

**Effectiveness of PechaKucha in Developing Student
Teachers' Presentation Skills**

Hager Gamal Ahmed Labib al-Tonsi

Lecturer of English Curriculum & Instruction (TEFL)
Faculty of Education, Arish University

Abstract

The present research sought to determine the effectiveness of PechaKucha technique in developing Arish Faculty of Education English majors' presentation skills. The participants of the research were 30 second year students and the quasi experimental one group pretest post test design was used. A pre- post observation checklist, reflection reports, and four PechaKucha sessions on presentation skills were administered to the participants. Results showed that PechaKucha had a huge effect size (6.63) in developing English majors' presentation skills, and students enjoyed using it in their presentations.

Keywords: PechaKucha, presentation skills, and English majors

Effectiveness of PechaKucha in Developing Student Teachers' Presentation Skills

Hager Gamal Ahmed Labib al-Tonsi

Lecturer of English Curriculum & Instruction (TEFL)

Faculty of Education, Arish University

Introduction

Simona (2015) refers to the importance of developing university students' presentation skills within the English language classes. Presentation skills improve students' future careers by developing their language competence, communication skills, confidence, and motivation. Delivering oral presentations encourages students to use English correctly and fluently in various contexts. Tuan and Neomy(2007) add that oral presentations are commonly used in foreign language classes and tests. For instance, The International English Language System Test (IELTS) requires a two- minute oral presentation. Oral presentations are challenging since they require immediate language processing.

Ritchie(2016) highlights that oral presentation skills are necessary for professional careers. Presentation skills needed for university students should focus on content, organization, and delivery aspects. Designing the title, introduction, body, and conclusion of presentations are major content components. Organization includes skills related to appropriate number and order of the PowerPoint slides, consistency of size and color of the fonts used, and the amount of text per slide. Delivery involves correct use of grammar, spelling, and vocabulary; maintaining eye contact; using clear and concise speech; and varying the speed, volume, and intonation of sound.

Since Microsoft PowerPoint was invented in 1985, it has been commonly used in education (Hardin, 2007). PowerPoint is a method of presentation design having rules to be followed by everyone. Presenters are advised to be concise in preparation, simple in design, and focused in delivery (Reynolds, 2008). Students like incorporating new technology into classroom and enjoy pictures and animations in PowerPoint presentations (Clark, 2008).

Pagan-Melendez (2011) compared the learning outcomes of 20 first-year English as a second language (ESL) class taught with PowerPoint presentations, the experimental group, to a similar 20 first-year ESL class taught with the traditional method, the control group. The study was conducted at the American University of Puerto Rico. A pre /post-test was administered to the two groups. Results of post testing revealed that the mean score was higher in the experimental group than the control one. An attitude questionnaire was administered to the experimental group at the beginning and end of the study. Results of the questionnaire revealed that students' views on the benefits of PowerPoint presentations, such as engagement and clarity of instruction, were improved.

Klentzin, Paladino, and Devine (2010) and Beyer (2011) state that PechaKucha is one of the latest styles of PowerPoint presentation techniques. It is a fast-paced presentation style that forces students to focus on their message with automated 20-second slides. Barker (2011) mentions that knowledge creation theory is the rationale of PechaKucha presentation technique, especially Nonaka's (1994) model of socialization, externalization, combination, and internalization(SECI). Nonaka (1994) asserts that knowledge creation is a personal- social

process. Though knowledge is created by people individually, it becomes explicit in a social context.

In brief, presentation skills are essential for student teachers' future careers. PowerPoint presentations are often used in EFL classes and most students have positive attitudes towards them. PechaKucha technique improves the efficiency of PowerPoint by limiting the duration of each slide, 20 second per slide, to allow more time for discussion. PechaKucha is based on Nonaka 's knowledge creation theory since the presenter offers his personal knowledge and new collective knowledge is created by exchanging information in the question session following the presentation.

Review of Literature and Related Studies

PechaKucha

Gries and Brooke (2010), Brown (2007), and Nichani (2014) define PechaKucha as a contemporary form of presentation design and delivery. It consists of 20 slides for 20 seconds each and the message is delivered in six minutes and 40 seconds. PechaKucha is derived from the Japanese language and was first introduced by Astrid Klein and Mark Dytham in Tokyo 2003.

Klentzin et al. (2010) used a post-test experimental design to determine the effectiveness of PechaKucha presentations compared to traditional untimed PowerPoint-enhanced lectures on developing students' achievement scores on plagiarism topics. Participants were 261 first year students at Robert Morris University in Pennsylvania. They attended 20 librarian-plagiarism sessions. The results of this study revealed that

PechaKucha was an effective classroom teaching technique that encouraged instructors to focus on the relevant information during the strictly timed presentation. Statistical analysis of students' scores on the achievement test revealed that the experimental group outperformed the control one.

The findings of the study of Gries and Brooke (2010) revealed that using PechaKucha in the critical research and writing course for second year students at Syracuse University in New York improved their writing and argumentation skills. Students were able to use different research skills to design full drafts of written arguments. Data analysis of students' reflections and teachers' observations highlighted that students were encouraged to avoid reading from a script, move from behind the podium, keep the lights on, and make emotional connection with the audience.

PechaKucha reflects knowledge creation theory, especially Nonaka's (SECI) model. Von- Krogh (2009) clarifies that knowledge is created through phases extending from the individual to the collective level. Personal knowledge enables students to think, interact, and share experience with others. It is a prerequisite of collective knowledge creation. Koa and Wub (2016) add that knowledge creation depends on the process of generating new knowledge through the accumulation and integration of existing knowledge.

Auernhammer and Hall (2014); Nonaka, Krogh, and Voelpel (2006); and Hong (2011) explain the four stages of Nonako's SECI model. Socialization means that knowledge is created through social interaction. It involves a strong desire to interact with others. Externalization

indicates that knowledge is articulated into a tangible format. It includes converting abstract ideas into concrete forms of information through text, symbols, demonstration, comparison, and experimentation. Combination means that pieces of knowledge are combined to create new knowledge through exchanging ideas and thoughts with others. Internalization means reflecting on the experience and integrating other's ideas with personal ones.

Barker (2011) maintains that PechaKucha regulates the presentation technically and ensures the creation of a common ground of knowledge. PechaKucha reflects Nonaka's SECI model. Socialization is related to planning the presentation to deliver the message clearly. Externalization occurs when the presentation is delivered and implicit knowledge becomes explicit. Combination of knowledge is achieved in the discussion following the presentation. Finally, internalization means reflection on the explicit knowledge shared during the presentation.

Chou, Min, Chang, and Lin(2010) illustrate the role of instructors when teaching PechaKucha presentation technique within the SECI model. Instructors encourage students to brainstorm and cooperate with others while planning their presentations in the socialization phase. In the externalization phase, instructors offer modeling and help in converting tacit knowledge into explicit. The combination phase involves using a systematic approach to analyze and evaluate information shared in the question session following the presentation. Internalization means encouraging students to learn by observing others to identify best practices.

