	1	1	0	0	0	1	1	de	3	1	1	1	2	1	2	1	1	1	1	1	2	1
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17	17	2	1	3	5	4	2	1	1	1	1	dcab	2	2	1	1	1	1	1	1	1	1	1	1	abdcefg	5	3	1	1	1	1	0	1	1	edab	1	2	1	1	1	1	1	1	1	1	3	1	1	1
18	18	3	1	3	7	2	999	0	0	0	1	bacd	1	3	0	2	0	1	0	0	1	1	0	1	9	6	2	1	0	999	999	999	999	999		999	999	1	0	2	1	2	1	3	1	3	0	3	0
19	19	5	1	2	7	1	2	1	0	0	1	9	3	2	1	1	1	1	0	0	1	0	1	0	9	2	3	1	1	1	1	0	0	0	9	2	1	1	1	1	1	1	0	1	0	1	0	2	0
20	20	2	1	3	1	999	1	1	0	1	1	dac	3	2	1	1	1	0	1	1	0	1	1	1	9	4	1	1	1	1	0	0	0	1	ae	2	1	2	1	1	1	1	1	1	1	3	0	2	1
21	21	4	1	2	4	4	1	0	0	1	1	dc	2	2	1	1	1	1	1	0	0	1	1	1	afgbc	3	3	1	1	1	0	0	1	0	da	3	1	1	1	1	1	2	1	1	1	1	1	2	1
22	22	3	1	3	7	3	3	1	0	0	0	9	2	2	1	1	1	0	1	0	1	1	1	1	efdbg	3	3	1	1	0	0	0	0	1	9	2	1	1	1	2	1	2	0	1	0	1	0	4	0
23	23	3	1	3	5	4	3	0	1	1	1	dcb	1	2	1	1	1	1	1	0	0	0	1	1	abg	1	3	3	1	1	0	0	1	0	da	3	1	1	1	2	1	1	1	1	1	1	1	4	1
24	24	3	1	2	7	2	3	1	0	1	1	dac	3	2	1	1	1	1	0	0	0	1	1	0	aef	5	1	1	1	0	1	0	0	0	b	3	1	1	1	1	1	1	1	1	1	1	0	4	1

Data View | Variable View

SPSS Statistics Processor is ready

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Appendix 04: Data View – From Questionnaire 24 to Questionnaire 47

