

Multimodality In Academic Oral Presentations in The English Language and Discipline-Based Courses

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Abstract: Academic Oral Presentation (AOP) is an important academic discourse for undergraduates in the English Language course as well as in their discipline-based courses to prepare themselves to be more successful at the academic and workplace situations. In AOP both the visual and verbal modes are important although most studies have focused mainly on the verbal mode. Visuals are part of a generic structure of AOPs, especially so in the digital era where rarely are their AOPs performed without the use of visuals. Therefore, the objective of the present study was to examine the juxtaposition of the visuals or powerpoint (PPT) slides and verbal mode of the AOPs. A total of 601 PowerPoint slides of forty group AOPs were analysed based on Rowley-Jolivet's (2002) typology of visuals. Interviews were also conducted with undergraduates and lecturers to get feedback on the use of visuals. The findings showed that the visual and verbal modes do correspond well. The most common semiotic type of visual identified was the scriptural type. However, the density of information displayed on the PPT slides, the spelling and grammatical errors and reading a lot from the PPT slides indicate that undergraduates seem to lack good oral presentation skills despite being trained in the EL proficiency course. The findings of the study have implications for students, lecturers and curriculum developers. It is recommended that undergraduates are given training on AOPs by highlighting both the visual and verbal modes as they may end up speaking in writing style as well as, guide them to transfer their learning from English language to discipline-based AOPs.

Keywords: Academic oral presentations, Discourse analysis, Multimodality, Powerpoint slides.

1. Introduction

In the university, undergraduates learn about academic oral presentation skills in the English language (henceforth EL) course so that they can perform AOPs in other discipline based (henceforth DB) courses. AOP is generally part of assessments or to present research projects as well as, socialize students into the academic discourse community (Zareva, 2011; Duff, 2010; Zappa-Hollman, 2007; Morita, 2000). AOPs are conducted individually, in pairs or groups to show undergraduates' understanding of a subject to the audience. In this digital era, all AOPs involve the use of visuals such as powerpoint (PPT) slides, as they are part of the genre. This study examined the visuals used in AOPs as any investigation of AOPs must address the visual aspect (Rowly-Jolivet, 2002). Multimodality

theory postulates the importance of various verbal and non-verbal modes in oral presentations (Kress & van Leeuwen (1996; 2006). Non-verbal mode includes the paralinguistic features, body language and visuals. In the present study, group presentations were examined as they appear to be the most common in the university among undergraduates.

Most studies on AOP as shown in the literature appear to focus on the rhetorical structure and linguistic features. Moreover, the past studies conducted are mainly on conference presentations (Wulff et al., based on I., 2009; Hood and Forey, 2005; Rowley-Jolivet & Carter-Thomas, 2005; Dubois, 1980), seminars (Weissberg, 1993; Aguilar, 2004), academic lectures (Lee, 2016, 2009; Yaakob, 2013; Cheng, 2012; Thompson, 1994) and TED talks (Chang & Huang (2015). Few studies examined undergraduate classroom AOPs (e.g. Zareva, 2009, 2011, 2012, 2013, 2016; Chan et al., 2014; Yu & Cadman, 2009), the three minutes thesis or 3MT presentation (Hu & Liu, 2018) and dissertation defences (Swales, 2004). In short, most studies on spoken discourse focussed on presentations of experts but not students (Singh, et al., 2019). Hence, there is a need to examine the AOP genre and elevate the importance of this genre based on Swales (2004) notion of genre hierarchy.

Apart from the rhetorical structure and linguistic analysis of AOPs, the use of visuals has also attracted researchers. Based on the multimodality theory, language and visual communication both play a fundamental role in communication and can be independent of each other. Lately, studies have been conducted on visuals in oral presentations, such as in conference presentations (Rowley-Jolivet, 2002; 2012; 2015, Wecker, 2012), student presentations (Zareva, 2013; Mestre-Mestre, 2015) and lectures (Forey & Feng, 2016). Visuals such as, PPT slides and texts on oral presentations should be seen as part of the generic structure of oral presentations just like the 'Question and Answer' section. Hyland (2009) notes that interaction between the verbal and visual mode has not received much attention as focus is on speech in the oral genre. Although PowerPoint presentations are widely used, there is very little research done on this area especially from a linguistic point of view (Degano, 2012). Likewise, very few studies that compare visual and verbal mode in AOPs have been conducted in the local context (Puvaneswary, 2016). The researchers are of the opinion that AOPs must be in tandem with their slides. To what extent should the spoken and visual mode be in tandem? It is necessary to see it hand in hand if the presenter is concurrent with what he or she is saying as well as, to see if the presenter talks more or talks less than what is displayed on the slides. Hence, it is necessary to examine the juxtaposition of visuals and verbal mode of the AOPs as little has been done on this area.

In addition, the purpose of conducting the present study has been motivated by the increasing attention given to multimodality in spoken discourse. The scope of this study was confined to data obtained from undergraduates over two semesters in certain subjects. The non-linguistic features such as body language and gestures also are known to affect AOPs but it is important to highlight that these were not given prominence in the present study. Therefore, the objectives of this study are: (1) to identify the types of visuals used in undergraduate AOPs and (2) to investigate the similarities and differences in the visuals and verbal mode of AOPs in the English language and discipline-based classes.

2. Literature Review

As noted in the literature, most studies on spoken academic discourse analyse moves and solely focus on linguistic realisation of the genre. In order to get a complete understanding of AOP, this study included the multimodal approach. As Carter-Thomas and Rowley-Jolivet (2003, p.9) state 'communication is rarely monomodal as meaning is created in different forms in different situations'. The multimodal approach is thus considered in the analysis of the AOPs in the present study. The basic tenet of the multimodal discourse analysis is that presenters use different semiotic modes to express meanings. Mastery of a genre means understanding the communicative situation and communicative purpose of the genre as well as the semiotic resources available. Hence, speakers need to make an attempt to employ non-linguistic modes in order to present effectively. In the present study, the purpose of looking at visuals was to examine how they contributed to the AOP genre.

The multimodality theory developed by Kress and van Leeuwen (1996, 2006) and subsequently by other scholars (Jewitt, 2009; 2014) show how various modes of communication, verbal or non-verbal such as language, images, gestures, sounds, and 3D objects can create meanings. Each mode has a

particular function – visuals represent what is difficult to read, verbal what would be difficult to illustrate or show, and colour to highlight certain things. The image plays a crucial role as it is able to capture the audience (van Leeuwen, 2005). Various scholars have explored the multimodality approach in conference presentations (Dubois, 1982; Rowley-Jolivet, 2002, 2012; Tardy, 2005; Hood & Forey, 2005; Querol-Julian, 2011; Morrell, 2015) and student presentations (Zareva, 2011). These studies highlight the necessity to investigate the non-linguistic aspects of AOPs that help construct meaning.

In today's digital age of communication, visual communication is more powerful than verbal communication. Visuals can be in the form of PowerPoint (PPT) slides, handouts, whiteboards, flipcharts, maps, photos, charts, drawings, posters and videotapes. People learn and retain information that is presented to them visually much better than that which is provided verbally. Lester (2013) states 'we are becoming a visually mediated society'. He claims for many, understanding of the world is being accomplished not through words but by reading images. Likewise, Dudley-Evans and Maggie (2002) concur visual communication can effectively support oral presentations. As they say, a picture is worth a thousand words. There is evidence that suggests people communicate better visually and this is an important consideration for those who want to make effective oral presentations. PPT enables presenters to display non-visual content in a visual form to make it more interesting and engaging. For novices, visuals are an alternative way of expressing their points (Tardy, 2005) as well as foster deeper understanding of the subject matter when delivering presentations (Alias and Razak, 2023).

The advantages of using visuals have also been highlighted by Zivkovic (2015). Among the advantages are they can create a powerful effect in keeping the audiences' attention. Visuals can also be used to illustrate points which are easier understood in visual form. By using visuals, the AOPs are more persuasive, professional, interesting, memorable and understandable (Zivkovic, 2015). Using PPT slides allows presenters to make amendments even up to the point of presentation. The presenter talks as the PPT slides are projected simultaneously. However, presenters must bear in mind not to rely on the visuals to do their oral presentations. In other words, the visuals should not dominate the presentation as King (2002) aptly states visuals can substitute the speaker.

More recently, a study by Osman, Noor, Rouyan & Hat (2022) indicates that the use of PPT helped enhance learners' understanding of the target language. They concluded that PPT PowerPoint has its own unique strengths which are less explored compared to other sophisticated applications. Similarly, Mohmanto, Mutmainah and Reksamunandar (2023) also concurred that PPT-based learning media activities or materials should be included in oral presentations in creative ways to facilitate the learning process and achieve optimal results from the learning objectives. Despite their benefits, visuals are considered problematic as they take up a substantial amount of time for preparation (Yates and Orlikowski (2015). Moreover, Tufte (2003) is against the use of PPT and argues that it has reduced the analytical quality time of the speaker. Moreover, there is limited content in bulleted form.

To summarise, in recent years researchers have shown that verbal language is not enough to understand communication (Rowley-Jolivet, 2002; Tardy, 2005; Jewitt, 2014). Multimodal discourse analysis studies in academic settings show that genres use several modes to communicate, for example in conference presentations the modes are language, visual communication and gestures. In the case of AOP, the main mode is language while other modes reinforce it. The visual and verbal mode in AOP has grown as it is effective in academic presentation. The use of visuals mainly in the form of powerpoint slides is common in AOPs. Lynch (2011) claims PPT is the main medium of receiving information in the academic context. In most classroom presentations, the visuals used are awarded marks as stipulated in the criteria for evaluation. Previous studies that have investigated the use of visuals in AOPs are discussed in the next section.

