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MA. Dissertation Oral Defence as an Academic Genre: Teachers' Perspectives of Students' Lacks.

The case study of Master two English didactic students at the department of English / Saida University

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Author Declaration on Honour

I hereby certify that this work is my own apart from quotations and summaries of other works that I dully supplemented with citation references. I also declare on my honour that the data collected were not fabricated nor taken from other dissertations.

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Date **20 Jun 2019**

Dedication

Dedication

This work is dedicated:

To my dear parents

for their endless love and support

To my sisters, brothers and husband

For their encouragement in moments of difficulties and stress

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First I would like to express my deepest gratitude to my supervisor Dr KHIATI for her support, guidance, and advice.

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Abstract

University students of English have to be competent in speaking as one of the four skills. This requires them to perform many tasks such as oral presentations. They have to perform exposes so as to gain marks; furthermore, at the end of their study_ career, they need to present their dissertations orally in front of an audience, jury where they have to defend their dissertations. Despite of students' efforts so as to perform a good oral viva presentation, they commit mistakes that make teachers feel that they are not well prepared and that they are not competent enough to present their works in front of an audience. Those mistakes can be repeated among students, and it can be done in doctoral oral viva presentations if teachers do not interfere so as to fix the different problems that students face when it comes to present viva .A semi structured questionnaire was administered for 15 English master 2 didactic students at the department of English of Dr Tahar Moulay Saida university, another semi structured questionnaire was administered for 10 English experienced students, and a structured interview was distributed upon 5 English teachers at Saida university Dr Tahar Moulay so as to know what are the different types of mistakes that students commit during their oral viva presentations, and what are the difficulties that students encounter when present their dissertations. This study helps in fixing the different problems that students face when presenting their viva. The results reveal that teachers find that students have problems with their oral performance competences and their power point preparation and presentation. Besides, students have an idea about power point preparation and presentation although they fall in committing mistakes when it comes to present their oral viva presentations because of stress. The research proposes some solutions that can help better present without committing mistakes such as: mock viva (trial sessions), the good preparation, positive self-talk, etc.

Key words: oral defence; oral performance; oral presentation; power point preparation and presentation; viva presentation.

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General introduction

Students at university need to be proficient in the four skills (speaking, reading, writing, and listening). As one example of those four skills is the speaking skill. Students need to perform some spoken tasks in universities such as: the oral presentations that play a crucial role in students' proficiency, since they need it to perform exposes defend dissertations …etc. Despite of students' efforts so as to perform good oral presentations, they commit mistakes that give a bad impression on their capacities and proficiencies.

This research deals with an important issue that has been neglected by researchers for many years. Neglecting this issue can lead to repeating the same mistakes and giving a bad impression on learning in general and on the candidate in specific. This research helps in fixing the different kinds of problems that students face in their oral viva presentations.

This research aims to provide an approach that helps in maximizing learning, and find solutions so as to avoid the different problems that students face in their oral viva presentations.

English teachers at Dr TAHAR MOULAY Saida University have noticed that master 2 English didactic students face many problems during their oral viva presentations. This issue leads to pose the following questions:

1. What are teachers' perspectives of master two English didactic students' lacks in presenting their dissertations?
2. What do master two English didactic students find difficulties in their oral viva presentation?

To answer these questions, the following hypotheses were posed:

1. Teachers identify students' lacks in terms of their oral performance/ delivery.
2. Students' difficulties emerge from psychological factors (fear, stress, anxiety)

Two main methods were obtained so as to complete this research, qualitative and quantitative methods. Furthermore, three instruments were used in this study. A semi structured questionnaire for 15 English didactic students at English department university of Saida, another semi structured

questionnaire for 10 English experienced students, and a structured interview for 5 English teachers at English department in Saida university Dr Tahar Moulay.

This study was divided into 3 main chapters. They are as followed:

Chapter1: deals with the literature review that highlights the previous works that have focused on the oral presentations and the viva' oral defences.

Chapter2: deals with the methodology that was adopted to complete this study (methods, data collection, sample description)and data analysis and interpretation of the results.

Chapter3: deals with suggestions and solutions so as to avoid the different kinds of problems that candidates may encounter when presenting their dissertations.

This study comes across a number of difficulties and pitfalls such as: lack of time, lack of E_books, lack of references in library, lack of authenticity and cooperation by students.

Chapter one:

Literature review

CHAPTER ONE : LITERATURE REVIEW

1.1   Introduction

This chapter will give an overview about the previous works that have been talked the subject of teaching the academic tasks in classrooms (written, spoken, listening, reading).Moreover, it will focus on the spoken academic genres mainly the oral defence and the conference presentations (their characteristics and their main common features), since they share some common points so as to enable students to differentiate between them.

1.2   The definition of the Term Genre

This section deals with a brief definition of the term genre.

Genre is a term that has been used by many researchers. According to hyland.k (2004.p 4) the way in which writers*" use a certain vocabulary to write particular texts and gathering those texts to gather"* are the main features of the term genre. However, Swales.J (1990.p.28) maintains that it has to do with the different "*communicative events* "and purposes .It has been neglected for many decades and "*due to the ESP literature, genre has started to get its importance*" (Paltridge. B & Starfield .S 2013. p.11).

For many decades, researchers have neglected the spoken genres .this idea was well identified by Paltridge.B and Starfield.S (2013), they state that many researchers have focused on the written genres rather than the oral (spoken) ones. May be because of the benefits that the written genres provide in works after finishing the EAP courses, Or because of the simple way of analysing the written data, unlike the spoken information that provide obstacles (transcribing data) to be researched.

This demonstrates that analysing the spoken genres have taken a lot of time and efforts. However, they can be analysed due to the new technologies and speech corpora. In this vein, Hughes et al (2010.p.26-30) mention that due to the new technologies (video / audio recording_ mobile phones etc.) all the kinds of the spoken genres can be gathered and analysed. The idea of genre analysis started by swales.J (1990), it was an investigation of the academic genres. Genre analysis helps teachers to know how and what to teach for their students. It has to do with analysing the meaning, vocabulary and the organisation of a certain genre, according to hyland.K(2004.P46) it "*is the way in which researchers can detect the discourse structure , the language and the contextual parameters that shape a particular genre*".

In many cases, EAP and EOP learners may need to learn the same skills. But their abilities and purposes can differentiate. In this regards, Paltridge.B & Starfield.S (2013) maintain that EAP learners are more competent in listening skills than some of EOP learners. .This indicates that both of EAP and EOP learners receive some courses in the listening skills. Evans.D & John.S (1998) mention that in both of EAP and EOP situations, the oral presentation can be taught.

1.3 Genre pedagogy

This section deals with how teachers use and teach their students about genres that they need in their study.

ESP teachers should find the appropriate methodology that helps them teach their students the different skills that they need effectively. This can be achieved due to genre analysis that should be the first step before staring teaching learners. It can be considered as "a key source" for teachers(Hyland.k.2006.p.246).In the same regards,   Starfield.S & Paltridge.B (2013) state that analysing genres helps learners to have the chance to learn how to be "good listeners and successful writers" of the particular genres of their specialty.(p.80). In order to do so, teachers can use some particular techniques that can help them transfer their messages easily. One example of those techniques can be the use of authentic situations inside the classrom.in this vein, Trimble.L(1985) asserts that adapting the visual - verbal relationships can help students to" understand situations through reading , then to analyse them by writing".(p.160)

This denotes that ESP teachers can teach their students a range of skills in the same session as long as they are adopting the appropriate methodology and materials (videos/ images/ dialogues).

1.4The academic genres

This section introduces the different definitions of the term genre, and some clarifications about the academic genres.

Teaching the academic genres requires focusing on the 4 main skills: speaking, reading, writing and listening, and the main genres that EAP learners need to perform in the target situation (reading aloud; writing essays, writing paragraphs, filling in the gaps, performing oral presentations, etc.)

1.4.1 The listening skill

Listening skill is an important element that is needed to be learned and mastered either by EAP or EOP learners. In most of the EAP situations, teachers focus on making students able to understand the purposes of the different lectures that they receive .Paltridge.B &Starfield.S (2013) claim that the aim of teaching the academic listening is to make students able to comprehend lectures so as to succeed in their academic learning Whereas, Feak & Salehzadeh (2001.p 477) claim that in EAP situations students should be able to" comprehend lectures and interacting with others as well".

Many types of techniques were used for the sake of teaching the listening skill such as the video listening placement assessment .It makes learners involved in the classroom in the sense that they should take notes from what they have understood.(Paltridge.B & sue Starfield.S 2013.)

1.4.2 The writing skill

Writing skill plays a crucial role in students' life. It can be needed by EAP and EOP learners. Paltridge.B & Starfield.S (2013) in their hand book of English for specific purposes emphasize on the importance of writing in students' career .They state that writing is considered as an important experience of each student.(Starfield .S Paltridge. B .2013.)

ESP teachers do not teach writing in general, but they focus on teaching their (EAP or EOP) students how to write particular genres that they will need later on in the target situation. This idea was well explained in the Hand book of Brian paltridge and sue starfield(2013) where they emphasize on making students competent in writing a particular set of genres of their speciality.Teaching the academic skill is concerned with focusing on some genres such as : Emails, paragraphs , essays and so on .Furthermore, most of students focus more on how to write texts. In this vein, Paltridge.B and Starfield.S(2013) maintain that written texts have a great importance in students' demands.

1.4.3 Speaking skill

Teaching learners how to speak in English or any language is not an easy task to do, mainly when it comes to EFL learners who learn English as a second language   . Richards and Renandya(2002) have pointed out that "*it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately*"(p.204) It has a great role in the learning process, since

learners are required to perform many oral tasks in the classroom such as : oral presentations, projects, etc.

1.5 Similarities between genres

This section deals with the main similarities that can be found between different genres.

In many cases, genres can share some similarities such as the organisation of written and oral presentations. This idea was well explained by Dudley evens and St johns(1998)in their book of developments in ESP .They argue that the organisation of the written communication and the oral presentation seems to be the same since both of them" *start by a start then a middle and end by a conclusion*"(Evans. D and John.S.1998.P.112).

Stojković,N, Živković,S, Bakić-Mirić,N, (2013) agree on this point, they state that students have an idea about "*the equal features of the oral and the written communications*"(p.76) It could be the main raison behind mixing between the two genres. In the same regards, They add(2013)in their research about the present and target situation analysis of Nis Serbia and Benghazi libiya universities where students demand having enough training and practice on those two main genres(written and oral presentations), However, they may differ in some given points.

Due to genre analysis teachers can find the appropriate way to make their students differentiate between oral and written communications. For Evans.D & St john.(1998) analysing the written genres demonstrates that they contain a clear introduction and conclusion and a very complex middle, whereas, the oral presentation is considered to be more complex than the written one since it includes voice , pronunciation and so on .

1.6The classification of the oral academic genres

There are a lot of spoken academic genres such as: oral presentations, conference presentations, lectures, seminars, oral defence of thesis etc. Fortanet (2005) has classified them into 3 main branches taking the purpose of those genres into consideration. They are as followed:
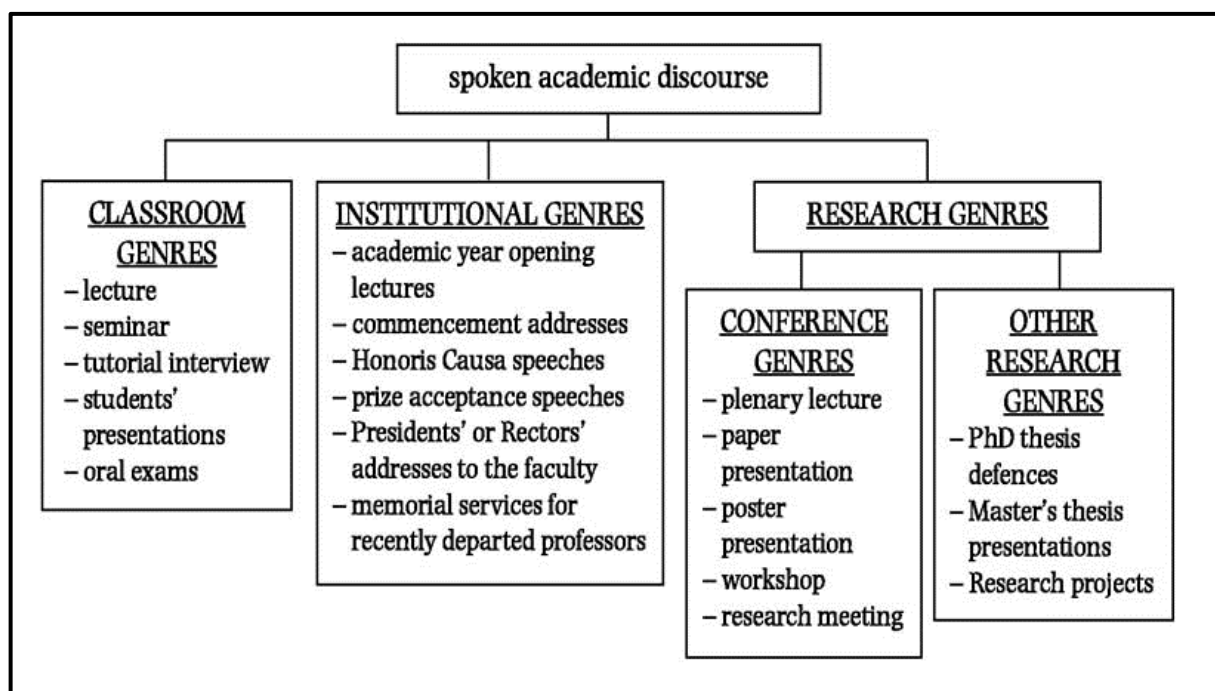
-Figure 1_1: Classification of oral academic genres. (Fortanet, 2005.p.35)-

According to (Fortanet ,2005), the spoken academic genres are divided into : classroom genres, institutional genres , and research genres. This classification helps teachers to know what to teach for their students according to their target needs. The academic classroom genres have attracted the attention of many scholars and "*it have been privileged in research discourse*" (Crawford.B et al .2015.p.111).