Murray (2007) and Weinschenk (2012) add that PechaKucha can be used in brainstorming and training sessions. Atherton and Bridges (2011) confirm that PechaKucha improves the quality of oral presentations. Its constraints require deep consideration of slide design and narrative and lead to dynamic presentations. PechaKucha requires practice and self assessment from the part of the presenter. Presenters are advised to record and assess their presentations to achieve the 20×20 requirements.

Gwee and Toh-Heng (2014) examined the effectiveness of using video review in student learning of English oral presentations. Participants were 40 students from Grade 11 at a high school in Singapore. They were equally divided into an experimental and control group. Students in the experimental group were asked to form four member teams. Each team delivered a presentation and recorded it to be reviewed before the final presentation. Analysis of the observation checklist revealed that students in the experimental group who assessed their videotaped presentations outperformed their peers in the control group in terms of fluency, clarity of speech, audience awareness, and response to questions.

Ritchie (2016) investigated the effect of self-assessment of video recorded PowerPoint presentations on the development of students' presentation skills. Participants were 39 students enrolled in The Professional Communication class at a US public university. They were assigned to a control group (19 students) and an experimental one (20 students) during the second semester of the academic year 2013-2014. Participants were asked to give two presentations on any topic. The experimental group had to self- assesses their recorded videos in light of specific rubrics before giving final presentations. In contrast the control

groups gave their final presentations without assessing themselves. Findings revealed that the experimental group offered high-quality presentations compared to their peers in the control group: The content explanations were better, timing was more accurate, and speaking style was clearer.

Metcalf, Layton, and Goslin (2016) highlight the benefits of Pechakucha. It ensures concise presentations due to the restricted number of slides and limited speaking time per each slide. Pechakucha requires 20 slides or less per presentation. Practice is the key to succeed in delivering the message within the allotted time. Students make better eye contact with their audience because they know the content of their presentations and do not need to look at notes or slides. Nichani (2014) adds that PechaKucha format keeps presentations concise and fast-paced. Slides advance automatically while the presenter talks. Rossiter et al.(2010) conclude that PechaKucha assists in developing students' critical thinking because they decide which information to present. It increases students' fluency and content knowledge as a result of continuous practice.

Since PechaKucha presentations are often followed by a question session, Barker (2011), Pincus (2006), and Wallwork(2010) offer presenters the following pieces of advice. Presenters should not permit one attendee to ask many questions or make lengthy comments. Further, they should maintain eye contact with the questioner while asking, answer the whole audience, and avoid private conversations.

In sum, PechaKucha is a presentation technique that depends on PowerPoint slides to convey a clear precise message. PechaKucha presentations include 20 slides, or less, that are automatically changed after 20 second per each. The PowerPoint presentation is followed by a question session. According to Nonaka's (SECI) model of knowledge creation, PechaKucha presentations include four main steps: socialization, externalization, combination, and internalization. Socialization is related sharing experience with others to design the presentation. Internalization means converting abstract knowledge into words, figures, photos, and shapes to express the message. Combination refers to integrating the personal knowledge of the presenter with other's knowledge. Internalization reflects forming new collective knowledge in light of information offered in the question session.

Presentation Skills

Sukitkanaporn and Phoocharoensil (2013) maintain that presentation skills taught to university students should tackle four main aspects: Content, delivery, poise, and PowerPoint slides. Content involves using attractive opening, offering overview of the content to be delivered, using linking words, providing clear information, summarizing key points, following the time limits, and answering questions clearly. Delivery includes clear pronunciation, appropriate pace and volume, varied intonation, and appropriate language. Poise requires professional look, eye contact, body language, and confidence. PowerPoint slides should be simple, clear, and visually appealing. The font size should be large, font colors should contrast with the background. Finally, the background should be consistent through the presentation.

According to Anderson and Mohrweis (2008), university students should master the following presentation skills. Organization reflected through understanding of the topic with logical flow of information. Delivery characterized by enthusiasm, confidence, and engagement in addition to accurate answers to questions. Projection expressed via appropriate use of pace, volume, and enunciation. Non-verbal communication skills revealed via effective use of eye contact, gestures, and movement. Appearance reflected in professional attire. Finally, clear, simple, and accurate PowerPoint slides to facilitate the delivery.

Bower, Moloney, Cavanagh, and Sweller (2013) tried to compare between two different models of assessing pre-service teachers' presentation performance: The Modes of Communication and the Constructed Impression models. The Modes of Communication model included voice, body language, words, and alignment between them. The Constructed Impression model emphasized confidence, clarity, engagement and appropriateness. Participants were 41 pre-service teachers enrolled in language, math, and technology programs at a School of Education in Australia. They were divided into two experimental groups and a control one. One experimental group received instruction on Modes of Communication model, the other depended on the Constructed Impression model, and the control group received no treatment. Each student delivered four presentations in the academic year of 2010. Results demonstrated that both models of presentation assessment provided valid means of assessing pre-service teacher communication competencies. Findings indicated the contribution of voice, body language, words, and alignment between them to the perceived confidence, clarity, engagement and appropriateness of the pre-service teacher presentations.

Mesko (2013), Pincus (2006) , and Wallwork (2010) advise presenters to arrive early, dress appropriate attire based on the situation and audience, walk confidently, look at the audience, have a positive attitude, check out the equipment and room of presentation, be brief, and make backup copies. Mandel (2000) and Peery (2011) highlight that presenters need to use active voice to communicate clearly. They should use time wisely, target as much senses as they can, and stand confidently without blocking the slides.

Haynes (2007) adds that presenters should vary their speaking positions in order to establish eye contact and rapport. Wallwork (2010) clarifies that presenters should stand in a different position once every two or three minutes to avoid focusing on one section of the audience. Johnson and McElroy (2010) suggest that presenters should stand straight and relax their shoulders. They should move among the audience as they speak without pacing back and forth which shows anxiety. Weinschenk (2012) concludes that if the presenter is in a culture that reads left to right, s/he should stand at the left of the screen.

Further, Wallwork (2010) and Weinschnek (2012) encourage presenters to vary the pitch and speed of their voice, wear dark colors, and neither cross hands nor put them in pockets. Women should use accessories wisely and avoid excess in dress and appearance. Light colors and lots of accessories distract the audience.

Concerning facial expressions, Wallwork (2010) suggests that presenters should maintain eye contact with the audience. Barker (2011) asserts that people speak more with their eyes than with their voice, that is why presenters should include the audience with their eyes. Weinschenk (2012) concludes that eye contact conveys the presenter's interest and attention. Johnson and McElroy (2010) mention that they

need to speak with authority and humility. Pincus (2006) asserts that presenters should be generous with smiles and avoid frowns.

