I. Background of the problem?

- ENGL 341 project writing course
- Business students
- Class size: +50 students
- Assessment:
  - 10% = oral presentation (Summative)
Reflection?

Constructive Alignment?

ILOs
TLAs
ATs

The problem?

Feedback
Practice
Experience
Consequence?

- Time for an intervention
- Time for an action research
Aim of the Action Research?

To evaluate the effectiveness of providing students with formative feedback on the development of their oral presentation skills
Research Variables

**Dependent Variable**
- Development of verbal and nonverbal oral presentation skills

**Independent Variables**
- Teacher Feedback (C1)
- Peer Feedback (C2)
Research Questions:

To what extent is formative feedback effective in developing students’ oral presentation skills?

• Sub-questions:
  • How effective is teacher feedback in developing students’ oral presentation skills?
  • How effective is peer feedback in developing students’ oral presentation skills?
  • What are students’ perceptions towards receiving either or both types of formative feedback?

Instrumentation:

Pre-Cycle: Analysis of Existing Condition  Cycle 1: Teacher Feedback  Cycle 2: Peer Feedback  Summative Oral Presentations
Research Cycles & Timeline

C1 → TF → Summative Assessment

C2 → PF → Summative Assessment

Pre-Cycle: Analysis of Existing Condition

- Previous experience & classroom observation notes
- Analysis of current students’ attitude towards conducting oral presentations and their perception of their skills and abilities:
  - Pre-research questionnaire of attitude & interviews
Pre-Research Questionnaire:

The return rate was 97%
Main Findings:

- Increased anxiety
- Lack of experience
- Lack of confidence
- Lack of practice provided by teachers
- Lack of feedback provided by teachers

I like giving oral presentations
I feel confident when I speak in English in front of the class

- Strongly Disagree: 33%
- Agree: 11%
- Neither Agree nor Disagree: 16%
- Strongly Agree: 7%
- NA: 2%
- Disagree: 31%

I feel comfortable when speaking in English

- Strongly Agree: 6.6%
- Agree: 33.5%
- Neither Agree nor Disagree: 35.8%
- Disagree: 21.0%
- Strongly Disagree: 2.3%
- Not Applicable: 2.3%
- Unanswered: 2.3%
Commencing Action Research

- Blackboard announcement
- Classroom announcement
- Approval to participate in research
- Signing consent forms
- Introductory meeting with subjects

Subjects:

- 26 ENGL 341 volunteering about-to-graduate students
- 20 actively involved females
- 3 actively involved males
- 3 no show-ups
- Mostly of low academic levels. **Interesting!**
Research Ethics:

Introduction to the Research Study:
Enhancing EFL Students’ Oral Presentation Skills through the Provision of Feedback

Dear Students,

I would like first to thank you for being interested in volunteering to participate in the above-mentioned research study, the aim of which is to investigate the effect of teacher and peer feedback on the development of students’ oral presentation skills. This study is part of an academic research supervised the University of Bahrain and York St. John University in the United Kingdom.

You will be involved in the following procedures:

1. Phase 1: You will orally present your project in front of the teacher first. The teacher will provide you with instant feedback which you will need to consider for your second presentation.
2. Phase 2: After a specific period of time, you will present your project in front of a group of 4-6 peers who have participated in the research study. Your peers will provide you with instant feedback which you will need to consider for your final presentation.
3. You will orally present your project in front of the teacher and the whole class. You will be assigned a summative grade at the end of your presentation.
4. You will be interviewed after each phase.
5. You will complete a questionnaire relevant to each phase.
6. You will complete a questionnaire about the overall experience of receiving feedback.
7. You might be video-taped. Your absolute consent/approval will be taken before any recording takes place.

I would like to thank you again for your participation and involvement.

Dr. Diana Al Jahromi
ENG 341

Cycle 1: Teacher Feedback

Cycle 1:
Oral presentation in front of teacher only

Teacher gives oral and written feedback (rubrics)

Post-Questionnaire 1

Teacher interviews student
Cycle 2: Peer Feedback

- Cycle 2: Oral presentation in front of volunteered peers
- Peers give oral and written feedback (rubrics)
- Post-Questionnaire 2
- Teacher interviews student (evaluator and evaluated)
Peer Feedback Rubric

Finally, Summative Oral Presentations

- Students presented their projects in front of the whole class
- Students received a summative grade using course uniform rubrics
- Some presentations of participating and non-participating students were videotaped for comparison purposes (consent first obtained)
ENGL 341 Presentation Rubric:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Marks (19%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>- Content is compelling (precisely and clearly stated, appropriately repeated, memorable and strongly supported); Presentation contains “new” information which engages the audience. Use of various supporting materials (illustrations, statistics, quotations - evidence of research on the topic and related goals). Background information is relevant.</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>- Presentation structure is clear and logical (purpose of report, background, methodology, main findings, conclusions and recommendations). Transitions between main points are clearly and consistently observable and make the content of the presentation coherent.</td>
<td>3</td>
</tr>
<tr>
<td>Language</td>
<td>- Language choices are appropriate (use of formal language, and technical vocabulary). Grammar and pronunciation do not distract from meaning.</td>
<td>3</td>
</tr>
<tr>
<td>Delivery</td>
<td>- Voice, posture, gestures, eye contact, pace and pitch make the presentation more compelling and speaker appears more confident (e.g. voice is not too fast, not too slow, students are not reading from slides, etc.). Rapport with audience should be positive and professional.</td>
<td>4</td>
</tr>
<tr>
<td>Visual aids</td>
<td>- Use of one or more types of visual aids (e.g. PowerPoint presentations, videos, etc.) to present the content effectively.</td>
<td>2</td>
</tr>
</tbody>
</table>

Post AR Questionnaire

Questionnaire: Oral Presentation Practice
[Questionnaire adapted from Benjafield (2008), Brook (2008) and Pattison (2014)]

This questionnaire is about your experience in this course’s presentation and discussion classes. There are questions about your experience as both a presenter. The information will only be used for research purposes. Your individual responses are anonymous and confidential, so please answer honestly.