One example of those genres is the oral presentation .For Dudley evans and st john.(1998.p.112)it has to do with « *the spoken monologue* » . Whereas, Stojković,N et al (2013) define it as a " public speaking " and see that it should never be a spoken monologue but *" a dialogue " (*76.77)

Since the oral presentation can be taught for both of EAP and EOP learners as Mandal (2000.p.8) mention : « oral presentations are speeches in business technical, professional or scientific environ-ment » many scholars have focused on the academic oral presentation and defined it in different ways. For Morita (2000.p272), AOPs are *" routine*" activities that show the competency of certain skills. For Ming (2005.p118) , " *the oral presentations can be used either in the spoken or in the visual form* "they have a limited time and should be performed in organisational settings .They play a vital

role in students' career. In this vein, (Alexander, Argent & Spencer, 2008)state "that oral presentation is the core of the academic life.

There are some strategies that teachers can provide their students with so as to perform a successful oral presentation .one example of those main techniques are" the choice of vocabulary " and " self-confidence "that were proposed by Dudley Evans and St john.(1998.p.112)in their book of Developments in ESP. The structure of the oral presentation helps the speaker to keep listening to his speech and attracts the audience' attention.

For Dudley Evans and St John (1998) the moves in the oral presentation should include:

Introduction	Conclusion
Establish credentials State purpose and topic Indicate time Outline what is to come	Summarise Make recommendations Call for action

- **Table 1_1 :** (Dudley Evans and St John.1998.P.112) –

They see that introduction and conclusion play a crucial role in « *getting listeners on board* », whereas the middle depends on what the speaker wants to say and it is more complex than the other moves (113). Stojković, N (2013) share the same opinion with Dudley Evans and St John, they mention that the audience prefer to have an idea about the topic, the aim and the structure of the work from the first time the speaker starts to present his speech. .this denotes that a good introduction and conclusion will lead to a successful oral presentation.

Having an idea about how to use arguments is another key element that leads to a successful oral presentation. Both of(Dudley Evans and St john .1998.p.113)and(Nadežda Stojković et al .2013.77)agree on this point , in the sense that " *the expert argumentations* " will attract the audience ' attention and keep listening to the oral speech. Teaching the academic oral presentations should be applied in classrooms with "*restricted numbers* " , but it can be taught in "*large class situations*" as long as teachers split their students in groups(Dudley Evans and St John.1998.113.p.114).

1.6.1 Conference presentation as a spoken academic Genre

This sub section deals with the definition and the main characteristics and features of the conference presentation as a spoken academic genre.

Although classroom genres have taken a great position in researching, the research genres could attract scholars attention .One example of those main genres is the conference presentation. It has been tackled by many researchers , THE LANGUAGE OF CONFERNING that was published by Ventola,.E, Shalom.C , Thompson,S , (2002) , The argumentation strategies in conference discussion that were proposed by Vassileva in (2009) .Two main other studies were taken a great importance are : the one of Dubois (1980) and the study of –Jolivet.R & Carter-Thomas (2003). Dubois's study (1980), was about focusing on the 3 main moves of biomedical conference (introduction, body and termination). The study has shown the following moves:

I	Introduction	
	A	Listener orientation
	B	Content Orientation
II	Body	
	A	Situation
	B	Event
	C	Commentary
III	Termination	
	A	Content Orientation
	B	Listener Orientation

- **Figure1_2:** Moves of Biomedical Speeches by Dubois (1980.140-168)-

His study has shown the rhetorical structure of the 3 moves of the biomedical conference presentation, while Jolivet.R & Carter-Thomas (2003) study was applied on 44 oral presentations at

international scientific conferences by native speakers in three disciplines (geology, medicine, and physics) . The study has shown the following rhetorical structure in the introduction:

MOVE A	Setting Up The Framework		
	1.	Interpersonal Framework	
		1a	Listener Orientation and/or
		1b	Acknowledgements
	2.	Discourse Framework	
		2a	Announce Topic (Verbal or Visual)
		2b	Outline Structure/Indicate Scope
MOVE B	Contextualizing the Topic		
	1a	Conference Context	
	1b	General Research Context	
MOVE C	Research Rationale		
	1.	Motivation	
	2.	Response	
	3.	Outline Research Goals	

- **Figure1_3:** Moves in Introduction Section of Conference Presentations by Rowley Jolivet.R & Carter.T (2003.p. 39-40) –

This indicates that the conference presentation and the oral presentations seem to be the same, since both of them contain: introduction, body and termination (conclusion).

The term conference presentation has been defined by different scholars, It is a "*forum of many speech events that have been changed from informal to more formal presentations*"(Paltridge.B and .Starfield.S.2013.P.44).In other words, it has to do with meeting people so as to discuss about a certain topic and exchange ideas and information .

They play a great role in "*offering opportunities to gain insights into works*" and receive "*immediate audience feedback that may contribute to diversifying or fine - tuning the work before*

publication"(Grushcow , J. 2004.p..59-83).Since the conference presentation requires writing an article (paper),the presentation helps to evaluate and add some clarifications to the work before publishing it .After finishing the conference presentation, the session of asking questions will follow it where the audience are required to ask questions and discuss about certain issue.

1.6.2 Oral defence as a spoken academic genre

Oral defence of dissertations and theses is another type of the oral academic research genres .It has been considered as a key genre that university students need to perform at the end of their study-career .In this vein. Hemon.K (2013) argues that the oral defence is the most important step in the thesis process. This indicates that writing the dissertation is not enough for university students, but the oral defence is the most crucial part that shows the mastery of the topic.

For Griffiths school of management in roman (2016.p10) the oral defence of dissertation is "*a short oral presentation of your research*" .In other words; it is the oral presentation that the student perform so as to give an overview about the chosen topic. As any academic genre, the oral defence of dissertations has its own steps. For the faculty of Humanities and social sciences in America, Canada, Australia, India and Great Britain (2015.), the structure of the oral defence of a dissertation should be based on: introduction, methodology, and conclusion (results). whereas the time of the presentation is about 10 to 15 minutes and the manner of presenting is up to the student (candidate)to back-up his work with power point or not . However,   For the Family studies and Gerontology department (2013.), the structure of the oral defence of dissertation should include:

 • Goal/objectives of the research (2 min)
 • Literature review/theoretical framework (5 min)
 • Methodology (5 min)
 • Findings (10 min)
 • Recommendations (5 min)

This indicates that deciding about timing and the structure and the manner of the presentation is up to the department, whereas, in most of universities, the dissertation oral defence contains 3 main parts: introduction where the candidate is required to talk about his topic, previous works, hypothesises and rise the problem, then the body where he is required to talk about the methodology, instruments and the analysis. And the conclusion where he is required to talk about the results as well as recommendations using the power point software to allow the audience follow his speech.

The following diagram illustrates the main parts of a dissertation defence:
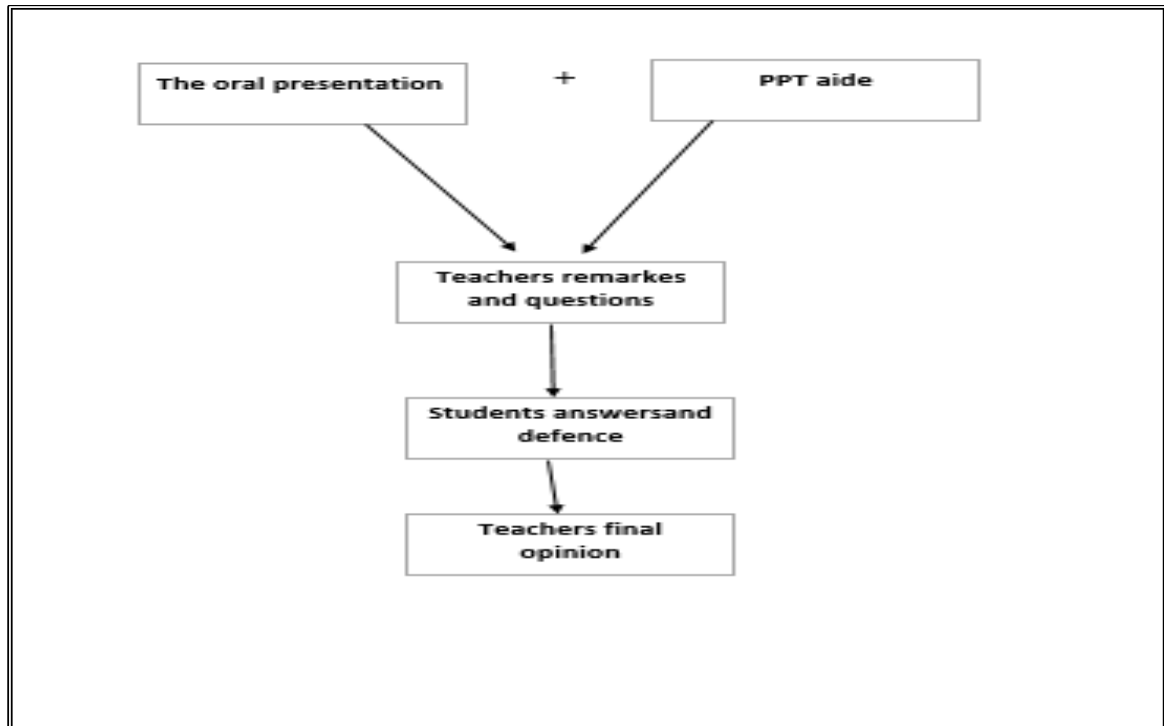
- **Figure 1_4 :** the oral defence procedures –

1.6.2.1 The administrative procedures of oral defences

In all universities, the candidate should provide the department with the final format of the dissertation before 2 till 3 weeks of the day of the presentation and wait for the approval of the committee to set – up the date to present the work .For Dr. Douglass Capogrossi (2012.1) "*The Oral Defence should be scheduled for not less than four weeks from the date the manuscript is provided for review to the Committee members*". This means that the oral defence of dissertations should be organised in the first four weeks after submitting the final draft of the dissertation.

After finishing the oral presentation, the committee members will start to ask questions, and the candidate in this stage is required to answer their questions. This idea was well demonstrated in the GUIDELINES FOR THE PREPARATION OF THE MASTER'S THESIS that was submitted by the faculty of humanities and social sciences (2015) Each member of the Committee may ask a minimum of two questions related to the subject matter of the thesis or the paper itself in order to test the candidate's expertise more precisely.

1.6.3 The main similarities between conference and oral defence presentations

This sub section deals with the similarities between conference presentation and oral defence presentation.

The oral defence of a dissertation and the conference presentation may share some features, they are organised as followed:

The Oral defence presentation	The conference presentation
The structure: introduction, body and conclusion	The structure: introduction, body and Conclusion
The use of technology; power point…etc.	The use of technology; power point…etc.
The oral presentation by the presenter(candidate)	The oral presentation by the presenter
The next section of asking questions.	The next section of asking questions.

-Table 1_ 2 : the main similarities between the conference presentation and the oral defence of a dissertation –

This denotes that the conference presentation and the oral defence seem to be the same since both of them include: Introduction, body, conclusion, oral presentation, and the use of visual aids and the session of asking questions (discussion).

1.6.4 Previous works on the oral defence issue

This sub section introduces some studies that have been talked the issue of the problems that students face during their oral defences of their dissertations.

Many researchers were done on the main problems that students suffer from when writing their dissertations. Han. Y (2013)'' an analysis of current graduation thesis writing by English majors in independent intitule'', and the article of Paltridge.b(2002) ''Thesis and dissertation writing as examination of published advice and actual practice'',etc. Whereas few researchers have focused on the mistakes that university students may commit in their viva presentations. Hojarti.A (2013) has

tackled a study on 20 theses defence   of advanced Iranian students who learn English as a foreign language. The study shows the following findings:

Category of Errors	Frequency of Errors
Grammar	51
Vocabulary	32
Pronunciation	61

-Table1_3: Total number of errors committed by study's participants(Alireza Hojarti .2013.p.175) -

The findings have shown that the majority of students' mistakes were done in grammar and pronunciation, in contrast the choice of words (vocabulary) that has been taken a great importance in students' performances.

Another important study was done on international doctoral students from several Malaysian universities. The study has been conducted by Amiri .Fand Puteh.M (2017)" Oral Communication Apprehension among International Doctoral Students". The two researchers have analysed the experiences of the doctoral students when presenting their thesis. The study shows the following findings:

Linguistic issues, deficiency in knowledge of research during presentations, students' negative perceptions towards the presentation panels.

Chen.S (2013) has published an article «Balancing knowing and not knowing : an exploration of doctoral candidates' performance of researcher selves in the dissertation defence". The researcher has explored how 11 Canadian doctoral candidates performed in their oral examinations. The study has shown that all the defences were successful and (41%) of the questions were difficult to be answered by the candidate.

This indicates that postgraduate students in all over the world have some troubles in defending their dissertations, this can be happened because of many factors such as: problems in speaking and conveying the message clearly, fear, anxiety, lack of attending viva presentations, lack of mastering the power point presentations , etc.

Many researchers have focused on the oral performance of doctoral candidates when presenting their theses, whereas few of them have tried to investigate the same problem among master students' oral defence.

The viva oral presentation could not be successful without using some soft wares so as to help in the presentation session. One of the main applications that were used by candidates in all over the world is: The power point software.

1.7 The power point software

This section introduces the definition of the term power point, how it is used, its role and the annoying mistakes that students should avoid when using power point presentation.

1.7.1 Power point definition:

The term power point has been defined by many researchers, for Encyclopaedia Britannica (2013.p1), power point software is "a presentation program", it has been created by Robert Gaskins and Dennis Austin at a software start-up in Silicon Valley named Forethought (Gomes Lee.2007.p1).It became a component of the Microsoft Office suite.

