

بحث : ١٨

**Computer mediated Team based Learning
and Presentation Skills for Trainers:
Theory and Practice**

إهداء :

***Dr. Hasnaa Sabry
Abdel-Hamid Helwa***
*Lecturer at Department of
Curriculum and TEFL
Instruction - Faculty of
Education- Benha
University- Egypt*

***Dr. Shaimaa Sabry
Abdel-Hamid Helwa***
*Lecturer at Department of
Mass Communication -
Faculty of Specific
Education- Benha
University- Egypt*

Computer mediated Team based Learning and Presentation Skills for Trainers: Theory and Practice

Dr. Hasnaa Sabry Abdel-
Hamid Helwa

Dr.Shaimaa Sabry Abdel-
Hamid Helwa

Lecturer at Department of
Curriculum and TEFL
Instruction - Faculty of
Education- Benha
University- Egypt

Lecturer at Department of
Mass Communication -
Faculty of Specific
Education- Benha
University- Egypt

Abstract

The aim of this research paper is to investigate the effect of computer mediated team based learning in developing presentation skills among trainers. It provides theoretical background about computer mediated team based learning, and then clarifies how it can be used for developing presentation skills. In Computer mediated team based learning, trainers received instruction on how to prepare and deliver presentations in English, and practice their presentation skills in pairs and/or groups before presenting in front of the group. Instruction and practice focused on three aspects of presentations: the verbal message (pronunciation, intonation), the non-verbal message (eye contact, posture, gestures, visual aids) and the rhetorical message such as speech building strategies (organization, logic, support). Non-verbal and verbal aspects of a presentation were taught as a series of skills and once these skills were introduced, trainers practiced them through pair and group work. Trainers were guided through the process as they prepared their presentations, and had ample opportunity to practice with a partner or partners before each performance.

Introduction

Teaching presentations skills in English gives students who want to be trainers the opportunity to participate while

at the same time developing individual presentation skills such as speech writing, public speaking, and computer literacy through different activities. These activities are designed to give students as many opportunities to use English as possible. The teacher's main role is to introduce and explain new concepts and direct activities (MacAnthony and McCrohan, 2000).

Thus , it can be said that teaching presentation skills is one of many options exemplifying a meaningful task-based activity. It should be clear that conceiving, preparing and performing presentations is a synthesis of different skills and knowledge areas, such as (vocabulary, discussion, note taking, confidence building, fluency, and body language). This cycle of tasks requires much planning over several classes, engaging students in an extended process of learning. Thus, Otoshi and Heffernan (2008) indicated that learners identified the following as important when making oral presentations: clarity of speech and voice quality, correctness of language, and interaction with the audience. It can be said that oral presentation evaluation criteria consist of multiple factors including; language use, content, delivery, and effectiveness of visual aids.

Students receive instruction on how to prepare and deliver presentations in English, and practice their presentation skills in pairs and/or groups before presenting in front of others. Instruction and practice focus on three aspects of presentations: the verbal message (pronunciation, intonation), the non-verbal message (eye contact, posture, gestures, visual aids) and the rhetorical message such as speech building strategies (organization, logic, support). Non-verbal and verbal aspects of a presentation are taught as a series of skills and once these skills are introduced, students practice them through pair and group work. Students are guided through the process as they prepare their presentations, and have ample opportunity to practice

with partners before each performance (MacAnthony and Mccrohan, 2000).

As a result, King (2002) clarified that there are many advantages of presentations such as : bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing team work and helping students become active and autonomous learners.

In addition, most poor presenting is the result of bad habits such as not looking at the audience or muttering instead of speaking clearly. Yet most people are quite capable of making eye contact and speaking clearly; they may not even realize that they do not do these things, and it can come as quite a shock if they see a video of their performance. If they then take one aspect of their presentation, such as their poor pronunciation, and work at improving it, they will find that not only will their words soon become clearer but they will also start to speak more clearly as a matter of habit, without having to think about it at all. They can then take the next feature they want to improve and work at setting up another good habit. In this way, they will become better presenters as well as gain more confidence (Emden and Becker, 2004).

