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DEPARTMENT OF ENGLISH



# Implementing Mayer's Multimedia Principles in Oral Presentations.

## The Case of First year LMD Students in Abbas Laghrou University.

*Dissertationsubmitted to the Department of English in partial fulfilment of the requirements for the Degree of Master in Language and Culture.*

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## **Dedication**

*I dedicate this work to my beloved family: My father Miloud and my mother Rabaia.*

*To my lovely brother Saber*

*My sisters: Loubna, Mahbouba, Soundous, and Ibtihel*

*To my beloved grandfather Belkacem, my grandmother Aicha, my aunt Naura, and my uncles for  
their support and help.*

*To all my closest friends... Thank you.*

***Nesrine***

## **Dedication**

*Special thank goes to my ideal parents, to whom I owe everything I have achieved today. to my lovely sister SARA my second mother who raised me up and embraced me whenever I need help.*

*I have great pleasure in dedicating this work to my fiancé KHALED who loves, cares and support me in every step in my life.*

*To my brother RAID, my aunts WARDA and FARIDA and their husbands ABD ELALI AND ABED ELWAHAB .to my lovely grandmother DHRIFA who has been always praying for my success.*

*Great thanks to my wonderful best friends MARWA, AYA and BALKIS with whom I shared this long journey of education.*

*To my beautiful cousins' daughters OUMAIMA, INSAF, IKHLAS and IMEN.*

*Finally, to my special friend and classmate ABDE RAHMANE who helps and supports me whenever I need.*

*To those who love and care about me, I dedicate this work.*

***Douaa***

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## **Abstract**

This study aims to address the research questions regarding the effectiveness of implementing Mayer's multimedia principles in oral presentations for first-year English LMD students at the Department of English, Khenchela University. The case study employs a qualitative method and examines two oral presentations at the university. Classroom observation was chosen as the appropriate tool to observe participants' presentations, based on specific criteria. The results indicate that using Mayer's multimedia principles in oral presentations provides a framework for designing effective multimedia presentations. This approach improves students' oral presentation skills and performance, reduces their speaking anxiety, and facilitates well-structured delivery. Consequently, it enhances self confidence and audience comprehension.

**Keywords:** First year students, Multimedia Principles, Observation, Oral Presentations, Qualitative

## **List of Abbreviations & Acronyms**

**OP:** Oral Presentation

**EFL:** English as Foreign Language

**ML:** Multimedia Learning

**MP:** Multimedia Principles

**CTML:** Cognitive Theory of Multimedia Learning

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## General Introduction

English became a common language in our world, solving communication gaps between nations sharing different tongues. we notice that the need to acquire English proficiency is more pressing than before in Algeria because of such factors: the necessity for English in workplace communication, international travel, career advancement, and the improving communication skills and enhance fluency in spoken English. However, speaking is important for effective communication and a key component of the four skills of language learning (listening, reading, writing, and speaking), but it creates a difficult struggle for many students, since the act of expressing and presenting their own ideas effectively became hard.

### 1. Significance of the Study

The significance of this study lies in its potential to contribute to both educational practice and academic research in several meaningful ways:

- a) **Enhanced Teaching Practices:**By demonstrating the effectiveness of Mayer's Multimedia Learning Principles in oral presentations, this study provides teachers with a proven framework to enhance their teaching methods. This can lead to more engaging and effective classroom experiences, helping students to better grasp and retain the material presented.
- b) **Improved Student Outcomes:**The study aims to show how integrating visual and verbal elements can improve the quality of student presentations. This can lead to increased student confidence and enhanced overall communication skills, which are essential for academic and professional success.
- c) **Curriculum Development:**Findings from this research can inform curriculum designers and policymakers about the benefits of incorporating multimedia principles into language learning programs. This can help in developing more effective language courses that address the specific needs of students.

**d) Academic Contribution:**The study adds to the body of knowledge on multimedia learning and its application in language education. It provides empirical evidence on the impact of multimedia principles on oral presentation skills, offering a basis for further research in this area.

The study's findings have the potential to transform oral presentation practices, making them more effective for first year LMD students in Khenchela, and for students in similar contexts elsewhere.

## **2. Statement of the Problem**

In Algeria, English is taught as a foreign language from primary school through to university. Despite this extensive instruction, many first year LMD students in Khenchela struggle with oral presentations, a critical component of effective communication. The challenges these students face include limited vocabulary, shyness, social anxieties, lack of ideas and well-designed content, and low confidence, all of which hinder their ability to express themselves clearly and confidently in spoken English.

Traditional teaching methods have not adequately addressed these issues, resulting in persistent difficulties with speaking skills. Mayer's Multimedia Learning Principles, which advocate for the effective integration of visual and verbal elements, offer a potential solution. However, there is limited research on how these principles can specifically enhance the oral presentation skills of first year LMD students in Algeria.

This study seeks to address this gap by investigating the impact of applying Mayer's Multimedia Learning Principles in oral presentations. By doing so, the research aims to provide insights into how multimedia elements can reduce speaking anxiety, improve content organization, and lead to more effective and confident communication among these students.

### **3. Research Aim**

The aim of this research is to determine how the integration of Mayer's Multimedia Learning Principles in oral presentations can enhance the speaking skills of first year LMD students in Khenchela, leading to more effective and confident communication. To evaluate the impact of visual and verbal elements on student engagement and comprehension.

### **4. Objective of the Study**

The objectives of this research are as follow:

- a) To explore the role of multimedia principles in reducing speaking anxiety:
- b) To observe how using Mayer's Multimedia Learning Principles in presentations can lessen students' shyness, social anxieties, and overall apprehension about speaking in English.
- c) To improve the overall quality and effectiveness of student presentations: Determine how the structured use of multimedia principles aids in organizing content, thereby helping students to deliver more coherent and confident presentations.

### **5. Research Questions**

Our research questions are formulated as follows:

- a) What are Mayer's principles that help to improve students' oral presentations and decrease their speaking anxiety?
- b) In what ways do the presentations reflect speaker's confidence, as evidenced by student's behavior and performance?
- c) How does the use of Mayer's Multimedia Learning Principles influence the organization and delivery of the presentations?

## **6. Outline of the Study**

The present master dissertation is divided into two chapters. They consist of theoretical chapter and data analysis and interpretations chapter. A list of references and appendices is provided at the end of the dissertation. The chapters are described in a quick review of their contents as follows:

The first part of the thesis is the introduction, which gives an overview of the whole study. It discusses the objectives and significance of the study.

The first chapter is entitled "Theoretical Part." It aims to review and present multimedia principles and answer questions about their importance in oral presentations. The objective is to provide a clear understanding of the concepts.

The second chapter describes the research methodology adopted in the present study. It discusses the nature of research. Then, a detailed account of the research design and framework is highlighted to explain the process undertaken during this study. Also, it discusses qualitative data by examining the grid assessments. At the end of this chapter, an analysis and discussion of two oral are provided.

As the final part of the dissertation, this section summarizes the whole study and its implications for practice. It provides a conclusion of the major results as well as potential answers for the research questions.

## **Chapter One: Theoretical Part**

### **Introduction**

This chapter is divided into two parts. The first part focuses on the crucial role and importance of multimedia and its twelve principles that are highly used in various fields such as education, business, and training. It aims to explain multimedia learning and its twelve principles as introduced by Richard Mayer and his colleagues. It also discusses the main challenges and considerations in designing effective multimedia learning experiences. The second part focuses on oral presentations and communication skills needed in addition to the challenges that often face presenters.

### **1.1. Multimedia Principles**

#### **1.1.1. Overview of Multimedia Learning**

Richard Mayer, a psychologist known for his contributions to educational psychology, problem-solving, and multimedia learning, has dedicated the last 35 years of his career to exploring and refining the principles of multimedia. In his seminal work from 2001, Mayer defines multimedia learning as the process of integrating both spoken and written words with visual elements such as pictures, illustrations, animations, or videos to enhance comprehension. This definition underscores the importance of combining verbal and visual information to create a more effective learning experience.

Mayer's extensive research has shown that multimedia learning can significantly improve the way information is processed and retained. By engaging multiple sensory modalities, learners can form more robust mental representations of the content. For instance, when learners are presented with a diagram (visual) alongside a verbal explanation (spoken or written), they are more likely to understand and remember the information compared to when they receive either modality alone.

Mayer's work on multimedia learning provides a valuable framework for designing instructional materials that optimize learning outcomes. His research emphasizes the strategic use of multimedia elements to support and enhance the learning process, making education more accessible and effective for students.