Visuals are important in academic discourse and they are the focus of attention for speakers as well as the audience. The importance of visuals in oral presentations was pioneered by Dubois (1980) in her study on the use of slides in biomedical speeches as well as poster sessions at biomedical conferences. In her study, Dubois (1980) emphasised the importance of PPT slides and claims that apart from providing visual interest and reinforcement of key points, the visuals also give vital information of the body of the speech. Information which is often not verbalised by the speaker is transmitted through the visuals (Dubois, 1980). Thus, visuals help presenters to provide information as well as have the power to persuade the audience as a picture speaks a thousand words. This is further supported by Mohmanto, Mutmainah and Reksamunandar's study (2023) where material expert validators in their study rated the

use of PPT as a suitable learning medium with a feasibility percentage of 96%. Based on the material experts' assessment, with the use of PPT the learners' achieved a rating of 95.5% on the learning aspect, and 96.36% on the content aspect. The findings show that PPT is a feasible learning media as it can help students become more interested in learning and explaining the material.

A number of studies have been conducted on how the visuals benefit presenters (Degano, 2012; Rowley-Jolivet, 2002, 2004; Brumberger, 2005; Lynch, 2011; Osman et al., 2022; Ng et al., 2023). In her study, Rowley-Jolivet (2002) looked at the role of visuals in scientific conference papers. She examined visuals in conference presentations in three disciplines namely, geology, medicine and physics. In total 2048 visuals in 90 presentations were examined and she classified them into four types of visuals: scriptural, numerical, figurative and graphical. Rowley-Jolivet's (2002) typology of visuals is based on Bertin's (1973) which distinguishes monosemic images (graphical images) and polysemic images (figurative images). Rowley-Jolivet (2002) later integrates these two with two others which she calls scriptural visuals and numerical visuals. Graphical images refer to graphs, diagrams, and maps, figurative images are such as photographs, X-rays, and MRI images, scriptural visuals are text visuals (specific to the delivery of an oral communication) and numerical visuals refers to mathematical system that covers numerical tables and mathematical formulae. The study found that the most common visual form is scriptural visuals. Visuals play a pertinent role in scientific discourse to provide information which was otherwise difficult to transmit via linguistic way. She highlights the importance of visuals and claims they depict the particular genre whether spoken or written. She concludes that comprehension is greatly improved if focus is given to the visual conventions specific to the spoken genre and to the discipline. In another study, Knoblauch (2008) examined the speakers, slides and audiences in different disciplines such as law, social sciences, medicine, natural sciences, to administrators, and private businesses.

Various types of genres were video recorded including seminars, meetings, workshops and conferences. In total 200 presentations were examined, based on genre analysis. He investigated the forms and functions of pointing during PPT presentations and emphasised that PPT carries meaning not just the spoken words. In addition, the language between the spoken text and PPT (visual) was analysed to show parallelism. He states, "what is being said becomes evident by being seen, and what is seen is determined by being said" (2008, p.87). In the same vein, Tardy (2005) noted that visuals used in the electrical engineering and computer science fields were discipline-specific probably due to pre-set templates by the software program.

Studies by Charles and Ventola (2002), Wecker (2012) and Rowley-Jolivet, (2012) investigated spoken text and written text on slides in academic context. Charles and Ventola (2002) examined visuals in conference presentations of two disciplines, humanities and physical sciences. In the humanities discipline, the slides were used as illustrations while in the physical sciences, as evidence providers. Wecker (2012) and Rowley-Jolivet (2012) report how concise slides are more effective and the verbal commentary is longer. Kamalvand and Azizifar (2014) investigated the generic structure of PPT in student defence presentations. In their study, they revealed that presentations rely on visuals to illustrate their findings. They also highlighted that students lack skills for designing PPT slides. In another study, Mahfoodh (2014) reported how students have difficulty in preparing PPT slides and organising content in slides. Thus, learners should be taught the skills in preparing and delivering PPT oral presentations.

A key study comparing the use of visuals in two disciplines is that of Morell (2015), in which she examined conference presentations of hard sciences and soft sciences disciplines, using the multimodality approach. Her study was on 20 mixed-disciplinary academics who delivered a 20 minutes oral presentation based on a topic from their discipline meant for the conference. A multimodal analysis was done on four of the presentations and the accompanying PPT slides were co-evaluated. The study indicated how visuals compensate for verbal deficiencies, to illustrate what was being said, enhance understanding and provide setting. The findings showed that the hard sciences used more non-verbal resources while those in soft sciences used more verbal mode. This is perhaps the hard sciences need to convince their audience of the validity of their arguments and findings through visuals. She concludes that the use of various modes to convey information can result in effective oral presentations.

In a recent study Mestre-Mestre (2015) analysed written text and images in 350 slides of 25 oral presentations by academics. In her study the images were analysed to see how they create representational and interactive meanings and how students intermingle texts and visuals in order to communicate. The study concluded that visuals helped exemplify difficult concepts. As shown in the

literature, most of the studies on the use of visuals in academic discourse are on conference presentations. The table below summarises the studies on the use of visuals in oral presentations.

Table 2.4. Overview of Studies on Visuals in Spoken Academy

Author	Year	Findings
Dubois	1980	Visuals can stand alone or accompany texts depending on the speaker's intentions
Rowley-Jolivet	2002	Non-verbal materials are used to structure discourse and express logical relations to facilitate communication and create relationship with audience
Charles & Ventola	2002	Slides used as illustrations in humanities while those from physical sciences used as evidence providers
Tardy	2005	PPT Slides project disciplinarity and individuality
Wecker	2012	Concise slides with limited information have positive effects on audience's retention
Rowley-Jolivet	2012	Slides contain highly condensed expression while the presenter's verbal commentaries are much more extended
Querol-Julian & Fortanet-Gomez	2012	Non-linguistic features used by speakers are important to express evaluation in discussion sessions in conference presentations
Zareva	2013	The students stayed close to the norms of written genres to appear more scholarly
Kamalvand & Azizifar	2014	Variations in the genre of PPT defence session presentations occur as a result of community expectations and conventions, use of various modes, time and context of presentation. Majority of the slides were scriptural style. The students lack skill for designing PPT slides.
Morell	2015	Combination of various modes makes oral presentations effective. Visuals compensate for the lack of language deficiency.
Rowley-Jolivet	2015	Quantifiable data is handled differently in academic spoken and written text. Complex data is produced via visuals.
Mestre-Mestre	2015	Images are used to support verbal delivery especially for explaining abstract or difficult concepts
Osman, Noor, Rouyan & Hat	2022	Materials produced by PPT help enhance learners understanding in subject content
Mohmanto, Mutmainah & Reksamunandar	2023	The use of visuals benefits learners in learning science and explaining content.
Ng, Chong & Mariappan	2023	Visuals enhance presentations skills
Nguyen	2024	PPT is significant in oral presentations but it has its drawbacks if relying too much on slides

3. Methodology

The present study was conducted on the English language (henceforth EL) and four discipline-based (henceforth DB) courses offered by the Faculty of Administrative Science and Policy Studies in a public university. The courses chosen were core courses of the faculty which required undergraduates to perform AOPs, likewise in the English language course The medium of instruction is English Language in all courses although the undergraduates went through a Malay medium education in school. The undergraduates involved in the present study were from the same group of students for both the EL

and DB AOPs, with a total number of 90 undergraduates for all the 40 Group AOPs (20 EL Group AOPs and 20 DB Group AOPs). All the undergraduates had been exposed to AOPs in their courses in the duration of their study. In the English language courses, they had also been taught about oral presentation skills. In the case of the discipline based courses, the undergraduates were not taught oral presentation skills per se, but they were given exposure in gaining presentation skills by attending seminars or conferences conducted by the faculty. The primary data were observational notes and transcripts of audio or video recorded AOPs. In this study, the research methods include making field notes, audio and video recording of classroom oral presentations, classroom observation as well as conducting interviews.

For the analysis of the visuals or PPT slides, the analytical framework used was Rowley-Jolivet (2002) who established typology of visuals. For each slide, the semiotic type is identified based on this typology. The visuals are classified into four types, namely scriptural, graphical, numerical and figurative. Scriptural visuals present texts or linguistic elements such as titles, conclusions, and quotes. The graphical visuals (also called monosemic images) refer to graphs, diagrams and maps, figurative visuals (also called polysemic images) are such as, photographs, x-ray scans, and numerical visuals cover mathematical formulae and numerical tables. The visuals of the AOPs were analysed to compare the content in the visuals and verbal mode of the AOPs. The undergraduates used power-point (PPT) software to support their AOPs, hence the PPT slides were examined. The corpus contained a total of 601 slides from the total 40 AOPs (290 slides of the EL AOPs and 311 slides from the DB AOPs). The visuals were examined manually, where the quantitative analysis was to examine types of visuals used in the AOPs while the qualitative analysis was to see how the visuals are used, and their functions. Does the information or content displayed on the PPT slides co-occur with the verbal mode of the AOPs? This is what the present study hoped to examine. The visuals also were a guide in identifying the moves and steps as they provided the boundary markers and boundary slides or slide headings. The assessment rubric, which was also explained in class prior to the oral presentation, shows the marks allocated for the use of visuals in AOPs. The rubrics to assess AOPs were different for each course as this was determined by the course instructors. Generally, marks were allocated for content, delivery, visuals and handling questions.

