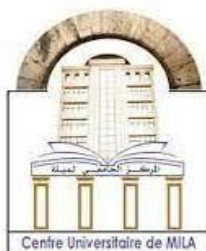**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Abd Elhafid Boussouf University Centre of Mila

Institute of Letters and Languages
Department of Foreign Languages
Section of English

Students' Opinions about their Presentation Preparation and its Effects on Classroom Engagement

A Case Study of Third Year EFL Students at Mila University Centre.

A Thesis Submitted in Partial Fulfillment for the Requirements of the Master's Degree in **Didactics of Foreign Languages.**

Presented by: **Supervisor:**

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Academic Year: 2024/2025

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Dedication 1

I dedicate this work to my parents and my brothers for their endless love and support.

Abdelghafour

Dedication 2

I dedicate this work

To my self-reproaching soul that strives for peace, to my parents, to my brothers, and to those who have never hesitated to lend a hand.

*To **Hind Rajab**, a six-year-old Palestinian girl whose dream and right to study were buried when she and her family were killed by Israeli forces. And to every innocent child who is deprived of their right to education.*

Imad

Acknowledgements

Our deepest gratitude goes to Allah, the Most Gracious and Most Merciful, for his mercy and guidance that have illuminated our path through this academic journey.

We are profoundly grateful to our supervisor, **Dr. ATMA Souad**, whose consistent support, insightful suggestions, and generous mentorship have been inexhaustible. Her devotion, professionalism, and unfailing confidence in our ability have been the strength sustaining our academic work.

We also wish to express our sincere gratitude to the members of the jury, **Dr. BOULBERHANE Mouna**, **Dr. ATMA Souad**, and **Dr. MANSOUR Djalal** for sharing their valuable time with us, giving us thoughtful comments and suggestions that have contributed immensely to the improvement of this dissertation.

Special thanks are conveyed to those who gave kind support and wise advice that were our source of inspiration and clarity during moments of human weaknesses. Their word of encouragement from time to time has been vital to keep us focused and determined.

Acknowledged also are the valuable contributions and guidance that both **Dr. HADEF Rima** and **Dr. MEDJDOUB Rima** made to the success of this study. We also extend our heartfelt gratitude to the learners who generously offered their time and efforts in bringing the study to completion.

Abstract

In English as a Foreign Language classrooms, oral presentations constitute a valuable tool for enhancing students' communicative abilities and promoting active classroom participation. The present study examines students' views on the preparation of their presentations. To this end, it uses a mixed-methods approach for data collection. Specifically, data for this study were collected through a structured questionnaire from a sample of 50 third-year EFL students and through semi-structured interviews with 10 participants at Abdlehafid Boussouf Mila-University Centre. The results of the qualitative and quantitative data analyses showed that, despite the numerous obstacles they encounter during the preparation process, students generally agreed on the significance of presentation preparation. Furthermore, the data analysis revealed that students employ some strategies, such as practicing beforehand with classmates and collaborating with them to overcome such challenges. Last but not least, the analysis indicated that presentation preparation that presentation preparation helps in answering the audience's questions. The findings of this study verify the importance of correcting students' common challenges, including time management and anxiety as this serves to enhance speakers' confidence levels and cultivate a better learning environment. The study concludes with recommendations worthy of mention for more accurate future studies.

Keywords: Students' Opinions, Presentation Preparation, Classroom Engagement, Challenges, Strategies.

List of Abbreviations

EFL : English as a Foreign Language.

CLT : Cognitive Load Theory.

List of Tables

Table of Contents

General Introduction

1. Statement of the Problem

Presentations are considered a reliable output for students to present what they have learned. Nevertheless, some students usually face difficulties in organizing their presentations, utilizing effective communication skills, and managing time (Taqi, 2023). Interestingly, planning, time attitudes, and time-wasting are significantly related to academic achievements (Razali et al., 2018). These issues are bound to lead to low-quality presentations and low confidence.

Although presentation preparation plays a key role in constructing students' confidence and classroom interaction, it has received very little research attention. Previous studies have largely tackled the technical presentation aspects, such as delivery and utilization of visual aids. However, students' views regarding the preparation process and how it directly impacts classroom participation were neglected. Hence, this research is carried out to bridge this gap by exploring the students' views of their presentation preparation process and its impact on classroom engagement. Moreover, it explores the challenges that students face in preparing presentations and how their preparation for their presentations affects the level of engagement in the classroom.

2. Aim of the Study

The main aim of this study is to explore students' opinions on the preparation and delivery of their presentations and its effect on classroom engagement at Abd Elhafid Boussouf University Centre of Mila. Specifically, it aims at identifying the factors affecting students' performance during presentations. Furthermore, it examines the challenges students face while preparing and delivering presentations. Last but not least, it investigates the strategies students use to overcome these challenges.

3. **Research Questions**

To achieve the pre-mentioned aims, this study seeks to answer the following research questions:

1. What are students' perceptions of the importance of presentation preparation?

2. What challenges do students face in preparing their presentations?

3. What strategies do students use to overcome these challenges?

4. How does the quality of presentation preparation affect classroom engagement?

4. **Significance of the study**

Previous research has examined a variety of methods to successful delivery of student oral presentation. For instance, Smith and Lee (2020) explained how students can utilize rehearsal skills to boost their presentation confidence. Similarly, Ahmed et al. (2019) examined how visual aids impact the attention of the audience in academic settings.

While these studies provided valuable insights on some aspects of presentation performance, they relied primarily on quantitative tools such as generic questionnaires or experimental performance ratings, without examining in-depth students' personal experiences and perceptions through qualitative research methods. Also, earlier studies used to ignore analyzing how students prepare to make presentations, particularly the internal processes they undertake before they go on stage. Most studies concentrated on performance in presentations rather than the process of preparation that to a great extent determines the final delivery.

Thus, this study is unique in that it embarks on a qualitative path via semi-structured interviews in a bid to discover university students' preparation strategies in real academic settings. This allows for a closer, deeper understanding of cognitive, emotional, and behavioral student processes during the preparation process. The findings of this study may be beneficial

to students since it identifies effective preparation techniques that can be utilized in subsequent presentations. The academic advisers and teachers would also be able to discover areas in which the students require additional support, thereby enhancing teaching practices in communication-centered courses.

5. Research Design

This study adopts a mixed-method approach, namely, a quantitative research approach by employing a structured questionnaire as the primary instrument for data collection (see appendix 1), and a qualitative research approach represented by an interview (see appendix 2). The questionnaire is administered in person to third-year EFL students at the English department, Abdelhafid Boussouf University Centre of Mila. It consists of closed-ended questions and is distributed to a sample of 50 students selected from a total population of 149. In particular, the survey is dedicated to discover students' perspectives on presentation preparation and its effect on classroom engagement. Furthermore, it examines how these preparation strategies influence their level of engagement in the classroom. As mentioned earlier, a semi-structured interview embracing ten questions is conducted with ten students. It is worth noting that the methods of data collection and the process of data analysis are explained in details in the practical part.

6. Structure of the Dissertation

The present study is composed of a general introduction, two main chapters, and a general conclusion. The first chapter is theoretical and is further divided into two sections. In particular, the first section is devoted to presentation preparation, while the second one deals with classroom engagement. Following the theoretical foundation, the second chapter represents the practical part of the study. It is concerned with the description and the analysis of both of the questionnaire and the interview. It is composed of two sections; section one deals

with the methodology and section two deals mainly with the findings and conclusions of the study.

Chapter One: Theoretical Part

Section One: Presentation Preparation

Introduction

Communication stands as a priority in day-to-day life as it plays the role of a tool that allows different individuals to interact and establish relationships with each other both in private and academic life. In the academic context, it can be mainly seen in the different interaction activities and tasks that pave the road for students to exchange their ideas within the academic settings. Oral presentations within EFL contexts held by students that aim to deliver and discuss knowledge, are good examples of communication. This chapter will present a comprehensive theoretical framework for understanding the importance of preparing for a presentation and how effective presentation skills and engagement strategies contribute to successful academic presentations.

1.1.1. Definition of Presentation Preparation

A presentation is widely known as the formal act of delivering information that usually occurs orally. Ming (2005) defined oral presentations as "partly spoken and partly visual form of communication" (p. 118). Similarly, preparation is known as the action or process of making something ready for use or service or of getting ready for some occasion, test, or duty (Merriam-Webster, n.d). In this context, Hadfield-Law (2001) stated that creating presentations is an effective way to convey a message and make an impact, requiring careful design of visual aids and refined delivery to engage the audience. In this realm, presentation preparation can be defined as the process of defining and deciding on what to present in its oral form to achieve the desired outcome.

1.1.2. Types of Presentation

Presentations can take different forms and are generally classified into individual and group presentations based on the number of presenters. According to Chivers and Shoolbred (2007) students' presentations may include either group or individual presentations for a given topic as part of a module assessment.

1.1.2.1. Individual Presentation

Some students opt for an individual presentation, where they convey what they have already learned and prepared to their classmates and instructors alone, who are often referred to as the audience. In this sense, De Grez et al (2009) claimed that presentations that have only one presenter allow him/her to take over their learning, show their skills and perspectives, and receive feedback for the aim of enhancing their oral communication skills. For Prasad (2018) presentations consisting of only one presenter tend to be the optimal choices for those who dominate their presentations in terms of concepts, approach, and perspectives. In addition to that, the content is formed by the individual's ideas, time, and effort. A single presenter maintains a sense of unity with the audience, which encourages resilience over a high level of decoupling throughout their act.

1.1.2.2. Group Presentation

Jaques (1984) defined group itself as "a collection of people", who possesses the qualities, such as collective perception, needs, shared aims, interdependence, social organization, interaction, cohesiveness, and membership (p.13). This highlights that individuals usually perceive themselves to be a whole with commonalities such as needs, and goals. According to Pozzi and Persico (2010), group presentations allow students to link their different perspectives on a topic, each using his vision. This means that group presentations improve collaborative learning, allowing students to integrate multiple perspectives, engage in deeper analysis, and synthesize information effectively. In the same sense, Orlich et al.

(2007) suggested that in a classroom where students take the lead in their learning, there will be a dynamic and active environment with various small groups, teams, and individuals engaged in different projects or activities at the same time.

1.1.3. Importance of Presentation Preparation

A good presentation is only achievable if it is preceded by adequate preparation as it enhances the clarity, confidence, and receptivity of the audience. Interestingly, preparation allows the speaker to present information in an orderly fashion so that key points are outlined consistently and persuasively. Yamentou (2023) emphasizes that thorough preparation, including researching, organizing material, and practicing delivery helps speakers stay on track and engage their audience effectively. Biggs (1999) suggested that effective learning occurs when students actively prepare before coming to the classroom, as this enables them to engage in meaningful discussions and problem-solving activities during lessons. In other words, students discover the content to be presented more and more when they engage with it beforehand, allowing them to fill in any gaps they may come across. Additionally, good preparation for a presentation is important for message delivery that is effective and interesting. It includes approaching the audience, deciding on the message, organizing content logically, and practicing the delivery comprehensively. Preparation is the pillar for a successful presentation. It helps to provide the confidence needed to communicate clearly and effectively (Presentation Training Institute, n.d.). Such preparation instills confidence in the presenter and also validates the presentation in terms of audience reaction, understanding, and retention of information. (SkillsYouNeed, n.d.)

1.1.4. Components of a Presentation

A well-organized presentation consists of different key components that together lead to conveying information effectively and engaging the audience. An effective presentation

typically includes a clear introduction, a logically organized body, and a compelling conclusion, which together enhance audience comprehension and retention (VirtualSpeech, n.d.).

1.1.4.1. Introduction

When presenting, the introduction is perhaps the most critical part. In fact, It is the foundation upon which the audience will receive its initial impression of the speaker and the message. Duarte (2010) emphasized that a compelling introduction in presentations not only captures the audience's attention but also establishes the speaker's credibility. This means that a good presentation is the one that makes the audience attentive and makes also the speaker someone who is worth listening to. Failure to pay attention to this portion will lead to a lack of interest and losing the audience's attention later. The first impression made during the introduction is a powerful one that has a strong influence on the way the rest of the presentation is perceived. As Nancy Duarte (2010) stated that just after the first few seconds, people will classify you somewhere in their minds and judge whether they will be able to connect with you or not.

1.1.4.2. Objectives

Objectives provide a sense of direction for the students and the teacher. In this context, Mager (1962) argued that well-defined objectives help both teachers and students focus on desired learning outcomes. Indeed, clear objectives ensure that the lessons are structured, focused, and related to learning outcomes, and the students logically learn the major ideas. Objectives function as a map to guide the selection of teaching methods, activities, and assessments and make the subject matter purposeful and engaging. Ormrod (2020) claimed that learning becomes more meaningful when objectives are explicitly linked to activities and assessments.

1.1.4.3. Content

The quality of the content in a classroom presentation can make or break the degree to

which students learn and relate to the information. Simply copying information is not enough. Effective presenters do better by clearly organizing ideas and making the content relevant and significant. According to Mayer (2009) the way content is organized and delivered in a presentation influences how students process and retain information.