For audience mapping and analysis, Mandel (2000), Pincus (2006), and Peery (2011) state that presenters should analyze their audience in light of their needs and knowledge levels. They should avoid using difficult technical language and abbreviations. They also should control the audience and prevent any digression. They should tell the audience what is in the presentation for them and state the sub-points to develop supporting ideas.

As previously mentioned, presenters should analyze their audience's needs, arrive early, check the equipment needed for presentation, vary their tone, leave the podium, wear dark colors, talk enthusiastically, smile, prevent digression, and use time wisely. Simplicity and confidence are the key elements for a successful presentation. Using different sound pitches attracts audience's attention. Also, varying the speaking tone enables presenters to avoid monotony.

Barker (2011) asserts that presenters should stick to $6 \times 6 \times 6$ rule which means that the slide should not include more than six lines, each line should not include more than six words, and the text should be visible on a laptop screen from a distance of six meters. The aim of using slides is helping presenters without substituting them. Weinschenk (2012) justifies that the goal is to have the minimum possible number of words and slides. Wallwork (2010) adds that slides should support the presenter by offering written or graphical formats. Consequently, Petty (2009) emphasizes that the slides should not display scripts for presenters to read.

Hertz, Kerkhof, and Woerkum (2016) studied the relation between presenters' speaking anxiety and number of words used in PowerPoint slides. Participants were 97 academic scholars of social sciences at three Dutch universities. They were asked to upload their latest conference PowerPoint presentations and fill in an online questionnaire about speaking anxiety. Data analysis revealed that anxious presenters used PowerPoint slides, with more than the advised 36 words per slide, as speaking notes. Researchers recommended that presenters should be trained to overcome their speaking anxiety by minimizing the number of words per slide.

Alley (2009) mentions that research suggested that using a single brief sentence on a slide can improve retention over sentence fragments or large amounts of text. Hence, Simona (2015) asserts that a good presenter relies on presentation skills rather than the PowerPoint slides. Slides show keywords, graphs, diagrams, charts, or statistics to be explained. Also, a good presenter maintains eye-contact with the audience, rehearses the presentation in advance, uses body-language wisely, and keeps motions under control.

Concerning the presentation organization, Harmon and Gross (2010) suggest that presenters should begin their presentation with a slide that contains the title and name of the presenter. The main body of the presentation should include more than two slides. The conclusion should reiterate the main points and recommend future actions. Wallwork (2010) adds that presenters should make sure that the title has the same color, font, and font size, and is neither too technical nor too long for the audience. They can use a two-part title to attract audience and should delete relative pronouns and linking words from the title. They should

also delete redundant slides, simplify complicated ones, make sure that each slide tackles one idea, and use verbs rather than nouns to make the sentences short and dynamic.

Petty (2009) emphasizes the principle of consistency of colors used in a presentation. The same color should be used for the same purpose throughout the presentation. It is further added that presenters should avoid red, overuse of gimmicks – slide transition animations, and complex background designs as they distract the audience. Finally, they should use an easy-to-read font, such as Arial or Helvetica. Peery (2011) asserts that the background should be white or black without any special features. If the background is black, the following colors can be used: white, yellow, bright green, or aqua blue. In contrast, if the background is white, black or blue can be used.

Yilmazel-Sahin (2007) investigated students' views on the use of PowerPoint presentations in teacher education programs. Participants were 304 students randomly selected from four higher education institutions in Maryland , USA. They were at different levels of undergraduate and graduate degrees. Results of semi-structured interviews and a questionnaire revealed that participants perceived PowerPoint to be a useful learning and teaching tool. They further perceived the accompanying PowerPoint handouts to be materials for active learning. Nelson (2014) examined the views of elementary and secondary student teachers on the use of PowerPoint in lectures. Participants were 29 undergraduates at Alberta University, USA. The study depended on a survey research design. Results of the administered questionnaire revealed that students enjoyed classes taught using PowerPoint presentations as part of lectures.

Pincus (2006) states that presenters should end their presentation with a closing statement that the audience can remember. Wallwork(2010) emphasizes that the final slide should give useful information. Barker (2011) adds that since the final impression is as important as the first one, presenters may either thank the audience for their attention or start a question session.

Aryadoust (2015) concludes that university students need to be aware of different components of oral presentations, such as content skills in addition to verbal and non verbal communication skills. Content skills involve the use of interesting opening, convincing main and supporting ideas, suitable link between sections of the presentation, strong conclusion, and clear answers to students' questions. Verbal language skills refer to correct grammar, appropriate vocabulary, correct pronunciation, and varied pitch and tone. Non verbal language skills include enthusiasm, confidence, professional appearance, meaningful gestures, time management, and professionally designed PowerPoint slides.

Bankowski (2010) examined the effect of offering presentation skill training included in the course of English for Academic Purposes. The training ran for 15 minutes in each session of the course of English for Academic Purposes. The course was delivered along the two semesters of the academic year. Participants were 14 first year students enrolled in Arts and Social Sciences program at a university in Hong Kong. They were asked to give two 15 minute presentations on different topics: one at the beginning of the academic year and the other by its end. Results of

analyzing students' oral presentations revealed that all students showed an increase in their overall use of organization, content, and delivery skills. It was concluded that offering training programs on oral presentation skills, enabled university students to acquire both the skills and confidence required for successful career.

Mohammad (2016) investigated the effect of a multimodal program in developing classroom oral presentation skills and enhancing language confidence of second year English majors at an Egyptian university. Participants were 60 students divided into a control group (n=30) and an experimental one (n=30). The experimental group received the multi-modal program for an academic semester, four hours a week, while the control group did not receive any treatment. Instruments were a pre-post oral presentation test and the Language Confidence Scale. Statistical analysis indicated that there was a statistical difference between mean scores of the study groups in the post administration of the instruments. Thus, the multi-modal program was effective in developing second year English majors' classroom oral presentation skills and enhancing their language confidence.

Hence, presenters use slides to show graphs, key points, or pictures that enhance their presentations. When texts are used, each slide should not contain more than six lines with six words each. The slide design should be simple without gimmicks. The text colors should be consistent through the presentation. The red color should be prevented and contrast between the colors of background and text should be clear. Presenters should neither talk to the slides nor read from them. They also should

move without blocking the slides. Each presentation should have an introduction, body, and conclusion.

PechaKucha & Presentation Skills

De Grez, Valcke, and Berings (2010) state that the assessment of presentation skills usually focuses on content , delivery, or both. Content includes introduction, structure, and conclusion. Delivery means public contact, enthusiasm, eye contact, speech, body language, and PowerPoint slides. Nichani (2014) asserts that PechaKucha is a modern technique of presentation design and delivery. Different linguistic and functional presentation skills are implicitly developed to offer the clear concise message in light of PechaKucha considerations.