4. Results and Discussion

This study investigated the differences in visual mode (written text on PPT slides) and verbal (spoken text) mode of the AOPs. The visuals also included pictures to exemplify points during presentations. Some visuals were also distributed as handouts to the audience. Visuals play a pertinent role in AOPs as they attract attention, highlight main points and contain information which is not often verbalised by the speaker (Dubois, 1980). In the present study only the powerpoint slides were considered in the analysis. To examine how the visuals are employed in AOPs, the types of visuals were identified. The analysis of the visuals or PPT slides in the AOPs is based on Kress and van Leeuwen's (1996; 2006) multimodality theory. The total number of slides was 601 comprising 294 slides of the English Language AOPs and 307 slides of the discipline-based AOPs. The minimum number of slides for the AOP was 6 and the maximum was 34 slides while the length of the presentation varied between 15 to 60 minutes. The slides were analysed based on Rowley-Jolivet's (2002) classification of types of visuals namely scriptural, numerical, figurative and graphical. To examine how the visuals were displayed in the AOPs the types of visuals were identified. In the present study the types of visuals found are as shown in the below.

Table 1: Frequency and distribution of Visual Types in AOPs

Semiotic Type of Visual	Frequency	% of total (n=601)
Scriptural	510	84.8%
Numerical	16	2.7%
Figurative	37	6.2%
Graphical	38	6.3%

As can be seen in the table above, of the total 601 slides used by the undergraduates, the most prominent is the scriptural type (84.8%). Only 15.2% visuals in AOP are numerical, figurative and graphical in AOPs. The dominance of the scriptural visuals in this study is similar to a study by Kamalvand and Azizifar's (2014) study in which this type of visuals represented 74.2% of slides in defence sessions presentations. Likewise, Atai and Talebzadeh (2011) report this type of visuals accounted for 74.6% of the total slides in their study of applied linguistics conference presentations.

The visuals of the AOP genre were used as icebreakers at the beginning of the talk or end of talk as well as giving the audience information about the structure of the AOP by having section headings. For example, 'Introduction', 'Significance of the Project', 'Limitations of the Project', 'Objective' and 'Conclusion'. Such headings or titles of slides support the structure of AOPs and guide the audience through the talk. In addition, by using the visuals, the message is communicated even if the speaker's English language proficiency is poor. As Rowley-Jolivet posits, visuals carry 'a heavier textual burden' (2002, p.38) as they are able to transmit messages which otherwise are difficult to present verbally. In other words, some things are best said through visuals. The analysis of the visuals compared the visual and verbal mode in realising the moves of the AOP. The following section describes how visuals help realise the moves.

In this study, the introduction section of the AOP has two moves which includes, 'Listener Orientation' (*greetings, reciting prayers and introduction of speakers*) and 'Content Orientation' (*leading audience into content, announce topic and indicate scope of topic*). One way of introducing presenters and announcing the topic was by using the visuals (PPT slides). Announcing the topic in oral presentations can also be done visually (Rowley-Jolivet & Carter-Thomas (2003). Hence, based on the findings of the present study, there was a title slide among the PPT slides for all the 40 group AOPs. The 'title slide' displayed the title or topic of the presentation as well as the names of the presenters and the institution. However, in some EL AOPs, the title slide also displayed the organisation the presenters represented. The following extract from an EL AOP illustrates this.


VERBAL	VISUAL
<p>Assalam muailaikum [Arabic greeting] and a very good morning to Madam and all my fellow friends Today we would like to present our last assessment which is a proposal for upgrading carpark I am [name of speaker 1] These are my group members . I am[name of speaker 2]. I am [name of speaker 3]. My name is [name of speaker 4] Since this is the last group I hope all of you can lend me your ears and be helpful and be more energized Okay And ... let's get started Before we go further on our proposal I would like to give you a general history on our organization</p>	

Fig.1 Title Slide 1

As shown in Figure 1, the visual and verbal mode differed. In the verbal mode, the speaker announced the topic to the audience and it included the greetings, introduction of speakers, announcing topic or stating the outline as exemplified in the 'Title Slide'. Although in conference presentations the speakers may provide a slide specifically to display the outline of their presentation, this was not evident in student presentations. The '*outlining structure or indicating scope*' step is verbalised with no accompanying slide. In another example, as illustrated below in Figure 2, the title slide showed

university logo, university name, course code, title, group members' names, lecturer's name and date of submission.

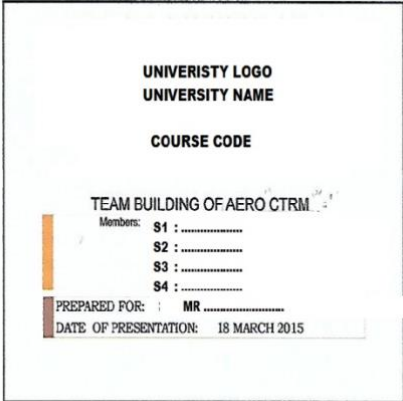
VERBAL	VISUAL
<p>Assalam muailaikum [Arabic greeting] and a very good morning to Sir A and Madam X Today we would like to present our proposal from CTRM Group. We propose team building as a project for this company. First let me introduce myself. I am A.....[name of speaker 1]. I am [name of speaker 2], I am [name of speaker 3] , I am[name of speaker 4] (<i>Group members introduced themselves</i>) O.K. We will begin this presentation with Miss Amira [name of speaker 2].</p>	 <p>The image shows a title slide for a presentation. At the top, it says 'UNIVERSITY LOGO' and 'UNIVERSITY NAME'. Below that is 'COURSE CODE'. The main title is 'TEAM BUILDING OF AERO CTRM'. Underneath the title, it lists 'Members: S1 : S2 : S3 : S4 :'. At the bottom, it says 'PREPARED FOR: MR' and 'DATE OF PRESENTATION: 18 MARCH 2015'.</p>

Fig.2 Title Slide 2

As shown in the verbal mode, the speaker mentions, ‘Today we would like to present our proposal from CTRM Group’ and ‘We propose the team building as a project for this company’ whereas in the visual it appears as “TEAM BUILDING OF AERO CTRM”. In spoken discourse, this sentence “Today we would like to present...” is an example of a discourse framework that is not available in written form. Here the topic is announced visually to the audience which is in line with Rowley-Jolivet and Carter-Thomas’s (2003) view that this does occur in oral presentations. The organisation or university logos and course code represented the context and appeared in the title slide in most of the AOPs. In the example above in Figure 2, ‘Listener Orientation’ and ‘Content Orientation’ moves of the introduction section of the AOP are exemplified. In the verbal mode it was found that sometimes the speakers asked the audience questions after displaying the title slide.

The difference in the visual and verbal modes as illustrated in the figures above highlight the importance of visuals in an AOP not just to capture the attention of the audience, but also to help speakers who are weak in English Language to boost their confidence as it demonstrates the speaker's ability in using technology or PPT software. As shown in the figures above, the verbal mode is lengthy where some presenters, by just displaying the title slide, can ask audience questions, show a video or provide background of organisation or topic of presentation to attract the attention of the audience. In other words, one visual can help realise various rhetorical moves and steps of the AOP genre.

The body section of the AOPs is shown using headings which are considered boundary devices, through the use of headings such as, ‘Objective’, ‘Problem Statement’, ‘Definition’ ‘Advantages’ and ‘SWOT Analysis’. The slides for the body section mainly displayed bullet point notes. In the body section, the AOPs began with introductions where the speakers provided the background of an organisation, or a proposal or issue. Figure 3 below illustrates body move ‘introduction’ or background of the topic’.

VERBAL	VISUAL
<p>Okay...err...what is OBB? We want to introduce first what is OBB</p> <p>Okay...OBB outcome based budgeting is a continuous process under outcome based approach and its objective is to achieve NRF which is National result Framework</p> <p>Okay OBA is a planning framework which is used by the EPU of the Prime Minister's Department to plan the result or outcome at national level (BM1)</p> <p>And then what is OBB? OBB is defined as a budgeting system. It is used by the government according to the funding and the outcome of funding events (BM2)</p> <p>As a result of the OBB actually ...err...it may increase the visibility of the government in order to use the funding to achieve the outcomes...err...the expected outcomes [cont.]</p>	<div style="border: 1px solid black; padding: 10px;"> <p>INTRODUCTION</p> <ul style="list-style-type: none"> • Outcome-Based Budgeting (OBB) is a continuous process which under Outcome-Based Approach. • Its objective is to achieve the results that have been determined under National Result Framework (NRF). • OBA is a planning framework which is used by EPU of the Prime Minister's Department to plan the result or outcome at national level. • Outcome based budgeting system is a practice of developing budget according to relationship between the funding and the expected results. • By using this kind of system, it may increase the visibility into how the government policies translate into spending and focuses on the result or outcomes of the funded events or activities. </div>

Fig. 3 Body Move: Introduction or Background of the Topic

In Figure 3 above, the findings of this study show how in the verbal mode presenters make use of the discourse markers, fillers, conjunctions and questions in their introductory move. These features are common in verbal mode and the length of spoken text is longer compared to its visual mode. Additionally, in the example above, the background of the topic 'Implementation of OBB' was given whereas in some AOPs a brief history of the organisation was given in the introduction move. For most of the AOPs, the visual mode displayed bulleted notes although there were some in paragraph form. The Figure 4 below from DB AOP illustrates body move 'giving definition' of main terms or concepts in the body section of the AOPs. When it came to this move, there were differences in the verbal or visual mode as the presenters read what was displayed on the slide. At the beginning, the speaker provided a definition in simple layman terms by paraphrasing in his own words and giving examples. Subsequently, he gave disciplinary definitions as shown in the table below.

