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"Do you Hear What I Say?" A Phenomenological Exploration of International Students' Oral Communication Experiences with PechaKucha Oral Presentations in a US English for Academic Purposes Program.

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"DO YOU HEAR WHAT I SAY?": A PHENOMENOLOGICAL EXPLORATION OF INTERNATIONAL STUDENTS' ORAL COMMUNICATION EXPERIENCES WITH PECHAKUCHA ORAL PRESENTATIONS IN A US ENGLISH FOR ACADEMIC PURPOSES PROGRAM

by

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ABSTRACT

With the importance of oral communication skills and digital literacy skills for 21st-century learners (Partnership for 21st Century Skills, 2006), there is an increasing tendency to incorporate technology in language learning and teaching. In this trend, PechaKucha Presentation (PKP), a unique, fast-paced format of giving presentations, has recently been advocated for its benefits in developing learners' oral communication skill in various contexts (Angelina, 2019; Coskun, 2017; Mabuan, 2017).

This paper presented a study that explored seven international students' speaking and listening experiences with PKP activities while completing the English for Academic Purposes (EAP) program prior to their undergraduate programs in a US university. The study adopted a phenomenological design with semi-structured interviews, artifacts, and observations. Colaizzi's (1978) data analysis framework was employed to provide a comprehensive description of the participants' speaking and listening experiences with PKP.

Findings revealed that (1) participants experienced a connection between emotions regarding PK presentations and their English speaking skills; (2) participants described cognitive and metacognitive skill use and awareness due to PK presentations experiences; (3) participants perceived audience as an important factor in presentation decisions; (4) these EAP international students were aware of and critical of their English- speaking skills; (5) they preferred more time for pronunciation and to convey information; (6) EAP peers' pronunciation hindered meaning making; (7), PK meaning- making processes included listening, reading, viewing, and critiquing their peers' presentation performance.

The study also offered several recommendations regarding the most practical teaching strategies that emerged from the findings of this research. Further implications that may inform EAP educators and EAP curriculum designers of oral communication skills for international students were also discussed.

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LIST OF ABBREVIATIONS

EAP: English for Academic Purposes

EFL   English as a Foreign Language

ESL: English as a Second language

L1:   First language

L2:   Second language

PK(P): PechaKucha (Presentation)

CHAPTER 1: INTRODUCTION

The study reported in this dissertation attempted to describe and understand the students' oral communication experiences with the utilization of an information and communication technology (ICT)-embedded presentation format. The study was conducted with the participation of international students enrolled in the English for Academic Purposes (EAP) program at a United States University. This introductory chapter provided the statement of the problem as identified, the purpose statement, and the research question that guided the study. The research design, the research paradigm, the definition of key terms used in the study, the significance of the study, its limitations, and delimitations, as well as a roadmap of the study were also briefly stated in this chapter.

Statement of the Problem

Communication- the human connection- is the key to personal and human success

Paul J. Meyer

In today's information society, communication skills are of increasing importance and are one of the '4Cs' (i.e., communication, critical thinking, collaboration, and creativity) that 21st century learners must develop (Partnership for 21stCentury Skills, 2006). That is, the mastery of communication skills is a requirement of a modern world learner to ensure academic success and potential employability prospects (Dede, 2010; Kay & Greenhill, 2011; Partnership for 21st Century Skills, 2006; Teo, 2019; Voogt & Roblin, 2012). Those who possess communication skills have the capacity to articulate not only what they know but also how well they can perform a task, by which their ability, knowledge, and value can be judged (Nisha & Rajasekaran, 2018;Souter, 2007). Therefore, developing communication skills for learners of any academic

area is of great significance to all educators, including instructors for English as second language (ESL) learners.

Of the diverse communication skills, oral communication skills, which include speaking and listening (Demir, 2017, Murphy, 1991), while being the most frequently used, are often ignored in language development instruction (Baker & Westrup, 2003; Karunakar, 2019). For English as Second Language (ESL) learners, speaking is deemed as the most anxiety-provoking mode of communication (Brown, 2001; Gillian & Yule, 1983; Harmer, 2000; Ur, 1991). Anxiety in speaking is an unpleasant feeling of fear, tension, apprehension, nervousness, and worry, as identified by Horwitz, Horwitz, and Cope (1986) and Yasuda and Nabei(2018). It is a form of communication apprehension, or the fright of delivering a speech in the context of oral presentation when public speaking is involved (Ayers & Hopf, 1993). Numerous efforts of ESL instructors have been made to find solutions to enhancing ESL learners' speaking and public speaking skills. Notwithstanding, their reluctance to speak and anxiety when tasked with speech delivery remains a pedagogical challenge to many ESL instructors (Walton, 2018). Therefore, a constant concern among the community of ESL educators is how to prepare ESL learners to develop competence and confidence in speaking skills in general and presentation skills in particular (Mabuan, 2017).

Like speaking, listening skills are greatly desired, yet also perceived as among the most challenging communication skills by most ESL learners (Izzah & Keeya, 2019).On average, an individual spends approximately forty-five percent of their normal daily lifetime (Feyten, 1991) and three-quarters of their classroom time (Bozorgian, 2012) in the listening mode of communication. While this receptive oral skill is fundamental to ESL learners in second language acquisition as well as in academic success (Demir, 2017; Wang, 2018), these learners

often face huge challenges in listening comprehension (Izzah & Keeya, 2019). Listening

activities require learners' active participation, which is not always at their complete control

because it depends on speaker characteristics, speech speed, textual characteristics, and various

contextual communication factors (Turel, 2014). The learners' active listening participation

comes in recognition of words and then understanding those words. As a result, like speaking,

listening generally provokes learners' anxiety and stress as it involves 'the interpersonal and

interpretive modes of communication' (Renukadevi, 2014, p.61).

Oral presentation or public speaking is defined as "a planned and rehearsed talk or speech

that is not committed to memory or read directly from the script, given by a presenter

(sometimes more than one) to an audience or two or more people" (Levin & Topping, 2006, p.

10). Oral presentation practice is viewed as greatly contributing to students' success in academic

performances as well as in their future profession-related tasks, developing students' confidence

in public speaking (Nguyen, 2015), their integrated language skills (Munby, 2011), their higher-

order thinking and research skill (Iberri-Shea, 2009; Manchey, 1986), and their decision- making

skills (Al-Issa & Al-Qubtan, 2010). On the other hand, presentation skill in a second language is

seen as the most apprehension-inducing experience for most international students (Radzuan&

Kaur, 2011). As presenters, ESLstudents are found to be very nervous and lack self-confidence

during oral presentations. Some learners even find the fear of making an oral presentation in

public even more prevailing than the fear of death itself (Dwyer & Davidson, 2012). However,

the level of anxiety of presenters (or speakers) is not an automatic response but may vary

depending on the audience's (or listeners') interest, responsiveness, and evaluation of the speech

(Kao & Craigie, 2018). Therefore, it is important for researchers to not only look at the oral

presentation from a presenter's or a speaker's perspectives but from the audience's or the

listener's perspective as well when conducting oral presentation studies with ESL participants—in this case, ESL international students in an EAP program.

In the context of US higher education, the number of international students has been a substantial part of the overall student body population (Davis, 2000; Smith & Khawaja, 2011). There has been a shift of American university instruction practice from a lecture format a few decades ago to the current interactive format with discussion and presentations (Kim, 2006, Lucas & Murry, 2016). Therefore, speaking and listening skills are becoming important and significant in international learners' language development and academic content development. In comparison to the wealth of research on literacy skills, research on adult speaking and listening reflects a comparatively low profile, partly due to the sophistication of the investigation of these skills (Lynch, 2011, Morita, 2004).

It is evident that honing international students' presentation delivery skill is a crucial component of any EAP programs, where international students, the focus of this study, take academic language classes prior to their enrollment in mainstream university undergraduate courses (Leopold, 2016)). A crucial responsibility of EAP instructors is to assist matriculated international students prior to their enrollment into content classrooms to facilitate a smoother transition from general English language learners to subject-specific English users (Leki, 2001; Murphy, Mendelsohn, Folse, & Goodwin, 2005; Ostler, 1980, Kim, 2006, Leopold, 2016). Therefore, in alignment with preparing these international students for their development of academic literacy skills, EAP programs offer classes that aim to develop advanced fluency in academic oral communication skills by developing their public speaking confidence and poise. Although research has shown that practice in oral presentation in class is desired and beneficial

to EAP students, studies that informs EAP oral presentation pedagogy based on learners'

perspectives remain a scarcity (Leopold, 2016).

In the era of digital technology, L2 instructors have been making efforts to

find innovative and creative ways to utilizing ICT activities and processes that will help learners

improve their speaking skills when delivering presentations (Angelina, 2019). Various ICT tools

such as videos, blogs, digital story software, electronic portfolio, YouTube, cellphone,

PowerPoint, etc., have been used in teaching academic presentations (Barrett & Liu (2016). In

this technological trend, PechaKucha presentation (PKP) format, a unique, fast-paced, Microsoft

Office PowerPoint slides presentation (Mabuan, 2017), is considered a solution to boost ESL

learners' presentation competence in EAP programs in the United States. Typically, a PKP is

delivered with 20 slides of pictures or images for 20 seconds each, resulting in a total

presentation time of 400 seconds (www.pechakucha.org/faq, 2016).

There has been much research discussion about PKP and its benefits in diverse

educational contexts such as medicine (Abraham, Torke, Gonsalves, Narayanan, Kamath,

Prakash, & Rai, 2018; Ramos-Rincón, Sempere-Selva, Romero-Nieto, Peris-García, Martínez-de

la Torre, Harris, & Fernández-Sánchez, 2018), nursing (Byrne, 2016), engineering (Soto-Caban,

Selvi, & Avila-Medina, 2011), sales management programs (Levin & Peterson, 2014; McDonald

& Derby, 2015) and also in language education (Angelina, 2019; Coskun, 2017; Mabuan, 2017;

Ruitz, 2016). The integration of PKP used in the classroom has been examined from various

theoretical and methodological approaches. However, a review of literature has revealed that

ESL students' perspectives about their academic oral communication experiences with delivering

this distinctive type of ICT- embedded oral presentation are still unknown. There are few

qualitative researchers who have looked into how this under-researched population of learners

undergoes this beneficial yet anxiety-inducing oral presentation experience, especially with the integration of a new technology-embedded format. Therefore, the present study is an attempt to bridge this theoretical and methodological gap and shed new light on the current literature on oral communication.

Purpose Statement

This phenomenological study aimed to understand and describe ESL International learners' shared oral communication experiences in a southeastern US university EAP program. Oral communication experiences included the participants' speaking and listening engagement in classroom oral presentations using an ICT- embedded tool, known as the PechaKucha (PK) presentation technique, a unique, fast-paced format of orally presenting their academic content.

In this study, the participants' perspectives of the phenomenon both as speakers (presenters) and listeners (audiences) were examined. It was hoped that the interpretation and discussion of the study's conclusions would inform the current EAP instructors and EAP curriculum developers of areas to include in the program. The ultimate ambition was to find 'practical, effective, and robust instructional patterns and methodologies' (Barrett & Liu, 2016) to enhance EAP instruction in US higher education institutes and other similar EAP instruction contexts.

Research Questions

The following central research question guided the conduction of the study:

1. How did international students at a US research-oriented university perceive their academic oral communication experience with the utilization of an Information and Communication Technology- Embedded Presentation Tool known as PechaKucha Presentation activities in their EAP program?

The two sub-questions were as follows:

1.1.What were the international students' speaking experiences with the delivery

of PK oral presentations in their EAP program as a presenter (speaker)?

1.2.What were the international students' listening experiences with the utilization

of PK presentation in their EAP program as an audience member (listener)?

Research Paradigm

Adopting the constructivist research paradigm with which multiple realities are expected to be constructed, the researcher "recognizes the importance of the subjective human creation of meaning but doesn't reject outright some notion of objectivity" (Crabtree & Miller, 1999, p. 10). Built upon the premise of a social construction of reality, pluralism of subject identity is emphasized. One of the distinct features of this approach is the close collaboration between the researcher and the participants for co-constructing understandings using a naturalistic qualitative method (Crabtree & Miller, 1999). In this study, participants were able to tell their stories related to English speaking and listening and their PKP experiences, which described their perspectives of reality, which in turn, enabled the researcher to gain a better understanding of the participants' speaking and listening experiences (Lather, 1992; Robottom & Hart, 1993).

Research Design

To address the research question, the present study utilized a qualitative research approach in the form of phenomenology, which is an attempt to understand the essence of a shared lived experience by eliciting rich and descriptive data (Creswell, 2007, Creswell & Poth, 2018). A phenomenological study, which has been established as a solid, radical research approach, focuses on the participants' voices in describing their lifeworld related to a specific

phenomenon—in this case, speaking and listening experiences with PKP (Farber, 2006; Moustakas, 1994; Stewart & Mickunas, 1990, Creswell & Poth, 2018).

This qualitative research design facilitated the researcher's exploration of participants' descriptions and interpretations of their lived experiences in making PK presentations in the context of their EAP classrooms. The study was conducted at a metropolitan university in Florida, one of the largest research- oriented southeastern American university. Data was collected from seven participants who were enrolled in the English for Academic Purposes Program (EAP 1) at the research site. These participants were recruited following a purposive sampling method (Spradley, 1979). Data were collected from three primary sources including semi- structured interviews between the researcher and participants, the researcher's observation of participants' PechaKucha presentations and artifacts including participants' PK videoed Presentations, participants' PK presentation slides, and the researcher's research journal. These data were coded using Coliazzi's (1978) seven-stage methodological framework to provide a concise, yet thoroughdescription of the phenomenon under study.

Significance of the Study

Theoretically, research addressing issues related to PKP as an ICT- embedded Presentation format abounds in diverse contexts such as medicine, justice, engineering, and nursing. These studies have largely focused on EFL learners who share the same home language with each other and, in many cases, with their instructors. Despite that, there is a scarcity of research exploring the topic centered on international students in EAP programs who need linguistic preparation before their undergraduate programs in a US Higher Education Institution. Therefore, findings from a study on this population of learners and their experiences in

delivering PKP shed new insights on the literature of this ICT- embedded type of oral

communication.

Methodologically, this research responded to a call for a more social and contextual

orientation to studies in second language acquisition (Swain & Deters, 2007), and more

specifically, to PKP studies. To the researcher's knowledge, very few KPK researcher have

adopted a constructivist research paradigm by using a phenomenological research method.

The researcher hoped to bridge the research gap by adopting this naturalistic research

approach, listening to the voice of the participants to co-construct the multiple realities of

their own lived experiences with the phenomenon of PKP delivery.

Practically, the findings from the study that revealed perspectives of international

students in EAP programs both as a presenter and as an audience were expected to have

pedagogical implications, informing EAP educators and EAP curriculum designers of the

components pertinent to oral communication, particularly presentation skills to incorporate into

their EAP syllabus. Discovering more about international ESL learners listening and speaking

experiences would support the responses of English instructors in developing L2 learners'

academic oral presentation skills and listening skills and generally in communication to support

future learners in meeting the requirements for 21st century learners.

Assumptions

The implementation of this study was based on a number of assumptions, which are defined as

the beliefs related to the study that the researcher takes for granted (Roberts, 2010).

1. Observations regarding oral presentations reported by the researcher represented common
   rather than exceptional practices of the EAP students.

2. Interviewed participants had experiences delivering PKP in their EAP program.

3. International students in the EAP program were willing to share (and able to share) their speaking and listening experiences in an understandable, honest way.

Limitations and Delimitations of this Study

1. The study focused only on three PKPs delivered by the participants, two in- person PKPs and one pre-recorded one.

2. Other speaking and listening activities in the EAP class, such as pair work or group work discussion and interacting with instructors, were beyond the focus of this study.

Organization of the Study

This dissertation was composed of five chapters as follows:

Chapter 1 included the background of the study, the problem statement, the purpose of the study, the central research question that guided the implementation of the study, the definition of frequently-used terms, a brief description of the proposed methodology, the significance of the research, and an outline of potential delimitations and assumptions acknowledged by the researcher.

Chapter 2 reviewed and critiqued the literature pertinent to the topic of oral communication, including speaking, listening, oral presentation, and PechaKucha presentation. The major part of the chapter addressed the empirical studies related to PK presentations used for college students in various educational contexts, particularly in second language education. This chapter laid the theoretical and methodological foundation for the study presented in this dissertation.

Chapter 3 comprehensively described the methodology employed in this study. The chapter started with delineating the research design, site selection, sampling procedure, and data

collection procedure. Next, the chapter outlined the data analysis process and how to ensure

transferability and credibility of the data.

Chapter 4 presented the findings based on the data analysis. The detailed description of

the phenomenon of the EAP international students' experiences with the PK presentations in

their EAP 1 course constituted the core of this chapter.

Chapter 5 offered a further discussion of the meaning of these findings.

Recommendations for future research and ultimate conclusions are also provided.

Definitions of Key Terms

The following terms were used for the purposes of this study.

English for Academic Purposes (EAP) program: EAP program refers to a dedicated academic

English program at a US four-year higher education institution where international students take

classes to improve their academic English proficiency to prepare for an undergraduate program.

English as a Foreign Language (EFL): referring to English spoken by speakers whose L1 is

not English and who are learning the English language in a non-English-speaking environment,

i.e., where English is not spoken as an official, dominant language by the local community.

English as a Second language (ESL): referring to English spoken by speakers whose L1 is not

English and who are learning the English language in an English- speaking environment, i.e.,

where English is spoken as an official, dominant language by the local community.

First language (L1): referring to the language learners learn to speak as their native language.

International students: referring to students who are matriculated in a US higher education

institution, and who are living in the US on a temporary student visa for the purpose of studying.

Phenomenological study:a qualitative **research approach** that focuses on the shared experience

within a particular group.

Second language (L2): referring to any additional language that learners learn to speak after their first language.

PechaKucha Presentation (PKP, or PK Presentation): a fast-paced Microsoft Office PowerPoint slides presentation typically with 20 slides of pictures or images with minimal text for 20 seconds each, resulting in a total presentation time of 400 seconds (www.pechakucha.org/faq, 2016)

ICT- embedded Presentation: Oral presentations with the use of a technological tool such as PechaKucha.

Summary

In summary, this chapter presented a statement of the problem as identified, the purpose statement, and the research question that guided the study. The research design and the research paradigm utilized in completing this research were also briefly discussed in the chapter. The definition of key terms used in the study and the significance of the study were also included in the chapter. Finally, the research limitations and delimitations and the organization of the study were also briefly stated in this chapter.

CHAPTER 2: LITERATURE REVIEW

The purpose of the study reported in this dissertation was to understand and describe ESL international learners' shared oral communication experiences in a southeastern US university EAP program. This chapter synthesized and evaluated the recent literature related to the issue of oral presentations using the PechaKucha presentation format. In the first section, two fundamental theoretical concepts were provided: the notion of communication as one of the key skills needed of students in the twenty first century and the concept of oral communication including the two reciprocally interdependent skills- speaking and listening. The next section reviewed the research regarding EFL/ESL students' classroom presentations. The chapter concluded with a review of PechaKucha presentations- related research with a summary of the major gaps in the current literature that led to the need to conduct the present research.

Communication

Communication skills are strongly tied to students' academic and future professional success (Dunbar, Brooks, & Kubicka-Miller, 2006; Rubin & Morreale, 1996). Developing communication skills has always been one of the greatest concerns of most teachers and students in any field of studies: in medicine (e.g., Kurtz, Draper & Silverman, 2017), in engineering (e.g., Kovac & Sirkovic, 2017), in business (e.g., Gioiosa & Kinkela, 2019), and especially in second language education (e.g., Block & Cameron, 2002). In the context of the 21st century, communication is deemed as one of the four essential 'C' skills that students are expected to develop, i.e., communication skills, critical thinking skills, creativity, and collaboration skill (Partnership for 21st Century Skills, 2006). Of these four skills, communication skills are the prime because it leads to the mastery of the other three (Mabuan, 2017). Through communication, one can establish and define one sense of self, communicate

with the world and regulate relationships with others in the surrounding world (Rubin &

Morreale, 1996). In any basic communication course, students are usually provided with

knowledge of effective communication strategies as well as a healthy environment for different

sub-skills development and practice that can enhance their general communicative competence

(Dunbar et al., 2006).

There are two major modes of communication, written communication, and oral

communication. Whereas written communication is regarded as the more permanent, and

therefore prestigious, communication mode (Mead, 1980), oral communication, which includes

speaking and listening (Mead, 1980; Demir, 2017, Bahadorfa & Omidvar, 2014); Murphy,

1991), is deemed as the more desired, yet anxiety-provoking, mode of communication. This is

especially true to international students who study in a context where they are expected to speak

English as a second or a foreign language (ESL/EFL). The next section addressed oral

communication with its two major components, speaking and listening, in more specific details

related to second language learners.

Oral Communication

Oral communication skills include speaking skills and listening skills, both of which are

reciprocally interdependent (Demir, 2017; Mead, 1980; Murphy, 1991). Both speaking and

listening skills play an important role in education because apart from being the more common

mode of instruction, they provide a steppingstone for literacy development for elementary

children, secondary students, and adult learners. The mastery of these oral communication skills

has major contributions to the satisfaction and effectiveness in every aspect of the life of any

individual student (Mead, 1980; Baker & Westrup, 2003). In this section, the definitions, and

elements of these two oral communication skills were presented.

Speaking

     Definitions. For the past several decades, multiple definitions of speaking have been suggested by language learning experts. Generally, speaking is viewed as an interactive process of sharing meaning that includes producing, receiving, and processing information through the use of verbal expressions and non-verbal symbols such as gestures and facial expressions (Brown, 1994; Burns & Joyce, 1997). According to Chaney (1998), speaking is a productive oral skill employed to build and share meaning using verbal and non-verbal languages in various contexts.

     Other researchers added that speaking is a two–way process of using spoken language to build and convey meaning or to interact directly and immediately with others (Butler et al. 2000; Bygate, 1987; Chaney, 1998). It is also deemed as the collaboration between two or more persons to exchange opinions, information, or emotions (Abd El Fattah Torky, 2006; Howarth, 2001). Many researchers (Bygate, 1987; Brown & Yule, 1983; Hedge, 2000) asserted that speaking is an important skill for anyone to master because of its face value: in most real-life situations, first impressions of a person's language proficiency, thoughts, and personality is formed based on the judgement of how they perform this speaking skill. Bygate (1987) emphasized on the importance of speaking either as a first or second language because it is through this productive skill that many of the daily basic transactions are carried out.

     Elements of speaking skill. Many researchers have described speaking as a complex skill composed of five different elements: grammar, vocabulary, pronunciation, fluency, and accuracy (Abbaspour, 2016; Brown & Nation,1997; Mora, 2010; Nunan, 2003; Syakur, 1987). The five elemental skills of speaking were defined and explained in the following sections.

Some language experts have explained the grammar element in speaking as the speaker's ability to manipulate grammatical structures and forms to create grammatically correct sentences or utterances (Heaton, 1978, Nunan, 2003; Syakur, 1987). While a speaker needs grammar competence to produce correct sentences, vocabulary knowledge is viewed as of utmost importance because, without vocabulary, no ideas could be conveyed (Mora, 2010; Syakur, 1987). Syakur (1987) argued that speakers need to have sufficient vocabulary, including single words, compound words, set phrases, and/ or idioms, to be able to convey a message to the listener. As a distinctive feature of oral communication, the skill of pronunciation is defined as the ability to produce the English speech sounds and sound patterns in addition to the ability to use word and sentence stress, intonation patterns, and the rhythm of the language (Nunan, 2003). Pronunciation comprises not only phonemes (i.e., speech sounds) but also suprasegmental features (i.e., aspects of speech involving more than single consonants or vowels such as stress, pitch, intonation, tone, and rate of syllable succession/movement, duration of pauses, etc. or tempo) (Syakur, 1987).

The elements of fluency and accuracy are two closely related speaking components (Abbaspour, 2016) that are usually defined differently by different scholars. In general, speaking fluency is viewed as the ability to express a message without spending too much time searching for language resources; accuracy is related to the correctness of the speech in terms of grammar, vocabulary choice, and pronunciation (Ellis, 2009; Mihai &Purmensky; 2016; Nation, 1991; Syakur, 1987). While some researchers considered these as two distinct elements of speaking with language classroom activities aiming to develop either fluency or accuracy, or both (Ellis, 2009; Mihai & Purmensky, 2016), other researchers view accuracy as a part of fluency (Abbaspour, 2016; Syakur, 1987). For example, Abbaspour (2016) contended that accuracy is a

fundamental part of fluency, and fluency is a higher manifestation of a language learner's communicative competence. Regardless, as Mihai and Purmensky (2016) have acknowledged, the ultimate goal of language learners is to attain mastery of both fluency and accuracy in oral communication.

Listening

     Definitions. Among the various definitions of listening, some are vague and simplistic, while others are specific and complex. Thomlison (1984) and Hamouda (2013)have defined listening simply as the ability to recognize and understand what others are telling through speech. According to Brown and Yule (1983), however, listening comprehension is a demanding process in which a person understands what he/she has heard based on (a) the complex characteristics of the listener, (b) the speaker, (c) the content of the message, and (d) any visual support being used.

     Several researchers have further elaborated the skill of listening as a process of (a) recognizing and discriminating a language's sound units, (b) interpreting meanings of those sound units, and (c) combining them into complete messages conveyed by the speaker (Bowen et al., 1985; Celik et al., 2014; Steinberg, 2007; Tyagi, 2013). Adding another feature to this definition, Tyagi (2013) emphasized the active involvement of the listener as the receiver of the sender's message. Similar to speaking, listening is a critical element in second language learners' competence. Van Duzer (1997) has reported that people normally listen twice as much as they speakand four to five times than they read or write during a normal day, including at school, at work, or in the community.

     Components of listening skills. Many researchers have agreed that this listening process includes three components: understanding a speaker's pronunciation, the speaker's grammar, and

vocabulary, and understanding of the meaning (Morley, 1972; Gilakjani& Sabouri, 2016; Tyagi, 2013). Of these researchers, Morley (1972) and Tyagi (2013) further explained understanding speakers' pronunciation by including the component of auditory discrimination. Selecting necessary information, remembering it, and making sense of it are also components of listening (Gilakjani & Sabouri, 2016; Tyagi, 2013). Tyagi (2013) emphasized another aspect of listening as attending to linguistic cues, non-linguistic cues, and paralinguistic cues to understand the sender's message. Using background knowledge to predict and confirm meaning was also considered the cognitive component of listening (Tyagi, 2013).

Tyagi (2013) has described the process of listening as occurring in five stages that include all the previously mentioned components of listening: hearing, understanding, remembering, evaluating, and responding. In the stages, the listener moves from receiving the sounds to interpreting the sounds to form the message being conveyed, to critiquing the message, and finally responding to the message. All these stages, once completed, contribute to the complex act of listening. In figure 1, these five-stage process of listening, as described by Tyagi (2013) was presented, showing the connectedness between each stage:

- Hearing is a physical response, known as attention, an important requirement for effective listening. It is the process of receiving the message.

- Understanding is the ability to analyze symbolic stimuli such as words, sounds, or visuals to comprehend the meanings attached, using past experiences and contextual factors. It is the process of interpreting the message.

- Remembering is the adding of what has been heard or seen to the memory for storage. It is the process of memorizing or recalling the message.

- Evaluating is the stage of weighing evidence, sorting fact from opinion, and determining

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the presence or absence of bias or prejudice. It is the process of judging a message after the message is completely delivered by the speaker.

- Responding is the final stage of listening, where the listener provides verbal or non-verbal feedback to the speaker, which is the only obvious signal of the message being successfully transmitted.
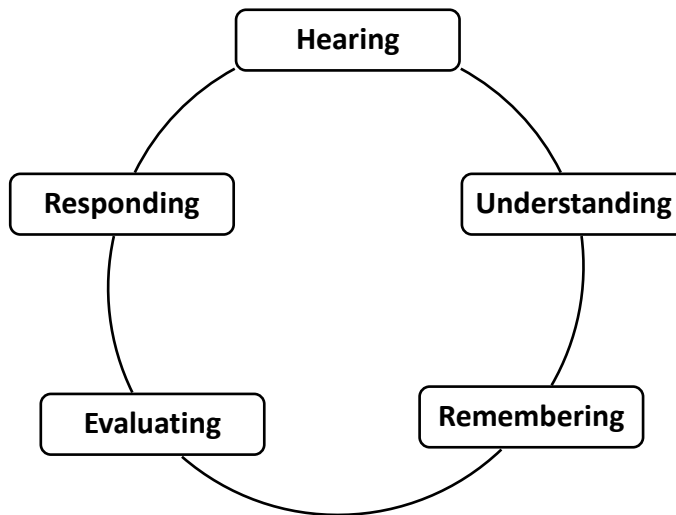
Figure 1

The five-stage process of listening as described by Tyagi (2013)

Demir (2017) has contended that while speaking is involved in expressing oneself, listening is involved in comprehending others. The researcher explained that, as two interrelated, inseparable elements of oral language, listening and speaking completed each other to form the communication phenomenon. According to Demir (2017), in language acquisition, speaking cannot be acquired without the listening process because if one cannot hear the sounds, one cannot reproduce them. In an interaction, however, Demir (2017) also acknowledged that without the existence of listeners, speakers had no reasons to speak. In other words, listening and speaking were reciprocally interrelated. It is highly recommended that

education of listening and speaking in second language, acquisition cannot be separated (Demir, 2017).

Summary

For EFL/ESL learners, oral communication skills are frequently expected to be used and greatly desired (Bahadorfar1 & Omidvar, 2014; Bassano & Christison 1987; Nunan 2003; Richards & Renandya 2002). Both Abbaspour (2016) and Mihai and Purmensky (2016) have advocated focusing on English learners' communicative competence in speaking.

Other researchers (e.g., Kurita, 2012; Rost, 2001; Vandergrift, 2007) have suggested that listening skills are critical for second language learners to develop and be able to effectively participate in communicative acts in the second language. Knowing the importance of speaking and listening skill development for language learners—especially second language learners—I seek to add to the current knowledge base regarding EAP international students' speaking and listening skill development through their roles as presentation speakers and listeners. However, as will be shown in the review of research on oral presentations, this experience is extremely anxiety-provoking for EFL/ESL learners for a variety of reasons (Karunakar, 2019; Martinez-Flor et al., 2006; Nunan, 2003). This anxiety and accompanying emotions are shown to be most challenging when these language learners speak in front of an audience.

Oral Presentation

Oral presentations are a mainstay in undergraduate experiences, especially in US universities and ESL courses (Aliyu et al., 2019; Chou, 2011; Kaur & Ali, 2017). To understand the research regarding the benefits and challenges of oral presentation experiences for collegiate language learners, I first presented the different definitions of oral presentations. Then the importance of oral presentation was discussed, including researchers' discoveries on the social,

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academic, and professional benefits of oral presentation experiences. To complete this section, I

presented the research detailing the various challenges students, particularly EFL/ESL students'

experience when delivering oral presentations.

Definition

As defined by Levin and Topping (2006), oral presentation, also termed as public

speaking, is a type of prepared and rehearsed speech in which one or more speakers (also called

presenters) deliver information to an audience of two or more people without being committed to

memorization or direct reading from a script. Rajoo (2010) further defines oral presentation as a

form of conversation with the audience where the speaker or speakers develop and adopt certain

cognitive-communication skills in order to convey clear messages and information. These

messages and information, in Rajoo's perspective, are expected to be understood by the

audience. However, different from daily conversation, oral presentations require structure,

formal speech, and a different method of delivery (Lucas, 2004), within a time limit, with the

utilization of visual aids in combination with spoken, form of communication (Baker, 2000;

Kaur & Ali, 2017; Ming, 2005). Based on the above information, oral presentations differ from

the normal everyday conversation because (a) the aspects of speech are prepared and rehearsed

and are structured and include formal language, (b) the presentations include various textual and

visual supports to convey messages, and (c) the presentation is given to an audience for specific

purposes.

Importance of Presentation Skills

An oral presentation is among the major academic activities for any undergraduate

student (Chou, 2011; Kaur & Ali, 2017). The importance of oral presentation has been widely

recognized and developing the oral presentation skills included in oral presentations has been

emphasized in many undergraduate programs (Baskara, 2015; Leopold, 2016; Morell & Pastor Cesteros, 2018). Rajoo (2010) and Verderber et al. (2008) have argued these skills are important because mastery of good oral presentation skills will help students achieve their social, academic, and professional goals. Rajoo (2010) has purported two reasons for this emphasis. The first reason is that students who possess good oral presentation skills will be empowered to better convey complex thoughts and information in a way that is easily comprehended by the audience and, therefore, will impact the perspectives and conduct of other people. The second reason centers on the idea that practice in an oral presentation can greatly contribute to students' success in academic performances. Researchers have also contended that the process of preparing, rehearsing, and delivering oral presentations in the classroom supports students' listening, speaking, reading, writing, critical thinking, decision-making, and higher-order research skill development that is required in higher education settings and careers (Al-Issa & Al-Qubtan, 2010; Iberri-Shea, 2009; Manchey, 1986; Nguyen, 2015). In addressing the importance of oral presentation skills for careers, researchers (e.g., Curry et al., 2003; Mabuan, 2017, Souter, 2007; Stevens, 2005) have highlighted a significant demand among employers for new hires' strong presentation skills, including the ability to deliver quality presentations.