Memoire Statistics.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

47 : ID 47.0 Visible: 49 of 49 Variables

	ID	Q1	Q2	Q2a	Q3	Q4	Q5	Q6a	Q6b	Q6c	Q6d	Q6R	Q7	Q8	Q8J	Q9	Q9J	Q10a	Q10b	Q10c	Q10d	Q10e	Q10f	Q10g	Q10R	Q11	Q12	Q13	Q13J	Q14a	Q14b	Q14c	Q14d	Q14e	Q14R	Q15	Q16	Q17	Q17J	Q18	Q18J	Q19	Q19J	Q20	Q20J	Q21	Q21J	Q22	Q22J
24	24	3	1	2	7	2	3	1	0	1	1	dac	3	2	1	1	1	1	0	0	0	1	1	0	aef	5	1	1	1	0	1	0	0	0	b	3	1	1	1	1	1	1	1	1	1	1	0	4	1
25	25	4	1	3	7	4	2	0	0	1	1	cd	3	2	1	1	1	1	1	0	1	0	1	0	afdb	4	3	1	1	1	1	0	1	0	adb	2	1	1	1	1	1	2	1	1	1	1	1	2	1
26	26	3	1	3	4	4	2	0	1	1	1	9	3	2	1	1	1	0	1	0	1	1	1	1	fegdb	4	3	1	1	1	0	0	1	1	ade	2	2	1	1	1	1	1	1	1	1	1	1	1	1
27	27	4	1	2	5	2	3	1	1	0	0	9	1	3	1	1	1	0	0	0	1	0	0	1	9	4	3	1	0	0	1	0	0	0	9	2	2	1	1	2	1	2	1	1	0	1	0	4	1
28	28	3	1	3	1	3	2	1	0	0	1	ad	3	1	1	1	1	0	1	0	1	1	1	0	fbed	3	1	1	0	0	1	0	0	1	9	3	2	1	0	1	0	2	0	1	0	1	0	3	0
29	29	3	1	2	1	2	3	0	1	1	0	9	2	2	1	3	0	1	0	0	1	1	0	0	9	4	3	1	1	0	0	0	1	0	9	3	1	2	1	2	1	2	1	3	1	3	0	2	0
30	30	3	1	1	5	1	2	0	0	1	0	9	4	2	1	1	0	1	1	0	0	0	1	0	bfa	5	2	1	1	1	0	0	1	0	ad	2	4	2	1	1	1	1	1	1	0	2	1	2	1
31	31	3	1	2	7	1	1	1	1	1	1	9	2	2	1	1	0	1	1	0	0	0	0	0	9	1	3	1	1	1	0	0	0	0	9	1	2	1	1	1	1	2	1	1	1	1	1	2	0
32	32	2	1	3	6	2	2	1	1	0	0	9	3	2	1	1	1	0	0	0	1	0	0	0	9	4	4	4	1	1	0	0	1	1	9	2	2	1	1	1	1	1	1	1	1	3	1	2	1
33	33	2	1	1	5	2	2	1	0	1	0	ca	3	2	1	1	1	1	0	0	0	1	0	1	eag	2	3	1	1	0	0	0	1	1	de	4	4	2	0	2	0	2	0	1	0	1	0	5	0
34	34	2	1	3	7	4	2	1	1	0	1	adb	3	2	1	1	1	0	1	0	0	1	1	1	ebgf	5	3	3	0	0	0	0	1	0	9	1	1	1	1	2	1	1	1	1	1	3	1	2	1
35	35	3	1	2	1	3	3	0	1	0	1	db	3	1	1	1	1	0	1	0	1	1	1	1	dfgbe	1	1	1	1	0	0	0	1	0	dbae	3	2	1	1	2	1	2	1	1	1	1	1	2	1
36	36	3	1	2	4	2	3	1	1	0	0	ba	2	2	1	1	1	1	1	0	1	1	1	0	aefbd	4	1	1	1	0	1	0	1	1	dbe	3	1	1	1	1	1	2	1	1	1	1	1	2	1
37	37	4	1	2	5	2	3	0	0	0	1	9	2	2	1	1	1	1	1	1	1	1	1	0	aedfbc	4	3	1	1	1	0	0	0	0	9	3	2	1	1	2	1	2	1	3	1	1	1	2	1
38	38	4	1	2	5	2	2	1	0	0	1	da	1	2	1	1	1	1	1	0	0	1	1	0	ebfa	4	3	1	1	0	0	0	1	0	9	2	1	1	0	1	0	2	0	1	0	1	0	2	0
39	39	3	1	2	3	3	3	1	0	0	0	9	3	2	1	1	1	1	1	0	1	0	0	1	9	2	2	1	1	1	1	0	1	1	edba	2	1	1	1	2	1	2	1	1	1	1	1	2	1
40	40	4	1	2	5	4	3	0	0	0	1	d	3	2	1	1	1	1	0	0	0	1	0	1	eag	4	3	1	1	1	0	0	1	0	ad	3	1	2	0	1	1	2	1	1	1	1	1	2	1
41	41	3	1	3	6	4	2	1	1	0	1	dba	2	2	1	1	1	1	0	0	0	1	1	1	9	3	3	3	1	1	1	0	1	1	9	2	3	1	1	1	1	2	1	3	1	1	1	3	1
42	42	1	1	3	6	4	2	1	1	1	1	9	3	2	1	1	0	1	1	0	1	1	1	1	bdaefg	3	3	1	1	1	0	0	0	1	ae	3	1	1	1	1	1	1	1	1	1	1	1	2	1
43	43	2	1	3	1	3	3	1	1	0	1	bda	2	2	1	3	0	1	0	0	0	1	1	1	eafg	1	1	1	1	0	0	0	0	1		3	2	2	1	1	1	1	1	3	0	3	0	2	1
44	44	2	1	3	6	1	3	1	1	1	1	dabc	3	2	1	1	1	11	1	1	1	1	1	1	ebdfgac	5	2	1	1	1	1	0	1	1	abde	2	1	1	1	1	1	1	1	1	1	3	0	1	1
45	45	3	1	3	4	1	1	0	0	1	1	dcba	1	2	1	1	1	1	1	0	1	0	0	0	dba	4	1	1	1	1	1	0	1	0	adb	4	4	1	1	1	1	2	0	1	1	3	1	4	1
46	46	4	1	3	6	4	2	1	1	1	1	cadb	2	2	1	1	0	1	1	0	1	1	1	1	abfdeg	4	3	1	1	0	1	0	1	0	bd	3	2	1	1	1	1	2	1	1	0	1	1	2	1
47	47	3	1	3	5	2	2	1	0	0	1	ad	1	2	1	1	1	1	0	0	0	1	1	1	afeg	1	1	1	1	0	1	0	1	1	ebd	2	1	1	0	2	1	2	1	1	1	3	0	1	1