### **1.1.2 Mayer's Principles**

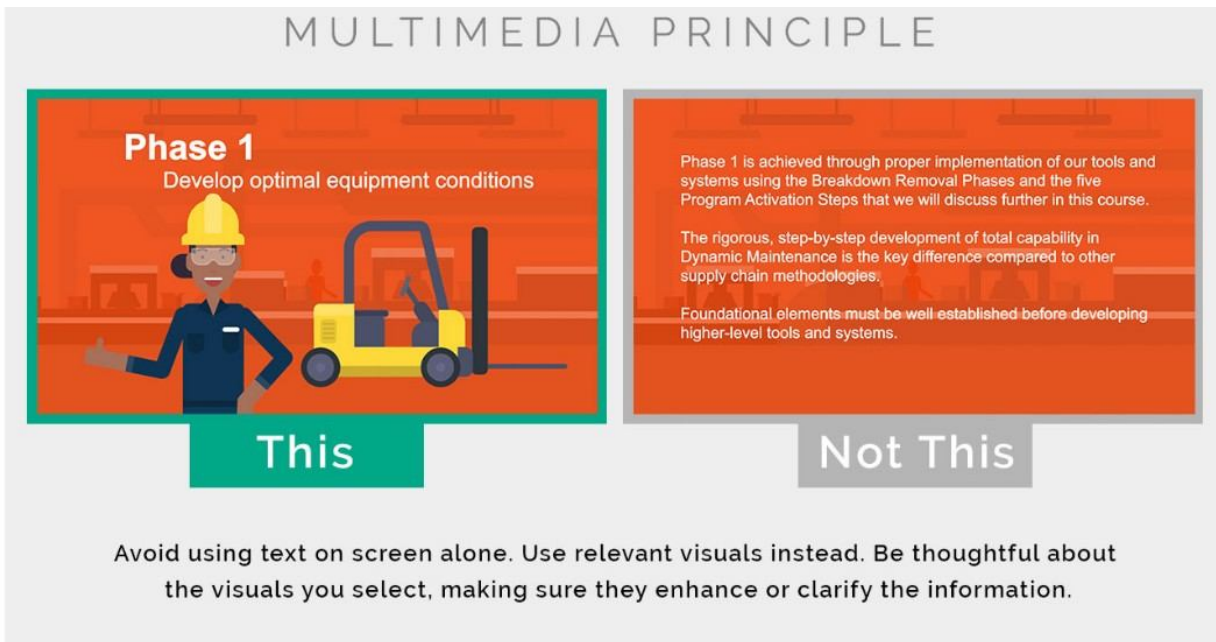
One of Mayer's key contributions is the formulation of multimedia principles. Mayer's principles have practical implications for teachers and instructional designers. By applying these principles, they can create more engaging and effective educational materials that supply the diverse needs of students. For example, a teacher preparing an oral presentation can enhance student understanding by including relevant images and animations that illustrate key concepts, while carefully avoiding unnecessary details that might distract from the core message.

In his book "Multimedia Learning," Richard Mayer proposed seven principles of multimedia learning, with five additional principles added in later editions, which are:

#### **1.1.2.1 The Multimedia Principle:**

According to Mayer (2009) identified multimedia learning as “ People learn better from words and pictures than from words alone”, in another words , The multimedia principle ensures that students learn better from using both animation/pictures and narration/words than from words alone, when words and pictures are combined, this effectively lead to make learners construct verbal and visual cognitive representations ,This principle aligns with Mayer's Cognitive Theory of Multimedia Learning, which emphasizes dual channels for processing information. When words and pictures are presented together, learners can construct both verbal and pictorial mental models and build connections between them. This leads to a deeper understanding of the concepts being presented. For example, explaining photosynthesis through a combination of text

descriptions, diagrams, and animations can help learners build amorecomprehensive mental model of this complex process. (See figure 1).

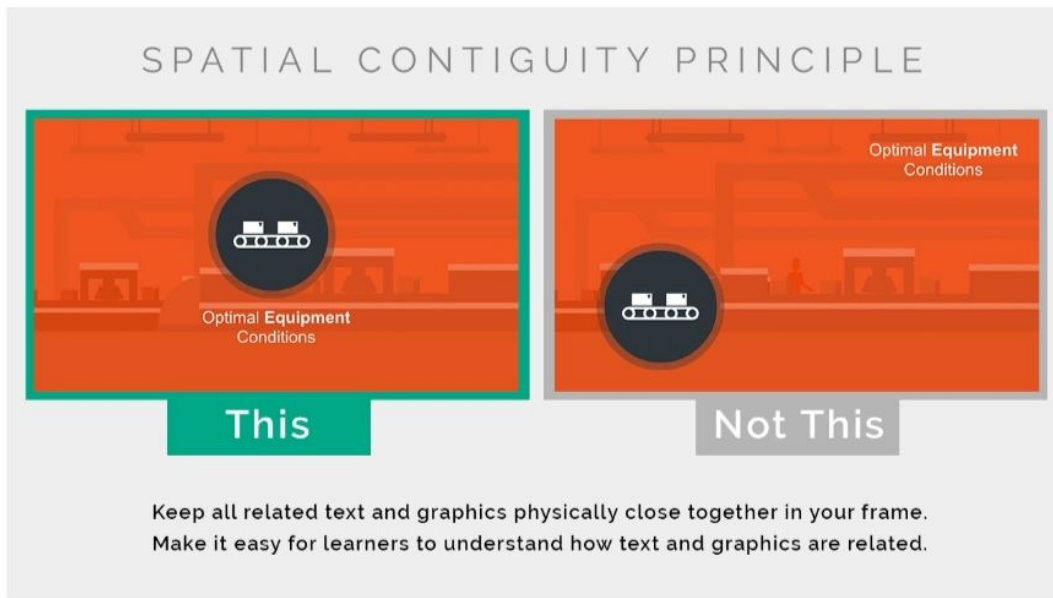


**Figure1: The Multimedia Principle. DeBell, A. (2022, December 14).**

### 1.1.2.2 SpatialContiguity Principle

The Spatial Contiguity Principle, as discussed by Sorden (2012), emphasizes the importance of placing related text and graphics close to each other in multimedia presentations. This principle is grounded in the idea that when text and graphics are physically integrated, it becomes easier for the audience to process and understand the information. By reducing the distance between corresponding elements, learners can more quickly and efficiently make connections between the textual and visual information, which enhances comprehension and retention.

Sorden's assertion highlights a critical aspect of effective multimedia design: the arrangement of information. When text and graphics are located far apart, learners must expend additional cognitive effort to mentally integrate the two sources of information. This increased cognitive load can hinder learning by overloading the learner's working memory. Conversely, when text and graphics are placed close together, it simplifies the cognitive task, making the learning experience smoother and more intuitive.



**Figure 1: The Spatial Contiguity Principle. DeBell, A. (2022, December 14).**

**Figure 2 Personalization Principle Figure 3: The Spatial Contiguity Principle. DeBell, A. (2022, December 14).**

**Figure 4 Personalization Principle Figure 5: The Spatial Contiguity Principle. DeBell, A. (2022, December 14).**

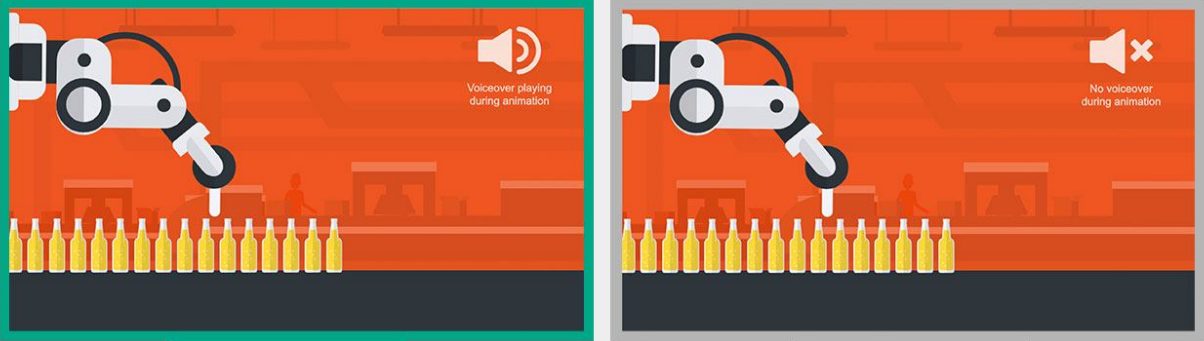
**Figure 6 Personalization Principle Figure 7: The Spatial Contiguity Principle. DeBell, A. (2022, December 14).**

### **1.1.2.3 Temporal Contiguity Principle**

The Temporal Contiguity Principle, as outlined by Mayer and Anderson (1991, 1992) and Mayer and Sims (1994), posits that human learners achieve a deeper understanding when words and pictures are presented simultaneously rather than sequentially. This principle suggests that presenting corresponding verbal and visual information together facilitates the integration of these two types of information, enhancing comprehension and retention. This simultaneous presentation helps to synchronize the verbal and visual information, reducing the cognitive load associated with having to remember and integrate information presented at different times.

