A Phenomenological Exploration of EAP International Students' Speaking and Listening Experience with PechaKucha Presentations

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ABSTRACT

With the importance of oral communication skills and digital literacy skills for 21st- century learners (Partnership for 21st Century Skills, 2006), there is an increasing tendency to incorporate technology in language learning and teaching. In this trend, PechaKucha Presentation (PKP), a unique, fast-paced format of giving presentations, has recently been advocated for its benefits in developing learners' oral communication skills in various contexts. This paper presented a study that explored seven international students' speaking and listening experiences with PKP activities while completing the English for Academic Purposes (EAP) program prior to their undergraduate programs in a US university. The study adopted a phenomenological design with semi-structured interviews, artifacts, and observations. Colaizzi's (1978) data analysis framework was employed to provide a comprehensive description of the participants' speaking and listening experiences with PKP.

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

Keywords: Oral communication skills, Digital literacy skills, PechaKucha presentation, English for academic purposes program

1. INTRODUCTION

In the modern world, Communication skills are indispensable to the success of individuals and businesses [1]. As such, the mastery of communication skills is a requirement of a modern world learner to ensure academic success and potential employability prospects [2, 3, 4]. Communication skills are necessary for the articulation of issues socially and economically. People are evaluated by how well they can communicate, which determines their life success and the value they add to organizations [5,6]. Therefore, developing communication skills for learners of any academic area is of great significance to all educators, including instructors for English as the second language (ESL) learners.

Even though oral communication skills, which include listening and speaking [7] are the most frequently used, they are often ignored in language development instruction [8]. For ESL learners, speaking is deemed as the most anxiety-provoking mode of communication [9]. Anxiety in speaking is an unpleasant feeling of fear, tension, apprehension, nervousness, and worry, as identified by [10] and [11]. It is a form of communication apprehension or the fright of delivering a speech in the context of oral presentation when public speaking is involved [12]. Numerous efforts of ESL instructors have been made to find solutions to enhancing ESL learners' speaking and public speaking skills.

Like speaking, listening skills are greatly desired, yet also perceived as among the most challenging communication skills by most ESL learners [13]. Generally, an average individual spends approximately

forty-five percent of their normal daily lifetime [14]. While this receptive oral skill is fundamental to ESL learners in second language acquisition as well as in academic success [7].

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

In this study, the participants' perspectives of the phenomenon both as speakers (presenters) and listeners (audiences) were examined. It was hoped that the interpretation and discussion of the study's conclusions would inform the current EAP instructors and EAP curriculum developers of areas to include in the program. The ultimate ambition was to find 'practical, effective, and robust instructional patterns and methodologies' [15] to enhance EAP instruction in US higher education institutes and other similar EAP instruction contexts.

2. LITERATURE REVIEW

Communication skills are strongly tied to students' academic and future professional success [16]. Developing communication skills has always been one of the greatest concerns of most teachers and students in any field of study and especially in second language education (17- 19). In the context of the 21st century, communication is deemed as one of the four essential skills that students are expected to develop. Through communication, one can establish and define one sense of self, communicate with the world and regulate relationships with others in the surrounding world [20]. In any basic communication course, students are usually provided with knowledge of effective communication strategies as well as a healthy environment for different sub-skills development and practice that can enhance their general communicative competence.

Oral communication skills include speaking skills and listening skills, both of which are reciprocally interdependent [21]. Both speaking and listening skills play an important role in education because apart from being the more common mode of instruction, they provide a steppingstone for literacy development for elementary children, secondary students, and adult learners. The mastery of these oral communication skills has major contributions to the satisfaction and effectiveness in every aspect of the life of any individual student [22].

Listening is a process of (a) recognizing and discriminating a language's sound units, (b) interpreting meanings of those sound units, and (c) combining them into complete messages conveyed by the speaker [23-24]. Adding another feature to this definition [25] emphasized the active involvement of the listener as the receiver of the sender's message. Similar to speaking, listening is a critical element in second language learners' competence. [26] has reported that people normally listen twice as much as they speak and four to five times than they read or write during a normal day, including at school, at work, or in the community.

