

The SPEAKING Model: You Assess Mine; I Assess Yours

Alberta Dansoah Nyarko Ansah¹ & Cecilia Owusu Debrah²

Abstract

This research looked at how setting, participants, ends, act sequence, Key, and instrumentalities are used in classroom oral presentations in a Ghanaian university. In this study, six group oral presentations were recorded and transcribed. Focus group discussion motivated participants to share underlying beliefs, attitudes, and reasons for evaluating the presentations. The study found that academic oral presentations have comparable ideas and engage in speech community behaviours with peer-to-peer consequences. The research backs up the premise that a speaker's choice of language to produce a communicative event is impacted by various factors. Teachers are encouraged to teach language subjects and behaviours actively. Students should have numerous opportunities to utilise and respond to the words they acquire through peer discussions, presentations, and classroom discussions. Indeed, Barrett and Liu (2016) argue that students require more stringent language guidelines for communication.

Keywords: classroom oral presentation, ethnography of communication, communicative event, peer assessment, classroom discussion.

1. Introduction

In this study, students assess oral presentation as a classroom genre (Fortanet, 2005) using the SPEAKING model (Hymes, 1986) in an academic writing classroom at the University of Energy and Natural Resources, Ghana. The sociological approach that examines how people behave in various settings and interpret what they observe, referred to as Ethnography (Dewan, 2018), forms the basis for communication scholars to analyse communicative behaviours and phenomena. Ethnography of Communication involves understudying a group of people's communicative patterns and ideologies in their natural settings.

To thrive in school, students must have a firm grasp of the language and excellent presentation abilities. According to Fortanet (2005), oral presentation as a classroom genre has a precise pedagogical instructional aim. It deepens the speculation that oral presentations have become more prevalent in many language learning classrooms in the last few decades as a means of assessment. Interestingly, Tian and Mahmud (2018) have posited that oral presentations go beyond classroom requirements in academic facades, but also for conference presentations, proposal, and thesis defenses, and throughout graduate students' academic lives.

Fallows and Stevens (2000) posit that it's no longer enough for a new graduate to know a subject; it's becoming increasingly important for students to learn skills to improve their work prospects. It's about functioning efficiently in the actual world (Hedge, 2000). Students need employability skills to succeed in the workplace, so these should be embedded in their academic curriculum (Russ, 2009)-that involves the ability to retrieve and handle information, communicate, and present information, plan and solve problems, and critical thinking, among others. The ability to communicate is the primary goal of communicative language instruction. Teaching students how to deliver good oral presentations for professional objectives is an integral part of the language curriculum in universities.

Rajoo (2010:43) confirms that oral presentation abilities equip students to communicate complicated concepts and facts so that the audience can easily understand. King (2002) adds that Oral presentations are a gratifying and stimulating experience for teachers and students to build facilitation skills and prepare for public speaking (King, 2002). Zivkovic & Stojkovi (2011) also of the view that because of globalisation, graduates must communicate well orally to perform effectively in a professional situation.

¹ University of Energy and Natural Resources, Department of Languages and General Studies, Sunyani, Ghana

² University of Energy and Natural Resources, Department of Languages and General Studies, Sunyani, Ghana

Students require many opportunities to use language in situations that encourage them to express their thoughts and opinions. When this is done, good oral presentation skills will come in handy in the future, particularly for students' careers (Emder & Becker, 2011).

1.1 Statement of the Problem:

Daniels and Mallillin (2019) explain that Oral presentation is one of the skills that a student develops to make a presentation before an audience in the classroom on a specific topic via audio-visual aids such as projectors, PowerPoint slides etc.

It can be done in a group or individual. It is a component of the students' evaluation. They are graded based on the learning outcomes they attained during their oral presentation in the classroom. Students are, nevertheless, provided the necessary strategies and instruments for good oral presenting before their oral presentation. Students are given oral presenting tips and tactics to help them improve and enhance their performance. Step-by-step instructions are given on how to give an oral presentation, focusing on the procedure and strategies for a better outcome.

Students must understand their audience's motivation regarding beliefs, goals, behaviour, and emotion during the presentation. They must address the audience with a confident demeanour, demonstrating their proficiency in presentation. Students' ability to give an oral presentation is enhanced when they have a lot of practice.

According to a survey of Malaysian engineering students' presentation, Yusoff's (2008; 2010) reported that students struggle with communication skills, particularly oral presentation skills, despite their technical proficiency. The findings of Woodrow (2006), indicates that Advanced English students experienced the most nervousness when giving an oral presentation and performing in English in front of classmates. Girard & Trapp (2011) believe students can learn not only from their own and other students' studies but also from observing the strengths and flaws of other speakers to improve their communication and presentation skills" (Girard & Trapp, 2011).