Power point software interface looks like :
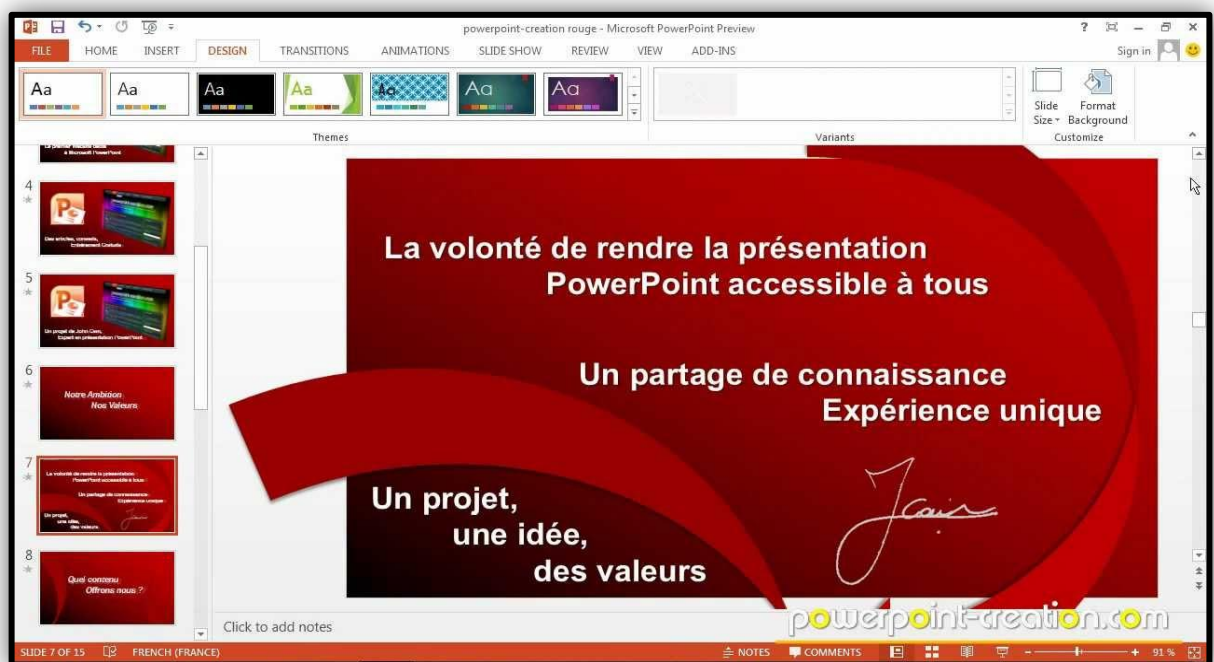
Figur1_5: screenshot of power point (2016) interface.

1.7.2 Power point role

This sub section deals with the main roles of power point software in students' perfoprmance. Power point software is used so as to provide visuals in the oral presentations in "business, schools" and other domains (Encyclopaedia Britannica. 2013.p.1). shelly fishel (2016) agrees on this point, she claimed that power point is used so as to "present information in a visual way"(shelly fishel .2016.p.11).Using the power point helps in presenting the information in front of a large number of audience , whether they are "of one or thousands".(shelly fishel.2016.11-12)

This indicates that power point software plays a crucial role in organising and help in the success of the oral presentations in many domains.

It has been developed by many versions from PowerPoint (1.0) Macintosh Shipped by Forethought, Inc. in April 1987(MaceScott, 1987)till the latest version PowerPoint for Windows Store (16.0)by Windows in January 2018 (Foley Mary Jo, 2018).

The book of "power point 2016" by fishel .S, was a valid example that contains many instructions and guidelines so as to help presenters to use it for their oral presentations. By reading the book, they will be able to:

- Get around power point 2016.
- Add text, tables, pictures, smart art, charts and more to your slides.
- Use the slide master to control the way the presentation looks.
- Control slide transition.
- Add animation to abject.
- And a whole lot more.

    (fishel, s.2016.p.10)

This indicates that using the power point software 2016 helps the presenters in adding whatever they want to their presentations (videos, images, etc.).By doing this, they will attract the audience' attention.   In one hand, using the PowerPoint software so as to perform oral presentations has many advantages, but, in the other hand, it can lead to the failure of the presentation if it is not well prepared.

1.7.3 Most Annoying PowerPoint Presentation Mistakes

This sub section introduces the main mistakes that students commit when using power point presentation. A great number of mistakes can be done by students unconsciously, but it in fact gives a negative impression about the presentation. Newbold.C(2014) wrote an article that grouped the main mistakes that were done in the PowerPoint presentation. They are as followed:

Most annoying PowerPoint presentation mistakes	
• Too much text	• Freaking out when something doesn't work
• Bad contrast in using colours	• Using weird fonts
• Starting at the screen	• Putting important stuff by the edges
• Animating stuff just because you can	• Using bad colour scheme
• Using the pre-installed templates and fonts	• Toggling in and out of PowerPoint
• Using clipart	• Standing in front the screen

Table1_ 4 most annoying PowerPoint presentation mistakes (newbold,C. 2014.P.2)

Using too many texts rather than using images and diagrams, looking to the screen rather than looking to the audience, using bad colours that disturb them, and reading from the slides without adding information or clarifications are all mistakes that lead to the failure of the presentation even the content is wealth prepared.

Dave Parade in his article (How my customized training workshops are different :), demonstrates the main mistakes that were done by business men in their presentations. The findings have shown the following results:

The speaker read the slides to us	60.4%
Text so small I couldn't read it	50.9%
Full sentences instead of bullet points	47.8%
Slides hard to see because of color choice	37.1%
Moving/flying text or graphics	24.5%
Annoying use of sounds	22.0%
Overly complex diagrams or charts	22.0%
No flow of ideas – jumped around too much	18.9%

Table1_5: The mistakes done by business men in the presentations (Dave parade.2015)

This indicates that the good preparation of the slides and the presentation before presenting in front of the audience are the main elements that lead to a successful oral presentation.

1.8 Conclusion:

A huge amount of information has been discussed in this chapter, through reading the previous works that have dealt with the academic skills. Whereas, the great focus was on the spoken academic genres (oral defence and conference presentation), since learners need to perform those two main tasks in their study career. Reading the previous works will help in organising the appropriate methodology that fits the research purpose.

Chapter Two: Methodology and Data Analysis

CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

2.1 Introduction:

This chapter deals with methodology, data collection and the analysis of instruments' results (a questionnaires for 15 English master 2 didactic students, another one for 10 English experienced students, and one interview for 5 English teachers at(university of D.R Thahar Moulay- saida-).It also contains some interpretations and clarifications of students' answers and the answer of the main problems that students face in their oral defence of dissertations.

2.2 Methodology

This section introduces the methodology that was adopted to complete this research, it is as followed:

2.2.1 Research Methods

This sub suction introduces the method to complete this. They are as followed:

In order to satisfy the main objectives of this study, two main methods were used (qualitative and quantitative methods).

The quantitative method helps in gathering a large amount of information from a great number of students (15) .The statistical model(through using excel software) helps in interpreting the findings and counting how much students agree or disagree on a given point .Whereas, the qualitative method helps in having an idea about the reasons, the ways and the manners that push students to commit such kind of mistakes when presenting their viva .It also provides detailed descriptions of the problems when presenting, in other words, it is more rich and covers the different angles of the research.

2.2.2 Research Instruments

This subsection deals with the main instruments that were used in order to complete this research. They are as followed:

3 main instruments were used so as to collect data about the given sample.

A semi structured questionnaire was administered for (34) master 2 English didactic students at Saida University. It includes 4 sections, the first section contains 2 questions about students' identifications, the second one contains 2 main close ended questions about students' background, the

third section contains 5 close ended questions about students' preferences and lacks, and the last one contains 2 main open ended questions about students' point of views regarding oral presentations. Here are some sample questions that were included in the questionnaire:

> • Are you familiar with using the new technologies?
>
> • Have you ever used the power point software to present your exposes?
>
> • Have you ever attended a viva?
>
> • In your opinion, how does the power point software (ppt) presentation add to your oral performance in your presentations?
>
> • In your opinion, what is the key to a successful presentation? Why?

(A detailed form of the questionnaire guide is presented in Appendixes A)

Another semi structured questionnaire was administered for (20) experienced students. It includes 3 main sections. The first one contains 4 close ended questions so as to know about students' background, the second section includes 4 close ended questions so as to have an idea about students' experience in viva presentations, and the last section includes 2 open ended questions about students point of view on viva presentation. Here are some sample questions that were included in the questionnaire:

> • Have you ever attended a viva before your viva presentation?
>
> • Have you ever tried to present your work in front of your family / mates before the day of your viva presentation?
>
> • Have you ever used the power point software to present your exposes before the viva presentation?
>
> • What were teachers' comments on your viva presentation?
>
> • In your opinion, what is the key to a successful presentation?

(A detailed form of the questionnaire guide is presented in Appendixes b)

A structured interview was administered for 5 teachers in saida – university- Here are examples of the questions that were included in the interview:

- What do you think of students' oral viva presentations?
- How do you find students' performance in front of the audience?
- According to you, what is the key to a successful oral presentation?
- How do you consider students' use of power point software in their viva presentations?

(A detailed form of the interview guide is presented in Appendixes c)

2.2.3 The Aim of using the 3 Instruments

This subsection introduces the aim of using the chosen instruments to finish this study. They are as followed:

The choice of the 3 instruments that were adopted for this study (2 questionnaires, one for master 2 English didactic students, another one for experienced English students, and the interview for teachers at Saida -University) is based on the main objectives of the research. This study aims to have an idea about the troubles that students face when presenting their viva, and the main causes that lead to commit those mistakes (emotional factors, lack of power point mastery) so as to know how to avoid committing mistakes when presenting viva

Adopting one questionnaire only could not fit the research objectives. (The questionnaire that was administered for master 2 English didactic students), since the majority of students were not cooperative and their answers were irrelevant to the topic. Thus, it was an obligation to look for another source of information by adopting another questionnaire for the experienced students.

Using the two questionnaires helps in gathering information (data) from a great number of students, whereas, the interview helps in gathering more data about the sample, since teachers have talked a lot about this issue due to their experiences as members of jury.

2.2.4 Research Limitations

This study as all studies in all over the world comes across a great number of obstacles. They are as followed:

- Lack of resources in the library.

- The difficulty of access to E_ books.

- The non -cooperation of the participants.

- The limitation of time.

- The non-authenticity of the answers.

- The lack of technology proficiency, since all the questionnaires were sent via emails.

- The difficult problems that were dominated in university (the non-availability of teachers)

2.2.5 Research Context

This study was carried out in university of DK Tahar Moulay- Siada-in 2018_2019, faculty of literatures and arts, department of English. It was applied on 15 English master 2 didactic students, students who are supposed to write and present their dissertations at the end of the year (10 girls and 5 boys)

2.3 Data analysis

This section introduces the main findings of the three instruments (two questionnaires and one interview). They are as followed:

2.3.1 Findings of master two didactic students' data collection:

The following graphics shows the main findings of master two didactic students' questionnaire, they are as followed:

2.3.1.1 : Students' familiarity or non-familiarity of using new technologies:

The following bar graph introduces the familiarity or non-familiarity of students' use of new technologies:
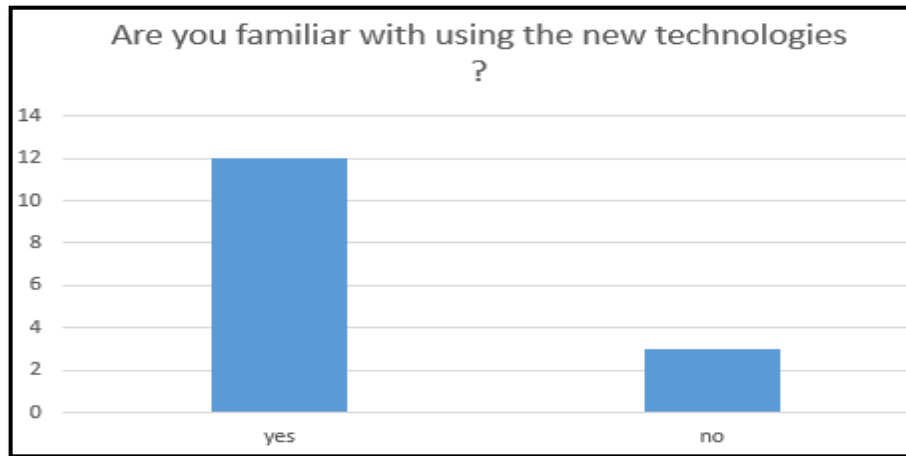
Figure2-1: students' familiarity or non familiarity of using the new technologies

This bar graph illustrates that Classroom contains different types of learners, in other words, it gathers mix abilities students. The way in which learners learn and perform their assignments differs from one to another. The majority of students (n=12) seems to be familiar with using the new technologies, whereas the minority of them (n=3) seems to be not familiar with using new technologies.

2.3.1.2 Students' reasons behind the familiarity or non-familiarity of using the new technologies:

The following table introduces the raisons behind students' familiarity ot non- familiarity of using the new technologies.

Familiarity	Non –familiarity
Using the new technologies for studies (n=9)	Preferring the old method (n=2)
It is time to use N T(n=3)	Lack of the mastery of N T (n=1)

Table2-1: Students' reasons behind the familiarity or non-familiarity of using the new technologies

This table demonstrates that students have their own reasons behind being familiar or not familiar with using the new technologies. The majority of students who were familiar with using new technologies (n=9) find that they need to use them for their studies , whereas, the others((n=3) find that

it is high time to use them because in all over the world the new technologies play a crucial role in people's lives. The majority of Students who were not familiar with using new technologies(n=2) see that they prefer to use the traditional method in comparison with the modern one, while the others (n=1) see that they do not master their use.