The findings from researchers exploring presentation experiences of language learners have also revealed the importance of oral presentation skill development. In a qualitative exploration of oral participation in class, Lee (2009) discovered that international graduate students, specifically those of Asian descent, in US graduate university programs, did not engage in whole-class activities, which limited their language development. Barrett and Liu (2016), in their review of the research on oral presentations in EAP university courses, discovered instruction that encourages English speaking and listening (such as oral presentation activities)

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foster (a) familiarity of professional presentation processes, the development of academic or topic-specific language, (b) awareness of what makes a strong presentation, and (c) learner autonomy and skill development. Due to these and numerous other benefits of oral presentation experiences for English as second language learners, researchers continuously call for more research regarding oral interaction and presentation experiences in university courses across the world, especially in US universities' EAP courses (e.g., Aliyu, 2019; Kaur & Ali, 2018; Morell & Pastor Cesteros, 2018)

Challenges in Oral Presentation Delivery

Despite the benefits acknowledged by numerous researchers, there have been reports on the negative experiences related to oral presentations for students in general and international language learners specifically. Due to its distinctively complex and cognitively demanding characteristics, an oral presentation is viewed as the most challenging oral communication activity to most students, especially to those who present in English as a second language (ESL), no matter whether the audience is familiar or unfamiliar to them (Bankowski, 2010; Ferris & Tagg, 1996; King; 2002; Hafner & Miller, 2011; Lucas, 2011; Mahani et al., 2014; Morita, 2000; Radzuan & Kaur, 2011; Rajoo, 2010; Woodrow & Chapman, 2002). A review of the literature pertinent to oral presentation revealed three major areas of challenges, namely (1) fear to speak in front of an audience; (2) lack of language resources; and (3) lack of presentation skills and strategies.

The public speaking fear is a common phenomenon to any speaker or presenter. According to Luca (2001), "Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech" (p.9). Some learners even find the fear of making an oral presentation in public even more threatening than

the fear of death itself (Dwyer & Davidson, 2012, Raja, 2017; Spijck, 2011). Spijck's (2011) research indicated that approximately eighty percent of people experienced public speaking anxiety to a certain extent. Students who speak English as a second language (ESL) are commonly found to be extremely nervous and lack self-confidence during oral presentations (Dwyer & Davidson, 2012; Kao & Craigie, 2018; Leopold, 2016; Radzuan& Kaur, 2011). Kao and Craigie (2018) have explained that presenters' level of anxiety is not a constant construct but may vary depending on the audience's interest, responsiveness, and evaluation of their presentations. Psychologists, however, believe that anxiety in oral presentation is an irrational fear and can be easily overcome (Raja, 2017).

Apart from public speaking fear, language deficiency is another barrier that prevents students who are not proficient in the presentation language from delivering a successful presentation. Those who do not have high proficiency language level often eventually end up reading from the visuals such as their notes or texts from their slides if they use Powerpoint as a presentation tool. For English as second language learners, the lack of language resources makes oral presentation tasks daunting and intimidating (Barrett & Liu, 2016). According to Morell and Pastor Cesteros (2018), international students find it one of the greatest challenges to present in a second language. This claim is well supported by many other researchers (Noor Raha & Sarjit, 2011; Weisseberg, 1993), who also contended in their studies that the lack of linguistic competence was one of the main causes of anxiety for nonnative English speakers when delivering presentations. Various researchers (Noor Raha & Sarjit, 2011; Stapa et al., 2014; Suryani Sabri & Teah, 2014; Vitasari et al., 2010) reported that most ESL undergraduate students considered oral presentation the most stressful communicative event partly due to their

low linguistic proficiency including limited vocabulary and concern over incorrect pronunciation.

Adding to the emotional and linguistic challenges is the lack of essential presentation skills and strategies of many students when delivering a presentation (Chen, 2011). Bankowski (2010) listed a number of techniques students needed to be trained in making successful, engaging oral presentations, which included preparation or research skills and delivery skills. For example, Bankowski (2010) and Yang (2010) have argued that presenters need to be familiar with the following preparation techniques such as (1) selecting a good topic, (2) researching relevant information from credible sources; (3) preparing an outline for the presentation, (4), constructing essential visuals. Presenters also need to develop the delivery strategies and techniques such as (1) introducing the topic to the audience; (2) grabbing the audience's attention; (3) staying focused by following the outline; (4) using references, notes, and visual aids effectively; and (5) using appropriate eye contact and voice strategies to hold the audience's attention (Bankowski, 2010; Yang, 2010). In a study with 19 Spanish students from different academic majors enrolled for an "Academic English for Teaching and Presenting" course, Morell et al. (2008) found that most presenters who participated in the study did not use any interactive strategies to attract the audience's attention. The presenters were found not to aim at transmitting the content successfully to the audience in a bi-directional way. In another study, Zarei et al. (2019) also discovered that lack of communication and presentation skills negatively affected undergraduate Malaysian students' oral presentations. In general, researchers claimed that most college students have insufficient knowledge of these presentation skills, making the task become far more stressful (Morell et al., 2008; Stapa et al., 2014; Zarei et al., 2019).

Language Anxiety and Second Language Learners

In considering Horwitz's (2001) language anxiety theory, a connection between second language learners' challenges in oral presentations becomes clear. Horwitz et al. (1986) identified three academic and social related anxieties that connected to the idea of second language acquisition and demonstration in university coursework: "1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation" (p. 127). Horwitz and colleagues posited that communication apprehension had to do with the fear and anxiety of public speaking and listening experiences which surfaced as a type of shyness. This shyness is exasperated by second language learners' lack of communicative control, such as in oral or listening performance situations (Horwitz et al., 1986). Text anxiety from these Horwitz et al.'s (1986) perspective is derived from a fear of failure, leading to language learners self-imposing unrealistic expectations, and aiming for perfection. Experiencing fear about others' evaluation of one's performance is the third type of anxiety Horwitz et al. (1986) identified. Fear of others' evaluation is broader than test anxiety because it can occur in any social situation. In academic and social settings, language learners can feel evaluated (real or imagined) in at least two ways—in their speaking and listening skills and in their content knowledge.

Overall, the language anxiety language learners may experience can lead to learners perceiving a threat to their self-concept or self-esteem, which can intensify the anxiety to increased fear and panic (Horwitz et al., 1986). Transitioning from situations where they perceive themselves as competent communicators (e.g., in their own country and language), Horwitz et al. (1986) urged researchers to view language anxiety as a distinct, multiple "self-perceptions, beliefs, feelings, and behaviors related to classroom language learning" occurring due to novel or unique language learning experiences (p. 128). Based on Horwitz et al.'s (1986)

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description of language anxiety for second language learners, definite connections can be made to past and present researchers' discoveries of challenges second language learners experience before, during, and after academic oral presentations.

With this information, it is no wonder that past researchers (e.g., Aliyu, 2019; Noor Raha & Sarjit, 2011; Suryani Sabri & Teah, 2014; Vitasari et al, 2010; Weisseberg, 1993) have identified the academic oral presentation as the most stressful communicative event that ESL undergraduate students experience. Knowing more about these anxiety-ridden experiences from the international students' perspectives through in-depth qualitative methods is critical to adding to the knowledge base regarding oral presentation experiences, especially the experiences of EAP students in US university settings.

The Trend to Use Technology in Oral Presentations

To mitigate the tremendous difficulties in terms of emotions, linguistics, and strategies as indicated in the above section, educators all over the world constantly seek new, effective approaches to support their college students' process of preparing and delivering high-quality presentations. Among the various solutions is the increased use of technology in oral presentation classroom practice as discussed in various studies related to academic oral presentations (Balakrishnan & Puteh, 2014; Barrett & Liu, 2016; Hsu et al., 2008; Hung, 2011; Hung & Huang, 2015; Tsai, 2010, 2011).

In their recent comprehensive literature review regarding trends of academic oral presentations using technology, Barett and Liu (2016) identified a variety of technology tools that were used to support oral presentation practice such as audio blog, courseware, digital story software, electronic portfolio, YouTube, cellphone, and PowerPoint. These tools were primarily used for either audio- (e.g., audio blogs or electronic speaking portfolio, digital storytelling) or

video (e.g., YouTube or multimedia story telling software) -recorded presentations. With only one exception being PowerPoint, these technological tools were   rarely used for live presentations or face-to-face presentations. PowerPoint was the only digital tool most commonly used in face- to- face oral presentations which were interactive or partially interactive in nature. In these situations, the presenters had direct interactions with the audience to judge their comprehension or attention to the presentations from their facial expression or body language. The presenters using PowerPoint were also able to listen and respond to the audience's questions at the end of their presentation. In the next section, PechaKucha, a special format of this Microsoft PowerPoint software used in oral presentations, and research addressing this presentation format was thoroughly presented.

<p align="center">PechaKucha Oral Presentation</p>

Introduction to PechaKucha Presentations

To begin exploring PechaKucha presentations, it is important to define this type of presentation, to explain its format and rules, and the popularity of the PK model. According to the official website of PechaKucha (*https://www.pechakucha.com/*), the PechaKucha presentation is defined as a unique, novel form of a presentation recently introduced in various fields. This unique digital type of presentation uses an innovative tool called PechaKucha, which is a Japanese word meaning chit-chat or casual and friendly talk. PechaKucha presentation format was originated by two renowned British architects Astrid Klein and Mark Dytham, less than two decades ago, in February 2003, in Tokyo, Japan (*https://www.pechakucha.com/*). The invention of this presentation tool was a response to the desire for "SHOW and TELL" with more "show" and less "tell" to reduce speakers' common tendency to deliver a lengthy speech. (*https://www.pechakucha.com/*)

The format of PK presentations relies upon visuals, specific time constraints, and automated slide transition. Distinguished by its 20x 20 format, PechaKucha Presentation is a fast-paced presentation technique, using 20 heavy- visual slides from Microsoft Office PowerPoint. Presenters utilize very limited or no text on the slides during a maximum total presentation time of 400 seconds or 6 minutes and 40 seconds, with each slide being displayed for 20 seconds. Another typical aspect of PechaKucha's presentation is the automatic advancement of the slides. Presenters deliver their speech without any control over the slides, which have been previously timed to automatically transition as the speaker continues speaking from slide to slide. Because of these typical characteristics in the PK presentations, this format of presentation allows speakers or presenters to demonstrate their mastery of simple yet effective, succinct presentation skills (Dytham& Klein, 2007; Lucas & Rawlins, 2015). In other words, PechaKucha is believed to provide a platform for presenters to create powerful, visually captivating, audience-engaging presentations in less than seven minutes (*https://www.pechakucha.com/*)

Lortie (2016) has explained the simple rules guiding the PKP. First, the presenters must plan a clear story with limited to no detours, tangents, or side anecdotes. Second, presenters must use simple visuals, a limited amount of text, and only one major point per slide. Third, a consistent theme must be presented throughout the presentation. Fourth, the critical message of the presentation must be repeated twice using different visuals. Fifth, the presenters must identify the most parsimonious description of a process that requires explanation. Sixth, the speaker must allocate at least three slides to effectively end the narrative and one final slide for their contact information and links to additional resources. The final rule is that the speaker should always practice the presentation with the slide deck on timed, auto advancement.

For the last two decades, PKP has gained popularity worldwide and has become a global phenomenon (Foyle & Childress, 2015; Mabuan, 2017). According to the official PK website, over 1,149cities in 137 countries in the world hold PechaKucha training and workshops as well as PK nights (www.pechakucha.org/global, 2016). The statistics from this website indicate that there are as many as 10,000 PK events with 130,000 presenters in various fields such as photography, technology, architecture, and education. Regularly voted as the most popular way to present, this format of presentation has been advocated by a large number of schools and universities, industries, and professional conference organizers around the globe (Downing & Martindale, 2011; Tomsett & Trott, 2014). In the educational context, digital PK has become a common digital tool for both educators and learners from grades K- university level (*https://www.pechakucha.com/*). Foyle and Childress (2015) asserted its popularity in presenting class work and projects in academia, whereas Mabuan (2017) observed its common integration into classroom activities across a range of disciplines.

Empirical Studies of PKP

A comprehensive review of the current literature has shown that studies on PKP have been conducted in various educational fields with ESL and EFL students in many different countries worldwide. Researchers have claimed multiple benefits of PKP in a plethora of aspects, whereas these same investigators also discovered quite a few drawbacks students face with this innovative form of presentation. In addition, it is observed that a number of researchers have claimed the benefits of PechaKucha in enhancing students' presentation skills in general. However, out of these researchers who advocate on the advantages of PKP, none of them clearly describe in details the participants' speaking and listening experiences and how these two skills develop through the activities.

PKP in Medical Education

Recently, Abraham et al. (2018) conducted a quantitative study with 120 first-year undergraduate medical students in India. The study aimed at presenting participants' perspectives of the value of PechaKucha on participants' directed self-learning (DSL). The participants majoring in physiology were requested to use PKP to individually present their learning objectives in their assigned topic based on a prereading assignment provided a week before. The instructors facilitated the presentations. Data were collected through a validated questionnaire. Findings from the frequency analysis of the participants' responses revealed that improvement on DSL, presentation, collaborative learning, and information retrieving skills. The study also highlighted the benefits of PK talks on enhancing learners' content organization, conciseness, and creativity in delivering a presentation.

In the same year, Ramos-Rincón et al. (2018) conducted another quantitative study with 15 third-year medical students in Spain. Different from Abraham et al.'s (2018) study, where students individually presented with one PechaKucha presentation each, participants in this study did two PK presentations in groups of four, with the second presentation two days after the first one. Data collected from two sources: (1) from the scores those participants who were student audience members assigned to their classmates; and (2) from a satisfaction survey on the experience completed by all participants. Positive results from the two data sources revealed the benefits of the PechaKucha Presentation technique in fostering abstraction, analysis, and synthesis of medical students in Spain.

Results from these two studies also corroborate with what Byrne (2016) previously discovered regarding the benefits of PechaKucha in enhanced learning outcomes. The researcher commended the innovation of presentation by using the PechaKucha format in nursing education

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as a novel strategy that enhances students' ability in "aesthetic storytelling, improving communication skills, affective learning, or opportunities for synthesis of information" (p.20). All three researchers recommended it to be incorporated as a regular teaching and learning tool in medical education and other health sciences education to give lectures and/ or present research and class assignments (Byrne, 2016; Abraham et al., 2018; Ramos-Rincón et al., 2018)?

PKP in Engineering Education

Soto-Caban, Selvi, & Avila-Medina, (2011) described an experiment with 15 Engineering college students in Canada by engaging them in an activity to reports their engineering research project. The participants, who had no prior experience with PechaKucha presentation format, were required to use this visual-laden style of presentation for their report delivery. Participants' responses to a questionnaire both from a presenter's and an audience's perspectives were analyzed. Findings indicated the participants' preference of PechaKucha style for presentation thanks to its conciseness and fast pace over the traditionally plain PowerPoint format that participants had previously experienced. Although this study addressed the PechaKucha presentation by exploring participants' insights both as presenters and audiences, the researchers did not specifically touch upon the participants' speaking and listening experiences.

Christianson and Payne (2011) conducted a qualitative study with 31 Engineering students who took EAP classes at an international university in Japan. In this study, the participants were involved in PKP to deliver group presentations. Data were collected from students' responses to survey questions and researcher's observation field notes. The researchers found that PechaKucha presentation enhances students' presentation skills in different aspects. These engineering students found this format of presentation enjoyable and useful because it

requires them to focus on the key points, force them to do more rehearsal before delivery, and helps the audience to stay engaged with their better choice of visuals relevant to their speech content. While some participants also reported better time management skills as another gain from doing the PechaKucha presentation, other participants criticized the high degree of pressure for adequate practice. They reported their frustration with the 20 x 20 format constraint that caused their discomfort due to being rushed by the timer. While the researchers acknowledged the challenge of this type of presentation training, recommendations regarding overcoming these issues were provided by helping students develop good habits of preparation, rehearsal, and presentation delivery.

In a similar Japanese context with engineering college students, four years later, Nguyen (2015) examined the effectiveness of this presentation strategy using a quantitative approach. After delivering two Pechakucha presentations, one teacher-made and one student-made, 210 participants responded to a follow-up questionnaire with 6 Likert- scale questions and two open-ended questions. Similar to findings from the qualitative study by Christianson & Payne (2011), results from this quantitative study confirmed the benefits of PechaKuchas regarding students' enhanced presentation skills in addition to an observed improvement of their reading and speaking skills. On the other hand, participants in this study also acknowledged their frustration with the fast pace of the presentation as their main concern when adopting this novel presentation style, which was also observed as a drawback of PechaKucha presentation as suggested by Christianson & Payne (2011) from their earlier study.

PKP in Business Education

Levin and Peterson's (2014) primarily quantitative study was among the very few that addressed PechaKucha presentation format in the context of US higher education. The study was

implemented with 13 MBA Marketing students. All participants were familiarized with the PechaKucha format before delivering four individual presentations and a final group presentation. Data from participants' responses to a survey regarding their degree of innovativeness and motivations were analyzed using chi-square tests in addition to participants' end-of- term written reflection. The researchers discovered that these graduate students preferred this format of presentation regardless of their degree of willingness to accept new ideas, methods, or processes regardless of whether they have a high or low level of motivation. However, the qualitative data revealed these graduate students' apprehension when delivering the first PechaKucha, which decreased in the later attempts. On the contrary, these MBA participants did not find it necessary to have as many as five practices of PechaKucha in a semester, because, as graduate students, they were capable of executing a presentation beforehand.

In another educational setting, Tomsett & Shaw (2014) also conducted a mixed method study with 35 third- year Chinese Undergrad students in a business course where participants were engaged in presenting their course content in PechaKucha format. In addition to Levin and Peterson (2014)'s study, this research was among the very few existing studies where participants were required to deliver individual presentations, which Tomsett & Shaw claimed to be a more confronting task then collaborating ones such as pair or group presentations. Similar to Levin and Peterson (2014)'s study, Tomsett and Shaw (2014)'s data were primarily collected quantitatively from end- of- course survey, whereas the qualitative data were analyzed from participants' written responses to two open-ended questions related to their PechaKucha experience. Findings from the study pointed out that participants achieved their learning outcome in an innovative and creative way, as demonstrated by their clear, concise artistic presentation of

their course material. Most students showed their enjoyment doing the assignment because PechaKucha was interesting and fun, which is not different from findings in the previous study by Levin & Peterson (2014).

McDonald and Derby's (2015) study was another examination of the PechaKucha Presentation format implemented within the business field. Participants in their study were US undergraduate students taking sales management classes in two different years, 2012 and 2014. Similar to Levin and Peterson (2014) and Tomsett and Shaw (2014), McDonald and Derby (2015) collected data both quantitatively (through pre-and post-presentation surveys) and qualitatively (through students' written reflection in addition to instructors' observation). Each participant was also engaged in delivering one individual PechaKucha presentation to review their course content for final exams such as territory design or job descriptions. Qualitative results from the study reflected the effectiveness of PechaKucha in improving students' presentation skills in the way that it pushes students to distill the presentation subject to its essence to convey it in a brief and fascinating way, which corroborates with results found in previous studies in the same field (McDonald & Derby, 2015; Tomsett & Shaw, 2014); However, the quantitative result displayed no significant difference in content understanding and retention as an effect of PechaKucha format.

PKP in Psychology Education

Beyer (2011) conducted three experimental studies to examine whether PechaKucha enhanced the quality of student's presentations compared to traditional PowerPoint presentations. The researcher randomly assigned his psychology undergraduate students to either of the two presentation styles. Results from t-tests did not indicate any significant difference in student presentation quality. However, when students were assigned to present in both styles in a

later experiment, PechaKucha presentations were rated higher than were those using traditional PowerPoint because of the visual effects. However, a high percentage of the students (63%) reported being more confident with the familiarity, use of text, and no slide time constraints of the traditional PowerPoint. On the contrary, although participants reported equal time for preparation, several of them liked PechaKucha because presenters cannot read from their slides and the style kept the presentation moving. The results did not suggest that PechaKucha is a better choice, but rather an innovative, interesting, and helpful presentation style for students. Therefore, adding PechaKucha as an option for student presentations is just as effective for presenters as the traditional PowerPoint presentation format, which was also acknowledged by previous researchers such as Klentzin, Paladino, Johnson, and Devine (2010*).*

A year later, together with other researchers, Beyer continued the trend of PechaKucha research with US psychology undergraduate students. Beyer, Gaze, and Lazicki's (2012) study was among the scant research which looked at PechaKucha presentation from the audience's perspectives. The researchers carried out two experiments with the aim to compare psychology undergraduate students' reaction to and their retention of peer presentations using either PechaKucha format or the traditional plain PowerPoint format. However, participants in these studies did not deliver any PK presentations. Instead, in experiment 1, they were requested to watch three prerecorded videos of both types (a 5-minute PowerPoint, a 10-minute PowerPoint, and a 5-minute PechaKucha Presentation) while being allowed to take notes. Analysis of their response to survey questions a week later displayed no recall differences. The same results were found in a second experiment where students watched two presentations (10-minute PowerPoint and 5-minute PechaKucha) in a counterbalanced within-subjects design. In both experiments, there was no significant difference in retention levels of the delivered contents between the two

formats; yet participants showed a preference for PK format because of the visual effects. Therefore, PK presentation format was considered an alternative tool to traditional PowerPoint format, with more fun and the same effect on content recall.

PKP in Language Education

PechaKucha has also been lately integrated into second language education courses in different countries such as Indonesia (e.g., Angelina, 2019; Baskara, 2015); The Philippines (e.g., Mabuan, 2017), Singapore (e.g., Ruitz, 2016), Malaysia (e.g., Murugaiah, 2016); Turkey (e.g., Coskun, 2017; Solmaz, 2019). Most of these researchers addressed the topics with ESL/EFL students, with some exceptions on SFL (Spanish as a Foreign Language) (e.g., Ruitz, 2016). Yet, none of them address the issues with international students taking academic courses in higher education institutions in the United States.

Ruitz (2016) has been among the very few researchers who have investigated the effectiveness of the PechaKucha presentation format adopted for oral communication practice in Spanish as a Foreign Language (SFL) course in a University in Singapore. Eight students, at a low intermediate level of Spanish (B1.1.), were involved in the study where they delivered PechaKucha presentations for their final oral presentations. Ruitz was among the first researchers that explored students' perception of the use of PKP from both presenters and audience's perspectives, using two different questionnaires for surveys with mostly Likert scale questions apart from two open-ended questions. The researcher reported positive perspectives from students as presenters towards the use of the PechaKucha format as it is perceived as contributing to the improved presentation skills in the SFL classroom. Presentations were evaluated as more visual, creative, clear, concise, and structured than the traditional PowerPoint format. Positive perspectives from students as the audience were also reported. Most participants

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viewed this fast-paced, visual-laden format of presentations as attractive, entertaining, and engaging to audiences' similar to what Soto-Caban et al. (2011) found. Despite that, the rigid format and the time constraints were found to be challenging to presenters, whereas audiences did not find the format to be beneficial in helping them better understand the delivered content than other formats of presentations, similar to what McDonald and Derby (2015) found in their work with engineering students.

Mabuan (2017) conducted an important mixed method study with 43 English as Second Language (ESL) college students in Speech Communication classes in the Philippines. The researcher focused on examining these students' views and attitudes towards the use of PechaKucha presentations in developing their language competence and confidence. Analysis of students' reflections, interviews, and focus group discussion (FGD), in addition to their questionnaire data, highlighted the benefits of PechaKucha presentations in developing students' English speaking skill, including their non- verbal communication. The researcher reported students' increased confidence before an audience and their enhanced English macro skills such as reading, writing, and listening as a result of the utilization of PechaKucha. Similar to findings from other studies (e.g., McDonald &Derby, 2015; Ruitz, 2016), participants in Mabuan (2017) also expressed their positive attitudes towards the use of this presentation format since it provided a fun, exciting learning environment. However, again, the results also pointed out two major limitations of this format. First, the time constraint of 20 seconds for each slide restricted students from presenting the topics in more detail when necessary. Second, the challenge of selecting relevant images that could convey presenters' ideas was found to be time- consuming. It is worth noticing, though, that each student was assigned to deliver only one presentation without adequate time for preparation for the presentations, and therefore the findings might not

reflect the students' accurate perspectives about the experiences.

In one of the most recent studies related to PechaKucha presentations, Solmaz (2019) conducted an open-ended survey with 102 English language teacher candidates taking advanced-level speaking courses at the English language teaching department in a state university in Turkey. The researcher also conducted focus group interviews with 12 of the participants selected by clustering sampling, who represented different cohorts in the department. Results from the study tie well with those found in previous studies with other populations of learners regarding the multiple benefits of PechaKucha presentation format in developing learners' overall language skills (Mabuan, 2017; Ruiz, 2016). Specifically, it was found that the use of PechaKucha presentation enhanced learners' speaking and presentation skills (similar to Angelina, 2019; Colombi, 2017; Zharkynbekova et al., 2017) because learners could improve fluency and confidence in speaking, in addition to better their time management during presentations. PechaKucha was also claimed to contribute to other language skills development, including pronunciation, vocabulary, reading, and cultural knowledge, as learners were provided with contexts for further reading and further language practice (similar to Hayashi & Holland, 2016).

Solmaz (2019), also articulated several drawbacks of this presentation format, such as its rigorous nature due to its time constraint and lack of flexibility, which increased learners' anxiety in speaking and presenting. PK presenters reported their failure to attend to accuracy in speaking (similar to Baskara, 2015) and their tendency to memorize the content instead of authentic speaking as among the major restrictions of the PechaKucha model. Despite these drawbacks, these pre-service language teacher participants perceived the technique as potential,

and the majority of the participants reported their positive perspectives towards the tool, which they planned to adopt in their future language teaching career for their language learners.

A limitation of Solmaz's (2019) study is a lack of consistency in the number of PK presentations delivered by the participants. While some participants were assigned to make one PK presentation on their selected topics which were general topics, others were entailed to make two PKP, one with topics of their own choice and one with a topic chosen from a list of optional topics related to the English language learning and teaching provided/ assigned by their instructor. In addition, although there was a post-presentation discussion, and the audience was required to interact with the presenters by asking several questions related to the presentation topic, the study focused on the benefits of the PK format in general, without specifically looking at students' experience from an audience or a listener's perspectives.

A number of other studies that specifically looked into participants' speaking experience and/ or listening experience include Rokhaniyah (2019) and Angelina (2019). Both studies were conducted in Indonesian higher education contexts. Data in Rokhaniyah (2019)'s study were derived from classroom observation, pre and post-tests, field note, and interview. The study indicated that the adoption of PKP optimized EFL learners' speaking fluency through various aspects, including improved speech speed and articulation rate and reduced frequency of silent pauses and filler words. Angelina's (2019) similar mixed mode study also discovered that PKP enhanced learners' language use, speech delivery in addition to interaction with audience. What might be a limitation of these two studies is that both are primarily quantitative like most of PKP- related studies in the current literature. Despite some qualitative data through participants' responses to a number of interview questions, there was actually no in-depth description of the participants' lived experience of their PKP delivery. Findings from the studies did not indicate

how speaking skill develop through practicing this presentation format from the participants'

voice, and especially, the listening component was hardly addressed in any of the studies.

Synthesis of Research Using PK Presentation Format

Upon the synthesis of the PK presentation-related literature, it was found that various

researchers came to agree on a variety of benefits of PK presentation format (e.g., Angelina,

2019; Beyer et al., 2012; Tomsette & Shaw, 2014; Solmaz, 2019), whereas only half of those

researchers reported a number of drawbacks students face when using it as a presentation tool

(e.g., Christianson & Payne, 2011; Nguyen, 2015; Ruiz, 2016). Regarding benefits, while

different studies explored the topic from different content areas (such as medicine, engineering,

psychology, etc.), PK presentation format was always found to be beneficial in at least one of the

following three categories: (1) general presentation skill improvement; (2) speaking and listening

skill improvement; and (3) other presentation- related cognitive skill improvement.

Firstly, most researchers discovered that PK presentation format improved the general

presentation skill of those students who practice it in higher education classrooms of various

fields (Beyer, 2011; Lukas & Rawlins, 2015; Mabuan, 2017; Murugaiah, 2016; Nguyen, 2015;

Ruitz, 2016; Solmaz, 2019; Tomsett & Shaw, 2014). Outside the United States, where English is

spoken as a foreign language (EFL), PK was found to promote oral presentation skills

(Murugaiah, 2016; Mabuan, 2017; Nguyen, 2015; Tomsett & Shaw, 2014), positively contribute

to the improvement of presentation skills in the EFL classrooms (Ruitz, 2016, Solmaz, 2019), or

improves students' ability to use story elements in presentations (Lukas & Rawlins, 2015).

Similarly, within the US higher education context where English is spoken as a native language

or as a second language (ESL), Beyer (2011, 2012), also identified the same benefit with English

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as a second language student. However, the studies that were conducted in the United States were quite limited compared to studies that focused on EFL college students.

Secondly, in terms of speaking and listening improvement, many researchers concluded that PK presentation format enhanced students' speaking skill (Angelina, 2019; Nguyen, 2015; Mabuan, 2017; Ryan, 2012; Solmaz, 2019; Rokhaniyah, 2019; Zharkynbekova, Zhussupova & Suleimenova, 2017). For instance, Mabuan (2017) emphasized the improvement of non-verbal communication, whereas Ryan (2012) and Solmaz (2019) also found the impact of PK presentation on improving students' pronunciation and intonation. While Ryan (2012) particularly claimed that PK enabled students to "achieve natural-sounding connected speech" (p.25) due to the presentation timing constraint of the format, Angelina (2019) reported the improvement of students' speaking in the presentation in terms of language use and speech delivery as a result of practicing PK presentation. More specifically, Zharkynbekova et al. (2017) and Rokhaniyah (2019) observed an increase in students' speaking fluency thanks to increased speech speed and articulation rate, strengthened phonation time ratio, reduced frequency of silent time, and use of filler words. Generally, it is observed that while most of the studies under review employed a quantitative approach or a mixed-method approach, those few researchers who adopted a purely qualitative approach (Solmaz, 2019) or with some components of qualitative methods for their research (e.g., Angelina, 2019; Rokhaniyah, 2019) discovered far more specific aspects of students' speaking skills development. Surprisingly, only one researcher noticed the benefits of PK presentation on developing students' listening skills (Mabuan, 2017). Mabuan (2017), however, did not mention which components of listening skills were improved and how the listening skills were developed through the practice of PK presentation.

Thirdly, besides speaking and listening improvement, different researchers claimed the benefits of PK presentation format on boosting various other presentation-related cognitive skills development on top of increasing presenters' confidence. For example, PK presentation was found to enhance English macro skills such as topic-related reading (Mabuan, 2017; Nguyen, 2015; Solmaz, 2019), writing (Mabuan, 2017) or vocabulary and cultural knowledge (Solmaz, 2019). Christianson and Payne (2011) discovered the potential of PK presentation in enabling students to better focus on key points during the delivery. Also, the visual- heavy format with limited texts on slides forced students to be familiar with the content before delivery, so it helps students to gain a higher level of understanding and also a higher rate of retention of the content presented (Beyer, Glaze, & Lazicki, 2012). On top of that, PK presentation was found to enhance students' ability to achieve, brevity, and conciseness in presentation (Tomsett& Shaw, 2014) with a large amount of information within the short time allocated (Columbi, 2017; Lucas & Rawlins, 2015; Murugaiah, 2016). Additional cognitive skill development as an impact of PK presentation includes the growth of abstraction, analysis, and synthesis skills (Byrne, 2016; Ramos-Rincón et al., 2018), collaborative learning, and information retrieving skills (Abraham et al., 2018; Byrne, 2016).

In the area of drawbacks, a number of these researchers criticized the PK presentation tool mainly due to its rigid format, which presents challenges to students in both the preparation phase and the delivery phase of the presentation (e.g., Christianson & Payne, 2011; Mabuan, 2017; Nguyen, 2015; Ruiz, 2016; Solmaz, 2019). In the preparation phase, various researchers discovered the pressure for preparation due to the constraint of the PK presentation format, which is heavy visual laden rather than heavy text-laden, in addition to its limited time, as a major challenge to the participants as presenters (Christianson & Payne, 2011; Mabuan, 2017;

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Murugaiah, 2016; Nguyen, 2015). For instance, some researchers found that image selection was a time-consuming challenge, which added pressure to presenters' preparation time (Christianson & Payne, 2011; Mabuan, 2017; Nguyen, 2015). Similarly, Angelina (2019) indicated that students did not favor the extra effort needed in preparing a PK presentation due to the limited time and number of slides that the format of this presentation required. Furthermore, Murugaiah (2016) indicated that the rigor of the format demanded a great deal of preparation and rehearsal on the presenters' part in terms of visual and point selection and presenting in a limited time frame.