Oral presentations have been studied extensively in the context of other activities- like student opinions of oral presentations compared with written assignments (Akindele & Trennepohl, 2014), the impact of anxiety on exam performance (Joughin, 2007), thesis defense (Afful 2017), lecture presentations (Csomay,2001), conference presentations (Rowley-Jolivet, 2005), and seminars (Weisberg 1993). Again, in the ESL context (Zappa-Hollman, 2007), studies were mainly conducted on graduate students (Preub, Schoofs, Schlotz & Wolf, 2010; Radzuan & Kaur, 2011; Alwi& Sidhu, 2013

A thorough search of the literature did not reveal any study that has examined the assessment of student classroom presentations through the lens of SPEAKING from the student audience's (non-presenter groups) perspective. The knowledge base on the evaluation of oral presentation by students in groups has not been adequately developed. It remains a considerable gap in the Medical Laboratory and academic writing pedagogy literature. This study, in an attempt at filling this gap, aims to assess how students use language during an oral presentation in the classroom via non-presenter groups' perspectives. Also, the unknown is how students use language to achieve its function in content and context through student group assessment using the SPEAKING model. No study looked at the evaluation of student classroom presentations through the lens of SPEAKING from the standpoint of student audiences (non-presenter groups) in the literature. The information base on evaluating oral presentations by students in groups has not been fully developed, and there is still a significant vacuum on students in Medical Laboratory on their academic writing education in the literature.

The primary purpose of this study is to analyse what students utilise language to perform during an oral presentation in the classroom from the perspective of non-presenter groups. What is also unknown is how students use language to accomplish its function in collaboration.

1.2 Study Objectives

The overall purpose of this study is to examine the potential benefits of student class presentations and peer-evaluations of the indications for presenting and non-presenting students and the contribution of presentations to the learning of course material. The general goal of this research is to investigate the possible benefits of student classroom presentations and peer assessments for both presenting and non-presenting students and the contribution of presentations to course material learning. Specifically, this research will:

1. Identify the functions of language according to project topics presented by students.
2. Examine how students use language to achieve its function in content and context.

1.3 Research Questions

The following research questions were formulated to guide the study to achieve the objectives discussed above.

1. What are the functions of language use in students' oral presentations?
2. How is the language used to achieve its function in the content and context of the project presentation?

1.4 Significance

Since classroom genre has a pedagogical instructional objective (Fortanet, 2005), the instructors need to understand how the students view themselves in terms of making oral presentations in the spectrum of the parameters considered in this study (settings, participants, Ends, Acts (organisation), Key (delivery) and Instruments).

Also, teachers must be aware of their students' actual performance when giving oral presentations to provide the proper level of assistance on every occasion. This research is necessary to assess students' competency and performance when giving oral presentations. In what follows, we present a review of studies related to the present study, focusing on the theoretical framework, conceptual notions, and empirical studies. We describe the procedure adopted for the data collection, followed by the results, and detailed analysis and discussion of the data.

2. Literature Review

2.1 Ethnography

Dell Hymes established this concept to account for the situations and uses, patterns and functions of speaking as a separate activity. To study how people use speech to communicate in a speech community, he coined "ethnography of speaking."

According to Afful (2017), Ethnography of communication aims at investigating the use of language in the conduct of social life. Implying that the ability to utilize language does not warrant you would use the same variety of the language at home with your family or during an official meeting (Cots, 1992; Johnstone, 2002). This ability is a skill that must be developed in the background of some socio-cultural variable that determines successful communication (Hymes, 1974). Hymes developed a SPEAKING model (Hymes, 1972) to guide in the collection and analysis of socio-cultural variables (Saville- Troike, 2003) in any communication situation based on the community (Swales, 2004) involved in the language use.

2.2 The Speaking Model

Ethnography of Speaking examines how people communicate in a speech community by using speech. Hymes then presented a study tool that can assist researchers in investigating language in, for example, a speech community, as is characteristic of ethnographic investigations. SPEAKING is an acronym that encapsulates these research factors or aspects.

2.1.1 Setting

"S" is the first letter that represents the Setting and Scene. Two facets of situations are recognised in this sense: the physical setting in which the aspect of communication takes place- including location, time of day, the season of the year, and physical characteristics of the situation (e.g., size of the room, arrangement of furniture), whereas the scene involves the psychological speech situation -the participants' sense of what is going on when this practice is active Wardhaugh (1999) as cited Sarfo (2011). Understanding the setting and scenic qualities help ground the language usage in the specific contexts of the communication event.

2.1.2 Participants

When you have a clearer view of the setting, you look out for the Participants involved. Participant includes all the members who joined in the conversation (including the people present) and their roles, including their age, sex, ethnicity, social status, or other relevant categories, and their relationships with other participants.

The presenter(s) and the audience form part of the participants. Johnstone & Marcellino (2010) believe that the participant's social status influences the language used.

2.1.3 Ends

The End of that communication event is a necessary variable in presentation. What does the communication seek to achieve? Thus, it is related to the purpose, the goals and the ends of the speech or conversation. In every communication, there are two ends. These are the goals participants may have or intend in uttering the words and the actual outcomes achieved after speaking those words.

According to Daramora (2012), language is a resource for meaning (spoken or written). The meaning functions in the context and the relationship between the speaker and the audience (Lee, 2011). According to Chamot and O'Malley (1994), academic language functions (e.g., being able to explain, describe, contrast, etc.) are "the tasks that language users must be able to perform in the content areas" (p. 40). They are the range of communicative intents for which a teacher or student may use language in the classroom. (Chamot & O'Malley, 1996; Grigorenko, 2015; Mufidah et al., 2012). Since language is highly dependent on the topic and the audience, a presenter needs to know the suitable language expressions and practical strategies to understand the ideas and thoughts being shared. (Halliday 2004). According to Cummins (2000), Non-native speakers of English are more challenged because their language proficiency levels do not match the demands of the academic language of the classroom.