2.3.1.3 Using or not using power point software to present exposes:

The following curve introduces students' use of power point software to present exposes**.**
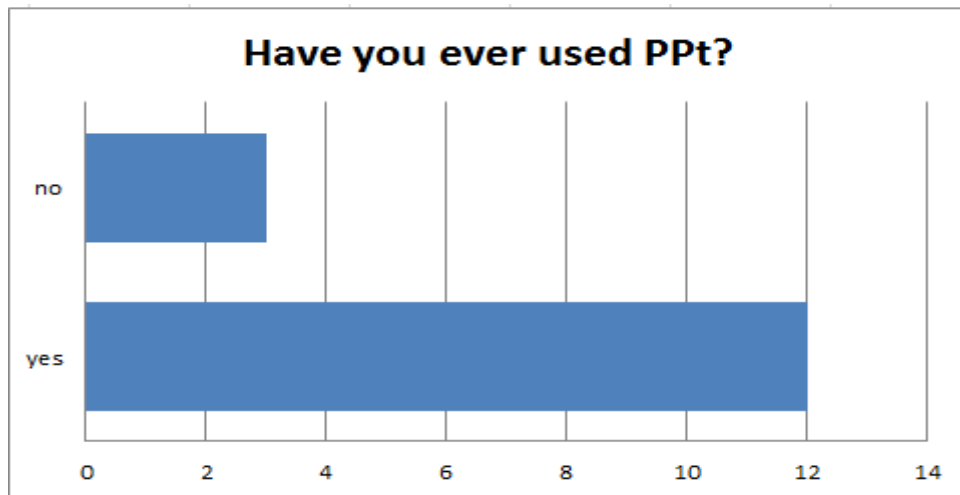
Figure2-2: Students' use of power point software to present exposes.

This curve demonstrates that:

When performing exposes, students may use the power point software so as to present in classroom. The majority of students (n=12) seems that they do prefer presenting through using power point. While, the minority of them (n=3) prefer the traditional method, and they find that it is difficult to use the power point software to present exposes

2.3.1.4 Students' reasons behind using or not using the power point software to present exposes:

This following table shows the main reasons behind using or not using power point to present exposes.

Using ppt	Not using ppt
The mastery of ppt use (n=12)	The difficulty to use ppt (n=3)

Tbles2-2: Students' reasons behind using or not using the power point software to present exposes

This table shows that: Students have their own reasons behind using or not using power point software to present exposes. The majority of them(n=12) use power point software because they master using it. Whereas, the minority of them (n=3) prefer the traditional method, and find that it is difficult to use the power point software to present exposes.

2.3.1.5 Attending or not attending viva presentations:

The following pie chart introduces if students attend viva presentations or not.
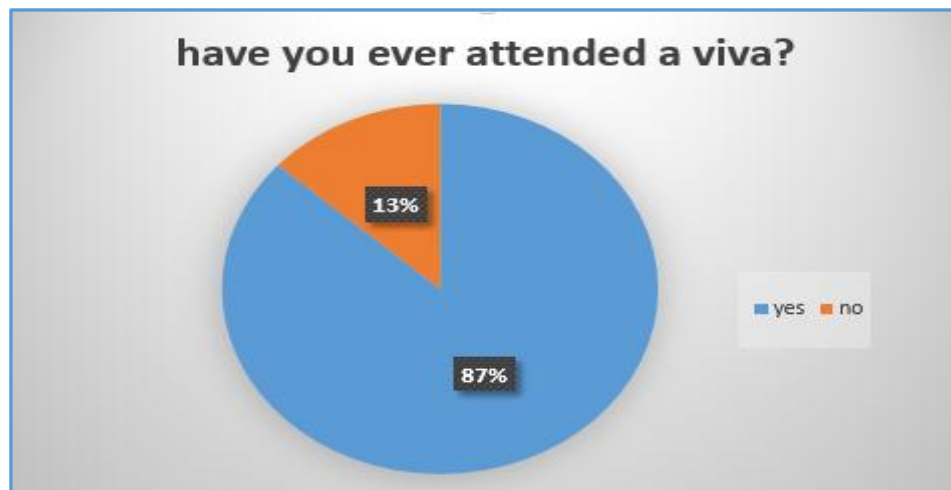
Figure2-3: Students' attendance or non-attendance of viva presentations

This pie chart shows that:

Students at the end of their study- career should write and present a dissertation. A great number of students (n=87%) had a chance to attend viva presentations, while, few of them (n=13%) had no chance to attend some viva presentations

2.3.1.6 Students' reasons behind attending or not attending viva presentations

The following table shows students' reasons behind attending or not attending viva presentations.

Attending	Not attending
The support of family/friends (50%)	Lack of chance to attend viva (50%)
The discovery of how viva should be presented(50%)	Lack of time (50%)

Table2-3: Students' reasons behind attending or not attending viva presentations

According to the above table, it seems that students have some reasons behind attending or not attending viva presentations. (50%) of students attend viva presentations so as to support friends or family, whereas, the others (50%) attend viva in order to have an idea how it should be presented. (50%) of students who did not attend viva presentations, see that they have no chance to attend it, whereas, the others (50%) have no time to attend viva.

2.3.1.7 Students 'feelings when presenting exposes

The following curve deals with students' feelings when presenting their exposes.
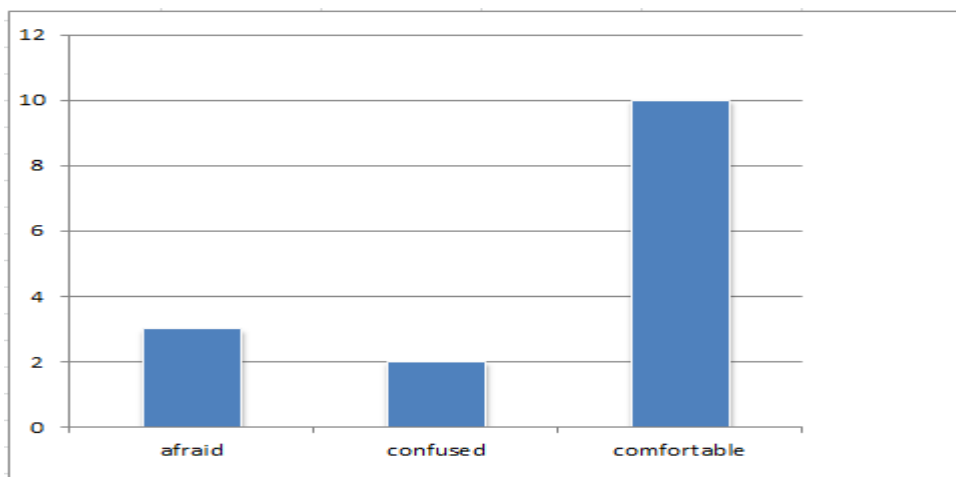
Figure2-4: Students 'feelings when presenting exposes

As this curve shows, when it comes to present exposes, students have different reactions. In other words, presenting in front of an audience can be a barrier for some students because of psychological factors. The majority of them (n=10) seem that they feel comfortable when presenting their exposes, whereas, some of them feel afraid (n=3) and the minority of students (n=2) feel confused when it comes to present exposes.

2.3.1.8 Students' reasons behind their feelings when presenting their exposes:

This table deals with students' reasons behind their feelings during their presentations of exposes.

Afraid	Confused	Comfortable
Phobia of presentation (Gloss phobia)(n=3)	Anxiety(n=2)	Well preparation (n=7)
		Self-confidence(n=3)

Table2-4: Students' reasons behind their feelings when presenting their exposes

This table demonstrates that:

There are many reasons behind students feelings when presenting their exposes.. The majority of students who feel comfortable when presenting exposes (n=7), find that they achieve this feeling because of the good preparation before the day of presenting exposes. While, the minority of them (n=3) find that self-confidence is the main reason that pushes them feel comfortable when it comes to presenting exposes. In contrast, students who feel confused argue that it is because of the feeling of anxiety whenever it comes to present in front of an audience. Few of students feel afraid (n=3) when presenting exposes because they have phobia of presentations.

2-.3.1.9 The main cases where students can stop the presentation

The following bar graph deals with the main cases where students may stop their presentation.
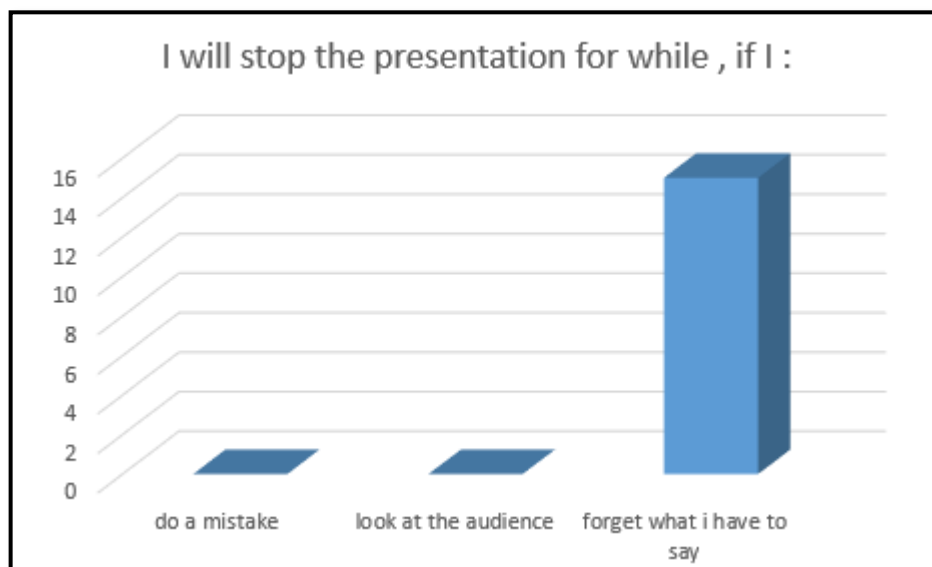
Figure2-5: The main cases where students can stop the presentation

This bar graph denotes that:

During the presentation, students may encounter some obstacles that can push them stop the presentation for a while such as: committing mistakes (grammar, spelling), looking at the audience…etc. According to the bar graph , All students confirm that they will stop the presentation for few minutes, when forgetting what to say.

2.3.1.10 Students' reasons when stopping the presentation if they forget what to say

The following table introduces students' reasons behind stopping their presentations.

Forgetting what to say
The difficulty to carry-on the presentation (n=10)
The embarrassment in front of jury (n=5)

Table2-5: Students' reasons when stopping the presentation if they forget what to say

This table shows that:

Students have some reasons behind stopping when forgetting what to say. The majority of them(n=10)find that it is difficult to carry on the presentation and move to the next idea, while, few of them(n=5) see that forgetting what to say made them feel embarrassing in front of the members of jury.

2.3.1.11 Students' feelings when using power point software to present exposes

The following pie chart introduces students' feelings when using power point software to present exposes.
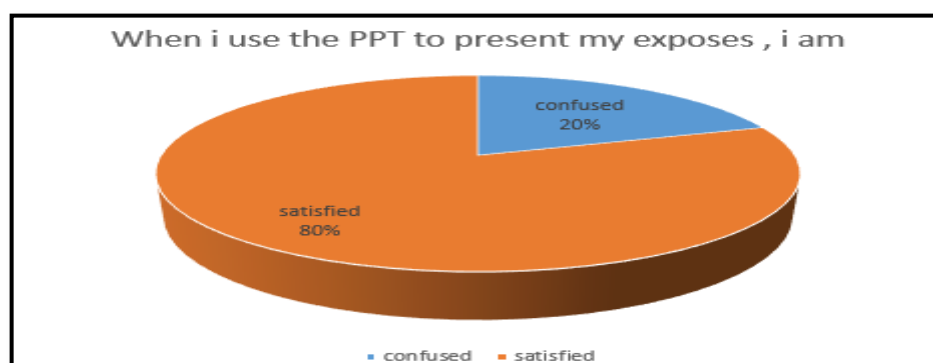
Figure2-6: Students' feelings when using power point software to present exposes

According to the above pie chart; students may use power point software to present exposes. The majority of them (n=80%) feel satisfied when presenting with the help of power point software. In contrast, few of them (n=20%) feel confused when presenting with power point software.

2.3.1.12 Students' reasons behind their feelings when using ppt to present exposes

The following table deals with students' reasons behind their feelings when using power point software to present exposes.

Confused	Satisfied
They do not master using ppt (n=3)	They master using ppt (n=12)

Table2-6: Students' reasons behind their feelings when using ppt to present exposes

This table shows that:

. The majority of students (n=12) feel satisfied when presenting with the help of ppt because they master using it. While the minority (n=3) feel confused when presenting with the help of ppt, simply because they do not master using it.

2.3.1.13 Students' main focus when presenting exposes

The following bar graph introduces the main elements that students' focus on during their presentations
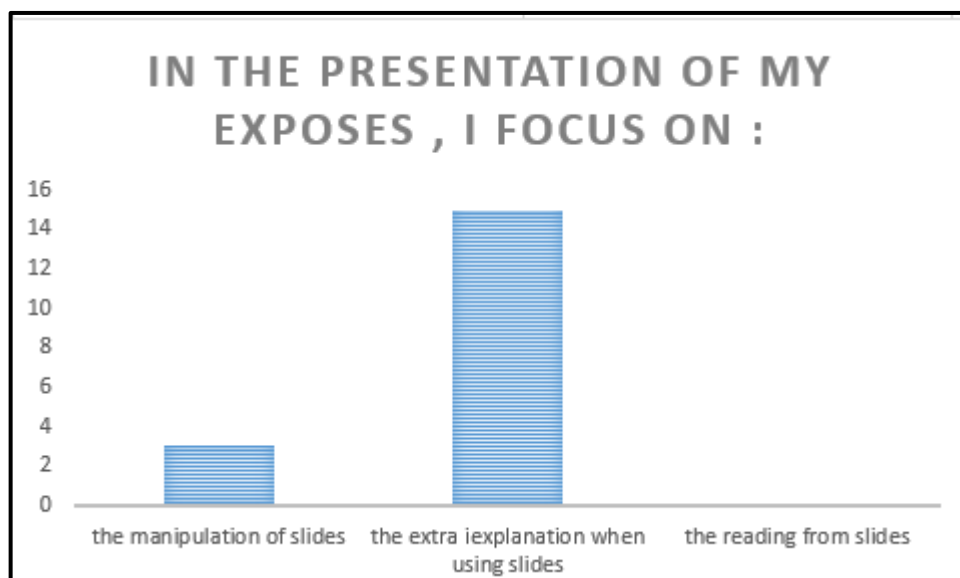
Figure2-7: Students' main focus when presenting exposes:

This bar graph denotes that:

Using power point software cannot guarantee the successful of the presentation. But the way of presenting and using the ppt plays a crucial role in making a good presentation. It seems that All

students (n=15) agree on the idea that explaining more when using slides should be the main focus of the presenter. Few of them add (n=3) that the manipulation of slides is another key element that should be taken into consideration when presenting exposes.