This principle minimizes the cognitive effort required to integrate disparate pieces of information, leading to improved understanding.

TEMPORAL CONTIGUITY PRINCIPLE



**This**

**Not This**

Make sure the visuals and audio *occur at the same time* as opposed to having the voiceover audio play before the visual is shown.

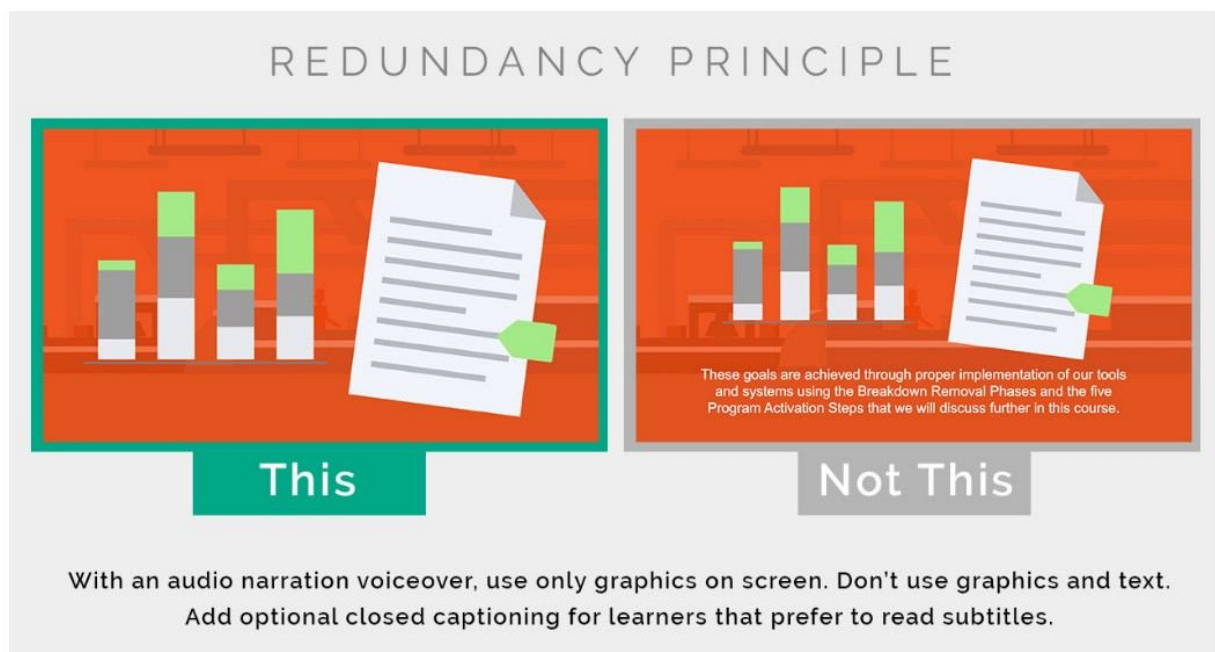
#### 1.1.2.4 The Redundancy Principle

According to Moreno and Mayer (2002), humans learn more effectively when content is presented with narration and graphics rather than with narration, graphics, and text. This insight is based on the idea that adding text to narrated graphics can overwhelm learners, leading to cognitive overload.

This principle suggests that when learners are simultaneously presented with the same information in multiple formats (e.g., spoken words and on-screen text), it can split their attention and reduce their ability to process the information effectively. The cognitive theory of multimedia learning posits that our working memory has limited capacity. When learners are

forced to divide their attention between reading text and listening to narration while also processing accompanying graphics, it can exceed this capacity, resulting in poorer comprehension.

Reacting to this principle, it becomes clear that careful consideration must be given to how information is presented in educational materials. Overloading learners with redundant information can hinder learning rather than help it. By prioritizing the use of narration and graphics without redundant text, instructional designers can create more efficient and effective learning experiences.



**Figure4: The Redundancy Principle.**DeBell, A. (2022, December 14).


### 1.1.2.5 The Personalisation Principle

Moreno and Mayer 2000emphases That learners learn better from a more informational, conversational voice Than formal voice for example, when the teacher is explaining the lesson then gives an example about daily life, He will use informal style to make the understand well


than the form style which consists of some difficult words. Sodern (2012) emphases that format style conversations should not be used and should speak informally.

PERSONALIZATION PRINCIPLE

**How is Phase 1 achieved?**  
Phase 1 is achieved by establishing a 30% decrease in breakdowns.



**How is Phase 1 achieved?**  
Phase 1 is achieved by implementing the appropriate maintenance tools and structural conformities which meet our organizations core competencies of establishing a 30% decrease in breakdowns.



This

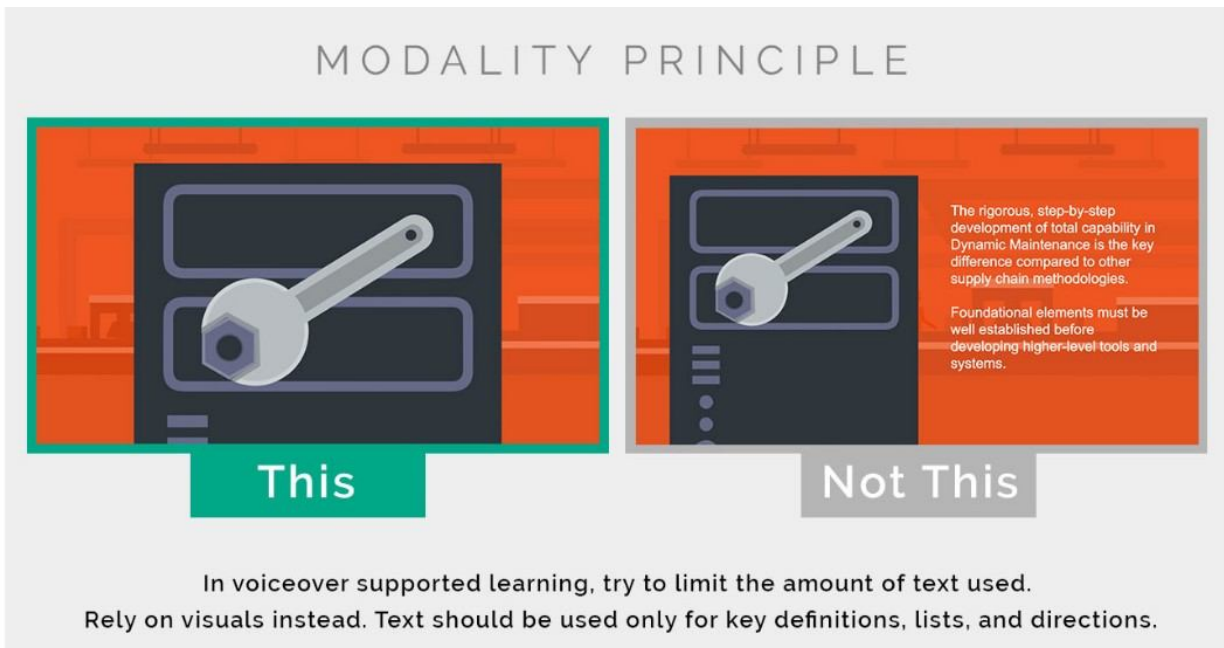
Not This

Keep your message simple and casual. It allows learners feel more comfortable.  
Avoid using overly professional sounding text, or long, complex words.

**Figure 8 Personalization Principle. DeBell, A. (2022, December 14).**

### 1.1.2.6 The Modality Principle

Mayer & Moreno 1998, Moreno & Mayer 1990 state to avoid the text used and rely on visuals instead, and use text just for definitions, lists, and directions. For instance, a narrated animation is more suitable and effective than animation within text captions for the audience.