Sweller (2010) claimed that presentations that are carefully organized encourage effective learning by allowing students to new materials with already existing knowledge. Also, relevance plays an important role in engaging learners as well; in case the material becomes pertinent or connected with real-world usage of problems, students are likely to invest cognitive effort and recall information (Keller, 2010). Presenters apply strategies such as signaling (signifying critical information), coherence (decreasing excess material), and personalization (the use of conversational tone) to maximize delivery of material and enhance construction of knowledge (Mayer, 2021). Hence, presentation quality is not only based on the accuracy of information but also on the way information is organized, contextualized, and conveyed to enable deeper learning.

1.1.4.4. Visual Aids

One indispensable means of teaching languages and thereby promoting learning is the use of visual aids. Eline (2007) claimed that visual aids are useful for clearly communicating ideas enabling comprehension, more engaging presentations, assisting presenters in emphasizing key points, and getting audience members to support their message. Visuals simplify and enhance the overall teaching-learning process. Besides, Corder (2015) stated that useful tools for language teachers in language teaching situations include visual aids such as charts and slides. Unlike in other subject areas, in Corder's (2015) opinion, language instructors could not teach effectively in the absence of visual aids.

1.1.4.5. Examples

Examples are very useful in the accessibility and understanding of data offered by any

given subject. They help bridge the gap between theory and application, creating a pathway toward both understanding and retention. According to Mayer (2009) students tend to learn better when they receive worked examples rather than only being asked to solve problems on their own.

Students who utilize worked examples can direct their attention towards understanding problem-solving procedures because they do not have to create their solutions. The method becomes especially effective for beginners since they lack the necessary background information to benefit from discovery learning without instruction (Sweller, Ayres, & Kalyuga, 2011). Interestingly, students develop their cognitive understanding through examples because they create mental structures which they then apply to comparable situations for knowledge transfer. The combination of examples with guided practice helps students develop their problem-solving abilities by providing autonomous learning support (Renkl, 2014).

1.1.4.6. Conclusion

University of North Carolina at Chapel Hill (n.d.) claimed that a conclusion is seen as the opportunity to make a good final impression and to end in a positive note. Conclusion is the chance to have the last word on the subject, it allows to have the final say on the issues raised, to demonstrate the importance of the ideas, and to leave a new view of the subject. Effectively concluding a lesson or presentation, educators can help their students' progress from being mere receivers of information to active learners with the potential to apply knowledge.

In academic presentations, a good conclusion serves as a bridge, it reminds students of important takeaways, solidifies understanding, and allows them to synthesize content in an understandable way (Brookfield, 2015). A good conclusion does not merely summarize it incites reflection, encourages critical thinking, and sets the stage for future inquiry. It is in this final moment that presenters can connect theoretical knowledge to real-world application,

making the content not only memorable but life-altering.

As Marzano (2017) asserted, guided reflection and purposeful closure at the end of a lesson or presentation enhances retention and long-term academic achievement. So, by summarizing a lesson or presentation properly, educators can help their students transition from passive recipients of information to active players in the learning process who can go on to extend their learning beyond the classroom.

1.1.4.7. References

Smith (2014) believed that citations are highly powerful because they withstand the test of time and become entities independent of the authors. As "speech acts," they are short statements that are found in documents and can be analyzed many years after they have been uttered. In the same thought, Duarte (2010) stated that instead of simply reproducing other people's work, an individual should consciously be inspired by different sources.

References not only leave a trail of intellectual history but also act as markers of scholarly integrity, giving credit where it is due and situating one's work within a broader academic tradition (White, 2004). References, in this sense, are both communicative and ethical tools, making research transparent and accountable.

1.1.4.8. Theories Relevant to Presentation Preparation

Presenting is more than sharing information, it is a strategic act aimed at clarity, persuasion and engagement. Four key theories support effective classroom presentation: Aristotle's Rhetorical Theory, Cognitive Load Theory, Dual Coding Theory, and Multimedia Learning Theory.

1.1.4.8.1. Aristotle's Rhetorical Theory

Aristotle's *ethos*, *pathos*, and *logos* model represents the most prominent approach to persuasive communication which continues to exist today. Credibility emerges from three main sources which include expertise alongside preparation and the use of credible references.

Pathos uses emotional connections through stories and vivid images combined with passionate presentations. *Logos* provides logical support to arguments by using factual arguments alongside evidence. The three components achieve maximum persuasive power when they work together to produce more memorable and convincing presentations during presentations for business and speeches and classroom teaching. Heinrichs (2017) emphasized the applicability of Aristotle's *ethos, pathos,* and *logos* in a wide range of persuasive contexts.

1.1.4.8.2. Dual Coding Theory

The Canadian psychologist Allan Paivio created Dual Coding in 1971 as a cognitive theory that explains how two distinct channels verbal and visual represent the processing and remembering of information by people. In particular, Paivio (1971) claimed that our minds are equipped to process said information in these two streams, that is, words (spoken or written) and images (pictures, diagrams, symbols).

When learners are presented with the same material in both formats simultaneously, they form two mental representations in their minds. These dual representations increase the chances of the information being more deeply encoded and more accurately remembered later. Hence, any instruction that incorporates both visual elements and verbal explanations together will be more heavily favored than instruction that relies on only one of the formats of communication.

1.1.4.8.3. Cognitive Load Theory

John Sweller's (1988) Cognitive Load Theory emphasized that human cognitive capacity is limited, i.e., individuals process only a part of information within a certain period. If the audience is overwhelmed by excessive details, poorly designed slides, or complex graphics from a presentation, comprehension is impaired. CLT identifies cognitive load in three categories.

First, Intrinsic load derives from the complexity of the subject matter itself-for instance, abstract grammar rules. Second, Extraneous load comes about through a defective design of presentation, like distracting visuals, which works against understanding. Third, Germane load entails mental effort applied to making sense of information. Presentations should maximize germane load and minimize extraneous load through clear organization of content, the use of plain language, and visual support for key points. This method aids the presenter and audience members in managing cognitive load and thus enhances delivery and comprehension.

1.1.4.8.4. Multimedia Learning Theory

Grounded on CLT, Mayer's (2001) Multimedia Learning Theory described how individuals learn more effectively when words and pictures are appropriately integrated. Mayer (2001) introduced several principles that guide presenters on how to design content for easier comprehension and remembering.

The Multimedia Principle (2001) asserted that people learn more from text and accompanying pictures than they do from text alone. Strong images, i.e., diagrams and charts, support key messages. Also, The Modality Principle explains that words that are spoken are more persuasive than printed text when they are accompanied by pictures, and thus oral presentations are better than reading from overheads.

1.1.5. Presentation Skills

Becoming a competent and successful oral presenter involves learning to manage various skills (Shumin, 2010).

1.1.5.1. Clear Voice Projection

Ujai and Wan Mohammad (2017) made sure that Discourse is a blend of the cues of communication in language. Genuine opinions, wellness, perception of the mind, weather, orientation, and economic status of an understudy can affect his discourse level. In addition,

Omar et al. (2021) showed that from the elocution aspect, understudies should be capable of pronouncing, fluently, and gravely. Each word should be pronounced and sounded loudly and rightly to get what it means.

Proper pronunciation and intonation are critical features of spoken discourse, as they directly affect meaning and intelligibility. Elocution involves more than just correct pronunciation of words; it reflects a speaker's control of rhythm, pitch, and clarity constitutive features in effective and persuasive communication (Derwing & Munro, 2015). In workplace and academic settings, mispronunciation can lead to confusion, while confident articulation establishes credibility and engages listeners.

1.1.5.2. Confident Presence

Yashima et al. (2004) believe that bravery is crucial for the readiness of students to perform verbal practice in language classes. Thus, if students lack confidence, they cannot express themselves orally, and thus their potential to learn effective communication skills is affected. In the same vein, Wrench et al. (2012) argued that mastering this skill can lead to world creation and contributes to developing leadership competencies. For instance, thought leadership competency. This highlights how belief in public speaking not only boosts one's voice but also generates ideas and brings about change on a larger level.

1.1.5.3. Audience Engagement

According to Carini et al. (2006) "Students may become engaged when their academic experience is characterized by meaningful educational activities which include active learning" (p. 52). That is to say, whenever speakers call for participation such as questions, discussions, or applications to life—students stand a better chance of connecting to the material. Not engaging, however, can lead to frustration.

Voss (2004) brought out the fact that students would likely feel neglected and demoralized if a lecturer places more stress on the performance value of a presentation as compared

to the audience. This reveals the requirement of harmony between content delivery and audience interaction for the development of a suitable and effective learning environment.

1.1.5.4. Organized Content

Reigeluth and Moore (1999) defined content organization as organizing and presenting information in the subject matter to meet the objectives of instruction and characteristics of students so as to achieve an effective, efficient, and appealing learning outcome, this means that the development of a presentation becomes necessary depending on the audience's needs and the intended goals for enhancing understanding and engagement.

Moreover, a well-structured presentation is a testament to careful instructional design, whereby content is not only logically sequenced but also tailored to fit the cognitive readiness and learning mode of the learners (Gagné et al., 2005). Organized content supports knowledge scaffolding, allowing students to connect new material with prior knowledge and thereby strengthening understanding and memory (Ausubel, 1968). Besides, the use of advance organizers, thematic structure, and visual hierarchies supports the performance of learners in selecting and screening pertinent information within complex data and sustains their engagement during the presentation (Mayer, 2021).

Apart from that, learners' motivation and contextual relevance must be considered as information that is seen to be relevant personally enhances the likelihood of active cognitive processing (Keller, 2010). Finally, thoughtful content organization transforms presentations into active learning experiences, where students are able to interact with the content in meaningful ways, recall key concepts, and apply them to future contexts.

1.1.5.5. Time Management

Abban (2011) described the need to manage one's time at school so that one can perform well in later activities because the waste of time will likely make one fall behind and be

less productive. To the same extent, Aduke (2015) stated that time management was the technique needed to arrange, schedule, and plan work in a manner to works most efficiently, which is best suited to planning and presenting presentations.

In addition, Chaturvedi (2016) stated that efficient time management is essential among university students in a bid to enhance productivity and academic success, and the same can be also used when scheduling an efficacious and well-organized presentation.

1.1.6. Nonverbal Communication in Presentation

Nonverbal communication is also extremely significant during presentations because it helps convey feelings, establish rapport, and aid in understanding between the audience and the speaker. Albert Mehrabian (1971) identified the importance of nonverbal communication in conveying emotion and attitude. Mehrabian (1971) explained in his 7-38-55 model of communication suggests that words only convey (7%) of emotional information, tone of voice conveys (38%), and facial expressions and body language convey (55%). This implies that nonverbal cues might be greater than verbal cues when it comes to conveying feelings and attitudes.

1.1.6.1. Body Language

Body language tries to connect with the audience and display confidence. Body language consists of facial expressions, gestures, posture, and movement. Positive body language assists in making your point clearer, becoming more credible, and maintaining audience engagement. In Uzun's (2020) words "body language is an integral element of effective communication. Without body language understanding or interpretation, the communication is incomplete" (p. 2835). In the same vein, Cuddy (2012) explained that body language not only determines how people think about us but also dictates how we feel about ourselves. It implies that our body position could affect our mental state, thereby influencing our behaviors and consequently the outcomes we derive.

1.1.6.2. Eye Contact

Eye contact is another nonverbal communication element that the student uses most of the time to signify attention and interest. According to Da Vinci (1883), the eyes are a window of the soul and mirror everything that appears hidden. This highlights the fact that when you delve deeper and attempt to see through the eyes of a speaker you find the sincerity of his speech, his perception, state of mind, and feelings. Eye-to-eye contact is a highly help-ful form of nonverbal communication. Yang (2017) is another researcher who pointed out the importance of nonverbal eye contact. He considered it one of the most important interpersonal channels because it helps maintain the flow of the conversation, indicating the duration, focus, and direction of the look of other people. Additionally, making eye contact with the audience boosts both knowledge and attitudes of the speaker.

1.1.6.3. Facial Expressions

According to Fernandez Polo (2014) facial expressions serve as a means of expressing emotions and conveying meaning beyond verbal communication in human interactions. This highlights that words alone are not enough for delivering the correct meaning of what is being said. Additionally, they are the different movements of the different parts of the face for the aim of nonverbal information delivery (Ellyson & Dividio, 1985). Furthermore, Uzun (2020) noted that regardless of how hard we try to hide them, our facial expressions reveal feelings such as sadness, fear, anger, joy, etc.

1.1.7. Factors Affecting Presentation

An effective presentation is a process beyond information delivery; it is primarily af-fected by absence of audience engagement, poor speaker confidence, ineffective communica-tion skills, poor-quality visual support, time mismanagement, and environmental factors.

1.1.7.1. Lack of Audience Engagement

According to Freeman et al. (2014), uninspiring speakers such as those who talk in a flat and emotionless tone run the risk of losing their audience's focus if they fail to engage with them. Unlike Freeman, Usera (2023) identified fractures in traditional public speaking practices that could be resolved with the implementation of universal methods to begin conversations. These methods, along with the concept of active audience participation, can be critical to the effectiveness of presentations during classroom lessons.

1.1.7.2. Lack of Speaker's Confidence

According to Jiang and Pell (2017), vocal traits such as tone, pitch, speech rate, and volume have a direct impact on whether the audience perceives the speaker as confident or uncertain. These vocal traits are good indicators of the psychological state of the speaker; if there are indications of uncertainty, the audience is likely to interpret the speaker as uncertain or in doubt.