Students hesitate to prepare presentations at the beginning of the course. They often come to the presentations without adequate practices, which lead to poor performances as a natural result. This is not from their laziness or lack of capabilities to handle the tasks. Once they receive enough feedback and know how to improve their presentations, they find it much easier to work on their presentations. Realizing students' attitude towards presentations, presentation practice is scheduled one week before the actual presentations. The practice significantly improves the students' presentations. The students are asked to practice their presentations in groups at least two times

prior to the practice sessions (Suwa, Miyahara and Ishimatsu,2012, Toth, 2007).

Students' anxiety of presentation exists when the student puts himself/ herself on the spot when he/ she presents. The audience will be judging, not just his/ her ideas and evidence, but he/she as well. People may not remember reports or spreadsheets easily, but a presentation can make a powerful impression that lasts. If the presenter seemed nervous, incompetent or ill-informed, that reputation will stick at least until the next presentation. Thus, the effective presenter puts himself at center-stage. An ineffective presenter tries to hide behind notes, slides or computer-generated graphics. To become more effective, the presenter needs to take control of the three core elements of the event: the material; the audience; and himself/ herself (Arnaiz and Guillén, 2012, Barker,2010, Occhipinti , 2009, Zheng,2008).

Therefore, it can be said that presentation is an effective communicative activity that has been widely adopted by EFL teachers to promote oral proficiency. However, when oral presentations are assigned in class, the teacher will get either complete silence or grumbles from students who find the idea of oral presentations frustrating and intimidating. Students are overwhelmed with the research and communication skills that are necessary for a successful presentation. Some students who invest time and effort into an oral presentation do not always get the intended outcomes. Speech anxiety and limited presentation skills are the major problems that lead to learners' oral presentation failures. In order to help students effectively cope with their fear of oral presentations, it is essential for teachers to acknowledge that speech anxiety is perfectly normal. Having an open discussion on speech anxiety will assist students to feel that they are not alone (King ,2002).

The communicative approach to English teaching has been very popular in many EFL college conversation

classes. Having students give oral presentations in front of the class is one of learner- centered activities that has been widely included in teachers' lesson plans to improve students' oral proficiency. Thus, students' presentation problems sometimes defeat the purpose of developing language skills .In addition , with the availability of technology both at school and home, student- made presentations with video cameras , slide projectors , PowerPoint and other visual aids could be much more exciting and interesting than traditional ones (King 2002).

Computer Mediated Team Based Learning

In a foreign language classroom, working in informal small groups, having pairs or small groups of learners write up dialogue, do exercises, and research a project together have been common practice. It is important to understand, however, the crucial difference between merely placing learners into small groups to work together on isolated activities and structuring a team-based collaborative learning environment. In the team-based environment, learners work with the same team for the entirety of a semester. The use of teams for language learning is aligned with Vygotsky's belief that all higher-order functions develop out of language-based social interaction and that collaborative learning is essential for traversing the "Zone of Proximal Development" (ZPD), that is, for bridging the gap between what learners can do alone versus what they can accomplish by collaborating with others. In other words, the effectiveness of team based learning (TBL) as an instructional strategy is based on the fact that it nurtures the development of high levels of group cohesiveness which, in turn, results in a wide variety of other positive outcomes. It clearly takes a transformation process to evolve a small group into a powerful, cohesive learning team (Michaelsen and Sweet, 2008).

Therefore, teachers who try to shift from traditional forms of teaching to a team learning approach will find that

requires three important changes. First, the primary learning objectives of the course will shift. Instead of being primarily focused on familiarizing students with key concepts, the course goals will also include ensuring that students learn how to use those concepts. Second, the role and function of the teacher will also change. Instead of just being someone who dispenses information and concepts, the teacher will need to design and manage the overall instructional process. Third, there will also be a change in the role and function of students in the course. Instead of being passive recipients of information and content, students will need to be responsible for the initial acquisition of the content and for working collaboratively with other students to learn how to use the content (Michaelsen, 2008).

TBL is an instructional strategy involving multiple small groups in which learners must actively participate. The instructor acts as both facilitator and content expert as necessary. It originally developed to promote active learning in large college undergraduate classes. It is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. In TBL, learners work within the same team for the entirety of the semester. The rationale for this format is that it takes time for group members to get to know each other well enough to start functioning effectively as a team. Ideally, TBL proponents recommend groups of 5-7 learners in order to ensure that the team will have ample resource. Teams are formed and activities are designed according to several guidelines. First, teams must be properly balanced with regard to such features as age, race, gender, as well as academic assets and abilities. Second, procedures that ensure both individual and group accountability must be in place. Third, group assignments must require input from all group members. Finally, learners must have the opportunity to evaluate their peers (LeMond, 2004).