2.3.1.14 Students' reasons behind their main focuses when presenting exposes:

The following table deals with students' reasons behind their main focus during their presentations of exposes.

The manipulation of slides	The extra explanation when using slides
The mastery of power point manipulation will give a good impression on students (n=2)	Gives a good impression (n=12)
To help the audience follow the presentation and do not miss any idea (n=1)	Helps the audience to understand better (n=3)

Table2-7: Students' reasons behind their main focuses when presenting exposes:

This table shows that:

The majority of students (n=12) see that explaining more when using slides helps in giving a good impression on the work, while, few of them(n=3) believe that the extra explanation when using slides helps thae audience to understand the content in a better way. In contrast, some students(n=2) believe that the manipulation of slides will improve to the audience the presenter's mastery of power point software, while the others(n=1) believe that it helps the audience in following the presentation and not missing any important point.

2.3.1.15 Students' point of view about the shape of well formatted slides

The following bar graph introduces students' point of view about the shape of well formatted slides.
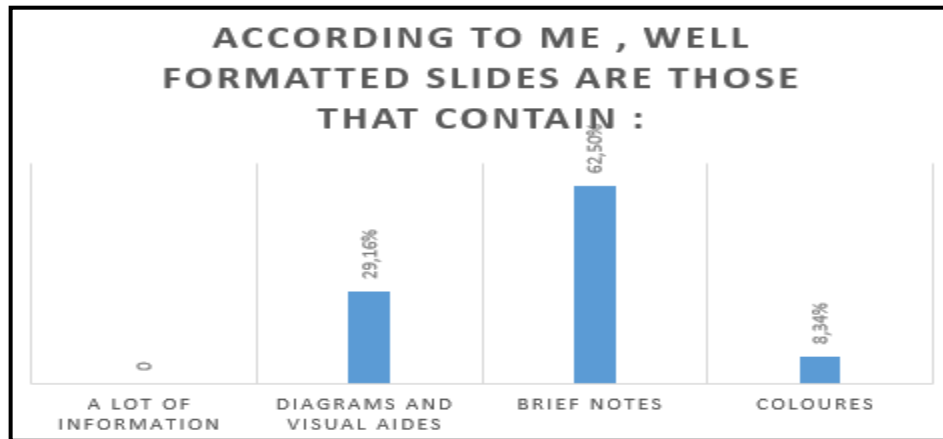
Figure2-8: Students' point of view about the shape of well formatted slides:

This bar graph illustrates that:

The shape of slides plays a crucial role in helping to gain the presentation 'success. According to the bar graph, All students (n=15) confirm that well formatted slides are those that contain brief notes. While,Some of them(n=7) add that diagrams and visual aides are the main elements of the well formatted slides. Few students (n=2) find that well formatted slides are those that contain colours.

Attention and exemplifying ideas with visual supports. Whereas, few of them emphasizing on using colours so as to attract attentions, but choosing colours that make the eye feels comfortabe.

2.3.1.16 Students' reasons behind their point of views about the shape of well formatted slides

The following table introduces students' reasons behind their point of views about the shape of well formatted slides.

Diagrams and visual aides	Brief notes	Coloured slides
To attract the audience attention (n=5)	To have chance so as to explain more(n=15)	To gain the audience attention(n=2)
To exemplify ideas with visual support(n=2)		

Table2-8: Students' reasons behind their point of views about the shape of well formatted slides:

This table illustrates that:

All students (n=15) believe that using brief notes helps in having the chance to explain more and attract the attention. Some students (n=5) believe that diagrams and visual aids helps in attracting the audience attention, while others (n=2) see that it helps in exemplifying ideas with visual support. Few of students (n=2) believe that using colours helps to gain attention during the presentation.

2.3.1.17 Students' point of view about power point usage:

The following table deals with students' point of views about power point usage**.**

According to you, how does the PPT add to the oral performance when presenting?

It guides and organizes the work	It gains the audience 'attention
53,33%	46,67%

Table2-9: Students' point of view about power point usage

This table denotes that students have an idea about the importance of using power point software to present with. Some of them (n=53, 33%) see that ppt use guides and organizes the work in which students will feel at ease to present, since half of the work is done. Whereas, the others (46. 67%) see that it helps in gaining the audience 'attention and giving a positive impression on the work, and the student's efforts and his technological proficiency.

2.3.1.18 Students' point of view about the key to a successful oral presentation:

The following table introduces students' point of views about the key to a successful oral presentation.

In your opinion, what is the key to a successful oral presentation?

The integration of technological tools (PPT ,PREZI)	Self- confidence	The good preparation
13.33%	46.67%	40%

Table2-10: Students' point of view about the key to a successful oral presentation:

This table demonstrates that master 2 didactic students have a background about the key elements that lead to a successful oral presentation. The majority (46,67%) considered that self-confidence is the main element that helps in gaining the success of the presentation. While, the others(40%) believe that the good preparation before the day of the presentation is the most important step that should be done to guarantee the success of the presentation. (13,33%)of students emphasize on the importance of integrating the technological tools such as: Power point, Prezi …ETC.

2.3.2 Findings of English experienced students' data collection

The following graphics maintain the main findings of experienced students' questionnaire, they are as followed:

2.3.2.1 : Students' feelings behind their feelings during their viva presentations

The following pie chart introduces students' feelings when presenting their dissertations.
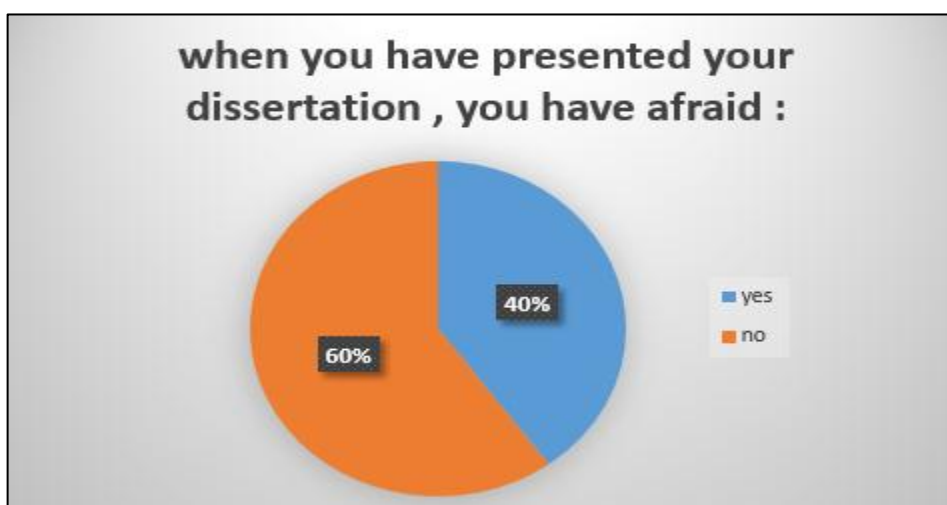
Figure2-9: Students' feelings behind their feelings during their viva presentations

This pie chart demonstrates that:

At the end of study career, experienced students had an experience in presenting viva in front of an audience. Their feelings during the presentation were different. The majority of them (n=60%) were not afraid when presenting their viva,. While the minority (n=40%) were afraid when they had to present their viva in front of an audience

2.3.2.2 Students' reasons behind their feelings when presenting their viva

The next table deals with students' reasons behind their feelings during their oral viva presentations.

Afraid	Not afraid
The familiarity of presenting in front of people (n=4)	The non-familiarity of presenting in front of people (n=6)

Table2-11: Students' reasons behind their feelings when presenting their viva:

This table denotes that:

The majority of students (n=6) do not feel afraid when presenting their viva, because they were familiar with oral presentations. While, the minority of them (n=4) feel afraid when presenting viva, simply because they were not familiar with presenting in front of an audience.

2.3.2.3 Students' attendance or non-attendance of viva presentations

The next bar graph deals with students' attendance or non- attendance of viva presentations.
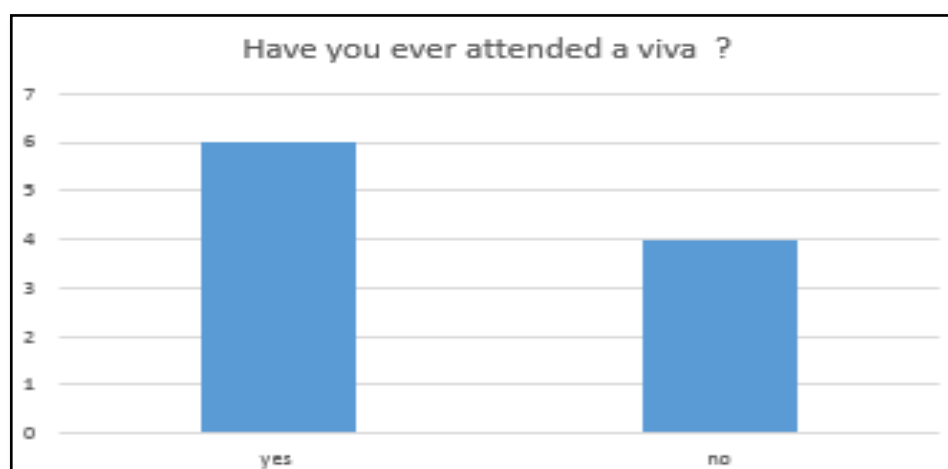
Figure2-10: Students' attendance or non-attendance of viva presentations

This bar graph denotes that:

Students can attend others' viva presentations so as to learn how to present in a good way. The majority of the experienced students (n=6) had the chance to attend some viva presentations. Whereas, the minority of them (n=4) had not the chance to attend viva presentations.

2.3.2.4 Students' reasons behind attending or not attending viva presentations

The following table introduces students' reasons behind attending or not attending viva presentations.

Attending viva	Not attending viva
The curiosity to see how viva presentation should be done(n=4)	Lack of chance (n=4)
The support for friends (n=2)	

Table2-12: Students' reasons behind attending or not attending viva presentations

This table shows that: Students have their own reasons behind attending or not attending viva presentations. The majority of experienced students who have the chance to attend viva presentations (n=4) see that do it by curiosity to see how viva presentation should be performed. While, the minority of them (n=2) have attended viva presentations to support friends/family. In contrast, students who have not the chance to attend some viva presentations.

2.3.2.5 Students' experience in presenting or not presenting in front of their friends/family before the day of viva presentation

The next curve introduces students' experience in practicing before the day of viva presentation.
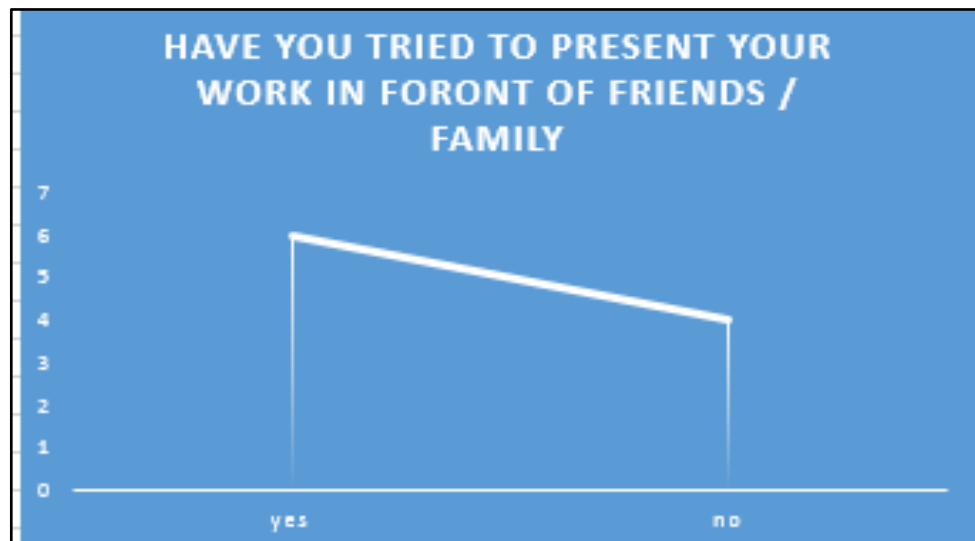
Figure2-11: Students' experience in presenting or not presenting in front of their friends/family

This curve denotes that:

Experienced students had an experience in presenting in front of people. The majority of them(n=6) have tried to present their works in front of their friends/ family before the day of viva presentation .While, the minority(n=4) have not tried to present their works before the day of viva presentation.

2.3.2.6 Students' reasons behind presenting or not presenting before the day of viva presentation:

The following table introduces the main reasons behind practicing oral presentation before the day of viva presentation.

Presenting before viva presentation	Not presenting before viva presentation
To receive feedback (n=4)	Self- confidence(n=3)
To get used to present (n=2)	Do not waste time (n=1)

Table2-13: Students' reasons behind presenting or not presenting before the day of viva presentation

This table shows that:

The majority of students (n=4))have presented in front of their friends/ family so as to receive some remarks that can help them well present their viva, whereas, the minority of them(n=2) have presented their works in front of others before the day of presentation in order to get used to oral presentations and feel comfortable .The majority of students (n=3) have not tried to present before viva presentation because they were self-confident, while the minority of them(n=1) have not enough time to waste in presenting in front of others.