1.1.7.3. Poor Quality of Visual Aids

Poor or inadequate visual aids (due to a lack of resources, lack of training on the use of visual aids to present effectively made it difficult for teachers to utilize them in a way that could support students' learning., or even poor design) can lead to ineffective presentations and communication breakdowns (Ngonyani, 2018).
Excessive reliance on visual aids without incorporating them into the presentation can make the presenter appear unprepared, decreasing his or her credibility and confidence. Amira and Bouchra (2019) fount that the use of visual aids influences the interaction during project presentations in secondary school students. The study shows that good-quality visual aids lead to more interaction between the students and the audience.

1.1.7.4. Causes of Ineffective Communication Skills

Presenters often lack communication skills as they fail to understand what those skills

are. Phan, Nguyen, and Phan (2022) stated that linguistic problems like the use of inappropriate words, pronunciation errors, and incorrect sentence structure interfere with the continuity of speech and decrease the understanding of the audience, for the reason that most students lack fluency as a result of poor vocabulary, grammatical errors, and pronunciation issues, which makes it difficult for them to express themselves effectively. Shanahan (2013) put forward that public speaking anxiety has the potential to deter students from communicating in different contexts such as one-on-one conversations, group discussions, meetings, and public presentations. He also noted that this fear can prevent them from gaining effective communication skills, which are very essential in both work and academic settings

1.1.7.5. Mismanagement of Time

Sahito et al. (2016) emphasized that effective time management aligned with the needs and the challenges of a notion is crucial. They argued that when time is managed well, no nation can be deprived from development and prosperity.

Poor time management, however, can have a direct impact on the relationship between people and even the students in their educational life mainly in the field of presentation. Ahmad et al. (2019) stated that time mismanagement negatively affects academic performance, this leads to poor preparation, hasty delivery of content, and lack of clarity, all of which detract from the quality of a presentation. Thus, poor time management can encroach on the capability of a student to deliver a well-prepared presentation.

1.1.7.6. Unfavorable Environment

The physical learning environment plays an important role in determining the general experiences of the students, which can be extended to the quality of presentations as well. According to Han, Moon, and Lee (2019), it was found that the aspects that include air quality, odor, noise, and equipment or amenities determine students' attitudes, perceived quality, and

overall satisfaction with a course. These factors would affect the overall presentations by disrupting audience interest and the presenter's capacity to communicate his message. Similarly, Hill and Epps (2010) showed that poorly lit classrooms, uncomfortable seats, and too much noise can make a room an unfavorable place, which diminishes audience concentration and participation.

1.1.8. Challenges in Presentation Preparation

Preparation and delivery of a presentation can be a daunting task to many who find themselves with this responsibility. Most presenters quickly discover that preparing and presenting is a far more demanding task than it initially appears to be. Consequently, the discrepancy between the impression of simple delivery and the reality of creating an interesting presentation tends to frustrate potential presenters (Medina & Avant, 2015). This difficulty emanates from several problems like lack of research capabilities, disorganization, procrastination, and environmental distractions, which can cumulatively encroach on the preparation process to a large degree.

1.1.8.1. Inadequate Research Skills

The failure of some students to tackle and present issues of higher complexities may be a sign of a poor set of research skills. According to Mardiningrum and Ramadhani (2022), students will struggle with theory-laden content since, inherently, it is the most compact.

This suggests that some of the students do not have adequate research skills to comprehend the information and identify the important details within academic works. Moreover, a lack of background knowledge hinders the presenter from adequately preparing for the associated presentation and delivering it. As Phan, Nguyen, and Phan (2022) claimed that, one of the biggest issues learners face is a lack of knowledge on the subjects they are assigned to defend. That absence of knowledge renders it extremely challenging for them to organize the ideas and adequately put into words the most prominent points.

1.1.8.2. Lack of Organization Skills

Effective preparations for presentations commonly require a learner to develop sound research capability in the collection, analysis, and synthesis of relevant information. A lot of students, however, have problems with a lack of background knowledge, which keeps them from preparing for effective presentations. Phan, Nguyen, and Phan (2022) argued that limited knowledge of the subject a student is assigned to present is one of the biggest challenges related to presentation for students. Due to this lack of comprehension, it will become rather difficult for them to organize the content logically and convey key ideas.

1.1.8.3. Extended Procrastination

According to Ahmed, Bernhardt, and Shivappa (2023), academic procrastination is intentionally procrastinating or delaying doing work that needs to be accomplished. More often than not, such procrastination leads to unwanted academic as well as psychological consequences. Their research goes on to explain why students procrastinate doing their studies or assignments: fear of failure, perfectionism, social anxiety, and poor time-management skills.

Research shows that academic procrastination results from both intrinsic motivation deficits and weak self-regulation along with additional factors which limit student academic achievement (Steel, 2007). Students who procrastinate frequently choose tasks which offer immediate rewards to boost their current emotional state instead of working on challenging academic assignments (Sirois & Pychyl, 2013). The repetitive avoidance pattern produces severe stress together with feelings of guilt and weakened academic performance. Research has shown that students procrastinate more when they experience unstructured academic support along with excessive workloads and technological interference (Hen & Goroshit, 2018).

1.1.8.4. Surrounding Distractions

The quality of students' work in presentations does not appear to be good since a lack

of concentration makes the preparation stressful. Wang et al. (2024) defined distractions as any behavior that hampers the smooth progression of work, which may classify into internal distractions which include mind wandering and stress and external distractions including background noise and other environmental stimuli, with unexpected interruptions.

Students who perform various tasks suffer from these distractions because they take away attention needed to complete work while causing the brain to work harder (Rosen et al., 2013). Moreover, Stress and anxiety among students lead to working memory reduction while preventing proper information organization essential for successful presentations (Owens et al., 2012).

Furthermore, Students experience reduced academic productivity when they encounter mobile phone notifications or noisy environments during study time. In fact, these distractions extend the period needed to complete tasks (Junco, 2012). The combination of inadequate preparation from students leads to subpar presentations and rising anxiety in academic performance. The practice of multitasking which many people think enhances productivity actually leads to scattered attention and worsened learning results (Foerde, Knowlton, & Poldrack, 2006).

Thus, Scholars propose the development of distraction-free study areas alongside mindfulness training to improve concentration and emotional stability (Zeidan et al., 2010). The ability to control distractions stands as a crucial step in enhancing how students get ready for their presentations and their final output quality.

1.1.9. Strategies to Enhance Presentation Preparation

A set of strategies can be implied to foster students' preparation. These may include practicing beforehand to build confidence; managing the emotional state to cut anxiety; thoroughly understanding the topic; predicting questions one might be asked; and seeking feed-

back for continuous improvement.

1.1.9.1. Beforehand practice

There is a very positive effect of consistent and structured practice before presenting because practice makes perfect. Hanifa and Yusra (2018) found that presenters rehearse in front of a magic mirror, friends, or family to spruce up their delivery and get feedback. Pronunciation, gestures, and retention of the content improve, which makes one more prepared and less reliant on the notes (p. 321). The Asian EFL Journal (2008) noted that, repeated rehearsal allows refinements in pronunciation, fluency, and articulation which all boosts confidence and effectiveness during communication. It allows speakers to become more acquainted with their material in the confident-texted, structured approach rehearsal before each presentation, thereby reducing the margin of error and enhancing the overall presentation.

1.1.9.2. Emotions Management

An emotion is described as an instant and regulated number of changes in physiology, cognitive activity, subjective feelings and facial expressions (Ekman, 2005), Managing your emotions before an oral presentation to minimize anxiety and maximize performance. As founding literature, Tóth (2024) informed that, many EFL students at a tertiary level experience anticipatory anxiety almost from the time they are assigned a presentation task; this goes on to increase as the day of the presentation approaches. In other words, the unpreparedness of some students leads them to prefer a paired presentation to a single one solo.

1.1.9.3. Topic Comprehension

Hanifa and Yusra (2018) noted that to prepare well, understanding the topic deeply is another essential strategy. According to them, students should gather information widely from books, journals, and credible sources to build their knowledge. Mind mapping, summarizing, and keyword notes may prove helpful in logically structuring and enabling easy recall of im-

portant concepts. This method not only aids retention of content but also helps students from forgetting their ideas or fumbling with explanations during the oral presentation.

1.1.9.4. Questions Anticipation

Preparing for a presentation inevitably involves considering the questions the audience might ask. Schwabish (2016) argued that such reflection should be in-depth and accompanied by well-thought-out, concise answers. These will significantly boost self-confidence, assurance in discussion, and the overall audience experience. With this, potentially thorny questions are answered early, clarifying grey areas and strengthening critical points.

This tendency generally fits in with The Cognitive Load Theory (CLT), theorized by Sweller (1980s), which suggested that minimizing any sort of unnecessary cognitive load would enable the audience to get maximum benefits out of the presenter both in terms of organizing content logically and preparing answers before the presentation. It enables presenters to assist their audience in processing and retaining critical pieces of information more effectively by reducing their load processes.

1.1.9.5. Seeking Feedback

Comments from teachers and colleagues provide another very valuable technique. Schwabish (2016) cited the importance of going through dry runs in front of colleagues or a friendly audience, with constructive feedback being given on content, delivery, and flow before the real final presentation. Such feedback from outsiders thus helps the presenter identify weaknesses, polish up on messages, and assure an effective overall presentation (Schwabish, 2016). This will help the presenter modify slides and delivery to reinforce messages and weed out possible distractions.

Conclusion

This section aims to provide insights regarding correct presentation preparation and classroom participation. It strongly emphasizes the importance of a well-arranged presentation, this includes a clear introduction, clear goals, contents that suit, and graphics.

Key presentation skills such as eye contact, vocal projection, and time management were also highlighted as well as the importance of nonverbal communication in enhancing audience interest. It covers the key presentation skills that need to be learned by presenters in order to present effectively and retain the audience more, factors influencing classroom engagement were also explored including students, motivation, instructional style, and class climate, Typical problems like inadequate research, lack of organization, and procrastination are also addressed. It is also inclusive of strategies like early preparation, emotion management and soliciting feedback for the sake of overcoming those problems.

Section Two: Classroom Engagement

1.2.1. Definition of Classroom Engagement

A classroom typically can be defined as a physical or virtual place of learning: environmental states and interactions forming the educational experience. The classroom is not merely a space. It is an active environment influenced by several factors, including teacher-student interactions, teaching methods, and the general atmosphere.

Fraser (1991) defined the classroom environment "Classroom learning environment carries a variety of meanings; it generally refers to the total climate, structures, processes, ethos within classrooms which are integral elements affecting student's learning" (p. 231). Within this environment, engagement influences the academic experience of students. Engagement is a construct that emanates from the dynamic interplay of perception, emotion, and motivation and is consistent with the principles of self-determination theory in motivation (Mercer & Dörnyei, 2020).

Hence, classroom engagement can be defined as the degree of participation of students in learning activities, thereby demonstrating cognitive, emotional, and behavioral engagement, which together encourage understanding and academic achievement.

1.2.2. Types of Engagement

Engagement refers to the many ways in which persons relate to - or engage with - a task, activity, or environment. It can be subdivided into behavioral, cognitive, and emotional engagements. Each of these types further contributes to the depth and quality of involvement, such as in the engagement of the person's participation, effort, and connectedness related to the activity.

1.2.2.1. Behavioral Engagement

One of the key discoveries made by Lei et al. (2018) in a previous extensive meta-analysis was the presence of a positive relationship between student engagement and academic

achievement. This finding re-emphasized that among the different types of engagement, behavioral engagement, was found as a striking predictor to success in academics.

This domain in question relates specifically to student behaviors in class attendance, out-of-school student activities, and commitment to academic tasks (Cooper 2014; Fredricks et al. 2004; Shernoff 2013; Yazzie-Mintz & McCormick 2012).

1.2.2.2. Cognitive Engagement

According to Yazzie-Mintz and McCormick (2012), cognitive engagement is a process that requires an active intentional effort on the part of the learner to take ownership of the content.

Deep learning occurs when the learner is introduced to relate different ideas to one another for a course of action to solve problems when they are in an educational environment. Miller and Krajcik claimed (2019) that Project-Based-Learning (PBL) fosters deep learning by encouraging students to integrate and apply knowledge across disciplines.

1.2.2.3. Emotional Engagement

According to Skinner and Pitzer (2012), students who feel no emotional connection to their surroundings may experience withdrawal and lack of motivation to participate, yet this phenomenon is both damaging and detrimental to participation and enthusiasm. This could be due to many factors, such as the absence of a supportive school climate, negative relationships with teachers or classmates, and lack of relevance in the curriculum. However, emotional engagement could include students' sense of belonging and perceived value within educational settings shaped by the interpersonal relationships they form with teachers and classmates and even school itself (Fredricks et al., 2004; Renninger & Bachrach, 2015; Shernoff, 2013; Stipek, 2002; Walker & Greene, 2009; Yazzie-Mintz & McCormick, 2012). On the other hand, when these relationships are found to be weak or negative, students may feel belittled or deprived of this aspect of belonging or valuing, leading to reduced effort and detachment from academics.

