Persian Teachers' and Learners' Penchants for Oral Presentations in EFL Classrooms

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Abstract: The present paper served as an attempt to shed light on the issue of what are the Iranian EFL language teachers and learners' penchants for giving an oral presentation. It also investigated whether or not there were any similarities or differences between the two groups' inclinations. To fulfill such a purpose, 205 EFL teachers and learners were selected using the random cluster sampling procedure and they were given a developed questionnaire. The analysis of the gathered data revealed that first, they believed that body language, manner of presentation, the speakers' style of presentation, the presenter's feedback, voice quality, transfer of the message, using other resources when presenting and details of presentation were the main aspects of EFL oral presentations. Second, teachers and students possessed absolutely common preferences for giving effective oral presentations. Studies like this contribute significantly in helping language learners deliver substantial and effective oral presentations.

Key words: Oral presentation · EFL teachers · EFL learners

INTRODUCTION

People use language to communicate and also to get something done. For instance, they may intend to carry out some important functions in classroom such as having a good rapport with each other, or conveying their meaning by different ways like a lecture, or having a small conversation or even having an oral presentation. Making a good oral presentation is an art that involves attention to the needs of the audience, careful planning and attention to delivery. Clearly, the most obvious manifestation of learning a foreign or second language (L2) is the ability of learners to speak the language accurately and fluently in different contexts and also to be able to communicate their ideas clearly to other individuals who speak the same language. Therefore, in many situations knowing a language is equated with speaking that language impeccably. In addition, especially at advanced levels, oral presentation is one of the most fundamental prerequisites for many language courses or subject matters that are presented via the medium of L2. Consequently, many studies in the arena of teaching and learning L2 have focused on the oral performance of students in foreign or second language classrooms [1-3] and the factors affecting oral presentations [4-6].

Furthermore, the need for oral assessment in language classrooms and its efficient implementation has been emphasized [7-10]. Therefore, in line with the concept of a student-centered approach to instruction and education, students can assume an active role in learning by participating in peer assessment activities and in addition to the evaluations done by teachers, learners can express their views on the performance of their peers. In situations in which communication is valued, for instance oral presentations, feedback received from peers is extremely imperative because it can improve the interaction between the learners and, thus, enrich the learning opportunities offered which result in achievement of a higher level of learning through interaction with other students and teachers [11]. Therefore, peer assessment can be as a highly valuable activity for the students to develop autonomy.

However, in many learning situations the criteria used for evaluation are determined by teachers not by students and since the students are not fully aware of these pre-existing criteria, they cannot properly evaluate performance of their peers which in turn may lead to low reliability of peer assessment [12]. Therefore, it seems necessary to investigate students' opinions on different aspects of oral presentations and to establish the criteria needed for peer assessment from students' point of view.

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By doing so, students feel more responsible for their own learning and become more autonomous learners. Determining the assessment criteria from learners' viewpoint can also increase the reliability of peer assessment activities incorporated in language classrooms [12].

The question is what exactly an oral presentation is. A presentation can normally be identified by three main elements: (1) it is almost always prepared in outline form, spoken form aids or notes; (2) it normally involves visual aids or graphics; and (3) it is usually given to a participating audience and some questions are asked in it as in most classrooms. Oral presentations are a common requirement in many courses. They may be short or long, include slides or other visual aids and be done individually or in a group which can be done by other people [13]. Since in oral presentations, the aim is usually to convey information to audience, they can provide a real life context for communication in the second or foreign language and increase learners' interaction in the classroom.

Finally, for successful communication or even a successful oral presentation, language users need to know some oral presentation skills specific to the context of communication and to the participants. Oral presentation or reporting is one way to enhance the public communication skills in front of many audiences. The nature of oral presentation is giving off invaluable information, understanding what would be delivered and made as reliable as possible.

Background to the Study: Oral presentation is a practical device that if implemented carefully can provide many opportunities for language learners. [14], enumerating various benefits of oral presentations, believed that the oral presentation can give learners an awareness of new rhetorical devices that are specific to the rhetorical situation. It also provides the students with the opportunity to experience a creative process that is very similar to the writing process. In particular, He suggested that the oral presentation with an appropriate topic provides an enriched ground for students to use their oral skills and at the same time incorporating morpho-syntactic as well as discourse structures that are needed for intermediate along with advanced proficiency levels.