Therefore, changes of this learning do not just happen automatically. They happen when the teacher is able to implement the four essential principles of TBL. The essential principles are: 1) groups must be properly formed and managed, 2) students must be made accountable for their individual and group work, 3) group assignments must promote both learning and team development, and 4) students must have frequent and timely feedback. TBL assumes that learning goals should be teacher-directed and used to guide individual and group learning activities. It uses a sequence of events that prompt students to engage in their initial exposure to the content before class, and then spend the majority of class time working on assignments in which they learn how to apply the knowledge (Michaelsen, 2008, Michaelsen and Sweet, 2008).

TBL is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. Students are organized strategically into diverse teams of 5-7 students that work together throughout the class. Before each unit or module of the course, students prepare by reading prior to class. Therefore, in comparison to groups involved in informal small-group work and collaborative learning, a team is characterized by a high level of individual commitment to the welfare of the team in addition to a high level of trust among team members. In order to develop an effective learning team, members spend time in databases and the worldwide web, and interact both synchronously in a chat discussion and asynchronously via email and discussion interacting together, pooling resources in order to meet common goals and complete challenging tasks (LeMond, 2004).

Thus, Emden and Becker (2004) and Partridge (2007) indicated that there are benefits of using team learning in teaching such as the workload and the stress are shared ;students can use a range of abilities ; variety is built into the occasion, as the audience has different voices to listen to

and students can show how good they are at teamwork. In TBL everyone is contributing to move forward in a clear direction. Everyone works to achieve common and shared goals. They also work together, collaborating and co-operating, to enable them to make progress. A team combines the energy, motivation, experiences and expertise of individuals for a shared purpose so that the team achieves more than the sum of the talents of its individual members. In a team, its members can: have a sense of belonging; have a clear purpose and know what they have to achieve; feel supported by other team members; be respected and valued for their contribution and share and solve problems together.

According to this, TBL is an innovative form of collaborative learning. The aim of TBL is to create a motivational context in which students become accountable for their learning .It is designed as an active learning strategy that fosters individual and group accountability as small groups of students work together to answer questions and solve problems. It employs a structured three-phase sequence: preparation, during which learners study an advance assignment defined by faculty, readiness assurance, where learners demonstrate knowledge through individual and group readiness assurance tests (RAT) and application (Inuwa et al., 2012).

Shokri (2010) indicated that TBL has three phases. The instructor allocates ample time for students to first discuss in group. They brainstorm a variety of ideas and select them based on consensus. After that, the learners must write mini proposals that explain the information about the project. At the final stage, the groups will present their projects to the language instructor and their classmates. Also, Partridge (2007) clarified that there are three central components of TBL: the task; what the team is charged to achieve, the individuals; the members of the team and the team itself; and the way it operates. When a team is first put together, its members are likely to want to find out about the purpose

of the team and the role they are expected to play. Team members recognize the need to agree upon ground rules in order to operate as a team. The team's culture and customs, the way its members will operate and collaborate become established practice. Team members are still likely to disagree at this stage, but they tend to be more positive and able to work together. At the end, the team is able to perform effectively, delivering the benefits team-work can bring. They have the confidence and commitment needed to work cooperatively towards their shared team goals. The emphasis is on achieving the team's goals.

Recently, the technological advances in network-based communication along with a shift toward a more social view of learning present special promise for foreign language learners. One of the particular interests among various forms of computer-mediated communication (CMC) is synchronous, real-time communication or chatting due to its resemblance to oral interaction. Network-based CMC allows learners to communicate and collaborate with one another on-line via written text. CMC chatting has been shown to be beneficial for language learning. Not only has this procedure been found to promote more language production than in face-to-face oral discussions, higher rates of participation, increased motivation, and positive attitudes. The use of an electronic learning space can greatly enhance TBL. A common difficulty in the implementation of TBL is that in order to do the work, all members of a team must be present. The use of a technology-supported learning context alleviates this problem. Technology can be used to share files, search databases and the worldwide web, and interact both synchronously in a chat discussion and asynchronously via email and discussion boards with other learners (LeMond, 2004).