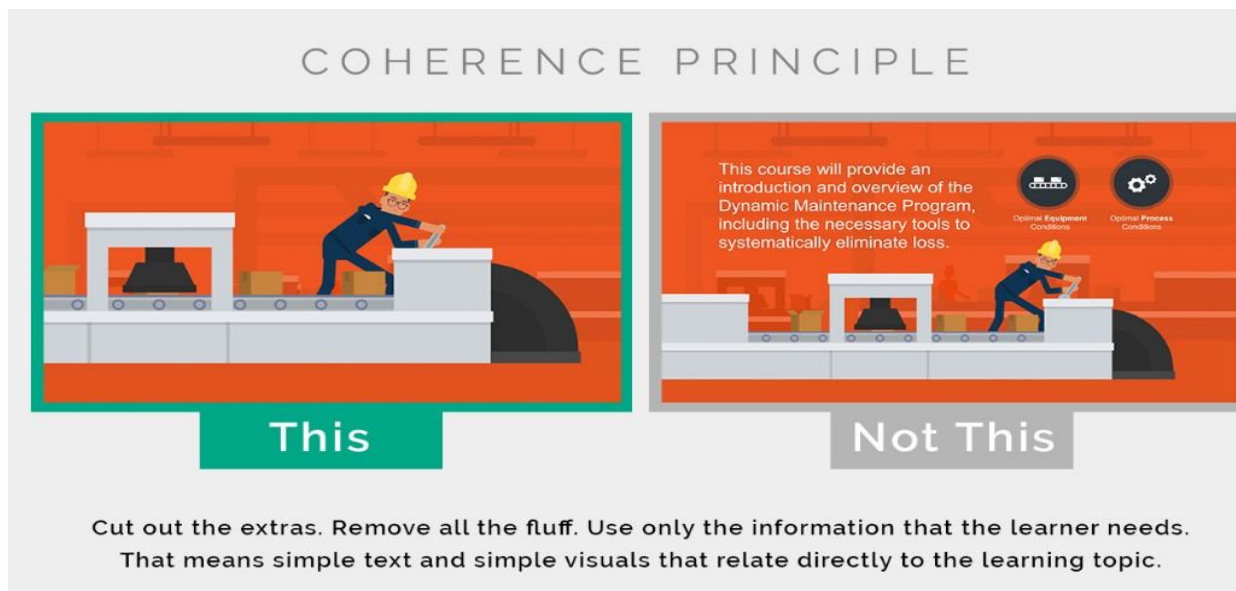


**Figure6: The Modality Principle.**DeBell, A. (2022, December 14).

### 1.1.2.7 The Coherence Principle

As articulated by Harp and Mayer (1997, 2001), this principle emphasizes the importance of removing unnecessary text and simplifying visuals to ensure that all content presented is relevant to the topic. This principle underscores the idea that coherence in multimedia presentations enhances audience engagement and comprehension.

When introducing a presentation, adhering to the Coherence Principle involves clarifying and organizing the content in a manner that maintains the audience's focus and interest. This often entails streamlining the information presented, eliminating extraneous details, and ensuring that each element contributes directly to the main message or learning objectives. By doing so, presenters can create a more cohesive and effective presentation that resonates with the audience.



**Figure7: The Coherence Principle.**DeBell, A. (2022, December 14).

To address certain weaknesses identified in the initial seven principles, Mayer introduced five additional principles. These principles were enhancements that aimed at creating a more comprehensive framework for effective multimedia presentations.

### 1.1.2.8 Signalling Principle

The Signalling Principle, as described by Sanchez and Willey (2006) and reiterated by Mayer (2009), emphasizes the importance of directing the audience's attention to the most important information on the screen. This principle suggests that by highlighting or emphasizing key elements, presenters can enhance clarity and attract the audience's visual attention, thereby improving understanding.

In practical terms, the Signalling Principle involves strategically placing emphasis on critical information to guide the audience's focus and aid comprehension. For example, in a text-based lesson, using bold or colored text for headings or key points can help draw attention to important concepts and facilitate organization. Additionally, incorporating visual cues such as arrows or highlighting relevant areas of graphics can further reinforce key messages and assist learners in navigating the content.

By applying the Signalling Principle, presenters can ensure that essential information stands out and is readily accessible to the audience. This approach not only enhances comprehension but also helps to maintain engagement and retention by effectively directing attention to the most relevant aspects of the presentation.

#### **1.1.2.9 Segmenting Principle**

Sorden (2012), suggests that learners tend to learn better when information is presented in segmented or chunked formats. This principle recognizes that presenting information in smaller, more manageable segments can lead to better presentation performance.

In practical terms, segmenting involves breaking down complex information into smaller, more digestible units that are easier for learners to process. By presenting content in segments, learners can focus their attention on one piece of information at a time, reducing cognitive overload and facilitating deeper processing. Additionally, segmenting allows learners to pace their learning, enabling them to absorb and assimilate each segment before moving on to the next.

#### **1.1.2.10 The Voice Principle**

Bass&Brave (2005) said that people learn better when the narration lessons is spoken by human voice rather than computer voice for example, when the narration is friendly human voice in a presentation or public speaking, the human voice will be attractive and effective to the audience than the computer voice.

#### **1.1.2.11 Image Principle**

Solder (2012) stated that humans do not necessarily learn better from a multimedia lesson when the image of the speakers is added to the screen. Instead of talking head which consists of a lot of concentration and going deeper into the learning content, use relevant animations and visuals to get simple understanding.

### **1.1.2.12 Pre-training Principle**

According to Mayer (2001), this principle suggests that learners will benefit more from a multimedia presentation if they are provided with pre-training on the names and characteristics of the main concepts before the actual lesson begins. It aims to reduce the cognitive load on learners by familiarizing them with the essential terms and concepts ahead of time. When learners are already acquainted with the foundational information, they can more easily integrate new information and understand more complex material during the main instructional phase. Essentially, pre-training helps learners build a cognitive framework that makes it easier to process and retain new content.

### **1.1.3 The Cognitive Theory of Multimedia Learning**

The Cognitive Theory of Multimedia Learning, as articulated by Mayer (2001, 2005, 2009), explained how learners acquire information through multimedia presentations and how they integrate both visual and verbal elements into their cognitive processes. Additionally, in CTML (Cognitive Theory of Multimedia Learning), Mayer (2021) underscored its role as an organized framework to assist teachers in structuring multimedia lesson materials. This theory is based on four fundamental assumptions:

#### **1.1.3.1 Active Processing Assumption**

As proposed by Mayer (2021), it posits that learners or audience members actively participate in the learning process. This involvement entails organizing new information within their working memory and integrating it with existing knowledge stored in long-term memory.

#### **1.1.3.2 Limited Cognitive Capacity Assumption**

As proposed by Mayer (2021), posits that learners or audience members actively participate in the learning process. This involvement entails organizing new information within their working memory and integrating it with existing knowledge stored in long-term memory.

#### **1.1.3.3 Dual Channel Assumption**

Mayer (2009) asserted that humans have distinct cognitive channels for processing auditory and visual information. This assumption reflects the idea that our cognitive system is equipped with separate pathways for processing information received through auditory (e.g., spoken language) and visual (e.g., images, graphics) modalities.

#### **1.1.3.4 Dual Coding Theory:**

It was proposed by Paivio in the 1970s. It posits that humans process and represent information in two distinct but interconnected systems: verbal and pictorial. According to this theory, verbal information (such as words and language) and pictorial information (such as mental images and visual representations) are processed separately but can also interact and complement each other.

#### **1.1.4 The Importance of Multimedia Learning**

Multimedia makes the complex ideas seem clear and interactive, allow presenters to combine images, text, graphics, animation, and other media different formats of media into a single package .in order to provide audience with clear and simple information to reach comprehension and retention.

According to W. yang and F. Fang (2008), Multimedia learning helps to understand the information better.in other hand, it suggested that multimedia applications provide a great support for presenter and audience to enhance the communicative competence.

Also, it considered the use of multimedia learning in the process of learning fresh the senses (audio, visual, etc.). Gilkjani (2013 :57) mentions the multimedia importance in the following options:

- a)** Get a complete understanding because of using various media, suchas, (text, graphics, audio, and video).
- b)** Introduce more formal information compared to single media.
- c)** Improving memory comprehension and retention because of presenting information in multiple way.
- d)** Enhance the qualification of the learners.
- e)** Adoptable learning it is not limited by place or time to learn.
- f)** Motivate, build, enhance students' performance.

## **1.2. Oral Presentations**

### **1.2.1. Definition**

Communication skills are a central focus in EFL instruction, according to Hughes (2002) and Gillis (2013). Teaching speaking is a complicated process that requires multiple activities for full mastery. Within this framework, students engage in oral presentations as a component of their coursework. First, Baker (2000) “oral presentation is like a formal conversation, speaking to group as a natural activity.” (p. 115), which means that an oral presentation can be seen as an extension of a formal conversation since it is helping you to share your knowledge with a various audience in a structured way. According to De Grez Oral Presentation (OP) is “the combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade” (p. 5). In other words, An Oral Presentation (OP) involves delivering information or previously learned knowledge to an audience. This can allow you to achieve different purposes, such as expressing your own opinions or feelings and acknowledging the audience. in addition, Existing studies, provide the value of theoretical and practical considerations for successful and effective OP delivery (King, 2002). Also, well- planned and well-structured oral presentation talks delivered in academic way to an audience within a set timeframe. as a result, these emphases clear communication and allows both teachers and learners to effectively benefit from the knowledge presented (Melion & Thompson, 1980, p. 503).