2.3.2.7 Students' experience in using or not using power point software to present exposes:

The pie chart below deals with students' experience not using power point software to present exposes.
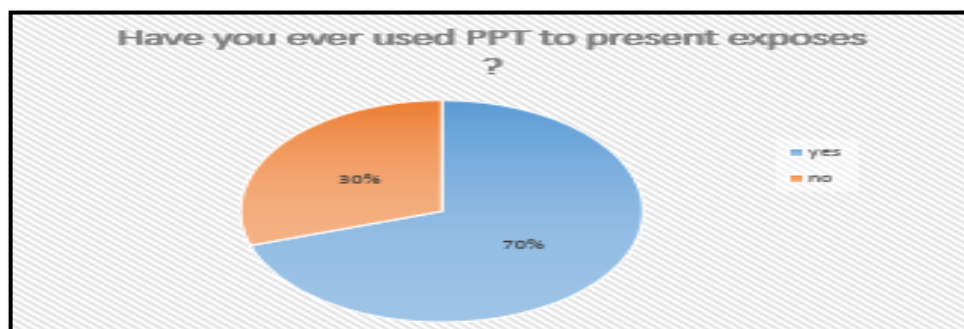
Figure2-12: Students' experience in using or not using power point software to present exposes**:**

This pie chart shows that:

Students may use many softwares to present their exposes. It seems that (70%) of experienced students had an experience in presenting with the help of power point software. Whereas, 30% of them have not an experience in using power point to present exposes.

23.2.8 Students' reasons behind using or not using power point software to present exposes

The table below introduces students' reasons behind using or not using power point software to present exposes.

Using ppt	Not using ppt
The mastery of ppt use(n=7)	The non -mastery of ppt use (n=3)

Table2-14: Students' reasons behind using or not using power point software to present exposes:

As the above table shows, 70% of experienced students say that they had an experience in present with the help of power point software because they master using it. Whereas, 30% of them do not use it because they do not master the manipulation of power point.

2.3.2.9 The use of PPT to present exposes takes

The bar graph below deals with the time needed so as to prepare power point presentation.
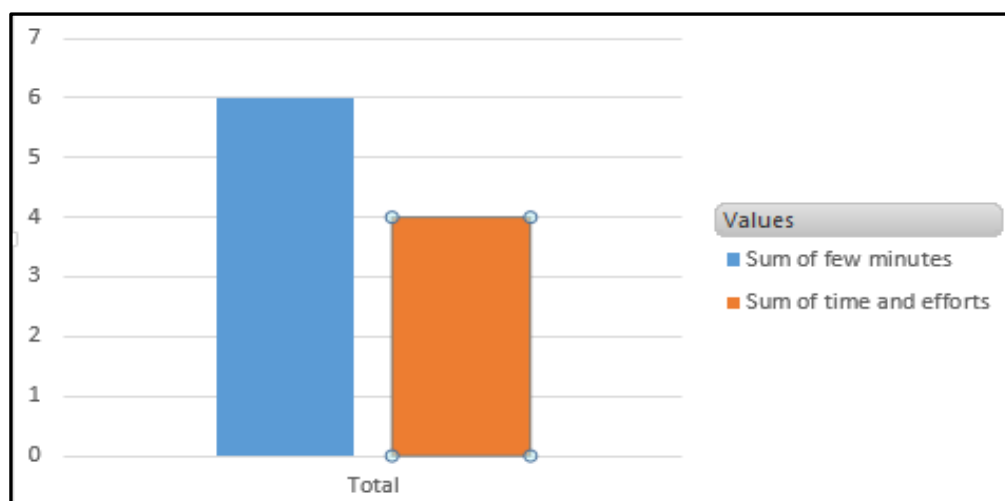
Figure2-13: Time needed to prepare power point presentation.

This bar graph indicates that :

The majority of students who had an experience in presenting with power point software confirm that it takes only few minutes to prepare power point presentation, simply because they master power point. In contrast, students who had not an experience in using it find difficulties in preparing the slides and making a good power point presentation.

2.3.2.10 Students experience in designing slides

The next bar graph introduces students' experience in designing slides.
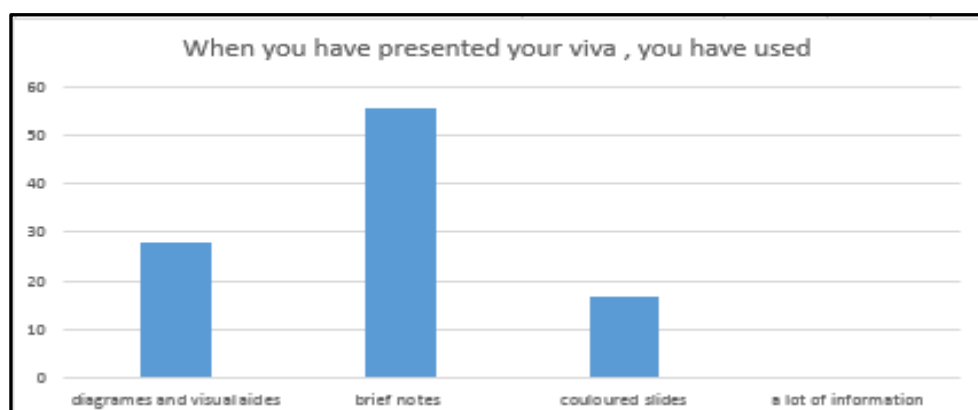
Figure2-14: Students experience in designing slides:

According to the above bar graph, Using power point so as to present exposes should be done carefully so as to make a good power point presentation. It seems that all students(100%) have used brief notes in their slides . While, some students (40%) have used diagrams and visual aids. The rest (15%) have used colours in their slides.

2.3.2.11 Students' reasons behind the way of designing their slides:

The following table introduces students' main reasons behind the way of designing the slides

Diagrams and visual aides	Brief notes	Colours
To attract the audience attention (n=4)	To have chance to explain and attract attention (n=7)	To gain attention (n=2)
To help interpreting information (n=1)	To help audience take notes(n=3)	to highlight the important information (n=1)

Table2-15: Students' reasons behind the way of designing their slides

The above table shows that, The majority of students (n=7)have used brief notes so as to attract the audience and have the chance to explain and add clarifications about the topic. While the minority (n=3) have used them to help the audience take notes. Some students (n=4) have used diagrams and visual aides to attract the audience attention, others (n=1) have used them to help in interpreting information in a geed way. The majority of students who have used colours in their slides (n=2) believe that they help in attracting attention, while, few of them (n=1) see that they highlight the important information to be well seen by the audience

2.3.2.12 Students' way of presentation:

The pie chart below deals with students' way of presentation.
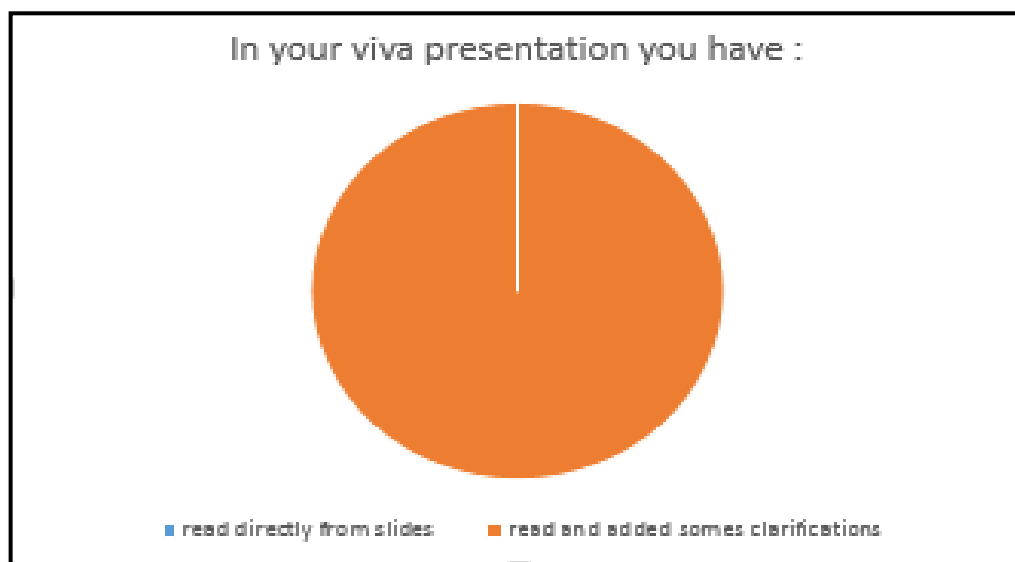
Figure2-15: Students' way of presentation

This pie chart demonstrates that the majority of experienced students have an idea about how viva presentation should be presented. All of them (100%) have read and added clarifications to attract the audience' attention.

2.3.2.13 Students' way of presentation:

The bar graph below introduces students' way of presentation.
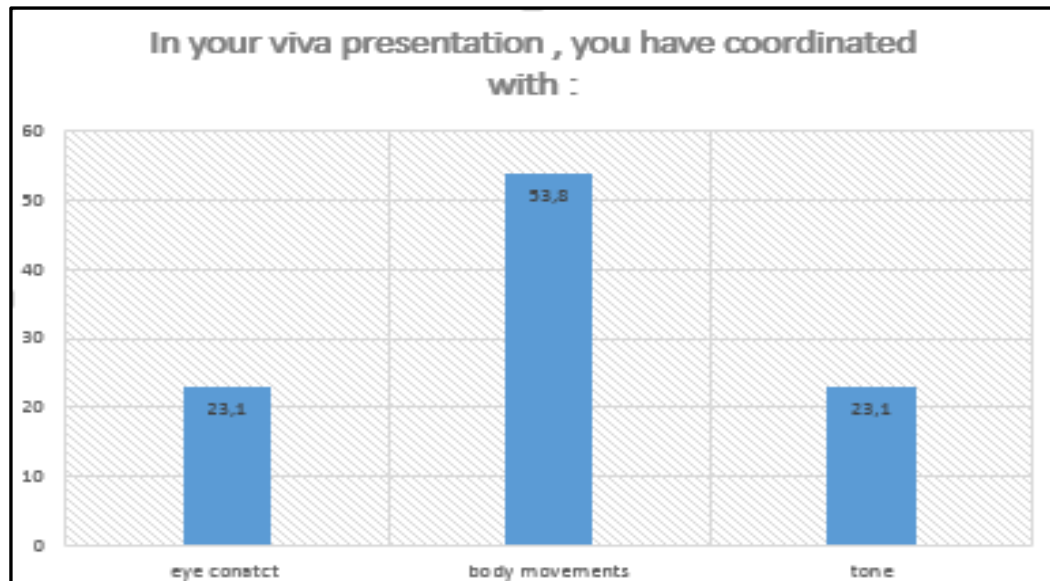
Figure2-16: Students' way of presentation

As the above bar graph shows, it seems that experienced students have a background about the way of presentations. The majority (53,8%) have coordinated their oral presentations with body movements, whereas, few of them (23,1) have payed attention to their eye contact and the rest(23,1%) have focused on the tone when presenting their viva presentations.

2.3.2.14 Teachers' remarks about the viva presentation of experienced students:

The table below deals with the main remarks that teachers provide their students' with after finishing their oral viva presentations

After finishing your viva presentation, what where teachers remarks about?:

Content	No self- confidence	PPT use
50%	**30%**	**20%**

Table2-16: Teachers' remarks about the viva presentation of experienced students**:**

This table demonstrates that the majority (50%) of teachers' comments were about the content (lack of information), whereas, some (30%) of the remarks were about the lack of self-

confidence that has influenced the presentation. The minority (20%) of remarks were about ppt use, since the majority of students were familiar with presenting through using ppt**.**

2.3.2.15 Students' point of view about the key to a successful oral presentation:

The following table introduces students' point of view about the key to a successful oral presentation.

According to you, what is the key to a successful oral presentation?

Self- confidence	Preparation	The mastery of the PPT use
70%	**20%**	**10%**

Table2-17: Students' point of view about the key to a successful oral presentation

This table indicates that experienced students have an idea about the key elements that lead to a successful oral presentation, since they have an experience in viva presentation. The majority of students (70%)confirm that self-confidence is the core of viva presentation, since it gives a positive impression on the student that he masters his topic and he is competent enough to present his work. While some of them (20%) of them see that the good preparation before viva presentation is a key element that should be taken into consideration to gain the success of the presentation and fix any mistake be it in the content or in the way of presenting. The minority of students(10%) add that the mastery of ppt use is the main important step that leads to a successful oral presentation, since it gives a good impression on the student.

2.3.3 : Interview's Findings

This section deals with the main findings of teachers' interviews, and the interpretation of their results.

Most of teachers' points of views about students' lacks in viva presentations were about students' lack of self- confidence, power point proficiency, and oral performance competency. They see that students face problems in transforming their messages in the best way, manipulating/ preparing the slides, and showing their self- confidence to the jury.

All teachers believe that stress and fear are the main causes that push students commit mistakes during their oral presentations. In comparison to students' answers there is a contradiction. They believe on themselves and their capacities, but, when it comes to viva oral presentation fear and stress control their way of presenting and make them loose the concentration.

2.4 Conclusion and discussion:

This section introduces the final conclusion that was drowned from this research.

After analyzing the 3 instruments, it is proved that teachers find that students have problems in their oral performance and their power point preparation and presentation. Those problems make students seem to be not well prepared and not competent. Furthermore, students' difficulties emerge from psychological factors.   Though they do not say this, but according to teachers fear and stress are the main causes that make students seem to be not prepared.

2.5 Conclusion:

This chapter has included an organized methodology that was a mixture between qualitative and qualitative methods through using three instruments. It has contained data collection and the analysis of the findings of the 3 instruments, it has provided as research results and a brief discussion on those results. This chapter helps in suggesting some solutions that can help students better face their obstacles when it comes to present their viva orally.

Chapter Tree:

Suggestions and

Recommendations

CHAPTER THREE SUGGESTIONS AND RECOMMANDATION

3.1 Introduction

This chapter provides a number of suggestions and recommendations about the issue of facing obstacles when presenting viva .It suggests as well some solutions that can be applied so as to avoid some of the different problems that students encounter during viva presentations.