Social networking Websites, such as YouTube, Twitter, and Facebook, have become extremely popular among Internet users who wish to share their ideas, videos,

and other activities online. The use of social media such as Facebook and Twitter has rapidly grown to become a popular and influential form of computer mediated communication. The rationale behind using Facebook and Twitter for teaching and learning purposes is that they provide a platform or a meeting point for students who can socially interact with their classmates as well as communicate about their learning in their very own non-threatening space. In addition to the traditional lectures and tutorials, the online discussion forum of the Facebook and Twitter site has a tremendous potential to enhance learning and teaching, in particular for the development of higher order learning skills, student-centered pedagogy, authentic learning and interactive learning communities. Therefore, there is a need to investigate how students perceive and assess the effectiveness of Facebook and Twitter in providing a pedagogically sound virtual learning environment that could enhance their learning experience (Chartrand, 2012).

The use of digital technology via Facebook and Twitter enhanced TBL outside the classroom, complementing face-to-face lessons. Students were also exposed to several student-centered learning mechanisms including poster presentations and expert forums in an effort to provide them with a more holistic learning experience. The students' learning experience and motivation was assessed through content analysis of their reflective portfolios and their Facebook and Twitter postings. Thus, TBL has a positive impact on the students' learning experience and motivation. Facebook was indeed perceived as an innovative and effective tool in a student-centered learning environment that enriched students' educational experiences, increasing the relevance of the subject matter and encouraging students to collaborate effectively with their peers and faculty. From the perspective of the educator, the use of Facebook in a team-based pedagogy setting significantly enhanced the teaching and learning process as it allowed the educator to

tap into the digital learning styles of the students and provided innovative ways of involving and motivating students in the learning process (Rasiah,2014).

Facebook is one of the most commonly used sites by people of all age groups, not only as a social network site, but also as an online team-based pedagogically sound learning platform that is fast becoming recognized in the education community. Facebook has many applications that support teaching and learning and it has been found to cultivate positive learning experiences as well as to enhance the rapport between the educators and their students. The main aim of an educator is to ensure student learning takes place. It the main platform used for conducting online discussions and preparation to aid students in successfully completing their continuous assessments, which took the form of an individual report as well as a group presentation (Rasiah,2014).

Twitter is described as a social networking and a microblogging service that users like to use for short messages of 140 characters in length. It is an interesting method for students to keep in touch with each other as well as with the teacher. One possible lesson may start with a teacher telling a story to the learners. Then, the teacher instructs the students to continue the story. Another idea may be for the teacher to ask trivia questions, and the students attempt to answer them in class (Chartrand, 2012).

Twitter is a social network in which the members of a community share their current activity by answering the question "What are you doing? This form of social interaction is called microblogging. Microblogging tools enable users to post short messages that are distributed within their community. Users can post messages from their mobile devices, a Web page, from Instant Messengers and desktop clients. The same channels are used for receiving messages. Twitter seems to be a perfect tool to support learning English, especially in blended classrooms, for the

following reasons. First, Twitter is easily accessible from almost everywhere, so the students can practice at any time by sending and receiving messages either on the computer or the mobile phone. They can also decide how much time they spend reading and writing these messages. This is an essential feature for busy students. Second, Twitter is suitable for any level of English because in writing the messages, the students can chose a topic and grammatical structure fitting their level. Third, the use of Twitter as an online learning community can help to integrate students in the community who could not attend classroom (Boraul et al., 2009).

The Practical Part

Computer mediated team based Learning and Presentation Skills

In order to implement the computer mediated team based learning, there are four stages as follows:-

1. Dividing Students into Teams

- Trainers were divided into five teams. In team-based learning proponents recommended groups of 5 to7 trainers in order to ensure that the team will have ample resources. The same teams worked together throughout the semester to complete online and in-class assignments. They were encouraged to use Facebook and Twitter to prepare for all assignments.

2. On-line Assignments

- The team members completed on-line assignments. All the discussions appeared in the team's Facebook group and twitter and were accessible to all team members. The on-line assignments were carefully designed so that team members could get to know each other and built levels of understanding, support, and trust before working together to complete team projects. Therefore, the first on-line assignment

required members to introduce themselves and share personal information about interests, backgrounds, expertise, and course expectations through a posting on the team's Facebook group.