According to the official website of [27], the PechaKucha presentation is defined as a unique, novel form of a presentation recently introduced in various fields. This unique digital type of presentation uses an innovative tool called PechaKucha, which is a Japanese word meaning chit-chat or casual and friendly talk. PechaKucha presentation format was originated by two renowned British architects Astrid Klein and Mark Dytham, less than two decades ago, in February 2003, in Tokyo, Japan. The invention of this presentation tool was a response to the desire for "SHOW and TELL" with more "show" and less "tell" to reduce speakers' common tendency to deliver a lengthy speech. The format of PK presentations relies upon visuals, specific time constraints, and automated slide transition. Distinguished by its 20x 20 format, PechaKucha Presentation is a fast-paced presentation technique, using 20 heavy- visual slides from Microsoft Office PowerPoint. Presenters utilize very limitedly or no text on the slides during a maximum total presentation time of 400 seconds or 6 minutes and 40 seconds, with each slide being displayed for 20 seconds. Another typical aspect of PechaKucha's presentation is the automatic advancement of the slides. Presenters deliver their speech without any control over the slides, which have been previously timed to automatically transition as the speaker continues speaking from slide to slide. Because of these typical characteristics in the PK presentations, this format of presentation allows speakers or presenters to demonstrate their mastery of simple yet effective, succinct presentation skills [28-29]. In other words, PechaKucha is believed to provide a platform for presenters to create powerful, visually captivating, audience-engaging presentations in less than seven minutes.

3. METHODS

3.1 Research Methodology

A qualitative methodology was used to collect primary data from respondents within their natural contexts. A qualitative methodology was suitable given the objective was to collect data on the oral

communication experiences of ESL. Hermeneutic phenomenology was used to interpret a lived, shared experience by eliciting rich and descriptive data [30]. By interacting with the participants and observing their natural contexts of delivering their presentations, the researcher aimed to understand the participants' shared perspectives about the phenomenon of delivering PechaKucha presentations in a second language.

3.2 Study Site

3.2.1 The EAP program.

This study was undertaken at the second-largest research-oriented Southeastern American University. The selected participants were attending an EAP dedicated program designed exclusively for international students prior to their admission to mainstream undergraduate courses. This program was a part of the Department of Modern Languages and Literature, housed in the College of Arts and Humanities of this University.

At that moment, there was one lecturer with a PhD in TESOL and an instructor who was a PhD candidate in the TESOL major in charge of the whole program that offered EAP 1 and EAP 2 courses to approximately 100 students each semester. The lecturer was a Brazilian US citizen. The instructor was a US-born Puerto Rican US citizen. Both the lecturer and the instructor have worked in this program for over five years. According to the EAP syllabi, the program aims to provide access for international students planning to pursue a degree at the institution. The EAP 1 and EAP 2 courses offered by the program focus on developing international students' academic reading, academic vocabulary, listening and note-taking, academic writing practice, and oral communication.

3.2.2. The EAP 1 course description.

According to the course syllabus obtained from the EAP team, the 16- week EAP 1 course was designed exclusively for international students. The goal of the course was to prepare international students to be successful university undergraduates in their selected fields of study. Throughout the course, all assignments and activities aimed to provide these students with language practice for academic English skills improvement in all four areas of reading, writing, listening and speaking.

3.2.3 The EAP 2 course description

As a continuity of the EAP 1 course, the 12- week EAP 2 course aimed to offer students opportunities to fully engage in reading and writing while developing their oral and public presentation skills in presenting orally in a formal, academic setting. According to the EAP instruction team, one of the emphases of the course was to equip students with effective communication and critical thinking skills to prepare them for academic language skills at the college level.

Unlike the EAP 1 course, due to the COVID-19 pandemic, students could not meet in person and therefore were required to deliver one pre-recorded PKP

instead of 2 live presentations.

3.3 Sampling and the Sample Size

This study adopted purposive sampling, which entails collecting data from participants who meet a predetermined criterion [31]. The researcher focused on one intact EAP 2 class with the size ranging from 6-15 students. The researcher recruited all students from that class who met the following study inclusion criteria:

- Adults able to consent
- Individuals who are 18 years of age and above
- Individuals who are international students whose English is not their home language
- Enrolled in the EAP program at the research site
- Enrolled in EAP Courses
- Have experiences with the PechaKucha presentations in the EAP program (in both EAP 1 and EAP 2 classes)
- Volunteer to participate.