### **1.2.2. The Pedagogical Importance of Oral Presentations**

Oral presentation is important for practice and assessment. many students face difficulties when speaking in public, these presentations are served an essential purpose in enhance student's communication performance. hence, many students find oral presentations are as unpleasant experiences which lead them to graduate without the confidence to make successful communication.

As Miles (2009) assured “Oral presentations are becoming a more important part of language teaching, especially in the university environment. Often the purpose of these classes is to twenty-seven prepare students for business presentations that they will likely be expected to conduct after graduating and getting jobs.” (p. 103). According to Moreover, King (2002) who put some benefits of OP in EFL classes, in the first hand, oral presentations make coherence between theoretical language learning and practical application that allows to gain grammar and vocabulary background and effectively using them in a real-world setting. additionally, these presentations make students master the four language skills through engaging in research by reading findings, well-organized information, successful delivering the content to an audience. Kaul (2005, p. 46) emphases that “The presentation is contingent on the enormous amount of preparation that precedes it.” means that, Thorough preparation acts as a student's secret weapon, saving them time, minimizing errors. In addition. Students actively engage in information gathering, employing relevant sources, then they develop critical thinking skills by constructing the information in a logical and cohesive way. According to Gilis (2013) who argue that oral presentation skills are not just about delivering information. It is also about improving clear and confident speaking to inform, convince, connect, and achieve success in both personal and professional domains. In the last hand, Girard, and Trapp (2011) emphases that oral presentations are important because they include:

- Presentations encourage active participation through discussions, questions, and student-led learning.
- Students become invested in exploring topics to create engaging presentations, igniting their learning passion.
- Presentations allow students to delve deeper or choose specific areas within the subject, introducing new angles and insights.

### **1.2.3. Structuring Effective OP**

Janice (1994, p. 1027) affirms, “A good oral presentation is an inspiring experience in which learners’ minds are broad- ended and their interests piqued”. Means that giving an effective oral presentation involves more than simply sharing information. For students, it produces an interesting and dynamic environment. It draws their curiosity and opens their minds to new concepts, which makes them want to learn more. Having good presenting structure skills is vital since, even after graduating from EFL school, effective oral communication is still a critical skill. Presentations that are carefully planned out and performed improve audience engagement and knowledge retention while also creating a greater interest in the subject content.

#### **1.2.3.1. Pre-Presentation**

The crucial stage, planning, is the basis of an effective oral presentation. Here, the speaker carefully prepares and organizes the content to convey their message. This stage involves a series of sequential steps, including outlining the structure, rehearsing delivery, selecting impactful examples, and choosing appropriate visual aids(Janice, 1994, p. 1027).

##### **1.2.3.1.1. PLAN**

The PLAN acronym offers a handy memory tool for crafting impactful presentations.(Janice, 1994, p. 1027).

- Purpose (P): Determine the purpose of your presentation first. Are you seeking to share your own viewpoint, educate them on a new subject, or persuade them to act?
- Length (L): Consider the appropriate length for your presentation. Should it be a detailed exploration of the topic, or a concise summary?
- Audience (A): It is important to know who your audience is. Consider what they already know about the topic to ensure sure your information is pitched appropriately.

- Notes (N): Create brief, to-the-point notes that help you express your message. You should use these notes to refresh your memory and maintain on course but avoid overflowing them with extensive scripts.

#### **1.2.3.1.2. Outline**

Once the information is gathered, a crucial step is to organize it logically. Dividing the content into three distinct parts – introduction, body, and conclusion – ensures a clear and well-structured presentation.

#### **1.2.3.1.3. Rehearsal**

The presenter practices delivering the message within the allotted time during rehearsal, which is an essential stage. They are able to boost their pacing, highlight any areas that may require modification, and, in the end, feel more assured and ready for their presentation. (Janice, 1994)

#### **1.2.3.1.4. Selecting examples**

Presentations that are effective make use of visual aids. Throughout your presentation, carefully selected graphics can significantly enhance audience comprehension. For clear and concise visuals that effectively complement complex information, avoiding overloading the audience with overly detailed graphics. (Janice, 1994)

#### **1.2.3.1.5. Visual Aids**

In the tech-driven world of today, students may create engaging presentations with a variety of tools. A broad range of information may be included thanks to technology, which keeps audiences interested and engaged. There is a vast array of visual aids available to presenters, such as PowerPoint presentations, audio files, photographs, and movies. These resources may keep a presentation flowing effectively while successfully preventing audience boredom. (Janice, 1994)

### **1.2.3.2 Mid-Presentation**

Having mastered the planning, organization, and delivery aspects, presenters can further elevate their performance by following Janice's additional stage-specific recommendations (Janice, 1994, pp. 1028-1031):

#### **1.2.3.2.1 Getting Learners' Attention**

Janice, building on the foundation of strong preparation, emphasizes the importance of a captivating introduction. Presenters and audiences can feel less nervous when they use strategies like icebreakers. A greeting or salutation, a brief introduction, or even a well-placed picture, whether humorous or provocative, may evoke interest in the audience right away. (Janice, 1994)

#### **1.2.3.2.2 Keep Learners Informed**

Janice likely emphasizes the significance a concise and educational introduction is. By summarizing the main idea or topic that will be illustrated the initial portion should give the audience an outline for the presentation.(Janice, 1994)

#### **1.2.3.2.3 Involve the Learners**

Janice might also support the addition of interactive components to increase audience engagement. This could involve showing provocative visuals and encouraging an interactive conversation in which attendees offer their own perspectives. These techniques promote attentive listening and a deeper understanding of the material being conveyed.(Janice, 1994)

#### **1.2.3.2.4 Be Prepared for Questions**

A presenter's stress level can be considerably decreased by anticipating and being ready for possible audience inquiries. Janice could advise kindly requesting clarification if an issue is not

fully understood. This enables the speaker to comprehend the issue completely and craft a thoughtful response.(Janice, 1994)

#### **1.2.3.2.5 Use humourappropriately.**

Janice could additionally agree that humor can be a powerful strategy for promoting engagement. Humor, when employed skillfully, can increase audience awareness, lighten the mood, and humanize the presentation. But it's critical to make sure the humor fits the audience and the situation.(Janice, 1994)

#### **1.2.3.2.6 SummarizeBriefly**

An engaging presentation ends with a strong statement. This part should remind the audience of the most significant concepts discussed in a clear way. The presenter helps the audience remember and comprehend material by going over key points again. In addition, a well-written ending might provide the audience a chance to point out any points that they might require more detail on, which will encourage them to ask questions. (Janice, 1994)

#### **1.2.3.3 Post-Presentation**

Delivering a presentation is not the end of the process. Getting beneficial feedback from colleagues is a great way to learn. Presenters may determine areas for development and improve their teaching and presenting techniques by paying attention to their feedback and recommendations. Even critical comments could offer insightful information. While the suggestion is still relevant, addressing these shortcomings enables quick fixes that will improve subsequent presentations. (Janice, 1994)

#### **1.2.4 Obstacles Preventing the Development of Speaking**

While developing speaking skills is crucial for EFL learners, it is a complex process for both teachers and students because of obstacles and challenges. such as: anxiety, fear of mistake, lack of confidence, lack of motivation and shyness.

#### **1.2.4.1 Anxiety**

Anxiety can be noticed from the voice of the presenter, and it is considered as key problem that faces EFL learners. According to Horwitz & Cope (1986) anxiety, “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). means that Anxiety presents the main barrier to oral proficiency in EFL learners since it influences their ability to produce language (SL production), leading to lower speaking skills.

#### **1.2.4.2 Fear of Making Mistakes**

fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom. Aftat (2008) connects anxiety in EFL learners to the fear of being judged negatively and leading students to believe their spoken English is incorrect and receive negative feedback from the teacher and classmates. (as cited in Al Nakhlah, 2016)

#### **1.2.4.3 Lack of Confidence**

Tsui cited Nunan (1999) says that lack of confidence leads to communication apprehension, hindering students' ability to speak English effectively. Therefore, For EFL students to become proficient speakers, it is essential to boost their self-confidence. By using strategies and protocols that enhance students' confidence, teachers play a crucial role in developing student confidence.

(Al Nakhlah, 2016, p. 103).

#### **1.2.4.4 Lack of Motivation**

The vital factor behind student's success in second language learning is motivation. because lack of motivation diminished the interest in the language itself. Declared motivation according to Zua (2008), is an aspect of inner drive that motivates a student's interest in the subject and goes beyond a simple desire to learn. Her study, along with a plethora of other studies, proves that kids who are motivated to succeed are more likely to overcome obstacles and perform better than students who lack motivation.