VERBAL	VISUAL
<p>First of all I will brief all of you regarding on the meaning of career.</p> <p>Career includes ideas of progression and development of a person, both at work and at their personal life.</p> <p>It emphasises the idea of life-long learning, as well as development through the person who want to, who has career in their life they will keep learning along their life ...err... at their workplace and it is related with someone's future, what they want to achieve and what they want to be.</p> <p>It means that ...err... career ...err... is something that you want to achieve in your future and what you want to be in the future.</p> <p>For example, you're a doctor and maybe three years from now you want to be a specialised doctor.</p> <p>And in the ... err...slide....err...there is terminology in career development.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>TERMINOLOGIES IN CAREER DEVELOPMENT</p> <ul style="list-style-type: none"> • Career- sum total of paid and unpaid work, learning and life roles undertaken throughout one's life • Individual career- a chain of experiences related to a job the employees do or involve throughout their entire life • Organizational career- a set of roles which is done through standardization, and it is related to individuals in the organization • Career path- a chain of positions in which an organization moves its workers • Career development- a formal activity which is structured by the organization for its workers in order to elevate the awareness, knowledge, skills that will give impact to the direction and elevation of the worker's career </div>

VERBAL	VISUAL
<p>First career, sum total of paid and unpaid work learning and life roles undertaken throughout one’s life so I already brief regarding on the career ...</p> <p>and second is the individual career a chain of experience related to the job the employees do or involve throughout their entire life means that the individual have their experience in order to develop their career</p> <p>and third is the organisational career a set of roles which is done through standardisation and it is related to individuals in the organisation means that the person who is in the organisation wants to be better in the same organisation</p> <p>and the fourth is the career path. A chain of positions in which an organisation moves its workers where the organisation shows the right path to the employee so that the employee will have....err.... a right career development in the organisation</p> <p>and lastly is the career development. Career development is a formal activity which is structured by the organisation for its workers in order to elevate the awareness, knowledge, skill and will give impact to the direction and elevation of the workers career. Err....means that career development is something that the organisation structured for their employees so that their employees canerr.... increase their knowledge and also their skill in order to have a better career in the future.</p>	

Fig. 4 Body Move: Giving Definition

Another difference was the use of bulleted text in the PPT slides while there was elaboration with the use of discourse markers in the verbal form. A careful layout of information on the slides and stress on key words can support the speaker in communicating and the audience in understanding the message (Morell, 2015). As shown in the study, the speakers used key words and short phrases to elaborate in their own words the points as shown in Figure 5 from EL AOP.

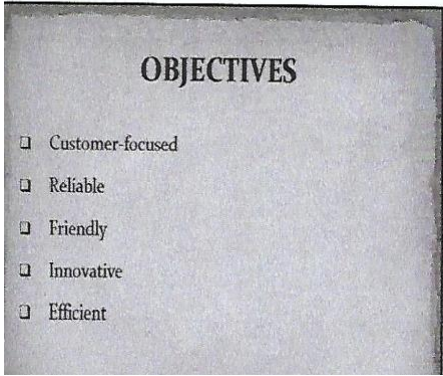
VERBAL	VISUAL
<p>Now I will talk about our objectives</p> <p>First is customer-focused. We always ensure all aspects of service to put the customer satisfaction first. Also focus on the maintenance for the comfortable environment for our customers.</p> <p>Second is reliable. Ensuring our service can be trusted and always provide our customers’ needs</p> <p>Third is friendly. JCorp I-Con is always being friendly towards the customers</p> <p>Fourth is innovative ...err...improve service through the technology element and on the design</p> <p>And last is efficient. Providing an efficient service and equipment, satisfactory and economical to use.</p>	

Fig. 5 Body Move: Stating Objectives of Project

. PPT slides are also useful to present information which otherwise is difficult for listeners or audience to grasp. For example, in the English Language AOPs when the presenters described the budget of their proposed project, the visual displayed helped the audience comprehend. The speakers made use of tables, pictures and diagrams to make meaning clearer. For instance, when presenting numerical information as shown below in Figure 6

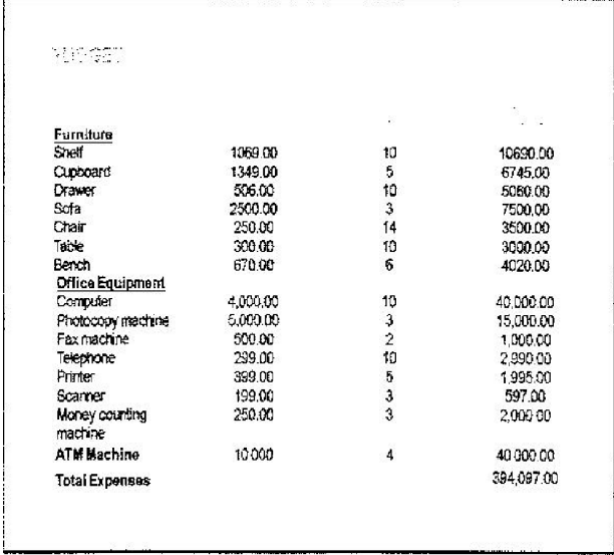
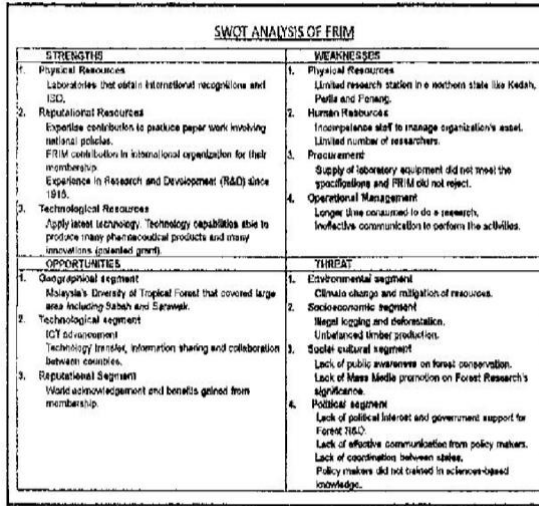
VERBAL	VISUAL																																																																																
<p>Okay this is the budget for our proposal for a new branch...ah...first the furniture. We need items such as sofa, cupboard, drawer and so on. The office equipment are such as computer...ah we need ten sets and the price is 4,000 each unit. So the total for computer is 40,000 ringgit.</p> <p>Next is the photocopy machine and we need three units. Price of one if around 5,000 so the total is 15,000 ringgit. Then is ...ah the fax machineit is total....1000 ringgit</p> <p>The monthly expenses include utilities such as ah...water, electricity, stationery, wages for staff, cleaners, security guards.</p> <p>We had estimated the total expenses for the project will be about 400,000 ringgit...(cont)</p>	 <table border="1"> <thead> <tr> <th colspan="4">BUDGET</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td colspan="4">Furniture</td> </tr> <tr> <td>Shelf</td> <td>1069.00</td> <td>10</td> <td>10690.00</td> </tr> <tr> <td>Cupboard</td> <td>1349.00</td> <td>5</td> <td>6745.00</td> </tr> <tr> <td>Drawer</td> <td>506.00</td> <td>10</td> <td>5060.00</td> </tr> <tr> <td>Sofa</td> <td>2500.00</td> <td>3</td> <td>7500.00</td> </tr> <tr> <td>Chair</td> <td>250.00</td> <td>14</td> <td>3500.00</td> </tr> <tr> <td>Table</td> <td>300.00</td> <td>10</td> <td>3000.00</td> </tr> <tr> <td>Bench</td> <td>670.00</td> <td>6</td> <td>4020.00</td> </tr> <tr> <td colspan="4">Office Equipment</td> </tr> <tr> <td>Computer</td> <td>4,000.00</td> <td>10</td> <td>40,000.00</td> </tr> <tr> <td>Photocopy machine</td> <td>5,000.00</td> <td>3</td> <td>15,000.00</td> </tr> <tr> <td>Fax machine</td> <td>500.00</td> <td>2</td> <td>1,000.00</td> </tr> <tr> <td>Telephone</td> <td>239.00</td> <td>10</td> <td>2,390.00</td> </tr> <tr> <td>Printer</td> <td>359.00</td> <td>5</td> <td>1,795.00</td> </tr> <tr> <td>Scanner</td> <td>199.00</td> <td>3</td> <td>597.00</td> </tr> <tr> <td>Money counting machine</td> <td>250.00</td> <td>3</td> <td>2,000.00</td> </tr> <tr> <td>ATM Machine</td> <td>10,000</td> <td>4</td> <td>40,000.00</td> </tr> <tr> <td>Total Expenses</td> <td></td> <td></td> <td>384,097.00</td> </tr> </tbody> </table>	BUDGET								Furniture				Shelf	1069.00	10	10690.00	Cupboard	1349.00	5	6745.00	Drawer	506.00	10	5060.00	Sofa	2500.00	3	7500.00	Chair	250.00	14	3500.00	Table	300.00	10	3000.00	Bench	670.00	6	4020.00	Office Equipment				Computer	4,000.00	10	40,000.00	Photocopy machine	5,000.00	3	15,000.00	Fax machine	500.00	2	1,000.00	Telephone	239.00	10	2,390.00	Printer	359.00	5	1,795.00	Scanner	199.00	3	597.00	Money counting machine	250.00	3	2,000.00	ATM Machine	10,000	4	40,000.00	Total Expenses			384,097.00
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Fig. 6 Body Move: Stating Budget for Project