- In the next on-line assignment trainers were required to read all the introductions posted to the Facebook group post by their teammates and respond directly to at least two by posting a reply to the original message. After several assignments that encouraged the establishment of a good group dynamic and strong rapport within the teams, the assignments began to focus on tasks that the team members were required to complete together.
- The rationale behind these assignments with respect to collaborative learning was to teach the learners how to work toward a common goal as a team. For example, the teams were required to do several readings utilizing a collaborative reading technique. First, the reading was divided among the team members. For each section, one team member was assigned the role of "Recorder" and a different team member was assigned the role of "Monitor."
- The job of the Recorder was to read the section, summarize it and post a summary to the team post. The job of the Monitor was to read the same section as well as the Recorder's summary of that section. Then the Monitor would post a message to the Team Facebook group and Twitter either to confirm the accuracy of the Recorder's summary or to note any errors or omissions made by the Recorder. This collaborative reading method is intended to encourage positive interdependence and facilitate participation.

3. Oral Presentations

- One of the most important group projects was an oral in-class cultural presentation. A topic was assigned to

each team to be prepared and undertaken collaboratively. The purpose of the oral presentation was to promote team-member accountability and whole-group participation. Trainers began to present their ideas and information to their peers.

4. On-line Chat Discussions

- Trainers also met in the language lab on five occasions to participate in chat discussions with their teams. Trainers entered the lab, chose a computer, and logged on to one of the facility computers. They then logged in to their team's Facebook or twitter. Trainers can hold synchronous discussions, question-and-answer sessions, and review Web-based materials. Due to the synchronous nature , multiple users must participate at the same time. Trainers enter their comments in the text box and hit the "enter" or "return" key to submit them. After hitting the "enter" key, the learner's comments appear in the chat window next to the trainer's name.
- Trainers can view all entries by their teammates either as they appear or they can .The chat sessions were of two types: (1) chats based on specific themes that required each team to reflect back on the discussion and construct a summary of the discussion together; and (2) chats that required no such post-activity reflection.

EFL Presentation skills are becoming a more important part of language teaching, especially in the university environment. These skills prepare students for teaching presentations that they will likely be expected to carry out after graduating and getting jobs .Therefore, several researchers conducted studies for developing presentation skills as follows:-

King (2002) investigated the effect of using communicative approach in preparing EFL learners for oral

presentation skills. The participants of the study included 42 students. The instruments of the study included an EFL oral presentation test and a rubric for scoring it. The results of the study indicated that having students give oral presentations in front of the class is one of learner centered activities that has been included in teachers' lesson plans to improve students' oral proficiency . In addition, the study also confirmed that using oral presentations in EFL classroom provides a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public.

Otoshi and Heffernen (2008) explored the factors EFL learners consider to be important when making presentations. Three hundred and four undergraduate students were surveyed at a large private university in Japan. A 30-item questionnaire was used to discover what components are considered to be important to learners in doing effective English presentations. Descriptive statistics and principal component analysis were used to analyze the results of the data. The results indicated that the participants considered the following three factors as the major criteria for effective English oral presentations: clarity of speech and voice quality; correctness of language; and interaction with the audience.

Greza and Berings (2010) investigated the reliability and validity of peer assessments of oral presentation skills. The sample of the study consisted of 95 students at university level. The instruments of the study consisted of presentation skills test and a rubric to score it. Results revealed that feedback and assessment play an important role in teaching and learning. Peer assessment is presented as an additional alternative to strengthen the central role of assessment. In addition, the results indicated that learners with a positive self-efficacy are more likely to work harder, are more persistent, and attain higher achievement levels. Thus, they

expected a positive correlation between self-efficacy and presentation performance. The good presenters know the criteria of a good presentation better than weaker presenters, and that good oral presentation performers are also better assessors.

Erkaya (2011) used an oral communication skills course to teach students how to communicate in English fluently. The participants of the study included undergraduate EFL students in Turkey. The instruments of the study consisted of an EFL presentation skills scale. The results of the study indicated that the course is not complete, however, until instructors teach students oral presentation skills. Oral presentation skills are an extension of oral communication skills: The former deals with planned usage of language; and the latter, mostly with unplanned usage of language. Once students have acquired some fluency in oral communication skills, they can learn oral presentation skills.