According to [31] the ideal sample size for a phenomenological study should be from 6-12 participants or until saturation. A sample size of 12 is considered adequate in phenomenological research by many different phenomenological experts [32]. After obtaining permission to conduct the study, the researcher contacted potential participants on zoom in their EAP 2 class. In the recruitment meeting, the researcher used the Participant Recruitment Announcement to explain the purpose of the study, provided the general information of the research, and asked for voluntary participation in the research. Those who were interested in participating were required to carefully read the participant consent form or the HRP 254 Summary of Research Explanation. to make sure they met the inclusion criteria and understood all the information. Volunteer participants were also informed that they would be able to withdraw their consent and discontinue participation in this study at any time without prejudice or penalty. Finally, the researcher obtained voluntary participants' contact information for future research procedures. Taking all the above procedures, the researcher recruited 7 students who met the inclusion criteria stated above.

3.4 Data Collection Procedures

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

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

3.4.1 Individual Semi-structured Interviews

The primary method of data collection involved in-depth interviews. The in-depth

interviews allowed the researcher to elicit the participants' accounts of their experiences of a phenomenon based on their own sense of reality [33]. In this study, the researcher focused on the participants' speaking and listening experiences during the PechaKucha presentations delivery. The researcher conducted three individual, semi-structured interviews. These semi-structured interviews include: (1) an initial interview prior to the PechaKucha Presentation (PKP) experiences, (2) a post PKP 1 interview, and (3) a post PKP 2 interview. PKP post-interviews were conducted after each of the participants delivered their presentations in class. Semi-structured interviews are conversation-based social interactions between the interviewers and the interviewees [34]. The researcher adopted [35]'s three-step phenomenological interview framework as described below: Based on this framework, three in-depth semi-structured interviews were conducted, including

3.4.1.1. The initial interview,

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

3.4.1.2. The post PechaKucha Presentation 1 Interview

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

3.4.1.3. The Post PKP 2 Interview

The researcher elicited further data about

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

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

and analysis, which aligned with the emergent nature of qualitative studies. Furthermore, the slides of the PKP in their EAP 1 class and the pre-recorded videos of the PKP in their EAP 2 were used during the post PK presentation interviews as a video- stimulated recall interview tool. Participants were asked to view a slide, a video sequence of their own performance, or their peer performance and were interviewed about their reflection about a certain decision-making process during the experience.

The participants' recordings of presentations and of interviews were kept in a locked, secure place. When transcribing the interview recordings and taking notes, no personal identifiers are shared in this study and participants' data is kept confidential. Each participant was assigned a pseudonym. Only pseudonyms were used on all data, reports, and presentations. The recordings were erased or destroyed after the completion of the study. All de-identified data would be stored for at least five years after the closure of the study per UCF IRB Policies and Procedures regarding Human Research Records. No participant personal information would be disclosed except when requested by the university's IRB committee.

3.5 PK Presentation Observations

The second data collection method involved observations of the prerecorded PKP from each participant as they submitted to their web course prior to their presentation day when their video was shown to the whole class for discussion. Notes from the observations can be used to triangulate data collected from the interviewing method [36]. Observations are considered a valuable instrument to gather data pertinent to a phenomenon in a qualitative study because participants and the researcher are situated in the social setting where the phenomenon takes place. In this way, the researcher can observe participants' physical setting, interactions, behaviors and the like during their experience of the phenomenon [31]. Concentrating on the research purposes and research questions, the researcher can use a note-taking instrument or recording procedures to record pertinent scientific data, which might be sensitive or less likely to be discussed by the participants during other methods of data collection such as the interviews.

In this study, an observational protocol and video recordings were used to capture the PK presentations. The protocol guided the notes from the live and recorded PK presentations.

Playing the role of a nonparticipant or observer as a participant [31], the researcher used a prepared observational protocol to record observation field notes, including both descriptive notes to describe participants' activities and reflective notes to note the researcher's reflections on specific activities. Observations were conducted during the PK presentation 2, which were pre-recorded presentations that the international students played to their peers in their EAP2 course. The researcher took quick notes while watching the presentations, but considering the purpose of the present study, which was to describe the participants' speaking and listening experience during their PK presentations researcher focused on capturing data related to the following categories, which were a part of the observational protocol: use of visuals, texts used in slides vs. words used in presentations, interaction with the audience.

3.6 Artifacts

Artifacts are a kind of unobtrusive data in qualitative studies. [22] describes artifacts as material objects that participants use in the context of the phenomenon under investigation. For educational researchers, artifacts may include students' samples of assignments, copies of their teacher plans, accounts of objects participants bring to the activity, or researcher's notes or descriptions of the physical setting related to the researched phenomenon.