Furthermore, considering the increasing demands for a move from teacher-centered activities toward student-centered instruction [15-18]. It seems that oral presentation is extremely suitable for applying this principle since students have some freedom to choose a topic of their own interest and they play the primary role during the oral performance while the teacher's role becomes secondary during the presentation.

However, to be more effective, oral presentations should follow an appropriate procedure [14]. Suggested the procedure for delivering successful oral presentations should consist of: "(1) defining the topic, (2) providing information sources, (3) assisting the audience, (4) keeping track of the preparation process, (5) organizing the talk, (6) delivering the talk and (7) obtaining the desired grade" (p.2). In this line, the topic of presentation must be consistent with and covered in the syllabus. Teachers should also make accessible sources of information to the students in order to minimize research time. Furthermore, students must be instructed on how to interact with the audience and in order to monitor the process of preparation for oral presentations, students may be required to keep track of the preparation process in the form of various portfolios or self reports. He in addition to the way students organize their talk and the way they deliver it to the audience, a grading criterion is needed to show the clarity, quality, organization of the ideas, etc. in oral presentations.

Besides, students may have different purposes for taking oral presentation classes. For instance, a case study by [19] suggested that students may regard presentation classes as a chance to improve their English proficiency rather than learn how to give presentations. Therefore, teachers need to be more aware of possible language purposes that making students to take presentation classes and to choose more appropriate textbooks accordingly (p. 105).

In spite of traditional assessments which are always managed by teachers, it is now believed that learners must be given the opportunity to engage in making decisions about their language learning programs, course management, placement assessment and peer/self-evaluation [20]. found that learners display extremely positive attitudes towards peer-evaluation activities and that such activities can take care of intrinsic motivation and confidence in the language learner. Accordingly, learners actually enjoy evaluating each other's work and have much to gain from performing this activity, but great care must be taken by learners when considering just how to mark their peers [21, 22] also came up with the same result and concluded that peer evaluation motivated students to improve their presentations.

Furthermore, as [8] argued, it is needed to take a careful look at language assessment that takes into account students' performance (performance-based

assessment) [23]. Also stated that, to evaluate language proficiency in a way that looks like the actual situations and tasks for which language learning is taking place, performance-based assessment can be implemented efficiently.

Research also shows that the application of formative assessment compared to traditional modes of assessment can change learners' autonomous learning beliefs and strategies [24, 25] used tests and students' portfolios to show the differences between traditional modes of assessment and formative assessment. The study found that learners' goal-setting beliefs, evaluation beliefs, independent-action strategies and evaluation strategies have been changed through formative assessment. In addition, there was significant difference between the experimental class and the control class.

Moreover, from instructors' point of view, assessment of oral presentations may cause issues of reliability and validity. Instructors may don't know whether the employed assessment criteria exactly deal with the skill and knowledge under question [5] and whether the assessments enjoy inter and intra rater reliability.

Obviously, learners may have different views toward oral assessment. Based on students' descriptions, [24] identified six aspects of oral assessment including (1) students' intention in preparing for assessment (2) their conceptions of the subject matter (3) their experience of interaction (4) their feelings (5) their sense of audience and (6) the comparisons they made between written and oral assessment formats. He believed that each aspect can be experienced in different ways. For example, students may regard assessment as a one-way presentation or may find it highly interactive.

Students' understanding of oral assessment can, however, be described based on their experience of each aspect of oral assessment. Furthermore, [24] found that students' perception of aspects of oral assessment may be different from teachers' understandings of these aspects. Taking the above-cited points, the present study tries to answer the following questions:

- What are the teachers' preferences in EFL oral presentations?
- What are learners' preferences in EFL oral presentations?
- What are the probable similarities and differences between teachers' and learners' expectations in EFL oral presentations?
- What factors influence EFL oral presentations based on the teachers' and learners' expectations?