In the delivery phase, participants as presenters were found to experience negative emotions as a result of the time constraint of the format, including the limited total time of the presentation and the automatic transition of the slides (e.g., Angelina, 2019; Nguyen, 2015; Murugaiah, 2016; Nguyen, 2015; Solmaz, 2019; Ruiz, 2016). Nguyen (2015) reported students' shyness and even terror due to the fast presentation pacing. Most participants as presenters face frustration and discomfort (Christianson and Payne, 2011), lack of confidence (Beyer, 2011), anxiety (Solmaz, 2019). This restrictive nature of the format was found to be even more demanding, especially for low proficiency level students who viewed PK presentation delivery as or "a formidable task" (Murugaiah, 2016, p.98) or "a steep learning curve" (Solmaz, 2019, p. 554). However, while a preponderance of research overlooked the emotional challenges that PK presenters face, a surprising fact was that very few researchers indicated specific negative feedback in terms of speaking and listening skills during the delivery process. Baskara (2015) and Solmaz (2019) were among the few who found that PK presenters neglected accuracy in speaking, whereas Ruitz (2016) was the only one who criticized the PK format as not helping PK

audience to understand the presentation content better than other types of presentations. Tables

2.1 and 2.2 summarize the major benefits and drawbacks of the studies as previously reviewed.

Table 1

Benefits of PK Presentation Formats

Type of Skill Improvement	Specific Benefits	Researchers
General presentation skill improvement	Outside the United States, in EFL courses PK promotes: oral presentation skills ability to use story elements in presentations	Mabuan (2017), Murugaiah (2016) Nguyen (2015) Tomsett & Shaw (2014), Ruitz (2016) Solmaz(2019) Lukas & Rawlins (2015)
	Within the US higher education ESL context ESL: same presentation skills benefits as EFL	Beyer (2011; 2012)
Speaking Skill Improvement	Improvement of non- verbal communication	Mabuan (2017)
	Improvement students' pronunciation & intonation Natural sounding speech Improved language use & speech delivery	Ryan (2012), Solmaz(2019) Ryan (2012) Angelina (2019)
	Improved fluency & confidence in speaking increased speech speed increased articulation rate strengthened phonation time ratio reduced frequency of silent time reduced use of filler words	Zharkynbekova et al. (2017) Rokhaniyah (2019)
Listening Skill Improvement	Improved listening skills but no specifics	Mabuan (2017)
Cognitive skill improvement	Enhance English macro skills: topic-related reading enhanced writing enhanced vocabulary & cultural knowledge enhanced focus on key points Enhanced familiarity of content, higher level of understanding, and higher retention of content Enhanced students' ability to achieve brevity, conciseness Growth of abstraction, analysis, & synthesis skills Increased collaborative learning and information retrieving skills	Mabuan (2017), Nguyen (2015), Solmaz(2019) Mabuan (2017) Solmaz(2019) Christianson & Payne (2011) Beyer et al. (2012) Columbi (2017), Lucas & Rawlins (2015), Murugaiah (2016) Tomsett& Shaw (2014) Byrne (2016), Ramos-Rincón et.al. (2018) Abraham et al. (2018), Byrne (2016)

Table 2

Drawbacks of PK Presentation Formats

Presentation	Specific Drawbacks	Researchers
Challenges in both preparation and delivery phases	Rigid format	Christianson &Payne (2011), Mabuan (2017), Nguyen (2015), Ruiz (2016), Solmaz (2019)
Challenges in preparation phase of presentation	Pressure for preparation: rigid format Time to find visuals and key points Time to rehearsal Pressure of limited time	Christianson & Payne (2011) Mabuan (2017), Murugaiah (2016), Nguyen (2015) Angelina (2019)
Challenges in delivery phase of presentation	Negative emotions due to time constraint Limited total presentation time Automatic transition of the slides Rigid format demanding especially for low proficiency level Neglect of accuracy in speaking PK format is limited in helping PK audience to comprehend	Angelina (2019), Nguyen (2015), Murugaiah (2016) Murugaiah (2016), Solmaz (2019) Ruiz (2016) Baskara (2015); Solmaz (2019) Ruitz (2016)

Summary

To sum up, this chapter reviewed the importance of communication for students in the 21st century, the challenges and complexity of oral communication including, speaking, listening, and presentation skills using technology, including the Pecha Kucha tool. Empirical studies related to oral presentation using the PechaKucha format revealed a number of major gaps: (1) most of the studies have been conducted outside the US; (2) the majority of these studies adopted a quantitative approach in addition to some limited qualitative evidence; (3) the researchers tended to look at students delivering one presentation only, mostly in pairs or in groups rather than individually; (4) these studies primarily investigated the topic from a speaker or a presenter's perspective, without equal attention on a listener's or an audience's perspective,

which made it practically impossible to completely assess a presentation success; (5) another gap

in the literature was the lack of focus on EAP undergraduate students who were pre-admitted to

undergraduate programs, from a variety of pre-selected majors, in the US higher education

setting; and (6) finally, there were conflicting results in the current literature: while some

discovered that PK benefits all learners, others noticed that they were not appropriate for low

English proficiency students, with a variety of drawbacks that constrained them from making a

successful presentation.

CHAPTER 3: METHODOLOGY

This chapter comprehensively described the methodology employed in this study. The chapter started with delineating the research design, site selection, sampling procedure, and data collection procedure. The chapter concluded with an outline of the data analysis process and how to enhance trustworthiness of the data.

In language instruction, speaking and listening development are often ignored (Baker & Westrup, 2003; Karunakar, 2019). For English as a Foreign Language (EFL) or English as Second Language (ESL) learners, speaking is one of the most anxiety-provoking modes of communication (Brown, 2001; Gillian& Yule, 1983; Harmer, 2000; Ur, 1991). EFL or ESL learners' reluctance to speak and their anxiety when asked to present orally is a perennial pedagogical issue for EFL and ESL instructors (Walton, 2018). Similar to speaking, listening skill is greatly desired, but rarely taught in explicit ways to EFL and ESL learners (Izzah & Keeya, 2019). To combat these issues related to EFL and ESL learners' English language development, researchers have explored the use of PechaKucha presentations. Results from several researchers (e.g., Angelina, 2019; Izzah & Keeya, 2019; Mabuan, 2017; Solmaz, 2019) reveal multiple benefits of PKP on learners' second language acquisition, critical thinking skill. Yet, very little attention has been paid on the population of EFL and ESL learners in EAP programs in the United States and these learners' language experiences in delivering PK presentations.

The purpose of this study was to explore the oral communication experience of international students in delivering the PK presentations, specifically their speaking and listening experiences. The following overarching research question guided the design of the study:

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RQ1. How did international students at a US research-oriented university perceive their academic oral communication experience with the utilization of an Information and Communication Technology- Embedded Presentation Tool known as PechaKucha Presentation activities in their EAP program?

The two sub questions were as follows:

What were the international students' speaking experiences with the delivery of PK oral presentations in their EAP program as a presenter (speaker)?

What were the international students' listening experiences with the utilization of PK presentation in their EAP program as an audience member (listener)?

Research Design

This research was a qualitative study to explore participants within their natural contexts (Hatch, 2002). The general purpose of the current study was to describe and understand the lived experiences of a specific population (i.e., the international undergraduate students who are in English for academic purposes (EAP) program). Unlike the ontology of quantitative research, which claims reality as being 'out there' to be captured, qualitative researchers seek to understand and describe the multiple realities of the world based on participants' perspectives (Patton, 2015). In a qualitative study, the researcher uses naturalistic methods to gather the major data, including interviews with participants as informants, observation field notes, and/or artifacts from the research sites or participants (Patton, 2015). Through these methods, the researcher and the participants became co-constructors of knowledge about the world (Hatch, 2002). As Creswell and Poth (2018) explain, one distinctive characteristic of qualitative study is its emergent design, which means the research question and many other study elements are subject to change as the study unfolds, which makes the researcher's findings unpredictable.

Another feature of qualitative research is the inductive nature of the overall pattern of data analysis. With inductive analysis, the researcher generates the findings from discovering patterns or themes in the data, categorizing them, and finding support from the overall data set (Creswell & Poth, 2018; Hatch, 2002). Considering these characteristics, qualitative research was identified to be the most appropriate methodology for attaining the goal of uncovering and portraying participants' experiences in a natural academic setting.

Guided by the central research question, the researcher utilized the qualitative research design of hermeneutic phenomenology, which was an attempt to interpret a lived, shared experience by eliciting rich and descriptive data (Creswell, 2007, Creswell & Poth, 2018; Van Manen, 1991). According to Koch (1995) and Van Manen (1991), a hermeneutic phenomenological study represents the participants' voices in describing their 'lifeworld.' This research design, which was implemented under a constructivist research paradigm, had widely been used in education (Van Manen, 1991). Using this research design, researchers could explore participants' experiences in delivering oral presentations using a new ICT tool, the PechaKucha, in their English for academic purposes setting. By interacting with the participants and observing their natural contexts of delivering their presentations, the researcher aimed to understand the participants' shared perspectives about the phenomenon of delivering PechaKucha presentations in a second language. This pedagogical practice is currently being used in a higher educational institution in the United States; yet it has never been researched to explore the voices of the students themselves, or their perspectives towards the experience of delivering PK presentations. Thus, the qualitative phenomenological design adopted in this present study was believed to be the most appropriate method for exploring the research questions pertinent to participants' experience of the phenomenon.

Site Selection

The EAP program. This study was undertaken at the second largest research-oriented Southeastern American University. This University ranks 97th out of a total of 1,288 colleges and universities for popularity with international students, who account for 4.4 percent of the entire university student population (https://www.collegefactual.com). The data collection process took place at this research site. The selected participants were attending an EAP dedicated program designed exclusively for international students prior to their admission to mainstream undergraduate courses. This program was a part of the Department of Modern Languages and Literature, housed in the College of Arts and Humanities of this University.

At that moment, there was one lecturer with a PhD Degree in TESOL and an instructor who was a PhD candidate in the TESOL major in charge of the whole program that offered EAP 1 and EAP 2 courses to approximately 100 students each semester. The lecturer was a Brazilian US citizen. The instructor was a US-born Puerto Rican US citizen. Both the lecturer and the instructor have worked in this program for over five years. According to the EAP syllabi, the program aims to provide access for international students planning to pursue a degree at the institution. The EAP 1 and EAP 2 courses offered by the program focus on developing international students' academic reading, academic vocabulary, listening and note-taking, academic writing practice, and oral communication. The expected outcome of these courses was that students reached an advanced level when completing the EAP 2 course. While all students in this EAP program were given PKP practice to develop their academic presentation skills, only participants from EAP 2 class were recruited for this study.

The EAP 1 course description. According to the course syllabus obtained from the EAP team, the 16- week EAP 1 course was designed exclusively for international students. The goal

of the course was to prepare international students to be successful university undergraduates in their selected fields of study. Throughout the course, all assignments and activities aimed to provide these students with language practice for academic English skills improvement in all four areas of reading, writing, listening, and speaking.

Among the various course objectives and student learning outcomes was the development of advanced fluency in oral communication, particularly public speaking confidence and poise development. The presentation was considered a critical part of the academic experience. In week 6 of the course, students were briefly introduced to the PechaKucha Presentation format. After the introduction session, students had to prepare for a live PechaKucha presentation to be delivered in class a week later, to present the content of an academic essay that has been previously completed. Additionally, students had to prepare for a second PechaKucha presentation to be delivered two weeks after the PechaKucha presentation 1. Students were given instructions that clearly stated the objectives of the presentations, placing stress upon the development of speaking fluency and time management skill, and the development of organization skill and vocabulary knowledge. Clear objectives, instructions, and a rubric were also provided, focusing not only on content area organization area, but also on verbal/ nonverbal language skills (See Appendix I for full instructions on PechaKucha Presentations, obtained from EAP1 Course instructor).

The EAP 2 course description: As a continuity of the EAP 1 course, the 12- week EAP 2 course aimed to offer students opportunities to fully engage in reading and writing while developing their oral and public presentation skills in presenting orally in a formal, academic setting. According to the EAP instruction team, one of the emphases of the course was to equip

students with effective communication and critical thinking skills to prepare them for academic language skills at the college level.

Unlike the EAP 1 course, due to the COVID-19 pandemic, students could not meet in person and therefore were required to deliver one pre-recorded PKP instead of 2 live presentations. Starting from week 3 of the semester, one or two students would deliver a pre-recorded PKP in their zoom class meeting. Students were introduced to the PechaKucha Presentation assignment with an example of a pre-recorded video in the PechaKucha style. They were required to select, summarize, and synthesize news on a relevant, interesting topic from an American daily newspaper, the New York Times (NYT), to prepare for their presentations. Their pre-recorded video should be ready and submitted to the web course prior to their presentation day.

Students were given instructions that clearly stated the objectives of the presentations, placing stress upon developing the skills of selecting, summarizing, and synthesizing news into a short presentation. It was also expected that students were exposed to proper grammar and sophisticated vocabulary from well-written texts to enrich their academic language. Clear objectives, instructions, and a rubric were also provided, focusing not only on the content area organization area, but also on verbal/ nonverbal language.

Sampling and the Sample Size

Since qualitative studies aim to highlight individual or small groups of individuals' experiences rather than to make generalizations of the results, the sample of participants does not need to include as many individuals as possible (Merriam & Tisdell, 2015). The participant selection in a qualitative study should instead aim to provide examples of rich descriptions of selected cases or setting with extensive data (Van Manen, 2014). Creswell and Poth (2018)

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recommended that the ideal sample size for a phenomenological study should be from 6-12 participants or until saturation. This is also considered as a frequently adopted sample size in phenomenological research by many different phenomenological experts (Cohen, Kahn, & Steeves, 2000; Colaizzi, 1978; Dukes, 1984). Therefore, in this study, purposeful sampling was conducted. The purposive sampling approach is suitable for identifying and selecting information-rich cases (Palinkas et al., 2015). The researcher focused on one intact EAP 2 class with the size ranging from 6-15 students (which may vary in different semesters). The researcher recruited all students from that class who met the following study inclusion criteria:

- Adults able to consent

- Individuals who are 18 years of age and above

- Individuals who are international students, whose English is not home language

- Enrolled in the EAP program at the research site

- Enrolled in EAP Courses

- Have experiences with the PechaKucha presentations in the EAP program (in both EAP 1 and EAP 2 classes)

- Volunteer to participate.

The researcher contacted the EAP teaching team in person during their office hours to gain consent to the site. The researcher expressed her wish to research with students from an EAP 2 class and briefly provided the EAP teaching team with general information about the present study. The researcher hoped to receive both members of the EAP team's interest and support to the research. With the plan to recruit potential participants from an EAP 2 class, after receiving the IRB approval (See Appendix A), the researcher emailed the EAP 2 instructor the

site consent form with full details about the study to obtain their official consent signature (See Appendix B).

Recruitment process. With the permission of the instructor, the researcher contacted potential participants on zoom in their EAP 2 class. In the recruitment meeting, the researcher used the Participant Recruitment Announcement (See Appendix C) to explain the purpose of the study, provided the general information of the research, and asked for voluntary participation in the research. Those who were interested in participating were required to carefully read the participant consent form or the HRP 254 Summary of Research Explanation (See Appendix D) to make sure they met the inclusion criteria and understand all the information. Volunteer participants were also informed that they would be able to withdraw their consent and discontinue participation in this study at any time without prejudice or penalty. Finally, the researcher obtained voluntary participants' contact information for future research procedures.

Taking all the above procedures, the researcher recruited 7 students who met the inclusion criteria stated above.

Data Collection Procedures

Before the actual data collection process, the researcher carried out a pilot study. The researcher conducted a pilot study with one participant in their EAP 1 class when they delivered two PKPs in person in the Spring 2020 semester prior to COVID-19. During the pilot study, the researcher encountered multiple challenges, including recruiting participants, setting up camera equipment to video the presentations, and scheduling the three interviews. The researcher gained many benefits from this first experience. They included understanding how to set up cameras and also the best way time to schedule interviews.

Before starting the data collection procedures, the researcher informed what participants would be asked to do for each activity. Participants were also reminded that they were free to withdraw their consent and discontinue participation at any time. Data of this study were collected from three major sources: (1) individual semi- structured interviews, (2) researcher's PechaKucha presentation observations, and (3) collection of artifacts including participants' videoed PechaKucha presentations, their PechaKucha presentation slides, and researcher's research journal.

Individual Semi-structured Interviews

The primary method of data collection involved in-depth interviews. The in-depth interviews allowed the researcher to elicit the participants' accounts of their experiences of a phenomenon based on their own sense of reality (Koch, 1995). In this study, the researcher focused on the participants' speaking and listening experiences during the PechaKucha presentations delivery. Interviews are appropriate to understand individual experiences, based on which shared experiences can be elicited with clarity and detail, which aligns with the purpose of a phenomenological study (Creswell & Poth, 2018).

The researcher conducted three individual, semi-structured interviews. These semi-structured interviews include: (1) an initial interview prior to the PechaKucha Presentation (PKP) experiences, (2) a post PKP 1 interview, and (3) a post PKP 2 interview. PKP post-interviews were conducted after each of the participants deliver their presentations in class. Semi-structured interviews are conversation-based social interactions between the interviewers and the interviewees (Brinkmann & Kvale, 2015; Castillo-Montoya, 2016; Warren & Karner, 2015). Morris (2015) described this type of data collection method as a conversation where two

individuals (i.e., interviewer and interviewee) ideally discuss a topic of mutual interest in a 'relaxed, open and honest' manner. (p. 3)

The reason for choosing semi-structured interviews was because the researcher wanted to avoid placing undue stress on the international student participants who speak English as a second language. During the interview, the researcher allowed the interviewee a lot of flexibility and freedom in expressing themselves in their desired way. However, the researcher also used previously prepared prompts to purposefully direct the conversation and maximize the focus on relevant information within the designated time. Using a semi-structured interview process, the researcher was able to build up a rapport with interviewees while providing them with the space for adequate elaboration and explanation of their answers (Morris, 2015). As a result, the researcher gathered in-depth information.

Specifically, the researcher adopted Siedman (1998)'s three- step phenomenological interview framework as described below:

Step 1: Explore participants' experiences in the context of their lives by asking them to briefly reproduce their life history prior the phenomenon.

Step 2: Elicit specific details of their experiences with the phenomenon focusing on participant's rich and in-depth portrayal of the experience.

Step 3: Explore participants' reflection on the meaning of their overall experience by prompting them to look closer at the experience with the phenomenon and the interrelationship of such experience in the context in which it occurs.

Based on this framework, three in-depth semi- structured interviews were conducted, including:

(1) The initial interview, in which the participants were asked to provide some demographic information about themselves and describe their past and current life experiences related to their first language learning experiences and their English speaking and listening experiences. The purpose of this initial interview was to get to know the participants, to lay a foundation of trust for the subsequent interviews, and to gather information on their initial language experiences, including attitude to speaking and listening, their experience with Information and Communication Technology, and with PechaKucha. See Appendix E for the initial interview protocol).

(2) The post PechaKucha Presentation (PKP) 1 interview, in which the researcher elicited data about participants' experiences in speaking and listening in English and their experiences with PKP in the EAP 1 course, which was an in- person PKP (taking place in the semester prior to the current semester when the study took place). For example, the researcher asked the participants to reflect upon their experience as a presenter in this live PK presentation, their feelings about presenting in front of the class, and their experience as an audience in this first PK Presentation.

(3) The post PKP 2 interview, in which the researcher elicited further data about participants' experiences in speaking and listening in English and their experiences with PKP in their EAP 2 course, which was pre- recorded PKP. Similar to the post PKP 1 interviews, the researcher asked the participants to reflect upon their experience as a presenter in this pre- recorded PK presentation, their feelings about presenting in front of the camera, and their experience as an audience in this pre- recorded PK Presentation.

The purpose for the subsequent post PK presentation interviews (steps 2 and 3) was specific to the PK presentations and based on questions emerging from previous data collection

and analysis, which aligned with the emergent nature of qualitative studies. (Siedman, 2012).

Furthermore, the slides of the PKP in their EAP 1 class and the pre-recorded videos of the PKP in their EAP 2 were used during the post PK presentation interviews as a video- stimulated recall interview tool. Participants were asked to view a slide, a video sequence of their own performance, or their peer performance and were interviewed about their reflection about a certain decision-making process during the experience. Nguyen et al. (2013) argued that video stimulated recall interview has long been a popular research tool, which is especially valuable to investigate 'decision-making processes in relation to specific events' (p. 1). For example, in this study, the researcher asked the participant, 'I noticed in the video of your presentation that _____. Tell me more about (your feeling/ decision, etc.) then?', or 'What were your thoughts of doing this activity?', or What were you thinking when you decided to do this?', or, 'Why did you decide to do that?', etc. (See Appendix F, G for the two post PK presentation interview protocols).

Before each round of interviewing with each participant, the researcher went through the following steps:

- Thanking the participant for accepting to participate.
- Asking for permission to record the interview/ presentation as planned.
- Reminding them that the recording will be used solely for the purpose of the researcher's dissertation study and will be kept confidential.
- Telling participants to feel free to refuse to answer any of the questions that they do not feel comfortable with.
- Asking them if they have any question before starting.
- Reminding them to let the researcher know if they feel nervous or uncomfortable

and would like to pause or stop during any stage of the study.

These semi-structured interviews were planned to be conducted in person. However, with COVID restrictions, all interviews were carried out via zoom, which turned out to have multiple advantages. First, both the researcher and the participants could stay in their own cozy rooms without having to make any travel or space arrangement. Some of the participants partook in the interviews from their home countries, such as Oman or Korea. Besides, the interviews were video recorded by zoom without the need to set up video recording equipment. The recordings were also automatically transcribed by zoom and downloaded to be saved on the researcher's laptop.

The researcher could refer to the interview video when checking the transcription to ensure accuracy. Another benefit of the zoom interviews was that participants who all spoke English as a second language could use the chat window in zoom to type in certain words that they knew but were unable or not confident to pronounce. They even Google translate a word before typing it there when they faced linguistic deficiency in expressing themselves. Some participants also showed their satisfaction with their participation in the interviews since those seemed to be the only opportunities for them to speak English outside class during the COVID quarantine time. The more interviews they had, the more comfortable they became with their English. Also, with my identity as an Asian woman, and an insider as a researcher, I helped them along the way, which enabled the participants to comfortably share their perspectives, those perspectives of a non-native speaker.

The participants' recordings of presentations and of interviews were kept in a locked, secure place. When transcribing the interview recordings and taking notes, no personal identifiers are shared in this study and participants' data is kept confidential. Each participant

was assigned a pseudonym. Only pseudonyms were used on all data, reports, and presentations. The recordings were erased or destroyed after the completion of the study. All de-identified data would be stored for at least five years after the closure of the study per UCF IRB Policies and Procedures regarding Human Research Records. No participant personal information would be disclosed except when requested by the university's IRB committee.

PK Presentation Observations

The second data collection method involved observations of the prerecorded PKP from each participant as they submitted to their web course prior to their presentation day when their video was shown to the whole class for discussion. Notes from the observations can be used to triangulate data collected from the interviewing method (Creswell & Poth, 2018; Hatch, 2002). Observations are considered a valuable instrument to gather data pertinent to a phenomenon in a qualitative study because participants and the researcher are situated in the social setting where the phenomenon takes place. In this way, the researcher can observe participants' physical setting, their interactions, behaviors and the like during their experience of the phenomenon (Creswell & Poth, 2018). Concentrating on the research purposes and research questions, the researcher can use a note-taking instrument or recording procedures to record pertinent scientific data, which might be sensitive or less likely to be discussed by the participants during other methods of data collection such as the interviews (Creswell & Poth, 2018).

In this study, an observational protocol and video recordings was used to capture the PK presentations. The protocol guided the notes from the live and recorded PK presentations. Playing the role of a nonparticipant or observer as a participant (Creswell & Poth, 2018), the researcher used a prepared observational protocol to record observation field notes, including both descriptive notes to describe participants' activities and reflective notes to note the

researcher's reflections on specific activities (see appendix H). Observations were conducted

during the PK presentation 2, which were pre-recorded presentations that the international

students played to their peers in their EAP2 course. The researcher took quick notes while

watching the presentations, but considering the purpose of the present study, which was to

describe the participants' speaking and listening experience during their PK presentations

researcher focused on capturing data related to the following categories, which were a part of the

observational protocol: use of visuals, texts used in slides vs. words used in presentations,

interaction with the audience, etc.

Artifacts

Artifacts are a kind of unobtrusive data in qualitative studies. Hatch (2002) describes

artifacts as material objects that participants use in the context of the phenomenon under

investigation. For educational researchers, artifacts may include students' samples of

assignments, copies of their teacher plans, accounts of objects participants bring to the activity,

or researcher's notes or descriptions of the physical setting related to the researched

phenomenon. Hodder (1994) argued that the collection of artifacts can give additional insights

into the participants' perspectives towards the phenomenon. Webb et al. (1981) highly

recommended the use of unobtrusive data such as artifacts in qualitative research in addition to

the primary data because these data are not filtered through participants' perceptions,

interpretations, and biases. In this study, artifacts including (1) students' pre-recorded

PechaKucha Presentations, (2) their PechaKucha Presentation slides used for their in-person PK

presentations, and (3) the researcher's research journal were collected.

Students' pre- recorded PK presentations. The researcher originally planned to observe

participants' in-person presentations. However, due to COVID restrictions and this was not

allowed. Since the observation of each presentation would last within a very short time due to the

characteristics of a PechaKucha Presentation, the maximum length of which is 400 seconds

(www.pechakucha.org/faq, 2016), the researcher was likely to face challenges in taking detailed

observational notes. Therefore, the researcher collected the video of the participants'

PechaKucha presentations and also collected their respective PechaKucha slides. The purpose of

collecting these videos and slides was two-fold: (1) the researcher used them for a video

stimulated recall technique while conducting the semi- structured interviews as previously

mentioned; (2); the researcher used them to complete the observation field notes in case any

details was missed while observing.

PK Presentation slides. By the end of each presentation, the researcher asked the

participants for permission to collect their PKP slides into a USB drive, using participants' codes

(pseudonyms) to name their files. Similar to the recorded videos, these slides were used as

additional references for the researcher to complete the observational protocols when necessary.

The slides were important to triangulate with the interview data because they could help the

researcher find evidence on how much text vs. visuals participants had on the slides and how

much difference in the number of texts in the slides and their actual speech the videos.

The researcher's research journal

A research journal is a record of any of the researcher's reflection, observation, and

actions related to the study, parts of which may include audit trails and researchers' bracketing of

subjectivity. According to Williams (2018), audit trails are an in-depth approach to illustrate that

the findings are based on the participants' narratives and involve describing how the researcher

transparently collects and analyzes the data. An example of the audit trail may include the coding

process, descriptions of how and what individual codes are clustered together to form the basis of

an emerging theme, etc. Merriam and Tisdell (2015) recommended every qualitative researcher keep a comprehensive audit trail of analytic memos illustrating how important decisions to be made at each stage of the investigation.

Bracketing, or epoching, is defined as the researcher's awareness of their self and its impact on the research context. Janesick (2016) argued that bracketing is an important step that only good qualitative researchers can truly embrace. By openly disclosing their subjectivity in a research journal, the researcher can minimize the potential impacts of previously established biases that may confound the research process.

Throughout the entire duration of this study, the researcher kept a detailed, comprehensive, and exhaustive journal. In this research journal, in addition to recording her audit trail and bracketing her reflexivity, the researcher took notes of any initial capture of the physical settings or anything that emerged during the data collection process. All these data were employed in the construction of the findings of the study.

Data Analysis Procedures

Creswell and Poth (2018) posited that the major steps in analyzing qualitative data require constant management and organization of the data collected. The researcher is recommended to keep their data organized, read and reread to elicit emerging ideas, and code them into themes. It is also crucial for qualitative researchers to develop and assess the interpretations of the collected data (Creswell & Poth, 2018; Morrow, Rodriguez, & King, 2015).

In this study, the researcher made a digital folder for each participant to include the interviewing recordings, transcriptions, observation field notes, presentations videotapes and slides, and the researcher journal related to each participant. The descriptive story related to each participant's experience as a combination of data in each folder is reported in chapter 4.

For data analysis, the researcher conducted the following three procedures: (1) the researcher reviewed the initial interviews and made changes to the Post PK Presentation 1 interview protocols where needed; (2) the researcher reviewed observational data (protocol and slides) and the Post PK Presentation 1 recordings and made changes to Post PK Presentation 2 interview protocol where necessary; and (3) the researcher reviewed post PK interview and made changes to the observation & PK interview protocols accordingly.

To analyze the collected data, the researcher employed Colaizzi's (1978) phenomenological framework, this includes 7 steps as follows:

1. Familiarization

The researcher read the data related to each participant's transcription of the experience several times to acquire a sense of each transcription.

2. Extracting essential statements

All essential statements from each description that were of direct relevance to the phenomenon were identified and extracted. The extracted from the data was cross-checked by an expert in the field (e.g., the researcher's adviser) to ensure rigor. From all the 21 transcriptions of the three rounds of interviews, the researcher distilled a collection of these initial statements. The entire list of the distilled statements was provided in Chapter 4.

3. Formulating meanings

In this step, the essential statements were grouped to formulate larger units of meanings. Specifically, the researcher assigned meanings to each of the essential statements that described different aspects of the participants' speaking and listening experience related to the PechaKucha presentation delivery. A table that contains essential statements and the respective formulated meaning was developed. During this step, the researcher conducted a bracketing technique to

make explicit any presuppositions about the participants' narratives as recommended by Husserl (1970) or Colaizzi (1978).

4. Clustering themes

In this step, formulated meanings of all the essential meanings were organized into clusters of themes and subthemes by open coding (Colaizzi, 1978). The researcher carefully examined any emergent themes that are common to all participants as they experience the phenomenon. Again, this technique was inter-rated by the researcher's adviser who was an expert in the field. To achieve credibility, both researchers remained open to any theme that may emerge from the data.

5. Developing an exhaustive description

The emerging themes and subthemes were integrated into a description of the phenomenon under study. In relation to the present study, the researcher incorporated the emergent themes, theme clusters, and formulated meanings to develop an exhaustive description of all the elements of the participants' shared speaking and listening experience in PechaKucha presentation delivery. This description was presented in Chapter 4 of this dissertation.

6. Producing the fundamental structure of the phenomenon

In this step, Colaizzi (1978) recommended that the researcher reduce the exhaustive description to portray the fundamental structure of the phenomenon. In this study, the researcher eliminated redundant statements, meanings, themes, and theme clusters that have been extracted from the data to produce the essence of the speaking and listening experience in relation to the phenomenon of delivering PechaKucha Presentations of international EAP students.

7. Verification of the fundamental structure

In this final step, the results obtained were returned to the participants for verification or member-checking. This procedure allowed participants to have the opportunity to provide feedback on their accounts of the experiences. Any new, relevant data was incorporated into the fundamental structure of the shared phenomenon.

This 7-step framework was chosen because it provides a rigorous analysis with distinctive steps staying close to the data. The result of this process was a concise yet thorough description of the phenomenon under study, validated by the participants that created it via their rich first-person accounts of experience (Creswell & Poth, 2018; Morrow, Rodriguez, & King, 2015; Sanders, 2003).

Data from the artifacts, including the participants' videoed presentations and their slides, the researcher's observation field notes, and research journal, were reviewed and analyzed during the data collection process. The purpose of doing this was to make essential adjustments to support the main data collection method, which was interviews, as previously described. These data were used to triangulate and corroborate the results of the interview responses to form the final results of the study to ensure the consistency of the findings.

Table 3

Data Collection and Analysis Procedures

Steps	Participants' activities	Researcher's activities	Expected outcomes
1	Volunteer participants carefully read the consent form with the researcher.	Researcher recruited participants.	List of Participants.
2	Participants were contacted for an initial interview with the researcher	Researcher contacted participants to schedule interviews.	Schedules for interviews.
3	Participants had initial interviews with the researcher	Researcher conducted the initial interviews.	Audio files of the initial interviews.
4		Researcher transcribed the initial interviews and reviewed the transcription.	Transcriptions of initial interviews. Research journal notes for adjustments made to the PKP1 interviews (if any).
5	Participants submitted their PKP 1 slides	Researcher reviewed participants' slides and took notes	Presentation slides and researcher's notes
6	Participants attended Post PKP1 interviews with the researcher	Researcher conducted the Post PKP1 interviews with participants.	Audio files of the Post PKP1 interviews.
7		Researcher transcribed the post PKP 1 interviews and reviewed the PKP1 videos and slides plus the observation field notes.	Transcriptions of post PKP1 interviews. Research journal notes for adjustments made to the PKP 2 interviews (if any)
8	Participants delivered the PKP2.	Researcher observed participants' PKP2	PKP2 Video files, presentation slides and field notes
9		Researcher transcribed the post PKP 2 interviews and reviewed the PKP2 videos and slides plus the observation field notes.	Transcriptions of post PKP2 interviews. Additional research journal notes (if any)
10		Researcher created a detailed summary of the data collected and started the data analysis process using Colaizi's (1978) framework.	Preliminary research results and findings.