Students' pre-recorded PK presentations were used where the researcher originally planned to observe participants' in-person presentations. However, due to COVID restrictions and this was not allowed. Since the observation of each presentation would last within a very short time due to the characteristics of a PechaKucha Presentation, the maximum length of which is 400 seconds. The researcher was likely to face challenges in taking detailed observational notes. Therefore, the researcher collected the video of the participants' PechaKucha presentations and also collected their respective PechaKucha slides. The purpose of collecting these videos and slides was two-fold: (1) the researcher used them for a video stimulated recall technique while conducting the semi-structured interviews as previously mentioned; (2); the researcher used them to complete the observation field notes in case any details were missed while observing.

By the end of each presentation, PK Presentation slides were used where the researcher asked the participants for permission to collect their PKP slides into a USB drive, using participants' codes (pseudonyms) to name their files. Similar to the recorded videos, these slides were used as additional references for the researcher to complete the observational protocols when necessary. The slides were important to triangulate with the interview data because they could help the researcher find evidence on how much text vs. visuals participants had on the slides and how much difference in the number of texts in the slides and their actual speech the videos.

3.7 Data Analysis

In this study, the researcher made a digital folder for each participant to include the interviewing recordings, transcriptions, observation field notes, presentations videotapes and slides, and the researcher journal related to each participant. For data analysis, the researcher conducted the following three procedures: (1) the researcher reviewed the initial interviews and made changes to the Post PK Presentation 1 interview protocols where needed; (2) the researcher reviewed observational data (protocol and slides) and the Post PK Presentation 1 recording and made changes to Post PK Presentation 2 interview protocol where necessary; and (3) the researcher reviewed post PK interview and made changes to the observation & PK interview protocols accordingly. To analyze the collected data, the researcher employed Colaizzi's (1978) phenomenological framework, which applies seven chronological steps, namely; familiarization, extracting essential statements, formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure of the phenomenon and verification of the fundamental structure.

The first sub-question regarding the EAP international students' speaking experience presenting using PK presentation requirements included five main conclusions: (a) participants experienced a connection between emotions and English-speaking skills, (b) perceived audience as an important factor in presentation decisions, (c) gained cognitive and metacognitive skill use and awareness, (d) participants were aware of and critical of their English-speaking skills and (e) participants preferred to have more time to present to improve their pronunciation and to convey more topical information. The participants' awareness and critique of their English-speaking skills cover awareness of fluency, their judgments of their mispronunciations, their emotions when speaking English, the role of the audiences, and cognitive and metacognitive skills. In their desire to have more time, the EAP participants revealed a conflict they experienced between speaking quicker to meet time demands and speaking slower to convey competency in their pronunciation and the content presented.

The second sub-question addressed the students' listening experiences with PK presentations and resulted in two conclusions: (a) the EAP participants had trouble understanding the content presented by their peers because of the presenters' pronunciation and accents; and (b) the EAP participants' meaning-making processes as an audience member included listening, reading text, interpreting images, and critiquing their peers'

presentation processes. In the first conclusion, the international student participants conveyed the difficulty with making meaning by listening to other international students' PK presentations, commenting how the international students' accents closest to their own were easiest to understand. In the second conclusion, the participants revealed they used multiple ways of making meaning as an audience member when they were focused on understanding and were focused on critiquing their peers' PK presentation performance.

4. FINDINGS

4.1 Participants Demographic Information

The findings are based on the data from (1) seven interviews in which participants recollected their experiences in making in-person PechaKucha presentations in their EAP 1 class, (2) seven interviews in which participants narrated their current experiences in making pre-recorded PechaKucha presentations, (3) seven observation protocols that I noted specific information related to participants' presentation slides, and (4) researchers' journals.