The findings of the study can provide useful guidelines for EFL students to make them more cognizant of the importance of presentation skills in English. The study can also present a scheme for EFL teachers on how to meet students' expectations in their oral presentations and how to adopt a teacher and learner-based approach in improving oral skills in language classrooms. This study will reveal how Iranian EFL students and teachers assess oral presentations given in language classrooms and, therefore, it will determine possible similarities and differences that exist between teachers' and students' evaluation of oral presentations. Consequently, it will help both EFL teachers and students to approach the probable differences between teachers' and learners' expectations in EFL oral presentations and to benefit from promising similarities in making students' oral presentations more effective. Furthermore, since the study determines criteria needed for evaluation of oral presentations and factors affecting oral presentations in Iranian EFL teachers' and students' viewpoint, its findings can be employed for improving the quality of presentations delivered by the both teachers and students.

Method

Participants: The participants of this study fell into two groups. The first group of participants was 38 professors who were teaching M.A. courses to EFL students. Twenty two of them were teaching EFL graduate courses at Shiraz University and the rest, 16, were from Shahrekord University. However, unlike EFL students, the gender and the age of EFL teachers were not controlled in this study.

The second group consisted of 167 M.A. students of TEFL, linguistics, English translation and English literature at Shahrekord and Shiraz universities and ranged from 23 to 31 in age. The students (75 male and 92 female) were selected by random cluster sampling to increase the sampling representativeness of Iranian EFL students. The reason for selecting students studying at graduate level is that the majority of the courses offered in graduate program in Iran require students to give oral presentations in the classrooms. This is not the case for those studying EFL courses at undergraduate level.

Instruments: In order to gather the required data, a 30-item questionnaire used in the survey was developed based on the studies done on oral presentation [4, 5, 12, 25] and informal conversations with university professors, M.A. students of English language and literature and EFL specialists who have taught oral presentations in both EFL and ESL contexts. The questionnaire covered different evaluation criteria of oral presentations like: eye-

contact, voice, English proficiency, originality of the content, clarity, power point, body language and time management. Each item in the questionnaire was measured using a 5-point Likert-type scale (for positive statements, from 1= strongly disagree to 5= strongly agree; and for negative statements the coding was reversed). In addition, the reliability of the instrument was checked by Cronbach alpha which turned out to be 0.84. By the way, in order to categorize it's items, after running factor analysis the thirty items were grouped into eight factors of: body language, manner of presentation, the speakers' style of presentation, the presenter's feedback, voice quality, transfer of the message, using other resources when presenting and details of presentation.

Data Collection: The questionnaire was distributed to the participants when they had an oral presentation in the classroom and they were asked to express their opinions on how to give an effective oral presentation and to find out factors affecting oral presentations. Furthermore, an additional space was prepared at the end of questionnaire for both teachers and students to express their additional comments and opinions about the presentations delivered in the classroom.

The reason for selecting the participants and focusing on the effective factors which were mentioned by them was that the EFL students need to have a good rapport and interactions between themselves. And it would be more important when they want to present something orally to the others. Like the daily interactions we often encounter in natural contexts, we need to be clearly understood.

Data Analysis: Statistical Package for Social Sciences (SPSS 16) was used to run frequency analysis and Chi-square test to answer the study research questions. To be more detailed, in order to answer the first and the second question of the study, three frequency analyses were run to determine the frequency of the factors that EFL teachers and students considered to be of significance in EFL oral presentations as well as to determine possible similarities along with differences in the teachers' and the students' preferences for successful oral presentations. Furthermore, three chi-square tests were run to find out whether the similarities and differences in the teachers' and the students' preferences and in the criteria used by them to evaluate oral presentations delivered by the students were significant or not.

