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Sciences of the language

Submitted and defended by: **Bellabes Safa**

Title

Investigating EFL Learners' Use of Rhetorical Appeals in their Oral Presentations The Case Study of Master First Year Students at Biskra University.

A dissertation submitted to the department of foreign languages as partial fulfillment of the requirements for the degree of master's in science of language

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Declaration

I, **Bellabes Safa**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree.

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Dedication

I dedicate and express all my gratitude to my beloved parents, who have been my inspiration during this entire journey and the first support to achieve what I am now. I also want to thank my brothers and sisters for always motivating me whenever I needed them. To my beloved friends and classmates who assist me. To everyone who helped me complete my work and graduate.

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Abstract

The present study investigates the use of rhetorical appeals in EFL learners' oral presentations for master one students at the department of letters and foreign languages. Rhetorical appeals, comprising ethos, pathos, and logos, serve as crucial elements for effective persuasion and communication. The objective of this study is to examine the application of these appeals by EFL learners (see the objectives) through an exploratory approach that involves using mixed method approach which are qualitative and quantitative research for collecting information. By Investigating patterns in the utilization of ethos (credibility), pathos (emotion), and logos (logic), this research offers insights into the linguistic and communicative development of EFL students. The findings not only contribute to understanding how these appeals are used but also inform pedagogical strategies aimed at enhancing EFL learners' oral communication skills and fostering rhetorical competence in academic settings. The Recommendations are for enhancing learners' understanding and application of rhetorical appeals in oral communication, suggestions for incorporating rhetorical appeals into the curriculum to improve learners' presentations skills, also implications and insights that are grouped together under a single category.

Keywords: EFL learners, Master1, oral presentation, rhetorical appeals, University of Biskra.

List of abbreviations

EFL. ENGLISH AS FOREIGN LANGUAGE.

M1. Master First Year.

Ops. ORAL PRESENTATIONS.

RPs. Rhetorical Appeals.

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General Introduction

Introduction

Oral presentations and communication skills are vital for students to express their thoughts convincingly and engage their listeners. Central to this skillset are rhetorical appeals - ethos, logos, and pathos pivotal for crafting persuasive speeches. This research seeks to investigate how EFL students utilize these rhetorical techniques during classroom oral presentations, assessing their strategies, perceived impact, and any obstacles they face.

In EFL oral presentations, Mater 1 students can enhance their communication effectiveness by utilizing rhetorical appeals, namely ethos, pathos, and logos. These appeals serve to engage the audience, establish credibility, evoke emotions, and present logical arguments.

Firstly, focusing on ethos involves demonstrating expertise on the topic through thorough research and confident delivery, thus building credibility with the audience. Secondly, by appealing to pathos, students can connect emotionally with their audience using personal anecdotes and vivid storytelling, creating a memorable and impactful presentation. Lastly, leveraging logos entails presenting logical reasoning, evidence, and sound arguments to support their claims, thereby persuading the audience through reasoned discourse.

By integrating these rhetorical appeals into their presentations, Mater 1 students can effectively engage their audience, build credibility, evoke emotions, and persuade others to accept their viewpoint. Mastering these persuasive strategies not only enhances their communication skills but also equips them to be more effective communicators in various settings.

1. Statement of The Problem

In English classes, especially during oral presentations, it is not clear how well students use persuasive techniques like ethos, pathos, and logos. Even though communication skills are taught, there has not been much research on how proficient students are at using these techniques in speeches. This lack of understanding makes it difficult to help students improve their speaking skills, which

could affect their success in school and work.

Additionally, these techniques can be challenging students to grasp and apply, depending on factors like their English proficiency, cultural background, and educational experiences. More research is needed to understand how these factors influence students' use of persuasive techniques.

It is important for teachers to find effective ways to teach these techniques so students can become better speakers and persuaders. Understanding this better can also lead to improvements in English classes. Therefore, the main goal of this research is to explore how students use ethos, pathos, and logos in their speeches.

Aims and Objectives of The Study

This research investigates the use of rhetorical appeals by EFL students in their oral presentations, enhance persuasive abilities, improve language proficiency, and prepare students for academic and professional success. These aims and objectives can be outlined as follows:

- **Assessment of Proficiency:** To evaluate the proficiency of EFL students in employing rhetorical appeals, including ethos, pathos, and logos, in their oral presentations.
- **Identification of Strengths and Weaknesses:** To identify the strengths and weaknesses of EFL students in using rhetorical appeals, thereby pinpointing areas for improvement.
- **Preparation for Academic and Professional Success:** To prepare EFL students for success in academic and professional settings by improving their oral communication and persuasive abilities.