Steps	Participants' activities	Researcher's activities	Expected outcomes
11	Participants did member checking	Researcher write up results and findings	Final results and findings

Data Management

The researcher collected a large amount of data from the participants. As previously explained, the researcher created a digital folder for each participant to put all the data, including the interviewing recordings, transcriptions, observation field notes, presentations videotapes and slides, and the researcher journal related to each participant.

To ensure confidentiality, participant names and any other identifying factors remained anonymous and did not appear in any of the reports or results of the research findings; instead, pseudonyms and general geographic description were used. Participants' identifiers were kept in the researcher's personal, password-secured laptop. When transcribing interview recordings, the researcher removed any personal information. Digital data, including audio and video files and field notes, were password protected on the researcher's laptop. Only the researcher had access to the data. However, legally authorized agencies, including the UCF Institutional Review Board, do have the right to review research records. All data would be stored for five years per UCF policy and then would be permanently deleted.

Transferability

Trochim (2006) defined transferability in qualitative research as the degree to which research results in one context could be generalized or transferred to another. Similarly, Lincoln & Guba (1985) have argued that a qualitative researcher does not need to provide evidence that the research findings will be generalizable but rather prove that those findings could be applicable. In other words, qualitative researchers have 'the responsibility to provide the

database that makes transferability judgements possible on the part of potential appliers" (Lincoln & Guba, 1985, p. 316). In this sense, this study's transferability was enhanced through different steps: (1) researcher's bracketing of reflexivity, (2) thick description of the phenomenon, (3) detailed metadata of the data collecting processes; (4) strict adherence to phenomenological data analysis framework; and (5) member checking.

Firstly, the transferability of this study was fulfilled by the bracketing of any past experiences and positionality. This is the process of explicitly acknowledging the researcher's beliefs, feelings, and presumptions to ensure impartiality. It is distinctive feature of descriptive or hermeneutical phenomenology (Moustakas, 1994). Secondly, a thick description of the data, including essential statements, was documented with verbatim excerpts from the participants' interviews quoted to support the findings. Also, observation field notes were kept with detailed metadata (i.e., the descriptive information of the data collection procedures) of the interviews and the observations.

Third, transferability was accomplished by triangulating data (presentation slides, observation field notes, videos, interviews, research journal) and the member checking by the participants. This was a way to engage in a reflective process by returning to the participants for validation to make the data transparent and thus increase the study's validity to verify the researcher's interpretation of the data. Fourth, data coding and data analysis was done with strict adherence to the phenomenological method. The researcher used Colaizzi (1978)'s robust phenomenological data analysis framework to code and analyze the data. The coding process was double-checked by a second knowledgeable coder with sufficient background knowledge to help the researcher better understand and interpret complex responses from the interview transcriptions as recommended by Campbell et al. (2013). Finally, member checking was an

important technique to establish credibility, which is proof to enhance transferability. The researcher shared the data interpretations and conclusions with the participants to clarify their intentions, correct any errors, and provide additional information if necessary (Merriam & Tisdell, 2015; Miles et al., 2014).

Role of the Researcher

As the researcher of qualitative research, the researcher played the role of a co-constructor with her participants. She was listening to the voices of her participants while capturing their accounts of their lived experiences. As a bracketing technique, the researcher acknowledged the shared personal background of an international student who speaks English as a second language. The researcher also acknowledged the experiences of ICT- embedded presentation delivery in different settings of L2 context. While this positionality was an advantage for the researcher in understanding participants' account of their own experience, it might have caused some bias and pre- assumption that might have impacted the way the interview questions were sequenced and formulated as well as how the researcher interpreted the data. Therefore, the researcher kept in mind this potential subjectivity and put it down explicitly in the research journal to reduce any bias or pre- assumption during the data collection and analysis processes. The ultimate aim was to ensure that full attention was paid on the interpretation of the participants' own experience, i.e., their speaking and listening experiences during an ICT- embedded presentation.

Summary

In sum, this chapter outlined the methodology used in conducting this research. A qualitative research design was adopted in the current study. The researcher utilized a phenomenological study approach, and a constructivist research paradigm guided the research.

This study was undertaken at Southeastern American University. The data collection process took place at this research site. The selected participants were attending an EAP dedicated program designed exclusively for international students prior to their admission to mainstream undergraduate courses. Purposeful sampling was conducted in selecting the study participants, whereby seven students were selected. The data used in this study were collected from three major sources: (1) individual semi-structured interviews, (2) researcher's PechaKucha presentation observations, and (3) collection of artifacts including participants' videoed PechaKucha presentations, their PechaKucha presentation slides, and researcher's research journal. To analyze the collected data, the researcher employed Colaizzi's (1978) phenomenological framework. Data collected was effectively managed to ensure participant confidentiality. This involved keeping the participants' identifiers in the researcher's password-secured laptop and removing personal information when transcribing interview recordings. This study's transferability was enhanced through different steps: (1) researcher's bracketing of reflexivity, (2) thick description of the phenomenon, (3) detailed metadata of the data collecting processes; (4) strict adherence to phenomenological data analysis framework; and (5) member checking.

CHAPTER 4: FINDINGS

Within this research, ESL international university L2 learners' oral communication experiences in delivering PechaKucha presentations (PKP) were presented, focusing on their speaking and listening experiences. This chapter presented the results of the analysis of data collected from three semi- structured interviews and researcher observations of the participants PKP performance including their presentations slides. The analyzed data also encompassed the researcher's field notes and in-process understandings recorded in a researcher's research journal. The chapter started with a brief description of the data and the participants' background profiles. In the main section of the chapter, the major findings from the collected data specific to the research questions using Colaizzi's (1978) phenomenological data analysis framework were presented. A summary of the findings was presented at the end of the chapter.

A Depiction of the Data

Data in this study was derived from four methods: (a) three semi-structured interviews; (b) an observation of the presentations; (c) artifacts including presentation slides and videos; and (d) a researcher's research journal. With the valuable support from the English Academic Program (EAP) instruction team, the researcher conducted a pilot study with one participant in their EAP 1 class when they delivered two PKPs in person in the Spring 2020 semester prior to COVID-19. The researcher then continued with the study with seven ESL international student participants when each delivered pre-recorded PKPs in their EAP 2 class conducted online due to during COVID-19.

During the pilot study, the researcher encountered multiple challenges, including recruiting participants, setting up camera equipment to video the presentations, and scheduling the three interviews. Only one student in the EAP 1 class volunteered to participate in the pilot

study. The researcher gained many benefits from this first experience of conducting a qualitative study in the context of an American higher education institution, with international students as potential participants. By attending the in-person classroom while students were making presentations, the researcher understood more about what the in-person PKP was like. An unexpected benefit was that the researcher had an opportunity to interact with the students and share the study's purpose. The potential participants also developed their interest and motivation to participate in the research when they were invited, probably thanks to word of mouth related to the pleasant experience of the pilot participant.

Table 4

Data related to In-person PechaKucha Presentation Experience

Participant pseudonyms	PKP 1A Slides Submission/ Topic/ Number of Slides	PKP 1B Slides Submission/ Topic/ Number of Slides	Interview 2 Attendance
Asmie	X/ Students Budget 10 slides	X/ Buy Nothing Day 6 slides	Zoom from Oman- USA
Liam	X/ International Students Academic Stress	X/ Overcoming Information Overload	Zoom from Oman- USA
Adrian		X/Moving Is Tough for Kids 10 Slides	Zoom from USA-USA
Dasom	X/ How to Avoid Getting Lost on Campus 10 Slides	X/ Moving is Valuable for Kids 14 Slides	Zoom from Korea- USA
Seeyoon	X/ The Hardship That Korean College Students Face 14 Slides	X/ Buy Nothing Day 19 Slides	Zoom from Korea- USA
Xian		X/ The Cost of a Global Food Chain 10 Slides	Zoom from China- USA
Xaoming	X/ Homesickness 11 Slides	X/ Dunbar's Number 12 Slides	Zoom from USA- USA

In Summer 2020, a total of seven international EAP students participated in the study. All seven participants were recruited within the first two weeks of study implementation. After the first email was sent out, one student participated. The researcher reached out to this very first participant, built a good rapport with the participant, and asked him to share his experience interacting with the researcher about the study with his friends. Fortunately, implementing snowball sampling increased the participants to seven, exceeding the minimum intended number of six recommended by Creswell (1978). Tables 4 and 5 depicted the data collected.

Table 5

Data related to Pre-recorded PechaKucha Presentation Experience

Participant pseudonyms	PKP 2 Slides submission/Topic/ Number of Slides/	Video for Observation (4-6 minutes)	Interview 3 Attendance (45-60 minutes)
Asmie	X/ Can I Get Coronavirus from Riding an Elevator 14 Slides	X	Zoom from Oman- USA
Liam	X/ George Floyd Protests	X	Zoom from Oman- USA
Adrian	X/ Coronavirus Sread Speeds up evn Nations Reopen 16 Slides	X	Zoom from USA- USA
Dasom	X/ Pass- Fail Raises the Question: What's the Point of Grades? 14 Slides	X	Zoom from Korea- USA
Seeyoon	X/ Expecting Students to Play It Safe If Colleges Reopen Is a Fantasy/ 14 Slides	X	Zoom from Korea- USA
Xian	X/ US Recinds Plans to Strip Visas from International Students in Online Classes 15 Slides	X	Zoom from China- USA
Xaoming	X/ Most Big Schools Are Not Ready to Reopen 15 Slides	X	Zoom from USA- USA

Data Analysis Process

Sanders (2003) advocated for novice researchers to implement a systematic analysis process so that the researcher can be explicit in their audit trail and rigorous analysis. Adopting a phenomenological inquiry, I followed Colaizzi's seven steps as recommended by Sanders (2003). Using Colaizzi's (1978) framework, I analyzed and organized the data related to how international students at a US research-oriented university perceived and described their speaking and listening experiences with the delivery of an information and communication technology-embedded presentation known as PechaKucha (PK) presentations in their EAP program. In this section, the details of each step and goal were presented as well as a visual representation (when appropriate) to systematically convey the trustworthiness of the resulting data analysis. I revised Colaizzi's steps when necessary to convey the data collection methods (i.e., interviews, one observation, and document analysis) and the depth of the data collected (i.e., 21 interviews, 7 participants' slides, seven pre-recorded PK presentations, and PK presentation requirements dictated by the EAP course instructors).

Stage 1: Acquiring a Sense of Participants' Experiences

Colaizzi's (1978) first step included acquiring a sense of the participants' experiences. By conducting each interview, observation of each presentation video, and review of documents myself, I automatically gained a sense of each international ESL participant's experience and the group's experience with PK presentations in their EAP program. In following many researchers' recommendations of becoming familiar with one's data and the experiences therein (e.g., Creswell & Poth, 2018; Morrow, Rodriguez, & King, 2015; Sanders, 2003), I reread the interview transcripts while listening to the audio recording three to five times. This process enabled me to check each transcript for accuracy. In addition, I made sure the data reflected the

in-process member checking (i.e., clarifying with participants their intended meaning) that occurred during each interview by referring to my interpretations that were recorded. The in-process member checking was critical because English is the participants' second language. Sometimes the participants and I tried to negotiate meanings by typing words in the zoom chat window or checking from a dictionary. Then I would check these meanings with my researcher journal. Using the audios, the in-process member checking, and my researcher journal notes, I cleaned up the data to reflect participants' intended meaning and make sure the data (exact quotations and paraphrased ideas) would make sense to readers.

Stage 2: Identification of Essential Statements

Colaizzi's (1978) second step involves the researcher reading and rereading the data to identify significant statements related to the research questions. With this process, I identified specific phrases and statements that reflected the participants' lived experiences planning for and presenting information through PK presentations based on how I grouped like data in NVivo software (NVivo – Mac Academic License). Essential statements (i.e., those statements showing nuances of meaning within the larger theme) were identified and then copied and pasted into Table 6 for presentation and shared with the researcher's chair for a peer checking process.

The first grouping of data included 76 data units (i.e., phrases and statements). It reflected the participants' experiences that evoked negative emotions or a sense of overwhelmingness due to their PK presentation processes. The second grouping consisted of 104 data units and reflected the participants' experiences related to making meaning during their PK presentation processes. The next group of data reflected the participants' perceptions related to PK presentations and their individual PK performances. This theme included 186 data units. Seventy-six data units made-up the fourth group and included the participants preferences related to their PK

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presentation experiences. The fifth and final group was established with 120 data units based on

the EAP participants' experiences implementing various strategies to overcome challenges and

successfully plan and present.

Table 6

Identification of Essential Statements

<u>I was worried about the time.</u> Whenever I stopped talking and the slide has not finished, and I want time to pass, so I coughed (he spelled the word), so that the time passes, waiting for the time to finish. Sometimes I finished after the time passed, <u>I struggled</u>. I changed the subject fast. (Liam)
When <u>I feel nervous or when I am in a state of panic</u>, I used to just speak really fast, and just, you know, <u>I just got lost my words</u>. (Dasom)
<u>I'm just looking at the presentation slides, I mean the images and then just measuring [guessing] what they are saying</u>. (Seeyoon)
<u>Actually, I just read the topic sentences and know the main ideas of this article.</u> (Xaoming)
So, honestly, I think when I talk too fast in English, <u>I might not focus, I might say any kind of information that I don't mean to say</u>, you know, but like <u>I want to be slow because I want to pay attention to my words before they come out of my mouth</u>, you know? (Adrian)
I think it was too fast because I don't know why I speak too fast, so that was one of my problems. (Asma)
Sometimes, <u>I did pass the time, but I managed to get back to the topic. Sometimes I still finished my speaking, but the slides did not change, I used the same strategy, coughing.</u> If the slides finished but I did not finish speaking, then <u>I end the topic fast and go to the next topic. I tried to change the topic fast.</u> (Liam)
First, I, <u>search the information for my topic</u>. <u>Then I just write it in a notebook</u>. After that, um, <u>I started to search for pictures that's related to my topic</u>. Then <u>I started to write the important points in the slide and do some that's related to the point</u>. (Asma)
After the slides I do, I tried to use<u>, I tried to just make a script based on the essay</u>, and then I <u>sometimes just made different words and then changed the words to make more short time to present to the audience</u>. (Dasom)
[Practicing helps me make] less grammar mistakes, maybe <u>less grammar mistakes</u>. Because I have read them, write them down, and checked for the <u>grammar mistakes</u> before. (Xaoming)
I did the recording Six times or Seven times like that because <u>I was forgetting some information and interesting information or new information</u>. So I start to repeat that presentation again. So it takes time for me. (Asma)

Stage 3: Meaning Formulation

In the third step of meaning formulation, Colaizzi (1978) directs researchers to formulate general statements of meaning to the significant statements from Step 2. Formulating broader meanings helped me identify the influence of prior research on my initial readings of the data. I originally identified some data units as challenges because these were key findings from other researchers in the field and a major section in my literature review. However, as I reread each transcript and assigned data units to larger groupings in the NVivo software, the meaning coming forward was more about emotions about the challenges rather than the challenges and benefits themselves.

This refining of my thinking also occurred within the large groups reflecting the participants' meaning making and application of strategies. In Step 2, the meaning-making group only had 54 references, while the strategy group had 170 references. However, when I went back into the data to search for broader meanings within each main group (i.e., eventual themes), I recoded 50 units of data from the strategy group into the cognitive units of data group. In addition to these major refinements, I made minor refinements between the remaining groups of data units.

By recording notes throughout the data collection and analysis processes in my researcher's journal, I reviewed my presuppositions, processes, and my meaning-making of the data. I found the meaning formulation step extremely time-consuming and had to step away from my analysis decisions for five days. When I came back to the process, I was able to see misplaced data units much easier due to the general meanings assigned in Step 3. Similar to Sanders (2003), I used key questions to guide my thinking about the data: "What is the meaning of PK presentations for these participants?" and "What does this meaning tell me about PK

presentations for EAP students?" These questions helped me to refine the meaning I formulated

based on the data units. In Table 7, a sample of the formulated meanings was presented.

Table 7

Process of Meaning Formulation from Identified Significant Statements

Identified Significant Statements	Meaning Formulated
I was worried about the time. Whenever I stopped talking and the slide has not finished, and I want time to pass, so I coughed (he spelled the word), so that the time passes, waiting for the time to finish. Sometimes I finished after the time passed, I struggled. I changed the subject fast. (Liam)	EAP students' emotions due to PK presentation requirements are unique and complex in their responses to the process.
When I feel nervous or when I am in a state of panic, I used to just speak really fast, and just, you know, I just got lost my words. (Dasom)	
I'm just looking at the presentation slides, I mean the images and then just measuring [guessing] what they are saying. (Seeyoon)	Making meaning in English as a second language through PK presentation experiences encompasses listening, viewing, and reading.
Actually, I just read the topic sentences and know the main ideas of this article. (Xaoming)	
So, honestly, I think when I talk too fast in English, I might not focus, I might say any kind of information that I don't mean to say, you know, but like I want to be slow because I want to pay attention to my words before they come out of my mouth, you know? (Adrian)	Critiquing their own performance became a natural part of the PK presentation processes for the EAP participants.
I think it was too fast because I don't know why I speak too fast, so that was one of my problems. (Asma)	
Sometimes, I did pass the time, but I managed to get back to the topic. Sometimes I still finished my speaking, but the slides did not change, I used the same strategy, coughing. If the slides finished but I did not finish speaking, then I end the topic fast and go to the next topic. I tried to change the topic fast. (Liam)	
First, I, search the information for my topic. Then I just write it in a notebook. After that, um, I started to search for pictures that's related to my topic. Then I started to write the important points in the slide and do some that's related to the point. (Asma)	EAP participants were aware of their processes of making and conveying information during their PK presentation experiences.
After the slides I do, I tried to use, I tried to just make a script based on the essay, and then I sometimes just made different words and then changed the words to	

make more short time to present to the audience. (Dasom)	
Practicing helps me make] less grammar mistakes, maybe less grammar mistakes. Because I have read them, write them down, and checked for the grammar mistakes before. (Xaoming)	When given the requirement of recording the presentations, the EAP participants preferred to produce more 'perfect' presentations related to their English speaking.
I did the recording Six times or Seven times like that because I was forgetting some information and interesting information or new information. So I start to repeat that presentation again. So it takes time for me. (Asma)	

Stage 4: Organization and Structure of Themes based on Formulated Meanings

In Colaizzi's (1978) fourth step, the formulated meanings for the essential statements are organized to uncover broader themes. Because I had grouped data units in Step 2, this fourth step included reviewing each data unit I assigned to the original group and assessing its meaning. Once I determined the meaning, I (a) kept the data in the original grouping, (b) moved the data to another more appropriate theme group, or (c) determined the data no longer fit the broader, formulated meanings. In the latter option, I moved the data units into an 'unassigned' code in NVivo.

The data related to how the international students at a US research-oriented university perceived and described their speaking and listening experiences with the delivery of information and communication technology-embedded presentation known as PechaKucha (PK) presentations in their EAP program resulted in 561 formulated meanings. These meanings were arranged into 27 clusters, which were condensed into five emergent themes. Each emergent theme included smaller dimensions of meaning, reflecting the clusters that ranged between two and four subtopics per theme (herein subthemes). Some subthemes were organized into even smaller dimensions of meaning. The breakdown of themes to this level was representative of the magnitude of data gathered and the different types of data collected.

Table 8

Organizational Structure of Thematic Construction based on Formulated Meanings

Theme	Dimensions of Meaning
Theme 1 Feelings of Emotions Due to PK Presentation Experiences	Being overwhelmed overwhelmed in school overwhelmed with responsibilities of presenting Experiencing emotions due to the act of presenting Speaking in English Forgetting information Emotions related to public speaking and PK presentations Emotions related to public speaking Emotions related to PK requirements Positive emotions due to PK presentation experiences
Theme 2 Cognitive Processes Used During PK Presentation Processes	Making meaning as a PK audience member Cognitive acts used to make meaning Remembering information Speakers' pronunciation as a barrier to meaning making Making meaning and conveying meaning as a PK presenter Cognitive acts used to make meaning Cognitive acts to convey meaning
Theme 3 Development of Strategies through PK Presentation Experiences	Strategies to combat emotions Strategies to remember Strategies to combat time constraints Practicing as a strategy
Theme 4 Perceptions of PK Presentation Experiences	Perceived expectations Perceptions of rules Perceptions of PK presentations Perceptions of own performances Perceptions of PK presentation performances Perceptions of PK performance and speech
Theme 5 Preferences in PK Presentations	PK related to PK performance and time Preference of conveying information over abiding to PK time requirements Preferences between In-person Versus Recorded PK Presentations Challenges of recorded PK presentations Benefits of recorded PK presentations

After organizing the data according to formulated meanings, I organized each theme according to the dimensions of meaning and what seemed an appropriate organizational structure (Table 8). I returned to the 'unassigned' coded data to cross-check the data (a) to make sure the meanings of these data did not fit with the established themes and (b) to check for any additional themes based on the group of data and their formulated meanings. No data were moved back into themes. No additional themes were warranted. At this point in the thematic construction and organization, I shared the themes and organizational structure with my research supervisor (my dissertation chair) to examine the connections between the formulated meanings, thematic construction, and theme organization for another layer of peer review.

Stage 5: Comprehensive Description of the Phenomenon

Step five of Colaizzi's (1978) framework of analysis calls for the researcher to provide an exhaustive, rich description of the participant's experiences with the phenomenon—in this case, international student participants' perceptions and descriptions of their speaking and listening experiences with the planning and delivery of PK presentations in their EAP program. The rich, comprehensive account presented for this inquiry relied heavily on the participants' actual words, which gave insights into their perceptions and descriptions of their PK presentation experiences. The narrative description included the overall themes and the various dimensions associated with each theme that reflects their meaning-making of their speaking and listening experiences during their PK presentations.

My supervising professor and expert committee reviewed this comprehensive account to check for validation and alignment with the previous stages of analysis and trustworthiness. Once feedback was received, I revised accordingly.

Stage 6: Describe the Fundamental Structure of the Phenomenon

Because of the magnitude of a comprehensive account resulting from phenomenological data analysis, Colaizzi (1978) recommended reducing the account to an essential structure reflective of the participants' meaning making with the phenomenon.

Stage 7: Member Checking

Colaizzi's (1978) final step requires the researcher to share the essential structure with the participants to serve as a final validation process. In addition to the in-process member checking during the interviews, I also returned to two participants I kept in touch with and asked them to read the summary of the research findings, to which these participants showed their strong agreement.

<div align="center">

Participant Background and Profiles

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The international ESL student participants included five females and two males ranging in age between 18 and 21. The participants ranged in their nationalities (Oman, Greece, Korea, and China) and their home language with three students speaking Arabic, two students speaking Korean, and two students speaking Chinese. All participants had high school education and were considered at an intermediate English level. While the ESL student participants had many similarities, they differed in their chosen academic major. The general demographic information related to this study was presented in Table 9.

The following section described each of the seven international students who participated in this study. The participants' background information based on their narratives derived from the initial interviews was included. Their stories highlighted their (a) personal demographics and background, (b) background of language learning, (c) attitude to speaking and listening, (d) experiences with information and communication technology in making presentations, and (e)

experiences with oral presentation both in their first language and in English prior to attending

the EAP at the research site. These portraits of the participants' profiles were designed to help

readers understand the participants' related experiences and their experiences of oral

communication using PechaKucha presentation format in their EAP program as delineated in this

study.

Table 9

Participants Demographic Information

Participant	Gender	Age	Country of Origin	Home Language	Education	Current English Level	Major
Asmie	Female	19	Oman	Arabic	High school	Intermediate	Event Management
Liam	Male	18	Oman	Arabic	High school	Intermediate	Finance
Adrian	Male	21	Greece	Arabic	High school	Intermediate	Electrical Engineer
Dasom	Female	19	Korea	Korean	High school	Intermediate	Marketing
Seeyoon	Female	19	Korea	Korean	High school	Intermediate	Optical Engineer
Xian	Female	19	China	Chinese	High school	Intermediate	Hospitality
Xaoming	Female	20	China	Chinese	High school	Intermediate	Business Management

Participant Profiles

Asmie

Asmie, age 19, was born and raised in Oman, an Arabian country in the Western Asian

peninsula. She went to the United States in December 2019 after finishing her high school

education in her home country. Asmie's academic journey in the United States as an

international student began in the EAP Program in the Spring 2020 semester. Currently, she has

been in the program for two semesters. Sharing her feelings about being at the university, Asmie exclaimed, "This is my second semester at this university, and I am so excited about that!" She plans to take Event Management as her Undergraduate major at the same institution after completing her study at the EAP program, including the two EAP courses as recommended by her college advisor.

> Those are subjects that I have to take. My advisor asked me to take two semesters, one semester for the Spring and one for Summer School and there is EAP 1 and EAP 2. [I have] already chosen the subjects that I have to take to prepare me for the undergraduate programs.

Asmie continued her story by sharing about her language learning experience before moving to the United States. In her home country, she used Arabic as her first language, which was the language used in classroom instruction. Asmie went on to share she was taught English at school, although "it was just the basic things." As the researcher expressed her impression at Asmie's confidence and her fast speed in English speaking, Asmie further shared how she did a lot of self-teaching to improve her English oral communication skills: "I was trying to learn how to speak English by listening to videos in YouTube, reading English books, watching films on Netflix, and creating some conversations with people from different nationalities."

She was proud to share that she used to have the opportunity to practice speaking in English with her dad and her sister: "because my Dad and my sister know how to speak English very well." Asmie added, "Also, I used to download some apps to learn English, like I think it was Duolingo or something like that." On top of that, Asmie had some opportunities to speak English with English speakers when she went to public places in Oman, such as restaurants. "These people do not speak Arabic and only speak English, so I had to speak in English with

them." Despite her limited exposure to English at school, Asmie, fortunately, had various experiences speaking and listening to English before she started the EAP program in the United States. The researcher could tell that she was very confident about her English proficiency while displaying her commitment to further improve it. "Now I think I'm good at English. That's not good enough. But I can understand what people are saying."

Asmie revealed a complex feeling about the difficulty of speaking and listening in English. She disclosed that while speaking in English is easy for her when she feels understood, she has more difficulty listening to other English speakers. Many times, during the first interview, Asmie acknowledged, "It's easy for me when I speak in English." She realized that if the person she is talking to can understand what she is saying, she will feel comfortable speaking with that person. She went on proudly sharing, "I met a lot of people and they continued to talk with me, so I think all of them understand what I am saying."

Asmie admitted that she had difficulty with pronunciation and fluency when she spoke in English: "I do not know how to pronounce the words very well. I have to practice to be fluent and to speak English well". She explained that she could not express her ideas even though she had not as much difficulty understanding others when listening to them. In Asmie's own words, 'It is easier for me to listen to people speak in English than how can I speak.' Again, one of the difficulties that she encountered when listening to others in English was pronunciation. She realized that people from different nationalities pronounced English words differently, and she especially found it challenging to understand people from Russia or Korea. 'But I am trying to,' she added, meaning she made all the efforts to understand what other speakers wanted to convey despite their different pronunciations.

Regarding her experience of making an oral presentation in public, Asmie revealed that she had many experiences presenting in both Arabic and English at school from grade five to grade twelve. She presented in Arabic for other classes most of the time, except in English class when she presented in English. While she thought it was easier for her to present in Arabic since it was her first language, she did not think presenting in English was too challenging for her at the time: "It was easy because they [i.e., the teachers] understand that we are not perfect in English, so they help us to present what we want to say." She remembered her first time presenting in English in high school when she was very shy. At the time, she was not using PowerPoint or any technology as a presentation tool. Instead, she printed out pictures to help her convey her ideas during the presentation. She did not have any idea of what PechaKucha was until she started the EAP program. Asmie was a great learner. She always found opportunities to learn from others. Whenever she observed a peer making a presentation, she wanted to pay attention to the way others present and to learn from them. 'Also, I learn from their mistake If they get to do something wrong.'

Liam

Also from Oman, Liam, aged 18, spoke the Arabic language as his home language. In December 2019, he went to the United States after graduating from his school in Oman with a plan to study Finance for a college degree. Early 2020, he took his first class at the current institution in the EAP program. This was the second EAP class he has taken, as advised by his academic advisor, to prepare academic language for his undergraduate study.

Unlike Asmie, he did not go to any public school in Oman. He started his education in a private school where he studied all subjects in English, except Math and Arabic that were taught in his home language. Liam had three foreign English teachers at school: one from England who

only spoke English, another from India, who spoke English and Hindi, and the third from Syria, who spoke English and Arabic. The other teachers at school were either Arabs or Omani, who spoke both English and Arabic like the one from Syria. In English classes, most interactions were in English "because it is English class." However, Liam revealed that the most common activities were reading and answering teachers' questions. There were not many conversations in class, and Liam did not talk with his English teachers outside class. He always used Arabic to talk with his friends inside and outside the classrooms.

Although Liam had studied English for a long time, he had difficulty understanding and responding to the researcher's questions during the interviews, especially the first one. Liam expressed his difficulty in finding the vocabulary to convey his thoughts. He said, "It is easier to talk with [Arabic] friends because if there is a word that I couldn't say {it} in English, I would say it in Arabic." He found it more challenging to speak with his teachers because "you cannot use casual English that is non- academic." He realized that one of his problems in speaking was his "wrong word choice." "I do not put the correct word in the correct sentence." Liam admitted struggling more in speaking than in listening to others. He found it difficult to express himself in English, although most of the time, he understood what other people said except when they used complicated words. He made some interesting remarks about his experience listening to different speakers of English: "It is easier for me to understand American pronunciation than British pronunciation. But American pronunciation is more difficult than my home country pronunciation [of English]."

Throughout his education back home, he had never had any experience making a presentation in his home language, but he had some opportunities presenting in English during his English classes. Liam did not recall the content of any of the presentations, but he

remembered feeling "normal" during those approximately three-minute-long presentations in front of his classmates and teachers: "the class students were all of my friends, so I didn't feel any nervous, or anxious. I felt normal because they were familiar with me." Like many others, he was requested to use PowerPoint to aid his presentation. He was familiar with using the tool and usually paid attention to it when his peers presented to see whether it was well organized or not. He frankly remarked, "If there is a lot of texts in their Power Point, you can't help yourself…. Like you should read what the text is about. And that distracts you from listening to the presenter." Besides PowerPoint, he had not used any other technology when making a presentation, and he had never heard about PechaKucha presentations until he took the EAP 1 class.

Adrian

Adrian, the only participant coming from Europe, is 22 years of age and spoke Arabic as his home language like the Omani participants. Adrian graduated from high school three years before he moved to the US in Spring 2020 to attend his first EAP class in the current institution. He wanted to pursue a B.S. in Electrical Engineering after he finished his EAP 2 class.Adrian started learning English at a very young age. He proudly claimed that while some people in Greece did not speak English at all, his English was good because his parents sent him to an American international school in Egypt since Pre-K. "I have a good vocabulary, [but] I am not that good. At least I can talk in front of many people." Although the school he went to was called American International School, there were no American teachers. According to Adrian, most teachers were Egyptian, who spoke English and Arabic. Therefore, "In class, we speak English, but we also use our native language." At home, none of his family members could speak English except for his brother, whom he could sometimes practice speaking English with. Adrian had

never had an opportunity to speak English with native speakers until he arrived in the United States.

Regarding his English speaking and listening skills, Adrian was confident that thanks to the experience in the American International school in Greece, he believed he could express himself freely in English while fully aware that he needed more improvement. The most difficult part in speaking, in his own words, was pronunciation since "I cannot pronounce all the words." The researcher noticed a lot of effort he made in pronunciation while conversing during the interview. He admitted that it was because of the poor pronunciation that impeded his speed in speaking in English. In addition, Adrian revealed that although he understood what other people said in a conversation, it was not easy for him to respond fast because "I did not know what to say."

While studying in an international school, Adrian had only two opportunities to present in public at school, both of which were in English. He remembered the good thing about those experiences was that he had good relationship with his classmates, "so they will not make fun of me in my speaking." He remembered feeling free to talk in front of them, although he reported not feeling as comfortable with his teacher being present in the audience. Adrian also used the traditional PowerPoint tool in making the presentation and had not attempted with any other presentation format. He did not have any experience with PechaKucha before attending the EAP courses.

Dasom

Dasom is a 19- year- old girl from South Korea. Like other Korean people, she spoke Korean as her first language. After graduating from high school, Dasom moved to the US in early 2019 and started attending general English classes at an English Language Institute (ELI)

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affiliated with the research site. She took five classes including Grammar class, Writing class, and Communication class from levels 4-6 over a total of 8 levels. She was then advised to attend the EAP program by her academic advisor where she believed would better prepare her for her academic language needs to attend the Marketing undergraduate program at the same university.

I thought that I don't really speak English really well, so I just want to improve my English, enhance my English skills by attending the Global program, but I don't think I am good at English right now, though. My academic advisor advised me to take Global program to improve not only my general English, but also my academic skills.

Dasom started learning English when she was 9 years old at elementary school. Despite being exposed to English since an early age, Dasom expressed her frustration with the Korean English education system:

Schools have students focus on grammar only and did not have native speakers…. Korean classes did not have conversational format, no discussion or interaction like here…. Teachers just distribute knowledge; students just receive and observe all of them. You know what I am saying.