Reynolds(2012) highlights common problems found in oral presentations: unclear openings, content delivered too quickly, heavy text on slides, and audience disengagement . PechaKucha solves such problems by technically organizing the oral presentation. There is an opening, body, and conclusion for each presentation. Each slide shows hints, figures, photos, or key sentences to be delivered within 20 seconds. Finally, the presentation finishes after six minutes and forty seconds and the remaining time is devoted for a question session that engages students and clear misunderstanding.

Beyer (2011) examined whether PechaKucha enhanced the quality of students' presentations, as compared to traditional PowerPoint ones. Participants were 31 undergraduate students (25 females and 6 males) at Dominican University in California, enrolled in two undergraduate Developmental Psychology courses. They were randomly assigned to a

control and experimental groups. Data analysis of the observation checklist revealed that PechaKucha presentations were rated higher than traditional PowerPoint ones. Findings indicated that PechaKucha improved the quality of students' presentations by limiting presentation time without decreasing content. Students focused on the message because the time frame per slide was limited and there were many slides in a short period of time.

Atherton and Bridges (2011) used PechaKucha to improve the quality of students' presentations. Ten Psychology students at the University of Central Lancashire in United Kingdom were given an introductory demonstration of PechaKucha and a workshop to develop their understanding of narrative structure, visual aid design, and slide timing before delivering their presentations in class. Students' responses to PechaKucha technique were assessed using a Likert scale questionnaire. The findings revealed that students felt that the short presentation saved time for questions and discussion. Thus, PechaKucha enabled students to develop better understanding of the topic compared to traditional presentations.

In brief, the use of Pechakucha offers many advantages. It improves students' achievement since instructors focus on the essential content. It develops students' fluency and self confidence as they have to practice a lot to fulfill its requirements. In addition, Pechakucha develops students' critical thinking as they have to assess the content to determine the items to be presented. Instructors are forced to communicate the message quickly and clearly without digression. Thus, there is time to answer students' questions and clarify any misunderstanding. PechaKucha is

considered a presentation technique that revitalizes the use of PowerPoint in education and force instructors to stick to professional aspects of presentation, like content, delivery, and question session. Content and delivery are offered within the 20×20 requirements. Fluency , accuracy, and other linguistic presentation skills are implicitly developed when using PrchaKucha.

Context of the Problem

Al-Shara'h (2007), Cristian and Densia (2014), and Venkta and Krishna (2012) state that oral presentation skills are essential for English Language teachers. They are required to communicate clearly and confidently with their students to improve the quality of their teaching. They need to develop their digital skills as the inclusion of such skills in teaching changes the teacher-student relationship. Thus, pre-service teachers should receive training courses on oral presentation skills. Idrus (2016) confirms that presentation skills are assets for English language majors. Graduates with good presentation skills have better chances in career advancement than others.

Effective presentations do not only allow teachers to reflect their knowledge but also enable them to convince others, achieve their goals, and succeed in their careers (Simona, 2015). Smith and Sodano (2011) and Sukitkanaporn and Phoocharoensil (2013) suggest that university academic programs should offer courses on presentation skills to improve students' professional competence.

The document of Faculties of Education was issued by the National Association for Quality Assurance and Accreditation in May 2015. It states that student teachers should master presentation skills and have the ability to use different instructional technology tools in their teaching. To

the researcher's best knowledge; there is a paucity of research investigating Pechakucha in developing EFL student teachers' presentation skills.

The researcher has monitored the teaching practice of EFL student teachers at Arish Faculty of Education for many years. Observation of their performance in classrooms revealed that they were not aware of different oral presentation skills. Further, the researcher interviewed 20 fourth year EFL student teachers in the second term of the academic year 2013/2014. Students revealed that they did not receive practice on oral presentation skills. The researcher suggests that presentation skills can be included in the Micro Teaching course taught to the second year students to prepare them for their future teaching practice.

Statement of the Problem

The problem could be summarized as follows:

EFL student teachers at Arish Faculty of Education have difficulty in teaching because they do not receive training on oral presentation skills. Hence, this research attempts to use PechaKucha technique to develop their oral presentation skills through providing an answer to the following main question:

What is the effectiveness of PechaKucha technique in developing EFL student teachers' presentation skills?

In answering this main question, the following sub-questions were also answered:

- 1-What are the presentation skills appropriate to EFL student teachers at Arish Faculty of Education?
- 2-What are the features of PechaKucha based sessions that aim at developing EFL student teachers ' presentation skills?

3-To what extent does PechaKucha affect students' performance in the Micro Teaching course?

Research Hypotheses

The research tried to test these hypotheses:

1-There was a statistically significant difference between the mean scores of the research group at (0.01) level in the overall presentation skills on pre and post observation in favor of post observation.

2- There was a statistically significant difference between the mean scores of the research group at (0.01) level in the skill of designing PowerPoint slides on pre and post observation in favor of post observation.

3- There was a statistically significant difference between the mean scores of the research group at (0.01) level in the skill of delivering content on pre and post observation in favor of post observation.

4- There was a statistically significant difference between the mean scores of the research group at (0.01) level in the skill of managing the question session on pre and post observation in favor of post observation.

5- There was not a statistically significant difference between the mean scores of the research group at (0.01) level in the overall presentation skills on post and follow up observation.

Research Purpose

The purpose of this research was to examine the effectiveness of PechaKucha technique in developing EFL student teachers ' oral presentation skills.

Research Significance

The significance of the research could be summarized in the following:

- 1- Developing the presentation skills of the English majors at Faculties of Education.
- 2- Responding to recent international trends in integrating technology into teacher preparation programs.
- 3- Paving the way to other studies either on PechaKucha technique or presentation skills in light of the findings and recommendations of this research.

Research Delimitations

Several delimitations were identified in this research:

- 1- Participants were delimited to the second year EFL student teachers, from the general section, at Arish Faculty of Education.
- 2- The second term of the academic year 2013/2014; from February 19 to April 2, 2014.
- 3- The following three presentation skills: designing PowerPoint slides, delivering content, and managing the question session.

Definition of Terms

Pechakucha

For the purposes of this research, Pechakucha referred to a modern technique of designing and delivering oral presentations. Automatic advanced PowerPoint slides, 20 slides or less, were presented in 20 seconds for each.

Presentation skills

In this research, presentation skills were the skills targeted in PechaKucha based sessions: designing PowerPoint slides, delivering content, and managing question sessions. They were used to offer clear, accurate, and concise oral presentations within the limitations of PechaKucha technique.

Methodology

Research Design

The research design used in this research was the quasi-experimental one independent group pretest- posttest design.

Participants

Participants were 30 second year female student teachers of EFL, from the general section, at Arish Faculty of Education. They were randomly selected to participate in the study. Their age ranged between eighteen and nineteen years old. They received training on oral presentation skills using PechaKucha technique as part of the Micro Teaching course.