2. Research Question

RQ1) How do EFL students incorporate ethos, logos and pathos in their oral presentation?

3. Research Methodology

The mixed method approach seems to be the appropriate methodology to fit and fill the gaps

of this research. This type of methodology tends to help the researcher to meet his needs throughout his research and gather numerous information to assemble multiple solutions to understand the results.

4. Research Design

The exploratory research will focus on gaining a prior understanding of the topic; therefore, mixed method approach research will be well suited to explore the student's experiences, perception and practices.

5. Data Collection Method

This study is going to depend on the student's questionnaire, in which it tackles the oral presentations and its relation with the rhetorical appeals, the questions were developed based on how much master 1 students are awareness of using the Rhetorical appeals during their oral presentation in classrooms.

Then the classroom checklist observation, this data method assists researchers to engage and attend classes during oral presentation sessions, after observing and analyzing learners' performances by dropping the ticks and gather the observation. Conducting paragraphs to sum up the results is going to be the final part. Besides the checklist Coding of the Rhetorical appeals, descriptive coding will also be used in the presentation for the basic observable action or behaviors

Example: students worked in groups.

The kind of critical framework used in conducting the checklist observational table is the classical Rhetorical framework (Aristotelian appeals: (Ethos, Logos, Pathos).

6. Population and Sampling

The population of the study is the Master one students of English division at Mohamed Kheider University of Biskra all groups (04); Which means 160 students, 133 were distributed into the eight (8) sessions, first four sessions were with 61 students, the second week had 72 students. The

decision of choosing this level was convenience and it was under some perspectives, which are:

- Master 1 students are more focused to develop and improve their speaking abilities
- Master 1 students are more habitual in speaking than License level students.
- Master 1 students are more aware of what they present since most of TD session activities are oral presentations.

7. Structure of The Study

This research consists of two chapters; starting with the theoretical chapter and concluding this dissertation with the practical chapter. The theoretical chapter contains two minor parts that focus on the literature review of each variable.

The first section is concerned with providing a theoretical background of rhetorical appeals. Furthermore, this chapter consists of rhetorical appeals theory, ethos, logos, pathos definition and role, their applications in EFL oral presentations. The second section in the theoretical chapter aims to define and give an overview about the oral Presentations, its definition, types, importance and its difficulties through EFL students.

The dissertation finalizes with chapter three that deals with the interpretation and analysis of the classroom checklist observations.

Chapter one

Theoretical Foundations:

Rhetorical Appeals in

Academic Context

Introduction

In academic settings, the ability to communicate ideas effectively and persuasively is essential, particularly for learners of English as a Foreign Language (EFL). One key aspect of persuasive communication is the use of rhetorical appeals—ethos, pathos, and logos—which are classical strategies used to convince and influence an audience. While EFL instruction often focuses on grammar, vocabulary, and general fluency, less attention is given to the strategic use of persuasive techniques in academic discourse. Investigating how EFL learners employ rhetorical appeals in academic contexts—such as presentations, debates, or argumentative writing—offers valuable insight into their communicative competence beyond surface-level language use. Understanding their strengths and challenges in applying these appeals can guide teachers in fostering critical thinking, audience awareness, and more effective expression, ultimately enhancing learners' academic performance and confidence in public speaking.

1. Historical Background of The Rhetorical Appeals

The idea of rhetorical appeals has a long history that goes back to ancient Greece, where rhetoric was a big part of public life and education. The study of rhetoric started in the 5th century BCE with the Sophists, who were teachers and philosophers. They taught how to persuade people through public speaking and debates, highlighting the importance of good communication in civic and legal matters.

One of the most important contributors to rhetorical theory was the philosopher Aristotle. In the 4th century BCE, he wrote “Rhetoric”, where he explained the principles of persuasive communication. He identified three main ways to persuade: ethos, pathos, and logos. Aristotle's work was groundbreaking because it provided a systematic approach to understanding how these different appeals can be used together to convince an audience.

Ethos, which refers to the speaker's credibility, is all about the character and trustworthiness of the speaker. Aristotle believed that for someone to be persuasive, the audience needs to trust and

respect them. Pathos involves appealing to the audience's emotions, which Aristotle thought could greatly influence their decisions. By connecting emotionally with the audience, a speaker can make their message more compelling. Logos is the appeal to logic and reason, emphasizing the use of evidence and logical arguments to support a claim. Aristotle stressed that logical reasoning was essential for making a convincing argument.

After Aristotle, the Roman rhetorician Cicero, in the 1st century BCE, built on these ideas and integrated them into his own theories. He emphasized the importance of the speaker's moral character (ethos) and the strategic use of emotions (pathos) along with logical arguments (logos). Another significant figure, Quintilian, in the 1st century CE, further developed rhetorical theory by focusing on the education of orators and the qualities of a good speaker.