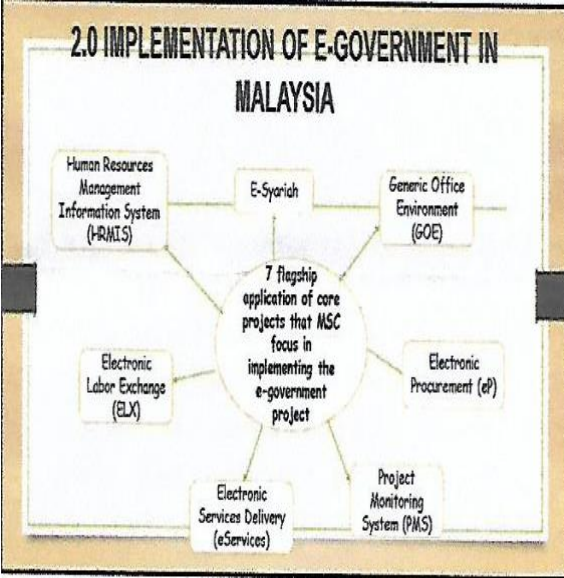
In addition, graphical visuals were used in presenting body moves of AOPs as illustrated in Figure 7 below. As can be seen, the visual mode complements the verbal mode and this helps the audience comprehend better. Although linguistically the use of frame markers can guide the audience, certain information is difficult or impossible to be transmitted verbally. In short, without the visual it is difficult to grasp what the speaker is saying. Both the verbal and visual modes integrated together in presentations help transmit the total message to the audience.

VERBAL	VISUAL										
<p>Okay. I will continue with SWOT analysis of FRIM.</p> <p>Okay according to ...ah...the strengths, weaknesses, opportunities and threats...it is a tool which allows organization to look at the direction of the organization...ah...</p> <p>Okay under physical resources..... err....according to.....err.....annual report FRIM 2012 the laboratories have obtain international recognition and ISO certificate. For example level 3 in FRIM Chemistry.....the wood.....preservative and wood.....at level 3 have consecutively maintained their excellenceerr.....by providing facilities to the researchers to make.....err...research in the laboratory...</p> <p>Okay this strength give theerr.....give the community an advantage showing their leading roles in.....err..... research team.</p>	 <table border="1"> <thead> <tr> <th colspan="2">SWOT ANALYSIS OF FRIM</th> </tr> <tr> <th>STRENGTHS</th> <th>WEAKNESSES</th> </tr> </thead> <tbody> <tr> <td> <p>1. Physical Resources Laboratories that obtain international recognition and ISO.</p> <p>2. Reputational Resources Expertise contribution to practice paper work involving national policies. FRIM contribution in international organization for their membership. Experience in Research and Development (R&D) since 1918.</p> <p>3. Technological Resources Apply latest technology. Technology capabilities able to produce many pharmaceutical products and many innovations (patented) grants.</p> </td> <td> <p>1. Physical Resources Limited research station in a northern state like Kedah, Perlis and Penang.</p> <p>2. Human Resources Inexperience staff to manage organization's asset. Limited number of researchers.</p> <p>3. Procurement Supply of laboratory equipment did not meet the specifications and FRIM did not reject.</p> <p>4. Operational Management Longer time consumed to do a research. Ineffective communication to perform the activities.</p> </td> </tr> <tr> <th>OPPORTUNITIES</th> <th>THREAT</th> </tr> <tr> <td> <p>1. Organizational segment Malaysia's Diversity of Tropical Forest that covered large area including Sabah and Sarawak.</p> <p>2. Technological segment ICT development Technology transfer, information sharing and collaboration between countries.</p> <p>3. Reputational Segment World acknowledgement and benefits gained from membership.</p> </td> <td> <p>1. Environmental segment Climate change and mitigation of resources.</p> <p>2. Socioeconomic segment Illegal logging and deforestation. Unbalanced timber production.</p> <p>3. Socio-cultural segment Lack of public awareness on forest conservation. Lack of Mass Media promotion on Forest Research's significance.</p> <p>4. Political segment Lack of political interest and government support for Forest R&D. Lack of effective communication from policy makers. Lack of coordination between states. Policy makers did not trained in science-based knowledge.</p> </td> </tr> </tbody> </table>	SWOT ANALYSIS OF FRIM		STRENGTHS	WEAKNESSES	<p>1. Physical Resources Laboratories that obtain international recognition and ISO.</p> <p>2. Reputational Resources Expertise contribution to practice paper work involving national policies. FRIM contribution in international organization for their membership. Experience in Research and Development (R&D) since 1918.</p> <p>3. Technological Resources Apply latest technology. Technology capabilities able to produce many pharmaceutical products and many innovations (patented) grants.</p>	<p>1. Physical Resources Limited research station in a northern state like Kedah, Perlis and Penang.</p> <p>2. Human Resources Inexperience staff to manage organization's asset. Limited number of researchers.</p> <p>3. Procurement Supply of laboratory equipment did not meet the specifications and FRIM did not reject.</p> <p>4. Operational Management Longer time consumed to do a research. Ineffective communication to perform the activities.</p>	OPPORTUNITIES	THREAT	<p>1. Organizational segment Malaysia's Diversity of Tropical Forest that covered large area including Sabah and Sarawak.</p> <p>2. Technological segment ICT development Technology transfer, information sharing and collaboration between countries.</p> <p>3. Reputational Segment World acknowledgement and benefits gained from membership.</p>	<p>1. Environmental segment Climate change and mitigation of resources.</p> <p>2. Socioeconomic segment Illegal logging and deforestation. Unbalanced timber production.</p> <p>3. Socio-cultural segment Lack of public awareness on forest conservation. Lack of Mass Media promotion on Forest Research's significance.</p> <p>4. Political segment Lack of political interest and government support for Forest R&D. Lack of effective communication from policy makers. Lack of coordination between states. Policy makers did not trained in science-based knowledge.</p>
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VERBAL	VISUAL
<p>Okay...secondly is reputational resources...ah recently FRIM Director Dato'[name] has received the top research Scientist Award...ah...he showed his experience in Research and Development...</p> <p>Okay for opportunities we have.....(continues)</p> <p>Okay firstly for geographical segment... under the geographical segment we know that in Malaysia we have a rich eco-system. We have diverse ecology and also diverse ... [unclear] and have large area of forest in Malaysia. Then ... ah...by this opportunity we can grab this to do more research on our rich context of biodiversity. According to Tan Kim Choo Malaysia is richer in species that are similar areas in forest in Africa and South America. Okay diverse eco-system should be used appropriately for research purposes and... so this bag chances for FRIM to make new discoveries ...etc (continues)</p>	

Fig. 7 Body Move: Presenting Strengths/Benefits/Weaknesses/Challenges

Moreover, there is more information presented by the speaker which is not projected on the PPT slide through as shown in Figure 8 below, As Wecker (2012) and Rowley-Jolivet (2012) demonstrate presenters speech is much more extended in the verbal mode while the visuals are concise with less information. Wecker (2012) posits that limited information in visuals has positive effects on audience's retention.

VERBAL	VISUAL
<p>Ok...err...the implementation of e-government in Malaysia...err...it has...it has...seven flagship application that MSC focus to implement...err...</p> <p>The first one is Human Resources Management Information System and known as HRMIS. It is responsible to arrange for a single age for government servant to perform human resources management function...err...</p> <p>For the second is Generic Office Environment and known as GOE. It is responsible to ...err...handling a ...environment and ...err...to accommodate a variety of business functions</p> <p>Ok the third one is eP known as Electronic Procurement that is responsible to enable the government to enhance the procurement process that handling by MOF which is Ministry of Finance</p> <p>And the fourth one is ...err...the fourth is PMS which is known as Project Monitoring System. It is responsible to be implemented by the Road Transport Department which is including bill payment, driver and vehicle registration, traffic summons payment</p> <p>The next one is E-Syariah. E-Syariah is to introducing administrative reform of upgrading</p>	

VERBAL	VISUAL
<p>...err...or improving the quality of services of the syariah court by improving the efficiency of the Islamic Justice Department in Malaysia</p> <p>And last but not least is ...err...the ELX...err...Electronic Labour Exchange. It is conducted by implementation of ...err... coordination unit...err...that is Prime Minister's Department. It is to provide a nationalism for planning, controlling and monitoring of develop project in an integrated manner.</p>	

Fig. 7 Body Move: Explaining Policy Implemented

Using inversions such as 'here', 'here is' 'on the left', 'these are' enables the speaker to integrate the verbal and visual mode and also chunk information into manageable units for the audience (Rowley-Jolivet and Carter-Thomas, 2005). In the present study, inversions were employed to draw the audience's attention to the PPT slide displayed to help the audience interpret the visual information. For instance, referential expressions such as 'this is' and 'look towards the slide...on the left' as illustrated from DB AOP are shown below:

Okay if you look towards the ...err..... to the slide...err....on the left for the current objective actually FRIM has their objectives ...err.... regarding the general objectives and the operational objectives which is nine general objectives and five operational objectives ... (continues)

Additionally, during oral presentations, it was found that although students had chunks written on their slides they summarised it in the spoken mode. This was mainly found in the DB AOPs. The example in Figure 9 below shows how this occurred.