In Korea, Korean is the first language and English is not an official language in the society. Dasom had no opportunities to speak English, either with her friends, or with any native speakers. "So, it was quite hard, very difficult for me to speak with native speakers in the United States." Dasom confided in me that she was really "freaked out" and "just mumbling" upon her first arrival in the States more than a year before.

Regarding the attitude towards speaking and listening, Dasom reported a variety of challenges she faced when interacting with different people in the United States. In terms of speaking, Dasom found her English so limited that she could not fully explain her thoughts and

ideas: 'I just can only express small things in my mind, so it is kind of limitation." In addition, Dasom realized pronunciation was the major challenge she had in speaking. She recalled, "Some sounds were quite hard for me because Korean language does not have those equivalent sounds." An illustration she provided was the /t/ sound in "written' or 'button' because, in Korea, all /t/ sounds sound the same, just as in "take." "It was really hard for me to pronounce it," she exclaimed. However, when the researcher shared with Dasom that her pronunciation of that particular sound was very similar to the American accent, she was very surprised and clapped her hands, then happily said thank you. She perceived herself as having a more British- like accent upon arrival in the United States. However, with her awareness of the difference in accent and pronunciation, she practiced on purpose to be American- like by trying to "mimic them and speak like I am an American," Dasom shyly yet proudly revealed that, speaking had never been easy for her: "It was not easy and still IS NOT EASY," emphasizing the last three words of her sentence.

Similar to speaking, listening in English was not easy for Dasom. She uncovered that she did not understand slang and other idioms native speakers used in daily conversations: "A lot of people in the States use a lot of slangs and idioms, but I have never experienced that, so it was one of my hard parts." "It was really hard for me," she added. She noticed that it was easier to understand her classmates and people from Florida. Yet, she realized that people who came from other states such as New York or California also probably used dialects, which made it much harder for her to understand what they were saying. Her efforts to make English conversations with everybody she met including Uber drivers gave her rich experiences of speaking and listening to English with a variety of different people in the States.

Contrary to her extroverted nature and being very articulate, Dasom disclosed a

surprising fact that she had a high level of public presentation apprehension. Since primary

school, she had opportunities to present her knowledge on different subjects in Korean. Despite

familiarity with the activity and the home language, she had such anxiety when she presented

that her brain became "paralyzed." She honestly shared that "Sometimes, I could not speak even

a word in my own home language." It was shocking to discover that while she was nervous, she

tried to eye contact with the audience and pretended not to display her nervousness. She also

shared a secret that she did have to use anxiety-reducing medication occasionally when she made

public presentations. Her first experience with English public presentation was in one of the ELI

classes about three months before she started the EAP program, which she described as a

disappointment. She remembered using PowerPoint to present but could not recall any details

about the topic. All she could recollect was that she read from a prepared script. "At the time, I

did not really understand the content, or even the whole content that I needed to memorize. That

is why I could not speak without the paper." It was understandable when she continued to share

that she did not understand what her peers were presenting, either "I tried to concentrate, but it

was hard to listen and understand what they were saying." Similar to other participants, she

revealed not having any idea about the PechaKucha presentation format prior to attending the

EAP program.

Seeyoon

Similar to Dasom, Seeyoon was also from South Korea in East Asia. She is 20 years old

and speaks Korean as her first language. After graduating from high school, she went to the US

in early 2020 with a plan to major in Optical Engineering. She started being an international

student at the current institution by taking the two EAP classes as a mandatory program to

prepare her academic English for her official undergraduate program. She explained that her

English proficiency level upon arrival was not high enough to take EAP 2 class, "but I do not

regret it. The EAP 1 class was very interesting and useful. The teacher was smart, and I like her,"

she cheerfully added.

Seeyoon disclosed that as the Korean education system compelled students to study

English from a very young age, she was not an exception. She clarified that "if I do not study

English, I cannot enter any universities in Korea.… It requires an intermediate level of listening

and speaking." However, Seeyoon did not study much about English speaking skills at school

because the focus of the English lessons was mainly on reading and grammar. When she was

thirteen years old, her parents sent her to a one-month summer camp in the Philippines to study

English. A year later, she was sent back to attend high school from grade ten to grade twelve

there with the hope to help her improve her oral communication skill. However, although

English was used as the language for instruction in the Philippines, "the most thing I learned was

reading and writing and there were so many writing tasks." Seeyoon displayed her frustration

about her English learning journey in the Philippines with very few opportunities to practice the

speaking skill.

> In the Philippines? At school, I seldom interact with the Filipinos. At home, I lived in the
>
> dormitory and all the people living in the dormitory were Koreans. So I did not have so
>
> much opportunity to speak in English. That is why I think my English communication is
>
> still bad, unfortunately.

Seeyoon realized that learning a second language was "really hard," especially the

speaking and listening skills. She was most concerned about her slow speed, which she thought

might confuse the native speakers who interacted with her. She said, 'Americans speak really

fast," with a strong emphasis on "REALLY." She felt more comfortable interacting with international students, who she thought would be more patient to wait for her when she had difficulty finding a word to convey her ideas because they seemed to share the same challenges. In addition, she was embarrassed about her 'different' Asian accent and pronunciation of the sounds of words due to her English education with Asian teachers. Interestingly, while she found it easier to understand her Korean friend's English because she was familiar with their accents, she was most concerned about speaking with them because "Korean people judge so much about pronunciation." On top of that, while she had not much difficulty with grammar, she had limited vocabulary. "When I, when I communicate with local students, the United States, like native speakers, they use idioms and many words that I don't know." She added that she was more comfortable speaking about academic topics than having everyday conversations with native speakers because the academic vocabulary was more familiar to her.

Seeyoon proceeded to recount more about her English public speaking experience. She remembered giving presentations once or twice in English when she was studying in the Philippines. She recalled, "It is possible for me to read the sentences in my presentation, so I even [do] not remember anything I read. I do not remember. I do not need to memorize anything." She mentioned using PowerPoint presentations when presenting, and what she did was reading from the slides. "It was easy, but it became a burden to me." She explained having to be dependent on the PowerPoint slides, was too "lazy" to memorize the content to present and that she could not speak in front of people without the slides. What she was most anxious about when she made a presentation was the audience's judgement, "They did not judge directly, but it was just my thinking." She was worried that international and native people would not understand her if her pronunciation was not correct. If she used a "wrong idiom or expression,"

they would recognize it immediately. Like other participants, she had never heard about the PechaKucha presentation format before attending the current institution's EAP program.

Xian

Xian was a 19-year- old Chinese participant, speaking Chinese as her home language. After graduating from high school, she left her Northern Asian country and moved to the US in 2019. She started US education by attending two general English classes at level five and six of an eight- level English program before attending the EAP program. Similar to other participants, Xian was advised to take EAP classes to equip herself with academic essay writing and advanced speaking skills before she started her undergraduate program at the same institution. As advised by her family, she was planning to take Hospitality as her undergraduate major.

Xian continued her story about how she started learning English in her home country. In China, according to Xian, all students had to study English to meet the requirement before taking entrance exam to university. Chinese schools focused mainly on training students with grammar, reading and writing. "Students studied English just for tests." Usually speaking was not tested and "Even when you are tested speaking, then you will mainly need to read the sentences or paragraphs aloud." Xian disclosed that while it was not a common case in China, she was sent to a "special school" for "special students" who planned to study abroad. However, the main difference in her school was that she had an American English teacher in addition to some other English- speaking teachers who came from different countries. She reported not having a lot of conversations with these teachers except having some discussions about their lectures in English without taking a real speaking test. When being asked whether she interacted in English with her friends in that Special program, Xian shook her head and laughed, "It was weird to speak in

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English since we all know that we are Chinese. It will look like we want to show off our English."

Moving on to her perspective about speaking and listening in English, Xian revealed that while English was taught every day at her school, she was not confident to get engaged in daily conversation with English speaking people. For her, it was easier to listen and understand the teachers in her class. However, it was not the same when participating in "common conversations … because of the modification, the slow speed the teachers do for us, and also their understanding, their patience with us. For the more common everyday conversations, it is harder." Xian recognized that she had difficulty with English grammar because it was quite "different from Chinese grammar." It took her long to "build it in mind" to process a thought from Chinese to English in speaking. Adding to the grammar challenge was the limited vocabulary and how to pronounce the words she needed to use to convey the idea in a spontaneous situation: "I may know the word, but I suddenly forgot how to pronounce it."

Fortunate to be enrolled in a special English education, Xian had the opportunity to make an oral presentation in English in both her home language and in English, which was rare compared to the normal educational system in China. Discussing her first experience presenting in Chinese, Xian remembered feeling nervous at first, but "enjoying the moment at the end, knowing that everyone was listening to me and focused on me." She described herself as being a shy girl, but because she loved dancing, she joined a dancing club and when she practiced dancing, it helped her feeling more confident with eye contact and enjoyed the feeling of "being in the focus of audience's attention." Xian remembered her first time presenting in English as a group presentation, which she did not perceive as enjoyable. What bothered her was the unequal distribution of work assigned to each member in the group and some members did not even do

what they were assigned to. Therefore, the presentation was not a success, which made her feel sad: "I did not remember the topic, but it was our first time presenting in English. We did not prepare much, and I forgot what to say. It was weird." Xian did not remember using any technology before to aid with her presentations either in Chinese or in English.

Xaoming

Xaoming was another participant from a northern Asian country, China, and she spoke Chinese as her first language. This 20-year-old participant took one gap year after graduating from high school to work as a salesgirl in China before moving to the United States in May 2019 to continue her education. Xaoming was undecided about her major because while her family would like her to go into Business Management, she would like to take Event Management: "It is totally different. Although they are all management, but one is in business, the other is in hospitality." Since she did not meet the language requirement of the undergraduate level at the current institution, she spent two semesters learning general English offered by this university. She was then advised to take EAP courses to better prepare herself for academic language needs.

Recounting her background of learning English, Xaoming disclosed always going to public schools in China for her education, where she studied with all Chinese teachers without any foreign teachers. She started learning English at age 12 in junior high school with Chinese English teachers. While she revealed having English lessons almost every weekday, she was not happy with how English was taught at school there: "You know, in China, teachers focus on teaching reading and writing. There is no speaking lesson, so we do not have any chance to speak in the public or have any opportunity to speak to native speakers," Xaoming revealed to the researcher's surprise since she was displaying confidence in English speaking. Xaoming

explained that the very few chances for her to practice speaking English speaking were during

her travels in China when she made efforts to have conversations with foreign tourists. She

further disclosed having a Taiwanese boyfriend who encouraged her to use English for their

texting.

When asked about her perception of English speaking and listening, Xaoming

acknowledged,

> Speaking in English is still a huge problem to me [laugh]. Because even I can hear you, I
>
> can hear what other people say. I can understand like the TV shows or the YouTtube
>
> channels. But to me, to open one's mouth to use English is still a problem.

She remembered having difficulties in speaking during her first few months living in the

States because of her limited vocabulary, unfamiliar topics, and her inability to organize her

thoughts in the new language. Xaoming revealed that she could connect words together in a

simple sentence to speak fast like a native speaker, but when it came to longer and more

sophisticated ideas, she uttered word by word and could not achieve connectedness in a sentence.

Though Xaoming perceived herself as having more difficulty in speaking than in listening, she

realized that she had more challenges understanding people's different accents, especially with

strangers who spoke fast.

Prior to the EAP program, Xaoming did not have any opportunity to make a presentation

in English. However, she recalled a very positive experience presenting in Chinese in class at

school, where she was a model team leader, making a presentation to persuade her teachers to

allow students to wear their favorite outfits instead of uniforms on one of the school days. "I

want to persuade my teachers to agree with me, so I practiced it a lot." She excitedly shared that

it was a success despite being nervous as the teachers agreed to sign the petition. Xaoming also

gained further confidence in speaking in public thanks to her job during the gap year as a salesgirl. She was so shy she could not speak to strangers even in her home language in the first month until she was committed to making improvements using some tips she found online about how to talk with people. It was not until when she started studying in the U.S.that, she made her first English presentation. She had not known about the PechaKucha presentation format prior to the EAP program.

Summary

This section presented the detailed personal profiles of seven participants selected to participate in this project: Asmie, Liam, Adrian, Dasom, Seeyoon, Xian, and Xaoming. Based on the participants' accounts of their backgrounds related to the oral presentation experiences understudy, the researcher portrayed their demographic information, their language learning journey, their perception about speaking and listening skills in English, and their previous experience with an oral presentation in their home language as well as in English. Their profiles can be summarized as follows:

All seven participants, though coming from different countries, belonged to three different groups of speakers: Arabic speakers, Chinese speakers, and Korean speakers. They were all within the age range of 18 to 21, attending EAP program as required courses to meet the academic language requirement for their diverse undergraduate programs in a US University. All these participants had learned English for at least over ten years, with a remarkable investment of their family in addition to their own endeavor to acquire English as their second language in preparation for their education in the United States. While their language learning journeys varied in many ways, they shared the same struggle with oral communication skills because their English education back home was centered on literacy skills development. Most of them did not

have opportunities to practice speaking English with native speakers or international speakers of English before moving to the United States. They found speaking skills as a huge challenge because of their different pronunciation, limited vocabulary, and difficulties in organizing or expressing their thoughts. Their main difficulties with listening were found to be due to the fast speed of the native speakers' speech and their limited knowledge of expressions and idioms commonly used by those native speakers.

In the next section, the findings of the study related to the international students' experience with PechaKucha presentations in their EAP program were reported.

Findings

The findings presented in this section are based on the data from (1) seven interviews in which participants recollected their experiences in making in-person PechaKucha presentations in their EAP 1 class, (2) seven interviews in which participants narrated their current experiences in making pre-recorded PechaKucha presentations, (3) seven observation protocols that I noted specific information related to participants' presentation slides, and (4) researchers' journals. All these data were analyzed using Colaizzi's (1978) framework. NVivo was used to manage and organize the data based on the analysis processes. Using the phenomenological analysis, the following five themes emerged: (a) feelings of emotions, (b) use of cognitive processes during PK presentation processes, (c) development of strategies through PK presentation experiences, (d) perceptions of PK presentation experiences; and (e) references in PK presentations.

The theme of feelings of emotions included being overwhelmed, emotions due to the act of presenting and emotions due to the acts of public speaking and PK presentations. The theme of use of cognitive processes during PK presentation processes represented the participants' experiences of making meaning as a PK audience member as well as a PK presenter. The theme

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of development of strategies through PK presentation experiences expressed the participants'

strategies to combat emotions, strategies to remember, strategies to combat time constraints, and

use of practicing as a strategy. The theme of perceptions of PK presentation experiences

referred to the participants' perceived expectations and perceptions of their own

performances. Finally, the theme of preferences encompassed the participants' preferences

related to PK performance and time as well as preferences between in- person versus pre-

recorded PK presentations.

Theme 1: Feelings of Emotions

For the theme feelings of emotions, the participants shared primarily negative

experiences related to PK presentations, including three main areas: (a) being overwhelmed, (b)

emotions experienced due to the act of presenting, and (c) feelings related to public speaking and

PK presentation requirements (Table 10). All participants expressed their emotions related to one

or more areas. Some participants reflected more on some points than other EAP participants,

reflecting the individual differences between the participants.

Table 10

Theme One: Feelings of Emotions Due to PK Presentation Experiences

Feelings of Emotions Due to PK Presentation Experiences		
Being overwhelmed	Experiencing emotions due to the act of presenting	Emotions related to public speaking and PK presentations
overwhelmed with school in general overwhelmed with the responsibilities of being a presenter	Speaking in English Forgetting information	Emotions related to public speaking Emotions elated to PK requirements Positive emotions due to PK presentation experiences

Being Overwhelmed

The participants conveyed the negative emotions they experienced related to being overwhelmed with school in general and with the responsibilities of being a presenter. Liam, Xian and Xaoming shared their experiences of feeling overwhelmed with school and their presentation tasks causing them to lose sleep, forget tasks, and encounter time management issues.

Liam shared how his time management issues led to losing sleep.

> The first presentation, I had two days to do it, so I did it fast. During those two days, I had so many assignments, so I had to do it at last minute. That day, I really suffered, I did not sleep well, 'cause I was trying to manage the time to do this presentation.

Similarly, Xian reported being tired due to upcoming quizzes and exams limiting her time.

> That week, I have a lot of quizzes and exams to do. I do not have a lot of time to practice a lot. I stayed up all night that day because I need to finish my homework and make my PowerPoint. I took one hour to practice. I forgot to submit my PowerPoint because I was so tired.

> Xaoming, too, emphasized a sense of overwhelmingness due to having many assignments and not enough time to do everything. "I'm tired actually tired. Yeah, I still have a lot of assignments to work on for next week. [We] have lots of assignments, so [I] didn't have much time for every assignment."

> In thinking back on the presentation during COVID-19 and the class requirements of recording the presentations, Asmie shared the overwhelming sense she experienced due to the various aspects of the presentation and the time to complete the associated tasks.

It was first [time] that I had to present. It was one week. So, I have to search for an

interesting topic, and I have to do the PowerPoint, and I have to record myself. It was

really difficult. I think It was too much, literally; it was too much. I was thinking too

much—too much, too fast.

Dasom experienced overwhelming feelings with the responsibility of being a presenter

and teaching others and of being a student with the responsibility to perform "perfectly."

When I just got that assignment about the PK presentation because they're PK

presentation is like the timed presentation so, I feel really overwhelmed that I like, oh,

can, can I do that? For example, sometimes we just feel overwhelmed, to give kind of

presentation and to lead to over contents [to teach]. … But when I just made that video. I

was really overwhelmed. Yeah, it was really overwhelming for me because, you know, it

is almost 100 points. I was like, oh, I need to do it really well. I mean, I need to finish it

really perfectly. So that's why I felt overwhelmed.

Five of the seven EAP participants reported feeling overwhelmed. Four of these

participants referred to feeling overwhelmed due to a perceived lack of time to complete the

many tasks from their current educational experiences, including planning and preparing for PK

presentations. Dasom, however, commented on the demands of PK presentations and the

perception of needing to be perfect in her presentation to receive the grade or score she desired

and to be successful in the course.

Emotions Experienced Due to the Act of Presenting

The EAP participants experienced struggling, being worried, and being nervous about

their oral communication experiences related to PK presentations, especially their first PK

presentation experiences. When the participants speak about their final presentations, I make an

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explicit statement to distinguish between initial and final experiences. The participants' meanings in this section surfaced in two main topics—speaking in English and forgetting information.

Speaking in English. Some participants conveyed their struggles speaking in English during the presentations. Seeyoon was the only participant to comment about her rate of speech causing her to be embarrassed about her slow speech. Asmie, Dasom, Liam, Seeyoon, and Xian all mentioned struggling with English pronunciation.

While Xian felt comfortable speaking English, she commented about her difficulties in pronouncing specific words. "It is difficult to say it [words] like 'institution' and the real number. For example: 'There are more than 200 public and private institution….' That can tell my audience exactly the number of how many universities." Both Asmie and Dasom experienced difficulties with pronunciation and worried about pronouncing the words so the audience could understand them. Asmie explained how learning new words and then having to pronounce them right away was difficult. "It was a little difficult because I just learn some new words. It was hard for me to pronounce the words. I was prepar[ing] for the new words and how to pronounce them to the audience." Dasom addressed how native speakers of English sound so different and how difficult it was for her to try to be accurate in her pronunciation.

> I never heard the native speakers' pronunciation before.… I watched movies from the United States, but I didn't focus on those kinds of pronunciation. When I just came to the United States and when I just met with native speakers, I felt really shocked because the words 'written' or the key sounds was really different from Korean-English pronunciation. The pronunciation was kind of really challenging for me.

Dasom and Liam commented on their nervousness and their inability to produce the pronunciation and rate of speech they desired or felt was appropriate or good during their presentations. Dasom focused on how her emotions affected her ability to enunciating and pronounce English words. "I think when I feel nervous or when I am in a state of panic, I used to just speak really fast; you know? I just got lost [in] my words." Liam attributed his struggles with pronunciation to his nervousness and how his being nervous caused him to make more mistakes that he was aware of, which caused him more struggles.

I don't know why but in my presentation my pronunciation struggled; just like I don't know how to speak English. I think because I was nervous. Sometimes my grammar failed, too. Like some time about the past [tense], I used the future [tense]. This only happened when I talked in the presentation. Many words, I confused them, or I don't say them correctly. In my mind, I know I should not say this, so I struggled more and more.

Pronouncing English words correctly and enunciating these words appropriately was clearly a component of the presentation process that caused many of the EAP participants to experience negative feelings and emotions.

Forgetting Information. For some of the EAP participants, the negative emotions they experienced resulted in forgetting information. Both Asmie and Liam shared they forgot information because they were nervous. Liam added a sense of feeling stuck: "I don't know what I should do." However, Adrian expressed more debilitating emotions attached to forgetting information while presenting. Some of these experiences were not new for him.

Yeah, because before, for example, before a presentation or anything like before a quiz or anything, I can remember that information, but during the thing, a quiz time or a presentation, I might forget. Because I know I am afraid; I'm nervous and confused.

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In reflecting on his final presentation during Covid-19 restrictions and having to record his presentation, Adrian once again experienced how much the act of presenting affected his pronunciation and ability to remember.

I wrote some good ideas, but while doing the video I forgot most of them because I don't feel like you're doing like any presentation through camera. Difficult with the pronunciation and word combination or word order. I can read it on a conversation, but I mean, during a presentation like this, you know, very confused. I thought I would do the video very well because I was very prepared, like very good prepared, but honestly during the video, I mostly like forgot everything.

Through these participants' experiences and reflections, it is clear how emotions related to presenting can cause in-the-moment issues such as forgetting what to say and how to say it.

Emotions Related to Public Speaking and PK Presentations

The EAP undergraduate student participants made explicit distinctions between their emotions related to public speaking in general and the PK presentation requirements. In the data reflecting public speaking in general, these participants experienced being shy, worried, and nervous about speaking in public. In general, Asmie and Adrian commented on being shy to speak in public. In explaining their shyness, Asmie and Adrian mentioned their shyness could be due to how they practice and the actual presentation. Both participants commented on practicing without an audience. Asmie explained, "There is no students, so I was prepared without students and the presentation, there is students." Adrian shared how the size of the audience was a factor.

Honestly, I think because I was like present[ing] in front of the whole class, but during the practice, I'm like only between me and the peer mentor, only two of us. So, it's easy to talk more than [when] in front of the class with many people.

When expanding on her explanation, Asmie mentioned the issue of speaking in front of students from other countries.

I am too shy, so it was hard for me to look for all the audience and the audience [is] from different cultures, so just a little difficult to me. [So] I think it was a little hard for me because in my presentation, there are a lot of students in different countries. I always tried to look for all the audience. It was a little pressured to me. Maybe that international student or the students who have different nationalities make me uncomfortable because it's my first time to be in the class with students from different nationalities. So that's made me a little nervous and uncomfortable.

Due to nervousness, Liam and Seeyoon both identified changes in their speaking—either adding information or speaking at a faster rate. Liam claimed, "Sometimes I added something [on purpose], sometimes I am nervous, and I added something." Seeyoon critiqued her rate of speech.

Then there was a pause, in the real delivery date. I spoke faster because I was really nervous that made me speak so fast. During the whole time, I just waited. I was, I felt so embarrassed. I said sorry to my audience.

Some participants shared a great disdain for speaking in public that could be seen as a fear of public speaking. As shown in the last section, Adrian experienced very negative emotions related to presenting, which caused him to forget information. In this section, it becomes clear that he attributed speaking in public to these emotions and struggles. In this passage, Adrian even judged himself about these emotions.

The day of my presentation, I was shy. I was talking really fast and repeating myself and I confused what I'm saying, you know? I could not focus in my words because I'm so

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confused to speak in public in front of a lot of people. So, yeah, I don't like, honestly, I don't want to talk or present in front of a lot of people. Yeah, that's my problem, but I know this is wrong, but I mean, that's me.

Adrian was not the only one who disliked public speaking a great deal. Laughing shyly, Xian explained her disdain for public speaking. "I hate it. I need to do it because it's my homework, but I hate it!" While participants shared various emotions and levels of those emotions, it was clear that emotions related to public speaking were a factor for many of the participants.

Emotions Related to PK Presentation Requirements. In addition to emotions about general presenting in public, many emotions surfaced for the EAP participants in relation to the PK presentation requirements. The participants worried and experienced struggles because of the newness of PK presentations and the PK requirements of number of words and slides, automatic transitions, and limited time.

Asmie spoke about being uncomfortable with the newness of PK and how she reached out to her friends for help, which resulted in her beliefs that PK presentations were easy.

The things that's making uncomfortable is the PK presentation. I have to put [in] the PK. First, I asked my friends what they were doing to know what they started doing. Then I asked my roommate who was in EAP 1 last semester. She knows a little bit of PK and how it worked. So, she told me, some information about PK. I guess I started to make it and it was easy. I thought it will be difficult for you, because it's my first time to do it, but it was very easy.

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Xian mentioned the restriction of words and the emotions that surfaced for her. In her reflection, the multiple dynamics of public speaking and PK presentation restrictions began to emerge.

> I am afraid that if I have a lot of words, Ms. Prof will deduct the points. However, without text, it is more stressful. Sometimes, I am a highly sensitive person, and I can be very nervous very easily while standing in front of the classroom.

Dasom spoke directly to the number of slides required by PK presentations and the role of rubrics in EAP students' understandings or misunderstandings.

> Because of the instructions, you know, the rubrics said that I need to have just 11 to 13 slides for PechaKucha presentation content. So, I did organize it 11 slides. When I just started my presentation, I didn't know that. I thought that I need to just finish it in the four to five minutes. But, I was really nervous, and I was kind of overwhelmed.

Addressing just the PK requirement of time, Dasom shared how this requirement caused her speech to be unnatural and she struggled to present all of the information she wanted to present.

> [With] the fact that I need to finish it in five minutes, it was quite hard for me to give a really natural presentation. By just checking the time like in within the 20 seconds or like 30 seconds. It was quite hard to like to present all of the entire contents within the time because there is a time limit. So, it [the time limit] gives you pressure.

Seeyoon experienced a feeling of being embarrassed because of the newness of this type of presentation and because her speech and slides did not match.

> Of course, I was really nervous because I didn't have any experience like that. Like the presentation is timed. That was a special thing that I was really nervous. Well, the timing

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[made me embarrassed]. That problem was… that the time I selected for my presentation slide was over than my speaking time. It is very burdensome to me the timed presentation.

Liam mentioned how time could impact the quality of his presentation and how this requirement led to increased negative emotions.

When she [the professor] talked more about [the time restriction], I was a bit nervous because it was hard to handle time while you are talking because you don't know whether you would make mistakes or not. So, I am a bit nervous to do it [PKP]. [Timing] was a bit hard to me. The timing. I am afraid that I would like to stay more with a slide but the time will finish. So, I need to change the subject so fast without conclusion of the slide. I cut some of the points. I was worried about the time. Whenever I stopped talking and the slide has not finished, and I want time to pass, I coughed, so that the time passes, waiting for the time to finish. Sometimes I finished after the time passed, I struggled. I changed the subject fast.

After her second presentation of the current semester in which the study was conducted, Dasom commented again about the timed slides. However, this time she, too, spoke about how the limited time affected the quality of her presentation.

Honestly, I don't like those kind of timed slide presentation because I don't think that it is really helpful for me to enhance my presentation. I mean to giving presentations, because we sometimes we need to talk more about [specific things]. If the presentation was timed, we don't really have enough time to explain about that. So, we sometimes feel rush, you know? I really don't like that, the instructions, you know?

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Adrian, Seeyoon, Xian, and Xaoming highlighted their struggles and emotions associated with both the timing and transition requirements. Adrian knew his limited vocabulary caused him to have too much time and feel uncomfortable. "Honestly, I don't have words or enough vocabulary to use each slide for 20 seconds. I had no words to say, so I stopped talking, [which made me uncomfortable]." Seeyoon believed:

> It was difficult because since this English is a second language for me [it] is not easy to speak at all even if I memorized it. The most difficult thing is I had to match my speech to the automatic time transition.

For Xian, the automatic slide transition caused her to be nervous.

> There's a presentation that I can't keep the slide. [I] speak and can't click to stop or continue the slide. I'm so nervous. Yeah. I don't know. I don't know how, how can I do it? I think it's impossible. Sometimes I forgot something, I try to remember it. Although I finally remember it but the time has gone. The slide does not wait for me. because I know [could predict this] while I prepare, I know sometimes maybe I need more time to speak. I make the 10 seconds on my last slide because I know I still have ten second, so I just keep my talking so I can finish it.

In reference to her final presentation in the EAP course, Xian again addressed the lack of control she felt in the PK presentation. "The pressure from PK presentation! I cannot control the time. I can[not] control the slides. If I cannot catch the words, the slides didn't wait for me."

Xaoming also addressed the automatic transitions and the idea of control. "[It's] harder to do it because you can't control it. So, you need of all of the times, and you can't [go] over this [time limit]."

The negative emotions associated with the participants' PK presentation experiences were an issue for these EAP participants. The emotions of nervousness, embarrassment, discomfort, and lack of control were due to the PKP requirements of timing, automatic transitions, and limitations of words and slides. Although Xian was the only participant to verbalize being rated for her performance through a score or grade, the other participants seemed to be experiencing this worry which led to negative emotions.

Positive Emotions with PK Presentation Experience. After their repeated exposure to PK presentations, some positive emotions did emerge from the EAP students 'participation in PK presentations. For example, Xaoming conveyed the willingness to try again. "Yes, it [PK presentation] is challenging, but I can try." For Adrian, the debilitating negative emotions he experienced early in the study gave way to positive emotions when he spoke about his experiences presenting a third time.

> So, to be honest, in the beginning of doing the presentation, I was so shy of like, I don't like presenting in front of people, but after doing like, after doing a lot of practice for time management, each slide, that helps me somehow like I can talk in front of people without being shy.

The EAP participants experienced emotions related to their oral communication experiences through PK presentations. These emotions were due to (a) being overwhelmed with school and being a presenter, (b) presenting in English, and (c) fearing speaking in public and struggling with the PK presentation requirements. As a whole, the experiences shared were largely negative emotions, due to challenges related to PK presentations.

Summary

The EAP participants experienced emotions related to their oral communication experiences through PK presentations. These emotions were due to (a) being overwhelmed with school and being a presenter, (b) presenting in English, and (c) fearing speaking in public and struggling with the PK presentation requirements. As a whole, the experiences shared were largely negative emotions, due to challenges related to PK presentations. The emotions related to being overwhelmed were understood as struggles in their academic responsibilities—specific student demands and the presentation demands of the EAP course. Presenting in English caused a great amount of emotion for these international students, including shyness, nervousness, panic, and fear. Adding to these emotions were the PK presentation requirements, which caused the participants to worry and struggle with the presentations.

Theme 2: Use of Cognitive Processes During PK Presentation Processes

The theme of using cognitive processes during PK presentation processes consisted two main areas: making meaning as an audience member and making meaning and conveying meaning as a speaker. In the area of making meaning as an audience member, three overwhelming experiences surfaced: (a) the cognitive acts used to make meaning, (b) remembering information, and (c) how the speakers' pronunciation was a barrier to meaning making. In the second main area of making and conveying meaning as a speaker, three subareas emerged in the analysis: (a) the cognitive acts used to make and convey meaning, (b) remembering information, and (c) vocabulary development. In Table 11, the second theme and main areas within the theme were presented.

Table 11

Theme Two: Cognitive Processes Used During PK Presentation Processes

Cognitive Processes Used During PK Presentation Processes	
Making meaning as a PK audience member	Making meaning and conveying meaning as a PK Presenter
Cognitive acts used to make meaning Remembering information Speakers' pronunciation as a barrier to meaning making	Cognitive acts used to make meaning Cognitive acts to convey meaning

Making Meaning as a PechaKucha Audience Member

Throughout their experiences with PK presentations, the EAP participants highlighted how they made meaning from their peers' presentations, their memory of the information, and how the speakers' pronunciation helped or hindered their meaning making. The cognitive acts used to make meaning included listening, using the words on the slides, and using the images on the slides. Remembering information reflected the participants' attention to their peers and how much they retained from their attention. The largest part of the topic of making meaning as an audience member was how the speakers' pronunciation mattered to their cognition (Table 12).

Table 12

Subtheme of Making Meaning as a PK Audience Member

Making meaning as a PK audience member
Cognitive acts used to make meaning Remembering information Speakers' pronunciation as a barrier to meaning making

Cognitive Acts Used to Make Meaning as a PK Audience Member. Based on their experiences as audience members, the EAP participants shared their meaning-making processes related to the content presented in the form of PK presentations. Accompanying the data about their cognitive processes, the participants revealed their learning preferences. Three EAP

participants (Adrian, Asmie, and Xian) relied on their listening skills and attention to the words on the slides to gain meaning from their peers' presentations. Adrian explained his listening processes as his main preference for learning information. "I didn't read. I was focusing on the presentation or what he speaks, not writing. You know, I like listening better than reading because while listening, that information can be stuck in my mind for a long time." Asmie shared how her listening improved over the EAP courses. "I think after the three practices of PKP, I made more improvement in listening. More attention to ignore everything and just [focus on what] a presenter [was] saying." Xian used her listening skills as a form of evaluation of the speaker. "I think maybe I more pay attention to the slide and compare the presenters' voice." For Xaoming, she explained how she used the words to supplement her listening. "If I am not listening very clearly, I will read it. If I cannot listen very quickly, I will read the whole sentence. If I understand [by listening], I just read a few words."