During the Middle Ages and the Renaissance, Aristotle's rhetorical appeals continued to influence scholars and educators. The revival of classical texts during the Renaissance led to a renewed interest in rhetorical theory, with scholars like Erasmus and Thomas Wilson using Aristotelian principles.

Today, rhetorical appeals are still central to the study of rhetoric and communication. They are important concepts in fields like writing, public speaking, marketing, and political communication. Aristotle's ideas about ethos, pathos, and logos have lasted for over two thousand years, showing how relevant they still are in the art of persuasion.

Sophists view of rhetorical appeals

The Sophists were traveler groups of teachers that moved from polis to polis instructing young men in public spaces on successful communication techniques. As Hunt noted "the original sophists were professional teachers who helped meet the need for rhetorical training in Athens."

They offered paid activities including speech writing, public speaking, reasoning and style coaching, and clever wordplay—even at the expense of reality. Training in language manipulation was therefore necessary to become a convincing public speaker since, in their opinion; language could

never be neutral because it is too emotionally and culturally significant. But the sophists eventually developed a bad image as arrogant, dishonest, and pompous professors.

1.2 Plato's view of rhetorical appeals

Plato was highly critical of the Sophists because they tricked people by using faulty logic clothed in elegant rhetoric. Because some people used rhetoric to avoid punishment in court, he did not view rhetoric as an art form but rather as a flattering tactic. In fact, Plato's main criticism of rhetoric is “hinged on his conviction that the emotions are irrational in the sense that. They undermine the rule of reason . . .” (Carroll). Plato wrote *Phaedrus* (360 BC) after realizing later in life that he had always used rhetorical devices. In it, he proved the benefits of rhetoric and established a rather comprehensive framework for an appropriate—even ideal—rhetoric. The audience's significance in crafting a persuasive speech was emphasized by Plato's paradigm. He achieved this by urging rhetoricians to comprehend the souls of all people, including those of their audience, and to know what would persuade those souls to accept the improvements that a rhetorician could make.

1.3 Aristotle's view of rhetorical appeals

If we went quickly through the Greek contributions to rhetoric, the case will be different with Aristotle. It will present his theory with some explicitness because Aristotle “provided the first comprehensive theory of rhetorical discourse” (Dillard & Pfau) ⁷ in the fifth century BC and persuasion was central to his theory. Gross & Walzer⁸ note that “all subsequent rhetorical theory is but a series of responses to issues raised” by Aristotle's rhetoric.

Aristotle defined rhetoric within a persuasive framework: “[rhetoric is] the faculty of discovering the possible means of persuasion in reference to any subject whatever” (Aristotle⁹, 1991, para. 1355 b). He believed that *ethos* (the speaker's character), *pathos* (the hearer's emotional condition), and *logos* (the argument) are the three types of appeals that can be used to persuade someone (Covino & Jolliffe) ¹⁰. It appears that these components are pertinent to the speaker, the listener to whom the speech is addressed, and the topic being discussed in the speech, in that order (Aristotle). *Ethos*, which means “character” in Greek, is one persuasive strategy. Speakers must

establish ethos by virtue of (1) practical intelligence, (2) virtuous character, and (3) good will, according to Aristotle¹². The idea also encompasses knowledge, skill, and morality. It is not required to be truly moral in order to persuade an audience, nor does the use of technical tools of persuasion imply the presence of excellent character beforehand. Aristotle emphasizes the idea that a speaker's ability to use language to appeal to ethos is what gives them credibility; a speaker who is well versed in their subject and articulate about it may do this.

Pathos is a Greek term that refers to experience and misery. It symbolizes an emotional appeal to the viewers. Since people behave differently when they are happy or sad, the emotional state of the audience determines whether a persuasive endeavor is successful. As a result, the speaker evokes feelings as they can change how others respond.

Logos is also “a Greek term which means word or reason” (Ramage & John) ¹⁴. It refers to persuasion by logical reasoning. Aristotle was the first to analyze an argument in a systematic manner.

2. Definitions of the Rhetorical appeals

Rhetorical appeals are methods of persuading someone in an argument, as defined by Aristotle. Aristotle identified three methods:

- **Ethos:** The credibility or trustworthiness of the source.,

Example: "Noted Harvard Professor John Smith says..."

- **Logos:** The use of reasoning and logic to convey a particular message.

Example: "According to a study performed by John Smith..."

- **Pathos:** The use of emotions to provoke a response.

Example: "Poor John Smith, who never got to see his puppy again..."