RESULTS

Having analyzed the collected data, the results of the study are now presented and discussed in this section. Table 1 shows the descriptive statistics for the first group of participants (instructors) on the 8 extracted above-cited factors. The mean values presented in the table are out of 5. In other words, the maximum value assigned for each item by participants was 5, while the minimum value for each factor was 1. Therefore, the possible range for a factor was $1 \leq F \geq 5$. As it is conspicuous from the table, factors 5 and 8 possessed the highest amount of mean (3.57 & 3.89, respectively). In contrast, factors number 7 and 3 bear the least (1.65 & 1.81 respectively). On the basis of this table, according to the instructors' views, *details of the presentation* and *voice quality* were more important than other factors, while two other factors, namely *using other resources when presenting* and *the speaker's style of presentation* bear the least amount of significant to the quality of the presentation. Other factors, such as *body language*, *manner of presentation*, *the presenter's feedback* and *the transfer of the message* occupied a middle position between these two extremes.

However, a more careful look at the table indicates that the mean difference between the two factors at the extremes (i.e., factors 8 & 7) is (3.89 - 1.65 =) 2.24, which does not apparently show a notable difference. This is confirmed by the results of the chi-square test, table 2, for the instructors (X^2=9.31, df =7, p=0.21), which indicates that the importance of the above mentioned factors for the teachers were not significantly different.

Table 1: *Descriptive statistics of frequencies for the teachers*

		F1	F2	F3	F4	F5	F6	F7	F8
N	Valid	38	38	38	38	38	38	38	38
	Missing	0	0	0	0	0	0	0	0
Mean		2.46	2.23	1.81	2.78	3.57	2.23	1.65	3.89

Table 2. *Chi-Square test for teachers*

Chi-Square	X^2	df	P
	9.31[a]	7	.21

Table 3: *Descriptive statistics of frequencies for the learners*

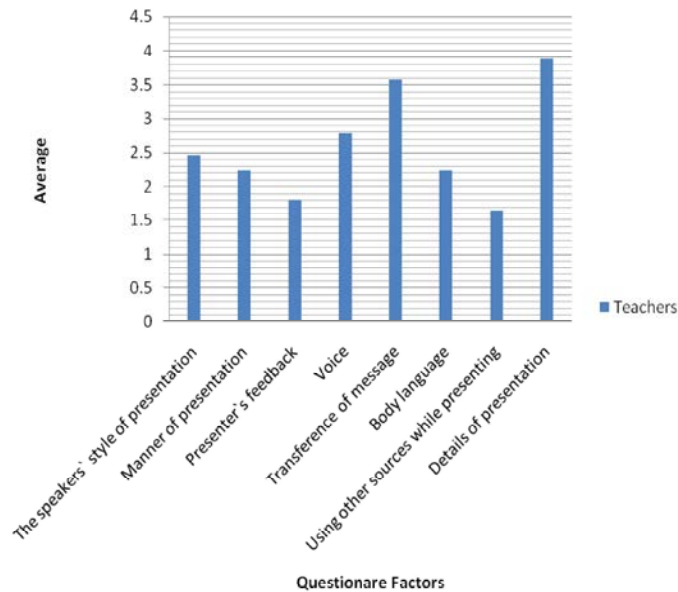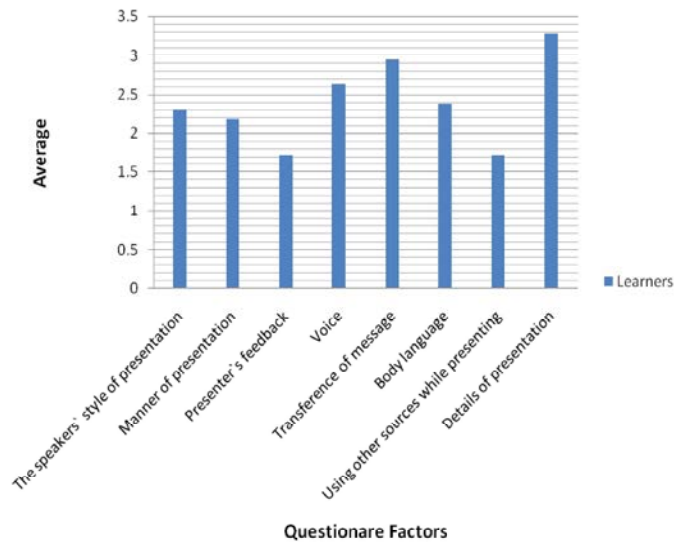|		F1	F2	F3	F4	F5	F6	F7	F8
N	Valid	179	179	179	179	179	179	179	179
	Missing	0	0	0	0	0	0	0	0
Mean		2.30	2.19	1.72	2.64	2.95	2.38	1.72	3.28

Fig. 1:

Fig. 2:

Finally, figure 1 vividly reveals the way language teachers has evaluated different dimensions of oral presentation. In this figure, the horizontal axis represents 8 dimensions of oral presentations assessed by the instructors, while the vertical axis shows the scores assigned to each factor by the teachers.