Instrumentation

Observation Checklist

The items of the checklist were suggested by related studies and literature previously discussed, such as Sukitkanaporn and Phoocharoensil (2013), Anderson and Mohrweis (2008), Barker (2011), Hertz, Kerkhof, and Woerkum (2016), Simona (2015), Aryadoust (2015), and Bankowski (2010).

Purpose of the Checklist

The purpose of the checklist was to measure the presence or absence of presentation skills. It provided profiles of EFL student teachers' oral presentation skills.

Construction of the Checklist

The checklist consisted of three main aspects of oral presentation skills: Designing PowerPoint slides, delivering content, and managing the question session.

First, designing PowerPoint slides

It referred to effective use of PowerPoint slides to assist student teachers' oral presentations. It included the following:

- Each slide tackles one idea.
- Slides show hints.
- There is consistency of colors through slides.
- The fonts used in slides are easy-to-read.
- The presentation begins with a slide that contains the title and name of the presenter.
- The introduction attracts the audience's attention.
- The main body of the presentation offers clear explanation of the topic.
- The conclusion reiterates the main points.

Second, delivering content

It was related to student teachers' performance while conveying the messages included in their oral presentations. Student teachers should consider these skills:

- The student teacher wears appropriate clothes
- S/he does not read from the slides.
- S/he has a positive attitude.
- S/he stands confidently.
- S/he does not block the slides.
- S/he varies his/ her speaking positions.
- S/he varies the pitch of his/her voice.
- S/he maintains eye contact with the audience.

Third, managing the question session

It involved the skills needed to encourage the participation of the attendees to share information and clarify misunderstanding. It included the following skills:

-The student teacher invites for a question session by the end of presentation.

-S/he takes different rounds of questions

-S/he does not permit an attendee to dominate the session.

-S/he avoids private conversations while answering the questions.

-S/he paraphrases unclear questions.

-S/he answers the questions accurately.

Validity of the Checklist

In order to examine content validity of the checklist, it was introduced to experts who were gently asked to:

- Determine the oral presentation skills of EFL suitable for student teachers at Arish Faculty of Education.
- Suggest any additional skills that need to be included in the checklist.

Experts' recommendations and suggestions were followed, and the checklist was modified in its final version in appendix (1).

Reliability of the Checklist

The checklist was piloted on 20 second year EFL student teachers, from the basic section, at Arish Faculty of Education. Students were previously asked to design PowerPoint presentations to be delivered on 19 February 2014. Three observers filled in the observation checklist. The reliability of the observation checklist was proven through using Cronbach's Alpha. The reliability co-efficient value was (0.606) which is considered a decent estimate of reliability.

Administration of the checklist

The researcher asked two of her colleagues to voluntarily assess students on their presentation skills to avoid bias. Student teachers were assessed on designing PowerPoint slides, delivering content, and managing the question session. The observation checklist was administered twice on 19 February 2014 and by the end of the study on 2 April 2014. The observers selected from a five-point Likert-type scale, ranging from strongly agree to strongly disagree, the responses that best describe student teachers' oral presentation skills.

PechaKucha based Sessions

In light of the review of literature and related studies, the sessions were designed. The objectives of the sessions were as follows:

- 1- Develop English majors' presentation skills: designing PowerPoint slides, delivering content, and managing the question session.
- 2- Enhance the confidence level of English majors at Faculties of Education in using new technological presentation technique in their future career.
- 3- Encourage English majors to interact with PowerPoint presentations by asking questions to the presenter.

Session Description

The four sessions were based on PechaKucha technique, 20 PowerPoint slides were delivered in 20 seconds for each one and the remaining time was devoted to questions. The sessions were included in the Micro Teaching course since Micro teaching advocates the practice of one skill at a time and the duration of each lesson is reduced to 5-10 minutes. The Micro Teaching course includes two sections: the first section depends on the lecturer who is supposed to orient students with different teaching skills and the second one offers students opportunities

to apply such skills in simulated teaching situations. A preliminary orientation session on PechaKucha was followed by three sessions tackling these three main presentation skills: Designing PowerPoint slides, delivering content, and managing the question session. Each session lasts for two hours and the researcher gave a PechaKucha presentation in each hour. These four PechaKucha based sessions ran from February 19, 2014 to April 2, 2014. For more information, kindly see appendix(2).

Reflection Report

Participants were asked to write reflection reports to describe their experience when using PechaKucha. They described how the use of PechaKucha developed their presentation skills (Please refer to Appendix 3).

Procedures

In the first session, on 19 February 2014, the researcher discussed the course prescription and asked students to design a PowerPoint presentation on any activity adopted from preparatory stage English language books. In the second session, participants gave their presentations. The observation checklist was pre-administered to the three observers to assess participants' presentation skills.

Then, the researcher used PechaKucha technique in four consecutive sessions. On 5 March 2014, a preliminary orientation session on the importance of including PowerPoint in TEFL was delivered to the participants. It was followed by three weekly sessions targeted these three main presentation skills: Designing PowerPoint slides, delivering content, and managing the question session. In the 2nd of April 2014, participants were asked to present the topic previously presented using PechaKucha technique. The same three observers assessed the presentations and

participants were asked to write reflection reports. After seven weeks, participants' presentation skills was assessed in the final teaching situation of the Micro Teaching course to follow up the effectiveness of PechaKucha technique.

Data Analysis

Data analysis was conducted using the Statistical Package for Social Science (SPSS), Version 16. Both descriptive statistics (means and standard deviations) and inferential statistics (t- test) were used in data analysis.

Results

In this section, results are presented in terms of the research hypotheses.

- **Hypothesis One**

There is a statistically significant difference between the mean scores of the research group at (0.01) level in the overall presentation skills on pre and post observation in favor of post observation.

To test this hypothesis, the **one dependent sample "t" test** was used to calculate the differences between the means of the pre and post scores of the three observation checklists. Then, the calculated "t" value was compared to the tabulated one (2.75). The following table summarized the "t" value for the observation checklist.

Table 1: "t" Value for the Observation Checklist

Test	N	Mean	Std. Deviation	df	T-Value	Sig.	Result
Pre	30	31.73	4.65	29	17.85	0.00	Significant at the 0.01 level (2-tailed)
Post		51.5	3.88				

As displayed in the above table, the calculated "t" (17.85) was higher than the tabulated one (2.75), consequently the first hypothesis was accepted.

The effect size (d) of Pechakucha technique was calculated to show the statistical significance of its use in developing participants' presentation skills. Eta square (η^2) was calculated using "t" value for the differences between means, and interpreted according to the reference table:

Table 2:Effect Size Reference Table

D	Effect Size		
	Small	Medium	Large
	0.2	0.5	0.8

Effect size for the Pechakucha technique was summarized in the following table:

Table 3: The Effect Size for the PechaKucha technique

Degrees of Freedom <i>df</i>	T - Value	D - Value	Effect Size
29	17.85	6.63	Huge

It was obvious that the (d= 6.63) value was huge as it was higher than (d=0.8) in the reference table. Thus, PechaKucha had a huge effect size on English majors' presentation skills.