What gives an argument its true persuasiveness are its rhetorical appeals. A writer must appeal to the reader in several ways in order to present a convincing argument. There are three main categories of persuasive appeals: pathos, ethos, and logos. In order to persuade an audience with reason, one uses logos, or the appeal to logic.

Famous Greek philosopher Aristotle described rhetoric as "the ability, in each particular case, to see the available means of persuasion." Rhetoric is therefore fundamentally persuasion. It is also known as the art of persuasion, the ability to get someone to view things your way. It is also the study of writing or speaking as a means of communication or persuasion.

Speaking or writing with the intention of persuasion is known as rhetoric. A learner should practice the rhetoric if he wants to write opinion columns for the New York Times. The word rhetoric, which means "speaker" in Greek, refers to the skill of writing or speaking persuasively.

According to the modern definition of rhetoric: The process of organizing experience and conveying it to others through language is known as rhetoric. It is also the study of how language is used by individuals to convey and organize their experiences.

The main idea of rhetoric is, "the art of persuasion". "About using language purposefully, in order to get something done in the world" ("What is Rhetoric"). "Something that allows you to formulate ethical reading strategies [...] but also to invent your own responses to the world" ("What is Rhetoric").

The rhetoric can be explained when it can be used to discuss rhetoric in a broad sense (i.e., "the art of speaking or writing effectively") or, conversely, in a somewhat disparaging way (i.e., "given to insincere or grandiloquent language"). I think the most prevalent way that rhetorical devices are used nowadays is when they are combined with questions.

The art of persuasion is known as rhetoric, /'rɛtərɪk/. It is one of the three classical conversation arts (trivium), along with logic and grammar. Rhetoric is an academic field in the humanities that studies the strategies used by writers and presenters to enlighten, inspire, and convince their audiences.

2.1 Ethos

Ethos refers to the persuasiveness and personal qualities of the writer or speaker. It attempts to persuade the listener that the speaker is trustworthy and honest by demonstrating the speaker's authority and trustworthiness on the topic. Establishing ethos involves:

- Highlighting expertise or experience.
- Demonstrating integrity and trustworthiness.
- Appearing knowledgeable and well prepared.

Example: A doctor giving a public health recommendation uses ethos by referring to their medical degree and years of practice.

Ethos always refers to the credibility and character of the speaker or writer.

Ethos establishes the speakers or writer's credibility and trustworthiness. When an audience believes that the speaker is knowledgeable, honest, and has good intentions, they are more likely to be persuaded by the argument. Ethos can be established through:

- Expertise: Demonstrating knowledge and skills in the subject area.
- Character: Conveying honesty, integrity, and ethical behavior.
- Reputation: Leveraging the speakers or writer's standing or authority on the topic.

Many philosophers and writers have contributed significantly to our understanding of ethos and its role in rhetoric, emphasizing the importance of the speaker's character, credibility, and ethical conduct in effective persuasion.

Aristotle is credited with formalizing the concept of ethos. He described it as one of the three main modes of persuasion, alongside pathos and logos. Aristotle emphasized that ethos is crucial for persuasion because it establishes the speaker's credibility and moral character. He stated, "We believe good men more fully and more readily than others. This is true generally whatever the question is, and absolutely true where exact certainty is impossible, and opinions are divided." According to Aristotle, a speaker must display practical wisdom (phronesis), virtue (arete), and goodwill (eunoia) to build ethos.

Ethos, or the ethical appeal, is the appeal to the rhetor's own character. Aristotle writes that rhetors must demonstrate ethos by showing that they have: good sense; they have a good

understanding of the topic they are arguing about, good will; they are on the audience's side, good character; they are a good person.

Ethos is Greek for "character." It emphasizes the reliability of the writer or speaker and can take two forms: "appeal to character" or "appeal to credibility." A writer can demonstrate "ethos" through tone by providing multiple viewpoints before presenting his position.

Ethos often makes the fundamental message of an ad clearer. For example, if you are advertising a new medication and feature a doctor in the ad, the underlying message is: "This medication is safe and effective." It builds a loyal brand following

According to Isocrates, the important role of ethos in fluency was likewise emphasized by the ancient Greek rhetorician Isocrates. He made the case in *Antidosis* that rhetoric can be used to encourage moral behavior and admirable qualities in addition to being a technique for persuasion.

According to Isocrates, a speaker's ethos ought to demonstrate their loyalty to morality and the common good. Isocrates made a distinction between the lower speech of "men who live under a cloud" and the compelling appeal of words said by an "honorable" man, one "of good repute."²⁴ Furthermore, Isocrates believed that it was crucial to have the ethos of an honorable man rather than only displaying the look of honor.