VERBAL	VISUAL
<p>Okay for the conclusion within the vision, mission and objective FRIM employee will have a clear view of what they want to achieve and for the SWOT analysis...by giving a SWOT matrix....err.... that will ensure the FRIM will stand par be like the other countries towards their....their....their forests like Finland and Switzerland and other countries that already workerr....with forest...err....well known</p> <p>Weaknesses and threats should be identified and handled properly. The effective of the management in FRIM Department will make the workers really important for the government to maintain theirerr....performance.</p> <p>Okay that's all. Thank you.</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">CONCLUSION</p> <ul style="list-style-type: none"> As a conclusion, it is important for every organization to have their own strategic management to ensure that their need and want will be fully in manageable. FRIM need to have their own strategic management so that it can help to achieve their organization vision, mission and objectives. Besides that with the application of strategic management in FRIM, it is believe can identify all the weaknesses, strength, opportunity and threat happening around the organization and can help FRIM to achieve their uniqueness and competitive advantage. It has been ensuring that the suggested strategy will be helping the FRIM to improve their performance year to year. </div>

Fig. 9 Conclusion Move Slide 2

As shown in Figure 9, the verbal mode also shows traces of paraphrasing whereby in summarising, the speaker paraphrases in his or her own words. Adversely, there were also instances when there were too many words on the slide and the speakers read every word on the slide as shown in the following Figure 10 from a DB AOP.

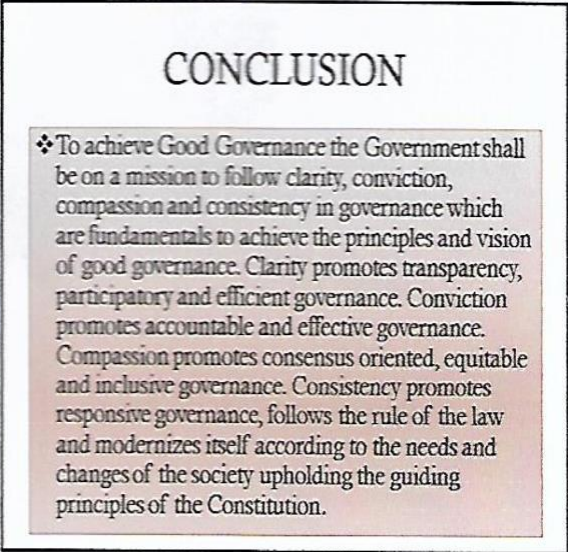
VERBAL	VISUAL
<p>So as a conclusion to achieve good governance the government shall be on a mission to follow clarity, conviction, compassion and consistency in governance which are fundamentals to achieve the principles and vision of good governance.</p> <p>Clarity promotes transparency, participatory and efficient governance.</p> <p>Conviction promotes accountable and effective governance.</p> <p>Compassion promotes consensus oriented, equitable and inclusive governance</p> <p>Consistency promotes responsive governance, follows the rule of law and modernizes itself according to the needs and changes of the society upholding the guiding principles of the constitution</p> <p>That's all from us. Thank you.</p> <p>Do you have any questions?</p>	

Fig. 10 Conclusion Move Slide 2

In the discipline-based AOPs, students had to present content which was condensed and thus students ended up displaying more information in the visuals as they found it difficult to verbally convey information. Apart from that, by displaying more on the PPT slides, they felt safer as they may run out of content and end their presentations earlier. Based on classroom observations, the weaker students were found to be reading from the slides. The visuals compensated for their verbal deficiencies. For example, as shown in Figure 10 above, the speaker read everything from the slide. Findings also revealed that when presenters ended their AOP with a conclusion slide, not only did they summarise their topic, but they also thanked the audience and invited questions. In addition, there were in total 11 out of the 40 AOPs who had displayed a ‘Thank you’ slide at the end of the presentation. An example from DB AOP is shown below. As shown in Figure 11 below, this slide is just displayed and the speaker just thanks the audience and invites questions while displaying the thank you slide in the background.


VERBAL	VISUAL
<p>That's all from us.</p> <p>Thank you</p> <p>Okay let's start the Question and answer session.</p> <p>Any questions from the ...err...anyone?</p>	

Fig. 11 ‘Thank you’ Slide

Oral delivery depends on social context unlike written form. As Tardy (2005) claims the context in which the visuals are delivered create other elements shaping the presentations norms and conventions. Based on communication accommodation theory, for spoken discourse, speakers adjust their speech according to the interlocutors’ language capabilities. As students' presentations are

considered as interactive and monologic academic discourse, presenters attempt to modify their grammatical structures to help their listeners comprehend information or content that is dense (Zareva, 2009).

In the verbal form there was a lot of use of informal language especially with words like ‘you know’. Many fillers were also used such as ‘ah’, ‘um’, and ‘err’. There was a frequent use of discourse markers like ‘alright’, ‘okay’, and ‘so’. This indicates that the students experienced difficulty in delivering fluently their AOPs. Production difficulties are associated with disfluencies (Zareva, 2009). When speakers are not able to present fluently, they tend to use a variety of disfluencies such as, hesitations and fillers to stall for time and repair their production (Arnold et al., 2000). Thus, it can be concluded that occurrence of disfluencies affects delivery of oral presentations. There were also 6 DB AOPs which displayed a slide of the references as shown in Figure 12 below. As evident in the present study, this ‘reference list’ slide served as a signal to indicate the end of the presentation without verbally announcing it. The ‘reference’ slide is an indication of doing legitimate research by acknowledging other scholars as Atai and Talebzadeh (2012) claim it is to add a scholarly air to the presentation and show credibility of the claims made in the oral presentation.

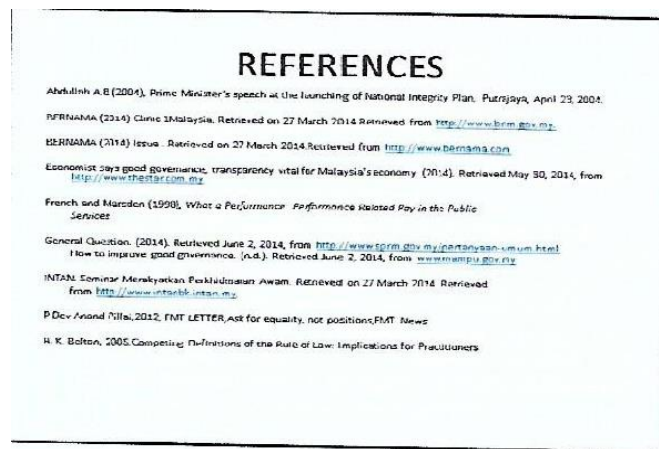


Fig. 12 Reference List Slide

There were also slides to show pictures as examples at the end of the conclusion section of the English language AOPs as illustrated in Figure 13 below. The researchers referred to such slides as ‘appendix slides’ as they were additional pictures or diagrams shown to the audience. The pictures function as signals to prove a point to the audience.

VERBAL	VISUAL
<p>Okay this is The Melium Group Boutique [shows pictures]. This is, President of The Melium Group... okay this is the hall we have choose ... Royal Chulan Ballroom ...after that we will make new design like this [speaker points to picture] . This we want to make people feel like international fashion show. Okay then this is the Melium Group products ...and this is the garment for show for men and women Okay this is the Melium magazine that we will give to the audience...</p>	

Fig. 13 Appendix Slide

Furthermore, findings showed that some slides were just used as boundary slides with no verbal commentary to accompany the slide as illustrated below in Figure 14. The verbal commentary only occurred at the next slide for example as shown in Figure 15. This shows some presenters like to have additional slides to play the role of boundary device. The boundary slides were also used to non-verbally announce to the audience what is expected next. Moreover, this allowed the speakers to pause on a little in their presentation before moving to the next slide.

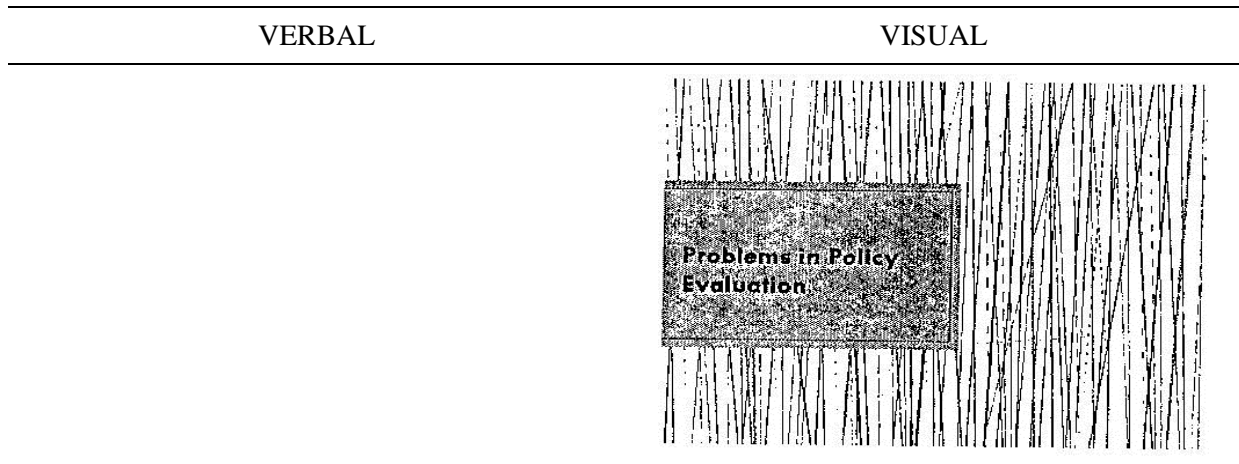
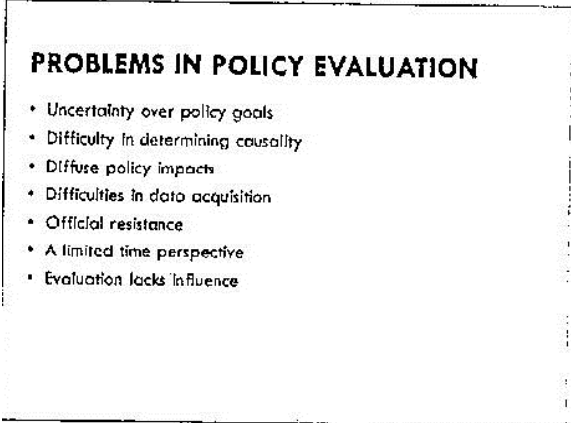