Data View Variable View

SPSS Statistics Processor is ready

ENG 6:10 PM 6/20/2016

Appendix 04: Data View – From Questionnaire 47 to Questionnaire 70

Memoire Statistics.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

70 : ID 70.0 Visible: 49 of 49 Variables

	ID	Q1	Q2	Q2a	Q3	Q4	Q5	Q6a	Q6b	Q6c	Q6d	Q6R	Q7	Q8	Q8J	Q9	Q9J	Q10a	Q10b	Q10c	Q10d	Q10e	Q10f	Q10g	Q10R	Q11	Q12	Q13	Q13J	Q14a	Q14b	Q14c	Q14d	Q14e	Q14R	Q15	Q16	Q17	Q17J	Q18	Q18J	Q19	Q19J	Q20	Q20J	Q21	Q21J	Q22	Q22J
47	47	3	1	3	5	2	2	1	0	0	1	ad	1	2	1	1	1	1	0	0	0	1	1	1	afeg	1	1	1	1	0	1	0	1	1	ebd	2	1	1	0	2	1	2	1	1	1	3	0	1	1
48	48	3	1	3	5	2	2	1	0	0	0	a	3	2	1	1	1	1	0	0	1	1	1	1	adegf	1	3	1	1	0	0	0	1	0	daeb	3	4	1	1	2	1	1	1	1	1	2	1	5	1
49	49	5	1	1	5	2	3	1	0	0	1	dcab	2	2	1	1	1	0	1	0	0	1	1	0	9	2	3	1	1	1	0	0	1	0	ad	3	1	1	1	2	1	2	1	1	1	1	1	1	1
50	50	3	1	2	5	1	3	0	1	0	0	b	1	2	1	1	1	1	0	0	1	0	0	0	ad	3	1	1	1	1	0	0	0	0	a	4	4	1	1	1	1	2	1	3	0	3	0	2	0
51	51	4	1	2	7	2	3	0	1	1	1	dcb	4	2	1	1	1	1	1	0	0	1	1	1	eabfg	2	2	1	1	1	0	0	1	0	ad	3	1	1	1	1	1	1	1	1	1	1	0	1	1
52	52	2	1	3	6	2	3	0	1	1	0	cbda	2	2	1	1	1	0	1	0	1	1	1	1	edbgaf	4	3	1	1	1	0	0	1	1	abed	2	1	1	1	1	1	1	1	1	1	3	0	1	1
53	53	4	1	3	7	2	3	0	0	1	1	dc	4	2	1	1	1	1	1	0	1	0	0	0	adb	4	3	1	1	1	0	0	1	0	ad	3	2	1	1	2	1	2	1	1	1	1	1	5	1
54	54	3	1	3	6	4	2	1	1	1	1	cadb	3	2	1	1	1	1	1	0	0	1	0	1	abe	3	3	1	1	1	1	0	1	1	bdea	3	1	1	1	1	1	2	1	1	1	1	1	2	1
55	55	4	1	3	4	2	3	0	0	0	1	d	2	2	1	1	0	0	1	0	1	1	0	0	dbe	3	3	1	1	1	0	0	0	0	9	3	3	1	1	2	1	2	1	2	0	3	0	2	1
56	56	4	1	2	6	2	3	1	1	0	0	9	2	2	1	1	1	0	1	0	0	0	1	1	9	1	3	1	0	1	0	0	1	1	9	3	3	1	1	2	1	2	1	1	1	3	1	2	1
57	57	3	1	2	4	2	3	0	1	1	0	bc	4	2	1	1	1	1	1	0	0	1	1	0	aefb	2	3	1	1	1	1	0	0	0	ab	3	1	1	0	2	1	2	1	1	1	1	1	5	1
58	58	3	1	2	5	2	2	1	0	0	1	ad	2	2	1	1	1	0	1	0	0	1	1	0	bfc	1	3	1	1	1	1	0	1	0	ade	4	4	1	1	2	1	1	1	1	1	3	0	2	1
59	59	4	1	2	4	2	2	1	0	0	1	dacb	2	2	1	1	1	1	0	0	1	0	1	1	afgd	3	3	1	0	1	0	0	1	0	dabe	4	4	1	1	2	1	2	1	1	0	1	0	5	1
60	60	2	1	3	6	2	2	0	0	1	1	9	3	2	1	1	1	1	1	0	1	1	1	1	9	5	3	1	0	1	1	0	1	1	9	2	2	1	0	1	0	2	1	1	1	1	0	1	1
61	61	3	1	2	1	4	3	1	0	0	1	dacb	2	2	1	1	0	0	0	0	1	0	0	1	dg	5	3	1	1	1	0	0	1	0	9	4	4	2	1	2	1	2	1	1	0	1	1	5	0
62	62	3	1	2	7	2	3	0	0	0	1	d	2	1	1	1	1	0	1	0	0	1	1	0	bgf	1	3	1	1	0	0	0	1	0	ebda	3	1	1	1	2	1	2	1	1	1	1	1	2	1
63	63	1	1	2	7	2	4	0	0	0	1	dcab	3	2	1	1	1	1	1	0	0	0	0	0	bdae	4	1	3	1	0	0	1	0	0	9	3	2	1	1	1	1	1	1	1	0	1	0	1	0
64	64	3	1	3	1	2	3	0	0	1	0	cd	1	3	0	3	0	1	0	0	1	0	1	0	dbf	5	3	3	1	1	0	0	0	1	ae	3	4	2	1	2	1	2	1	1	1	2	1	1	1
65	65	3	1	2	6	1	3	1	0	0	0	a	2	2	1	1	1	1	1	0	1	1	1	0	aedbf	2	2	1	0	1	1	0	1	1	9	3	2	1	1	2	1	1	1	1	1	1	1	5	1
66	66	2	1	2	7	2	2	1	0	0	1	ad	2	2	1	1	0	1	1	0	0	1	0	1	eadbgfc	5	2	1	1	1	0	0	0	0	adbe	3	1	1	1	2	0	2	0	1	1	1	0	2	0
67	67	1	1	3	6	4	2	1	0	1	1	cda	3	2	1	1	1	1	1	0	0	1	0	1	aebg	5	3	1	1	1	1	0	1	0	aed	2	2	1	1	2	1	2	1	1	1	1	1	2	1
68	68	3	1	2	4	4	3	0	0	1	1	cd	3	2	1	1	0	0	0	0	1	1	0	0	de	3	3	1	0	1	0	0	1	0	ad	4	4	1	1	2	1	2	1	1	1	1	1	3	1
69	69	2	1	3	6	3	2	1	0	1	0	ca	1	2	1	1	1	0	1	0	1	1	0	1	bdge	4	1	1	0	1	0	0	0	0	a	3	2	1	1	1	1	1	1	3	0	3	0	2	1
70	70	3	1	2	4	2	3	1	0	0	1	ad	3	2	1	1	1	1	1	1	1	1	1	1	aebcdgf	4	1	1	1	0	0	0	0	1	eadb	2	4	1	1	1	1	1	1	1	1	1	1	4	1