(Al Nakhlah, 2016)

#### **1.2.4.5 Shyness**

Shyness is an obstacle that most of EFL learners suffer from. It is related to the learners' psychology and emotional side. Baldwin (2011) focuses on the difficulties students face when giving speeches in public. He notes that a common fear among them is nervousness related to public speaking. This anxiety, which often comes with shyness, might cause brain blocks, or cause them to forget what they were going to say, which will ultimately prevent them from doing their best work.

#### **1.2.5 The Benefits of Oral Presentations in EFL Classes**

Oral presentations, as noted by King (2002, p. 202), encourage students to smoothly combine all four language skills: speaking, listening, reading, and writing for a seamless learning experience. This helps close the gap between language study and language use. Additionally, they encourage active and autonomous learning by giving students the tools they need to take control of their education. In addition to offering a chance for language practice, oral presentations inspire students to create strong oral presentations on their own. Their sense of ownership appears to be a powerful incentive for learning English. Oral presentations are an essential strategy for enhancing students' second language (L2) proficiency, according to research. Studies by Girard, Pinar, and Trapp (2011) noticed that classroom presentations lead to many benefits: develop class participation and interaction, enhance the interest in the learning process, and improved communication performances. EFL classes can significantly benefit from integrating oral presentations because it enhances communication skills by promoting speaking fluency, listening comprehension, and critical thinking. Additionally, they improve English proficiency through vocabulary development, contextual grammar practice, and increased confidence in using the language.

### **1.2.6 Evaluation of Oral Presentation**

Instead of focusing on the presenter themselves or their pronunciation first, oral presentation evaluation should prioritize the effectiveness of the presentation itself. This means starting with the content and delivery, such as organization, clarity, and engagement.

Oral presentation assessment criteria consist of multi-faceted factors: language, content, delivery, and visual aids(**The Asian EFL Journal**). Oral presentation assessment typically considers a variety of factors to get a well-rounded picture of the presenter's effectiveness. Here is a breakdown of the four main criteria mentioned:

#### **a. Language:(The Asian EFL Journal)**

Contains easy messages to understand and the language free from ambiguity(clarity), offers correct grammatically structures, use of appropriate vocabulary for the audience and correct pronunciation clear and easy to understand.

#### **b. Content:(The Asian EFL Journal)**

The content should be accurate mean the information presented accurate and up to date, also the content should logically organize and easy to follow, in addition, it needs to be relevant to the topic and the audience's needs and the presenter should demonstrate a strong understanding of the topic.

#### **c. Delivery:(The Asian EFL Journal)**

Delivering a presentation well depends not just on its content but also on the way it is presented. An energetic, self-assured presenter with a range of vocal tones is captivating. By varying the volume, rhythm, and tone, they convey their enthusiasm and keep their audience interested. Forming eye contact promotes a relationship, and professional body language, such as correct

posture, deliberate movements, and expressive facial expressions, supports their arguments. A presenter can make a lecture into an engaging experience by grasping these components.

#### **d. Visual Aids:(The Asian EFL Journal)**

Strong visuals are essential for a presentation to succeed. Maintain them clear and understandable from a distance with a polished design that fosters confidence. Most significantly, though, they ought to reinforce your material immediately, helping to make your point memorable and clear.

#### **Conclusion**

Using multimedia which includes audio snippets, photos, movies, and interactive software can make learning more dynamic and interesting for students, according to a study of the research. To create effective multimedia learning designs that improve student retention and comprehension, educators should take into account Richard Mayer's principles of multimedia learning, which include the multimedia principle, spatial contiguity principle, temporal contiguity principle, coherence principle, modality principle, and redundancy principle. According to Mayer's multimodal learning theory, integrating auditory and visual cues can improve learner performance and facilitate assimilation of the most recent information. However, there are a number of difficulties and factors to take into account while utilizing multimedia in the classroom, including technological difficulties, interruptions, Teachers should integrate their role with multimedia to achieve effective results and enhance understanding.

In addition, oral presentations are a successful tool to boost English proficiency as well as to being a communication exercise. When a presentation is well-planned and performed, it not only facilitates the significant delivery of the material but also provides learners with a number of benefits. As an example, it helps them practice public speaking, improve their communication skills, and learn from their mistakes as well as those of others.

## **Chapter Two: Practical Part**

### **Introduction**

This chapter serves as a comprehensive overview of the research design employed in the investigation. It offers detailed insights into the participants, instruments, observations, and procedures, all of which are crucial elements of the study. Its primary objective is to assess the outcomes and discoveries stemming from the application of multimedia learning principles in EFL students' oral presentations. Furthermore, it delves into the analysis of the research data, providing a thorough examination of the observations made. The chapter aims to analyse and interpret the findings and results garnered from the observations, shedding light on the efficacy of implementing multimedia learning principles in oral presentations within an EFL context.

### **2.1. Research Design**

To evaluate the integration of multimedia principles in oral presentations among first-year LMD students at the University Abbes Laghrour Khenchela, we employed a research design centred on classroom observation. During instructional sessions, we closely observed participants' performance and reactions, focusing on the application of the twelve (12) principles of multimedia learning outlined by Mayer. Specifically, we selected a focus group comprising two groups of students for attentive observation, allowing for a comparative analysis of participants' performance.

### **2.2. Research Method**

Given the focus on observing and analysing the application of multimedia learning principles in oral presentations, a qualitative research method is appropriate. Qualitative methods allow for in-depth exploration and understanding of complex phenomena. In this case, the most suitable method appears to be qualitative classroom observation. This method involves systematically observing participants' behaviours, interactions, and responses in natural settings, in this case the classroom. We opted for qualitative classroom observation since it allows us to gather rich,

detailed data on how multimedia learning principles are incorporated into students' oral presentations. It, provides valuable insights into the effectiveness and challenges of implementing these principles among first-year LMD students at the University Abbes Laghrour Khenchela.

### **2.3. Sample Selection:**

The study's sample consisted of first-year LMD students of English at the University Abbes Laghrour Khenchela. The decision to focus on first-year English students was based on several considerations. Firstly, students in their first year typically have the availability and capability to engage in oral presentations. Additionally, these students had been introduced to the principles under study as part of the study skills module.

From the population of first-year English students, two presentations were randomly selected from a variety of presentations to serve as the study's sample.

### **2.4. Limitations**

This research work identifies two primary limitations. The first limitation pertains to time constraints, which posed a significant obstacle. Due to time limitations, the study was constrained to utilizing only one research tool, namely the observation of students' presentations.

The second limitation concerns the small size of the sample, which comprised only two presentations. This limited sample size may impact the generalizability of the findings and restrict the scope of the study's conclusions

#### **2.4.1. Data Collection Instrument**

An observation was chosen as data collection instrument. Marshmal and Rossman (1989) define observation as the description of systematic of events, behaviours, and artifacts in the social setting chosen to be studied. In other words, observation is about carefully describing what goes on in a chosen social setting. This includes events happening around you, how people act and interact, and even the objects present. By paying attention to these details, researchers can gain

valuable insights into that social world. Data was collected with the aid of observations to determine the use of Mayer's Multimedia principles in Oral presentation on First year license students. Observations were decided upon because of the following:

- The effect of the observer on the observed, which is usually not severe and can be minimized.
- Observer inference, which is a crucial strength and a crucial weakness.
- The unit of behaviour to be used, which involves the molar-molecular problem.

Apart from the advantages that have been listed above. Observations have their weaknesses that several researchers have noted the limitations involved in the use of observations as a tool for data collection; for example, DeWalt (2002) highlight gender as a factor influencing access to information due to differences in social circles, environments, and knowledge bases. Participant observation involves human researchers, whose background (gender, ethnicity, etc.) and theoretical viewpoint can influence how they collect, analyse, and interpret data. Two observations were used to collect the data. The first one was for observing the use of Mayer's principles and the other was for determining oral presentation criteria on two presentations of English first year license students. The observations consisted of Mayer's multimedia principles application in the ppt and also the criteria of oral skill as these provides more diverse detail. The observations consisted of sections A and B. Section A aimed at gaining data about the use of multimedia principle, voice principle and image principle etc. This information could assist the researcher when interpreting the results. Yet, Section B aimed at determining oral skills criteria; content, clarity and cohesion, pronunciation, and fluency, and other oral skills criteria. Whether they are improved or not.

### **2.4.2. Data Collection Procedure**

The researchers personally conducted observations during presentations delivered by first-year English undergraduate students at the University Abbes Laghrour Khenchela. Data collection occurred during one presentation session, where the researchers carefully observed and documented the students' performance. During the observations, the researchers focused on evaluating the students' application of multimedia principles in their oral presentations. Specifically, attention was paid to how effectively the students integrated verbal and visual elements, adhered to principles such as coherence and signalling.