As to the second group of the study, language learners, table 3 represents the descriptive statistics of this group members.

As it is obvious from the table, the highest mean values are related to factor 8 and factor 5. The mean value for factor 8 (*details of presentation*) is 3.28 and for factor
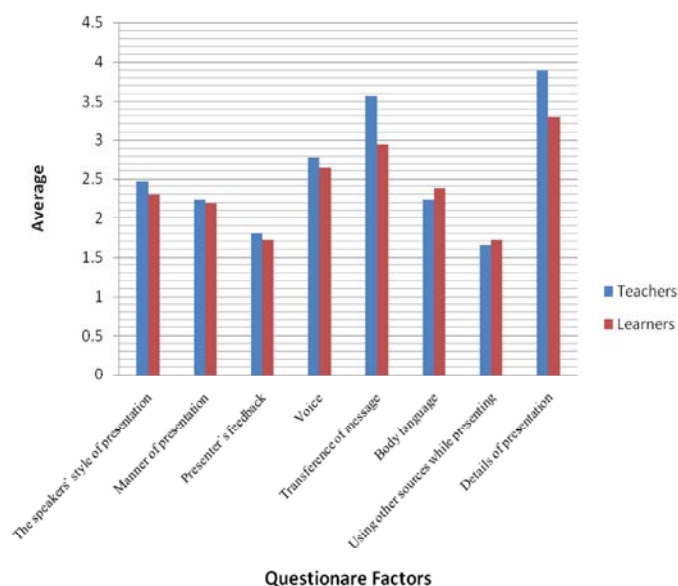
Fig. 3:

Table 4: *Chi-Square test for the learners*

Chi-Square	X^2	df	P
	9.33^a	7	.23

Table 5: *Comparing the instructors' and the learners' assessments*

Participants	F1	F2	F3	F4	F5	F6	F7	F8	Mean
Teachers	2.46	2.23	1.81	2.78	3.57	2.23	1.65	3.89	2.58
Learners	2.30	2.19	1.72	2.64	2.95	2.38	1.72	3.28	2.40

Table 6: *Chi-Square test for participants' scores*

Chi-Square	X^2	df	P
	9.30^a	7	0.24

5 (*voice quality*) is 2.95. On the other hand, the lowest mean values belong to factors 7 and 3. The former is related to *using other resources when presenting*, while the latter is associated with *the speakers' style of presentation*. The related value for both these two factors is approximately equal to 1.72.

Like the previous group, as Table 4 reveals, there is no significant difference between the ratings made for different factors by the students (X^2=9.333, df =7, p=0.230). Besides, Figure 2 presents the same information graphically.

All in all, it can be said that both the instructors and the learners had very similar views towards the elements of an effective oral presentation in language classrooms. But the question that arises here is tht how the instructors and the learners have evaluated each factor or whether the score assigned by the teachers to a specific

item/factor is similar to that assigned by the learners or not. A comparison of the mean scores of the instructors and the learners presented in Table 5 can be a great help in this regard.