3.2 Results

This section provides the main results that were obtained after analyzing and interpreting data collected of the research.

After analyzing the findings of the 3 instruments, it appears that teachers identify students' lacks in terms of their oral performance and their power point presentation and preparation. They find that students struggle with difficulties to convey their messages in a correct language and they are not competent enough to organize and design their slides in an appropriate way.

Master 2 didactic students' difficulties in presenting emerge from psychological factors mainly stress, but, actually they do not like to say this. Thus, the research hypotheses have been proved in the given research.

3.3 Recommendations

This section proposes some suggestions and solution that can help in fixing problems that students face during their oral presentations.

During oral viva presentations, students can face many problems that can affect their oral performance. This research suggests some suggestions and recommendations that can be applied to help students avoid problems in their oral presentations. They are as followed:

3.3.1 Self-confidence and self-talk

Refer to teachers' suggestion; the core of any oral presentation is self-confidence. Being self-confident will give a good impression on the presenter and make the audience and the members of jury believe on his proficiency and abilities. To achieve this, students may use a positive self-talk by telling themselves that they are competent, well prepared and they can present their works in a better way. Holland. k (2017)agrees on this idea, positive self-talk has a great impact on human being, not only through "reducing stress", but it helps in "reducing vitality, pain…etc."(P . 14).

3.3.2 Practice before the Day of Viva

Based on the research findings; another way that can make the presenter feel self-confident is doing a practice with his family, friends, supervisor…etc. By this, he will get used to oral presentations, and feel at ease to present his work in front of an audience.

3.3.4 The Preparation

Refer to teachers' suggestion, the good preparation before the day of viva is another way that can help the presenter avoids many problems during his oral presentation. The good preparation means reading and reading so as to catch, and correct all kinds of mistakes mainly spelling, grammar; and structure mistakes**.**

3.3.5 Dictionary Use

Based on teachers suggestion; using dictionaries when rehearsing helps students to fix the spelling, and pronunciation mistakes that give a negative impression on the student and his abilities. Thus, it is necessary to refer to dictionaries so as to avoid spelling and pronunciation mistakes.

3.3.6 Revising the Content and Slides

Based on teachers' suggestion, the way of designing the slides helps in attracting the audience and the members of jury; however, it should go hand in hand with the correct content. Sometimes, students focus more on the slides and forget about the content.

3.3.7 Putting Images

Following teachers and nowbold's .C suggestions (2014), Putting representative image rather than too much sentences or texts gives the presenter the chance to explain more, gain the attention, and avoid reading from slides that can destroy the presentation.

It is important that students bear in minds that they should put images only when it is necessary. Putting too much images will give a negative impression on the work.

3.3.8 Fonts and Colours' Choice

Based on teachers' suggestions; Choosing the right fonts, colours and words' seize will give a good impression on the work. The best way to do this is to choose white and black to avoid the annoying colours that disturb the eye. To echo Otis's.J (2017) suggestion, "never put a white text on a black background, but put a black text on a white background" (p. 3)
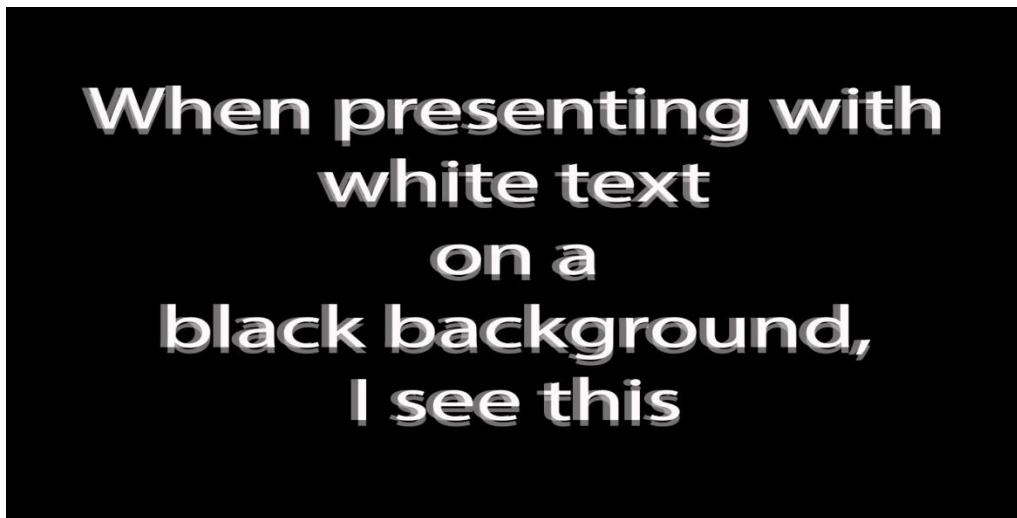
Figure 3-1: presenting with white text on a black background (Otis, J, 2017)

3.3.9 Preparing Power Point before Few Days of Viva Presentation

With reference to teachers' suggestions; do not let the power point presentation at the last minute. Try to do it earlier and ask friend, expertise feedback in order to ensure that the work is well done.

3.3.10 Focusing on Eye Contact with Jury

Based on research findings, keeping eye contact with the members of jury rather than focusing too much on the audience; helps in making teachers feel that the presenter is well confident and sure about his work. Focusing on the audience can make the presenter disturbed and forget what to say.

3.3.11 Timing the Oral Presentation during Practice

Based on teachers' suggestions, Timing the oral performance during the practice session helps students know how to manage time so as to not stay a long time on one slide and forget about the other slides, since the candidate is supposed to present his work in a limited time.
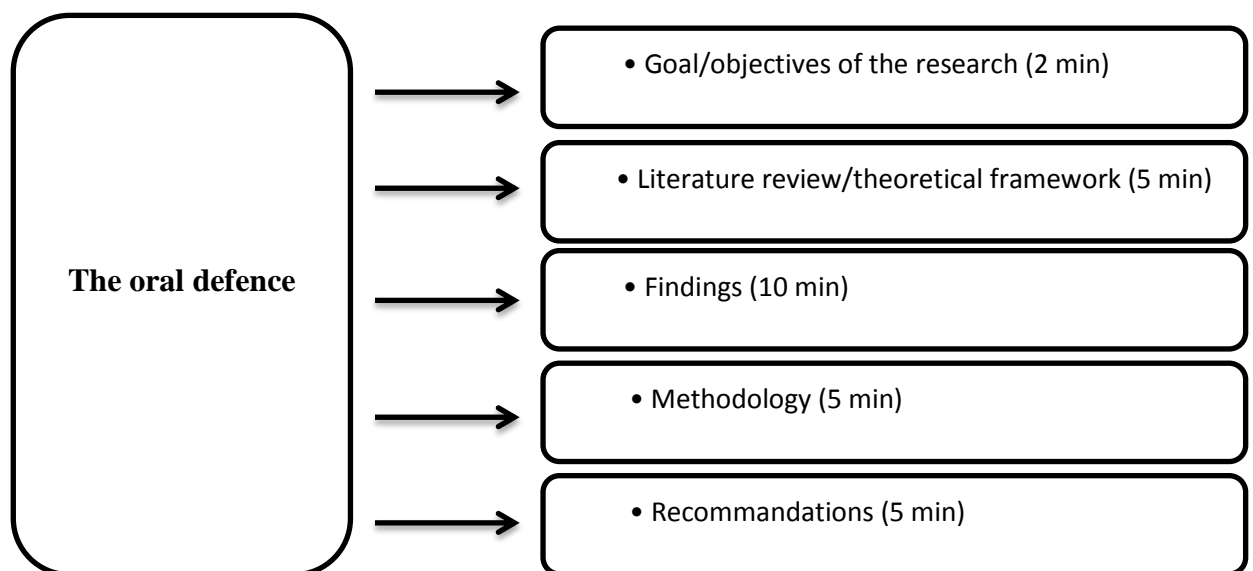
Figure3.2: Organizing time for viva presentation (Hemon. k , 2013)

3.3.12 Provide the Audience with an Outline

Based on teachers' suggestions, present the presentation's outline before starting to speak helps the audience to follow the presenter and avoid feeling bored, this leads to attract the audience and their attentions.

Figure3.3: an example of presentation's outline (Medscape; 2019)

3.3.13 Attending Viva Presentations

According to teachers' and students' suggestion; attending other viva presentations is a very helpful way that makes the students aware about how the oral viva presentation should be performed.

3.3.14 Making Research about Viva

Based on research findings, Make enough research about viva presentations by watching tutorial in YouTube, asking teachers and supervisors about how viva presentation is and how it should be performed helps students better know how to perform viva presentation in front of an audience. Peter Smith (2014) has designed a sample of viva presentation, it is as followed:

Slide1: Introduction
Thesis title Your name
Slide2: aim and questions
Set out your aims /research questions
These should appear exactly as they do in your thesis, using the same words
These may appear here or could come after the motivation and literature review slides
Slide3: motivation
Why the study is needed Justify your study in terms of the literature Explain the background to your work
Slide4: Literature review
Give an over view of the relevant literature Highlight key authors and papers Explain why your study is needed: what is the gap in the literature? How does the literature underpin your work?
Slide5: Methodology
Explain your methodological approach Why did you choose this particular approach over others? Present the methods that you have used in your study Mention any ethical issues Highlight the limitations of your research
Slides6and 7: Your study
Take a couple of slides to explain exactly what you have done Use diagrams if possible
Slide 8: Results
Present your main results Discuss what these mean Relate your results back to the literature How did you evaluate your work? How does it compare with the work of others in the field?
Slide9: conclusions
Discuss your main conclusions Highlight areas for future research What are the implications of your research?
Slide 10: contribution
The contribution is so important warrants a slide of its own You may wish to end with this, or be up front and include it as one of your first slides

Table 3-1: an outline of a short PhD viva presentation in 10 slides (Smith. P, 2014)

3.3.15 Enjoying Viva Presentation

To echo Fulford's.l suggestion (2015); trying to enjoy viva presentation will make the presenter feel confident, and comfortable to present his work without showing his stress to the audience. Thinking of enjoying the presentation makes thinks easier than before.

3.3.16 Simplifying Everything

To echo Steve Jobs' suggestion (2007), the simplicity of the slides and the words attracts the audience and makes things clear and understandable for them. Trying to be direct and concise by avoiding the use of too much sentences; helps in gaining attentions.

3.3.17 knowing how to use the Voice

Based on Steve Jobs ' suggestion(2007), using the voice plays a crucial role in attracting the audience, knowing when to speak, when to stop, and when to rise the voice are techniques that help emphasizing ideas and attracting the audience.

3.3.19: Using Animations

Based on Andrew Childress's suggestion (2019), using animations when it is necessary helps in attracting the audience and well shaping the slides. They will add originality and creativity to the work.

3.3.20 Using a Custom PPT Theme Design

To echo Andrew Childress's suggestion (2019), using a custom power point design helps the candidate to do not waste time and have the chance to choose his template from a range of templates. Lenaerts .S (2016) adds also that animations helps in controlling the pace of the delivery of the presentation. And enhance the appearance and interest of the slides

3.3.21 Using Transitions between Sections

Following Sven Leaner's' suggestion using transitions between sections makes the presentation look organized, because" power point presentation is like story; it needs a beginning middle and end" (learners. S, 2016, p..25).

3.3.22 Organizing mock viva:

According to teachers, organizing mock viva helps students to get used to oral presentations, and control their fears and stress. In many universities, teachers do apply the mock viva for their students, while, in other universities students have not the chance to practice with their teachers what is called "mock viva".

3.4 Implications

This research hopes to help teachers and students better face kinds of problems when it comes to oral presentations. And have a deep understanding of the causes that lead to commit mistakes when presenting.

3.5 Conclusion

This chapter has provided various solutions that can make students are well prepared to present their viva such as positive self-talks, rereading the work many times, opt for trial sessions…etc. It has inserted as well implications that can help face and avoid some problems during oral presentations and help researchers to complete other researchers about oral presentations and other academic genres.

General conclusion

For many decades, researchers have not focused on the spoken skills. But due to the new technologies mainly speech corpora, the spoken skills have started to take its importance in researching. This research has aimed to find solutions that can help students better face their problems during their oral presentations.

Oral presentation is one important skill of a range of speaking skills that students need to master so as to accomplish academic tasks for instance, lectures, presentations, oral exams, oral defence…etc.. Oral defence is another key speaking skill that plays a crucial role in students' academic performance. It has been mentioned in the theoretical chapter that oral defence refers to the oral viva presentation where the candidate is supposed to present his dissertation/thesis in front of an audience and jury. It shares some common features with conference presentation such as: introduction, body, conclusion, and the session of answering questions and defending ideas. The majority of researchers have focused on the doctoral oral defences and neglected master oral defences; this has created a gap that is needed to be filled.

The methodological chapter has included the main methodology that was adopted for this study. It includes four main chapters (literature review, descriptive chapter, analytical chapter, and suggested chapter. These chapters have helped in well organising the work, and covering the different angles of the research. Two main methods were used in this research, qualitative and quantitative methods. They have helped in collecting data needed for this research, numbers and statistics via the quantitative method, and reasons, values, explanations via qualitative method. The statistical results were obtained due to excel.

Three main instruments were used to complete this study. A questionnaire for master two English didactic students, another questionnaire for experienced English students, and one interview for English teachers.

The Third chapter has included data collection, analysis and the main findings of the three instruments. The study has revealed that teachers find that students have problems in delivering their messages in a correct language, and students could not control themselves so they commit mistakes because of stress, but actually, their answers have shown the contrary where they have believed on themselves and have controlled their stress and fear. Thus, they may see that speaking about stress and fear will show their lack of self-confidence.

      This research provides some suggestions and solutions that is hoped to help students and teachers better face the different problems when presenting in front of an audience such as: attending others' viva presentations, organising trial sessions, rising self-confidence by positive self-talks, doing enough research by watching tutorials, asking teachers …etc.