## **2.5. Reliability and Validity**

### **2.5.1. Reliability**

Reliability as the degree of consistency with which an instrument measure the attribute it is designed to measure. The two observations of the presentations about Mayer's multimedia principles application in the ppt and oral skills criteria, revealed consistency in responses. Reliability can also be ensured by minimizing sources of measurement error like data collector bias. Data collector bias was minimized by the researcher's being the only one to administer the observation, and standardizing conditions. Reliability which involves having multiple observers (two observers) independently observe the same phenomenon and then comparing their results. Agreement between observers indicates good reliability.

### **2.5.2. Validity**

The validity of an instrument is the degree to which an instrument measure what it is intended to measure. Validity is the extent to which the scores from a measure represent the variable they are intended to. Observation has considerations regarding its validity, content validity proved when observers comprehensively covers the different aspects of multimedia principles and oral skill criteria.

## **Summary**

In this chapter, we provided a detailed explanation of the Methodology used to assess, our hypotheses. The research instruments and tools we selected appear to be suitable for use with qualitative data to address our study's questions. Results and outcomes of the data analysis, as well as the discussion of our conclusions and findings are in the next chapter.

### **3.1. Classroom Observation**

In order to implement the principles of multimedia learning in Oral presentation, classroom observation was a tool of collecting data. The purpose of class observation was to observe two presentations of first year English students on the department of Khenchela University.

### **3.2. Description of the Observation**

Our classroom observation took place on April 2024 with first-class LMD students at the department of English in Khenchela University, where we attended two sessions. Therefore, we are going to consider the use of multimedia principles in the PowerPoint and oral presentation criteria. The observation that we have undertaken was overt and direct; we have not used any recording or filming devices. In addition, we have depended on structured observation, we followed our personal classroom observation sheet (see appendix A and B), as we relied on our own personal observation. Checklist observation has been grouped into major assessment criteria of multimedia principles and criteria of oral skills.

### 3.3. The Classroom Observation Results

#### 3.3.1. Observation of the first presentation:

Assessment grid: Oral skills					
Criteria	Excellent	Good	Fair	Needs Improvement	Poor
Content	✓				
Clarity & cohesion	✓				
Language use		✓			
Pronunciation & fluency	✓				
Confidence & delivery	✓				
Overall impression	✓				

**Table 1 Assessment grid for Oral Presentation**

In this table, which contains a checklist of major criteria for assessing an oral presentation, we relied on our observation of a presentation titled "Discovering Algeria" by a first-year LMD student at the Department of English in Abbes LaghrourKhenchela University. Based on the assessment grid (Appendix A), this student excelled in presenting the content of their presentation. They demonstrated a deep understanding of the topic, with accurate information that was logically organized and relevant to both the topic and the audience's needs. Additionally, the presentation was structured logically, with clear transitions between ideas, effectively ensuring a cohesive message to the audience through the use of signposting.

Therefore, the student received an excellent rating for clarity and cohesion criteria in the oral skills assessment.

Furthermore, the student used mostly correct grammar sentences and appropriate vocabulary structures tailored for the audience and topic, resulting in a good rating for language use criteria. Moreover, the student's pronunciation and fluency were excellent, as they delivered the presentation smoothly with minimal errors in pronunciation and demonstrated strong language control, which helped engage the audience. Consequently, the student received an excellent rating for pronunciation and fluency criteria.

Additionally, the student presented their speech with enthusiasm and confidence, likely using effective eye contact and body language. As a result, they received another excellent rating for confidence and delivery criteria. Overall, the student's presentation demonstrated a strong grasp of the content and a well-developed ability for effective delivery, leading to a high level of competence in oral presentation.

<b>Assessment grid: Multimedia Principles application in the PPT</b>			
<b>Criteria</b>		<b>applied</b>	<b>Violated</b>
Coherence Principle:	Clear organization of content	✓	
	Logical flow of information	✓	
Signalling Principle:	Effective use of visual cues	✓	
	Consistent use of transitions	✓	
Redundancy Principle:	Appropriate repetition of key points	✓	

	Minimal redundancy in visuals	✓	
Spatial Contiguity Principle:	Proper alignment of visuals and corresponding text	✓	
	Consistent placement of related elements	✓	
Temporal Contiguity Principle:	Synchronization of narration with visuals	✓	
	Smooth transition between slides	✓	
Segmenting Principle:	Breaking content into manageable segments	✓	
	Clear delineation of different sections	✓	
Pre-training Principle:	Effective introduction to new concepts	✓	
	Engaging the audience from the beginning	✓	
Modality Principle	Appropriate use of text, images, and audio	✓	
	Use of multiple modalities	✓	
Voice Principle	Clear and engaging voice narration	✓	
	Tone and pace suitable for audience comprehension	✓	

Image Principle	Selection of relevant and high-quality images	✓	
	Integration of images to enhance understanding	✓	
Personalization Principle	it is personalized and focused on the user	✓	
	Avoid formal language and instead use a conversational tone	✓	
Multimedia Principle	Integration of words and graphics for enhanced understanding	✓	
	Use of multimedia elements to supplement text-based information	✓	

**Table 2 Assessment grid: Multimedia Principles application in the PPT**

Reflecting on the observations made in the assignment grid, it's evident that most principles of multimedia learning were effectively applied during the presentation.

The application of the Multimedia Principle, which involves presenting information using both words and pictures, facilitated a deeper understanding among the audience. By combining verbal explanations with relevant visuals, presenters were able to provide multiple points of entry for learners, catering to diverse learning styles and preferences. Similarly, adherence to the Redundancy Principle, wherein graphics and narration were used instead of on-screen text, likely contributed to improved comprehension. The Voice Principle, characterized by clear and engaging narration, further enhanced comprehension and retention among the audience. A well-

delivered voiceover can captivate listeners' attention and guide their understanding of the material, leading to a more effective learning experience. Lastly, the Image Principle, demonstrated through the selection of relevant images to enhance understanding, further enriched the learning experience. Visuals can reinforce key concepts, evoke emotional responses, and aid in information retention, making them a valuable addition to multimedia presentations.

### 3.3.2. Observation of the Second Presentation:

Assessment grid: Oral skills					
Criteria	Excellent	Good	Fair	Needs Improvement	Poor
content			✓		
Clarity & cohesion					✓
Language use		✓			
Pronunciation & fluency				✓	
Confidence & delivery					✓
Overall impression				✓	

**Table 3 Assessment grid: Oral skills**

This analysis evaluates the performance of the second group of students during the second oral presentation entitled "The Use of ICT in Trade," based on the oral presentation assessment grid (Appendix A), within the English first-year LMD classes at Khenchela University.

The students choice of topic was somewhat common and lacked attractiveness for the audience. Furthermore, their understanding of the topic was shallow, with inaccuracies and poor organization, resulting in a fair rating for content criteria. Moving on to clarity and cohesion, the student received a poor rating, as transitions between ideas were unclear, hindering audience comprehension.

Moreover, the student's vocabulary was difficult for the audience, coupled with errors in grammar structures, weakening their ability to convey the intended message effectively. Additionally, the student experienced pronunciation mistakes and hesitations, disrupting the flow of the presentation, indicating a need for improvement in pronunciation and fluency criteria.

Finally, the student's confidence and delivery were poor, likely due to evident stress and nervous mannerisms, along with a lack of body language and poor eye contact. Overall, the students' presentation exhibited several areas for improvement, particularly in addressing weaknesses such as weak content, poor organization, and pronunciation errors.

<b>Assessment grid: Multimedia Principles application in the PPT</b>			
<b>Criteria</b>		<b>Applied</b>	<b>Violated</b>
Coherence Principle:	Clear organization of content	✓	
	Logical flow of information	✓	
Signalling Principle:	Effective use of visual cues		✓
	Consistent use of transitions		✓
Redundancy Principle:	Appropriate repetition of key points		✓
	Minimal redundancy in visuals		✓
Spatial Contiguity Principle:	Proper alignment of visuals and corresponding text	✓	
	Consistent placement of related elements	✓	
Temporal	Synchronization of	✓	

Contiguity	narration with visuals		
Principle:	Smooth transition between slides	✓	
Segmenting	Breaking content into manageable segments	✓	
Principle:	Clear delineation of different sections		✓
Pre-training	Effective introduction to new concepts		✓
Principle:	Engaging the audience from the beginning		✓
Modality	Appropriate use of text, images, and audio		✓
Principle	Use of multiple modalities		✓
Voice Principle	Clear and engaging voice narration	✓	
	Tone and pace suitable for audience comprehension		✓
Image Principle	Selection of relevant and high-quality images		✓
	Integration of images to enhance understanding		✓
Personalization	it is personalized and focused on the user	✓	
Principle	Avoid formal language and	✓	

	instead use a conversational tone		
Multimedia Principle	Integration of words and graphics for enhanced understanding	✓	
	Use of multimedia elements to supplement text-based information	✓	

**Table 4: Assessment grid: Multimedia Principles application in the PPT**

Reflecting on the observations made in the assignment grid, it's evident that several principles of multimedia learning were violated during the presentations. These violations contributed to a lack of audience engagement and comprehension, ultimately resulting in ambiguous content delivery.