Fig.14 Boundary Slide

VERBAL	VISUAL
<p>I am as the third presenter will continue with...the problems of evaluation.</p> <p>There are seven problems which are uncertainty of the policy, difficulties in determining causality, diffuse policy effects, difficulties in the data acquisition, official resistance, limited time perspective and evaluation lacks influence.</p> <p>Okay the first one is.....uncertainty over policy goals.</p> <p>Okay when we see the word uncertainty. So what comes into your mind? Not sure is your answer or uncertainty as not sure.</p> <p>Okay. Very good.</p> <p>So uncertainty over policy goals it means lack of clarity or diverse nature in the goals of a policy. This is a serious problem because it may...it may make difficult to determine the extent to which...the policy makers had been attained.</p> <p>So...this uncertainty over policy goals is often a product of the policy adoption.</p> <p>This policy.....of the adoption process. This is because support of the policy needed to secure adoption of a policy, it's is necessary to appeal.....to persons and groups possessing different interest.</p> <p>So to win...the people and the groups votes...the commitments to preferred public votes may be included in the legislation</p>	

VERBAL	VISUAL
<p>So uncertainty over policy goals. For example, when we are discussing ...on implementing...the policy we have to define our goals right. So if we are uncertain about our goals how can the policy be implemented.</p> <p>Okay. Understand?</p> <p>The second one is difficulty in determining causality. Difficulty...in determining causality means that determining changes in real life conditions as it relate to certain policy. In other words...its establish... its establishing a relationship between all policy...and its impact or consequences...determination... of causality between actions is difficult task</p> <p>Okay. Example ...when we are having a common cold...to cure our...cold....it doesn't mean we need depend on...medicine...or seeing doctor right? So this are ...(unclear) our ...(unclear) to cure the cold. So it's is fast and effective method.</p> <p>The third...the third problem is diffuse policy impacts. Policy actions may affect groups other than those of whom they are specifically directed.</p> <p>Okay every public policy targets a certain goals and a certain policy may affect those other than those who is specifically directed for. For example, a welfare programme targeted at the poor may also affect the....members of the society also.</p> <p>As tax payers we have to pay tax right?</p> <p>The low income people.....will.....will have theirerr.... benefits like...what we say zakat. They will take zakat and the people that are low income can get zakat right?</p> <p>So this policy....the tax payers...the tax payers may come with a complain that why we have to pay tax...to pay tax and then to pay zakat for the low income to get... (unclear). So.....when we have this policy.....the low income person.....use it as an excuse to not work because they have this benefit.</p> <p>Understand? Very good.</p>	

Fig. 15 Bulleted Notes Slide

During the AOPs the presenters also ask questions or check to see if the audience comprehend what they are saying by using response elicitors or questions tags such as 'right', 'understand' as shown in Figure 15 above.

Overall, based on the findings there were no discernible differences between the EL AOPs and DB AOPs visuals. The differences in the verbal mode and visual mode were noted in the distribution of content. All the AOPs had a title slide, content or body of the AOP slides, a conclusion slide and some had 'thank you' and 'references' slides. A point to highlight is that unlike conference presentations, there was no 'overview' slide at the beginning of the AOP as shown in the findings. The visuals projected corresponded with the verbal mode. Most of the visuals were scriptural type or textual

type which is common in AOPs. Similar findings were also observed by Atai and Talebzadeh (2011) whereas in Rowley-Jolivet's study (2002), scriptural type of visuals only represented 23% of the total slides probably because it involved conference presentations from three fields in the science discipline where graphical and figurative type of visuals are more important. The scriptural visuals were also used as framing devices, closing devices and boundary devices (Rowley-Jolivet, 2002) which display the structure of the AOP. Moreover, the scriptural visuals make information displayed coherent and appropriate for audience and purpose. Such visuals help compensate for inadequacies in presenters' spoken English. The message can be delivered to the audience through visual mode. In terms of colour, most of the slides were in colour and this enhances visuals (Rowley-Jolivet, 2002).

The study has highlighted the use of the PPT slides in the AOPs and how they were very beneficial for the students especially for weaker students as they provided support to them to give information, which otherwise would have been difficult. In a similar vein, Rowley-Jolivet (2002) noted visuals are essential in understanding cognitive function as well as rhetorical functions. Based on classroom observations, visuals made the AOPs successful for the audience as they were able to comprehend and follow the presentation besides attracting their attention. Both the verbal and visual modes help the students connect with the audience better. Therefore, undergraduates' success in AOP depends on their communicative competence which includes the verbal and visual modes. As Morell (2015) aptly states good speakers use a variety of means that help to convey the intended message.

Another noticeable point based on the findings was the amount of information displayed on the visuals. More content was displayed on the PPT slides in discipline-based AOPs probably because students had to present subject matter content which had more substance. Moreover, the students appeared not to know how to make brief notes as reflected in the visuals. They had chunks of words, long sentences or fragments which reflected on students' inability to write short notes. Although there were visuals, students read their oral presentations and were over reliant on the PPT slides. By doing so it created a greater distance from the audience as well as made the presentation mundane. There was a lack of eye contact as a result of reading from the visuals. Rowley-Jolivet and Carter-Thomas (2005) assert syntax should be adapted in oral genre as it helps integrate visual and verbal modes. This way information can be broken down into smaller segments that the audience can easily follow through. However, the undergraduates do not appear to know how to manipulate the information and end up with either an overload of information or fragments which leads to poor clarity.

Additionally, the PPT slides in this study were used as markers to structure the AOP as previous studies reported (Dubois, 1980; Weissberg, 1993; Rowley-Jolivet, 2002). The verbal commentary accompanied the slides with the headings such as 'Introduction', 'Problem Statement' and 'Conclusion' although some were not verbalised or referred to by the presenters such as, the 'References' and 'Thank you' slides, which were displayed at the end of the presentations. For the most part, the presenters delivered their AOPs by heavily relying on their visuals. In some cases, they delivered like a written text and also read aloud from the slides. As Weissberg (1993) reported, speakers prepare outlined form slides and then "re textualize" them than reading aloud long chunks of information displayed. The AOPs task is challenging for the undergraduates especially for those who feel less confident speaking in English. The students are apprehensive mainly about the verbal mode than the visual mode. They are concerned about how they will elaborate on their bulleted notes on their slides. Another point to highlight based on the findings is that the bulleted notes which were to support the verbal mode were not brief notes but chunks or lengthy sentences. It appears that the students lack note making skills, hence they end up writing chunks of information. Many students spoke by memorising their speech or referring to brief hand-written notes that they had prepared.

Based on the findings, it can be concluded that visuals were beneficial for the students in their AOPs, similar to what previous studies have reported (Rowley-Jolivet, 2002; 2012, Kamalvand & Azizifar, 2014; Mestre-Mestre, 2015). The visuals help speed up communication in AOPs where time is limited. From the classroom observation, it seemed that the undergraduates were apprehensive about what to say as they lacked confidence and relied greatly on the visuals to help them. They were often reading from the slides or hand-written notes. At no point were they discouraged to read from the visuals or notes by their lecturers. This defeats the purpose of oral presentations, which is, to give confidence to undergraduates to speak in front of an audience and not read from notes or visuals most of the time. This phenomenon may occur again unless the lecturer enforces strictly that presenters may

refer to notes and visuals, but not read wholesome. This is the reason students end up writing paragraphs or chunks as they do not know how to elaborate their points based on the brief notes. They feel that memorising lots of information is difficult and they feel safer displaying the information on visuals and reading from the slides. Some are embarrassed to speak as they have low English language proficiency unlike the fluent speakers who hardly need to refer to the visuals when presenting. Based on classroom observations, it was found that mostly the fluent speakers in the group attempted to answer questions from the audience as this involved no prepared script that could be displayed in the visuals. In sum, the present study shows that undergraduates depend on visuals when they have to explain complicated information or concepts. Additionally, visuals support the structure of the AOP and help guide the audience through the presentation, for example by displaying title, subtitles, headings and others, on the top of the slides.

In this study, the findings revealed that the undergraduates fully exploited the visuals displayed. This trend shows that they fully relied on their visuals to the extent they read word by word. Another feature of the visuals is displaying wrong graphic representation for instance, when describing procedures or implementations strategies whereby instead of using flowchart some used bubble charts while information which could have been in bulleted form was displayed through an organisational chart. This could be due to lack of the technical and presentation skills as the undergraduates are assumed to have technical knowledge. Thus, as findings revealed the graphic visuals were used incorrectly. Based on classroom observation, the researchers noted that two instructors gave feedback on the wrong selection of diagrams after the presentation had ended.