2.1.4 Acts Sequence

The Act Sequence would contribute to successful communication between the presenter and the audience in any classroom presentation. Acts of the sequence cover the order of events happening in the communication (Swales (1990). This describes the discourse's substance and structure: the specific words used in the speech event, how they are employed, and the tone of the speech (Wardhaugh, 1992 as cited in Sarfo, 2011). What is the content of the utterance and its form? Is the act conveying any meaning to the participants? This component requires a careful look at the sequential organisation of the interaction- its message/content and form.

2.1.5 Keys

In Hymes's mind, an important variable to project presenters' information to his audience is the "K" factor representing the Key or tone of utterance. Participants present some indications about interpreting the message content during social interaction in any communication situation. There should always be an alignment between what a person is saying and the keys s/he utilizes to make meaning (Zand-Vakili et al., 2012). The listener's attention is drawn much on the Key rather than the message or content if you like. It describes the tone, manner, or spirit with which a message is delivered: humorous, serious, sarcastic, jocular, pleasure, insulting or angry mood, serious, precise, accurate, fluent, clear, pedantic, mocking, sarcastic, pompous, and so forth. Non-verbal cues such as gestures, posture, and even deportment might be used to identify the Key.

2.1.6 Instrument

For this study, the last variable we want to consider in the classroom presentation is Instruments. It looks at the instrumentality or channel used for the presentation—the form and style of the speech being given, such as language, register, or dialect. The language used in a discourse comes in oral, written, telegraph, telephone, etc. Therefore, you need to consider the channel to present the message. Should it be in print or face-to-face medium? If face-to-face, must it be a song or chanted or read? All these channels are possible means to send a message across and must be counted for when studying any communication component. (Umezina, 2017)

2.3 Peer Assessment

Peer assessment is a procedure in which students give each other formative or summative comments on their work based on specific criteria (Chin, 2016). In his opinion, peer assessment in a learning environment may take various forms. It can be one-to-one or many-to-many with large groups of students, and it can be formative (for example, informal feedback) or summative (for example, each group member provides marks or grades for their fellow peers). According to Roberts (2006), peer evaluation is a strategy that allows students to analyse their peers' learning critically. All students are required to participate actively in peer-based assessment activities.

According to Alwi and Sidhu (2013), when students use self-assessment and peer evaluation, they become more sensitive to the lecture. This perspective encourages students to focus more on their learning. According to Brutus et al., peer assessments can help students develop new skills useful in the classroom and transferable and essential in developing more productive employees (2013). Students will take their preparation seriously when acting as presenters since their presentations will be examined and replied to by the audience.

As audience members, they would pay more attention to offering an accurate assessment of their colleagues' presentations (Baranowski & Weir, 2011; Shaw, 2001; Weimer, 2013). This backs up Gros' (2016) assertion that peer evaluation is critical for students' active engagement and ownership of their learning. The ethnography of speaking method offered by Hymes is a suitable choice since oral presenting is a classroom genre and a social act (Fortanet, 2005) that exploits characteristics inherent in Hymes' SPEAKING model. The implementation of this approach in ethnographic research supports the researcher in interpreting the unique social settings in this study.

To comprehend Medical Laboratory students' oral presenting performance, we employed "SPEAKI" from the mnemonic SPEAKING as the foundation for this study's analysis.

3. Methodology

3.1 Research Design

The research technique for this study focuses on socio-human relationships and the nature of interactions among participants in communicative activities. A qualitative case study technique was utilised to investigate elements in their natural environment (Creswell, 2014; Reinard, 1994). Unstructured data, such as interview transcripts and recordings, notes, feedback forms, photos, and videos, can be examined in this way.

3.2 Population and Sampling

The research was conducted at the University of Energy and Natural Resources -Lecture Hall (LTS 2). For level 100, BSc. Medical Laboratory Sciences from the Department of Basic and Applied Biology, classroom 'group' oral presentation (on diverse scientific related issues) sessions were organised. It was birthed in 2017 as the second department of the School of Science, founded in 2014 as the University's third school. It is well-known for its capacity to compete in science-related domains to produce, advance, and transmit scientific knowledge and research to develop human resources and society. According to Hymes, this site was chosen for the study because the participants form a speech community. There are similarities in attitudes, ideas, and practices when using speech as a communicative tool in the academic context among members. The place was chosen once more since it was close to the researcher.

3.2.1 Sampling Techniques

3.2.1.1 Sampling

The study took a random sample of six (6) group presentations to examine the Hymes SPEAKING Model.

3.2.1.2 Observation

3.2.1.3 Researchers can collect data about the study's physical location through observation (Kawulich, 2005). Observations are an excellent way to learn about a linguistic situation. It is the most efficient way of data collection since it allows the researcher to observe the participants' behaviour in their natural environment (DeWALT & DeWALT, 2002). From the students' assessors' perspective, an observation was made to observe how "SPEAKI" is employed in classroom oral presentation analyses. The entire observation had one hour time limit for each of the two days of recordings.