As it is conspicuous from the table, the mean score given by the teachers to the first factor (*body language*) is slightly higher than the score assigned by the learners. The mean value for teachers' score is 2.46, while that of the students is 2.30, indicating that the instructor believed that body language is more important in oral presentations than the learners did. The same pattern has been repeated for the second, third, fourth, fifth and eighth factors. The mean scores given by the instructors to *the manner of presentation*, *the speakers' style of presentation*, *the presenter's feedback*, *voice quality* and *details of presentation* are 2.23, 1.81, 2.78, 3.57 and

3.89, respectively. In contrast, the mean scores assigned to the above factors by the learners are 2.19, 1.72, 2.64, 2.95 and 3.28, respectively, which are slightly lower than the scores given by the instructors. Figure 3 reflects the comparison of the teachers' and the learners' ideas on the dimensions of oral presentations. There are only two factors that do not comply with this pattern. The mean scores given to factors 6 and 7, namely *transfer of the message* and *using other resources when presenting*, by the learners are higher than those assigned by the teachers. The mean scores given to these two factors by the learners are 2.38 and 1.72 and the scores assigned by the teachers are 2.23 and 1.65, respectively, which is a little lower than the mean scores given by the students. On the whole, except for two factors, the scores given by the instructors to the remaining six factors are a bit higher than the scores given by the learners, which is evidenced by the total mean scores given by the two groups of participants to these eight factors. The total mean score for the teacher was 2.58 which is marginally higher than that of the learners (2.40).

What these findings show is that the instructors assessed the contribution of each factor in oral presentation higher than the learners. But it is not clear from this table whether the differences between the teachers' and the learners' are significant or not. Table 6 shows the results of the chi-square test for the mean scores given by the two groups of the participants. The table also reveals that the differences in the assessments made by the instructors and the students were not significant (P =.24>.05). Therefore, both groups of the participants had almost similarly evaluated the effects of different factors in oral presentations.

DISCUSSION AND CONCLUSION

In this study, oral presentations in language classrooms were investigated from teachers' and learners' view points. Here in the final part of the study, the research questions recounted in the previous sections are presented and answered concisely.

What Are the Teachers' Preferences in EFL Oral Presentations?

Generally, teachers regarded body language, manner of presentation, the speakers' style of presentation, the presenter's feedback, voice quality, transfer of the message, using other resources when presenting and details of presentation as the main aspects of EFL oral presentations.

What Are Learners' Preferences in EFL Oral Presentations?

Learners also showed exactly the same preferences for oral presentations as teachers did. They believed that body language, manner of presentation, the speakers' style of presentation, the presenter's feedback, voice quality, transfer of the message, using other resources when presenting and details of presentation are important while giving presentations. On the other hand, the use of other resources when presenting and the speaker's style of presentation were not regarded by the two groups as essential in oral presentations.

What Are the Possible Similarities and Differences Between Teachers' and Learners' Expectations in EFL Oral Presentations?

Learners and teachers assessed general aspects of oral presentations similarly. But their evaluations of specific elements of oral presentations were slightly different. That is, as it was already mentioned, the two groups of participants believed that body language, manner of presentation, the speakers' style of presentation, the presenter's feedback, voice quality, transfer of the message, using other resources when presenting and details of presentation were the main aspects of EFL oral presentations.

What Factors Influence EFL Oral Presentations Based on the Teachers' and Learners' Expectations?

Assessments of oral presentations made by EFL teachers and learners in this study indicated topic and organization of the presentation, audience's feedback, eye-contact, the size of letters in the power points, voice quality, the use of body language, the rate of speech, the speaker's confidence and pronunciation were viewed by both teachers and learners as important components of delivering an efficient oral presentations.

In summary, the findings showed both teachers and learners had exactly similar attitudes towards important factors in oral presentations. Both groups believed *details of presentation* and *voice quality* were the most crucial constituents of oral presentations. They also regarded *using other resources when presenting* and *the speakers' style of presentation* as the less effective factors when giving oral presentations in EFL classrooms. But teachers' assessments of different dimensions of oral presentations were slightly higher than the learners' assessment. However, the differences between the teachers' and the learners' assessments were not significant. As a result, it can be inferred that both groups of participants in the

study showed very similar preferences towards oral presentations in language classrooms. Concerning the general aspects of oral presentations, the present study showed that both teachers and learners had exactly similar views towards general aspects of oral presentations. In other words, in the instructors' and learners' views, details of the presentation and voice quality were regarded more important than other aspects, while the use of other resources when presenting (for instance, the employment of multimedia and other technologies suggested by [1, 3, 26] and the speaker's style of presentation were not regarded as imperative aspects when giving presentation. Other dimensions, such as body language, manner of presentation, the presenter's feedback and the transfer of the message occupy a middle position between these two extremes from the participants' point of view. Besides, as it was previously pointed out, since there was not any significant difference in assessments made by both groups on oral presentation dimensions, the instructors and the learners had very similar views towards the dimensions of an effective oral presentation in language classrooms, though the teachers' ratings of different oral presentation dimensions were slightly higher than those of the students. This is partly in line with [27] who examined peer and instructor assessments of speeches and found that the correlations between instructor and peer ratings were high.