In the 20th-century rhetorician and literary theorist, Kenneth Burke (2003) talked about ethos in relation to identity. He proposed that the ability of the speaker to connect with the audience and foster a feeling of shared values and beliefs is a key component of ethos. Burke maintained that when the listener feels that the speaker has a significant characteristic with them, the persuasive power increases. Although Plato was a harsh critic of rhetoric, he recognized the value of the speaker's moral character; in *Phaedrus*, he highlighted that true rhetoric requires the speaker to be knowledgeable and to have a sincere commitment to the truth; ethos, in Plato's opinion, is what separates ethical persuasion from mere sophistry.

2.2 Pathos

Pathos appeals to the audience's emotions, aiming to evoke feelings that will lead to persuasion. This strategy involves:

- Telling stories or anecdotes that elicit emotional responses.
- Using vivid and descriptive language.
- Addressing the values, beliefs, and emotions of the audience.

Pathos is an appeal to the audience's emotions. This strategy seeks to evoke emotional responses from the audience to persuade them by appealing to their feelings, values, and beliefs.

Pathos appeals to the audience's emotions, helping to create a connection and evoke feelings that support the speaker or writer's argument. Emotional appeals can motivate people to act or change their opinions by tapping into their values, desires, and fears. Pathos can be effective in:

- **Creating empathy:** Sharing personal stories or using vivid imagery to make the audience feel connected to the issue.
- **Inspiring action:** Evoking emotions like anger, sadness, or joy to encourage the audience to act.
- **Reinforcing values:** Appealing to the audience's sense of justice, love, or patriotism.

Example: A charity advertisement showing images of people in need to evoke compassion and prompt donations. Pathos is the appeal to the audience's emotions. Its Purpose is to Engages the audience emotionally to elicit feelings that support the argument.

The Techniques engage in Using vivid imagery, personal stories, emotional language, and appealing to values and beliefs. Pathos plays a crucial role in rhetoric and persuasion, and numerous philosophers and writers have made significant improvements to our knowledge of it. They investigated the ways in which emotional appeals could influence audiences, strengthen the case made logically, and improve communication's overall effectiveness.

Aristotle identified pathos as one of the three modes of persuasion (along with ethos and logos). He emphasized that pathos involves appealing to the audience's emotions to induce a desired response. Aristotle believed that emotions could influence judgments and decisions, making pathos a powerful tool in rhetoric. He discussed various emotions like anger, pity, fear, and their appropriate use in persuasive arguments. Roman statesman and orator Cicero developed Aristotle's theories and stressed the value of emotionally engaging the listener. He maintained that in order to influence an audience, an orator had to be aware of human emotions. Cicero thought that arguments might become more memorable and appealing by arousing feelings such as fear, rage, and sympathy. In addition, Roman rhetorician Quintilian expanded on the theories of his forebears. He talked about how pathos is important for drawing in listeners and enhancing the impact of the speech. Quintilian underlined that in order for an orator to be more persuasive and successful, they must truly experience the feelings they are trying to arouse in listeners.

Even though Plato frequently attacked rhetoric, especially in Gorgias, he recognized the persuasiveness of emotive arguments. He talked about how persuasive rhetoric, which includes appealing to emotions, must blend the facts with the art of persuasion in Phaedrus. Plato understood the power of pathos to sway an audience, but he was also cautious of it, seeing it as a potentially manipulative tool.

2.3 Logos

Logos is an appeal to logic and reason. This strategy uses evidence and reasoning to support an argument, such as:

- Providing statistics, facts, and data.
- Using logical arguments and clear reasoning.
- Citing credible sources and expert testimony.

Example: A scientific report that uses data and charts to demonstrate the effects of climate change. In addition, Logos is an appeal to logic and reason. It involves using evidence, facts, statistics, and logical arguments to support a claim and persuade the audience through rational thought.

Logos appeal to logic and reason, providing clear and rational arguments supported by evidence. This approach helps the audience understand the argument logically and see its validity. Logos involves:

- Presenting facts: Using statistics, data, and factual information to support claims.
- Logical reasoning: Constructing clear, well-reasoned arguments and avoiding logical fallacies.
- Citing sources: Referring to credible and relevant sources to back up points.

Example: A climate scientist presenting data and research findings to demonstrate the impact of global warming. Logos examples in advertisement include the citation of statistics, facts, charts, and graphs.

A persuasive technique employed in writing and public speaking is called **logos**. It uses figures, data, facts, and other reliable proof to back up a claim, viewpoint, or conclusion. These details support the writer's arguments and appeal to the audience's sense of reason.