Data View | Variable View

SPSS Statistics Processor is ready

ENG 6:11 PM 6/20/2016

Appendix 04: Data View – From Questionnaire 70 to Questionnaire 83

Memoire Statistics.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

70 : ID 70.0 Visible: 49 of 49 Variables

	ID	Q1	Q2	Q2a	Q3	Q4	Q5	Q6a	Q6b	Q6c	Q6d	Q6R	Q7	Q8	Q8J	Q9	Q9J	Q10a	Q10b	Q10c	Q10d	Q10e	Q10f	Q10g	Q10R	Q11	Q12	Q13	Q13J	Q14a	Q14b	Q14c	Q14d	Q14e	Q14R	Q15	Q16	Q17	Q17J	Q18	Q18J	Q19	Q19J	Q20	Q20J	Q21	Q21J	Q22	Q22J
70	70	3	1	2	4	2	3	1	0	0	1	ad	3	2	1	1	1	1	1	1	1	1	1	1	aebcdgf	4	1	1	1	0	0	0	0	1	eadb	2	4	1	1	1	1	1	1	1	1	1	1	4	1
71	71	2	1	3	4	1	4	0	0	0	0	9	3	2	1	1	1	0	0	0	1	0	0	0	d	4	2	1	1	1	0	0	0	0	a	4	4	1	1	2	1	2	1	1	1	1	1	5	1
72	72	2	1	3	7	2	2	1	1	0	1	adb	2	2	1	1	1	1	0	0	1	0	1	0	ade	5	1	1	0	1	0	0	1	1	ade	2	4	1	1	1	1	2	1	1	0	1	1	1	1
73	73	3	1	3	7	4	2	1	1	1	1	dacd	3	2	1	1	1	1	1	1	1	1	1	1	9	4	3	1	1	1	1	0	1	1	abde	3	4	2	1	1	1	1	1	1	1	1	1	1	1
74	74	2	1	3	4	1	2	1	1	0	1	adb	1	2	1	1	1	1	1	0	0	1	1	0	afbe	2	3	1	1	1	1	0	0	0	ab	1	2	1	1	1	1	1	1	1	1	1	1	2	1
75	75	3	1	2	5	3	2	1	0	0	1	da	3	2	1	1	1	0	1	0	1	1	1	1	fgedb	4	1	1	1	1	0	0	1	0	ad	3	4	1	1	2	1	2	1	1	1	1	1	2	1
76	76	4	1	2	1	4	2	1	0	1	0	ac	3	1	0	3	0	1	1	0	1	0	1	0	bfda	4	1	1	0	1	0	0	0	1	ae	4	4	1	0	2	0	2	0	3	0	3	0	4	0
77	77	2	1	3	6	2	2	1	1	0	1	abd	2	2	1	1	1	1	0	1	0	0	1	1	fgac	4	3	1	1	0	0	0	1	1	ed	2	3	2	1	1	1	2	1	1	1	1	1	1	1
78	78	4	1	2	2	2	3	1	0	0	0	a	2	2	1	1	1	1	0	0	1	1	0	0	aed	4	3	1	1	1	1	0	0	0	ab	3	1	2	1	2	1	2	1	1	1	1	1	2	1
79	79	3	1	3	7	2	2	1	0	1	1	cda	2	2	1	1	1	0	1	0	1	0	1	0	fdb	5	3	1	1	1	0	0	1	0	ad	3	1	2	1	1	1	2	1	1	1	1	1	2	1
80	80	2	1	3	1	2	3	1	0	0	1	ad	3	2	1	1	1	1	0	0	0	1	0	1	aeg	5	3	1	1	1	1	0	0	0	ba	3	1	1	1	1	1	2	1	1	1	1	1	2	1
81	81	2	1	3	7	1	4	0	0	0	0	9	3	2	1	1	1	1	1	0	0	0	1	1	abfg	4	1	1	1	1	1	0	0	0	ab	3	1	1	1	2	1	2	1	1	1	1	1	1	1
82	82	3	1	3	5	1	4	1	0	0	1	da	5	2	1	1	1	1	1	1	1	1	1	1	abfecgd	4	2	1	1	1	0	0	0	0	a	3	3	1	1	2	1	1	1	3	1	1	1	2	1
83	83	3	1	2	4	4	3	1	0	0	1	da	5	2	1	1	1	1	1	1	1	1	1	1	afbdegc	4	3	1	1	1	0	0	1	1	ade	2	1	1	1	1	1	2	1	1	1	1	1	2	1