The neglect of the Pre-training Principle, for example, highlights a missed opportunity to effectively engage the audience from the outset. A clear and concise introduction serves to orient the audience and establish a framework for understanding, which was lacking in the observed presentations. Similarly, the violation of the Redundancy Principle by neglecting appropriate repetition of key points likely hindered audience comprehension. Repetition can reinforce important information and aid retention, but its absence may lead to a fragmented understanding of the content.

Unclear organization of content, as evidenced by the neglect of the Coherence Principle, further compounded the challenges faced by the audience. Without a coherent structure, the presentation may have appeared disjointed or difficult to follow, diminishing its effectiveness.

Moreover, the reliance on written text over auditory or spoken words, contrary to the Modality Principle, suggests a missed opportunity to leverage multiple modalities for enhanced learning.

Incorporating spoken explanations alongside visual elements could have facilitated a deeper understanding of the material.

#### **3.4. Discussion of the Finding of the Classroom Observation:**

In first hand. The result findings provided from the classroom observation of the two student's presentation of two deferent topics showcased opposite strengths of oral skill assessment criteria, The first student impressed with deep content and confident delivery and excelling in areas like clarity, fluency and seamless engaging the audience. However, the second student struggled with organization and stage presence. The two presentations had contrasting effects on the audience. The first presentation, with its clear content and confident delivery, likely engaged the audience and effectively conveyed knowledge. Conversely, the second presentation, marked by unclear organization and nervous delivery, may have left the audience confused and disengaged. Audience expectations and prior knowledge could also influence their perception. Overall, a well-structured, informative presentation delivered with confidence is more likely to leave a positive lasting impression on the audience.

In the second hand .The results obtained from the classroom observation ,show that applying the multimedia principles and violating multimedia principles in the two oral presentation are extremely different .However, the later has a positive effect on the audience engagement, First of all, allows the students to manage and being confident in introducing their oral presentations, unlike in neglecting using multimedia principles on oral presentation ,where it could be boring and careless to the audience.it also reduce the comprehension and retention of audience and make the content ambiguous to understand it .the use of multimedia principles help students keep the audience enthusiastic and engaged about the content .it always keep them interested and motivated by implementing Mayer's multimedia principles as modern method.

### **3.5 Pedagogical Recommendations**

The main focus behind conducting this research results is to reveal the importance of Mayer 's multimedia principles in EFL students' oral presentation, thus, this finding could be useful in drawing some pedagogical suggestions and recommendations for teachers and students.

#### **Recommendations for Teachers**

- Teachers should allow students with enough time for the preparation and delivering presentation in order to express all their knowledge, also because when the time is short, the pressure, stress, and nervousness associated with the oral presentation will increase.
- Teachers should create an appropriate informal and learning-supportive environment to make students feel comfortable when speaking in front of others and decrease anxiety and tell their students that speech anxiety is normal, and it is faced by many successful figures.
- Teachers should provide learners with effective communication tasks and strategies in order to enhance their speaking proficiency.
- Teachers should inform and teach their learner the multimedia principles in order to perfectly present their OP and provide effective delivery for audience.

#### **Recommendations for Students**

- Students need to practice speaking skills inside and outside classroom to improve and enhance their oral proficiency and fluency.
- Students should solve the difficulties they faced like fair of speaking, anxiety, and lack of experience through using visual aids to make effective presentation.
- They should use English as much as they can with classmate, family and even with themselves for the purpose develop their confidence and fluency.
- Learners need to master that being evaluated negatively because failure is normal and is a part of success.

- Students should rely on themselves in addition on rely on the teacher as the only source for learning in order to develop their knowledge.

## **Conclusion**

This chapter presented the results of observation including the results of Assignment grid checklist. The observations revealed a mixed performance among the students. While many demonstrated competence in utilizing multimedia principles to enhance their oral presentations and improve their communication skills, others exhibited deficiencies in their understanding and application of these principles. These findings underscore the importance of further exploration and support to ensure all students can effectively leverage multimedia principles for effective oral communication. It seems that implementing Mayer's multimedia learning principles in Oral presentation is effective and led to full understanding unlike in the case of violating them which led to decrease understanding and engaging of the audience with the content.

## **General Conclusion**

Finding creative presentation strategy is an active effort, Researchers are always surrounding searches to find and implement strategy that benefits presenters to enhance their presentation in introducing a project or a lesson. Mayer's suggested « Multimedia principle and using oral presentation is effective by using multimedia principles.

In this work, we conducted implement Mayer's multimedia principles in Oral presentation in First year LMD students at English department in Khenchela University. it aims to confirm or reject the hypothesis which states the Implementing multimedia learning principles to enhance audience comprehension and retention.

The present study is a total of two chapters, the first chapter mainly outlines theoretical issues related multimedia learning principles and oral presentation, the second chapter mainly outlines the choosing sample and population and analysis of the obtained results from the classroom observations.

In conclusion, our research findings highlight the significant role of Mayer's multimedia learning principles in oral presentations, particularly in enhancing students' oral performance and facilitating the expression of their ideas. Through the application of these principles, students are better equipped to deliver effective oral presentations, ultimately leading to improved communication skills and the ability to articulate thoughts and concepts more easily.

Furthermore, our study underscores the importance of oral presentations as a valuable activity for learners to express themselves. By engaging in oral presentations, students not only demonstrate their understanding of the topic but also develop crucial communication and presentation skills that are essential for academic and professional success.

Overall, our research emphasizes the importance of integrating multimedia learning principles into oral presentation instruction to optimize student learning outcomes and foster effective communication skills. As educators, recognizing the significance of oral presentations and employing strategies informed by multimedia learning principles can empower students to become confident and proficient communicators in various academic and professional settings.

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## **Figures:**

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## Appendixes

### Appendix A

<b>Assessment grid: Oral skills</b>					
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>	<b>Poor</b>
content					
Clarity & cohesion					
Language use					
Pronunciation & fluency					
Confidence & delivery					
Overall impression					

## Appendix B

<b>Assessment grid: Multimedia Principles application in the PPT</b>			
<b>Criteria</b>		<b>applied</b>	<b>Violated</b>
Coherence Principle:	Clear organization of content		
	Logical flow of information		
Signalling Principle:	Effective use of visual cues		
	Consistent use of transitions		
Redundancy Principle:	Appropriate repetition of key points		
	Minimal redundancy in visuals		
Spatial Contiguity Principle:	Proper alignment of visuals and corresponding text		
	Consistent placement of related elements		
Temporal Contiguity Principle:	Synchronization of narration with visuals		
	Smooth transition between slides		
Segmenting Principle:	Breaking content into manageable segments		
	Clear delineation of different sections		
Pre-training Principle:	Effective introduction to new concepts		
	Engaging the audience from the beginning		
Modality Principle	Appropriate use of text, images, and audio		
	Use of multiple modalities		
Voice Principle	Clear and engaging voice narration		

	Tone and pace suitable for audience comprehension		
Image Principle	Selection of relevant and high-quality images		
	Integration of images to enhance understanding		
Personalization Principle	it is personalized and focused on the user		
	Avoid formal language and instead use a conversational tone		
Multimedia Principle	Integration of words and graphics for enhanced understanding		
	Use of multimedia elements to supplement text-based information		

## الملخص

إن الغرض الرئيسي من تعليم وتعلم اللغة الإنجليزية هو تعزيز القدرة على استخدام هذه اللغة في سياق التواصل، ومن هنا تهدف هذه لدراسة إلى تأكيد فرضية البحث التي تفترض أن تطبيق مبادئ ماير للوسائط المتعددة في اللغة الشفهية العرض في قسم جامعة خنشلة. يتم إجراء دراسة الحالة باستخدام LMD التقديمي فعال لطلاب السنة الأولى في اللغة الإنجليزية الطريقة النوعية وتتكون العينة من عرضين شفهيين في قسم جامعة خنشلة. تم اختيار الملاحظة الصفية كأداة مناسبة والتي يتم إجراؤها بناءً على معايير محددة من أجل ملاحظة ردود أفعال المشاركين تجاه المعاملة وتفاعل الجمهور. وتؤكد النتائج فرضية البحث التي تشير إلى أن استخدام مبادئ ماير للوسائط المتعددة في العرض الشفهي يوفر إطار عمل لتصميم عرض تقديمي فعال للوسائط المتعددة يعمل على تحسين العروض الشفهية والأداء للطلاب ويقلل من قلقهم أثناء التحدث، ويخلق صيلاً منظمًا جيدًا يعزز مشاركة الجمهور وفهمه والاحتفاظ به.