Several EAP participants reported using the visuals in PK presentations to gain meaning either by themselves or with the words written or spoken by the speaker. Dasom shared her process of using visuals and listening to gain meaning and her visual learning style.

I think my learning style is kind of watching style. My learning style is watching. So, I usually I just tend to see the visuals in their presentation. Then I listened [to] their explanations, and I just put together to understand them.

Liam's experiences showed how he used images to help him understand and how he only needed the words if the presenters' pronunciation was not clear.

The PowerPoint, more pictures, interesting pictures. I would prefer more pictures than more words. The more picture the more I like it, and the more I understand it. I

sometimes read the words. If the presenters not pronouncing the words well, I would look

at the words on the slides. If they speak well, I do not need to look at the words.

Seeyoon focused on the visual aspects of pictures and videos in PK presentations.

I'm just looking at the presentation slides, I mean the images and then just measuring

[guessing] what they are saying. I am a visual learner. That the visual contents like

pictures or videos attract me more. I don't like words.

Xian's preferences focused on pictures. "I just look at the picture and I don't need some

words because I know that [information]. If I can't understand something, I first look at the

picture. If I know this picture, I know all the meaning." Similar toSeeyoon, Xaoming "looks at

their slides" and pictures. When she had trouble understanding, her processes changed to include

predictions. "[If] the topics were familiar, I would imagine [predict] what they would go on

speaking. I also look at the pictures for clues." If the presenter had appropriate words and images

in the PK presentation, Xaoming did not see the need for the speaker.

You know, PechaKucha slides are easy to see and to watch it. You just need to spend a

little time on it. I prefer the speakers to have very little words and more pictures like

PechaKucha…. If I can see everything on the slides, I just want to read, it really is

enough and I didn't need to focus on their speaking, right?

Both Adrian and Dasom expressed struggles comprehending the information when the

visuals did not match the presenters' speech. Adrian explained, "If the pictures did not match the

word he was saying, it was confusion." Dasom commented on how some of the visuals did not

match the content which impeded her cognition.

Some students just wanted to use really like it's really relevant visuals, but I mean it's not

exactly what they want to explain about. I sometimes I don't feel comfortable with them

because, you know, I'm really watching I have [a] watching learning strategy, so I wanted to see their visuals, but it doesn't help. It didn't help.

When conveying their experiences in meaning-making as audience members, the participants shared the various processes they use to understand presentations. Some focused on their listening and the text. Some EAP participants focused on the visuals. Overall, these participants used multiple modalities (e.g., listening plus images, images plus text) to understand the content presented to them. In their attempts to make meaning, the participants shared how aware they were of their processes and preferences in learning through PK presentations.

Remembering Information from PK Presentations. Remembering content information as a PK audience member was problematic for some EAP participants. As shown in the data on perceptions, the participants did pay attention during their peers' presentations. Some just did not report on the content presented. A few EAP participants, however, did focus on the content information presented by their peers. In these instances, the participants referred to the topics that had relevance to their lives.

Asmie, Dasom, Seeyoon, and Xaoming acknowledged they did not remember any content from their classmates' presentations. Liam, however, did acknowledge his enjoyment of his peers' presentations and that he learned something, but he did not provide specifics. "These presentations were good, and I enjoyed listening to them like to learn some information that I didn't know before." As far as paying attention to her peers' presentations, Xaoming shared a preference for her friends' presentations but did not mention remembering any content.

Adrian, Seeyoon, and Xian remembered visuals from the presentations, which did reflect content. Adrian reflected on how much the visuals help him gain meaning.

She [peer presenter] put the image of a grading scale, and she was talking about tests and quizzes. I focus on the pictures, the videos. The pictures give us the information, general information about things speakers want to speak about, so yeah, the picture helps me a lot.

Seeyoon's favorite presentation was a visually appealing one with many pictures on slides with few words. She remembered the shopping cart visual, which reminded her of the topic. Xian recalled a chart, which enabled her to remember the topic. "I like [that in] her [presentation] there was a chart as a call to benefit from the international students because I can look at her point."

When some of these EAP participants did remember the content of their peers' presentations, they explained it was due to the relevance of the topic to their lives or others' lives. Adrian recalled a presentation about grades and the grading system because "it might help us in the future or help me in the future." Asmie, too, remembered a presentation on Covid-19 and eating in restaurants and how the information was important. "It was really interesting. We are now in quarantine and most of us like to eat in restaurants. They have to know it's really dangerous for them to eat in restaurant or not."

For Seeyoon, academic topics that were not related to her area of study were of no interest to her, so she did not need to pay attention. However, when the topic was related to her life, she remembered. "Dealing with the transmission of Corona virus in the elevator. I never thought about it [before]." Similar to other EAP participants, Xian remembered more when presenters' topics were relevant to her life. She also commented on how helpful it was when presenters added extra resources and data about their topic. On a presentation about international college students during the Covid restrictions, she shared:

[It] is really related to us. We really worried about how we'regonna take the class. If it is

a face to face, or if it's the whole online. And if we can't. And if we choose the whole

online classes, maybe we can't stay in the United States. It is more serious sequences

consequences.

As the data revealed, the cognitive act of remembering encompasses various levels of

remembering. These levels included no memory of the information, remembering visuals, to

remembering the actual content information. For those EAP students who could recall actual

content of the presentations, their memory was largely contingent on whether or not the

information was relevant and important to their current and future lives. When a presentation

was extremely relevant to an EAP student's life, they also remembered more about the

presentation's content.

Speakers' Pronunciation as a Barrier to Meaning Making during PK Presentations.

Some of the participants struggled to understand the presenters' pronunciation and accents.

Adrian believed her struggle was because of her peers' "way of speaking. For me, it's not

English because of their speaking or their pronunciation is different; like, they have different

languages. So, I might not understand them all." Asmie and Dasom were able to gain some

meaning, but still commented how they struggled:

I was understand[ing] what she was talking about, but not all the information because

when she pronounced some word[s], it was not clear to me. I don't know, maybe she's from

South Korea and they pronounced some words differently. So that make me cannot understand

some or all of their information, that she says during the presentation.

Dasom explained her desire to understand as an international student, despite her

struggles with accents and "difficult words."

You know we are just international students. Sometimes [we] don't get other students'

pronunciation. So, when it comes to those situations, we want to know what was that

about? We really feel confused about that. Not just because of the difficult words. It's just

based on the accent. Some words, [the] pronunciation was quite hard to understand.

In reflecting on her difficulty understanding other international presenters, Xaoming

focused on needing more time to recognize the words to gain meaning.

I don't know how to say, not everyone, not every speaker I can find easy to understand.

Maybe words sound different for me, and I need to spend more time to recognize what

words they are speaking. I have a lot of friends from Oman, and Omani people's

pronunciation are hard for me to understand. I don't know why, but I think it is easier for

me to understand Asian speakers.

Dasom provided a possible solution for professors that might help EAP students gain

meaning despite the different student accents.

Maybe if the professor required for students to use kind of visual video like audio visual

aids, it'll be more helpful for students to make really useful PK presentation. When you

just start a particular presentation with a short video or when you just use the videos in

the middle of your presentation, it is really helpful for students to understand the topic.

When students just use their video in their presentation, we can understand really well.

And yeah, it's good.

Overall, these EAP students conveyed how they were trying to understand and wanted to

understand. They even pointed out what the issues were for them, which showed their awareness

of processes. Of these participants, Xaoming went further in her awareness to identify conditions

she needed as a listener to gain meaning.

Making and Conveying Meaning as a PK Presenter

The EAP student participants conveyed different experiences related to their PechaKucha preparations, practice, and presentations. As speakers, they used various cognitive acts to understand their topics and convey meaning to their audience. These cognitive acts broadly included identifying and condensing important information, memorizing information, and remembering information due to their planning and presentation processes. The EAP students also shared their experiences understanding new and sometimes difficult vocabulary (Table 13).

Table 13

Subtheme of Making and Conveying Meaning as a PK Presenter

Making and Conveying Meaning as a PK Presenter
Cognitive acts used to make meaning
Identifying and condensing important information as cognitive acts
Memorizing information as a cognitive act
Cognitive acts to develop vocabulary
Processes used to convey meaning

Cognitive Acts Used to Make Meaning through PK Presentations. The EAP student participants reported using various cognitive processes while planning and presenting their PK presentations. All participants went through the process of identifying important information by determining what was interesting to them. In their process of narrowing down what information to include in their presentations, different forms of note-taking were used, including outlining, summarizing, and scriptwriting. To convey the information, some participants shared their reliance on memorizing the material. To complete the section on cognitive acts, participants reported remembering information due to their planning and presenting processes related to PK presentations.

Identifying and Condensing Important Information as Cognitive Acts. Identifying important information was critical for the EAP participant's experiences with PK preparing, practicing, and presenting. Determining important information and condensing that information into an appropriate amount of information emerged as their primary cognitive lived experiences. These participants also shared their processes of remembering information to prepare and determine what information was important, which both started with identifying topics for their presentations.

For Asmie, Seeyoon, and Xaoming, choosing a topic they were interested in was very important. Several participants mentioned how they chose topics based on what they were experiencing. Asmie chose topics related to her status as a university student and the situation of Covid-19, which made her feel comfortable to talk about and share with her peers. Adrian shared how choosing a topic based on his experiences helped him talk through the content: "Honestly, I chose coronavirus because nowadays we are experience[ing] this situation, so I can talk with it. I can talk through this topic. You know? So I'll talk more about the topic." Similarly, Dasom chose a topic to present because she saw topics that she and her audience were experiencing as a "common ground," something they could all relate to.

Narrowing down or condensing the information the participants located by taking notes, outlining, summarizing, and choosing keywords, ideas, and images emerged as a major class of cognitive skills used during their PK presentation planning. Dasom's processes included restructuring the information from articles in three distinct steps.

> I take notes, then I organized that, and I decided what I will do with that. Then I made an outline with main points. [Then I] elaborate [and] put the script in presenter's bottom note, so now I can just explain it more perfectly and convey that to audience.

Xian wrote an outline to stay clear on the main points she wanted to make and to meet time requirements.

I write an outline with main ideas and analyze my essays for main ideas because within some minutes you cannot say a lot of words. When you present with a lot of notes, you see a lot of notes and you cannot find the real one [the one you really need]. That may lead to you spend more time to look at it.

In addition to outlining, Xaoming, wrote a script for each slide.

I write a real short outline. Yeah, it's a simple outline. I just read about four reasons, and I just put that information on my PowerPoint. Then I decided on what slide order should be. Then I wrote a script of each slide.

Adrian, Asmie and Seeyoon identified paraphrasing or summarizing as their cognitive processes during their final PK presentation. While Adrian did not use the actual word paraphrasing, she described her process as "I took some information, and I wrote it in my own words." Then she prepared full sentences, not points, to see the whole sentence right away. In the same way, Seeyoon identified important information for the PK presentation by paraphrasing. "I try all my best to paraphrase the sentences from the article. [I] get the points from the article." Asmie spoke about identifying important points and summarizing the information:

I just wrote the important point … right on the slides. There's a lot of information, [and one slide] was not enough for me to say all my information. I find that really difficult, so I started [to] summarize the information.

Asmie wanted to make sure she understood the information. "I was searching the information about the topic to know [understand] very good about what I will talk about."

Similarly, Dasom wanted to understand the content. "I kind of studied because I need to understand about that content. Then I organized that, and I decided what I will do with that."

In preparing for their PK presentation, all of the EAP participants shared their cognitive processes. The participants also explained how they narrowed the information they identified to fit within the PK presentation requirements. Of particular interest was how the participants named the cognitive acts they used, indicating a level of awareness of these processes (i.e., metacognitive awareness)

Memorizing Information as a Cognitive Act. Dasom, Seeyoon, Xian, and Xaoming relied on the cognitive act of memorizing to prepare for their PK presentations.These participants revealed that they focused on memorizing their entire presentation or the "difficult" words. After their final EAP presentation, Dasom and Seeyoon explained what helped them with memorization.

Recounting their processes preparing and practicing for their presentations, Dasom, Xian, and Xaoming explained how and what they memorized. Dasom told of a two-part process. "I memorize the screen and just speak out, almost by reading them. Then I try to memorize them." Dasom specifically called attention to difficult words. "As a speaker, we can just see the words that we needed to memorize [those that are] really difficult [or] complicated." Xian's experiences preparing for her presentations helped her remember the content she presented after several months.

> Even after three months, I still can remember that my presentation contains three points: (1) global food chain can increase the pollution, (2) global food chain can bring food from all over the world to the supermarket, and (3) global food chain can change our food culture.

Dasom, Seeyoon, and Xaoming believed the recordings and/or the images helped them memorize their information. In having to record the final presentation due to Covid-19 restrictions, Dasom memorized her notes. Then she realized how the recording process helped her memorize. "Interesting, while I record the video I memorized." Xaoming relied on the PowerPoint slides and images to help her memorize. "I can remember, remember whole stuffs. I can speak when the PowerPoint is showing to me the slides. The photos help me a lot in memorization." For Seeyoon, the recording process caused her to memorize every sentence of her presentation, which proved difficult. "I started to memorize all [the sentences]. I spent the whole night to memorize it. I had to memorize the whole script. It was so hard."

Cognitive Acts to Develop Vocabulary. Over half of the EAP participants reported the cognitive acts they used to learn new words related to their PK presentation. The main tools used to develop their vocabulary were the internet, dictionaries, and digital translators. These participants also shared that they started to use the words in their everyday lives.

Using the internet to search for words, Asmie shared that due to the PK presentation process:

I learned a new word. I was using the word in my general life with the people. So, that helped me when I prepared. I learned the new word. That's what helped me to communicate with the people to use the words with the people after the presentations.

Seeyoon used the dictionary and her translator to learn new words. "I found exact words to express what I was about to mean in the dictionary and in the translator. I use it so many times that I started to be able to use the new words." Dasom conducted internet searches to explore words' meanings and understand her topic.

Whenever I didn't know the words meanings like 'grade inflation' or those kind of really

complicated or not popular or academic words, I just tried to search them and then get

more information from the internet. Some definition or something like decentralization. I

just picked it from the dictionary. I just wanted to explain about the US educational

system. The system is always characterized by decentralization. I noticed some words

like uniformity, grade inflation. It was really big words and kind of complicated words.

Seeyoon and Xian also searched for unfamiliar words in order to understand their topics

better. Seeyoon explained, "Some sophisticated words [like] forum, self-control, impulsive

behaviors I thought there were no words that can substitute for those words." Xian's processes

involved the word "restrictive and some difficult sentences [causing her] to maybe look at the

dictionary. I used to hear that word [grade inflation], but I not really know about real meaning.

But after [the presentation], I know the real meaning."

Two EAP students, Dasom and Asmie, explained how they used other people to learn

new vocabulary words. Dasom referred to her professors as models for her vocabulary use. "I

just think of those words [transition words] because many instructors or professors do so."

Asmie relied on her sister's support.

[I have] good vocabulary, because my sister helps me. I decided to learn more words so I

can use [them in] my life, so I can use many new words. I searched for new words. Now I

used to use this word in my living, my life.

Based on the observational data, each participant used sophisticated words related to their

topics in their PK presentations. Interestingly, not every participant reported their use of

sophisticated vocabulary. Seeyoon and Xian used transition words, but they did not report their

use of these words. Throughout their PK presentation experiences, the participants believed their

vocabulary was larger. They also shared experiences of using the vocabulary words in their everyday lives. Some even used the words during the interviews.

Processes Used to Convey Information during PK Presentations. The EAP students conveyed meaning in several ways. Overall, the participants wanted to make sure their message was clear to the audience. Some relied on words to convey their intended message; others focused on their using visuals. Some used both words and visuals while others added their own experiences to the words and visuals.

Dasom wanted to share both complex and simplistic words and ideas with the audience: I felt that it is really important to put down words to understand the concept. I felt that it is necessary to put all that kind of words in my presentation. Sometimes I just see simple words like not complicated words. I just wanted the audience, not to feel like, 'Oh, what's that? What's the word?' So, I sometimes use those kinds of complicated words, but I didn't want to make the audience [confused].

Liam and Seeyoon echoed Dasom's sentiments in using fewer complex words for the audience's benefit—Liam due to his perceived poor pronunciation and Dasom related to her understanding of the content. Liam reflected, "I don't actually add much difficult words because they're complicated, and I confuse saying them. I don't pronounce them correctly." Seeyoon, too, thought about her audience. "I would like to use easy words because although I read the article in a difficult version, for the audience, it has to be easier so that they can listen carefully."

Liam and Xian relied on images to convey meaning, but they use the visuals for different reasons. For Liam, using images was about keeping the audience's attention. "For me as a speaker, I would put equal, some pictures and some words can help. But I would prefer not to put a lot of words, because if a lot of words, the audience would ignore you and read the words." For

Xian, images conveyed the meaning she wanted to make. "This logo can show what I exactly mean. Like I use the Facebook logo and in my talk about this slide I mentioned that there are some technology companies like Facebook, Twitter and Google."

During her final presentation, Asmie shared how she used words and visuals to convey meaning because of her perceived poor English pronunciation.

I was searching for pictures that are related to that important point. I don't think I need to write all information, so I just put the important points in this slides and pictures that related to that. The words are for the audience to know more about the points. They can't understand what I'm saying, because I was [speaking] too quickly. So, [the] pictures let them understand more, to know more, what I'm saying.

Like Asmie, several participants relied on visuals to convey meaning. Asmie provided a strong rationale for choosing relevant meaning-based images—that of helping her audience understand her topic due to her perceived speaking limitations.

Summary

Making and conveying meaning as a PK presenter included participant data regarding various cognitive acts and the processes they used to convey information. The EAP participants' cognitive acts included identifying important information and then condensing that information. To identify important information, the participant chose real-life topics of interest. Their processes of condensing information included taking notes, outlining, summarizing, choosing key ideas to convey, and keywords and images to present during their PK presentation planning. The participants reported how memorizing information occurred for them due to their preparation processes, attention to difficult words, and their amount of practice. Developing a larger English vocabulary was also a cognitive outcome of their PK presentation planning and

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presentation process. The EAP participants reported using the presentation words in their everyday lives, and they used these terms during the research interviews. The cognitive processes the participants used to convey information were largely due to concern for their audience. For example, the participants deliberately chose specific words and images to maximize their audience's chances of understanding the topics and the points they wanted to convey.

Theme 3: Use of Strategies to Overcome Barriers Through PK Presentation Experiences

The EAP participants used various strategies to help them succeed in their PK presentations. Strategies to combat emotions, to remember information, to combat time constraints, and the overall strategy of practicing were experienced by participants (Table 14). Practicing as a strategy in general was by far the most prevalent strategy, and it was even more important to the participants during the recorded presentation.

Table 14

Theme 3: Experiences of Strategies through PK Presentation

Experiences of Strategies through PK Presentation
Strategies to combat emotions
Strategies to remember
Strategies to combat time constraints
Practicing as a strategy

Strategies to Combat Emotions

Experiencing emotions due to the PK presentations was a shared experience for these EAP participants. Because this experience was so common, it is not surprising the participants used strategies to combat their emotions. Some of these strategies were their own while others were recommended by their course professor.

Asmie, Dasom, and Seeyoon used the strategy of choosing when they presented to combat their emotions. Asmie chose this option so she could learn from her peers. "Actually, I was a last presenter because I was very nervous, and I told my friends that I want to be the last presenter. I want to see how they would present. Maybe I will learn from their mistake." Dasom explained her choice position when presenting. "I always just feel nervous when my turn is the last turn. I usually feel really nervous. So, I just try to be the first presenter." Seeyoon chose the middle as her desired presentation position.

While every participant practiced for various reasons, only Liam and Seeyoon identified practicing as a strategy they used to combat their emotions. Liam explained practicing in this way. "I think it [practicing] helps you get better; you would be less nervous. You would know what you had to say." Seeyoon used practicing so she could avoid being embarrassed. "I didn't want myself to be so embarrassed in front of an audience. I really, I continue to practice."

Adrian, Dasom, and Seeyoon used the professor's recommendations for handling their emotions while presenting. Adrian and Dasom used the strategy of looking at the audiences' foreheads. Adrian "looked at classmates. I look at their foreheads because my professor told us. If you want, if you're shy or things like that, don't look in a person like eyes." Dasom described her reasons for not looking at the audience.

> I use [what] Ms. Professor said. If we are really nervous, we can just look at the forehead. It seems that [if] we look at the audience, at every face, I might forget what I was about to say. It was better for me to look at Professor's face, than look at others' faces. I was still nervous, but it really helped me.

Similar to Dasom, rather than look at the students' faces, Seeyoon chose to look at the professor. "During my presentation, I looked at my professor because there were so many people."

Strategies to Remember

Many EAP participants shared they preferred using images and words and practicing remembering their PK topic content. The overwhelming strategy was to use the visuals. Adrian chose not to use any words on his presentation slides. Liam explained relying on the visuals to remember.

Whenever I forgot something, I used the visuals, I looked at the images then the words of the presentations. [The visuals] really helped me because the notes are connected to the visuals so, they helped me when I looked at them.

Seeyoon, too, relied on the visuals and explained the connection to remembering. "Those pictures remind me of the sentences I had to say. [I] looked at slides sometimes, not at the notes. I remember all the sentences." Xian shared how she went to the pictures before her notes and how she changed her goal for the final presentation regarding using notes.

Sometimes I can't remember the whole idea of what I have to say, the pictures help me to remember. If the pictures can help me remember the key words, I will remove the words. I looked at the notes many of the times. But in the second presentation, I reminded myself [to] often avoid look at the notes. If I forget something, I look at pictures. If I still forget, and then I will look at my note.

Xaoming explained how the specifics of the pictures helped her remember. "I can remember about what key word go with the pictures. For example, the girl [in picture] is sad [and it reminds] me about how I'm feeling when I have the homesickness." Xaoming also used

the strategy of repetition when she could not remember. "Maybe I will repeat my sentence again if I can't remember some of the words."

Whether planned or not, the participants demonstrated their abilities to use strategies to help them remember during their PK presentations. Using their visuals was a key strategy, and this process almost always was the EAP participants' first option for remembering. An important aspect of the participants' lived experiences was the connection between the visuals and the ideas they planned to present.

Strategies to Combat Time Constraints of PK

To combat the time constraints of the PK presentation format, the EAP participants developed strategies to account for time. In reflecting on their first EAP presentation, the participants showed awareness of the strategies they used to account for time. Adrian shared how with practice, he "knew the information and I knew everything. I could try to avoid say[ing] a lot in one slide." Asmie used paraphrasing to slow down her presentation delivery. "I was saying the same information but using different words for the same information. Then I catch up with the slide."

Dasom would just stop her speech on a topic or add information to handle the time of PK. "If I don't have enough time to speak my whole explanation in a time, I just used to delete some words or sentences, which is not necessary." Liam used several strategies from coughing so he could fill time to abruptly stopping the topic and changing topics fast when he ran out of time. "If the slides finished, but I did not finish speaking, then I end the topic fast and go to the next topic. I tried to change the topic fast."

In their presentations in their EAP course, these international students shared intentional strategies to combat the PK time restrictions. Adrian was clear in his use of repetition as a

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strategy. "I repeated words because I wanted the 20 seconds to move on. So, I repeat myself for the 20 seconds to be done." However, this strategy seemed to fail Adrian as he commented after his final presentation. "I set the timer for 20 seconds. But honestly, I don't have words or enough vocabulary to use each slide for 20 seconds."

Asmie intentionally used a timer to practice and practiced summarize in case she needed to use that strategy. "I use a timer to practice talking in 20 seconds. When I stop the timer and I have not stopped the speech, I summarize the information. So, I prepare for that." Seeyoon acknowledged her strategy of speaking faster if she ran out of time. Xaoming shared her strategies to "predict the situation." "I prepare an extra sentence for every slide. I wrote them down but not say it. If I am faster, I will use it."

Xian, however, recognized that she planned too much and needed to omit some of her content. "Actually, I planned lots of things, but the times don't allow me to talk more than 20 seconds. So, I can't say some sayings or ideas." To manage her time, Xian then adjusted her presentation.

> I time myself, and [if] I see that I speak for more than 20 seconds, I check my words or whether I got too many sentences. Maybe I need to cut something. Then I need to make some decision to adjust my power point.

Liam was aware that his first round of practice lacked time management. Then he made changes. "I tried like talking for 20 seconds, the first time I didn't. Then like I reduced some information, then I did talk for 20 seconds. It's like [I] kept time to introduce the [next] slide. After this experience, Liam did not feel the need for a strategy for being ahead of time. "No coughing strategy used because [I] no longer have the problem of being ahead of time."

Much like experiences involving emotions, the time restrictions of PK presentations seemed to be a constant concern for the EAP students. This constant issue resulted in many of the participants using strategies from repeating or adding content to omitting the content. For those participants who shared time-focused strategies after their EAP presentations, more planned, intentional strategies were reported.

Practicing as a Strategy

The data related to using practicing as a strategy included information in which the participants attributed their development (or lack thereof) to their practicing efforts. The amount of time the students spent practicing emerged as an overwhelming finding. Each EAP participant shared the amount of time they spent practicing in general. The amount of time reported in practice preparing for the PK presentations varied from practicing the presentation one time to twenty times. Xaoming shared she practiced "again, and again and again and again." Participants also reported practicing for one hour, two to three hours, four to five hours, 10 hours, and all night. Liam contended he practiced more in the EAP 2 course than in his first presentation in EAP 1. Seeyoon shared that she needed to spend more time practicing for the final presentation because she was now in her home country and was not speaking English as much. Adrian and Asmie believed their time spent practicing made them better prepared for their presentation.

Interestingly, the amount of time spent practicing when using the video recording (due to COVID-19 restrictions of online education) increased for all participants except for Adrian who used a friend to help him video and their time for recording was limited. Everyone else reported recording multiple times because they wanted to improve the quality of their presentations. Dasom shared her reason for recording more was to be more professional and receive more points.

In terms of preparation, I did a lot of practice and kind of self -recording videos … to

make a more professional one. I don't know why, but I just decide to make more

professional video I just want to get more points. Yeah, I got 100 points from that.

Asmie shared she kept forgetting to include information, which led to her recording "for

about ten times because I forgot some information and interesting information or new

information. So, I start to repeat that presentation again. So, it takes time for me." Xian recorded

multiple times until she was satisfied with the video presentation. Xaoming shared that if she

prepared more, she could minimize her grammatical errors. "Maybe I can do it much better. Yes.

I just want to make sure, have the least mistake on the grammar and pronunciation".

As shown in the data related to practicing and PK presentations, emotion-filled

experiences and time-related experiences were not only a source of negative emotions,

discomfort, and difficulty, but also served as a reason to create and use strategies. The findings

revealed the importance of practice and the intentional changes the EAP student participants

made in adjusting to the PK presentation requirements. In addition, these participants

demonstrated a difference in how they used practice as a strategy when being required to

videotape their PK presentations.

Summary

In the theme of developing strategies due to PK presentation experiences, the EAP

participants disclosed strategies to combat emotions, to remember, and to combat time

constraints. In addition to these strategies, the participants used practicing as the main strategy to

handle the PK requirements and their desire to provide as perfect of a presentation as possible.

The strategies to combat emotions included their order as a presenter, feeling more prepared, and

using their professor's suggestions of looking at the audiences' foreheads. The strategy of

looking at the audiences' foreheads became a moot point during the final presentation due to the recorded video presentations. The main strategy to remember for these EAP participants was the use of visuals. They chose images intentionally to help remind them of their topic and main points. The participants used a variety of strategies to combat the PK time requirements. Some repeated words to wait for the slides to transition. If they ran out of time, the EAP participants intentionally summarized information and deleted non-essential information. Practicing served as the main strategy. Practicing was even more prevalent for these participants when they were required to record their PK presentations due Covid-19 restrictions.

Theme 4: Perceptions of PK Presentation Experiences

In the fourth theme, perceptions of the EAP participants PK presentation experiences, two main sub-findings emerged: perceived expectations and perceptions of PK performances. In these data, the participants reflected on what they understood about PK presentations and how they perceived others and their performances (Table 15). The participants revealed their ideas about the PKP rules and the PK presentation process in the perceived expectations. The data related to their perceptions about their PKP performances were dominated by their perception of their speech rate and accuracy.

Table 15

Theme Four: Perceptions of PK Presentation Experiences

Perceptions of PK Presentation Experiences	
Perceived expectations	Perceptions of own performances
Perceptions of PK presentation rules	Perceptions of PK presentation performances
Perceptions of PK presentations	Perceptions of PK performance and speech

Perceived Expectations

Throughout the data on perceived expectations of PK presentations, the participants shared some absolutes about what they understood and some confusion around what was expected of them. The overall expectations of PK presentation include: (1) embedded images from New York Times websites and/ or other sites related to the topic of the presentation; (2) with 12 to 15 slides with 20 seconds of time on each slide; (3) pre-timed as illustrated on the provided example YouTube video. Participants were reminded not to have complete sentences or long phrases on PK slides; and (4) a total of four to five minutes of the entire 10-to-15-minute presentation devoted to PK requirements, which is expected to include a warm-up part with general questions, a video for illustration, and a follow-up discussion time.

Based on the data, the expectations related to time were very clear, including that they needed to include automatic slide transition. Emerging in these data were the mentions of how an example led some participants to question what the time requirements were. In general, the number of slides and words per slides caused varying perceptions among the participants. Each participant understood that the time requirement for each slide was 20 seconds. Xaoming's comment about the many rules of PK presentations captured the essence of the student participants. "[PKP] have a lot of rules and [I] never hear about a presentation with that." In their first EAP presentation, a couple of the participants seemed clear about the time expected for each slide. Asmie understood, through the professor's instructions and writing instructions, there were expectations, including specific time for each slide, a range of slides, and that the slides had to have timing transitions.

> The professor told us that we have to put up 20 seconds for each slide, and we cannot touch anything, we have to just speak, and the slides automatically work. I have already

read the instruction, and I think you can do six slides, but if we have to do 20 slides, it's okay to me. I will do it.

Xian mentioned a different number of slides she believed were expected with the time of 20 seconds per slide. "Ten slides with 20 seconds each." Adrian's perception of the time expectation was a one-liner, "Time management, the most important thing in life." Liam's overall perception of PK presentations was, "You should be perfect!"

Asmie, Dasom, and Xian shared other perceptions regarding their understandings of the PK presentation expectations. Asmie shared, "So, we have to talk with this slide. We write…important points, not all the information. I heard the instructor say you can put just maximums [word limits]." Dasom referred to an outline and compared it to a rubric. "I gotta use that [essay] in my presentation because the outline is kind of like rubric that the professor wants…. The professor might reflect [notice] those kinds of errors …. It's really important for us." Xian added the expectation of the pictures. "We need to find pictures."

After the final presentation, the participants shared a variety of understandings and expectations. Adrian used no words on his slides because he did not know that he could use a limited number of words. Adrian also was unaware of having to use hand gestures.

> Honestly, I didn't know that I have to use my hand in [PK presentations]. My hand movement, but except because of taking speech class. So, I have to do like in a speech. The professor told us, you have to move, you have to move your hands and stuff like that. That's why I knew that. I knew that I have to use my hand during a speech or doing something [while] presenting.

Dasom shared her understandings of the time requirement and the number of slides based on what the professor said and the example presentation shared with the students.

The professor wanted us to make like 10 minutes long. So, I think the 15 slides, from 12 to 15. So, I have to make 15 to 10 minutes long video. We needed to make 10 minutes long video because the professor already gave us the sample presentation. And it was a really good amount. It was a really good presentation for us to follow. So, I thought that It's okay to follow that sample presentations.

Liam was consistent in his understanding of the slide timing because of the example presentation.

Each slide here for 20 seconds. I did each slide; then I tried talking in each slide for 20 seconds. So yeah, that's what they did [from the sample]. It was a requirement. The reason for 11 slides was because 'my information required.' I didn't make [any changes in the timing] because the requirement is 20 seconds. If I did change the time the professor will deduct the marks from me. So, I didn't want that to happen.

Xaoming, however, had a different perception of the example, which resulted in a different understanding of the expectations and confusion.

Hey, I saw that the Professor gave a good sample on the discussion page. I think this is a good example, but not every slide on the sample has just only 20 seconds. I think some slides have more time, so I don't know which one to follows. I feel confused. I didn't see any person do the 20 seconds and the sample is not 20 seconds.

Xian also expressed confusion, but she was confused about the number of words per PK slide. Reflecting on her experiences in the first EAP course, Xian recalled that "[the professor] only allowed us in each slide to use maybe three or four words. But in this one, our professor always say use a few words, but not what number exactly you need to use."