The comprehension and development of logos as a fundamental component of rhetoric and logical reasoning has been greatly aided by the work of numerous philosophers and authors. Together, their works highlight how crucial it is to build arguments that are logical, convincing, and supported by facts in order to successfully persuade an audience. Aristotle is the originator of the concept of logos as one of the three rhetorical appeals.

In his work *Rhetoric*, Aristotle defines logos as the logical appeal or the appeal to reason. He emphasizes the importance of using evidence, such as facts, statistics, and logical arguments, to persuade an audience. Aristotle argues that logos are essential for constructing a rational argument that can convince through logic and reasoning rather than emotional influence.

Cicero, a Roman statesman and orator, expanded on Aristotle's ideas in his rhetorical works. In his book *De Oratore*, Cicero discusses the significance of *logos* in crafting effective arguments. He stresses the importance of clear and logical structuring of arguments and the use of evidence to support claims. Cicero also highlights the necessity of anticipating counterarguments and addressing them logically.

Quintilian, a Roman rhetorician, further developed rhetorical theory in his work *Institutio Oratoria*. Quintilian emphasizes the importance of *logos* in teaching rhetoric, arguing that a good orator must be able to reason logically and present clear arguments. He focuses on the methods of constructing arguments, such as induction and deduction, and the use of examples and evidence to substantiate claims. Quintilian also discusses the role of logic in creating persuasive speeches and the necessity of aligning logical arguments with ethical and emotional appeals.

Augustine, an early Christian theologian, incorporated rhetorical principles into his writings, particularly in *De Doctrina Christiana*. Augustine discusses the use of **logos** in religious discourse, emphasizing the importance of logical argumentation in defending and explaining Christian doctrine. He highlights the need for clarity and rationality in sermons and theological arguments to effectively communicate and persuade believers.

Aquinas, a medieval philosopher and theologian, integrated Aristotelian logic into Christian theology. In his works, such as *Summa Theologica*, Aquinas uses logical reasoning extensively to discuss and defend theological points. He emphasizes the role of logical argumentation (*logos*) in understanding and explaining faith, arguing that reason and faith are complementary.

Toulmin, a philosopher, developed the Toulmin Model of Argumentation, which focuses on the structure of logical arguments. In his book *The Uses of Argument*, Toulmin outlines a model that includes claims, grounds, warrants, backing, qualifiers, and rebuttals. He emphasizes the practical

application of logical reasoning in everyday arguments and the importance of supporting claims with solid evidence and reasoning.

3. The Application of rhetorical appeals in Oral presentations (speeches, debates, interviews)

3.1 SPEECHES

Speaking on several levels, speakers can create speeches that captivate and persuade their audiences by effectively combining ethos, logos, and pathos. Ethos (Credibility) Establishing the speaker's credibility and trustworthiness.

- **Introduction and Credentials:** Start by introducing yourself and sharing relevant qualifications or experiences. Example: "As a doctor with over 20 years of experience in pediatric care, I have seen firsthand the effects of childhood obesity."
- **Building Trust:** Demonstrate honesty, ethical behavior, and a respectful tone. Example: "I am committed to providing you with accurate and unbiased information."
- **Citing Reliable Sources:** Use credible and reputable sources to back up your points. Example: "According to the Centers for Disease Control and Prevention (CDC)..."
- **Demonstrating Expertise:** Show a deep understanding of the topic through thorough explanations and insights. Example: "Research conducted by Harvard University shows..."
- **Logos (Logic)** Using logical arguments and evidence to persuade the audience.
- **Presenting Data and Facts:** Use statistics, data, and information to support your arguments. Example: "Studies show that 70% of water pollution is due to industrial waste."
- **Logical Structure:** Organize your speech with a clear and logical structure, including an introduction, body, and conclusion. Example: "First, I will explain the causes of climate change, then discuss its effects, and finally propose solutions."

- **Reasoning and Analysis:** Provide clear reasoning and analysis to explain how the evidence supports your argument. Example: "Given that A leads to B, and B leads to C, it follows that A directly contributes to C."
- **Using Examples:** Provide concrete examples to illustrate abstract concepts. Example: "For instance, when companies implement green energy solutions, they not only reduce their carbon footprint but also cut costs in the long run."
- **Pathos (Emotion)** Engaging the audience's emotions to make your message more impactful.
- **Storytelling:** Share personal stories or anecdotes that evoke emotions. Example: "I remember visiting a village where children had to walk miles to access clean water. Their struggles were heart-wrenching."
- **Vivid Language and Imagery:** Use descriptive and emotive language to paint a vivid picture. Example: "Imagine a world where our forests are lush, and wildlife thrives without the threat of extinction."
- **Appealing to Values and Beliefs:** Connect your message to the audience's core values and beliefs. Example: "As parents, we all want our children to grow up in a safe and healthy environment."
- **Eliciting Emotional Responses:** Use emotional appeals to provoke feelings such as anger, compassion, or inspiration. Example: "It is our moral duty to stand up against injustice and fight for the rights of the oppressed."