1.2.3. Role of Presenters in Classroom Engagement

Effective presenters engage the audience indirectly and foster curiosity and dialogue about the presented content. For instance, Usera (2023) stated that techniques such as polling, discussions, and imagination exercises would help in transforming passive listeners into active participants, and this would really excite their curiosity and initiate dialogues.

Moreover, Interesting content encourages students to actively participate by asking questions, expressing opinions, and engaging in group discussions. Such participation depends on how well the presenter communicates with the audience and how pertinent and stimulating the content is. According to Reeve et al. (2004) Learner engagement is an active participation of students in a variety of learning environments and activities. That is, an effectively constructed presentation nurtures this engagement, involving students actively in a meaningful way rather than in a passive ingestion of information.

1.2.4. Peer Collaboration and Engagement

Peer collaboration and engagement are often the most impactful factors for enhancing student learning and success. As observed by Tinto (1997), cooperative groups tend to use their connections to create a network of support, which significantly affects student retention in educational contexts. In collaborative courses, students are given opportunities to participate actively, critically think, and engage with diverse ideas, with the end objective of richer course content understanding. Such collaborative activities as discussions, problem-solving, and experience sharing bring broader comprehension, deeper learning, and the crucial communication and teamwork skills that will always be with students in their academic and professional lives.

1.2.5. Factors Affecting Classroom Engagement

Classroom engagement shapes the way students involve in and enjoy the lessons. However, maintaining high engagement among students has never been an easy task as sev-

eral factors will determine the willingness and ability of students to participate in a class. De-Vito (2023) identified major factors influencing students' engagement, the study outlines various aspects of the learning experience that are related to engagement.

1.2.5.1. Lack of Students Motivation

A limited interest in the subject, ineffectiveness of teaching strategies, and distractions in the environment can decrease the motivation of students to learn (Bamosa & Ali, 2000; Li & Xue, 2023; Rudnai, 1996). The challenges presented by the learning environment may distract students, who find it hard to concentrate for several reasons: personal reasons or academic difficulty.

Psychological factors in student motivation can either strengthen or lessen motivation itself, such as intrinsic and extrinsic motivation. Ryan and Deci (2020) explained that intrinsic motivation makes an individual engage in an activity for the satisfaction gained from the activity itself, while external rewards or pressure act as determinants of extrinsic motivation. Thus, in situations where motivation is absent, students rarely do active participation, not to mention the wonders of effective presentation preparations. By all accounts, presenting or being an audience requires engagement. This lack of willingness limits an enriching learning experience and hence the effectiveness with which presentations are conducted as a teaching practice.

1.2.5.2. Weak Peer Relationship

Peer relationships are essential to both academic achievement and personal growth. If students do not receive support, understanding, or acceptance from their peers, they tend to lose motivation, disengage from learning, and have low self-confidence (Wentzel, 2003). Such difficulties usually get worse over time and can greatly impede a student's academic performance. Moreover, children with poor peer relationships during early school age are more likely to have subsequent academic and emotional problems at school (Ladd, 1990).

Eventually, weak peer relationship can become challenging during classroom presentations where lack of peer support may increase anxiety, reduce participation, and limits the development of effective communication skills.

1.2.5.3. Poor Classroom Environment

A poor classroom environment could negatively influence the student's performance and educational outcomes because of factors such as overcrowding, poor lighting, ventilation, and noise. According to research, an unfriendly environment characterized by overcrowding, poor light, insufficient ventilation, and excessive noise levels does adversely affect student performance and learning outcomes (Malik & Rizvi, 2018; US-EPA, 2024; Walden University, n.d.). In short, a poor classroom environment can hinder the sccessful delivery of students presentations.

1.2.5.4. Ineffective Presentation Methods

In general, students' interest decreases when teachers deliver non-interactive lessons especially those that require memorization. In this context, Mayer (2009), argued that students' mental abilities decline when learning through uninteractive materials, as these limit memory and understanding. Young et al. (2009) stated that students lose interest when a slide is the sole medium through which information is given and when theoretical explanations are not linked either practically or through student involvement.

1.2.5.5. Minimal Student Participation

Sahlström (1999) emphasized the unequal distribution of speaking opportunities in classroom discussions significantly limits student involvement. His research indicated that some students tend to be more dominant participants, while others prefer to be passive observers. This disparity distribution creates an imbalance in learning and engagement inside the classroom, reinforcing the concept of a "participation economy," in which only a few

learners can benefit from active involvement while the others remain excluded from meaningful discourse. In other words, this imbalance in classroom discussions can be also reflected during students' presentations, where only a few students tend to be active and engage while others remain passive observers.

1.2.5.6. Large Class Size

Okpamen and Salman (2024) illustrated that massive classes have a direct influence on students' interaction. They asserted that massive classes had the potential of reducing the efficiency of the students in exercising usual communication and raising questions, meaningless dynamism in learning occurs.

Large classes are likely to hinder personal learning experiences by limiting one-to-one interaction between students and teachers, thereby potentially harming the confidence of students to participate (Mulryan-Kyne, 2010). In this type of setting, students stay anonymous and invisible, leading to a passive learning experience and demotivation. Besides, overcrowding prevents teachers from implementing engaging pedagogies such as formative feedback or group discussions that are essential for active learning (Blatchford, Bassett, & Brown, 2011).

When classroom engagement becomes the chief concern, instructional quality tends to be compromised, and students are less enthused through experiencing the curriculum as not being of personal significance or remarked. Additionally, research has also shown that students in small classes report greater satisfaction, more participation, and better academic outcomes compared to students participating in large groups (Finn, Pannozzo, & Achilles, 2003). Therefore, while large classes might be unavoidable because of institutional and logistical considerations, it is crucial that instructors adopt inclusive pedagogies such as peer work, technology, and structured participation to mitigate the detriments and facilitate productive interaction within them.

1.2.5.7. Inefficient Time Management

Ineffective time management poses a significant challenge for presenters, especially where other responsibilities or obstacles cause them less available time to physically deliver their content. According to Constantinides (2022), much of the class time goes to activities that are non-instructional in nature such as organizing materials, getting equipment ready, transitioning from one activity to another thereby giving presenters scant time to minimally engage with the audience. He observed that presenters have difficulty moving through roles smoothly, leading to extended inactivity from the student side and reduced engagement with learning.

Likewise, Putri and Plando (2024) have argued that a high presenter-to-audience ratio lessens the opportunity for individual interaction, which makes keeping attention and attachment very difficult.

1.2.6. Strategies to Foster Classroom Engagement

Student engagement in the classroom can be achieved through interactive presentation techniques that make the student the centre of the learning process. Such learning processes could include audience interaction, storytelling, visualization, peer feedback, and formal debates to enable student presenters to develop dynamic and inclusive environments conducive to learning and thought.

1.2.6.1. Audience Interaction Techniques

Presentation success depends on keeping the audience members involved as this practice enhances the reinforcement of individual learning as well as attention retention. A study by King (2013) explained that instant questions integrated with live voting and brief audience debates maintain the audience involved more than passive listening.

1.2.6.2. Storytelling in Presentations

Classroom presentations are more effective when teachers apply storytelling as a method of gaining student attention and increasing comprehension. According to Haven

(2007) stories can convert complex intellectual concepts into experiential concepts that people can connect with. Student presenters who include experiential storytelling and personal experience in what they share create emotional bonds with their audience members that make messages more remembered and effective.

1.2.6.3. Use of Visual and Multimedia Aids

Effective presentations often rely on visuals to convey meaning and sustain audience interest. Clark and Lyons (2010) emphasized that relevant images, infographics, and short videos can reduce cognitive overload and help clarify abstract ideas. When used appropriately, multimedia elements also stimulate multiple learning styles and can make the classroom more engaging, especially when presenters go beyond text-heavy slides and incorporate visual storytelling.

Visuospatial material is added to double coding of the information verbal and non-verbal processing enhancing understanding and recall (Paivio, 2007). Visual aids also help to support the focusing of attention to the key points, increase the persuasiveness of the message, and induce emotional involvement (Mayer, 2021). In particular, when visual materials are coordinated with verbal information, they increase coherence and reduce distraction, a premise grounded in the cognitive theory of learning from multimedia. It is also just as important, however, to avoid cognitive dissonance by avoiding overloading slides with extraneous visuals or excessive animations that rather than support, distract from understanding (Tangen, Borders, & Wilhelm, 2011).

Therefore, strategic use of images both for attractiveness but to supplement and elaborate content becomes a core role in promoting presenter's presentation and audience participation. In the classroom, images not only improve attention span but also aid learners of diverse cognitive styles, making communication more effective and participatory.

1.2.6.4. Peer Feedback and Reflection

Encouraging peer feedback after student presentations promotes active engagement and continuous improvement. According to Nicol and Macfarlane-Dick (2006), structured peer feedback enables students to critically evaluate both their presentation content and delivery. Reflection sessions that combine presenter self-evaluation with feedback from others promote metacognitive development which results in improved presentation quality across time.

Moreover, peer assessment develops students' judgment of quality, the ability to make informed decisions regarding quality, and being a central part of professional and academic development (Tai et al., 2018). Reflection sessions involving presenter self-evaluation combined with others' comments promote metacognitive development, which results in presentation quality enhancement in the long term. These reflective exercises lead students to internalize norms of good performance, monitor progress, and internalize self-regulatory strategies for enhancing their competencies (Zimmerman, 2002). This provides a comprehensive overview of self-regulated learning, known as the process by which learners plan monitor and evaluate their own cognitive and motivational strategies.

In addition, peer feedback also generates an ethos of co-learning, in which students learn not only from their own learning but also learn from observing and assessing others (Topping, 2010). After being used with instruction and supportive systems, peer review is involved not just in enhanced academic performance but also in building communication, critical thinking, and interpersonal skills essential for lifelong learning.

1.2.6.5. Stimulating Classroom Discussions and Debates

Brown (2015) also pointed out that the use of debates within classroom environments as one of the strategies to create a critical space for different learners. He noted that students in a well-organized class discussion would have to analyze different perspectives, judge the quality of evidence, and build logically valid arguments.

For presenters, engaging in classroom debates and discussions represents an essential learning opportunity. Students who participate in these activities develop their ability to organize clear thoughts while practicing their skills to respond effectively to questions and opposing viewpoints and articulate ideas with confidence. Debates in the classroom are seen as an effective strategy for active learning, as it enhances students' critical thinking, oral communication and presentation skills (Kennedy, 2007).

Conclusion

Classroom engagement serves as an effective and intentional method for enhancing student learning by promoting active participation, critical thinking, and emotional investment in the learning process. Participation in learning entails behavioural, cognitive, and emotional dimensions. Factors such as student motivation, student-teacher relationships, classroom environments, and teaching methods all influence engagement. Peer collaboration and presenters can boost emotional engagement, but it may be limited by group size and poor management.

Chapter Two: Practical Part

Introduction

The chapter at hand is devoted to the data analysis and results discussion. As mentioned in the previous chapter, the data for this study consist of 50 questionnaires and 10 interviews. They were analysed both quantitatively and qualitatively to explore students' opinions about their presentation preparation and its effect on classroom engagement. Finally, this chapter concludes with some recommendations for future research.

Section One: Research Methodology

2.1.1. Data Collection Means

The present study adhered to a mixed-method approach. Both qualitative and quantitative research approaches are used in the current research to gain deep understanding about the topic. The quantitative approach is represented by students' questionnaire as the main data collection tool. This approach involves gathering numerical data which can be measured and statistically analyzed to identify patterns, test hypotheses. It usually uses structured research tools such as a questionnaire to ensure consistency and objectivity (Creswell & Creswell, 2018). Interestingly, numerical-based data ensures reliable results (Babbie, 2020).

Together with the quantitative approach, the qualitative approach has been selected as the second research tool. It helps in the collection of data that is directed towards comprehending and knowing the meanings individuals ascribe to a social or a human phenomenon. In particular, it is concerned with non-numerical data such as images and words. One key qualitative research tool is the interview (Creswell & Creswell, 2018). Furthermore, this approach is of great importance as it gives the participants the chance to express their ideas, feelings and behaviours in a more detailed way (Patton, 2015).

2.1.2. Students' Questionnaire

2.1.2.1. Administration of Students' Questionnaire

The aim of the survey is mainly to investigate students' opinions about presentation preparation and its influence on class participation. For this purpose,it was conducted among a sample of 50 from the total population of 149 third-year students enrolled at Abdelhafid Boussouf University Centre of Mila. The data collection process took 2 consecutive days, from 21st April to 22nd April.

The selection of third-year EFL learners as a sample of the study is based on two-fold reasons. Firstly, third-year students start to deal with presentations in many subjects more than in the mere first two years. Therefore, third-year students are likely willing to develop their language skills, particularly speaking. Secondly, by reaching the third year, students have usually developed a higher level of language proficiency, enabling them to reflect more critically on their presentations' experiences and strategies.

2.1.2.2. Description of the Students' Questionnaire

The student's questionnaire was carefully designed to guarantee the collection of effective data. It consists of a total of 13 closed-ended questions organized under 3 main sections.

The first section comprises 7 main questions. It focuses on presentation preparation along with challenges learners usually face whenever they prepare for their presentations. In response to these challenges, the section suggests strategies for dealing with them.