As with pedagogical implications obtained from the study, the basic one is that since oral presentation is of crucial significance especially in higher education contexts, noticing the factors and conditions which may lead to delivering a much more effective presentation is necessary. To clarify the point, the study revealed that one of the factors conductive to better oral presentation is the voice quality of the presenter. Therefore, knowing about this fact and providing the conditions for having a better voice quality ultimately cause a much more comprehensible presentation of the materials and information. Besides, by knowing about these factors and conditions of oral presentation, teachers can be more telling and efficient in their teaching procedures and conveying their intended materials to the learners.

Although the author of the study did his best to do as complement and faultless study as possible, it may suffer from a couple of limitations. The major limitation, however, may be related to the fact that because the participants of the study were selected from a limited area, the scope of generalizability of its results should, however, be approached cautiously.

In the end, the following topics can be suggested for those who are interested in conducting research in the area of reading and listening comprehension. First, to see the possible effect of sex as a variable, another similar study can be done in which males' and females' perspectives can be compared. Second, to investigate the probable impact of level of proficiency, another research can be undertaken with participation of learners from three different level of proficiency, i.e., beginning, intermediate and advanced.

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Appendix 1: Questionnaire
In The Name of God
Student of...................... English Age.................
Average of last semester........ Sex.................

1. Presentation topics should be interesting to the audience.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
2. Smiling is not good while giving a presentation.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
3. A presentation should be given in an organized way.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
4. Glancing at a transcript is not good while giving a presentation.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
5. Using signal words such as "First" and "Second" are important when giving a presentation.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
6_DUsing PowerPoint is not necessary when giving a presentation.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
7. Speakers should avoid using difficult terms when giving a presentation.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
8. Speakers should just speak about whatever they want even if the audience does not understand it.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
9. Good presentations include detailed examples and reasons.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
10. I don't mind if I find grammatical errors in a PowerPoint presentation.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
11. Speakers should pay attention to the audience's response while they speak.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree
12. A PowerPoint presentation does not have to include statistical data when speakers mention numerical information.
    1) Strongly agree	2) agree	3) undecided	4) disagree	5) Strongly disagree

Appendix 1: Questionnaire Continued

In The Name of God

Student of...................... English Age.................

Average of last semester........ Sex.................

13. Speakers should argue their own ideas or possible solutions in their talk.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

14. A good PowerPoint presentation includes pictures and photographs.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

15. Speakers don't have to speak fluent English.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

16. Oral presentations should be given in informal language (as opposed to a formal, written style of language).

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

17. Speakers should stick to the objectives of the presentation without confusing the audience.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5)Strongly disagree |

18. Speakers don't have to finish the presentation within an allotted time.

| 1) Strongly agree | 2) agree 3) | undecided 4) | disagree 5) | Strongly disagree |

19. Speakers don't have to act cheerfully when speaking.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

20. Speakers should make eye-contact with the audience.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

21. Speakers don't have to outline the presentation objectives to the audience.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

22. The size of the letters in a PowerPoint presentation should be easy to read.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

23. A presentation should be given in a clear voice.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

24. The speaker should use some body language while speaking.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

25. A presentation should be given in a very loud voice.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

26. Speakers should pay attention to the speed of the speech.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

27. Speakers should speak with confidence.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

28. I don't mind grammatical mistakes in a presentation as long as the message is clearly delivered to the audience.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

29. A presentation should be delivered with correct pronunciation.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |

30. Speakers don't have to speak loudly.

| 1) Strongly agree | 2) agree | 3) undecided | 4) disagree | 5) Strongly disagree |