3.2.1.4 Recording

Audio/video recording was one of the tools utilised to collect data from the classroom presentation. For the study, six oral presentation sessions were recorded in total. The recordings took place two times to allow for the focus group discussion on presentation performance. Each recording of a presentation lasted 15 minutes. The information gathered from the audio recording was orthographically transcribed and evaluated using the model.

3.2.1.5 Focus Group Discussion

Focus group discussion motivated participants to share underlying beliefs, attitudes, and reasons for evaluating the presentations to understand peer assessors better. (2016, Kabir) The focus group consisted of six people, one from the six presented groups. The conversation took place after the group had completed all their presentations, and each session lasted eight minutes. The discussions were based on a peer assessors' assessment sheet representing their respective groupings.

3.3 Data Collection

A transcription of six different recordings of classroom oral presentations by six groups of level 100 BSc Medical and Laboratory students were included in the study's data, in addition to the mentioned literature. Field notes, including patterns from focus group talks, were also used in this investigation.

Finally, as a member of the academic writing faculty, we contributed to the research by drawing on our own intuitive experience with classroom oral presentations as academic writing instructors.

3.4 Ethical Issues

The groups were given pseudo-names throughout the recording and transcribing. There was a high level of mutual respect throughout the data gathering process, following the ethical guidelines that govern such academic studies. Before participating in the study, potential participants were given a brief discussion where the study's objective was described, emphasising that it was only for academic purposes, and they gave their consent.

4 Results and Discussion

Presenters must adopt some technique to use language to fulfil the communication event's aim to succeed in any communicative event, of which classroom presentations are a component. The "SPEAKI" mnemonics were found to be thought-provoking and essential for any classroom communication in this study. In the following discussion, we attempt to address the research questions provided for this study.

4.1 RQ1- What are the functions of language use per the research topics.

The letter "E" stands for "Ends" Hymes (1974), which is determined in the communication event by the functions of language usage (Daramora, 2012). The "S" and "P" involved in the communication event come into play when deciding on a goal for the event (Lee, 2011). According to the information received, the surroundings were formal. Again, considering the seating arrangement and participant apparel, the venue contributed to the formal aspect of the presentation, and therefore their choice of words for accomplishing a desired aim.

This study's settings are depicted in the extracts below.

Extract 1 (Day 1)

We are here (LTS 2- UENR) this morning to listen (watch) each group present to us on their investigations on their chosen topics. This is being done so that you share your findings with your colleagues. You need to present in order that your audience who were not involved in the study would understand and follow through. It is time to show forth what the group have done so far so that we can assess you based on our guide to oral presentation.

Extract 2 (Day 1)

Each presentation must be completed in 15 minutes, including 5 minutes for questions and answers. We must be fair and truthful to the speakers since this is a serious business. Following the final presentation, assessors would provide reasons for their decisions. (A timekeeper is appointed by the lecturer)

Extract 3 (Day 2)

We've returned to resume our presentations this morning. We would proceed with the presentation from the groups as we are familiar with the modalities for such times as mentioned in prior lessons. Now let's get started! The formal nature of the presentation location (Lecture theatre), which is reserved for official business, shows that academics are serious, business-minded individuals (Extract 1 Day 1; Line 1). As a result, because the nature of the presentation is formal, a formal venue is chosen to fit the occasion.

The data indicated that presentations are held in the middle of the mornings, about 9:00 GMT. It may be argued that the students and academics in attendance are not overworked. Because there hadn't been much accomplished during the day, exhaustion hadn't yet set in. Extract 1 (Day 2) line 1 demonstrated that minds were still fresh to convey facts collected in their research with the audience.

The participants involved in the communication event inform the language to use to achieve your goal. The "P" element in Dell Hymes' SPEAKING model depicts the communicative participants, as well as the social roles or connections that exist among them. According to the study (researcher), the students and a lecturer in these classroom presentations. They establish a speech community that consists of a lecturer as the senior member and undergraduates as the younger members. Attendees at the presentation are also members whose fields of study or discipline are connected to the issue at hand.

The results show that the participants in the six episodes of the presentation were from the Department of Basic and Applied Biology, with one exception (the researcher/lecturer) from the Academic Writing Unit of the University. During presentations, individuals are also observed assigning and constructing various identities for themselves. The chairman acts as the meeting's organiser and specifies the presentation's criteria. The chairman served as both the class lecturer and the study's researcher in the case at hand.

In general, the chairman guarantees that the presentation is fair and intellectually rigorous. He /She also ensures that presenters have the chance to defend topical subjects under discussion and react to any questions provided by the peer assessor (group representative). The examiners' inquiries are answered relatively and professionally. The chairperson controls or guides the flow of the communicative interchange once more. That is, he chooses which of the assessors will take his turn for Q& A at a given time and allots time for it. The following excerpt supports this point:

Extract 4 Day 1

Chairman: All right, then! Alright!! Let's start with G4 and then G2. Please be as promptly as possible.

Extract 4 Day 1

Following each presentation, two assessors will offer questions.