Csikosovaa, Senova, and Culkova (2012) investigated the effect of using e-learning on improving of communication and presentation skills of the university students. Results of the study clarified that living in information society, in which internet has become necessary media that is need for the work, education, information and contacts is very important. The participants of the study included thirty five students at university in Slovakia. The instruments of the study were presentation test and scale. The results also show the necessity of communication and humanization during education process through e-learning activities .Using e-learning activities helps students at university level in presenting their ideas confidently through adding animation , sounds, pictures of videos while the presentation process .

Ahangari, Rassekh-Alqol and Hamed (2013) examined the effect of peer assessment on oral presentation of Iranian English non-major students. The participants of the study consisted of 52 students of Azad and State universities of

Tabriz and were divided into control and experimental groups. The peer assessment was incorporated into the experimental group's course to explore whether and to what extent their oral presentation skills may enhance. Data were obtained through a Likert scale questionnaire of peer assessment. The results specified a statistically significant difference among the groups in oral presentation skills in favor of the experimental group. The results also suggested that, when assessment criteria are definitely established, peer assessment empowers students to evaluate the performance of their peers in a manner comparable to those of the teachers.

Based on the previous studies, university students should give presentations to their classmates and teachers. They should also focus on using the internet about how to successfully prepare for this task. Thus, good presentation skills will help students as they progress through their studies and, after graduation. Students become more confident enough while presenting their ideas through adding animation , sounds, pictures of videos while the presentation process.

Therefore, it can be said that TBL is considered an instruction method in which students at various performance levels work together in small groups or teams toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. As a result several researchers investigated the effectiveness of TBL in foreign language teaching and learning as follows:-

LeMond (2004) investigated the use of team-based computer-mediated communication (CMC) in foreign language learning. The study also analyzed the quantity of speech and the quantity and type of speech actions produced by the learners .The sample of the study consisted of 38 university Spanish learners enrolled in third-semester beginning Spanish, because learners at this level generally

have been exposed to enough grammar to be able to communicate in the target language. Learners were divided into teams. The same teams worked together throughout the semester to complete online and in-class assignments. They were encouraged to use the Blackboard's functions to prepare for all assignments, and all Blackboard communication was required to be in Spanish. A total of nine teams participated in the study. Ideally, team-based learning proponents recommend groups of 5 to 7 learners in order to ensure that the team will have ample resources. The instruments of the study included survey, interview and speaking test. The results of the study clarified that synchronous computer-mediated team based learning can increase the level of participation. It also found that learners produce more language, submit more turns at talk, and participate at higher levels in electronic conferencing sessions than in face-to-face discussions.

Reid-Hector (2006) examined the role of inquiry-based learning practices on team learning (TL) process; and mechanisms constructed to share or transfer learning to other teams within a larger action research. The participants consisted of 18 learners divided into teams. The team's learning coach was selected as one of the elite interviewees because this team member had expertise in the area of team and organizational learning. Data was systematically collected from in-depth interviews, document review, field notes from interviews, participant observation notes, review of documents / materials, and the Team Learning Survey (TLS). Results of the study clarified that inquiry-based learning practices (IBLP) facilitated experienced-based adult learning at the individual, team and organizational level. Also team learning was facilitated through use of IBLP, and mechanisms were created to transfer learning to other teams in the organization. Abidin and Saleh (2010) conducted a study to present some qualitative findings of the soft skills that participants acquire through the process of learning.

Two hundred and forty two undergraduates were involved in the study and were randomly grouped into 51 teams to develop team-based Learning Portfolio. In the process of developing the portfolio electronically, each team strategizes collectively in conformance to the criteria explicitly transcribed on the course e-learning portal. Objectively, it provides participants the opportunity to exercise their soft skills while exploring their applications in the real world and new skills in using Power Point Presentation Skills. The data was obtained from the questionnaire, written evaluation and reflections of learning, the rating, verbal and non-verbal communication during the interviews. The soft skills that participants have demonstrated included leadership, managerial, communication, teamwork, writing, critical thinking, decision making and presentation. The results of the study clarified that team learning was highly acceptable among the sample of the study. They mentioned having fun doing the course, and were satisfied with the way the course was delivered and the materials used. The abilities of gathering information from all team members, organizing, coordinating, arranging and presenting all input on the compact disc and delivering it on time certainly demonstrated their soft skills.