The second section sheds light on classroom engagement by focusing on the different aspects that can motivate the audience to engage with presenters.

Last but not least, the third section highlights the relationship between presentation preparation and classroom engagement. i.e., it investigates the effect of the quality of the

presentations on classroom engagement.

2.1.3. Students' Interview

2.1.3.1. Administration of Students' Interview

The interview was conducted face to face with a sample of 10 students who were selected randomly. Their answers were audio-recorded to ensure accurate data collection and analysis. This method is helpful as it emphasizes both credibility and depth in the samples' responses. Brinkmann and Kvale (2015) explained that face-to-face interviews allow for deeper exploration of participants' perspectives. In particular, it allowed the researchers to notice non-verbal cues such as tone and facial expressions that participants may use in order to deliver the complete idea. Moreover, voice recording ensured that no data was lost during note taking. In addition, this approach also encouraged natural discourse since the participants were given enough time to understand the questions, think and answer freely.

2.1.3.2. Description of Students' Interview

The interview is made up mainly of 10 questions. It was designed to ensure more comprehensible understanding of presentation preparation and its effect on classroom engagement.

The interview covers a wide range of questions, starting from the importance of preparation for presentations, to classroom engagement, and how it is affected by the preparation process (See appendix 2). Concerning students' opinions about presentation preparation, participants were asked about their opinions on an effective presentation preparation, their view on a well-prepared presentation, struggles students face when preparing for presentations, and the time they see sufficient to prepare for a presentation.

Moreover, students' views about their classroom engagement were examined by asking them 4 different questions. First, students were asked to provide answers to the factors that make them feel comfortable when participating in classroom discussions. Second, students

were invited to explain how presenters can maintain students' interest throughout presentations. Third, students were encouraged to provide the kinds of environments which help them to engage. Lastly, participants were kindly requested to give reasons that hinder students from classroom participation.

Furthermore, the interview examined the effect of presentation preparation on classroom engagement by asking students about the potential effects the quality of their preparation may have on classroom engagement, along with the influence of their preparation level on their confidence.

Section Two: Data Analysis and Discussion

2.2.1. Analysis of the Students' Questionnaire

This part is dedicated to present the findings obtained from the analysis of 50 closed-ended questionnaire. It should be noted that the questionnaire is composed of 3 main sections. Each section is further subdivided into a number of questions. The questions are thoroughly analyzed in terms of numbers and percentages and displayed in tables.

Section One: Presentation Preparation

This section deals with students' views on the importance and the impact of presentation preparation on classroom engagement. In specific, it investigates the key preparation strategies, time-related considerations, challenges typically encountered, and strategies to deal with these challenges.

Question 1: In your opinion, how important is presentation preparation?

Table1: Perceived Importance of Presentation Preparation

Level of Importance	Number of Students	Percentage (%)
1. Extremely Important	11	22%
2. Very Important	16	32%
3. Important	21	42%
4. Slightly Important	1	2%
5. Not Important	1	2%
Total	50	100%

The question is framed to assess students' perceptions of how important the preparation for presentations is to them. In the table above, 5 steps of the Likert scale are arranged from "Extremely Important" to "Not Important". The results reflect almost an even consensus among the students with regard to the importance of preparation for a good presentation.

In the sample chosen, (42%) rated preparation as Important, (32%) as *Very Important*, and (22%) rated it *Extremely Important*. This totals to (96%), an incredibly high reading of consensus value. Only 4% held the view that preparation was *Slightly Important* or *Not Important*, and that is possibly because they already have confidence in their existing knowledge and do not think that preparation is necessary. Thus, these results shed light into the reality that students understand in general terms that preparation brings a positive influence over their confidence, clarity, and performance.

Question 2: In your opinion, why is preparation for a presentation important?

Table2: The Importance of Preparation for a Presentation

Importance	Number of Selections	Percentage (%)
1. It enhances clarity and confidence in the speaker.	38	33.93%
2. It makes it easier for the audience to understand key points.	22	19.64%
3. It helps the speaker engage the audience effectively.	16	14.29%

4. It allows the speaker to anticipate and deal with questions more effectively.	18	16.07%
5. It improves the audience to remember the information presented.	14	12.50%
6. Other (please specify).	4	3.57%
Total	112	100.00%

Question two investigates students' views about the reasons for the importance of presentation preparation. The primary goal is to identify the major perceived advantages of preparation through a set of predefined alternatives in combination with the open-ended category of "Other," where students can offer any other viewpoints beyond the enumerated choices. Schaeffer, N. C., & Presser, S. (2003) highlight that failing to include an "Other" option can lead to measurement error by forcing respondents to choose an inaccurate answer.

As shown in the above-mentioned table, the option "preparation gives clarity and confidence to the speaker" has claimed the majority of the responses as it recorded (33.93%). This means that preparation not only benefits the speaker internally, but it also improves the delivery of the message. Next, in order of importance, students believe that preparation enables the audience to understand the key points recorded (19.64%). Moreover, "the preparation allows the speaker to answer questions easily" is recorded (16.07%). Responses that emphasized "audience engagement" received a weight of (14.29%), while the argument of "helping the audience to memorize" received the low selection of (12.5%). This may indicate that students give more attention to the clarity of the presented materials rather than focusing on remembering what to present.

Regarding last option *"Other",* only a handful of percent (3.57%) opted for it; however, their responses contributed some valuable points the predefined choices did not cover. For instance, some believe that preparations not only remove falsehoods and ambiguities for these

students but also for their classmates-the teacher included-which ultimately fosters greater clarity. They also noted that preparation helps long-term memory by controlling how knowledge is integrated for use in similar future presentations.

Moreover, other comments underlined that preparation creates confidence in public speaking over time through continuous practice. Taken together, these comments support the fact that the concept of preparation has a wider influence, which also includes preparation as a contributor to cognitive and communication capacities.

Question 3: In your opinion, how much time is necessary to prepare an effective presentation?

Table3: Time Needed for Presentation Preparation

Preparation Time	Number of Students	Percentage (%)
1. 1–2 hours	12	24.00%
2. 2–4 hours	15	30.00%
3. 4–8 hours	13	26.00%
4. More than 8 hours	10	20.00%
Total	50	100.00%

As shown in Table 3 above, question three aims at examining the required time students believe is needed to prepare an effective presentation, as time reflects the students' proficiency to prepare for presentations.

The results show a fairly even distribution across the four time ranges. Specifically, the most selected option was 2 to 4 hours, chosen by 15 students who represent (30%) of the sample, followed by 4 to 8 hours with 13 students (26%) of the sample. Meanwhile, 12 students representing (24%) reported that 1 to 2 hours were enough, while 10 students, who together represent (20%) of the sample, reported that they needed more than 8 hours.

These findings suggest that most students prefer spending at least two hours preparing, with a noticeable portion investing even more time, possibly depending on the presentation's

difficulty or their own preparation style. This shows that students care about their presentations, as they are willing to dedicate time to ensure a better delivery of their presentations. Moreover, the variation in preparation time reflects the individual differences in preparation habits.

Question 4: What do you focus on the most when preparing for a presentation?

Table4: Presentation Preparation Focus

Aspects	Number of Selections	Percentage (%)
1. Audience engagement.	16	13.56%
2. Well-prepared content.	40	33.90%
3. Structure of the presentation (introduction, main body, conclusion).	26	22.03%
4. Emotion management (e.g., staying calm under pressure).	13	11.02%
5. Effective time management (e.g., work for 25 minutes then take a 5-minutes break).	5	4.24%
6. Engaging body language (e.g., eye contact, relaxed facial expressions, ...etc).	16	13.56%
7. Other (please specify).	2	1.69%
Total	118	100.00%

This question is about the priority area a student gives to the actual preparation for a presentation. It aims to find out key aspects students opt for when preparing for their presentations. The greatest answer selected by (33.9%) of the sample was "Well-prepared content" as strong content forms the foundation of an effective presentation. It was followed by "Structure of the presentation", which was picked up by (22.03%). "Audience engagement" and "Engaging body language" were selected by (13.56%), while "Emotion management" received (11.02%). The least selected was "Effective time management" with (4.24%); this may indicate that students focus more on the visible aspects of the presentation.

The option "Other" was selected only by (1.69%) with regard to this option. However, their answers give valuable insights that extend beyond the provided options. One student said he created content simple enough to be clear while also eliminating meaning; another said to stay

calm, speak with confidence, and hold oneself together even when forgetting parts of the presentation. These comments suggest that several students prioritize flexibility and clarity as part of their preparation so they do not feel restricted to the rules.

Question 5: According to you, what challenges do students experience most frequently when preparing for a presentation?

Table5: Challenges Students Face during Presentation

Challenges	Number of Selections	Percentage (%)
1. Poor time management (e.g., missed deadlines, procrastination ...etc).	19	13.57%
2. Inadequate research skills (e.g., using unreliable sources of information).	22	15.71%
3. Surrounding distractions (e.g., family members having a loud conversation nearby).	7	5.00%
4. Lack of organizational skills (e.g., missing deadlines or forgetting assignments).	19	13.57%
5. Extended procrastination (e.g., delaying important tasks for no clear reason).	12	8.57%
6. Difficulty in finding relevant information	9	6.43%
7. Fear of public speaking.	34	24.29%
8. Limited practice before presentation (e.g., forgetting key points).	16	11.43%
9. Other (please specify).	2	1.43%
Total	140	100.00%

The above question investigates the primary challenges facing students while preparing for a presentation. Specifically, it tries to find out the common difficulties that can hinder their planning, performance, or confidence.

As presented in Table 5 above, the most-mentioned challenge was *fear of presenting in front of an audience*, which was reported by (24.29%) of the sampled population. This may reflect the lack of confidence and limited experience with public speaking. The second-most mentioned challenge is *inadequate research skills*, which accounted for (15.71 %).

In the third place both *poor time management* and *lack of organizational skills* recorded (13.57%). Moreover, Limited *practice* was recorded at (11.43%). Whereas, *Extended procrastination* accounts for (8.57%), *difficulty in finding appropriate information* for (6.43%), and *surrounding distractions* for (5%). This could reflect the fact that many students are careful with where they prepare for their presentations, and only a few of them still experience distractions.

Only (1.43%) of students selected the "Other" option. Examples of their answers include fear of failing to organize the material well when presenting as well as choosing a topic that involved no personal interest. Their responses suggest that beyond their nervousness; students are also concerned with the quality and the structure of their presentations.

Question 6: How often do you believe students struggle with the presentation preparation process?

Table6: Frequency of Struggling with Presentation Preparation

Response Frequency	Number of Students	Percentage (%)
1. Always	5	10.00%
2. Often	20	40.00%
3. Sometimes	23	46.00%
4. Rarely	1	2.00%
5. Never	1	2.00%
Total	50	100.00%

This question attempts to determine, in terms of the Likert scale from "Always" to "Never," how often students have difficulty with presentation preparation. It reveals that (23) students reported that presentation preparation *sometimes* poses a challenge for them. Moreover, (20) students said they *often* experience difficulties with presentation preparation. Only (5) students stated they *always* struggle with it. Whereas only (1) student

reported that they *rarely* struggle with presentation preparation and (1) student said they have *never* faced challenges during their preparation process.

These results suggest that the majority of students encounter struggles with presentation preparation to varying degrees, highlighting a need for effective strategies to reduce the frequency of facing these struggles.

Question 7: Which strategies do you find helpful in overcoming preparation challenges?

Table7: Strategies to Overcome Presentation Preparation Challenges

Strategies	Number of Selections	Percentage (%)
1. Emotion management (e.g., taking breaks to reduce stress).	17	16.19%
2. Practicing beforehand with classmate	26	24.76%
3. Seeking guidance from classmates	11	10.48%
4. Collaborating with classmates	24	22.86%
5. Using time management techniques (e.g., setting 25-minute study sessions with 5-minute breaks).	10	9.52%
6. Anticipating possible questions (e.g., preparing answers for common questions).	15	14.29%
7. Other (please specify)	2	1.90%
Total	105	100.00%

The purpose behind this question is to bring to light what students consider as efficient strategies for overcoming preparation challenges in presentation. Accordingly, the majority agreed that the strategy 'Practicing before and with classmates' with a percentage of (24.76%) is the strategy that students find themselves comfortable with in overcoming presentation preparation challenges. A possible explanation of this result is that practicing in a familiar and supportive environment helps students to reduce anxiety, boost confidence and allows them to

receive constructive feedback. 'Collaborating with classmates' appears to be next with (22.86%), followed by 'Emotion management' which occupied a share of (16.19%). Anticipating possible questions received a frequency of (14.29%), while seeking guidance from classmates and time management techniques received a percentage of (10.48%) and (9.52%), respectively.

Surprisingly, among all members of the population, only (1.90%) selected the option "Other". In fact, they gave contributions that included practice writing by the presenter to assist memory and the utilization of different tools and/or methodologies in making a more effective explanation about the subject. The overall results indicate that students are more likely to rely on peer support and rehearsal than planning or technical strategies for themselves.

Section Two: Classroom Engagement

This section examines students' engagement in all forms of presentations interactions focusing on the extent of their participation and the factors that influence their involvement.

Question 8: In your opinion, how often do you actively engage in classroom discussions?