Data View Variable View

SPSS Statistics Processor is ready

ENG 6:12 PM 6/20/2016

Your trial period for SPSS Statistics will expire in 1 days.

```
GET
  FILE='E:\Aaa dissertation\Memoire Statistics.sav'.
FREQUENCIES VARIABLES=Q1 Q2 Q2a Q3 Q4 Q5 Q6a Q6b Q6c Q6d Q6R Q7 Q8 Q
8J Q9 Q9J Q10a Q10b Q10c Q10d Q10e Q10f Q10g Q10R Q11 Q12 Q13 Q1
   3J Q14a Q14b Q14c Q14d Q14e Q14R Q15 Q16 Q17 Q17J Q18 Q18J Q19 Q1
9J Q20 Q20J Q21 Q21J Q22 Q22J
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet1] E:\Aaa dissertation\Memoire Statistics.sav

Statistics

		Q 1- Participant's level in English	Q 2- Did the participant perform an OP ?	Q 2- a -Type of presentation performed	Q 3- Ways of starting an OP by the participants
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 4- Participant's role in group OP	Q 5- Frequency of involving the audience into discussion	Q 6-a - Ways of involving the audience into discussion: Trough asking them questions.	Q 6- b- Ways of involving the audience into discussion: Giving them time to ask their questions
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 6- c- Ways of involving the audience into discussion: Check their understandin g (complete questions, words with raising intonation: right? Ok ?)	Q 6- d- Ways of involving the audience into discussion: Using the body language (your hands, facial expressions: smiles, eye contact ...	Q -6- RankingThe ways of involing the audiance into discusion from the most used to the less used	Q 7- Who answers the audience's questions?
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 8- Relying only on language when presenting is enough	Q 8- Justifications of the students	Q 9- Is it necessary to use NonVerbal resources when presenting (body language, eye contact ...)	Q 9- Justifications of the students
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 10- a - When presenting, I pay attention to Lanuage correctness	Q 10- b- When presenting, I pay attention to Body Language	Q 10- c- When presenting, I pay attention to The use of space	Q 10- d- When presenting, I pay attention to Visuals (Posters, powerpoint, colors on boards, shapes)
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 10- e When presenting, I pay attention to Pronounciatio n (intonation, loudness, pitch...)	Q 10- f- When presenting, I pay attention to Eye contact	Q 10- g- When presenting, I pay attention to Facial expressions	Q 10- Ranking when presenting, i pay attention to ..... : from the most used to the less used
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 11- Students use the selected resources in Q 10 because	Q 12- When the others present, the audience focuses on	Q 13- The impact of the visuals they use	Q 13- Justifications provided
N	Valid	83	83	83	82
	Missing	0	0	0	1

Statistics

		Q 14- the audience shows interest through Gesturing (nodding Head)	Q 14- the audience shows interest through completing sentences	Q 14- the audience shows interest through Others	Q 14- the audience shows interest through Back channeling (yeah, uhm, ah ha,..)
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 14- the audience shows interest through Asking Questions	Q 14- Ranking of : students show that they are following through from the most used to the less used	Q 15- Frequency of asking questions by the audience	O 16- Reasons of asking questions by the audience
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 17- Students prefer to attend :	Q 17- Justifications provided	Q 18- Students prefer to performOP / submit Written assignement	Q 18- Justifications provided
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 19- Type of OP students prefer to perform	Q 19- Justifications provided	Q 20- OPs make the students better communicato rs	Q20- Justifications provided
N	Valid	83	83	83	83
	Missing	0	0	0	0

Statistics

		Q 21- OPs make the studenst better collaborators	Q 21- Justifications provided	Q 22- Students' attitudes towards the experience of performing OPs	Q 22- Justifications Provided
N	Valid	83	83	83	83
	Missing	0	0	0	0

Frequency Table

Q 1- Participant's level in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	4.8	4.8	4.8
	very good	20	24.1	24.1	28.9
	Good	41	49.4	49.4	78.3
	Average	16	19.3	19.3	97.6
	Poor	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 2- Did the participant perform an OP ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	83	100.0	100.0	100.0