The researcher and lecturer served as the gatekeeper in the field of presentation. As an expert in the discourse, she ensured that what the students present is recognised as knowledge and accepted practices. Again, undergraduate students who formed part of the class served as assessors in this study and served as presenters. In another view, they helped give morale to selected presenters for their groups.

When it came to the connections among the participants, it was discovered that the presenters and assessors had a symmetrical relationship. However, some people identified the role but not the personalities (Johnsen & Ford, 2002), and others recognised the function but not the personalities. In a symmetrical relationship, equal effort from both partners in all areas is emphasised and valued. The relationship between the lecturer (and rater), presenters, and assessors, on the other hand, was vertical and hence unbalanced. Given the formal character of the event, this is not surprising. Presenters usually refer to the chair by their title.

On a good day, students will address the lecturer with 'madam, madam,' but they went all out on this day. Two speakers thanked and addressed the assessors once more. The following excerpt exemplifies the above claim.

Extract; Day 2:

Presenter 1- Thank you very much, Madam Chair.

Presenter 2- Madam Chair, colleague assessors, co-presenters and audience. On behalf of my group, I present to you our study on the topic 'Social Psychological Perspective of Internet Sexuality'. Let me start by first defining.....

4.1.1 Ends

Daramora (2012) claims that language is a source of meaning in communication, whether spoken or written, that acts in a situation or culture and the speaker-audience relationship (Lee, 2011). The primary uses of language in academic communication, such as classroom oral presentations, include describing, summarising, classifying, explaining, comparing, contrasting, and documenting (Chamot & O'Malley, 1996; Grigorenko, 2015; Mufidah et al., 2012). Because language is incredibly reliant on the issue and the audience, a presenter must be aware of appropriate language expressions and successful tactics to help their audience comprehend their ideas and thoughts (Halliday 2004).

The following are some of the linguistic functions discovered in this study:

Explaining - through presenting facts, to make apparent or intelligible, to offer reasons for

Extracts: the reasons for these conditions are highlighted in the preceding slides.

Presenters struggled to communicate the content information in terms of the subjects. Many times, views were not backed up by facts.

Describing- to communicate or articulate one's sentiments about something; to create a visual image verbally

Extract: Atherosclerosis is a fatty accumulation or build-up of fats in arteries

Comparing - to make a comparison or contrast between two or more items (derived from the Cambridge International Dictionary of English, 2001); and

Extract: when we compare the infection rate in the last decade to

Presenters could easily describe the differences in items included in their study since the information was readily available for comparison.

Analysing - Describe pieces, features, or primary ideas of information supplied by a teacher or text; establish relationships and patterns (for example, describing parts, components, or critical views of the information offered by a teacher or reader);

Extract: The WHO defines physical abuse as: Intentional use of physical force against the child that results in – or has a high likelihood of resulting in – harm for the child's health, survival, development, or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning, and suffocating. Much physical violence against children in the home is indicated with the object of punishment.

Presenters displayed a basic understanding of the topic matter when analysing. By repeating portions of the presentation, they could respond to audience questions.

Evaluating- It's used to determine the value of an object, an idea, or a choice. (For example, defining criteria, stating priorities, expressing grounds for judgment, and proving truth).

Extract: It occurs when the blood supply to the brain is interrupted or reduced, preventing brain tissue from getting oxygen and nutrients.

Almost all the presenters found it difficult to make judgments using words. They couldn't supply any extra information to help pinpoint the concerns in their talks, and those who could weren't so confident of their findings.

Drawing Conclusions – "Less than half of the presenters exhibited little or no interest for the issue. They did not modify their degree of enthusiasm in response to the audience's reaction" (Observation).

These are the functions that presenters utilise their language for in this study's classroom presentations. Other linguistic parts are feasible in other presentations, but they were not seen. By looking at the location and the people participating in the communication event in this study, the preceding discussion specifically recognised several functions of language usage as analysing, evaluating, and describing. Students performed partially or averagely if you like to achieve the functions of language as proposed by (Chamot & O'Malley, 1996; Grigorenko, 2015; Mufidah et al., 2012).

4.2 RQ2- How was the language used to achieve its function in the content and context of the research project.

Before a presenter can meet the goals specified for any communication event, there are several tactics to utilise, considering the environment and persons engaged in the communicative event. The Acts Sequence (A), Key (K), and Instruments (I) of the circumstances contribute to the attainment of the purposes of language usage, according to Hymes' (1974, 1986) ethnography of communication. Therefore, we will explore the tactics utilised in this study because the settings and participants have already been known.

4.2.1 Act Sequence

The data indicated appropriateness when considering the content and form of the classroom oral presentation in terms of the precise words used in the speech event, how they are used, and the relationship between what is said to be the actual topic at hand, as explained by (Wardhaugh, 1992 as cited in Sarfo, 2011). The data revealed a correlation between what was said and the actual topic for all six presentations. Observations and recordings portraying the acts of the sequence for classroom oral presentations were made throughout the whole Act Sequence of the presentation process in the classroom. The chair requested that the activity begins with all of the protocols required.

4.2.1.1 Introduction:

The beginning comments for the day's business, mainly from the chairperson, opened the classroom presentation, attempting to expose or offer an overview to those in attendance. This was achieved through a series of processes (see Swales, 24), which included greeting members, describing the purpose of the meeting, and setting norms and expectations. These stages are shown in the following excerpt:

Extract

We are here again this morning to continue with our presentations. Since we are aware of the modalities for such occasions, as discussed in previous classes, we would go ahead with the presentation from the groups. Let's go!