3.1.1 Examples of Speeches Using Ethos, Logos, and Pathos:

Ethos:

- **Martin Luther King Jr.'s "I Have a Dream" Speech:** King establishes his credibility by referencing his leadership in the civil rights movement and his deep understanding of American ideals and values.

- **Example:** "I am happy to join you today in what will go down in history as the greatest demonstration for freedom in the history of our nation."

Logos:

- **Al Gore's "An Inconvenient Truth" Presentation:** Gore uses scientific data, statistics, and logical arguments to persuade the audience about the reality and dangers of climate change.
- **Example:** "The ten hottest years on record have all occurred since 1998. The hottest was 2005."

Pathos:

- **Winston Churchill's "We Shall Fight on the Beaches" Speech:** Churchill evokes strong emotions of patriotism, determination, and resilience in the face of adversity.
- **Example:** "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

3.2 Debates

Debaters can craft strong, well-rounded arguments that appeal to the audience's sense of logic, emotion, and trust by deftly combining ethos, logos, and pathos. This increases the persuasiveness and effectiveness of their arguments. The application here is in Building the debater's reputation and dependability in order to win over the audience.

3.2.1 Ethos (credibility)

- **Establish Expertise:** Clearly state your qualifications, experience, or background related to the debate topic. Example: "As a law student specializing in environmental law, I have extensively studied the impacts of pollution regulations."
- **Use Reliable Sources:** Cite credible and authoritative sources to back up your claims. Example: "According to a 2021 report from the United Nations..."
- **Demonstrate Fairness:** Acknowledge opposing viewpoints respectfully and show that you have considered them. Example: "While my opponent raises a valid concern about cost, evidence suggests that the long-term benefits outweigh the initial expenses."

- **Maintain Professionalism:** Use a calm, confident tone, and avoid personal attacks. Professional behavior enhances credibility. Example: "I respectfully disagree with my opponent's point because the data shows..."

3.2.2 Logos (Logic)

The application here is in Using logical arguments, facts, and evidence to support your position and refute the opponent's arguments.

Present Clear Arguments: Structure your arguments logically with a clear introduction, supporting evidence, and conclusion. Example: "First, let's examine the economic impact. Studies show that..."

Use Evidence and Data: Support your claims with statistics, facts, and examples. Example: "A study conducted by Harvard University found that implementing renewable energy can reduce costs by 30% over ten years."

Refute Opponents Logically: Identify flaws in the opponent's arguments and counter them with logical reasoning. Example: "My opponent claims that this policy is too expensive but fails to consider the long-term savings it generates."

Employ Syllogisms and Logical Progressions: Use logical structures to connect your points clearly. Example: "If renewable energy reduces emissions (premise 1) and reduced emissions improve health outcomes (premise 2), then renewable energy improves public health (conclusion)."

3.2.3 Pathos (Emotion)

The application here is Appealing to the audience's emotions to create a connection and make arguments more compelling.

Tell Emotional Stories: Share anecdotes or personal stories that illustrate your points and evoke emotions. Example: "Imagine a family struggling to pay their medical bills because of pollution-related illnesses..."

Use Vivid Language: Employ descriptive and emotive language to paint a picture and evoke feelings.

Example: "The devastation caused by unchecked industrial pollution is a silent killer, lurking in the air we breathe."

Appeal to Shared Values: Connect your arguments to common values and beliefs held by the audience. Example: "As a community, we all value the health and well-being of our children. This policy will ensure a safer future for them."

Elicit Strong Emotional Responses: Use rhetorical questions and strong imagery to provoke thought and emotion. Example: "Do we really want to leave a planet devoid of natural beauty and clean air for our grandchildren?"

3.2.4 Practical Application in Debates

Opening Statement: Use ethos to establish credibility right from the beginning.

"As a researcher who has spent years studying climate change, I can assure you that..."

Constructing Arguments: Use logos to present your main arguments logically and support them with evidence.

"The data clearly shows that countries with strict pollution controls have healthier populations."

Rebuttals: Use a combination of logos to logically dismantle the opponent's arguments and ethos to maintain credibility.

"While my opponent suggests that renewable energy is too costly, studies by leading economists indicate otherwise."

Closing Statements: Use pathos to leave a lasting emotional impact and reinforce the significance of your arguments.

"Think about the world we want to leave behind. A world where clean air and water are not luxuries but rights."