Table8: Frequency of Classroom Engagement

Response Frequency	Number of Students	Percentage (%)
1. Always	8	16.00%
2. Often	7	14.00%
3. Sometimes	30	60.00%
4. Rarely	5	10.00%
5. Never	0	0.00%
Total	50	100.00%

The above table consists of (5) statements that explore how often students engage in classroom discussions in relation to a 5-grade Likert scale. It is found that, 30 of the students (60%) reported that they *sometimes* engage in classroom discussions. Participating at an average degree could be due to factors such as the interest level obtained in the topic, belief in

the classroom atmosphere, or another confidence level issue. This result can be driven by curiosity and interest in the matter being discussed. The declaration of constant participation in discussions came from 8 students which accounts for 16% of the students. This behavior likely stems from their high levels of self-assurance and drive. Students who participate frequently in discussions tend to possess superior communication abilities which enable them to share their perspectives in all situations. Additionally, 7 students (14%) of the sample said they *often* do. On the other hand, 5 students (10%) indicated that they *rarely* participate. This limited engagement could be attributed to several barriers such as anxiety, fear of judgment, or lack of interest in the topic. Unsurprisingly**,** (0%) selected *never*, meaning that all students engage in classroom discussions with different levels of engagement.

Question 9: In your opinion, what motivates you to participate during presentations interactions?

Table9: Motivational Factors Behind Classroom Participation

Motivators	Number of Selections	Percentage (%)
1. Curiosity and interest in the topic.	33	25.58%
2. Presenters engaging capacities (e.g., using eye contact and body language to connect with listeners).	5	3.88%
3. Desire to have a mark for participation.	26	20.16%
4. Desire to share knowledge with the presenters.	24	18.60%
5. Desire to provide constructive feedback to presenters.	9	6.98%
6. Active audience participation.	13	10.08%
7. Real world simulations (e.g., interest in personal experiences shared by students).	9	6.98%
8. Use of visuals or multimedia in the presentation.	7	5.43%
9. Others (please specify).	3	2.33%
Total	129	100.00%

The intent of the ninth question is to find the motivating forces for classroom engagement during presentations. In particular, the study sought to identify predominant factors of engagement in classroom settings as far as peer presentations go.

Unsurprisingly, the highest rating with regard to factors in favor of participation stated was "Curiosity and interest in the topic," which took up (25.58%). This suggests that when students are interested in the subject matter, they are likely to engage actively in classroom discussions. In fact, this shows that choosing the right topics highly impacts the overall classroom engagement. The next factors were "Desire to have a mark for participation" at (20.16%) and "Desire to share knowledge with the presenters" at (18.60%).

Moreover, "Active participation of the audience" was opted for (10.08%), and both "Desire to provide constructive feedback" and "Real-world simulations" were accepted at (6.98%) each. Furthermore, "Use of visuals or multimedia in the presentation" claimed (5.43%), and "Presenters' engaging capacities" scored the minimum from all options at (3.88%).

A mere (2.33%) of the sample chose "other." They argued that motivation arises from wanting to encourage classmates to have more confidence and courage, share their personal views, and listen to what other students say. Also, they have a desire to improve their own communication skills, fulfill classroom participation requirements, and support group dynamics.

Section Three: Presentation Preparation and Classroom Engagement

Section three explores the effect of the preparation of a presentation on classroom engagement. In particular, it looks at how preparation quality affects participation, clarity of delivery, and interaction, and whether students engage differently in the classroom depending on the level of preparation.

Question 10: In your opinion, to what extent does the quality of presentation preparation engage the audience?

Table10: Presentation Preparation and Audience Engagement

Engagement Level	Number of Students	Percentage (%)
1. Extremely Engaging	7	14.00%
2. Very Engaging	26	52.00%
3. Moderately Engaging	16	32.00%
4. Slightly Engaging	1	2.00%
5. Not Engaging	0	0.00%
Total	50	100.00%

The tenth question aims at examining the extent to which students believe presentation preparation engages the audience. It seeks to find out how students perceive the link between preparation quality and audience attention.

As shown in Table 10 above, the option "Very Engaging" was selected by (26) students. This means that more than half of the sample recognize the positive impact of preparation on audience engagement. "Moderately Engaging" was chosen by (16) students. "Extremely Engaging" was selected by (7) students. "Slightly Engaging" was selected only by (1) student. No students selected "Not Engaging". This can refer to the fact that some students' engagement does not count for the quality of preparation of the topic being presented; in other words, their capacities allow them to engage anyway.

Question 11: In your opinion, how does the quality of your preparation engage the target audience?

Table1: The effect of Preparation on Audience Engagement

Aspects	Number of Selections	Percentage (%)
1. It provides well-structured information and targets the audience's needs.	23	21.10%
2. It sustains curiosity and keeps the audience involved?	13	11.93%
3. It helps in answering the audience's questions	31	28.44%
4. It receives constructive criticism concerning the content and interest.	11	10.09%
5. It enhances audience participation through interactive activities.	14	12.84%
6. It ensures clarity and confidence in the delivery of the message.	16	14.68%
7. Other (please specify).	1	0.92%
Total	109	100.00%

The question related to the table above tries to investigate how the quality of presentation preparation can engage the target audience. The table consists of 7 statements intended to identify the actual features of preparation that enhance clarity as well as interaction and responsiveness during the presentation.

The outcomes revealed that the most significant of these strategies is "It helps in answering the audience's questions," with a record percentage of 28.44% (31). This reflects the fact that the audience is more engaged when they receive answers to their questions, as this also highlights the credibility of the content presented. It was followed by " It provides well-structured information and targets the audience's needs" with 21.10% (23) and "It ensures clarity and confidence in the delivery of the message" with 14.68% (16). Furthermore, "It enhances audience participation through interactive activities" was chosen by 12.84% (14); "It sustains curiosity and keeps the audience involved," by 11.93% (13). Moreover, "It receives constructive criticism concerning content and interest," with 10.09% (11). This shows that students tend to focus on the overall content presented and give less attention to feedback.

The rest, 0.92% (1), selected the "Other" option, which claimed that it minimizes mistakes and stress, reduces the likelihood of forgetting key points, and avoids pauses or confusion during presentations. Their claim tends to be significant as it shows the important role that psychological factors play when preparing for a presentation. Indeed, these factors can heavily impact the audience engagement.

Question 12: Do you believe that the level of classroom participation changes depending on how well-prepared you are?

Table12: Impact of Preparation on Classroom Participation

Options	Number of Students	Percentage (%)
1. Yes, there is a significant difference	31	62.00%
2. Yes, but only slight difference	16	32.00%
3. No, there is no noticeable difference	3	6.00%
Total	50	100.00%

The table above represents the results taken from the question 12, which aims to see whether students believe that the level of classroom participation changes based on how well-prepared they are. It is found that more than half of the sample claimed that there is a significant difference. This can reflect the fact that preparation enhances their engagement. However, (16) students indicated that there is only a slight difference. Whereas (3) students stated that there is no noticeable difference, as they may believe that preparation for them is not the factor which decides on their engagement.

Question 13: According to you, how does preparation positively affect your performance?

Table13: The Role of Preparation in Improving Students' Performance

Aspects	Number of Selections	Percentage (%)
1. It raises confidence and reduces anxiety	35	32.71%
2. Preparation ensures a clear and structured presentation	25	23.36%
3. It makes it easier to guess and	18	16.82%

response to the audience questions confidently (e.g., prepare answers to frequently asked questions).		
4. Preparation enhances audience engagement in the presentation	13	12.15%
5. It improves time management during the presentation	14	13.08%
6. Other (please specify).	2	1.87%
Total	107	100.00%

The aim of the last question in the students' questionnaire is to find out how preparation contributes positively to students' performance during an actual presentation. First, the option "It raises confidence and reduces anxiety" formed the largest share with 32.71% of selections, indicating that students mainly think preparation is about emotional readiness; this leads to improved performance, better understanding, and active participation.

Second, "Preparation ensures a clear and structured presentation" ranked second in importance with 23.36% of selections. Those who opted for this option clearly see that the structure of their presentations matters since a well-structured presentation not only helps convey ideas more effectively but also keeps the audience engaged.

Third, the capacity to respond to audience questions at ease accrued 16.82%. Fourth and fifth recorded nearly the same percentages "time management" and "audience engagement," respectively with 13.08% and 12.15%.

Interestingly, "Other" represents 1.87% of students with comments about avoiding misinformation, enhancing overall capacity, improving memory retention, and fostering independent thinking. Students would seem to prioritize internal factors such as confidence, structure, and clarity of thought over externalities such as the audience, visual appeal, and persuasive impact.

2.2.2. Analysis of Students' Interview

The interview serves as the second data collection tool of the study. It compromises 10 questions which largely helped in eliciting valuable information on students' perspectives regarding their presentation preparation and its impact on their classroom involvement. It's worth noting that the interview was analysed thematically. This highlights that thematic analysis serves as one of the main qualitative research methods. In particular, it serves to discover and examine patterns within data (Braun & Clarke, 2006).

The interview was audio recorded and then transcribed. In addition, the participants' data were recorded by assigning meaningful codes to document essential ideas and patterns. After organizing the data with emerging themes, the codes were combined to establish a structured analysis framework. Interestingly, the connection of codes started to reveal broader topics that emerged within the analysis.

The implemented process confirmed the vital elements remained visible while enabling clear identification of participant-based patterns. Data analysis achieved refined themes through comparative study and reflective processes, which led to deeper comprehension of the information. The analysis procedure aimed to preserve both accuracy and consistency from start to finish.

Consequently, five themes emerged from the analysis of the interviews concerning students' perspectives about presentation preparation and its effect on classroom engagement. These themes include "The Role of Preparation in Building Confidence", "Emotional Barriers: Anxiety and Fear of Judgment", "The Importance of a Supportive Environment", "Preparation Time and Presentation Techniques", and "The Impact of Preparation on Confidence and Peer Reception".

2.2.2.1. The Role of Preparation in Building Confidence

The effect of presentation preparation on confidence building represents the first theme that emerged from the analysis of the interview. Across the interviews, students were uniform in discussing that adequate preparation via researching, rehearsing, and deliberate planning boosts their confidence and capacity for effectively presenting their presentations. For instance, interviewee clarified that preparation for presentation prepares him and enables him to reduce fear. His perspective clearly shows that preparation plays a major role in resulting in effective presentation. Interviewee 3 also clarified, with some variation, that preparation helps in speaking better and remaining calm throughout the presentation. This proves that preparation affects both knowledge and delivery. Extending this idea, interviewee 1 thinks that most of the students demonstrate an interest during presentations when the speaker is prepared well, suggesting that "If I'm well-prepared, people listen more and ask good questions." The research shows that confidence emerges as a direct result of proper preparation, which leads to improved audience participation.

Further, Student 9 added, "I feel more in control when I prepare well," an implication of psychological control based on good preparation. Student 5 also added, "I have found that my confidence increases every time I am well prepared to deliver my presentation," a strong implication of the key role preparation plays to build self-confidence.

Collectively, these findings show that preparation is not an intellectual exercise for the majority of the students; instead, it is a matter of emotional mastery. Effective preparation, then, involves being able to anticipate questions, articulate ideas properly, and deal with nervousness.

2.2.2.2. Emotional Barriers: Anxiety and Fear of Judgment

Another prominent theme is the affective barriers to student presentation preparation,

including fear of judgment and self-consciousness. The majority of students freely described these individual barriers, typically stemming from fear of judgment or low confidence. First of all, student 1 emphasized that fear of making mistakes or being judged, especially in public places, seems to be a serious issue.

Moreover, student 3 claimed the same by saying that "Fear of being wrong or laughed at," showing that anxiety can be serious when it leads to fear of humiliation. Language-related anxiety also came into play, with Student 2 noting that anxiety, especially when it comes to speaking in English in front of others, makes them more intimidated and less engaged. emphasizing the extra stress for students. Another interviewee noted that low self-esteem and fear of grammar errors are meant to be obstacles that hinder smooth presentation delivery.

Third, the eighth interviewee claimed that nervousness and thinking lead their answers to be not good enough; this portrays a more internalized anxiety founded on self-doubt. These perceptions collectively indicate that emotional barriers are highly entrenched in students' presentation experiences and can significantly hinder their ability to communicate effectively, regardless of content knowledge.

In light of the discussion, the question calls to attention the need for teachers to confront not only the cognitive but also the affective aspects of learning. The introduction of confidence building-exercises, an acceptance of error, and active open classroom discussions can help a student deal better with these anxieties.

2.2.2.3. The Importance of a Supportive Environment

Students believed that the environment supporting respectful treatment enabled their preparation despite unfavourable conditions. Fraser (2012) claimed that a positive classroom environment, where respect and cooperation are the norms, fosters greater student engagement and reduces anxiety related to performance. The majority of students felt that both their peers

and teachers create an environment that allows them to participate because they felt safe and respected. An interviewee claimed that when teachers are supportive and classmates do not show contemptuous attitudes, they tend to feel safe. Thus, indicating that with support from the environment, their fear of ridicule can be softened. Interestingly, student 6 argued that a class where mistakes are acceptable and everyone assists each other allows one to be more open and helps in creating a relaxed atmosphere.

Further, student7 argued that psychologically, presenters are less tense and more comfortable when everyone is interested in listening to the presentation by paying attention and the teacher does not intervene.