Q 2- a -Type of presentation performed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individual OP	4	4.8	4.8	4.8
	Group OP	37	44.6	44.6	49.4
	Both	42	50.6	50.6	100.0
	Total	83	100.0	100.0	

Q 3- Ways of starting an OP by the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greet the Students	12	14.5	14.5	14.5
	Ask the students Questions about the topic	1	1.2	1.2	15.7
	Refresh their memories	2	2.4	2.4	18.1
	introduce the topic directly	12	14.5	14.5	32.5
	Greet+Ask	20	24.1	24.1	56.6
	Greet+refresh	17	20.5	20.5	77.1
	Greet+introduce	19	22.9	22.9	100.0
	Total	83	100.0	100.0	

Q 4- Participant's role in group OP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sts 1	16	19.3	19.3	19.3
	sts 2	34	41.0	41.0	60.2
	sts3	10	12.0	12.0	72.3
	sts 4	22	26.5	26.5	98.8
	999	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 5- Frequency of involving the audience into discussion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	6.0	6.0	6.0
	Frequently	37	44.6	44.6	50.6
	Rarely	35	42.2	42.2	92.8
	Never	5	6.0	6.0	98.8
	999	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 6-a - Ways of involving the audience into discussion:Trough asking them questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	33	39.8	39.8	39.8
	yes	50	60.2	60.2	100.0
	Total	83	100.0	100.0	

Q 6- b- Ways of involving the audience into discussion:Giving them time to ask their questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	48	57.8	57.8	57.8
	yes	35	42.2	42.2	100.0
	Total	83	100.0	100.0	

Q 6- c- Ways of involving the audience into discussion:Check their understanding (complete questions,words with raising intonation: right? Ok ?)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	49	59.0	59.0	59.0
	yes	34	41.0	41.0	100.0
	Total	83	100.0	100.0	

Q 6- d- Ways of involving the audience into discussion:Using the body language (your hands, facial expressions: smiles, eye contact ...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	23	27.7	27.7	27.7
	yes	60	72.3	72.3	100.0
	Total	83	100.0	100.0	

Q -6- RankingThe ways of involing the audiance into discusion from the most used to the less used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no rank	25	30.1	30.1	30.1
	a	3	3.6	3.6	33.7
	ab	1	1.2	1.2	34.9
	abd	1	1.2	1.2	36.1
	ac	1	1.2	1.2	37.3
	ad	6	7.2	7.2	44.6
	adb	3	3.6	3.6	48.2
	b	1	1.2	1.2	49.4
	ba	1	1.2	1.2	50.6
	bacd	1	1.2	1.2	51.8
	bc	1	1.2	1.2	53.0
	bda	1	1.2	1.2	54.2
	ca	2	2.4	2.4	56.6
	cadb	2	2.4	2.4	59.0

Q -6- RankingThe ways of involing the audiance into discusion from the most used to the less used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cbda	1	1.2	1.2	60.2
	cd	3	3.6	3.6	63.9
	cda	2	2.4	2.4	66.3
	cdb	1	1.2	1.2	67.5
	d	3	3.6	3.6	71.1
	da	4	4.8	4.8	75.9
	dabc	1	1.2	1.2	77.1
	dac	2	2.4	2.4	79.5
	dacb	2	2.4	2.4	81.9
	dacd	1	1.2	1.2	83.1
	db	3	3.6	3.6	86.7
	dba	1	1.2	1.2	88.0
	dc	2	2.4	2.4	90.4
	dcab	5	6.0	6.0	96.4
	dcb	2	2.4	2.4	98.8
	dcba	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 7- Who answers the audience's questions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	teacher	11	13.3	13.3	13.3
	each students answers the part he prepared	30	36.1	36.1	49.4
	All group members	34	41.0	41.0	90.4
	other students	6	7.2	7.2	97.6
	others	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 8- Relying only on language when presenting is enough

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	4.8	4.8	4.8
	No	75	90.4	90.4	95.2
	I dont know	4	4.8	4.8	100.0
	Total	83	100.0	100.0	

Q 8- Justifications of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	3	3.6	3.6	3.6
	category 1	80	96.4	96.4	100.0
	Total	83	100.0	100.0	

Q 9- Is it necessary to use NonVerbal resources when presenting (body language, eye contact ...)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	91.6	91.6	91.6
	No	2	2.4	2.4	94.0
	I dont Know	5	6.0	6.0	100.0
	Total	83	100.0	100.0	

Q 9- Justifications of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	18	21.7	21.7	21.7
	category 1	64	77.1	77.1	98.8
	category 2	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 10- a - When presenting, I pay attention to Lanuage correctness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	30.1	30.1	30.1
	yes	57	68.7	68.7	98.8
	11	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 10- b- When presenting, I pay attention to Body Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	26	31.3	31.3	31.3
	yes	57	68.7	68.7	100.0