      It is hoped that more studies will be conducted in Saida English department to investigate more aspects about oral presentations, and other academic genres by using different tools such as: video recording, observation so as to find solutions that help students better face their problems and get used to perform the different academic tasks

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Appendices

Appendix A

𝒜 questionnaire for

𝓜aster 2 didactic students

I am master 2 English student in didactics. Currently, I am conducting a research paper on students'master dissertation oral presentation in Saida university. Please, complete this questionnaire. Thank you.

Section 1: Student's Identification

Age:

Gender:

Section 2: Student's Background

Please, choose yes or no

- Are you familiar with using the new technologies?   ☐ Yes ☐ no
- -why? …………….......................................
- Have you ever used the power point software to present your exposes?
     ☐ Yes ☐ no –why?..
- Have you ever attended a viva?   ☐ yes   ☐no
     -why?...

Section 3: Student's Preferences and lacks

Please, tick on the appropriate answer and justify it

- In presenting my exposes, I used to be :

   - Afraid   ☐   because ………..................................

   - Confused   ☐   because ……………………………

   - Comfortable ☐   because…………………………

- I will stop the presentation for a while, if I:

Do a mistake □ because ……………………………….

Look to the audience □ because ………………………………

Forget what I have to say □because ………………………………

- When I use the power point software(ppt), I am :

Satisfied □ because ………………………………………………

Confused □ because ………………………………………………

- In the presentation of my exposes , I focus on :

The manipulation of slides □

Because ………………. …………………………………………

The extra explanation when using the slides □

Because…………………………………………………………….

The reading from the slides □

Because …..………………………………………………………….

. According to me , well formatted slides are those that :

Contain a lot of information/ textes or sentences per slides. □

Because…………………………………………………………

Contain diagrams and visual support. □

Because …………………………………………………………

Contain a lot of colours/ are coloured slides. □

Because …………………………………………………………..

Contain bief notes(just in form of titles) per slides. □

Because……………………………………………………

Section 4: Student's point of view

- In your opinion, how does the power point software (ppt) presentation add to your oral performance in your presentations?

> ……
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> …………………………………………………………………………………………………..

- In your opinion, what is the key to a successful presentation? Why?

Thank you for your cooperation ☺

𝒜 𝒬uestionnaire for experienced students.

I am master 2 English students in didactics. Currently, I am conducting a research paper on students' master dissertation oral presentation in Saida university. Please, complete this questionnaire. Thank you

Section 1 : students' experience.

Please, choose the appropriate answer and justify it .

- According to your experience, the use of the power point software(ppt) :
  Takes a lot of time and efforts ☐
  Why ?...
  Takes only few minutes to be well formatted .☐
  Why ?...
- When you have prepared the slides, you have used :
  A lot of information (texts, sentences) ☐
  Diagrams and visual aids ☐
  Coloured sentences ☐
  A very brief notes (titles) ☐

- In your presentation, you have :
  Read directly from the slides ☐
  Read and added some clarifications ☐

Section two : students' background.
Please, answer by yes or no and justify your answer .
When you have presented your dissertation, you were afraid.
Yes ☐   no ☐
Why ?...

Have you ever attended a viva before your presentation ?

Yes ☐   no ☐

Why ?...

Have you ever tried to present your work in front of your family / mates before the day of the presentation?

Yes ☐   no ☐

Why ?...

Have you ever used the power point software to present your exposes ?

Yes ☐   no   ☐

Why ?...

Section 4 : students' point of view.

What were teachers' comments on your presentation ?

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……………………………………………………………………………………………

In your opinion, what is the key to a successful presentation ?.

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Thank you for your cooperation.

Appendix C

Interview for teachers.

I am Hachemaoui Imene Master two English student. I want to know about your experience as a member of jury and your point of view concerning students 'oral presentation of their dissertations. Your answers will be recorded. Anything you want to ask about before we start?

Questions :

1* what do you think of students 'oral viva presentations?

2* in your opinion, what are students' common lacks that you have noticed in their oral presentations?

3* According to you, what are the causes of those problems?

4* what are the strategies that students should adopt to avoid such problems?

5* How do you consider students' use of power point software in their viva presentations?

6* what do you think of their slides?

7* How do you find students' performance in front of the audience?

8* According to you, what is the key to a successful oral presentation?

Thank you for your cooperation.

Teachers' Interview

Teacher A

This section introduces the transcript of the interview results. It is as followed:

1-   What do you think about students' performance in their viva oral presentations?

The answer: our students do their best so as to present their dissertations, though; sometimes they meet some problems as far as pronunciation, grammar, and spelling mistakes.

2-   What are students' common lacks that you have noticed in their oral viva presentations?

The answer: as I have mentioned before, students lack things as the correct pronunciation, sometimes sentence structure, they do not structure well their sentences. May be due to shines or fear.

3-   According to you, what are the causes of those lacks?

The answer: you know, there are a set of causes for these lacks. May be lack of reading, lack of training, lack of proof reading, they do not proof read their works.

4-   In your opinion, what are the strategies that they should adopt to avoid such kind of problems,

The answer: you know, as a first step since they are preparing their viva, I believe they have to proof read, to rewrite their paragraphs, to try to catch up those mistakes mainly written mistakes. While writing they should read aloud, so they may correct themselves, they may use dictionaries to check the meaning; the phonetic transcription of the word to fix pronunciation mistakes.

5-   How do you consider students' manipulation of the power point software in their oral viva presentations?

The answer: a very good manipulation of the power point, this good manipulation should complete what is presented in the slides.

6-   What do you think of their slides?

The answer: as far as the shape and the colours, fonts, they are well done , however, they should go together with the content .sometimes the slides are very good but the content is not correct , you know, speaking about grammar, sentence structure , and spelling mistakes, so they should pay attention to the content as well as shape of the slides.

7-   How do you find students' behaviour when presenting in front of an audience?

The answer: concerning this question, we have different answers. We notice that while presenting students feel anxious sometimes, they feel scared , they are not self-confident, but some of them are self-confident , they are sure of themselves , sure of their works so they are successful in their presentations.

8-   According to you, what is the key to a successful oral presentation?

The answer: working hard. What we mean by working hard is to read and read many times their works, may be proof read by a peer, a specialised person. Present 2 or 3 times in front of mates in order to overcome the fear of the audience.

Teacher B

1-   What do you think about students' performance in their viva oral presentations?

The answer: It depends on the presentation, and how students structure their presentations. Some students really have good English, however, they fall in committing mistakes because they did not organise their works in the best way. Others have much on lower English proficiency, however, if they know how to organise things how to state them in a clear way and how to make sure that there is no connection between part A and part B, so that people can follow what you are talking about , your stand out as help a good presentation.

2-   What are students' common lacks that you have noticed in their oral viva presentations?

The answer: Sometimes students focus on details that they could skip, they also have problems with organising points about which they want to talk. They do not make connections between ideas, as listeners wont students go beyond 15 minutes. Some listeners get lost if you do not make your ideas clear, and how one point is leading to the other one, and all this should be aided by visual support. There is another thing, sometimes students put too much in the slides and people cannot really make sense of anything. It is either i listen to the student or read what is in the slides, I cannot do both things at the same time, so if you put just a representative picture on the slide and then you go on and explain more. It will make much better sense.

Some of them tend to read from slides, this does not only give a negative image on the student that he is not well prepared, but, also if the information is already on the slide, I do not need you to read it for me, I can read it in my own.

3-   According to you, what are the causes of those lacks?

The answer: May be students do not go to attend others' vivas, they do not make enough research about this aspect which is the presentation. May be they are not familiar with presentations. Some of them, for them viva is the first time where they presents in front of people. Even they have not the chance to attend others' vivas, just go YouTube and see how it is done.

4-   How do you consider students' manipulation of the power point software in their oral viva presentations?

The answer: It depends on students, most of time; they put too much on slides. Sometimes they fail to choose the right font or colour. I have attended a conference where the font was red, I could not see anything.

Students fail to make connection between ideas, I think the best thing is to make something representative (short sentence, image) and talk about it, slides are not meant to give information, but, are meant to guide the listener.

5-   How do you find students' behaviour when presenting in front of an audience?

The answer: Most of them are anxious, they talk too fast, they focus only on the members of jury, and they also have problems with eye contact with audience. They have problems in speaking aloud being shy, introvert are the biggest problems.

6-According to you, what is the key to a successful oral presentation?

The answer: First of all, any presentation should have an outline that goes from point A to point B and all the sequence on steps in between.

You need to make clear when going through ideas. The best idea is to present the outline first to help the audience know where you are (do not forget to number them).

The choice of colours, fonts, those things help in attracting the audience.

Put representatives, make the presentation brief. The other thing is to organise yourself .Whenever you provide a tool, speak about data, findings and then move to the next one.

Teacher C

•1* what do you think of students 'oral viva presentations?

Most of them do not serve their communicativepurpose.it proves that they have no knowledge about how to prepare and deliver a good presentation

2* in your opinion, what are students' common lacks that you have noticed in their oral presentations?

Reading from slides

Filling each slide with long texts

Inserting irrelevant images and multimedia just for the sake of aesthetics or amusement,

In addition to too many spelling mistakes

3* According to you, what are the causes of those problems?

Lack of preparation.letting the ppt presentation until the last minute and preparing it in a rush. Students think that they are done with the dussertation whereas a good presentation helps them summarize their dissertation (if well prepared) in few minutes.

4* what are the strategies that students should adopt to avoid such problems?

preparation

Inserting notes only per slide

Using smart art or images purposefully

Putting the extra text in the note pane and being ready to orally expand the (summarized) content of each slide

Timing their performance at home to make sure they do not stay long on one slide

Using sign post expressions that announce the content of the next slide instead of being silent

5* How do you consider students' use of power point software in their viva presentations?

(Repetition of question) awkward and not at all specialised or professional

6* what do you think of their slides?

sometimes the use of colours and even font size is not suitable (we do not use red font on a blue background/theme nor yellow on white. Sometimes the font is too small to be read

7* How do you find students' performance in front of the audience?

They do not show their self-confidence.their voice is not clear.they do not have a loud voice that the examiners can hear.they stutter and some times you feel they have learnt by heart and try to recall what they rote-learnt "....errr.....errr....errr..."

Sometimes they avoid the eye contact with the jury members or keep looking at one that the rest. In brief they communicate but their nervousness/anxiety

They do not provide a shift from one slide to another with suitable sign post expressions

8* According to you, what is the key to a successful oral presentation?

The preparation is the core of any oral presentation.

Teacher D

1* what do you think of students 'oral viva presentations?

As a whole, I think they are of an average level.

2* in your opinion, what are students' common lacks that you have noticed in their oral presentations?

 Mainly language problems related to fluency and accuracy, in addition to an apparent low mastery of the presentation skills.

They also rely on memorization and a word-by-word learning. They are not spontaneous when presenting their work. They tremendously depend on reading their PowerPoint slides.

3* According to you, what are the causes of those problems?

I think the main reason behind those problems is students' inability to appropriately use the target language. Unfortunately a lot of our students manage to graduate but with little knowledge of the principles of appropriate communicative skills.

In addition to the linguistic impediment, the affective predisposition of the students has a certain role to play, and in particular anxiety. Being extremely stressed by the very viva environment and conditions, the students fail to concentrate and fall into a debilitating anxiety. The latter hinders them in their efforts to express themselves meaningfully and appropriately.

4* what are the strategies that students should adopt to avoid such problems?

First, they have to improve their oral communicative skills. Second, they need to learn about oral presentation skills and steps such as:

-well preparing and organizing the work to be presented.

- visualizing the presentation events.

- using positive self-talk to raise confidence

- rehearsing and practising.

- controlling breath and breathing during the presentation.

- keeping appropriate eye-contact with the jury members and not with the audience.

-using interesting visual aids.

- reducing anxiety by using some amusing anecdotes relevant to the content of the presentation.

   Third, they have to practise and practise not for the sake of the VIVA but for the long-term objective of becoming a good oral presenter.

5* How do you consider students' use of power point software in their viva presentations?

I think PowerPoint is very important to display some relevant content of the presentation. However, it should appropriately be used so as to deliver an interesting presentation.

6* what do you think of their slides?

Sometimes the slides are quite busy with long sentences and paragraphs, and this distracts the jury members from following the main points; then they quickly get bored and switch off.

7* How do you find students' performance in front of the audience?

As I said at in the beginning, average level as a whole.

8* According to you, what is the key to a successful oral presentation?

Appropriate mastery of the target language and of the presentation content is quite important. However, self-confidence is, I think, the key to successful presentation

Teacher E

1* what do you think of students 'oral viva presentations?

Some of them present well and others do not know how to present because of stress.

2* in your opinion, what are students' common lacks that you have noticed in their oral presentations?

Most of their mistakes are about language- structure, they fail in structuring the sentence in the best way. They show also that they are stressed, they cannot control their language, gestures…etc.

3* According to you, what are the causes of those problems?

I think that patient cause is the stress .

4* what are the strategies that students should adopt to avoid such problems?

One of the main strategies is to do a trial session(mock viva) before the day of viva, they can do it with teachers, supervisors; friends. It is a very helpful way to make students feel confident when presenting in front of an audience. Teachers in some Algerian universities start to apply it.

5* How do you consider students' use of power point software in their viva presentations?

I think that students are well trained on this matter, they do it well because they have received courses in this module that make them aware about the manipulation of power point software.

6* what do you think of their slides?

In general, they are well shaped, students reach about 10 slides. I think that it is enough, but the number of slides depends on the work. You can well present your work with 6 slides, but no more than 10 slides, because it will make the audience feel boring and because it will take more time since students are limited to present in no more than 10 or 15 minutes

7* How do you find students' performance in front of the audience?

They behave adequately, they should focus on the members of jury more than the audience; because if they are looking at the audience, they will get disturbed the idea will go on . They should be active and do not read from papers or slides.

8* According to you, what is the key to a successful oral presentation?

A successful oral presentation means reaching a certain degree in oral competence expression, not hesitating, be self-confidant when presenting in front of the jury.

Oral presentation should be done from the first year till the day of viva presentation so as to make students get used to present in front of an audience.