Overall, the perceptions concerning the PK presentation expectations were quite varied. The one consistent expectation for most participants was the amount of time per slide. However, some students shared confusion around the timing expectations from presentation to presentation. When compared with the actual expectations, participants (a) used an abundant number of visuals to illustrate their topics, (b) had varied perspectives of text use, ranging from limited or no text at all to heavy text on slides, and (c) had slide time variation from less than twenty seconds to more than fifty seconds each slide. None of the participants used the maximum number of slides (20) in a PK presentation, which might be due to the specific requirement of this assignment that allows them to use from 12-15 slides. In general, most participants used fewer than 15 slides and less than four to five minutes, which was dictated by the assignment requirement.

Perceptions of Own Performance

In the data related to perceptions of performance, the main area emerging was evaluations of their own PK performances and evaluations of their execution of PK components. In the findings showing EAP participants' perceptions of their own performance, specifically their personal language-based critiques emerged in using the PK format.

Perceptions of PK Presentation Performance. Some EAP participants had positive perceptions of their general PK presentation performances. Both Asmie and Xaoming perceived their PK performances as good because they knew what PK presentations were and what to do. Asmie was confident in knowing "the meaning of PK and I learned new things about PK." She also knew about the "rule and that mistake that I have to avoid, say[ing] the information and without touching anything [automatic transitions]." Xaoming commented, "I liked the whole thing about my presentation because I made it. [I] enjoyed this [PK presentation] experience. If I

have an opportunity to present, PKP is beautiful. It's a good idea." Xaoming believed future PK presentations would be good for her and recognized what she would need to work on. "It is good for me because I will be familiar with it, and I [will] need to prepare more for the time."

Two participants commented on issues they had with other parts of the PK presentation requirements. Seeyoon perceived the PK presentation and requirements were difficult because she was just learning the language. "It was difficult because since English is a second language for me, is not easy to speak at all even if I memorized it." Adrian spoke about the limited number of words required for the PK presentations. "It [limited words] does not matter a lot because [I] check notes and flashcards or [the] paper. And [then] I looked through and talk."

Perceptions of PK Performance and Speech. The EAP participants' perceptions of their speech contained the largest amount of data. Prior to presenting the data on specific areas of speech performance, understanding what participants perceived was 'good' speech is important. After presenting these general perceptions of speech, two main areas emerged about their English speaking, which provides insight into their personal English language critiques: (a) how participants perceived their speech rate and (b) how participants perceived their pronunciation.

Rate of Speech. Asmie described that faster speech was what made speech 'good.' "If I speak fast, I think I [am] improving my English. Speaking slow people in front of me may think that I'm not good at English." Dasom believed good speech was to be comfortable and to convey a "little bit of humor." She also perceived good speech to be natural. "I really wanted to make really natural conversation or a natural speech with audience." For Adrian, a good speech performance meant "talking fast" and providing "a lot of information."

For the most part, the EAP participants perceived their rate of speech as too fast. In the following descriptions, they also share their perceptions of their 'normal' or everyday speech.

Although participants believed that fast speech was good, they thought their speech was too fast. Adrian shared how his fast speech caused him to misspeak.

When I talk too fast in English, I might not focus. I might say any kind of information that I don't mean to say. You know? I want to be slow because I want to pay attention to my words before they come out of my mouth.

Although Asmie described that fast speech was 'good,' she felt her speech was 'too fast" and was a problem. "I think it was too fast…. That was one of my problems." Despite her fast speech, Asmie believed she "was speaking fluently." Seeyoon identified her fast speech as consistent across her PK presentations. "The second time I presented, it was exactly the same. I spoke too fast. What I do not like about my speaking is that I spoke so fast."

Liam, Xian, and Dasom explained how their speech performance was not aligned with their normal speech. For Liam, his speech was not normal and varied between fast and slow during the PK presentations. "I still could not speak [as] well as in my daily life when I speak with my international friends…. I can maintain my normal speed when I have more time." Different from most participants, Xian thought her speech was slower than normal. "In my presentation, it [my speech] is slower than my normal speed." Xaoming explained that she spoke fast because she would not be able to include as much content. "If the speech is so low, maybe it is not okay. Because, uh, every slide the time is limited. If I speak slowly, I can't put lots of information on every slide."

The participants who shared perceptions of their speech rate believed that the PK presentation timing requirements were the cause of their fast and unnatural speech. Adrian shared, "I don't like to speak fast, but I mean, during presentation or things like that, I have to

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because I have limited time." Alternately, Seeyoon explained how she liked speaking fast, "If we're not for constraints of time, I really like the fast speed of speaking."

Speech Pronunciation. Four participants described their perceptions related to the accuracy of their speech. Asmie and Dasom shared their limits in English pronunciation due to difficult words. While Asmie believed her pronunciation was good, she believed that "some words [were] difficult to pronounce. That's my problem. Some students didn't understand what I'm saying, or maybe when I don't know how to pronounce the word." Dasom spoke about her accent and how it hindered 'natural' speech. "Sometimes I feel satisfied, but sometimes I feel not satisfied because I just wanted to give more natural and conversational speech to the audience." Dasom perceived her speech as unnatural "because of the difficult words" and because she was "kind of just reading and just memorizing speech," which "felt like it was not a natural thing." Dasom also believed that her accent caused "differences [that] could make it [her speech] confusing."

Seeyoon compared her speech to native English speakers and shared how her mispronunciations led to various issues.

I don't like my speaking style is not like a native speaker. Native speakers speak fluently with perfect pronunciation because it's their mother language, so they do not need to memorize, but I can't. So, I had to correct my voice, my pronunciation, or sometimes I forgot the complex sentence I need to speak.

Similarly, Adrian believed that when he made a mistake, it caused him to continue making mistakes. "It's like if I did something bad. I feel like I'm not that good to present to be able to present. If I did one slide not good, the rest will be not good." Xaoming, too, admitted to

making mistakes in pronunciation. "I have the mistakes on my pronunciation. It always happens. The word pronunciation is not clear."

For the EAP participants, practice made a difference in their English pronunciation. Seeyoon and Xaoming referred to the benefits of the practice. Seeyoon believed, "After a lot of practice, my pronunciation is better. Before the practice, my pronunciation was not very fluent. Like I can connect the sounds together better. I can speak faster." Xaoming's perception of her speech improved due to practice. "Less grammar mistakes, maybe less grammar mistakes. Because I have read them, write them down and checked for the grammar mistakes before."

Adrian and Xaoming identified their inflection and tone in their pronunciation and how they perceived these language tools. Adrian described inflection and how he did this in his speech: "I raise my voice at a specific point that is important so that audience can pay attention. It is from my own experience." Xaoming was aware of a difference in her tone of speaking. "I think what I have the presentation, my tone of speaking is different. The voice, the voice will be more higher, and I want to make every word where be more clear."

In relation to their perceptions of speech performance, most EAP participants focused on their rate of speech. Some participants shared perceptions of their pronunciation abilities and their inflection and tone. Comments about their speech rate were more prevalent and revealed more perceptions about how the participants made sense of "good" speech. The participants' perceptions related to English pronunciation, grammar, and the accuracy of their speech sounds emerged.

The data from researcher observations of the EAP participants' PKP conveyed a bit of a different picture. While the participants acknowledged their downfalls in their speech rate (either they believed they spoke too fast or too slow) and in their inability to pronounce accurately, the

researcher noted positive aspects of the participants' rate of speech and pronunciation. Also noted during the observations were the participants' prosodic features of their speech (e.g., expression, loudness, and intonation) and specifics related to their mispronunciation.

Adrian's prosody and volume of speech was good and relatively clear. His rate of speech was appropriate for public speaking. Pronunciation was good overall, but he struggled with names of people and places. Similarly, Asmie used expressions to convey ideas, and her volume of speech was very good. Her speech rate overall was good, but sometimes her speech rate increased.Liam's volume of speech was good when he looked toward the recording device. His rate of speech was appropriate for public speaking, but his tone was monotonous. Besides occasionally mispronouncing verbs and using inaccurate sentence structure, Liam's pronunciation was good.

Seeyoon tended to increase her rate of speech during her PKP. While Seeyoon's prosody was chunky or robotic (i.e., small chunks of three to four words before a pause rather than using content and structure to pause), she did use intonation at the end of sentences. Seeyoon's accuracy of speech was generally good though she tended to mispronounce vowels in new words and repeated words and short phrases. Like the previous participants, Xian's and Xaoming's volume of speech was good. Xian's prosody, like Seeyoon's, was chunky, pausing after short phrases. She did use intonation at the end of sentences. Seeyoon's rate of speech was fast except when she read text from her slides. Although her pronunciation was good, she did make mistakes in pronunciation. Xaoming used intonation in her speech and her rate of speech was good. Xaoming made mistakes in pronunciation, mostly with proper nouns and multisyllabic words.

Summary

In the theme of the EAP participants' perceptions of PK presentation experiences, the areas of perceived expectations of PK and perceptions of PK performances emerged. In these data, the participants reflected how they understood the PK requirements, which mostly included variations of the requirements. While the participants knew of the time, slide, and text and visual requirements, their actual presentations did not follow the established rules. The EAP participants' perceptions about their PKP performances included their PK performances and their PK speech performance. The participants believed their speech rate and accuracy during PK performances were not what they deemed as 'good' speech or 'natural' speech. Most participants believed their rate of speech was too fast and, therefore, difficult to understand. Related to their accuracy, the EAP participants deemed their pronunciations poor and riddled with mistakes. However, these perceptions differed from the researcher's observational data.

Theme 5: Preferences in PK Presentations

In the fifth and final theme of preferences in PK performances, EAP participant data included preferences related to (a) PK performance and time and (b) mode of PK presentation—virtual presentations versus in-person presentations (Table 16). In the section on PK performances and time, participants explain their preference of adding more information over the time restrictions of PK presentations. The data of the preferences of virtual presentations versus in-person PK presentations shows the importance of the challenges presented due to technical issues and the benefits the participants experienced due to recording their PK presentations.

Table 16

Theme Five: Preferences in PK Presentations

Preferences in PK Presentations

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PK related to PK performance and time	Preferences between In-person Versus Recorded PK Presentations
Preference of conveying information over abiding to PK time requirements	Challenges of recorded PK presentations Benefits of recorded PK presentations

Preference Related to PK Performance and Time

Many of the participants shared their preferences related to their performance and the time requirements of PK presentations. Interestingly, only Adrian was pleased with his time management performance as it related to the PK requirements. "I prepared one and practice my time management, each slide for 20 seconds. I think I did well. I had really good time management because of practicing. Very good." The rest of the participants commented that they did not adhere to the requirements and the reasons they preferred not to adhere to the required timing of PK presentations.

Dasom believed that there was "not enough time to speak within a 20 second limit for each slide." She shared how her time management was not successful and then what she did about the difference. "I made my script…to fit to the time. It didn't just happen like that. I didn't just finish my words in time, or I have my words after the time [after the slide changed]."Dasom also acknowledged that she used more time per slide and did not care about the time requirement.

> When I just made the video, I don't really follow that rule. It was more than 20
> seconds…. I tried to make the video in 40 seconds for each slide. But it was over 40
> seconds if the presentation was timed. We don't really have enough time to explain [the
> content]. Yeah, they [the slides] were all different. I don't really care about that.

Xaoming perceived her time management "not a bit issue" even though she went over the time per slide. "[On] every slide I spent not over 30 seconds, maybe 26 seconds or 27 seconds, not over. The difference [is] just between one to two seconds. So, it's not a big issue."

Most EAP participants shared they had different times on each slide and that the time they used was due to their preference of adding more information. Asmie was aware of her time difference. "No, it's not all 20 seconds, for some slides, I just put 25 seconds because I have a lot of information." Liam knew his time was not in alignment with the PK presentation requirements. Liam's rationale for not adhering to the requirement was that he wanted the time to match what he wanted to present. "I did not have equal time in each slide. This slide was 22 seconds, this was 15, this 16, this 40, this 35, this 50. Every time I changed the time, I found what was perfect for me."

Similarly, Seeyoon, Xian, and Xaoming knew their time was not aligned, but they provided a different rationale. Seeyoon believed that retaining the same amount of information in her presentation that she had in her paper was important. Xian's rationale was so she could share more information. "It is not within 20 seconds for each slide. For some slides, I need more time because I want to present more information, so maybe I need 30 seconds. 20 seconds was short for me. But the script I memorized, for one slide is about 30 seconds." Xaoming shared her speaking experiences faster than the required time and did not care about this going over or under the required time. "It happens I am both sometimes slower [and sometimes] faster than the slide transition. I am aware of that and I am aware on the next slide [that] I [need to] speak quickly. I didn't care about it." Another point Xaoming made was awareness of her decisions during the presentation. "If I am finished early, I add one word like however, or that's because, or and… that's and then [to] transfer [move on] to the next slide. This situation I have never had before PK Presentation."

The EAP participant preferences related to adding more information and veering from the PK presentation requirements were confirmed with the observations. In Asmie's observational

data, it was noted that she used the key statements to add other ideas through her speech. Liam, too, added extra information on every slide except for the slides with questions. Liam and Seeyoon both used the key statements and visuals to add other ideas through their speech. Xaoming's observation included notations of added speech for each slide. The content included feelings about the content and situation and conveyed her hopes for the future. Similar to Xaoming, Adrian's observational notes revealed he shared feelings about the coronavirus situation and conveyed the importance of his topic and the 'sadness' of the situation for older people.

Many participants perceived that the time requirement was not sufficient for presenting. The participants' decisions of slide timing seemed to be due to the preference to add more information to their PK presentation. In describing their performance related to timing, the participants shared their preferences as to the need and importance of adding more time—mainly that of adding more information for their audience.

Preferences between In-person Versus Recorded PK Presentations

In the data showing the EAP participants' perceptions of face-to-face or virtually recorded presentations, the participants shared their understanding of the challenges and benefits they experienced. Included in the challenges of virtual presentations, there was unfamiliarity with recording and perceptions related to a virtual audience. The benefits of recorded virtual presentations included a heightened focus on self-evaluation, which led to increased practice.

Challenges of Recorded Presentations. Data revealing the participants' challenges of recorded, virtual presentations included (a) some participants' lack of knowledge in recording the presentations, (b) the challenges presented related to the audience, or a lack thereof. For Adrian, anything related to the camera or recording was a challenge.

I don't like to do like something related to like camera. I didn't feel comfortable. How can I do it? I didn't like it, honestly. I wrote some good ideas, but while doing the video, I forgot most of them because I don't feel like you're doing like any presentation through camera.

Dasom and Xian commented on the challenge of making the video. Dasom experienced challenges in making the PowerPoint narration. Xian explained her lack of knowledge and novelty of recording the video was problematic,

This is my first time make on myself a recording video, so it's more challenging. Because I don't know how to do it. Lots of trouble. I had to ask my friends because I had no idea at the beginning. It is my first time.

In addition to sharing their perceptions related to recording their presentations, the participants also shared their experiences concerning the lack of an audience or what they perceived was warranted for the intended audience. Adrian preferred having an audience.

Presenting in front of class, we can see people, I feel that there is audience that people, they are joining me while speaking. You know? People got involved. With the recording, myself only doing the video for someone to watch later. It's not fun for me. [In person] I can make my audience focus on me, watch me.

Seeyoon shared a similar feeling. "I feel awkward when I smile during the presentation, especially in front of the camera." Seeyoon also explained that attention to what would be in the video was a challenge for her. "I felt it was more burden to me. Because I had to record it and set my background well."

Speaking from an audience member perspective, Asmie discussed how video quality was an issue in her observations. "There was some issue. I can't hear what they're saying. The video

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quality and the internet were really bad. So, I didn't pay attention to all. So, it was really hard for us to see the slide. [They] must have put the camera not too far.

Benefits of Recorded PK Presentations. Within the theme of preferences in PK performances, the benefits of recorded presentations emerged as the main subtheme. Throughout the data, these benefits were all related to the participants' self-evaluation. Some of the participants noted to benefits of not seeing the audience, while most of the participants explained how they used multiple recordings to hone their PK presentation skills.

Seeyoon and Xian highlighted the benefits of not seeing their audience. Seeyoon explained not having to focus on the audience when recording her presentation. "Doing eye contact with the camera is easier than with the real people in the live presentations because I feel like I am just watching the camera lens not watching the audience." Xian felt more comfortable looking into the camera.

> Because I not really see my audience, it is more comfortable for me. I just look straight to
> the camera for eye contact. I think it is easier this time because in last time I just can't
> look at my audience is. I just look at the words or the slides.

Many participants preferred the new requirement of recording the PK presentations because they could produce a presentation with fewer mistakes or considered being more professional. Like many of the EAP participants, Dasom used the recordings to practice her PK skills. "Sometimes I made some self-recorded video to show myself, to just see myself." In terms of preparing for her presentation and evaluating herself on the PK requirements and presentation skills in general, Dasom noted her preference for the video recording.

> I just I just did a lot of practice and kind of self -recording video. When it comes to your
> PK with your presentation, because it is kind of timed presentation, so I may start

recording video to just see myself. How it is, how it is going on? I could try it out again and again. To make more professional one. It was good for me to make them [because] I just wanted to make more clear video. I just wanted to make more hand gesture. It was good.

Asmie discussed how she tested herself through the recordings. "I was sitting alone. I was chatting to practice within myself in the camera. How I look? I look good. Oh, how is my voice... slow or what?" Liam paid attention to his pronunciation and his desire to be perfect. "Like I pronounce the word wrongly, so I need to record again to be perfect." Seeyoon identified various changes she made due to being able to record and then view herself to make changes.

I made changes with every recording: sometimes I could not see my whole body, could see only my face, or I could not see my hand. Or sometimes some useless things are in the background like the clothes hanging in the wardrobe. So, I had to set the video again.

Seeyoon also commented on changes she made to her hand gestures and noted the areas of her pronunciation that she wanted to be better. "When I did the video, there was a lot of hand gestures, but when I watched the video, I saw it looked like silly and my pronunciation is not good. So, I recorded the video [again]."

Xian also experienced wanting to record the video multiple times to meet a certain level of satisfaction. "But in this one [recorded presentation] I think there is still something I could improve, so I would record myself [again]. I can try it again and again. It is easier." Xian believed she recorded her presentation over 20 times. "First, to meet our own satisfaction. Yeah. Yeah, again and again." Then Xian explained what she was critiquing.

Because you can see in my video, I still have some unnecessary posture, or some word that is difficult to pronounce. For example, 'administration' and the ultimately 'equation' and so on. a lot of words. I stopped the video and try, try it again.

For Xian and the other participants, the ability to record "again and again" served as a way for them to control the presentation that their audience would ultimately see. This control increased the participants' amount of practice and their ability to identify limitations in their PK presentation performance.

With only a couple of exceptions, the participants preferred to have control over the timing of their PK presentations and the mode of presentation (i.e., in-person versus recorded). Those who preferred more time for each slide or at least varying times for the slides wanted this time to present more content. A couple of participants preferred presenting in person versus recording the presentations because of the awkwardness of presenting to a camera instead of an audience. Overall, however, the benefits participants experienced recording their presentations instead of presenting in person outweighed the challenges they experienced.

Summary

In this theme of preferences in PK performances, PK performance and time and the mode of PK presentation (e.g., virtual presentations versus in-person presentations)were the two main themes. It became clear in the EAP participants' preferences of their PK performances that the participants wanted to add more information to help the audience gain meaning and to show their competencies as a speaker. With their strong preference of using virtual PK presentations, the participants explained they learned more about their topics and became better presenters due to their multiple recordings.

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Summary

The data reported from the seven EAP students resulted in five main themes: (a) feelings of emotions, (b) use of cognitive processes during PK presentation, (c) development of strategies through PK presentation experiences, (d) perceptions of PK presentation experiences, and (e) preferences in PK presentations. The participant's feelings of emotions included the strong feelings they experienced planning for and presenting PK presentations. Overall, these experiences were negative. The participants' use of cognitive processes in their audience experiences and their planning and delivery experiences represented their cognitive awareness. The participants' strategies included strategies to combat specific PK requirements and strategies to remember and plan for a successful presentation. Their overall perceptions included their understandings of PK presentation requirements and of their perceptions of their PK performances. Finally, their preferences highlighted attention to controlling the timing requirements and their preferred presentation mode—in-person or recorded presentation.

Next chapter, Chapter 5 presented an overview of the study and the purpose and research question guiding the study. Then I answered the research question with conclusions supported by the findings from this chapter. Following the conclusions, the implications, recommendations, reflections on the future research decisions or directions, and final thoughts were presented.

CHAPTER 5: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The research reported in this dissertation explored ESL international university students' oral communication experiences in delivering PechaKucha presentations, focusing on both speaking and listening experiences. This final chapter starts with an overview of the study before discussing the relevant conclusions based on the findings presented in Chapter 4. Next, implications of practice are addressed, followed by recommendations for future research and practice.

Overview of the Study

In the digital era of the twenty-first century, L2 instructors have been putting forth attempts to incorporate ICT – related assignments that will assist their learners to enhance their oral presentation skills (Angelina, 2019). Barrett and Liu (2016) claimed that different ICT formats, including videos, blogs, digital story software, electronic portfolio, PowerPoint, have been utilized in teaching academic presentations. In this trend, the PechaKucha presentation format is considered as an innovative solution to support international students in making academic presentations in a US university context.

Research addressing issues related to ICT-embedded Presentations and PechaKucha Presentations specifically abounds in diverse contexts such as medicine, justice, engineering, nursing, and has largely focused on EFL learners who share the same home language with each other and with their instructors (Abraham, Torke, Gonsalves, Narayanan, Kamath, Prakash, & Rai, 2018; Angelina, 2019; Byrne, 2016; Coskun, 2017; Levin & Peterson, 2014; Mabuan, 2017; McDonald & Derby, 2015; Ramos-Rincón, Sempere-Selva, Romero-Nieto, Peris-García, Martínez-de la Torre, Harris, & Fernández-Sánchez, 2018; Ruitz2016; Soto-Caban, Selvi, &Avila-Medina, 2011). Results from these studies display multiple advantages of PKP on

learners' second language acquisition and presentation competence. Nevertheless, few researchers have explored the cases of ESL learners in a multi-cultural academic context, specifically those students who speak English as a second language in an EAP program of a US University. The present study was conducted to bridge this gap in the existing knowledge, and therefore, is of theoretical, methodological, and pedagogical significance.

The purpose of this study was to explore the oral communication experience of international students in delivering the PK presentations, specifically their speaking and listening experiences. The design of the study was guided by the following overarching research question:

RQ. How do international students at a US research-oriented university perceive their academic oral communication experience with the utilization of an Information and Communication Technology- Embedded Presentation Tool known as PechaKucha Presentation activities in their EAP program?

The two sub questions were as follows:

1.1. What are the international students' speaking experiences with the delivery of PK oral presentations in their EAP program as a presenter (speaker)?

1.2. What are the international students' listening experiences with the utilization of PK presentation in their EAP program as an audience member (listener)?

To address the research question, the current investigation adopted a qualitative research approach of phenomenology, with an endeavor to interpret a shared experience of participants by evoking rich and descriptive data (Creswell, 2007, Creswell & Poth, 2018).

Participants in the study included seven international students from an EAP program in a US research-based university. These participants were recruited following a purposive sampling method (Spradley, 1979). Data were gathered from three essential sources, including semi-structured interviews between the researcher and participants, the researcher's observation of participants' PechaKucha presentations, and artifacts including participants' PK videoed Presentations, participants' PK presentation slides, and the researcher's research journal. These data were coded using Coliazzi's (1978) seven-stage methodological framework, which provided a comprehensive depiction of the phenomenon under study.Findings from the data analysis uncovered five major themes with their related dimensions of meanings, as introduced in table 17 below.

Table 17

Themes and Associated Dimensions of Meanings

Theme	Dimensions of Meaning
Theme 1: Feelings of Emotions Due to PK Presentation Experiences	o Being overwhelmed o Experiencing emotions due to the act of presenting o Emotions related to public speaking and PK presentations
Theme 2: Cognitive Processes Used During PK Presentation Processes	o Making meaning as a PK audience member o Making meaning and conveying meaning as a PK presenter
Theme 3: Development of Strategies through PK Presentation Experiences	o Strategies to combat emotions o Strategies to remember o Strategies to combat time constraints o Practicing as a strategy
Theme 4: Perceptions of PK Presentation Experiences	o Perceived PK expectations o Perceptions of own PK performances
Theme 5: Preferences in PK Presentations	o Preferences related to PK performance and PK time requirements. o Preferences between In-person versus recorded PK presentations

Conclusions

In this section, the conclusions to each sub-question are discussed based on the findings. The first sub-question focused on the participants speaking experiences with PK presentations, resulted in five conclusions. The second sub-question addressing the EAP international students' listening experiences with PK also resulted in two conclusions. For each research sub-question, each conclusion is presented with evidence from the findings and connections to the research. The conclusions from thesesub-questions responded to the main research question.

RQ1.1: International students' speaking experiences with PK oral presentations in their EAP program as a presenter	RQ1.2: International students' listening experiences with PK presentation in their EAP program as an audience member
• Experienced a connection between emotions and English-speaking skills • Perceived audience as an important factor in presentation decisions • Gained cognitive and metacognitive skill use and awareness • Aware of and critical of their English-speaking skills • Preferred more time to convey information	• EAP peers' pronunciation hindered meaning making • Meaning-making processes included listening, reading text, interpreting images, and critiquing peers' presentation performance

Figure 2

Research Sub-questions and Conclusions

RQ1.1: What Are the International Students' Speaking Experiences with the Delivery of PK Oral Presentations in Their EAP Program as a Presenter (Speaker)?

The first sub-question regarding the EAP international students' speaking experience presenting using PK presentation requirements included five main conclusions: (a) participants experienced a connection between emotions and English-speaking skills, (b) perceived audience

as an important factor in presentation decisions, (c) gained cognitive and metacognitive skill use and awareness, (d) participants were aware of and critical of their English-speaking skills and (e) participants preferred to have more time to present to improve their pronunciation and to convey more topical information. The participants' awareness and critique of their English-speaking skills covers awareness of fluency, their judgments of their mispronunciations, their emotions when speaking English, role of the audiences, and cognitive and metacognitive skills. In their desire to have more time, the EAP participants revealed a conflict they experienced between speaking quicker to meet time demands and speaking slower to convey competency in their pronunciation and the content presented.

Experienced a Connection between Emotions Regarding PK Presentations and Their English-speaking skills

The EAP participants' descriptions regarding their PK presentation planning and delivery experiences included strong emotions that were connected to their English-speaking skills. Based on their PK presentation experiences and how they described these experiences, the participants' demonstrated nervousness to speak in public and a critical perspective regarding their English-speaking skills. This critical perspective stemmed from (a) their negative emotions when presenting in public and (b) their subpar speech that led to more negative emotions. First, due to the PK presentations and the requirements, the participants experienced many negative emotions such as nervousness, shyness, and fear. Second, these EAP participants experienced strong emotions connected to their English-speaking skills. In their descriptions, these emotions stemmed from their own evaluation of their English-speaking proficiency and what they perceived as 'good' speaking skills. The participants mentioned their inability to speak using the appropriate rate of speech resulting from their lack of experience and practice with new words.

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An overwhelming aspect that led to emotions was about the participants' pronunciation of English words. Specifically, these participants noted trouble with multisyllabic words and their poor pronunciation due to their accents. These subpar language-based experiences were deemed as the reasons for increased negative emotions and self-perceptions of their L2 abilities.

The conclusion that these EAP participants' emotions stemmed from their public PK presentation experiences makes sense given previous researchers' discoveries about ESL students and their extreme nervousness during oral presentations such as PK presentations (Dwyer & Davidson, 2012; Kao & Craigie, 2018; Leopold, 2016; Radzuan & Kaur, 2011) and ESL international speakers perceptions of oral presentations as daunting and intimidating tasks (Barrett & Liu, 2016; Morell & Pastor Cesteros, 2018). When considering Horwitz and colleagues' (1986) ideas about communication apprehension in language anxiety theory, the EAP participants definitely experienced nervousness and reported shyness due to a lack of control of their English-speaking communication. This theoretical connection coincides with numerous researchers' reports regarding how linguistic competence (e.g., speech accuracy, limited vocabulary) has been one of the main causes of nonnative English speaking participants' anxiety when delivering oral presentations (Noor Raha & Sarjit, 2011; Stapa et al., 2014; Suryani et al., 2014; Vitasari et al., 2010). The act of public speaking using the PK presentation format also was a source of fear and even intense panic for the EAP participants due to the fear of others' evaluation (Horwitz et al., 1986). Similarly, past researchers exploring PK presentations revealed participants' negative emotions as a result of the time constraints and automatic slide transitions (e.g., Angelina, 2019; Nguyen, 2015; Murugaiah, 2016; Nguyen, 2015; Solmaz, 2019; Ruiz, 2016).

Differing from other researchers' data collection methods, the use of observations in the current study uncovered an outsider-researcher insight of less critical judgments of the EAP participants' pronunciation, especially their pronunciation of multisyllabic words. The participants' critical self-judgments were highlighted as a component connected to their negative perceptions comparing their own pronunciation with native English speaker pronunciation, which resulted in negative emotions. Another interesting aspect of the EAP participants' perceptions about their pronunciation was the attention they paid to their accents and the accents of their peers. Prior to this study, no researchers reported on the aspect of international students' accents as an issue contributing to participants' negative emotions and negative perceptions of their own and their peers' speaking performance.

EAP International Students Perceived Audience as an Important Factor in Presentation Decisions

The EAP student participants described the importance of their audience in planning for and making various presentation decisions (i.e., their choices of topics, words, images, and voice inflections). Most of the participants chose topics that they and their audience could relate to in their current lives—such as Covid-19 topics, university topics, etc.). Some participants used fewer complex words specifically to support the audiences' understanding of the ideas they were presenting. This decision was partly made because the participants believed they could not pronounce the complex words well enough for their audience to understand them. Other participants chose to use sophisticated, complex words on their slides and in their speech because they wanted the audience to learn the language associated with the topic. All of the participants made specific decisions regarding the images they used and the meaning they believed the images conveyed. Once again, the EAP student participants made these decisions to account for

their perceived poor English pronunciation. While most participants did not explicitly mention the use of inflection as an intentional decision to help convey meaning to the audience, Adrian explained: "I raise my voice at a specific point that is important so that audience can pay attention."

Other researchers have reported speaker choices to engage their audiences and noted the importance of students developing voice strategies to hold the audience's attention (Bankowski, 2010; Yang, 2010). However, only Morell et al. (2008) found that most presenters failed use any interactive strategies to attract audience's attention or to convey the content in a bi-directional way to the audience. In Japan, Christiansen and Payne (2011) discovered that engineering students perceived the PK presentation format helpful in keeping the audience engaged due to choosing visuals that were relevant to the topic. In the current study, the finding about the participants awareness of the audience needs and their resulting presentation decisions was attributed to multiple forms of data collection and the focus on the students as both presenters and audience members.

EAP International Students Experienced Improved Cognitive and Metacognitive Skill Use and Awareness Due to PK Presentation

While the EAP student participants described the pressure and negative emotions associated with managing the PK presentation requirements as international English learners, they also reported gaining confidence and cognitive skill development (e.g., listening, using visuals, remembering, identifying important information, and summarizing) due to their PK planning and delivery processes. By focusing on the listening and speaking experiences of the participants, using multiple data collection methods, and implementing Interpretive Phenomenological Analysis (IPA) research processes of identifying the meaning being made by

the participants based on their experiences, the EAP student participants described specific cognitive processes. Of particular importance was the fact that the participants were able to describe what specific tools (i.e., visuals, key words) and cognitive processes (i.e., listening, comparing words with images, identifying main ideas, vocabulary development) they used to make and convey meaning. In reflecting on their PK meaning making experiences, they also illustrated an awareness of their learning styles and preferences which gave insight into their metacognition processes. Taken together, cognitive skill identification and metacognitive awareness of skills preferred and used, these participants gained a sense of confidence in their PK presentation processes and abilities.

The conclusion that the EAP student participants gained cognitive and metacognitive skills during their PK presentation experiences was surprising. Few prior researchers addressed and reported specific cognitive skills related to speaking and listening as a result of PK planning and presenting processes (e.g., Angelina, 2019; Rokhaniyah, 2019; Solmaz, 2019). Findings from these studies have been limited in the specifics of skills gained due to researchers' reliance on quantitative methodology. Christianson and Payne (2011), in a qualitative study in Japan with engineering students in an EAP course, discovered the potential of PK presentation in enabling students to better focus on key points during the delivery. The EAP students in the current study not only explained how they condensed information down to key points, but they also mentioned their processes in condensing information. The participants reported that their topic, the information they wanted to share, and choosing key words for their PK slides and oral presentation were critical cognitive processes.