5. Conclusion

Based on the findings the visuals show the flow or organisation of the AOP in sequence with the verbal commentary, for example, the introduction, body and conclusion moves of the presentation. For the introduction section moves, the visual that was associated, the 'title' slide, appeared in all EL and DB AOPs. Title slides play a 'cataphoric' role as they anticipate the content of the upcoming slide to provide the audience to form a mental model of meaning' (Diani, 2015, p. 104). There was no specific slide displaying the outline or structure of the presentation as generally found in conference presentations. For the body section of the AOPs, to realise the moves, the slides were determined by the nature of the task. The slides for the body section of the AOP were in bulleted form although there were paragraphs too. To realise the moves in the conclusion section, all the AOPs had a conclusion slide which displayed the summary of the presentation. There were also 'thank you' slides and 'references' slides to indicate the end of the presentation or the conclusion section. In the EL AOPs there was also a picture slide or as the researchers termed it as 'appendix slide' related to the proposed project or topic of presentation. There were no slides for the Question and Answer section of the AOPs.

The visuals were used to create a rapport with the audience for example, the title slide. The functions of the title slide include introducing the topic of presentation and the speakers, activating schema of the audience and asking rhetorical questions. Some of the PPT slides displayed too much text, hence there were no differences in the verbal and visual mode as the presenters were reading wholly from the slide. There seemed to be no restrictions to this practice from the instructors as evident from the observations. As the presenters are reading from the slide, to what extent do the visuals help? The visuals that are used to illustrate points which are easily understood in visual mode, (e.g. a table to display budget for project proposal or flow chart to show stages of implementation strategies) have long verbal commentaries. This reflects students' inability to elaborate or exemplify points as they read from the slides or hand-written notes.

Another difference between the visual and verbal mode was the point displayed were complete sentences and not short bulleted notes or phrases. This implies that the undergraduates lack note making skills. Furthermore, they may leave out important information which they are unable to comprehend or fit the information into the PPT slide. There were attempts to try and make notes as seen on the visuals, which displayed fragments or chopped sentences from the original version. Tufte (2003) one of the main critics of PPT slides claims that visuals are damaging for transmission of knowledge, reasoning, and reduction of complexity of thought. In the same vein, Knoblauch (2008) and Campagna (2009)

agree PPT slides can hinder flow of reasoning and information although the verbal mode and body language can make up for it.

Interviews were conducted with some of the presenters to get further information in relation to AOPs. In regards to visuals, the undergraduates revealed that they use PPT slides in all their AOPs. The undergraduates' main problem in preparing PPT slides was preparing short notes. This is supported by the findings of the interview with the undergraduates. As stated by a student in the interview:

I do not understand sometimes what I read and I do not know how to make points so I just write the whole sentences on my slides...err...then I read everything. I know its not right
(S4)

For me the most difficult is doing notes because the points are a lot...the topic sometimes is not easy ...but we discuss in our group and our team member who is good in English will help us to check our notes...err...when we combine all the slides because we divide and do our own part then the one good in English will see all one by one

(S23)

In the visual mode there were slides which were just displayed but verbally very little or no comments for instance, illustrations or pictures. In relation to relevance, Yang (2010) asserts that slides should be judiciously used. Visuals should not dominate the presentations (King, 2002) and do the work of the presenter. In addition, excessive use of text promotes reading from the slides rather than presenting (Zareva, 2011). The connections between the spoken text and visuals of the PPT slides show how the verbal mode brings the speaker and audience closer together through the emotive responses (Charles & Ventola, 2002). Visuals offer novices an alternative way of expressing their ideas 'if they are unfamiliar with generic norms in the verbal mode' (Diani, 2015, p. 104). Thus, as visuals are important in presentations especially for novices, training on the use of PPT is necessary.

The undergraduates also reported that they were not given training on preparing slides in terms of the technical aspect besides the elective course in which they learn about oral presentation skills as illustrated below.

We take seminar in public management course and we learn about power point slides ...err... about the font if too small or the type and cannot have too many colours on the slide like formal presentation it is not suitable

(R12)

The lecturer also tell us that we must do the right diagram ...I mean if a flow chart or graph is more suitable ...like just now in our class the group presentation Madam gave comment about the flow chart is wrong but not always I mean not all the lecturers comment

(R7)

In the English course we learn about oral presentation but that is like tips we must not ...not have the...I mean all the theory like also for example the font and not too many words on it [the slide] ...it is in our text book. We don't learn we don't know not about the ppt software we ...we.learn that ourselves or from friends sometimes also family

(R26)

Similar views were echoed by the lecturer:

I do not teach the technical skills about...err...nowadays young people are better than us about technology they know how to do it themselves. But if they can and show me their slides before the presentation I then give comments about maybe the content...and err...sometimes too many words

(Lecturer 1)

In sum, the findings of this study support the contention that visuals are important in AOPs. Nonetheless, although the visuals are pertinent in both EL and DB AOPs, there is lack of visual communication instruction. On the basis of the findings, the comparison of the visual and verbal mode clearly shows that, despite learning how to summarise or paraphrase in their English language course, the undergraduates displayed too much text with long sentences or paragraphs on their slides. Moreover for the DB AOPs, due to the subject matter, there were details or points which were difficult to memorise. The PPT slides appeared to be doing the job of the presenters and the audience just referred to the slides to make conclusions. In short, based on classroom observation it was noticeable there was excessive display and use of details on the PPT slide. Additionally, the study revealed that too much time is spent on preparing PPT slides. In brief, the visuals support the AOPs but they should be used judiciously. Similarly, Nguyen (2024) asserts that although visuals are significant in oral presentations, their excessive use may have drawbacks as it may detract from students' verbal communication skills. Visual support is much more prominent in research speech than in research writing (Swales, 2004).

Knowing the importance of visuals and verbal mode in AOPs hence, the results of the present study can help the EL and DB courses lecturers. Based on the findings it is suggested that lecturers in the English language class should help the undergraduates by guiding them how to make short notes and make them aware about the content that should be projected in visual form. Likewise, the lecturers in the faculty also may need to emphasise this when the undergraduates conduct AOPs in their discipline-based courses. It seems there needs to be a new approach in teaching oral presentations, to highlight the differences between spoken and visual modes as findings showed the speakers presented in writing style. As Barrett and Liu (2016) reported, more research should examine linguistic devices used to communicate alongside the multimedia oral presentation. Visuals are important as they help reduce anxiety (Lambert, 2008). However, speakers tend to use visuals ineffectively when they read from the slides or have too much information displayed on the slides. Damio and Ibrahim (2019) assert that oral presentations can enhance students' understanding and retention if the PPT slides contain only important points and interesting pictures. The present study has shown that only few undergraduates do short bulleted notes despite learning note taking, note-making, paraphrasing and summarising skills in the English language class. This suggests students should be trained in preparing visuals to ensure the correct use and type of visuals for their AOPs.

6. Co-author Contribution

The authors affirmed that there is no conflict of interest in this article. Author 1 carried out the fieldwork, prepared the literature review and wrote the manuscript. Author 2 also contributed to the literature review and organisation of content while 3 assisted in the editing of the whole paper.

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APPENDIX A

UNIVERSITY LOGO

NAME OF UNIVERSITY

FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES

SUBJECT CODE

STRATEGIC MANAGEMENT FOR PUBLIC SECTOR

PRESENTATION ASSESSMENT

TITLE:				
DATE:				
GROUP MEMBERS:				
NO.	NAME	REG. NO		
1.				
2.				
3.				
4.				
NO	CRITERIA (PRESENTATION)	WEIGHT		
		BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
1.	Correct approach in stability analysis	1 2	3	4 5
2.	Content analysis	1 2	3	4 5
3.	Clarity of oral presentation – communication, language, clarity, appearance, audience interaction	1 2	3	4 5
4.	Visual presentation (LCD/OHP)	1 2	3	4 5
5.	Dealing with questions	1 2	3	4 5
6.	Teamwork	1 2	3	4 5
MARKS				
TOTAL MARKS/ PERCENTAGE (%)				

Notes:

Criterion	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Exemplary (5)
Correct approach in stability analysis	Fundamental approach used in analysis is incorrect	Fundamental approach used in analysis is correct with many major errors	Fundamental approach used in analysis is correct with a few major errors	Fundamental approach used in analysis is correct with minor errors	Fundamental approach used in analysis is correct with no errors
Content development	Incomplete – major points are not clear and/or persuasive	Content is introduced but the effects on analysis not discussed	Content is introduced but the effects on analysis somewhat discussed	Content is clearly illustrated but the effects on analysis somewhat discussed	Content is clearly illustrated and the effects on analysis clearly discussed
Clarity of oral presentation	Speakers mumble. Student was unable to complete the presentation before the class	Speakers show little interest in conveying information to others. Students had many difficulties presenting materials	Speakers convey information, but is dry and uninspiring	Speakers convey information clearly and with confidence but delivery is a little dry	All information clearly spelled out, well enunciated, inspiring and with confidence
Visual presentation	Poorly prepared – slides are hard to read & hard to follow	Slides are crowded with words or lettering too small	Slide lettering is at acceptable size & some slides are unclear	Slide lettering is large enough, but some slides are unclear	Slide lettering is large enough, & slides are clear.
Teamwork	Only one team member contributes to presentation	Some team members do not contribute	Team member transitions somewhat disorganized	Team members transitions fairly organized	Team members transitions organized & seamless