Table 1. Participants Demographic Information

Partici pant	Gen der	Age	Cou ntry of Origi n	Home Lang uage	Educa tion	Current English Level	Major
1	Fem ale	19	Oma n	Arabi c	High school	Interme diate	Event Manag ement
2	Mal e	18	Oma n	Arabi c	High school	Interme diate	Financ e
3	Mal e	21	Gree ce	Arabi c	High school	Interme diate	Electri cal Engine er
4	Fem ale	19	Kore a	Korea n	High school	Interme diate	Market ing
5	Fem ale	19	Kore a	Korea n	High school	Interme diate	Optical Engine er
6	Fem ale	19	Chin a	Chine se	High school	Interme diate	Hospit ality
7	Fem ale	20	Chin a	Chine se	High school	Interme diate	Busine ss Manag ement

4.2 Themes
4.2.1 Theme One: Feelings of Emotions Due to PK Presentation Experiences

From thematic analysis, the first theme was feelings of emotions due to PK presentation experiences, as presented in table 2. The participants conveyed the negative emotions they experienced related to being overwhelmed with school in general and with the responsibilities of being a presenter. This theme was made up of two subthemes. The first subtheme being overwhelmed, where participants conveyed the negative emotions they experienced related to being overwhelmed with school in general and with the responsibilities of

being a presenter. Five of the seven EAP participants reported feeling overwhelmed. Four of these participants referred to feeling overwhelmed due to a perceived lack of time to complete the many tasks from their current educational experiences, including planning and preparing for PK presentations. There were emotions experienced due to the act of presenting where the EAP participants experienced struggling, being worried, and being nervous about their oral communication experiences related to PK presentations, especially their first PK presentation experiences. Also, there were emotions related to public speaking and PK presentations where the EAP undergraduate student participants made explicit distinctions between their emotions related to public speaking in general and the PK presentation requirements. In the data reflecting public speaking in general, these participants experienced being shy, worried, and nervous about speaking in public. Some participants shared a great disdain for speaking in public that could be seen as a fear of public speaking. The participants worried and experienced struggles because of the newness of PK presentations and the PK requirements of a number of words and slides, automatic transitions, and limited time. However, after their repeated exposure to PK presentations, some positive emotions did emerge from the EAP students 'participation in PK presentations.

Table 2. Theme One: Feelings of Emotions Due to PK Presentation Experiences

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

4.2.2 Theme 2: Use of Cognitive Processes During PK Presentation Processes

The second theme was the use of cognitive processes during PK presentations which were made up of two subthemes as presented in table 3. The first subtheme is making meaning as an audience member, where three notable experiences emerged (a) the cognitive acts used to make meaning, (b) remembering information, and (c) how the speakers' pronunciation was a barrier to meaning-making. Throughout their experiences with PK

presentations, the EAP participants highlighted how they made meaning from their peers' presentations, their memory of the information, and how the speakers' pronunciation helped or hindered their meaning-making. The cognitive acts used to make meaning included listening, using the words on the slides, and using the images on the slides. Remembering information reflected the participants' attention to their peers and how much they retained from their attention. The largest part of the topic of making meaning as an audience member was how the speakers' pronunciation mattered to their cognition. For instance, five EAP participants reported using the visuals in PK presentations to gain meaning either by themselves or with the words written or spoken by the speaker.

When conveying their experiences in meaning-making as audience members, the participants shared the various processes they use to understand presentations. Some focused on their listening and the text. Some EAP participants focused on the visuals. Overall, these participants used multiple modalities (e.g., listening plus images, images plus text) to understand the content presented to them. In their attempts to make meaning, the participants shared how aware they were of their processes and preferences in learning through PK presentations. Further remembering content information as a PK audience member was problematic for some EAP participants. As shown in the data on perceptions, the participants did pay attention during their peers' presentations. Some just did not report on the content presented. A few EAP participants, however, did focus on the content information presented by their peers. When some of these EAP participants did remember the content of their peers' presentations, they explained it was due to the relevance of the topic to their lives or others' lives. The cognitive act of remembering encompasses various levels of remembering. These levels included no memory of the information, remembering visuals, to remembering the actual content information.

The second subtheme was making meaning and conveying meaning as a speaker. In the second main area of making and conveying meaning as a speaker, three subareas emerged in the analysis: (a) the cognitive acts used to make and convey meaning, (b) remembering information, and (c) vocabulary development. The EAP student participants conveyed different experiences related to their PechaKucha preparations, practice, and presentations. As speakers, they used various cognitive acts to understand their topics and convey meaning to their audience. The EAP student participants reported using various cognitive processes while planning and presenting their PK presentations. All participants went through the process of identifying important information by determining what was interesting to them. In their process of narrowing down what information to include in their presentations, different forms of note-taking were used, including outlining, summarizing, and scriptwriting. To convey the information, some

participants shared their reliance on memorizing the material. To complete the section on cognitive acts, participants reported remembering information due to their planning and presenting processes related to PK presentations.