Extract

The process for all the two days of presentation followed the same process.

In general, the initial step for the classroom oral presentation was intended to establish the business and direct presenters on expectations.

4.2.1.2 Presentation of study.

In contrast, the content in the oral presentation in the conclusion area was moderate. The next move was the presentation of the study conducted by students. Here, the presenters demonstrate their skills by effectively employing the written, spoken, and visual modes of communication (usually, PowerPoint presentations) to persuade the audience. The presentation was organised coherently following Eunson (2012) structure of academic essays. The audience could not understand the topic better because the presenters could not properly internalise the issue and content (Grigorenko, 2015; Krippendorff, 2018). Synthesising and analysing the presentation justifies the body and scope of the oral presentation. This is supposed to guide students effectively in presenting on the selected topic.

The next step was for students to present their research. The presenters demonstrate their abilities by persuading the audience via written, verbal, and visual modalities of communication (typically, PowerPoint presentations). The presentation was well-organised, following Eunson's (2012) academic essay structure. Because the presenters could not internalise the topic and substance with practical reasoning as required by the audience, the audience could not gain a deeper understanding of the subject (Grigorenko, 2015; Krippendorff, 2018). The body and content of the oral presentation are justified by synthesising and analysing the expression. It is designed to help pupils learn more effectively.

The capacity and skill of students to deliver competing judgments as an overview of the material provided was not fully appreciated (Murillo-Zamorano & Montano, 2018). Creating a better understanding of information for the audience was with (Li, Li, Chi, & Ouyang, 2018). All the presentations received a reasonable level of peer evaluation. Despite assessors' reservations about not awarding total points, they agreed that providing additional opportunities to practice would be preferable (Etin & Eymur, 2017).

Furthermore, the substance of the oral presentation around references demonstrates that students have a moderate understanding of how to write necessary references. Even though the presentations were cited in some way, the appropriateness of the content must be addressed.

Extracts: (introduction-audio recordings)

"Cardiovascular diseases (CVDs) are the number one cause of death globally, taking an estimated 17.9 million lives each year. CVDs are a group of heart and blood vessels disorders and include coronary heart disease, cerebrovascular disease, rheumatic heart disease, deep vein thrombosis, atherosclerosis, etc. Four out of 5 CVD deaths are thanks to heart attacks and strokes, and one-third of those deaths occur prematurely in people under 70 years of age".

Extract: (Introduction-audio recordings)

"Sexually transmitted diseases [STIs] are infectious diseases that are mainly transmitted through sexual contact [syphilis, gonorrhoea, chancroid] with an infected individual. Not all STDs are transferred through sex; some are also transferrable without legitimate sexual intercourse. STDs has the fastest rate of spreading due to the attitude of the youth, the extent they have desire for sexual intercourse without thinking of the consequences afterwards.

The following points below are some of the possible causes of STIs".

Extracts: (conclusion- audio-recordings)

In conclusion a person is not confined to just the mind those with the condition commonly referred to the physical effects of depression like the one discussed

Extracts 7 (Day 1)

Assessor 2: We could not make head with what the topic was about. Issues were not discussed explicitly.

Extract 8 (Day 2)

Assessor 5: He got to the middle of the presentation before we could follow what he was presenting on.

Extracts:

Because he was reading, it wasn't interesting

4.2.1.3 Conclusion

This action marked the End of the entire presenting procedure. It's the same as Dubois' [1980] termination manoeuvre. The chairman complimented the whole class for taking the time to participate in the activities, and the students expressed their appreciation for the opportunity. "We've gained a lot of knowledge," she remarked. As Hymes points out, the speech community values these standards of interaction and interpretation, and they are crucial for a successful speech event.

4.2.2 Key

There must be a balance because the audience's attention is drawn to the presentations' keys rather than the message itself. In terms of main problems, Zand-Vakili et al., 2012. This study may be regarded to have numerous. (2020, Tsang) The presenters acted solemn since the environment was formal. Their demeanour was standard. On the other hand, some audiences thought that the flexible classroom environment meant peer-to-peer evaluation. The rhetorical question posed by Falchikov and Goldfinch (2000), "Does peer evaluation work?" comes to mind in this context.

Clarity, which relates to presenters' efforts to provide clear articulation displaying their language skills, was low in this data (Wood, 2006). The use of pauses, stresses, repeats (for emphasis), and fillers was ineffective. (Costas, 1992)

Some speakers had little difference in tempo, and the presentation's intensity was not perceived. In several situations, monotone presentations were seen. Others who had raced too quickly pushed them aside casually (Afful, 2005). Because this was a considerable class, there were no microphones to project the level of voice, which made things worse.

During the presentation, two presenters exuded confidence (Brown, 2002; Salim, 2015), while others were skeptical, indicating that they were unprepared for the speech (Bitterlin et al., 2011). Data showed that individuals who were confident in producing humour used it to engage their audience and demonstrate excitement for delivering.