Shokri (2010) conducted a descriptive study to explore whether team project activity can promote the frequent use of English language, practice learners' strategies, and promote learners' self-confidence. He focused on how team project assignment helps students in developing their language skills and also cultivated essential soft skills. This study adopted a quantitative method by obtaining students' feedback through administering a questionnaire. There were 60 participants selected to respond to the questionnaire. The results of the study revealed that students' speaking ability improved through using team learning. Therefore, they can present their ideas and discuss it confidently. It revealed also that the students had positive attitude and judgments

towards the use of team project as a teaching technique in classroom.

Rasiah (2014) conducted a study to assess the effectiveness of social media to enhance teaching and learning in a team-based learning environment involving large classes. The use of digital technology via Facebook enhanced team-based learning outside the classroom, complementing face-to-face lessons. Students were also exposed to several student-centered learning mechanisms including poster presentations and expert forums in an effort to provide them with a more holistic learning experience. The students' learning experience and motivation was assessed through content analysis of their reflective portfolios and their Facebook postings. The results clearly showed the positive impact that team-based strategy had on the students' learning experience and motivation. Facebook was indeed perceived as an innovative and effective tool in a student-centered learning environment that enriched students' educational experiences, increasing the relevance of the subject matter and encouraging students to collaborate effectively with their peers . Also, the use of Facebook in a team-based pedagogy setting significantly enhanced the teaching and learning process as it allowed the educator to tap into the digital learning styles of the students and provided innovative ways of involving and motivating students in the learning process.

Conclusions

Therefore, computer mediated team based learning, trainers received instruction on how to prepare and deliver presentations in English, and practice their presentation skills in pairs and/or groups before presenting in front of the class. Instruction and practice focused on three aspects of presentations: the verbal message (pronunciation, intonation), the non-verbal message (eye contact, posture, gestures, visual aids) and the rhetorical message such as speech building strategies (organization, logic, support).

Non-verbal and verbal aspects of a presentation were taught as a series of skills and once these skills were introduced, students practiced them through pair and group work. Trainers were guided through the process as they prepared their presentations, and had ample opportunity to practice with a partner or partners before each performance.

EFL presentation skills included sub-skills .Regarding clarity of speech and voice quality, it was noted that participants judged an effective presentation on the combination of clarity of the presenter's presentation and his or her voice. Thus, in the process of making evaluation rubrics, teachers should pay attention to this factor by incorporating examples of good presentations and by demonstrating a clear and understandable voice. It was also noted that some students, especially those in the lower levels of proficiency, confused the clarity of speech component with that of a person who simply just spoke with a loud voice. Therefore, teachers should explain how clarity of speech and voice quality have a positive impact on oral presentation. This serves to act as guidance for trainers striving to become more effective presenters.

Therefore, correctness of language was considered important for the preparation stages of oral presentations. Further, when preparing to assess their peers, learners should be made aware of the significance of the correctness of language criteria. Thus, trainers prepared transcripts of their presentations, which could be checked by their peers. The presenter's peers focused on grammatical accuracy and vocabulary use. This ensured that a complete understanding is obtained by both presenters and their peers.

Interaction with the audience refers to the physical attention the presenter gives to the audience. This physical attention involved eye-contact, body language and paying attention to the audience's response to the presentation. It

could be a difficult task to judge exactly how much eye-contact and body language is sufficient in oral presentations. Trainers could demonstrate and stress the importance of presenter-audience interaction, and prepared for evaluating their peers' interaction with the audience with adequate training.

Using Facebook had a positive impact on the trainers' learning experience and motivation. Facebook was an innovative and effective tool in a student-centered learning environment that enriched trainers' educational experiences increased the relevance of the subject matter and encouraged trainers to collaborate effectively with their peers. From the perspective of the educator, the use of Facebook in a team-based pedagogy setting significantly enhanced the teaching and learning process as it allowed the educator to tap into the digital learning styles of the students and provided innovative ways of involving and motivating students in the learning process.

In addition, Twitter seemed to be a perfect tool to support learning English, especially in blended classrooms. Twitter was easily accessible from almost everywhere, so the students could practice at any time by sending and receiving messages either on the computer or the mobile phone. They could also decide how much time they spend reading and writing these messages. Also, Twitter was suitable for any level of English because in writing the messages, the students chose a topic and grammatical structure fitting their level. The use of Twitter as an online learning community helped to integrate students in the community who could not attend classroom.