- **Hypothesis Two**

There is a statistically significant difference between the mean scores of the research group at (0.01) level in the skill of designing PowerPoint slides on pre and post observation in favor of post observation.

The “t” value for this skill was presented in the following table:

Table 4: "t" Value for the Skill of Designing PowerPoint Slides

Test	N	Mean	Std. Deviation	df	T-Value	Sig.	Result
Pre	30	11.37	2.13	29	15.8	0.00	Significant at the 0.01 level (2-tailed)
Post		19	1.55				

The calculated "t" (15.8) was higher than the tabulated one (2.75), so the alternative hypothesis was accepted.

- **Hypothesis Three**

There is a statistically significant difference between the mean scores of the research group at (0.01) level in the skill of delivering content on pre and post observation in favor of post observation.

The "t" value for this skill was shown in the following table:

Table 5: "t" Value for the Skill of Delivering Content

Test	N	Mean	Std. Deviation	df	T-Value	Sig.	Result
Pre	30	11.1	2.04	29	9.34	0.00	Significant at the 0.01 level (2-tailed)
Post		16.8	2.82				

The calculated "t" (9.34) was higher than the tabulated one (2.75), hence the hypothesis was accepted.

- **Hypothesis Four**

There is a statistically significant difference between the mean scores of the research group at (0.01) level in the skill of managing the question session on pre and post observation in favor of post observation.

The "t" value for this skill was highlighted in the following table:

Table 6: "t" Value for the Skill of Managing the Question Session

Test	N	Mean	Std. Deviation	df	T- Value	Sig.	Result
Pre	30	9.27	2.08	29	14.01	0.00	Significant at the 0.01 level (2-tailed)
Post		15.7	1.26				

The calculated "t" (14.01) was higher than the tabulated one (2.75), that is why the hypothesis was accepted.

• **Hypothesis Five**

There is not a statistically significant difference between the mean scores of the research group at (0.01) level in the overall presentation skills on post and follow up observation. The "t" value for the follow- up observation was highlighted in the following table:

Table 7: "t" Value for the Follow- up Observation Checklist

Test	N	Mean	Std. Deviation	df	t- Value	Sig.	Result
Post	30	51.50	3.88	29	2.54	0.01	Not significant at any level (2-tailed)
Follow-up		50.17	4.061				

The calculated "t" (2.54) was less than the tabulated one (2.75), that is why the hypothesis was accepted.

Discussion of Findings

Statistical analysis of the data obtained revealed the effectiveness of PechaKucha technique in developing presentation skills for sophomore English majors at Arish Faculties of Education was clear. The effect size value for the PechaKucha technique (d=6.63) was higher than (d=0.8),

the large value in the effect size reference table. Also, the calculated "t" value for each presentation skill was higher than the tabulated "t" value (2.75). The follow-up administration of the observation checklist revealed the transferring of presentation skills to participants' teaching performance. The "t" value for the follow-up overall presentation skills (2.54) were less than the tabulated "t" value (2.75).

As revealed in participants' reflection reports, they enjoyed learning different presentation skills since they knew their importance for their careers. They felt confident as they practice a lot to achieve the requirements of PechaKucha. They avoided reading from slides and conveyed the message within the time limit of each slide. They prepared the slides without filling them with the whole content of presentation. Finally, the question session included in each presentation enabled them to interact with each other.

After seven weeks, when students were assessed by the end of the Micro Teaching course, they integrated the skills taught in the PechaKucha sessions into their teaching performance. They used PechaKucha technique when designing the PowerPoint slides. They dressed formally, used body language wisely, and answered the questions accurately. They smiled, maintained eye contact, moved around the audience, and spoke with confidence. They showed positive attitudes towards the topics taught and encouraged their colleagues to interact with them. The simulated teaching situations were dynamic.

The results reported in this research coincided with those of Mohammad (2016) who concluded that offering training on oral

presentation skills developed such skills among second year EFL student teachers and increased their confidence. The results were also similar to those of Bankowski (2010) who emphasized that offering training on oral presentation skills for university students enabled them to master the skills.

Further, results were in line with those of Beyer (2011) who maintained that PechaKucha enhanced the quality of students' presentations by limiting presentation time without decreasing content. Finally, the research results affirmed those of Atherton and Bridges (2011) who revealed that PechaKucha enabled students to develop better understanding of the topic, compared to traditional presentations, by offering time for discussion and questions.

Suggestions for Further Research

In light of the results drawn from this research, the followings are suggestions for future research:

- 1- Replicating the same study on different participants.
- 2- Examining teacher's perceptions towards using PechaKucha technique in EFL.
- 3- Studying the effect of learners' technology preferences on their attitudes towards using PechaKucha technique in teaching.
- 4- A comparative study on the impact of PechaKucha and Lessig techniques in developing students' achievement in EFL.

References

- Alley, M. (2009). *The craft of scientific presentations: Critical steps to succeed and critical errors to avoid*. New York: Springer-Verlag.
- Anderson, J. and Mohrweis, L.(2008) Using rubrics to assess Accounting students' writing, oral presentations, and ethics Skills. *American Journal of Business Education* , 1(2) , 85-93.
- Aryadoust, V.(2015).Self- and peer assessments of oral presentations by first- year university. *Educational Assessment*, 20,199–225.
- Atherton, C. & Bridges, N.(2011). No more 'Death by PowerPoint': Using Pecha Kucha to improve assessment and enjoyment of psychology students' presentations. *PLAT Conference Abstracts*, 10 (2),170-203.
- Auernhammer, J. and Hall, H.(2014). Organizational culture in knowledge creation, creativity and innovation: Towards the Freiraum model. *Journal of Information Science*, 40(2) 154–166.
- Bankowski, E.(2010). Developing skills for effective academic presentations in EAP. *International Journal of Teaching and Learning in Higher Education*, 22(2), 187-196
- Barker, A.(2011). *Improve your communication skills* (2nd ed.). London: Kogan Page Limited.
- Beyer, A.(2011). Improving student presentations: Pecha Kucha and just plain PowerPoint. *Teaching of Psychology*,38(2) 122-126.
- Bower , M., Moloney,R., Cavanagh ,M., and Sweller, N.(2013).Assessing Pre-service teachers' presentation capabilities: Contrasting the Modes of Communication with the Constructed Impression. *Australian Journal of Teacher Education*, 38(8), 111-130.

Brown, V. (2007). The power of PowerPoint: is it in the user or the program. *Childhood Education*, 83 (4), 231-234.

Clark, J. (2008). PowerPoint and pedagogy: Maintaining student interest in university lectures. *College Teaching*, (56) 1, 39-45.

Chou, S., Min, H., Chang, Y., and Lin, C.(2010). Understanding continuance intention of knowledge creation using extended expectation–confirmation theory: An empirical study of Taiwan and China online communities. *Behavior & Information Technology*, 29 (6), 557–570.