Fear had stunned the bulk of the speakers as first-timers. They fumbled and were unable to control the space provided by their presenters. Presenters could not sustain eye contact with the audience, and just a handful knew what they were talking about; thus, most presentations were read aloud. During their presentation, several of them were likewise taken aback by movement.

Extracts

- He appeared nervous at the start but managed to compose himself and delivered a clear and precise presentation
- Those big, big words if he could explain so that we could understand him very well
- She spoke too fast
- She was too slow for my liking
- "It was difficult following the presentation since he could not see his own points on the slide. It was more like a notes slide."
- "We could hardly hear him" "amplify your voice" "macho the voice."
- "akoa y3 guy" meaning "he is full of himself."
- She wasn't sure of the words, she fumbled with them, and so I could not understand the whole presentation.
- Because he was reading, it wasn't interesting.

4.2.3 Instrument

The last item examined in this study using Hymes' (1974) SPEAKING MODEL is "I," which symbolises the instrument. The oral presentation in the classroom was performed in the English language using an oral channel with a formal (academic) tone.

Laptops and screen projection devices were utilised to show presentation slides. The presentation slides were exceptionally well-designed (multimedia presentation). On the other hand, students placed such a high value on them that they could not articulate their views independently.

Extracts:

It was difficult following the presentation since he could not see his points on the slide.

It was more like a notes slide – slides were too loaded,

4.3 Findings, Conclusion, and Implication

It was critical for this study to use Dell Hymes' (1986, 1974) ethnography of speech method. This research looked at how setting, participants, ends, act sequence, Key, and instrumentalities are used in classroom oral presentations arranged by a department at a Ghanaian university. The classroom oral presentations were recorded and transcribed for examination in six sessions. The research backs up the premise that a speaker's choice of language to produce a communicative event is impacted by a variety of factors (Afful (2017)

First, the research indicated that the venue, day, context of the scenario (scene), participants' dress, and seating arrangement all emphasise the formal nature of classroom presentations. This finding portrays academics as business-minded people. Second, it was discovered that participants in classroom oral presentations have comparable ideas and engage in speech community behaviours. The data demonstrated that the connection between presenters and assessors was symmetrical since the evaluation was done peer-to-peer, but asymmetrical between student participants and the lecturer (chair for the event), as evidenced by the statistics.

The research helps undergraduates prepare for their thesis defence in a significant way. It adds to the body of knowledge on academic genres by focusing on a less well-studied spoken genre, Classroom Oral Presentation (Student Project Presentation). The research has instructional consequences for CS instructors, mainstream lecturers, and undergraduate students. It is essential for text building when discussing the action sequence (form and content) of a classroom oral presentation and the overall structure of a viva voce. Finally, the research contributes significantly to the ethnography of speaking (now, ethnography of communication) as an analytical tool for spoken academic genres.

4.4 Recommendation

There should be numerous opportunities for pupils to utilise and respond to the words they acquire through discussions, presentations, and classroom discussions, among other things (Beck, McKeown & Kucan, 2008). Barrett and Liu (2016) argue that pupils require more stringent language standards. As a result, educators are encouraged to teach language subjects and behaviours openly and actively.

References

- Alwi, N. F. B., & Sidhu, G. K. (2013a). Oral Presentation: Self-perceived Competence and Actual Performance among UiTM Business Faculty Students. *Procedia - Social and Behavioral Sciences*, 90, 98–106. <https://doi.org/10.1016/j.sbspro.2013.07.070>
- Alwi, N. F. B., & Sidhu, G. K. (2013b). Oral Presentation: Self-perceived Competence and Actual Performance among UiTM Business Faculty Students. *Procedia - Social and Behavioral Sciences*, 90, 98–106. <https://doi.org/10.1016/j.sbspro.2013.07.070>
- Brutus, S., Donia, M. B. L., & Ronen, S. (2013). Can Business Students Learn to Evaluate Better? Evidence From Repeated Exposure to a Peer-Evaluation System. <https://doi.org/10.5465/AMLE.2010.0204>
- Chamot, A. U., & O'Malley, J. M. (1996). The Cognitive Academic Language Learning Approach: A Model for Linguistically Diverse Classrooms. *The Elementary School Journal*, 96(3), 259–273.
- Chin, P. (2016). Peer assessment. *New Directions in the Teaching of Physical Sciences*, 13–18. <https://doi.org/10.29311/ndtps.v0i3.410>
- Costas, G., (1992), "Teaching communication and interaction strategies" An action research project with intermediate-level Greek teenagers.
- Dawson-Ahmoah, G. N. A. (2017). Analysis of The Speech Events in an M-Net African Drama Series- Tinsel. *International Journal of Language and Literature*, 5(2). <https://doi.org/10.15640/ijll.v5n2a6>
- DeWalt, Kathleen M. & DeWalt, Billie R. (2002). Participant observation: a guide for fieldworkers. Walnut Creek, CA: AltaMira Press.
- Dong, Y., Hu, J., Wu, X., Zheng, H., & Peng, X. (2018). The Evidence of Different Learning Environment Learning Effects on Vocabulary Size and Reading Comprehension. *Frontiers in Psychology*, 9, 1914. <https://doi.org/10.3389/fpsyg.2018.01914>
- Eunson, B. (2012). Academic writing: The essay.
- Focus-group-discussions.pdf. (n.d.). Retrieved October 23, 2021, from <https://www.intrac.org/wp-content/uploads/2017/01/Focus-group-discussions.pdf>
- Grigorenko, M. (n.d.). A Brief Introduction to Academic Language. 9.
- He, P. (2017). On Reading Comprehension Teaching for English Majors under Relevance Theory. *English Language Teaching*, 11(1), 46. <https://doi.org/10.5539/elt.v11n1p46>
- Johnsen, T. (n.d.). Developing the Concept of Asymmetrical and Symmetrical Relationships. 21.
- Kabir, S. M. (2016). METHODS OF DATA COLLECTION (pp. 201–275).
- Kawulich, B. B. (2005). Participant Observation as a Data Collection Method. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 6(2), Article 2. <https://doi.org/10.17169/fqs-6.2.466>
- Kho, M., Abdullah, N., & Leong, L.-M. (2015). Oral presentation difficulties – Experience of students at a polytechnic in Sarawak. *Issues in Language Studies*, 4. <https://doi.org/10.33736/ils.1653.2015>
- Liang, H.-Y., & Kelsen, B. (2018a). Influence of Personality and Motivation on Oral Presentation Performance. *Journal of Psycholinguistic Research*, 47(4), 755–776. <https://doi.org/10.1007/s10936-017-9551-6>
- Lin, C.-J., & Hwang, G.-J. (2018). A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom. *Journal of Educational Technology & Society*, 21(2), 205–219.
- Mufidah, S., Rukmini, D., & Faridi, A. (2012). ACADEMIC LANGUAGE FUNCTIONS IN TEACHING CONTENT SUBJECTS. *Language Circle: Journal of Language and Literature*, 7(1), Article 1. <https://doi.org/10.15294/lc.v7i1.2434>