Student 10 described an environment as "calm, safe, and encouraging," while Student 4 noted, "When others are also participating, it motivates me." This means that peer participation not only makes a judgment-free zone but also instills the feeling of belonging and motivation.

To summarize, this theme elaborates on how the engagement can either be enabled or inhibited by environmental factors. The presence of a positive climate in the classroom reduces students' anxiety about performance, appreciates each other's presentations, and works towards preparing presentation skills collectively through shared experience.

2.2.2.4. Preparation Time and Presentation Techniques

Almost all the students (8 out of 10) believe that preparation time is important when conducting a presentation. students strongly agreed that preparing an efficient presentation takes anywhere from three to seven hours, depending on the difficulty of the topic and whether it is an individual or group presentation. Five students reported that spending the whole day preparing for a presentation is ideal. They argued that during that time, they can arrange their subject materials, practice delivery, and gradually build confidence in language usage.

Meanwhile, the other three students claimed that three or four hours could be enough to prepare if they were already familiar with the topic or if they had had the chance to present it in different settings.

The majority of the students (9 out of 10) considered rehearsal and repetition an integral part of preparation. They believe that constant rehearsal could be done in several ways, in front of the mirror or in front of the group, in order to foster fluent speech and accurate pronunciation. Half of the participants (5 out of 10) said they prefer to prepare their scripts or an outline in English to assist them in organizing ideas, while the other half stressed the importance of watching some videos related to the topic in English to get acquainted with the vocabulary and expressions. Four students claimed that in preparation for the presentation, they prefer translating hard words to learn their context; this help relax them during the presentation.

Notably, the analysis of the interviews revealed that group preparation is highly appreciated. According to three participants, performing with co-presenters gave them a chance to share the workload, practice speaking, and share feedback before the final act. Two interviewees further added that timing themselves during rehearsals helped with pacing so that they did not exceed the set time limit during class.

Ultimately, the majority hold the view that preparing a presentation includes planning, language adjustment, and rehearsal strategies. The data suggest that the nature of preparation depends not only on an understanding of the topic but also on linguistic readiness. The majority of students recognized that being rushed to prepare entails a loss of confidence and poorer performance. Thus, emphasizing the importance of starting early and setting aside practice time for learners in an EFL context.

2.2.2.5. . The Impact of Preparation on Confidence and Peer Reception

The responses to the last two questions indicated an obvious relationship between

preparation and the delivery of the presentations, mainly concerning one's sense of self-confidence and response of fellow students. Participants agreed in almost absolute terms (9 out of 10) that the more preparation they put into their presentations, the more confidence they had when speaking before their class. They claimed to be feeling "more relaxed," "in control," and "like a real English speaker" whenever they had taken some time to organize and rehearse their presentations. Good preparation helps reduce common EFL fears, such as making mistakes, forgetting words, or suddenly forgetting what to say. Similarly, most (80%) of the students reported that the quality of preparation influences how the audience responds to them. They held the belief that a well-prepared presenter would attract attention of his peers, receive more questions, and could even receive compliments. Furthermore, an interviewee stated that when the presenters manage to deliver information in a clear and an organized manner, they regard their presentation with seriousness. Another offered, that an excellent preparation compels the audience to listen attentively and engage throughout the presentation. Therefore, a good preparation, on the one hand, builds confidence for the presenter; on the other hand, it elevates audience appreciation of the presenter as credible and capable.

Taken together, in the EFL context, preparation acts as a motivational support in overcoming the barrier posed by language anxiety, thereby enhancing performance. Preparation increases the confidence of the presenter while simultaneously generating peer feedback of a positive nature.

2.2.2.6. Discussion of the Main Findings

This section aims to demonstrate the main findings of this study and discuss them in relation to those of another research. It also provides answers for the research questions of this study. More precisely, it presents the analysis of both students' interview and students' questionnaire, namely third-year EFL students' presentation preparation and its effect on classroom participation.

To begin with, the first section addresses the presentation preparation process. As expected, the majority believe that thorough preparation for presentations is a key factor that contributes to their success. In contrast, only a very small number of students regarded preparation as either slightly important or not important at all, thereby confirming how highly and much students value being very well prepared. It thus implied that students now regard preparation as not an option but a process significantly determining a student's success in academic presentations. These results are comparable to those of Khorwal et al. (2024), where presenters reported that preparing for seminars helped them better understand the topic and improved their presentation skills. These findings directly address the first research question, shedding light on students 'perceptions of preparation, and affirming that they view it as a crucial element in delivering affective academic presentations.

In addition, the questionnaire analysis revealed that students seemed to encounter some challenges during the preparation stage. Among the most frequently reported hurdles to effective preparation are fear of public speaking, poor research skills, and poor time management. Unsurprisingly, these challenges tend to be the ones that students frequently struggle with whenever they prepare for their presentations. These results are consistent with those of several studies, such as Lucas (2015), who identified fear of public speaking (glossophobia) as the most frequently cited barrier students face during a presentation. Nedelcu, A. (2022) confirmed that "poor time management" constitutes a major challenge when preparing for presentations. He further added that university students with poor time management skills reported higher academic stress levels, indicating that time management is a critical skill for academic success. The study's findings are also partially consistent with those of Rubina López et al. (2022) concluded that most of the students face problems in writing scientific research articles, primarily due to inadequate research competencies. Results obtained from this part provide an answer for the second research question, which concerns the

challenges students face when preparing for their presentations.

The quantitative analysis of students' questionnaires also indicated that the majority of students acknowledged the employment of several strategies to overcome the difficulties that they face during the presentation preparation process. Their best methods include emotion management techniques such as break-taking, rehearsal with classmates, and group work. In fact, the focus on peer collaboration suggests that social support plays a critical role in helping students feel more confident and prepared. Lei et al. (2021) clarified that students with higher peer support achieved better academic success and led to reduced anxiety. These findings also support those of Beatty (1987), who emphasized that systematic practice and rehearsal significantly lower speaking anxiety and improve performance. In this regard, these findings respond directly to the third research question, which investigates the strategies students use to overcome the challenges faced during presentation preparation.

Moreover, students as presenters affirmed that their participation in classroom discussions was significantly higher when they felt better prepared. The majority of students indicated that being well-prepared would improve their own presentation performance and also facilitate their engaging with others, asking questions, and contributing ideas. Definitely, preparation lessens anxiety and heightens one's confidence and ability to express oneself effectively. Dallimore, et.al (2004) found that students who have been prepared for the class discussions would indeed feel more comfortable in participating and believed that their learning has been improved through preparation. Similarly, students are more engaged when they preceive presenters as being well-prepared. Finn and Schrodt (2016) found students to report themselves higher on attention and willingness to pursue follow-up discussions. Accordingly, these findings correspond to a final research question about whether quality of presentation preparation had any effects on classroom engagement.

Overall, the analysis of the students' questionnaire provides valuable information regarding third-year EFL students' opinions about their presentation preparation and its effect on classroom engagement. It indicates that students are highly aware of the significance of preparation. In fact, their attitudes demonstrate a deep understanding of its effects on their confidence, performance, and interaction with the audience.

The qualitative analysis of the interview also revealed important results regarding students' preparation process for presentations and its effect on classroom engagement. First of all, the most prevailing theme is the one that associates the role of preparation with confidence. Students continuously stated that presentation preparation may include research, rehearsal, and organization; the more prepared they were, the better they felt about delivering their content and the less scared they were of performing. According to MacIntyre and Thivierge (1995), preparation reduces communication apprehension by increasing familiarity with the material and providing a psychological sense of control. This implies that preparation has a dual function; it cognitively equips the student and stabilizes him/her emotionally.

The analysis of the interview further revealed that when the preparation process is accomplished, students feel more in control, calm, and prepared to receive questions from the audience. Thus, pre-presentation rehearsal should be treated as a method of development when it comes to both intellectual engagement and emotional readiness.

Along with the essential role that preparation plays in building confidence, affective problems can interject themselves as huge roadblocks, panic, fear of judgment and self-doubting. These psychological barriers were thus felt across the entire interview sample and appeared in a multitude of forms: fear of mistakes, linguistic insecurity, and public embarrassment.

Horwitz (2001) raised concerns over language anxiety, whose negative impact on a

learner's mental and physical ability, particularly in speaking situations, is being recognized. This bears on the traditional methods and approaches in teaching that rarely pursue the unavailable resilience students need emotionally to be able to participate effectively in their classrooms. Students shared openly about how anxiety could affect their focus during presentations, whether or not they were skilled at it. Teachers thus must go after the emotional well-being of students when helping them with presentation skills.

Classroom interventions aimed to normalize errors and offer constructive feedback and opportunities for low-stakes practice go a long way in combating affective obstacles. In that same line, a supportive learning environment possibly works to enhance students' engagement. According to students, respect, patience, and non-judgmental attitudes coming from both teachers and peers have empowered people to share openly. Cornelius-White (2007) highlighted that when teachers and peers show respect, patience, and a non-judgmental attitude, students are more likely to participate openly. On the other side, when the fear of being mocked or harshly corrected strikes anybody's mind, it only discourages participation. Thus, the conclusion here is that psychological safety is vital within a classroom; when students feel accepted and supported, they will dare to take academic risks and engage in public speaking more often.

Moreover, EFL students understand that spending enough time on preparation for both a practical requirement and the fundamental factor that determines their presentation quality.

Research done by King (2002) showed that EFL students perceive preparation as both a practical necessity and a determining factor in presentation quality. Many students found their preparation process, which included content organization and speech rehearsal, beneficial for both their academic and linguistic development and their psychological adjustment. Students explained how they use rehearsal through mirror practice and peer feedback to experience

realistic conditions, which helps them lessen anxiety and learn language patterns better.

Interestingly, planning time was very individualistic. While some emphasized the fact that they required a whole day in order to give full attention to the skills involved in giving the presentation, others hypothesized 3 or 4 hours would be sufficient, given that they were already familiar with the topic. This difference brings out how some level of previous exposure to a topic or the familiarity with a subject matter weighs heavily on one's perception of how much preparation is necessary. The more experienced and confident the students felt about their language skills, the less time they spent actually preparing for the event.

Besides, the variation of strategies was wide but generally focused on language development and delivery fluency. Some were in favor of full English script writing or outlining to structure their ideas and get warmed-up in phrasing. Others engaged in input-based learning strategies, watching videos regarding the topic at hand to acquire vocabulary and expressions relevant to it. Such practices are in alignment with second language acquisition theory that stresses the importance of comprehensible input and output rehearsal in developing mastery of language.

Finally, the impact of preparation on confidence and peer reception is closely associated with perceived preparation time and its influence on the internal confidence and external reception by peers. Falchikov (2001) noted that confidence gained through preparation improves interactions by making the presenter appears credible, which encourages classmates to engage more actively. The psychosocial dimensions of classroom presentations concern how a student feels about their own performance and how others react to it. The majority of participants emphasized that preparation seemed to generate greater feelings of control and ease. Students who prepared and rehearsed their lessons reported feeling "relaxed," "in control," and even "like a native English speaker." Furthermore, interviewees added that the confidence developed through preparation has enabled better interactions amongst peers.

Eventually, a well-prepared student would be perceived as worthy, credible, and articulate enough engagement. Several students claimed that when a presenter seemed well-prepared, other students were more likely to pose questions and show interests-this insight basically just reaffirms the interactivity of having classroom presentations. This underlines that the presentation would not be merely one-directional but a social exchange with mutual participation dictated by how well the speaker would be ready and how the audience would react.

2.2.3. Limitations of the Study

The quantitative and qualitative data analysis revealed noteworthy findings on present -ation preparation and how it affects classroom engagement. The findings helped in a great way to answer the research questions of the study. However, limitations must be put on these findings, either on the questionnaire or on the interview.

To begin with, the study surveyed only a sample of 50 third-year EFL students selected from a total population of 149. This can be considered a limited sample size; therefore, the findings are less reliable and cannot be generalized to all EFL learners, for instance, those in other universities in the national sphere.

Furthermore, the sample refers to Mila University's third-year EFL students; thus, representations from other universities might provide students with different experiences or curricula, while second-year students might also be excluded from the sample since they hold presentations during their sessions.

Finally, the study does not take into consideration any gender analysis. If there was no consideration of the differences or an investigation into possible gender variations in preparation for presentation, much of an understanding volume would be lost regarding the chances of whether and how far the gender could affect factors like anxiety, confidence level,

or participation tendency for students.

A number of limitations were imposed on the interview as well, which may have influenced the overall quality and reliability of the findings. To begin with, the small sample size consisting of only 10 students does not fully represent the population, especially third-year EFL students from different universities and faculties. Additionally, since the interview is conducted face-to-face with the sample, students may provide favourable answers rather than their true opinions, especially if they feel judged or want to impress the interviewer. Furthermore, conducting face-to-face interviews is usually time-consuming, which may lead to limiting the number of the sample willing to participate in the interview.

2.2.4. Recommendations

With regards to the limitations of this study, viewing the recommendations for both the questionnaire and the interview could make better research accuracy for future research.

Starting with the questionnaire, it is recommended that for future research the sample size needs to be larger so a broader generalizability could be obtained, and the finding reliability would increase. The inclusion of more members of the population would allow a more comprehensive view of the EFL learners' experiences.