Beyer et al. (2012) did report that the PK requirements of limited text and visual requirements helped students retain and understand their topics better. However, these

researchers did not report participants' cognitive processes. More specific cognitive skill development was mentioned as a benefit of PK presentation by researchers (Abraham et al., 2018; Byrne, 2016; Ramos-Rincón et.al. 2018) including development in the areas of recalling information, abstraction, analyzing, and synthesizing. Similar to Beyer et al., these researchers did not report participants actual processes as the discoveries in the current study do. Solmaz (2019), using qualitative methods of an open-ended survey and focus groups, did report vocabulary development for EFL English language teacher candidates due to PK presentation experiences. However, these forms of development were relatively vague. In the current phenomenological study, the participants shared how their memory increased and their vocabulary use after the presentations increased. Overall, with the multiple data collection methods, I was able to reveal the participants' cognitive processes and their metacognitive awareness of these processes, which sets this study apart from previous research.

EAP International Students Were Aware of and Critical of Their English-speaking Skills

Through the EAP international students' PK speaking experience, the participants revealed a great deal of awareness and critical perceptions of their English-speaking skills. The participants were so aware of their English-speaking skills that they were able to explain their speaking processes. Seeyoon was a prime example of this awareness: "After a lot of practice, my pronunciation is better. Before the practice, my pronunciation was not very fluent. Like I can connect the sounds together better. I can speak faster." Like many of the participants, Seeyoon mentioned her lack of fluency and her subsequent development of her rate of speech due to her ability to "connect the sounds together." While Seeyoon and others did not use the formal term of phonological awareness, this was the skill set they were referring to. All participants

experienced misuse or mispronunciation of words. Interestingly, they were aware of these mistakes—whether it was the pronunciation or grammar.

The participants' awareness of English-speaking miscues was clear in their rationale to practice more. Due to Covid-19 restrictions, the EAP international students' critiques of their English-speaking resulted in repeated recorded practice tries, practicing over and over to get to a 'perfect' or 'professional' presentation. With the requirement of recording their presentations, the participants gained even more awareness of their miscues and were more aware of the benefits of practicing.

Prior language education researchers mentioned fluency as a benefit of PK presentation experiences (Hayashi & Holland, 2016; Zharkynbekova et al., 2017). Ryan (2012), referring to fluency, claimed that the PK presentation format enabled students to "achieve natural-sounding connected speech" (p.25) due to the time constraints, which was similar to Angelina's (2019) study. However, the participants in the current study perceived their language during PK presentations as unnatural due to their fast speech and their miscues in pronunciation. This self-critical nature of the EAP participants connects to the idea of test anxiety in language anxiety theory (Horwitz, 2001; Horwitz et al., 1986). Taken from this perspective, the fear of failure the participants experienced led them, as language learners, to place unrealistic expectations on themselves and to seek perfection. Many times, the participants reported practicing "again, and again, and again."

Differing from other researchers' discoveries, the participants in this study spoke about the three common dimensions that are used to determine the global level of second language learners' language usage (Michel, 2017): (a) complexity of their words and elaborateness of the language performance, (b) the accuracy of their pronunciation and language use, and (c) fluency

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which refers to the eloquence and smoothness of the performance, including appropriate pausing and limited hesitations. Past researchers who employed qualitative methods in their research did report on accuracy of pronunciation and intonation (Ryan, 2012; Solmaz, 2019), and articulation rate and less inappropriate pauses and filler words (Rokhaniyah, 2019). However, the EAP participants in this study addressed all three aspects of complexity, accuracy, and fluency and reported their perceived growth in all of these areas.

The biggest difference between the current study and previous language education researchers' findings was the awareness of the participants about their English-speaking skills and their self-judgments regarding their English speaking. No research reviewed reported participant awareness of their speaking skill development. As most prior research was quantitative, the multiple qualitative data sources in this study might have contributed to this discovery. Pertaining to participant's critique of their English-speaking skills, researchers (Bygate, 1987; Brown & Yule, 1983; Hedge, 2000) have asserted that speaking in any language is important because of its face value—that is, speaking results in first impressions of one's language proficiency and thoughts. These impressions, then, are used to form judgments about a person in the current study. However, the judgments in this study were on the side of the participants themselves, especially when the participants were required to record their presentations. They were even more critical than the researcher's observational judgments, resulting in more voluntary practice, which counters Murugaiah's (2016) and Angelina's (2019) findings that participants resented the needed practice due to PK requirements. This finding is also reminiscent of language anxiety theory and how second language learners place high demands on their language performances due to a form of test anxiety (Horwitz, 2001; Horwitz et al., 1986). It is easy to see how a language performance such as PK presentations are similar in

nature to test performance as many of the EAP participants mentioned the connection to their grades and their anxiety speaking in front of students from different countries.

EAP International Students Preferred More Time for Pronunciation and to Convey Information

Through their speaking experiences in PK presentations, the EAP international students preferred to have more time to make sure their pronunciation was correct and talk more about their topics. This preference in wanting more time stemmed from the participants' perceptions that having more time for pronunciation and talking more about the content would convey to the audience that they were more competent in speaking in English. Their perceptions of wanting more time revealed their understanding of an internal conflict between the desire to speak slowly with more preciseness and natural speech versus the idea of being quicker to share more content information. The result of this conflict was that the participants intentionally used more time per slide rather than abiding by the PK presentation time requirements. With the additional time, the participants primarily added more information about the topic they were presenting rather than slowing their speech. This information included more content but also included the presenters' feelings and ideas about the topic.

The conclusion that students preferred more time to deliver their presentations was not surprising. Prior researchers discovered the PK presentation time constraint limited students' ability to expand on topics (Mauban, 2017; McDonald & Derby, 2015; Ruitz, 2016). These researchers, however, did not report the students' responses to this restriction, such as intentionally using more time as the participating international students did in the current study. This detail could have been missed due to the use of quantitative research methods or a lack of qualitative focus on students' actual use of time and the associated rationales. Using three

different qualitative data collection sources (i.e., three interviews, and observation, and artifacts), I revealed the fact that participants were not only aware of their misuse of time, but they were purposeful in why they used more time. The importance of time for these international students was to convey more information to the audience because the topic mattered to them, and they believed they would have more time to slow down and be more competent in their speech, even though the latter result did not occur.

RQ1.2: What are the international students' listening experiences with the utilization of PK presentation in their EAP program as an audience member (listener)?

The second sub-question addressed the students' listening experiences with PK presentations and resulted in two conclusions: (a) the EAP participants had trouble understanding the content presented by their peers because of the presenters' pronunciation and accents; and (b) the EAP participants' meaning-making processes as an audience member included listening, reading text, interpreting images, and critiquing their peers' presentation processes. In the first conclusion, the international student participants conveyed the difficulty with making meaning by listening to other international students' PK presentations, commenting how the international students' accents closest to their own were easiest to understand. In the second conclusion, the participants revealed they used multiple ways of making meaning as an audience member when they were focused on understanding and were focused on critiquing their peers' PK presentation performance.

EAP Peers' Pronunciation Hindered Meaning Making

The presenters' pronunciation and accents hindered the EAP international college students' meaning making as a PK presentation audience member. The largest part of the data associated with the participants as audience members included how the speakers' choices of

topics and pronunciation mattered to their comprehension and information processing. Very few participants were able to recall their peers' presentations unless the topics were similar to their own or were of interest to them. During the face-to-face presentations, the inability to remember content was due to participants being focused on their own upcoming in-class presentations or the speakers' performance, which resulted in little attention to the content presented. Some participants did mention focusing most on the visuals in the presentations. However, when asked to view recorded presentations, the EAP international students explained how the mispronunciation of words and largely the presenters' accents were barriers to their understanding. The accents that differed from their own were particularly difficult for the EAP audience members to extract meaning.

The barrier of accurate pronunciation for the EAP students' meaning making was surprising as prior researchers have only touched on the listening aspects and meaning making associated with PK presentations. Focusing on the PK presenters, Baskara (2015) and Solmaz (2019) reported that the presenters neglected accuracy in speaking. Ruiz (2016) quantitatively explored Singapore university participants' speaking and listening experiences and development of Spanish as a foreign language with the PK presentation format. Similar to the current study, Ruiz determined the PK presentation format was not helpful for the students as listeners of the language. Only one researcher identified the PK presentation to develop students' listening skills (Mabuan, 2017). Mabuan (2017), however, was too vague in this claim and failed to mention any components of listening that were improved and how listening skill was developed by being a PK presentation audience member.

The findings of meaning-making barriers due to presenters' pronunciation miscues and accents in the current study addresses a large gap in the PK presentation literature and the ESL

international language development research. Using multiple forms of data collection that focused on different aspects of the PK presentation experiences proved beneficial in highlighting this limitation of PK presentations. As shown in the next conclusion, the consequence of the listeners (i.e., audience) of PK presentations inability to gain meaning from listening led to their reliance on other ways to make sense of the content presented. In using these other means to understand, the PK listening experience failed to support the EAP students' phonological awareness development gained as a PK speaker/presenter. Of particular importance is that the EAP international students in this study desired to learn about the content being presented and expressed concern that they missed out on this learning.

PK Meaning-Making Processes Included Listening, Reading, Viewing, and Critiquing Their Peers' Presentation Performance

The cognitive acts that the EAP international student participants used to make meaning as an audience member included using the words on the slides, using the images on the slides, and critiquing their peers' PK presentation performance. While only Adrian noted his learning preference of listening to gain meaning, the other EAP students reported the need to use written text and images or videos along with the speakers' words to making meaning of the content presented. Several students identified their learning preferences for visual information over all other forms of information (i.e., written or spoken text). Interestingly, the participants were aware that they relied on many aspects of the presentation to gain meaning related to the content. The participants also disclosed that they used their role as audience members to critique and learn from their peers' presentation performance. The students shared that they learned what to do and what not to do during PK presentations, including organization of ideas, the amount of

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text, the rate of one's speech, etc. Interestingly, this focus on how their peers performed came largely in their initial experiences with PK presentations.

The finding that the EAP international students gained meaning from their ESL PK presentation listening experiences and how they gained this meaning is new and adds to the existing PK presentation research in the United States. For example, Ruiz's (2016) quantitative study of Spanish as a foreign language student in Singapore also discussed the participants focus as audience members on presenters' performance and their preferences for visual images over text and the presenters' speech in making meaning. Mabuan (2017) did report listening skill growth through a mixed methods study. However, no specifics of this growth were detailed. The benefits of going deeper with the qualitative approach of the current study enabled me to reveal the participants' rationales for their preferences and decisions as an audience member and meaning maker.

Implications and Recommendation for Practice

In this section, I addressed the implications that may inform EAP educators and EAP curriculum designers of the components pertinent to oral communication and presentation skill to incorporate into their future EAP instruction. The researcher hoped that the findings from the study may be able to help solve some of the pedagogical challenge English instructors face in developing L2 learners' academic oral presentation skill and generally in communication to support them in meeting the requirements for 21st century learners.

Five main implications for practice emerged from the conclusions of this study exploring international students' ESL speaking and listening experiences with PK presentations in their EAP university courses. First, for the participants in this study, personal judgements led to poor self-perceptions and stressful, emotion-filled experiences. Knowing how speaking skills reflect

one's perceived competency and result in judgements by others is important to consider and address in courses in which the goal is to develop English speaking skills, such as in US EAP higher education courses (Abbaspour, 2016; Mauban, 2017). Second, requiring recorded PK presentations has the potential to increase international ESL students' awareness of their English-speaking skill development. Adding the component of recording PK presentations also has the potential to develop ESL self-critique and self-regulated learning processes through repeated practice (Nisha & Rajasekaran, 2018; Souter, 2007). The third implication of this study includes the importance of showing students what a good PK presentation looks and sounds like using various international ESL speaker examples. With this intentional PK presentation audience experience, EAP instructors can create dynamic discussions related to the students' perceptions of these examples and offer language-based insights (e.g., pronunciation accuracy, accents, perceptions) (Morell & Pastor Cesteros, 2018; Noor Raha & Sarjit, 2011; Weisseberg, 1993, which may help to minimize students' negative emotions and negative self-judgements.

The importance of addressing the audiences' PK presentation language-based development make up the last two implications of this study. The fourth implication is the fact that international audience members are not benefiting in English language development from PK presentations due to presenters' speaking too quickly and pronunciation issues. The fact that US education experiences are largely auditory highlights how important it is for international EAP students to develop phonological awareness skills (especially discrimination of sounds), which will increase their cognitive skills (Gilakjani& Ahmadi, 2011; Sheppard et al., 2015; Tyagi, 2013).

The fifth and final implication is the importance of the presenters' topics on the audiences' understanding and decision making. Based on the EAP student participants' listening

experiences in this study, listeners made conscious choices to engage or disengage based on the

topic relevance to their lives. This conscious choice shifts the resulting inability of a listener to

remember information from a possible cognitive deficit to a choice of whether to pay attention,

which connects to Ruitz's (2016) discovery that the PK presentation process is not beneficial for

the audience due to various reasons. For the EAP students who were able to recall actual content

of the presentations, their recollection was largely contingent on whether the information was

relevant and important to their current and future lives. When a presentation was extremely

relevant to an EAP student's life, they also remembered more about the content of the

presentation.

Based on these implications, the recommendations for practice center on EAP instructor

options that are related to the EAP international students' ESL experiences with PK

presentations. The recommendations for practice are:

- EAP instructors should create discussions about the emotions that occur with public

    speaking in general and PK presentations specifically. The study established that due to

    the PK presentations and the requirements, the participants experienced many negative

    emotions such as nervousness, shyness, and fear. Creating discussions about these

    emotions can help the students to overcome the emotions. According to Morell and

    Pastor Cesteros (2018), creating dynamic discussions related to the students' worries

    about PK presentations and the requirements may help to minimize students' negative

    emotions and negative self-judgments.

- EAP instructors encourage recorded practice for PK presentation prior to the actual

    presentation. The study showed that with the requirement of recording their presentations

    due to Covid-19 restrictions, the participants gained even more awareness of their

miscues and were more aware of the benefits of practicing. Nisha and Rajasekaran (2018) suggested that a recorded PK presentation can increase international ESL students' awareness of their English-speaking skill development, which also resonates with findings from Levin and Peterson's (2014) study on marketing learners, who were native speakers of English, and who gained greater confidence after their repeated exposure to PK presentation experiences.

- EAP instructors should make changes to the PK presentation experiences to help listeners develop phonemic awareness (e.g., listening to recorded presentations and reporting meaning made, allowing more time for speakers to present). The study showed that in consequence of the listeners (i.e., audience) of PK presentations inability to gain meaning from listening led to their reliance on other ways to make sense of the content presented. Gilakjani and Ahmadi (2011) suggested helping learners develop phonological awareness skills (especially discrimination of sounds) can increase their cognitive skills.

- EAP instructors need to focus more on audience needs to understand the content and develop language skills. The study showed that presenters' pronunciation and accents hindered the meaning-making of the EAP international college students as a PK presentation audience member. This necessitates emphasizing enhancing the student's cognitive skills by employing listening comprehension activities where students listen to pre-recorded PKP and answer questions about the content of the presentations.

Recommendations for Research

The recommendations for research are detailed in this section. The recommendations for future research on PK presentation speaking and listening experiences of international ESL college students include the importance of more research in the United States, more qualitative

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and mixed methods research, and the importance of focusing on specific speaking and listening language development in English. The specific recommendations for future research are:

- Future studies should explore how public speaking emotions impede English language development through PK presentation experiences. This study established that, based on their PK presentation experiences and how they described these experiences, the participants' demonstrated nervousness to speak in public and a negative perception regarding their own English-speaking skills.

- Researchers should also conduct participatory qualitative research with international ESL college students to explore their phonological awareness development through their listening experiences related to PK presentations. This study established that all participants experienced struggles in understanding their peer's speech and experienced miscues with complex words, repetitions, long pauses, increased rate of speech, and lack of natural speech and expression. The participants also were aware of these mistakes—whether it was their lack of discriminatory listening abilities or their own pronunciation or grammatical use of words.

- Future research should also qualitatively explore international ESL college students' language development over a longer time and in different situations to determine their experiences regarding their own second language development. A longitudinal study would lower recall bias which characterizes cross-sectional study. In particular, the findings of the current study may have been affected by the recall bias, which occurs when individuals are misremembering events if they are asked about them later. Moreover, conducting the study in different situations would provide an in-depth understanding of the issue under study, helping determine the factors that may have

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influenced the present study results.

- Conducting more mixed methods research to explore ESL international university students' oral communication experiences in delivering PechaKucha presentations, focusing on speaking and listening experiences would benefit practice and the knowledge in the field. The use of the qualitative method in the current study limited the sample used. A sample of ten international students from an EAP program in a US research-based university was used. Additionally, while the current study provides rich information about the issue under study, the research findings may lack broad generalizability due to the small sample used.

- With the lack of research reporting on the listening development of EFL and ESL students and the difference in the number of findings in this study between speaking and listening development and needs, more research is needed that focuses solely on the students listening experiences, including the anxiety that stems from the inability to discern the ideas being conveyed by speakers.

Final Thoughts

In today's information society, communication skills are of significant importance. The mastery of communication skills is an invaluable step to a modern world learner. It enhances the learner's academic success and potential employability prospects. Of the diverse communication skills, oral communication skills are a challenge to most ESL learners. The mastery of English by learners is of high importance in their employment prospects considering that English has the highest number of speakers globally. Hence, speaking and listening skills development for ESL learners is highly important. The current study findings showed that PechaKucha presentations could help learners develop oral communication skills. In particular, the pressure associated with

managing the PechaKucha presentation requirements enhanced the learner's confidence and cognitive oral communication skills development such as listening, using visuals, remembering, identifying important information, and summarizing. Additionally, the study revealed that students learned numerous oral communication skills during PK presentation, including organization of ideas and the rate of one's speech. Therefore, PechaKucha presentations can be utilized in the development of oral communication skills among ESL learners. More specifically, the learning institutions can adopt the PechaKucha presentations in improving the ESL learners' oral communication skills helping the learners gain high mastery of English. This would increase the ESL learner's employment prospects in the highly competitive job market.

APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL FORM

<u>**EXEMPTION DETERMINATION**</u>

December 12, 2019

Dear Van Thi Hong Le:

On 12/12/2019, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 1, 2
Title:	"Do you hear what I say?": A Phenomenological Exploration of International Students' Oral Communication Experiences with Pecha Kucha, an Information and Communication Technology – embedded Oral Presentation Format, in a US English for Academic Purposes program
Investigator:	Van Thi Hong Le
IRB ID:	STUDY00001254
Funding:	None
Grant ID:	None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Racine Jacques, Ph.D.
Designated Reviewer

APPENDIX B: SITE CONSENT FORM

SITE INFORMED CONSENT FORM

University of Central Florida
4000 Central Florida Blvd, Orlando, Florida 32816

University Study ID: th524735

University IRB Approval Date: ___xxx_____

Title of Research: "Do you hear what I say?": A Phenomenological Exploration of International Students' Oral Communication Experiences with Pecha Kucha Presentation, an Information and Communication Technology (ICT)- embedded Presentation format, in a US English for Academic Purposes program

Researcher: My name is Van Thi Hong Le. I am a doctoral student in the TESOL PhD Program at University of Central Florida. I am interested in conducting research on International students' oral communication experience with Pecha Kucha Presentations.

Research site: I have chosen your EAP classes (EAP 1850 and/or EAP 2851) at UCF as a possible site for my research because you are currently having international students practice delivering Pecha Kucha Presentations to present academic content in your programs.

Purpose:

The purpose of this study is to understand and describe international students shared oral communication experiences in a southeastern US university EAP program. Oral communication experiences will include the participants' speaking and listening engagement in classroom oral presentations with Pecha Kucha (PK), an ICT- embedded, fast- paced format of orally presenting their academic content for ESL students.

If you grant permission, the students in your classes who volunteer to participate in my research will be asked to take part in:

- three face- to face interviews: an initial interview, and then another semi- structured interview after each of their Pecha Kucha presentations.
    - Each of the interviews will last from 40 to 60 minutes and will take place on UCF Main Campus in Orlando.
    - Their Pecha Kucha presentations in class will be video recorded and the participants will be asked to review the video recordings of their presentations with the researcher and answer some related questions during the interviews.
    - The videos will focus on the participants only. Images of anyone who are not participants will be blurred in the videos.
    - Their interviews will be audio recorded and the researcher will be the only one who will have access to the recordings.
- reviewing the detailed summary of the data collected/
- giving the opinions on the findings of the study.

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Risks or Benefits:

The risks to participation are minimal and do not exceed the risks associated with activities found in university classes or daily academic life. Participants might feel uncomfortable being interviewed or observed during presentations. If this happens, I will stop collecting data until participants feel more comfortable.

Potentially, the results from the study will reveal the students' positive and negative experiences regarding the current practice of teaching presentation skill with the use of Pecha Kucha format. These findings may inform EAP educators and EAP curriculum designers of the components pertinent to oral communication, particularly presentation, skill to incorporate into their EAP syllabus.

Confidentiality:

The participants' recordings of presentations and of interviews will be kept in a locked, secure place. When transcribing the interview recordings, the researcher will remove the participants' personal information. No personal identifiers will be shared in this study and participants' data will always be kept confidential. Only pseudonyms will be used on all data, reports, and presentations. The recordings will be erased or destroyed when the study is completed.

Right to Refuse or Withdraw:

The students' participation in this study is voluntary. Participants are free to withdraw their consent and discontinue participation in this study at any time without prejudice or penalty.

Whom to Contact with Questions:

Please feel free to phone me if you have any questions or concerns about this research. Phone: 407-881-2956 or email VanThiHong.Le@ucf.edu.The study being conducted is under the supervision of Dr. Florin Mihai, Professor in the Department of Modern Languages and Literature, College of Arts and Humanity, University of Central Florida. Phone: (407) 823-2472, or email: Florin.Mihai@ucf.edu.

Participation:

As a site instructor, you may decide not to participate in this study, and even if the research begins, you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in any repercussions. Having read the above and having had an opportunity to ask any questions, please sign below if you would like your students to contribute to this research. A copy of this form will be given to you to retain for future reference. If you have any questions about your rights as a research participant, you can contact the Institutional Review Board ("IRB") at 407-823-2901or irb@ucf.edu

EAP Instructor's Signature

Researcher's Signature

Date 12/9/19

Date

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APPENDIX C: PARTICIPANT RECRUITMENT ANNOUNCEMENT

Hello,

My name is Van Thi Hong Le and I am an international student pursuing my PhD Degree in Education (TESOL Track) at University of Central FLorida. I am working on my Doctoral Dissertation that explores international students' oral communication experience in delivering PechaKucha Presentations to present academic content.

I kindly want to ask if you would be willing to participate in my dissertation research. Should you agree to participate, you will be asked to join me in three 40–60-minute interviews: an initial interview, a post PechaKucha Presentation 1 interview, and a post PechaKucha Presentation 2 Interview.

This study will be confidential. Our interviews will be audio recorded and Your PechaKucha presentations will be videotaped. All audio files and video files will be destroyed immediately after the completion of the study. You will be assigned with a participant code and the transcript will not display any personal identifiers.

I greatly appreciate your consideration of this request. If you are interested, please let me know. I will give you a consent form and we will go over it together.

Feel free to ask me any question in person, by phone at (407) 881-2956, or by email at Hongvan.le@knights.ucf.edu.

Thank you.

Van T. H. Le

TESOL Ph.D Candidate
College of Community Innovation and Education
University of Central Florida
Hongvan.le@knights.ucf.edu.
407-881-2956

APPENDIX D: STUDENT CONSENT FORM

UNIVERSITY OF
CENTRAL FLORIDA

EXPLANATION OF RESEARCH

Title of Project: "Do you hear what I say?": A Phenomenological Exploration of International Students' oral Communication Experiences with Pecha Kucha, an Information and Communication Technology – embedded Oral Presentation Format, in a US English for Academic Purposes program

Principal Investigator: Van Thi Hong Le

Faculty Supervisor: Dr. Florin M. Mihai

Dear student,

You are being invited to take part in a research study. Whether you take part is up to you.

The purpose of this study is to understand and describe International students' shared oral communication experiences in a southeastern US university EAP program. Oral communication experiences will include the participants' speaking and listening engagement in classroom oral presentations with an ICT- embedded presentation format, specifically the Pecha Kucha (PK) presentation technique, a novel, fast- paced format of orally presenting their academic content.

We expect that you will be in this research study for three months. All the research activities will take place at UCF Main Campus in Orlando.
You will be asked to participate in
- three face- to face interviews: an initial interview, and then another semi- structured interview after each of the two Pecha Kucha presentations you make in class.
  - Each of the interviews will last from 40 to 60 minutes and will take place on UCF Main Campus in Orlando.
  - Your Pecha Kucha presentations in class will be video recorded and you will be asked to review the video recordings of your presentations with the researcher and answer some related questions during the interviews.
  - Your interviews will be audio recorded and the researcher will be the only one who will have access to the recordings.
- giving your opinions on the results of the study.

You will be audio and/ or video recorded during this study. If you do not want to be recorded, you will not be able to be in the study. Discuss this with the researcher. Your PK presentations will be videoed and your slides for the presentations will be collected. The audio and video recordings will be kept in a locked, secure place. When transcribing your interview recording, the researcher will remove your personal information. No personal identifiers will be shared in this study and your data will always be kept confidential. Only pseudonyms will be used on all data, reports, and presentations. The recordings will be erased or destroyed when the study is completed. All de-identified data will be stored for at least five years after the closure of the study per UCF IRB Policies and Procedures regarding Human Research Records.

Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with UCF, including continued enrollment, grades, employment or your relationship with the individuals who may have an interest in this study.

Inclusion criteria to take part in this research study:
• Adults able to consent
• Individuals who are 18 years of age and above
• Individuals who are international students, whose English is not home language
• Enrolled in the EAP program at the research site
• Be enrolled in an EAP Course
• Have experiences with the PechaKucha presentations in the EAP program
• Volunteer to participate

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Van Thi Hong Le, Graduate Student, TESOL Program, School of Teacher Education, College of Community Innovation and Education, (407) 881 2956, hongvan.le@knights.ucf.edu or Dr Florin M. Mihai, Faculty Supervisor, Department of Modern Languages and Literature, College of Arts and Humanity, (407) 823-2472, Florin.Mihai@ucf.edu

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

APPENDIX E: INITIAL INTERVIEW PROTOCOL

Data	Major Questions/Ideas	Prompts if necessary
Building rapport	Small talk Introduce myself. State purpose of this initial interview – to get to know them and their background on their speaking and listening experiences – in first language and in English	Thank you Purpose Ethics: Confidentiality/ audio/ videorecording Any questions before we start?
Demographic data	Tell me about yourself.	What is your assigned Participant Pseudonym? Tell me about your nationality, home language, age, gender, age, highest degree or level of education prior to the enrollment to the program? How long have you been in the US? And in the program?
Participant's background of language, language learning, and attitude to speaking and listening	Tell me about your language background and your past experience of language learning, especially your experience of speaking and listening and presenting in English.	How long have you studied English? Did you have any experience speaking or interacting in English, with non- native and with native English speakers before the program? What is easy for you in speaking English? What is easy for you in listening to others' speaking English? What is difficult for you in speaking English What is difficult for you in listening to others' speaking English? Have you ever had experience presenting in your first language in front of many people? Please describe this experience.

Data	Major Questions/Ideas	Prompts if necessary
		What topics or information would you be comfortable in presenting in public? How would you describe your first experiences speaking and listening in English? How would you describe your first experiences listening in English? How would you describe your experience presenting in English in public? How would you describe your experience listening to others presenting in public?
Participants' experience with Information and Communication Technology and with PechaKucha	Tell me about your experience using technology in making presentations?	Have you ever used technology when making a presentation? Have you ever heard about or used PK format when making presentations? Give me an example of a time you presented with the use of technology. How did it make you feel?
Member-checking	Review what I heard from the participant: Demographic data Participant's background of language, language learning, and attitude to speaking and listening, Participants' experience with Information and Communication Technology and with PechaKucha	

Meta-Data
Initial Interview Session:
Date:
Purpose: to get to know them and their background on their speaking and listening experiences – in first language and in English prior to the EAP program
Participant:
Length of Interview:
Location of interview:
Layout of the site:
Transcription:

Introductory statements:

Thank you for accepting to participate in my interview today. Would it be fine if I record the interview as planned? Please be noted that the recording will be used solely for the purpose of my dissertation research and will be kept confidential. Also, I may ask you many questions, and hope that you can share with me as much as you can. However, feel free to refuse to answer any of the questions that you do not feel comfortable with. Do you have any question before we start?

APPENDIX F: POST PK PRESENTATION 1 INTERVIEW PROTOCOL

Data	Major Questions/Ideas	Prompts
Building rapport	Small-talk Introduce myself State purpose of the interview – continue to understand participant's experiences in speaking and listening in English + their experiences with PKP	Thank you Purpose Ethics: Confidentiality/ audio-recording Any questions before we start?
Participant's experience as a PK presenter	Tell me about your experience as a presenter in this first PKP? How would you describe your feelings about presenting in front of the class?	Experience during the preparation stage? What were the steps your teacher asked you to do to prepare for the presentation? What did you do? How did the introduction to PKP help you to prepare for the PKP? Experience during the delivery stage? speed, posture, interaction with the audience, matching speech and visuals, etc. Experience during the post-delivery stage? (interaction with audience? How did the PKP help you feel more comfortable with your English-speaking skill? How did the PKP help you feel more comfortable speaking English in front of others?

Data	Major Questions/Ideas	Prompts
		How did the PKP help you talk about the topic in English? On a scale of 1 to 5 (5 being very comfortable), how did the PKP help you feel more comfortable speaking English in front of others? On a scale of 1 to 5 (5 being very uncomfortable), How did the PKP cause you to feel less comfortable speaking English in front of others? I noticed in the video of your presentation that _____. Tell me more about (your feeling/ decision, etc.) then?
Participants' experience as a PKP audience	Tell me about your experience as an audience in this first PKP?	Which presentation did you find the easiest to understand? Let's watch the video of that presenter. What parts made the presentation easy to understand? Which presentation did you find the most difficult to understand? Let's watch the video of that presenter. What parts made the presentation difficult to understand? During the discussion of _____ 's presentation, you said _____.

Data	Major Questions/Ideas	Prompts
		Tell me what was said in the presentation that prompted your question/ comment (watch video). Was that scary or easy to ask a question or to give your comment/opinion? (watch video) Why do you think so? I noticed that you commented or gave your opinion about the presentations. Can you tell me why you give opinions instead of asking questions? I noticed that you commented or gave your opinion about the presentations. Can you tell me why you asked questions instead of giving a comment? How did that feel? How does the PKP hinder your listening comprehension? How does the PKP help you listen effectively? I noticed in the video of your presentation that _____. Tell me more about (your feeling/ decision, etc.) then?
Member-checking	Review what I heard about the main data:	

Data	Major Questions/Ideas	Prompts

Meta-Data
Post PKP1 Interview Session:
Date:
Purpose: continue to understand participant's experiences in speaking and listening in English + their experiences with PKP in the EAP 1 course.
Participant:
Length of Interview:
Location of interview:
Layout of the site:
Transcription:

APPENDIX G: POST PK PRESENTATION 2 INTERVIEW

The prompts presented here are general and will likely change after the *Post PKP 1 Interview* and video analysis.

Data	Major Questions/Ideas	Prompts
Building rapport	Small-talk Introduce myself State purpose of the interview	Thank you Purpose Ethics: Confidentiality/ audio-recording Any questions before we start?
Participant's experience as a PK presenter in the second PKP	Tell me about your experience as a presenter in this second PKP? How would you describe your feelings about presenting in front of the class?	What has changed from PKP 1 to this PKP 2, regarding your speaking skill? What has changed from PKP 1 to this PKP 2, regarding your speaking skill? Listening skill?
Participant's experience as a PK audience in the second PKP	Tell me about your experience as an audience in this second PKP?	What has changed from PKP 1 to this PKP 2, regarding your speaking skill? Listening skill?
Participant's experience throughout the PKP activities in the EAP course.	Is there anything else you want to share about your speaking experiences in this course or with PKP? Is there anything else you want to share about your listening	

Data	Major Questions/Ideas	Prompts
	experiences in this course or with PKP? What is your overall speaking and listening throughout the PKP activities in the EAP course.	
Member-checking	Review what I heard about the main data:	

Purpose: to understand International EAP students' speaking and listening experience after the second PKP and throughout the PKP activities in the EAP course.

Meta-Data
Post PKP2 Interview Session:
Date:
Purpose: continue to understand participant's experiences in speaking and listening in English + their experiences with PKP in the EAP 1 course.
Participant:
Length of Interview:
Location of interview:
Layout of the site:
Transcription:

APPENDIX H: OBSERVATION FIELD NOTE PROTOCOL

Meta-Data		
Observation Session:		
Date:		
Purpose:		
Participant:		
Length of Observation:	**Starting time:**	**Ending time:**
Location:		
Layout of the site:		

Descriptive Checklist Notes	Reflective Notes
Visuals used	
Words used in presentation on slides	
Words used in presentation and separate from slides	
Interaction with audience: Eye contact Gestures Posture Loudness of voice and intonation Q & A	
Matching between speech and slides	
Sign of using something from the class activities	
Signs of stress	

Signs of comfort	
Other descriptive features:	

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