Over half of the EAP participants reported the cognitive acts they used to learn new words related to their PK presentation. The main tools used to develop their vocabulary were the internet, dictionaries, and digital translators. Further, The EAP students conveyed meaning in several ways. Overall, the participants wanted to make sure their message was clear to the audience. Some relied on words to convey their intended message; others focused on their using visuals. Some used both words and visuals, while others added their own experiences to the words and visuals.

Table 3. Theme Two: Cognitive Processes Used During PK Presentation Processes

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

4.2.3. Theme Three: Experiences of Strategies through PK Presentation

The third theme was the use of strategies to overcome barriers through PK presentation experiences which had four subthemes as presented in table 4. The EAP participants used various strategies to help them succeed in their PK presentations which are subthemes 1) Strategies to combat emotions, 2) to remember information, 3) to combat time constraints, and 4) the overall strategy of practicing was experienced by participants. With regard to strategies to combat emotions, experiencing emotions due to the PK presentations was a shared experience for these EAP participants. Because this experience was so common, it is not surprising the participant's used strategies to combat their emotions. Some of these strategies were their own, while others were recommended by their course professor. The findings showed that strategies to remember were where EAP participants shared they preferred using images and words and practicing remembering their PK topic content for the subtheme. The overwhelming strategy was to use visuals. Adrian chose not to use any words on his presentation slides.

The third subtheme of strategies to combat time

constraints of PK was where to address the time constraints of the PK presentation format; the EAP participants developed strategies to account for time. In reflecting on their first EAP presentation, the participants showed awareness of the strategies they used to account for time. The fourth subtheme of practicing as a strategy entailed using practicing as a strategy included information in which the participants attributed their development (or lack thereof) to their practicing efforts. The amount of time the students spent practicing emerged as an overwhelming finding. Each EAP participant shared the amount of time they spent practicing in general. The amount of time reported in practice preparing for the PK presentations varied from practicing the presentation one time to twenty times.

Table 4. Theme 3: Experiences of Strategies through PK Presentation

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

4.2.4. Theme Four: Perceptions of PK Presentation Experiences

The fourth theme was perceptions of PK presentation experiences which had two: perceived expectations and perceptions of PK performances (Table 5). With regard to perceived expectations, the participants shared some absolutes about what they understood and some confusion around what was expected of them. The overall expectations of PK presentation include: (1) embedded images from New York Times websites and/ or other sites related to the topic of the presentation; (2) with 12 to 15 slides with 20 seconds of time on each slide; (3) pre-timed as illustrated on the provided example YouTube video. Participants were reminded not to have complete sentences or long phrases on PK slides; and (4) a total of four to five minutes of the entire 10-to-15-minute presentation devoted to PK requirements, which is expected to include a warm-up part with general questions, a video for illustration, and a follow-up discussion time.

From the second subtheme of perceptions of own performance, the main area emerging was evaluations of their own PK performances and evaluations of their execution of PK components. In the findings showing EAP participants' perceptions of their own performance, specifically, their personal language-based critiques emerged in using the PK format. Some EAP participants had positive perceptions of their general PK presentation performances. A further performance was also evaluated based on how participants perceived their speech rate and how participants perceived their pronunciation.

Table 5. Theme Four: Perceptions of PK Presentation Experiences

Perceptions of PK Presentation Experiences	
Perceived expectations	Perceptions of own performances
Perceptions of PK presentation rules Perceptions of PK presentations	Perceptions of PK presentation performances Perceptions of PK performance and speech

4.2.5. Theme 5: Preferences in PK Presentations

The fifth theme was preferences in PK performances which had two subthemes (a) PK performance and time and (b) mode of PK presentation— virtual presentations versus in-person presentations (Table 5). With regard to preference related to PK performance and time, seven of the participants shared their preferences related to their performance and the time requirements of PK presentations. The EAP participant preferences related to adding more information and veering from the PK presentation requirements were confirmed with the observations. Seven participants perceived that the time requirement was not sufficient for presenting.

The second subtheme of preferences between in-person versus recorded PK presentations revealed participants' perceptions of face-to-face or virtually recorded presentations; the participants shared their understanding of the challenges and benefits they experienced. Included in the challenges of virtual presentations, there was unfamiliarity with recording and perceptions related to a virtual audience. The benefits of recorded virtual presentations included a heightened focus on self-evaluation, which led to increased practice. Challenges of recorded presentations included (a) some participants' lack of knowledge in recording the presentations, (b) the challenges presented related to the audience, or a lack thereof.