Cristian, S. & Denisa, M. (2014). Students' opinions regarding the qualities and skills of the teachers. *Procedia - Social and Behavioral Sciences*, 128 , 146 – 151.

De Grez, L., Valcke, M., and Berings, D. (2010). Peer assessment of oral presentation skills. *Procedia Social and Behavioral Sciences*, 2, 1776–1780.

Gries,L. & Brook, G.(2010). An inconvenient tool: Rethinking the role of slideware in the writing classroom. *Composition Studies*,(38),1, 11-26.

Gwee, S. & Toh-Heng, H. (2014). Using mobile devices to help high school students improve their oral presentation skills. In Kalz et al. (Eds.), *mLearn* (pp. 365–376). Switzerland: Springer International Publishing.

Hardin, E. (2007). Presentation software in the college classroom: Don't forget the instructor. *Teaching of Psychology*, 34, 53-57.

Haynes, A.(2007). *100 Ideas for lesson planning*. New York:The Professional and Higher Partnership .

Hertz, B., Kerkhof,P., & Woerkum,C.(2016). PowerPoint slides as speaking notes: The influence of speaking anxiety on the use of text on slides. *Business and Professional Communication Quarterly*, 79(3) 348–359.

Harmon, J. & Gross, A. (2010). *The craft of scientific communication*.

USA: The University of Chicago Press.

Hong (2011). Globalizing Nonaka's knowledge creation model: Issues and challenges *Management Learning*, 43(2) 199–215.

Idrus, H. (2016). Enhancing oral presentation skills of ESL students: The use of oral communication strategies. In S. Tang and L. Logonathan (Eds.), *Assessment for learning within and beyond the classroom* (pp.417-446). Singapore: Springer Science+Business Media.

Johnson, B. & McElroy, T. (2010). *The edutainer: Connecting the art and science of Teaching*. New York: Rowman & Littlefield Education.

Kao, S. and Wub, C. (2016). The role of creation mode and social networking mode in knowledge creation performance: Mediation effect of creation process. *Information & Management* 53, 803–816.

Klentzin, J. Paladino, B., and Devine, C. (2010). PechaKucha: using lightning talk in university instruction. *Reference Services Review*, (38)1, 158 -167.

Mandel, S. (2000). *Effective presentation skills: A practical guide to better speaking*. Boston: Thomson Learning.

Mesko, B. (2013). *Social media in clinical practice*. London: Springer-Verlag.

Metcalf, A. Layton, M., & Goslin, T. (2016). Three ways to improve student presentations. *TESOL International Association*, 421-429.

Mohammad, H. (2016). *The effect of a suggested multi-modal program on developing Faculty of Education English majors' classroom oral presentation skills and enhancing their language confidence* (Unpublished PhD. Dissertation). Egypt: Assiut University.

- Murray, B. (2007). Pecha Kucha Night--6.6 minutes of fame. *Business Source Complete* ,195, (2), 21.
- Nelson , D.(2014).*PowerPoint use in undergraduate teacher education classes: Perspectives of elementary and secondary pre-service teachers* (Unpublished MA. Thesis). USA: University of Alberta
- Nichani, A. (2014).Life after death by power point: PechaKucha to the rescue. *Journal of Indian Society of Periodontology*, 18, (2) ,127-135.
- Nonaka, I.(1994). A dynamic theory of organizational knowledge creation. *Organ.Sci.* 5 (1), 14–37.
- Nonaka , I., Krogh, G., and Voelpel, S.(2006).Organizational knowledge creation theory: Evolutionary paths and future advances. *Organization Studies*, 27(8), 1179–1208.
- Pagan-Melendez, J. (2011). *Instructional technology and the post test results of college learners* (Unpublished PhD. Dissertation). USA: University of Phoenix.
- Peery, A.(2011). *Staff development with impact*. New York: Rowman & Littlefield Education.
- Petty , G. (Ed.)(2009).*Teaching today: A practical guide* (4th ed.). London: Nelson Thornes Ltd.
- Pincus, M. (2006). *Boost your presentation IQ*. England: McGraw-Hill.
- Reynolds, G.(2008). *Presentation zen: Simple ideas on presentation design and delivery*. Berkeley: New Riders.
- Reynolds, G. (2012). *Presentation zen: Simple ideas on presentation design and delivery* (2nd ed.). Berkeley: New Riders.
- Ritchie, S.(2016). Self-assessment of video-recorded presentations: Does it improve skills? *Active Learning in Higher Education*, 17(3), 207–221.
- Rossiter, M., Derwing, T., Manimtim, L., & Thomson, R. (2010).

Oral fluency: The neglected component in the communicative language classroom. *Canadian Modern Language Review*, 66, 583–606.

Al-Shara'h, N.(2007). Jordanian English Language teachers' awareness and performance of essential teaching skills. *Dirasat Educational Sciences*, 34(1), 203 -212.

Simona , C. (2015).Developing presentation skills in the English Language courses for the Engineering students of the 21st century knowledge society: A methodological approach. *Procedia - Social and Behavioral Sciences* 203, 69 – 74.

Smith , C. and Sodano , T. (2011).Integrating lecture capture as a teaching strategy to improve student presentation skills through self-assessment .
Active Learning in Higher Education, 12(3) 151–162.

Sukitkanaporn , T. and Phoocharoensil , S. (2013). English presentation skills of Thai graduate students. *English Language Teaching* (7) 3, 91-102.

Tuan , T. and Neomy, S.(2007). Investigating group planning in preparation for oral presentations in an EFL class in Vietnam. *RELC*, 38, (1), 104-124.

Venkta, R. & Krishna, C. (2012) Collaborative action research : A tool to enrich presentation skills of the professional students. *Language in India*, (12), 10, 1-10.

Von-Krogh, G.(2009). Individualist and collectivist perspectives on knowledge in organizations: Implications for information systems. *Syst.* 18 (3), 119–129.

Weinschenk, S. (2012).*100 Things every presenter needs to know about people*. Berkeley: New Riders.

Wallwork, A.(2010). *English for presentations at international*

conferences. London: Springer Science+Business Media.
Yilmazel-Sahin, Y.(2007).*Teacher Education Students' Perceptions of use of MS. PowerPoint and the value of accompanying handouts* (Unpublished PhD. Dissertation). USA: University of Maryland

Appendix (1) Presentation Skill Observation Checklist

Observer name:

Student name:

Date:

Kindly circle one response for each statement

SA = Strongly agree(5), A = agree(4), N = neutral(3), D = disagree(2), and SD = strongly disagree(1).