	Total	83	100.0	100.0	

Q 10- c- When presenting, I pay attention to The use of space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	70	84.3	84.3	84.3
	yes	13	15.7	15.7	100.0
	Total	83	100.0	100.0	

Q 10- d- When presenting, I pay attention to Visuals (Posters, powerpoint, colors on boards, shapes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	33	39.8	39.8	39.8
	yes	50	60.2	60.2	100.0
	Total	83	100.0	100.0	

Q 10- e When presenting, I pay attention to Pronounciation (intonation, loudness, pitch...)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	26	31.3	31.3	31.3
	yes	57	68.7	68.7	100.0
	Total	83	100.0	100.0	

Q 10- f- When presenting, I pay attention to Eye contact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	24	28.9	28.9	28.9
	yes	59	71.1	71.1	100.0
	Total	83	100.0	100.0	

Q 10- g- When presenting, I pay attention to Facial expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	36	43.4	43.4	43.4
	yes	47	56.6	56.6	100.0
	Total	83	100.0	100.0	

Q 10- Ranking when presenting, i pay attention to ..... : from the most used to the less used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no rank	19	22.9	22.9	22.9
	abdcefg	1	1.2	1.2	24.1
	abe	1	1.2	1.2	25.3
	abf	1	1.2	1.2	26.5
	abfdeg	1	1.2	1.2	27.7
	abfecgd	1	1.2	1.2	28.9
	abfg	1	1.2	1.2	30.1
	abg	1	1.2	1.2	31.3
	ad	1	1.2	1.2	32.5
	adb	1	1.2	1.2	33.7
	ade	1	1.2	1.2	34.9
	adegf	1	1.2	1.2	36.1
	aebcdgf	1	1.2	1.2	37.3
	aebfd	1	1.2	1.2	38.6
	aebg	1	1.2	1.2	39.8
	aed	1	1.2	1.2	41.0
	aedbf	1	1.2	1.2	42.2
	aedfbc	1	1.2	1.2	43.4
	aef	1	1.2	1.2	44.6
	aefb	1	1.2	1.2	45.8
	aefbd	1	1.2	1.2	47.0
	aefd	1	1.2	1.2	48.2
	aeg	1	1.2	1.2	49.4

Q 10- Ranking when presenting, i pay attention to ..... : from the most used to the less used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	afbdegc	1	1.2	1.2	50.6
	afbe	1	1.2	1.2	51.8
	afdb	1	1.2	1.2	53.0
	afeg	1	1.2	1.2	54.2
	afgbc	1	1.2	1.2	55.4
	afgd	1	1.2	1.2	56.6
	bdae	1	1.2	1.2	57.8
	bdaefg	1	1.2	1.2	59.0
	bdg	1	1.2	1.2	60.2
	bdge	1	1.2	1.2	61.4
	bfa	1	1.2	1.2	62.7
	bfc	1	1.2	1.2	63.9
	bfda	1	1.2	1.2	65.1
	bgf	1	1.2	1.2	66.3
	d	1	1.2	1.2	67.5
	dba	1	1.2	1.2	68.7
	dbe	1	1.2	1.2	69.9
	dbf	1	1.2	1.2	71.1
	de	1	1.2	1.2	72.3
	defb	1	1.2	1.2	73.5
	dfgbe	1	1.2	1.2	74.7
	dfgebac	1	1.2	1.2	75.9
	dg	1	1.2	1.2	77.1
	eabfg	1	1.2	1.2	78.3
	eadbgfc	1	1.2	1.2	79.5
	eafg	1	1.2	1.2	80.7
	eag	2	2.4	2.4	83.1
	ebdfgac	1	1.2	1.2	84.3
	ebf	1	1.2	1.2	85.5
	ebfa	1	1.2	1.2	86.7
	ebgf	1	1.2	1.2	88.0
	ecbgfa	1	1.2	1.2	89.2
	edbgaf	1	1.2	1.2	90.4
	efdbg	1	1.2	1.2	91.6
	fae	1	1.2	1.2	92.8
	fbed	1	1.2	1.2	94.0
	fdb	1	1.2	1.2	95.2
	fegdb	1	1.2	1.2	96.4
	fgac	1	1.2	1.2	97.6
	fgedb	1	1.2	1.2	98.8
	gdcfbea	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 11- Students use the selected resources in Q 10 because

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	the teacher scores them	10	12.0	12.0	12.0
	have been taught to use them	11	13.3	13.3	25.3
	used as a strategy to overcome linguistic shortcomings	13	15.7	15.7	41.0
	used as srategy to attract audiance	31	37.3	37.3	78.3
	used spontaniously	16	19.3	19.3	97.6
	others	1	1.2	1.2	98.8
	999	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 12- When the others present, the audience focuses on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	what they say	21	25.3	25.3	25.3
	what they do	10	12.0	12.0	37.3
	the overall show	50	60.2	60.2	97.6
	other	1	1.2	1.2	98.8
	999	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 13- The impact of the visuals they use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	keep me attracted	75	90.4	90.4	90.4
	are boring	1	1.2	1.2	91.6
	distract me	5	6.0	6.0	97.6
	other	1	1.2	1.2	98.8
	999	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 13- Justifications provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	16	19.3	19.5	19.5
	category 1	66	79.5	80.5	100.0
	Total	82	98.8	100.0	
Missing	System	1	1.2		
	Total	83	100.0		

Q 14- the audience shows interest through Gesturing (nodding Head)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	20	24.1	24.1	24.1
	yes	61	73.5	73.5	97.6

Q 14- the audience shows interest through Gesturing (nodding Head)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	999	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 14- the audience shows interest through completing sentences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	55	66.3	66.3	66.3
	yes	26	31.3	31.3	97.6