Table 6. Theme Five: Preferences in PK Presentations

Preferences in PK Presentations	
PK related to PK performance and time	Preferences between In-person Versus Recorded PK Presentations
Preference of conveying information over abiding by PK time requirements	Challenges of recorded PK presentations Benefits of recorded PK presentations

5. CONCLUSIONS

Using the phenomenological analysis, the following five themes emerged: (a) feelings of emotions, (b) use of cognitive processes during PK presentation processes, (c) development of strategies through PK presentation experiences, (d) perceptions of PK presentation experiences; and (e) references in PK presentations. The theme of feelings of emotions included being overwhelmed, emotions due to the act of presenting and emotions due to the acts of public speaking and PK presentations. The theme of the use of cognitive processes during PK presentation processes represented the participants' experiences of making meaning as a PK audience member as well as a PK presenter. The theme of development of strategies through PK presentation experiences expressed the participants' strategies to combat emotions, strategies to remember, strategies to combat time constraints, and use of practicing as a strategy. The theme of perceptions of PK presentation experiences referred to the participants' perceived expectations and perceptions of their own performances. Finally, the theme of preferences encompassed the participants' preferences related to PK performance and time, as well as preferences between in-person versus pre- recorded PK presentations.

The participants' awareness and critique of their English-speaking skills cover awareness of fluency, their judgments of their mispronunciations, their emotions when speaking English, the role of the audiences, and cognitive and metacognitive skills. In their desire to have more time, the EAP participants revealed a conflict they experienced between speaking quicker to meet time demands and speaking slower to convey competency in their pronunciation and the content presented.

The current study findings showed that PechaKucha presentations could help learners develop oral communication skills. In particular, the pressure associated with managing the PechaKucha presentation requirements enhanced the learner's confidence and cognitive oral communication skills development such as listening, using visuals, remembering, identifying important information, and summarizing. Additionally, the study revealed that students learned numerous oral communication skills during PK presentation, including organization of ideas and the rate of one's speech. Therefore, PechaKucha presentations can be utilized in the development of oral communication skills among

ESL learners. More specifically, the learning institutions can adopt the PechaKucha presentations in improving the ESL learners' oral communication skills helping the learners gain high mastery of English. This would increase the ESL learner's employment prospects in the highly competitive job market.

6. IMPLICATIONS

Five main implications for practice emerged from the conclusions of this study exploring international students' ESL speaking and listening experiences with PK presentations in their EAP university courses. First, for the participants in this study, personal judgments led to poor self-perceptions and stressful, emotion-filled experiences. Knowing how speaking skills reflect one's perceived competency and result in judgments by others is important to consider and address in courses in which the goal is to develop English speaking skills, such as in US EAP higher education courses [24]. Second, requiring recorded PK presentations has the potential to increase international ESL students' awareness of their English- speaking skill development. Adding the component of recording PK presentations also has the potential to develop ESL self-critique and self-regulated learning processes through repeated practice. The third implication of this study includes the importance of showing students what a good PK presentation looks and sounds like using various international ESL speaker examples. With this intentional PK presentation audience experience, EAP instructors can create dynamic discussions related to the students' perceptions of these examples and offer language-based insights (e.g., pronunciation accuracy, accents, perceptions) [37], which may help to minimize students' negative emotions and negative self-judgments.

The importance of addressing the audiences' PK presentation language-based development makes up this study's last two implications. The fourth implication is the fact that international audience members are not benefiting in English language development from PK presentations due to presenters' speaking too quickly and pronunciation issues. The fact that US education experiences are largely auditory highlights how important it is for international EAP students to develop phonological awareness skills (especially discrimination of sounds), which will increase their cognitive skills [38].

The fifth and final implication is the importance of the presenters' topics on the audiences' understanding and decision-making. Based on the EAP student participants' listening experiences in this study, listeners made conscious choices to engage or disengage based on the topic's relevance to their lives. This conscious choice shifts the resulting inability of a listener to remember information from a possible cognitive deficit to a choice of whether to pay attention, which connects to [39] discovery that the PK presentation process is not beneficial for the audience due to various reasons. For the EAP students who were able to recall the actual content of the presentations, their recollection was largely contingent on whether the information was relevant and

important to their current and future lives. When a presentation was extremely relevant to an EAP student's life, they also remembered more about the content of the presentation.

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