Designing PowerPoint Slides		SA(5)	A(4)	N(3)	D(2)	SD(1)
1	Each slide tackles one idea.					
2	Slides show hints.					
3	There is consistency of colors through slides.					
4	The fonts used in slides are easy-to-read.					
5	The presentation begins with a slide that contains the title and name of the presenter.					
6	The introduction attracts the attendees' attention.					
7	The main body of the presentation offers clear explanation of the topic.					
8	The conclusion reiterates the main points.					
Content Delivery						
1	The student teacher wears appropriate clothes					
2	S/he does not read from the slides.					
3	S/he has a positive attitude.					
4	S/he stands confidently.					
5	S/he does not block the slides.					

6	S/he varies his/ her speaking positions.					
7	S/he varies the pitch of his/her voice.					
8	S/he maintains eye contact with the audience					
	Managing the Question Session					
1	The student teacher invites for a question session by the end of presentation.					
2	S/he takes different rounds of questions					
3	S/he does not permit an attendee to dominate the session.					
4	S/he avoids private conversations while answering the questions.					
5	S/he paraphrases unclear questions.					
6	S/he answers the questions accurately.					

Appendix (2)

PechaKucha based Sessions

Session Description

The four sessions are based on PechaKucha technique, 20 PowerPoint slides are delivered in 20 seconds for each one and the remaining time is devoted to questions. A preliminary orientation session on PechaKucha is followed by three sessions tackling these three main presentation skills: Designing PowerPoint slides, delivering content, and managing the question session. Each session lasts for two hours and the instructor gives a PechaKucha presentation in each hour.

Learning Outcomes

Upon the successful completion of the sessions, learners will be able to:

- Design PowerPoint slides.
- Delivering content of PowerPoint presentations.
- Managing the question session of PechaKucha technique.

Instructional Materials

Microsoft PowerPoint program, data show, and laptops

Session One

Time: 120 minutes

Learning Outcomes: By the end of the session, students will be able to:

- Appreciate the importance of PowerPoint presentations.
- Infer the benefits of using PechaKucha technique in presentation.

Instructional Aids: data show and laptops

Warming-Up:

The instructor discusses the following question with students:

- What is the importance of using PowerPoint in EFL classes?

Presentation:

The First PechaKucha Presentation: 60 minutes

- 1- The instructor highlights that PowerPoint attracts students by displaying hints, videos, and photos.
- 2- The instructor maintains that PowerPoint slides are considered instructional aids used to avoid boredom. The use of different font colors with simple transitions activates students' visual thinking and interact students' different senses in the learning situation.
- 3-The instructor introduces a brief presentation of how to design a PowerPoint presentation.

- 4- Students were asked to create a PowerPoint file using laptops.
- 5-The instructor guides students and offers immediate feedback.

The Second PechaKucha Presentation: 60 minutes

- 1- Students are introduced to different presentation techniques: traditional, Lessig, and PechaKucha.
- 2-Definition of PechaKucha and its rationale are illustrated.
- 3-Benefits of using PechaKucha are highlighted.

Assessment:

List ten benefits of PechaKucha technique.

Session Two

Time: 120 minutes

Learning Outcomes: By the end of the session, students will be able to:

- Design PechaKucha based PowerPoint presentations.

Instructional Aids: data show and laptops

Warming-Up:

The instructor divides students into groups and each group were asked to write a paragraph on any topic.

Presentation:

The First PechaKucha Presentation: 60 minutes

- 1- Using PechaKucha technique, the instructor explains the components of a PowerPoint presentation. The presentation starts with a slide that includes the title of presentation, name of the presenter, and his/ her position.
- 2- Students are introduced to different titles and the instructor highlights that the title of a presentation should include the least possible number of words.

3- The instructor discusses how to write an introduction, body, and conclusion of the PowerPoint presentation.

4- Example slides of each part of the presentation are displayed.

5- In the question session, the instructor answers students' questions.

The Second PechaKucha Presentation: 60 minutes

1- The instructor highlights that each slide should tackle one idea as complex slides distract the audience. Model slides are presented.

2- The instructor explains that the fonts used in a PowerPoint presentation should be clear, like Arial.

3- The instructor discusses the contrast between the background and font colors, in addition to color consistency through the slides.

4- Examples of model slides of fonts and colors are displayed.

5- The instructor invites questions after finishing the PechaKucha presentation.

Assessment:

Each group were asked to transform their written paragraph into a PechaKucha based presentation.

Session Three

Time: 120 minutes

Learning Outcomes: By the end of the session, students will be able to:

-Deliver PowerPoint presentations.

Instructional Aids: data show and laptop

Warming-Up:

-The instructor asks:

How can you deliver a PowerPoint presentation?

-After listening to students' answers, the instructor clarifies that verbal and non verbal cues are used to deliver the content of a PowerPoint presentation.

Presentation:

The First PechaKucha Presentation: 60 minutes

- 1- The instructor explains that attire, tone, movement, attitudes, and body language are used to deliver the message included in the PowerPoint presentation.
- 2- Photos of formal clothes for men and women are shown.
- 3- The instructor illustrates that the presenter should feel confident and relaxed.
- 4- The instructor clarifies that the presenter should have positive attitudes. S/he has to be interested in the topic of presentation.
- 5- The instructor asserts that the presenter should vary the tone and speed of voice to avoid monotony.
- 6-Discussion is opened in the question session.

The Second PechaKucha Presentation: 60 minutes

- 1- The instructor explains that the presenter should prevent redundancy in the slides to avoid reading from them.
- 2- Photos of different places where the presenter can stand are shown.
- 3- The instructor asserts that the presenter should not pace forward and backward.
- 4- Questions are answered in the question session.

Assessment:

The instructor displayed a PechaKucha presentation and asked students to write a report on the strengths and weaknesses of the presenter.

Session Four

Time: 120 minutes

Learning Outcomes: By the end of the session, students will be able to:

- Manage the question session of a PechaKucha based presentation.

Instructional Aids: data show and laptop

Warming-Up:

- The instructor asks: How do I finish every PechaKucha presentation?
- Students answers that there is a question session to clarify any misunderstanding.

Presentation:

The First PechaKucha Presentation: 60 minutes

- 1- Different types of questions are shown to students.
- 2-The art of posing questions is discussed.
- 3- The instructor highlights that the presenter should invite the audience to ask questions since they are not allowed to interrupt the presenter during a PechaKucha presentation.
- 4- The instructor asserts that every question should be answered accurately.
- 5- Discussion is opened in the question session.

The Second PechaKucha Presentation: 60 minutes

- 1- The instructor highlights that different rounds of questions should be taken to avoid focusing on specific audience.
- 2-The instructor asserts that the presenter should prevent a student from controlling the question session.
- 3- Photos on maintaining eye contact with the questioners are displayed.
- 4-The instructor explains that it is the presenter's role to restate unclear questions and offer convincing answers.

5-Misunderstanding is cleared in the question session.

Assessment:

A question session video is displayed and students are asked to write a report on the presenter's practices.

Appendix (3)

Reflection Report

In light of your experience, describe your opinion on PechaKucha technique.