	999	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 14- the audience shows interest through Others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	80	96.4	96.4	96.4
	yes	1	1.2	1.2	97.6
	999	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 14- the audience shows interest through Back channeling (yeah, uhm, ah ha,..)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	31	37.3	37.3	37.3
	yes	50	60.2	60.2	97.6
	999	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 14- the audience shows interest through Asking Questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	48	57.8	57.8	57.8
	yes	33	39.8	39.8	97.6
	999	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Q 14- Ranking of : students show that they are following through from the most used to the less used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	2.4	2.4	2.4
	no rank	26	31.3	31.3	33.7
	a	4	4.8	4.8	38.6
	ab	4	4.8	4.8	43.4
	abde	2	2.4	2.4	45.8
	abed	1	1.2	1.2	47.0
	ad	9	10.8	10.8	57.8

Q 14- Ranking of : students show that they are following through from the most used to the less used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	adb	2	2.4	2.4	60.2
	adbe	1	1.2	1.2	61.4
	ade	6	7.2	7.2	68.7
	ae	5	6.0	6.0	74.7
	aed	1	1.2	1.2	75.9
	b	1	1.2	1.2	77.1
	ba	1	1.2	1.2	78.3
	bd	1	1.2	1.2	79.5
	bdea	1	1.2	1.2	80.7
	da	2	2.4	2.4	83.1
	dabe	1	1.2	1.2	84.3
	daeb	1	1.2	1.2	85.5
	dbae	1	1.2	1.2	86.7
	dbe	1	1.2	1.2	88.0
	de	2	2.4	2.4	90.4
	ea	1	1.2	1.2	91.6
	eadb	1	1.2	1.2	92.8
	ebd	1	1.2	1.2	94.0
	ebda	1	1.2	1.2	95.2
	ed	1	1.2	1.2	96.4
	eda	1	1.2	1.2	97.6
	edab	1	1.2	1.2	98.8
	edba	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 15- Frequency of asking questions by the audience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	4.8	4.8	4.8
	Sometimes	27	32.5	32.5	37.3
	Rarely	38	45.8	45.8	83.1
	Never	12	14.5	14.5	97.6
	999	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

O 16- Reasons of asking questions by the audience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't understand	35	42.2	42.2	42.2
	check their understanding	24	28.9	28.9	71.1
	the teachers scores the questions and answers	5	6.0	6.0	77.1
	Other	16	19.3	19.3	96.4
	999	3	3.6	3.6	100.0
	Total	83	100.0	100.0	

Q 17- Students prefer to attend :

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher fronted session	70	84.3	84.3	84.3
	Student OP session	13	15.7	15.7	100.0
	Total	83	100.0	100.0	

Q 17- Justifications provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	11	13.3	13.3	13.3
	category 1	72	86.7	86.7	100.0
	Total	83	100.0	100.0	

Q 18- Students prefer to performOP / submit Written assignement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Perform OP	45	54.2	54.2	54.2
	give written assignment	38	45.8	45.8	100.0
	Total	83	100.0	100.0	

Q 18- Justifications provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	8	9.6	9.6	9.6
	category 1	74	89.2	89.2	98.8
	category 2	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Q 19- Type of OP students prefer to perform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individual OP	28	33.7	33.7	33.7
	Group OP	55	66.3	66.3	100.0
	Total	83	100.0	100.0	

Q 19- Justifications provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	10	12.0	12.0	12.0
	category 1	73	88.0	88.0	100.0
	Total	83	100.0	100.0	

Q 20- OPs make the students better communicators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	70	84.3	84.3	84.3
	disagree	1	1.2	1.2	85.5
	i dont know	12	14.5	14.5	100.0
	Total	83	100.0	100.0	

Q20- Justifications provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	20	24.1	24.1	24.1
	category 1	63	75.9	75.9	100.0
	Total	83	100.0	100.0	

Q 21- OPs make the studenst better collaborators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	58	69.9	69.9	69.9
	disagree	4	4.8	4.8	74.7
	I dont know	21	25.3	25.3	100.0
	Total	83	100.0	100.0	

Q 21- Justifications provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	28	33.7	33.7	33.7
	category 1	55	66.3	66.3	100.0
	Total	83	100.0	100.0	

Q 22- Students' attitudes towards the experience of performing OPs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exciting	18	21.7	21.7	21.7
	Interesting	45	54.2	54.2	75.9
	Boring	5	6.0	6.0	81.9
	Waste of time	7	8.4	8.4	90.4
	Frightening	8	9.6	9.6	100.0
	Total	83	100.0	100.0	

Q 22- Justifications Provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	didn't justify	17	20.5	20.5	20.5
	category 1	66	79.5	79.5	100.0
	Total	83	100.0	100.0	