- Murray, M. S. (2016). 4. Language Comprehension Ability: One of Two Essential Components of Reading Comprehension. <https://milnepublishing.geneseo.edu/steps-to-success/chapter/4-language-comprehension-ability-one-of-two-essential-components-of-reading-comprehension/>
- Shakir Hussein, K., & Kareem, E. A. (n.d.). A Corpus-Based Analysis of Using Function Words in English Forensic Authorship Attribution. Retrieved October 22, 2021, from <https://www.grin.com/document/385050>
- Shuo, Z. (2018). Application of Relevance Theory in College English Teaching. *Education Journal*, 7, 132. <https://doi.org/10.11648/j.edu.20180705.15>
- Tsang, A. (2020). Enhancing learners' awareness of oral presentation (delivery) skills in the context of self-regulated learning. *Active Learning in Higher Education*, 21(1), 39–50. <https://doi.org/10.1177/1469787417731214>
- Wang, F. (2014). A Model of Translation of Politeness Based on Relevance Theory. *Open Journal of Social Sciences*, 2(9), 270–277. <https://doi.org/10.4236/jss.2014.29045>
- Yuan, W., Lin, F. Y., & Cooper, R. P. (2019). Relevance theory, pragmatic inference and cognitive architecture. *Philosophical Psychology*, 32(1), 98–122. <https://doi.org/10.1080/09515089.2018.1497788>
- Zand-Vakili, E., Kashani, A. F., & Tabandeh, F. (2012). The Analysis of Speech Events and Hymes' SPEAKING Factors in the Comedy Television Series: "FRIENDS." 2, 18.
- Zhu, W., & Flaitz, J. (n.d.). Using Focus Group Methodology to Understand International Students' Academic Language Needs: A Comparison of Perspectives. 9.
- Živković, S. (2014). The Importance Of Oral Presentations For University Students. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.5901/mjss.2014.v5n19p468>

Appendix A

Presentation Evaluation Form

Presenter :

GROUP					
1	2	3	4	5	6

Date:

Topic:

CATEGORY	COMMENT
----------	---------

Settings

- Topic and issues appropriated for level.
 - location, time of day,
 - physical characteristics of the situation (e.g. size of the room, arrangement of furniture),
 - participants enthusiasm
-

Participants

- Members attended group discussions
 - Take an active role
 - Members had equal opportunity to participate
 - Treats the other team members with respect
 - Contributed greatly to the group presentation
-

Ends

- Was the foundation for the rest of the presentation established
 - Are technical words well-defined and written in a way that is understandable to the intended audience
 - Is the information correct.
 - Was sufficient content raised, and key points made.
 - any conclusion summarising the presentation.
-

Acts Sequence

- Is the presenting style appropriate for the subject and target audience.
 - The data is presented in a logical order.
-

Key

- The speaker maintains good eye contact with the audience throughout the presentation.
 - Speaker speaks in a loud, clear tone.
 - Possessive, controlled, and smooth delivery.
 - Pronunciation and good linguistic abilities are used.
 - Visual aids are well-prepared, educational, and powerful, and they aren't distracting.
 - The information was conveyed in a clear and understandable manner.
-

Instruments

- spoken, not read
- able to answer questions
- transparencies, slide
- Excellent use of multimedia (audio, video, etc)
- Size and amount of text is excellent

General Comments:

What did you like most about the presentation?

What areas might you suggest for improvement?