Demographic Information:
- Name (optional)
- Gender: ☐ Male ☐ Female

Part 1: Please reflect on your experience as a presenter for this part. Please circle your answer. The questions use the following scale:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Quite disagree</th>
<th>Slightly disagree</th>
<th>Slightly agree</th>
<th>Quite agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

1. I enjoyed being a presenter.
2. I think my peers were impressed by my presentation.
3. Practicing my presentation helped me improve my presentation skills.
4. Practicing my presentation helped me improve my language skills.
5. Practicing my presentation helped me improve my oral skills.
6. Practicing my presentation helped me improve my self-confidence.
7. I liked the teacher’s comments on my presentations.
8. I liked my peer (student) comments on my presentations.
9. I think the peer (student) comments were fair.
Additional Email Interviews: Overall experience as evaluators

Any Development?
Preliminary results using observation notes and rubrics scores:

Exceptional development in subjects’ oral presentation skills due to formative feedback

Overall performance:

<table>
<thead>
<tr>
<th>Oral Presentations 1</th>
<th>Oral Presentations 2</th>
<th>Oral Presentations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4</td>
<td>6</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Comparison of average grades of different batches with the samples’ average grades
Effect of Formative Feedback on Verbal and Non-Verbal Oral Skills:

Q4: Kindly express your opinion on the following statements:

<table>
<thead>
<tr>
<th>Receiving formative feedback helped me...</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pronounce the keywords of my topic accurately</td>
<td>62%</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>b. Use suitable formal vocabulary</td>
<td>74%</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>c. Use a clear voice tone</td>
<td>50%</td>
<td>4%</td>
<td>16%</td>
</tr>
<tr>
<td>d. Improve the grammatical accuracy of my utterances</td>
<td>41%</td>
<td>49%</td>
<td>10%</td>
</tr>
<tr>
<td>e. Improve my body language (e.g. gestures, posture, facial expressions)</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>f. Maintain eye-contact with my audience</td>
<td>19%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>g. Time my presentation wisely</td>
<td>2%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>h. Use presentation techniques (e.g. asking questions, using humour, using catchy expressions)</td>
<td>79%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>i. Increase my confidence in my oral presentation abilities</td>
<td>2%</td>
<td>7%</td>
<td>0%</td>
</tr>
</tbody>
</table>
So, ...

Level of Anxiety?
Felt relaxed during my 1st presentation

- Slightly agree: 21%
- Strongly agree: 0%
- Slightly disagree: 29%
- Quite disagree: 14%

Students' level of anxiety during the 1st presentation (79%)

Felt relaxed during 2nd presentation

- Slightly disagree: 14%
- Slightly agree: 7%
- Strongly agree: 43%
- Quite agree: 36%

Students' level of anxiety during the 2nd presentation (14%)
Perceptions on Teacher Feedback (TF) vs. Student Feedback (SF)?

<table>
<thead>
<tr>
<th>Feedback considered when preparing for the final presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Quite disagree</td>
</tr>
<tr>
<td>Slightly disagree</td>
</tr>
<tr>
<td>Slightly agree</td>
</tr>
<tr>
<td>Quite agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback considered when preparing final presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TF considered when preparing final presentation</td>
</tr>
<tr>
<td>PF considered when preparing final presentation</td>
</tr>
</tbody>
</table>

- Strongly disagree: 1
- Quite disagree: 1
- Slightly disagree: 1
- Slightly agree: 1
- Quite agree: 5
- Strongly agree: 12
TF or PF?

TF more valued..

Students' perception of the effect of teacher feedback on their OPS
In summary..

- Formative feedback developed students’ OPSs.
- Students found teacher feedback more beneficial
- Most students did not get offended by peers’ feedback
- Switching roles between assessed and assessor lessened hostility and increased harmony and constructive feedback
- Videotapes provided additional guidance, possibly leading to “self evaluation”

Similar to initial disposition?

NO!
Reflection in & on action

- Carry out similar actions during the following semesters
- Introduce the findings to other ENGL 341 teachers and encourage them to consider carrying out similar procedures
- Introduce the element of self-evaluation
- Consider providing these types of feedback before the midterm break instead of the end of the semester (e.g. presentations on Part 1 of the project)
Pedagogical Implications?

- Formative feedback is key to effective teaching and learning
- At least one feedback type should be provided (Shute, 2007)
- Teacher feedback is significantly appreciated and valued
- Revisiting old teaching methods and adopting new ones is important

Future Research

- Reliability of PF scores vs TF ones

Formative Feedback

Teacher Feedback (TF)  Peer Feedback (PF)  Self Feedback (SF)
Thank you for your attention

Dr. Diana Al Jahromi