Besides, future studies should broaden their participants to include students from different universities and various academic levels, especially second-year students who also carry out presentations in class. The wider scope would thus capture academic and institutional contexts impacting presentation practices and engagement.

Finally, gender should be an important analytical variable in future studies. Exploring gender differences in preparing presentations and participating in class might illuminate peculiar challenges faced by male and female students and facilitate the identification of different strategies adopted by the two groups. This approach will ultimately address the

diversification of learning needs in a more inclusive and effective manner by promoting fairness in classroom participation and ensuring that both males and female students feel equality in their educational environment. Furthermore, in order to reduce bias and encourage more honest responses, researchers are recommended to use online interviews where they allow the participants to feel less pressured and more comfortable expressing their true opinions. Lastly, to address the time constraints, researchers could either expand the data collection period or opt for small group interviews. These methods could save time and still allow the researchers to capture a wide range of perspectives.

Conclusion

In conclusion, this chapter has dealt with the practical aspect of the current study, focusing on EFL students' opinions about their presentation preparation and its effect on classroom engagement. It has provided valuable insights into the relationship between presentation preparation and classroom engagement, through the analysis and interpretation of the questionnaire and the interview which are administered to third-year EFL students at Abdelhafid Boussouf- Mila University Centre, then the discussion of the main findings, moving to limitations regarding the study and their recommendations for the aim of improving the accuracy of future research.

General Conclusion

Presentations remain an effective and a valid tool in EFL classrooms and enhance critical thinking, dynamic learning, and communicative competence. Classroom presentations, when properly prepared and delivered, give students a chance to show how well they understand the material through discussion with their classmates. This study, thus, attempted to explore students' perspectives on the process of preparing and delivering presentations, as well as its impact on overall classroom engagement. Besides, it aimed to find out the challenges students commonly incur during preparation and the coping mechanisms they apply.

This study focused on the significance of readiness in empowering learners' academic progression and classroom performance. Promoting preparedness underscores the general concept that it leads to coherent thinking, boosted faith and enhanced communication. This is in line with the theoretical argument that preparedness is essential in boosting successful presentation experiences and productive classroom interactions.

However, creating presentations is not an easy process. Students always have problems and difficulties with time-management, organizational skills, and worries. These challenges are likely to be relevant to EFL students, in addition to other challenges such as facing other difficulties with language proficiency and the fear of speaking.

To handle such challenges, students may decide to use some techniques that will make them well prepared to present. This includes delegation as well as planning on how to deal with their work. Some may also undergo emotional regulation. A supportive environment makes it easy for such students to prepare for their presentations since they have low levels of stress and thus get motivated. This shows that one should not just look at their presentation preparation as an individual task.

Furthermore, preparedness is closely linked to improved participation and engagement

in the classroom. This is because students who are properly prepared tend to interact with their audience in a confident manner during their presentation and contribute to class discussions, creating a lively and interactive learning atmosphere.

In conclusion, the study supports the argument that presentation preparation is an activity that has different aspects and which is important in enhancing the engagement of students in EFL classes. Although students acknowledge the importance of presentation preparation, they still encounter challenges that necessitate a need for personal strategies and institutional support. Similarly, the findings showed that students who share knowledge, prepare well for presentations, and support each other play an important role in improving the overall presentation experience, ultimately enhancing the involvement of students in academic discourse. Future research may consider the methods, tools, and techniques that emerged due to the rapid changes in the education sector, as well as the information and research fields, which may play a role in enhancing the preparation of EFL learners for presentations.

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Appendices

Appendix 1: Students' Questionnaire

Dear Students,

This questionnaire is designed to collect data as a part of a Master's degree research work.

It aims to investigate students' opinions about their presentation preparation and its effect on class room engagement. We would be very grateful if you provide your honest answers to this questionnaire as your collaboration highlights credibility to the results of the research.

Please answer each question by Ticking (√) the corresponding answer and make full statements whenever it necessary.

❖ **Section One: Presentation Preparation**

1. In your opinion, how important is presentation preparation?

Extremely important ☐   Very important ☐   Important ☐   Slightly important ☐   Not im-portant ☐

2. In your opinion, why is preparation for a presentation important? (You may choose more than one).

- It enhances clarity and confidence in the speaker   ☐

- It makes it easier for the audience to understand key points   ☐

- It helps the speaker engage the audience effectively   ☐

- It allows the speaker to anticipate and deal with questions more effectively   ☐

- It improves the audience to remember the information presented   ☐

- Other (please specify)
  …………………………..……………………………..…………………………..……........

3. In your opinion, how much time is necessary to prepare an effective presentation?

- 1h-2 ☐
- 2-4 ☐
- 4-8 ☐
- More than 8h ☐

4. What do you focus on the most when preparing for a presentation? (You can choose more than one.)

- Audience engagement ☐

- Well-prepared content ☐

- Structure of the presentation ☐
  (introduction, main body, conclusion)
- Emotion management ☐
 (e.g., staying calm under pressure)
- Effective time management ☐
  (e.g., work for 25 minutes, then take a 5-minute break)
- Engaging body language ☐
  (e.g.,eye contact, relaxed facial expressions, ...etc)
- Other (please specify) ☐

…………………………………………………………………………………………

5. According to you, according to you, what challenges do students experience most frequently when preparing for a presentation? (You may select more than one).

- Poor time management ☐
  (e.g., missed deadlines, Procrastination... etc)
- Inadequate research skills ☐
  (e.g., Using unreliable sources of information.)
- Surrounding distraction ☐
  (e.g., family members having a loud conversation nearby)
- Lack of organizational skills ☐
  (e.g., Missing deadlines or forgetting assignments.)
- Extended procrastination ☐
  (e.g., delaying important tasks for no clear reason)

- Difficulty in finding relevant information ☐

- Fear of public speaking ☐

- Limited practice before presentation ☐
  (e.g., Forgetting key points)
- Other (please specify)
  …………………………………………………………………...

6. How often do you believe students struggle with the presentation preparation process?

- Always ☐ Often ☐   Sometimes ☐ Rarely ☐ Never ☐

7. Which strategies do you find helpful in overcoming preparation challenges? (You may choose more than one).

- Emotion Management ☐
  (e.g., Taking breaks to reduce stress)

- Practicing beforehand with classmates ☐

- Seeking guidance from classmates ☐

- Collaborating with classmates ☐

- Using time management techniques ☐
  (e.g., setting 25-minute study sessions with 5-minute breaks)

- Anticipating possible questions ☐
  (e.g., Preparing answers for common questions)

- Other (please specify) ☐

…………………………………………………………………………………………

❖ **Section Two: Classroom Engagement**

8. In your opinion, how often do you actively engage in classroom discussions?

- Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

9. In your opinion, what motivates you to participate during presentations interactions? (You may choose more than one).

- Curiosity and interest in the topic ☐

- Presenters engaging capacities   ☐
  (e.g., Using eye contact and body language to connect with listeners.)

- Desire to have a mark for participation   ☐

- Desire to share knowledge with the presenters   ☐

- Desire to provide constructive feedback to presenters   ☐

- Active audience participation   ☐

- Real world simulations   ☐
  (e.g., interest in personal experiences shared by students)

- Use of visuals or multimedia in the presentation   ☐

- Other (please specify)   ☐
  …………………………..………………………..………………………..…………

Section Three: Presentation Preparation and Classroom Engagement

10. In your opinion, to what extent does the quality of preparation engage the audience?

- Extremely engaging   ☐

- Very engaging   ☐

- Moderately engaging   ☐

- Slightly engaging   ☐

- Not engaging   ☐

11. In your opinion, how does the quality of your preparation engage the target audience?
(You may choose more than one).

- It provides well-structured information and targets the audience's needs   ☐

- It sustains curiosity and keeps the audience involved   ☐

- It helps in answering the audience's questions   ☐

- It receives constructive criticism concerning content and interest ☐

- It enhances audience participation through interactive activities ☐

- It ensures clarity and confidence in the delivery of the message ☐

- Other (please specify)

………………………..……………………..……………………..………...

12. Do you believe that the level of classroom participation changes depending on how well-prepared you are?

- Yes, there is a significant difference ☐

- Yes, but only a slight difference ☐

- No, there is no noticeable difference ☐

13. According to you, how does preparation positively affect your performance? (You may choose more than one).

- It raises confidence and reduces anxiety ☐

- Preparation ensures a clear and structured presentation ☐

- It Makes it easier to guess and respond to audience questions confidently ☐
  (e.g., prepare answers to frequently asked questions)
- Preparation enhances audience engagement in the presentation ☐

- It improves time management during the presentation ☐

- Other (please specify) ☐
  …………………..………………………..…………………….......

Thank you for your time!

Appendix 2: Students' Interview

This interview is structured to collect data as a part of a Master's degree research work. It aims at hearing from students about their opinions concerning presentation preparation and its effect on classroom engagement. Your honest answers would be of high value as they provide the needed data to the success of the analysis of this study.

1. In your opinion, what makes a presentation preparation truly effective?

2. How do you personally define a "well-prepared" presentation?

3. Why do you think some students struggle with preparation more than others?

4. What do you think is enough time to prepare for an effective presentation?

5. What makes you feel more comfortable participating in classroom discussions?

6. In your opinion, what should presenters do to keep the audience interested?

7. What kind of classroom environment encourages you to engage more?

8. What do you think stops students from speaking up even when they know the answer?

9. In your opinion, how does the quality of your preparation affect how others respond to your presentation?

10. How does your level of preparation influence your confidence when presenting?

Résumé

Les exposés oraux représentent un outil pédagogique nécessaire pour entraîner les élèves à communiquer et pour favoriser l'interactivité en classe de langue anglaise. Cette recherche a pour objectif de révéler comment les apprenants perçoivent les étapes de préparation et de réalisation de leurs exposés. À cette fin, il utilise une conception de recherche à méthodes mixtes pour la collecte de données. Plus précisément, les données de cette étude ont été collectées au moyen d'un questionnaire structuré auprès d'un échantillon de 50 étudiants de troisième année d'EFL et d'entretiens semi-structurés avec 10 participants au Centre Universitaire Abdelhafid Boussouf-Mila. Une analyse des données quantitatives et qualitatives a montré que les étudiantes étaient dans l'ensemble d'accord sur l'importance de bien se préparer en vue de leurs expositions, mais qu'ils rencontraient de nombreuses difficultés pour ce faire. Les données ont en outre fait ressortir que les étudiantes mettaient en place différentes stratégies, collaborant, par exemple, pour construire et s'entraîner ensemble. Enfin et surtout, l'analyse a indiqué que la préparation de la présentation aide à répondre aux questions du public. Les résultats de cette étude soulignent l'importance de relever les défis communs des élèves, y compris l'anxiété et la mauvaise gestion du temps, car cela contribue à renforcer la confiance dans les présentateurs et à créer un environnement de classe plus engageant. L'étude se termine par des recommandations qui méritent d'être mentionnées pour des recherches futures plus précises.

Mots-clés: Opinions des élèves, Préparation de la présentation, Mobilisation en classe, Défis, Stratégies

الملخص

تُعَدّ العروض الشفويّة في أقسام اللغة الإنجليزية كلغة أجنبية أداةً مهمّةً لتعزيز قدرات الطلاب التواصلية وتشجيعهم على المشاركة الفعّالة داخل القسم. تستهدف هذه الدراسة استكشاف آراء الطلاب بشأن كيفية تحضيرهم لعروضهم التقديمية. ولتحقيق ذلك، اعتمدت الدراسة منهجيةً مختلطة لجمع البيانات، حيث جُمعت المعلومات عبر استبيان منظّم استهدف عيّنةً مكوّنة من خمسين طالباً في السنة الثالثة بقسم اللغة الإنجليزية، بالإضافة إلى إجراء مقابلات شبه مهيكلة مع عشر مشاركين في المركز الجامعي عبد الحفيظ بوالصوف-ميلة. أظهرت تحليلات البيانات الكمية والنوعية أن الطلاب، على الرغم من الصعوبات العديدة التي يواجهونها أثناء التحضير، يدركون جميعاً أهمية الإعداد المسبق للعرض التقديمي. كما كشفت النتائج أنّ الطلاب يعتمدون بعض الاستراتيجيات لتجاوز تلك التحديات، مثل التدريب المسبق مع الزملاء والتعاون معهم لتنفيذ العرض بسلاسة أكبر. أمّا من الناحية التأثيرية، فقد دلّ التحليل على أنّ التحضير الجيّد للعرض يساعد الطالب على الإجابة بثقة على استفسارات الحضور. تؤكد نتائج الدراسة على ضرورة معالجة العقبات الشائعة التي يواجهها الطلاب، لا سيما إدارة الوقت والتخفيف من الشعور بالقلق، وذلك لما لذلك من أثر إيجابي في رفع مستوى ثقتهم بأنفسهم وتهيئة بيئة تعلم أكثر إيجابية. وتختتم الدراسة بتقديم مجموعة من التوصيات التي يُرجى الأخذ بها في الدراسات المستقبلية لضمان دقة واستمرارية البحث.

الكلمات المفتاحية: آراء الطلاب، تحضير العرض التقديمي، المشاركة في الفصل الدراسي، التحديات، الاستراتيجيات.