References

- Abidin,A.Z. & Saleh, F. (2010). Soft Skills in the Development of Team-Based Electronic Learning Portfolio. *Procedia Social and Behavioral Sciences* 8 , 626–633.
- Ahangari,S. Rassekh-Alqol,B. and Hamed,L.A. (2013). The Effect of Peer Assessment on Oral Presentation in an EFL Context.

International Journal of Applied Linguistics & English Literature,2(3),45-53.

Arnaiz, P. &Guillén, F.(2012). Foreign Language Anxiety in a Spanish University Setting: Interpersonal Differences. *Revista de Psicodidáctica*, 17(1), 5-26.

Barker, A.(2010). *Improve your Communication Skills*. London: Kogan Page Limited.

Borau1, K. ; Ullrich, C.; Feng1, J. and Shen, R.(2009). *Microblogging for Language Learning: Using Twitter to Train Communicative and Cultural Competence*. Springer-Verlag :Berlin Heidelberg.

Chartrand, R.(2012). Social Networking for Language Learners: Creating Meaningful Output with Web 2.0 Tools. *Knowledge Management & E-Learning: An International Journal*, 4(1),97-101.

Csikosovaa, A. , Senova, A. and Culkova, K.(2012). Improving of Communication and Presentation Skills of the University

Emden , J. and Becker, L. (2004). *Presentation Skills for Students*. New York :Palgrave Macmillan.

Erkaya, O. R. (2011). Teaching Oral Presentation Skills to College EFL Students. *Humanising language Teaching*, 13(1),1-7.

Greza , D. and Berings, V. (2010). Peer Assessment of Oral Presentation Skills. *Procedia Social and Behavioral Sciences* 2 , 1776–1780.

Inuwa, I. M; Al-rawahy, M ; Roychoudhry, S and TaranikantI, V. (2012). Implementing a Modified Team-based Learning Strategy in the First Phase of an Outcome-based Curriculum – Challenges and Prospects. *Teacher*, 34: e492–e499.

King, J. (2002). Preparing EFL Learners for Oral Presentations. *Journal of Humanistic Studies*, 4, 401-418

LeMond, M. M.(2004). *Synchronous Computer-Mediated Team-Based Learning in the Spanish Foreign Language Classroom*. Unpublished doctoral dissertation , The University of Texas at Austin. U.S.A.

MacAnthony, D. & McCrohan, G. (2000). A Pedagogical Justification for Teaching Presentation Skills in English Language Classes. Available online at: www.kagawa-

u.ac.jp/high-edu/journal10_14.pdf. Retrieved on (16/7/2014).

Michaelsen, L. K.& Sweet, M.(2008). The Essential Elements of Team-Based Learning. *New Directions for Teaching and Learning*, 116,7-27.

Michaelsen, L. K.(2008). Getting Started with Team Learning. Available online at: <https://www.med.illinois.edu/.../Michaelson.pdf>. Retrieved on 8/7/2014

Occhipinti, A.(2009). *Foreign Language Anxiety in in-Class Speaking Activities :Two Learning Contexts in Comparison*. Unpublished master thesis, The University of Oslo.

Otoshi, J. & Heffernan, N. (2008). Factors Predicting Effective Oral Presentations in EFL Classrooms. *Asian EFL Journal*, 10(1), 65-78.

Partridge, L. (2007). *Teams: Learning Made Simple*. London: Butterworth-Heinemann.

Rasiah, R.R.V.(2014). Transformative Higher Education Teaching and Learning: Using Social Media in a Team-Based Learning Environment. *Procedia - Social and Behavioral Sciences* 123 , 369 – 379.

Reid-Hector, J. (2006). *Inquiry-Based Learning Practices and Team Learning: A Model for Experienced Based Adult Learning*. Unpublished doctoral dissertation , Columbia University.

Shokri, N.M.(2010).Team Project Facilitates Language Learning. *Procedia Social and Behavioral Sciences* 7(C) , 555–564

Tóth, Zs. (2007). Predictors of Foreign-language Anxiety: Examining the Relationship between Anxiety and other Individual Learner Variables. In J. Horváth & M. Nikolov (Eds.). *Empirical Studies in English Applied Linguistics* (pp. 123-148). Pécs: Lingua Franca Csoport.

Zheng, Y.(2008). Anxiety and Second/ Foreign Language Learning Revisited. *Canadian Journal for New Scholars in Education*, 1(1),1-12.