3.3 Interviews

The use of rhetorical appeals such as ethos, logos, and pathos can greatly improve a candidate's ability to persuade the interviewer and leave a lasting impression in interviews for jobs, academic positions, or any other chance.

3.3.1 Ethos (Credibility)

The application here is in Establishing credibility and reliability as a candidate.

Present Your Qualifications: Clearly articulate your educational background, work experience, and relevant skills. Example: "I have a master's degree in marketing and five years of experience in digital advertising."

Share Accomplishments: Highlight significant achievements and recognitions that demonstrate your competence and success. Example: "In my previous role, I led a team that increased sales by 20% within six months."

Professionalism: Display professional behavior through your attire, punctuality, and manners. Example: Arriving on time, dressing appropriately, and greeting the interviewer respectfully.

References: Mention recommendations or positive feedback from previous employers or colleagues. Example: "My former manager described me as a dedicated and innovative problem solver."

3.3.2 Logos (Logic)

The application here is in Using logical reasoning and evidence to support your answers and arguments.

Provide Data and Examples: Use specific examples and data to back up your claims about your skills and experience. Example: "I implemented a new project management tool that reduced our project completion time by 30%."

Structured Responses: Organize your answers logically, following a clear structure such as the STAR method (Situation, Task, Action, Result). Example: "In my last job, I faced a challenge with declining customer satisfaction (Situation). I was tasked with improving this metric (Task). I initiated a new customer feedback program (Action), which led to a 15% increase in satisfaction ratings (Result)."

Problem-Solving Skills: Demonstrate your analytical and problem-solving abilities by discussing how you approach challenges logically. Example: "When we encountered a budget shortfall, I analyzed our expenditures and identified areas for cost savings, ultimately reducing our budget deficit by 10%."

Clarify Your Reasoning: Explain your thought process and decision-making approach clearly and logically. Example: "I chose this strategy because the data showed it would be the most cost-effective and have the highest potential for success."

3.3.3 Pathos (Emotion)

The application here is in Connecting with the interviewer on an emotional level to make a memorable and positive impression.

Show Enthusiasm: Express genuine interest and enthusiasm for the position and the company. Example: "I am excited about the opportunity to work here because I am passionate about your mission to innovate in sustainable energy."

Personal Stories: Share personal anecdotes that illustrate your passion, dedication, and alignment with the company's values. Example: "Growing up in a community affected by

environmental issues, I developed a strong commitment to sustainability, which is why I pursued a career in environmental engineering."

Align with Company Values: Demonstrate how your values align with those of the organization. Example: "I admire your company's dedication to community service, as I have always believed in giving back. I have volunteered with various local charities for the past five years."

Empathy and Relatability: Show empathy and relate to the interviewer's experiences or the company's challenges. Example: "I understand the challenges of working in a fast-paced environment, as I have managed multiple high-pressure projects simultaneously in my previous role."

3.4 Practical Tips for Using Rhetorical Appeals in Interviews

Preparation: Research the company and the role thoroughly to tailor your use of ethos, logos, and pathos to the specific context.

Practice: Rehearse common interview questions and refine your responses to include elements of ethos, logos, and pathos.

Balance: Use a balanced approach, incorporating all three appeals to create a well-rounded and persuasive argument for why you are the best candidate.

Authenticity: Be genuine in your use of rhetorical appeals. Authenticity enhances credibility and emotional connection.

4. Strategies for developing Rhetorical appeals skills

Students' capacity to make strong and convincing arguments in their writing and presentations can be improved by honing their ethos, pathos, and logos skills.

4.1. Strategies for Ethos (Credibility)

➤ **Research Thoroughly:** Encourage students to research their topics extensively.

Understanding their subject well helps them appear knowledgeable and credible.

- **Cite Reliable Sources:** Teach students to cite reputable sources, such as academic journals, books, and experts in the field. This supports their credibility.
- **Professionalism:** Instruct students on maintaining a professional demeanor, including appropriate dress, clear speech, and confident body language.
- **Personal Experience:** Have students share relevant personal experiences or qualifications related to the topic to establish authority.
- **Ethical Appeal:** Emphasize honesty and integrity in presenting information. Students should avoid exaggerations or misrepresentations.

Example Activity: Have students introduce themselves and explain their interest in the topic at the beginning of their presentation. They can mention any relevant studies, experiences, or sources they consulted.

4.2. Strategies for Pathos (emotion)

- **Storytelling:** Encourage the use of stories or anecdotes that evoke emotional responses from the audience.
- **Visual Aids:** Use images, videos, and other visual elements that can evoke emotions such as empathy, anger, or joy.
- **Vivid Descriptions:** Teach students to use descriptive language and sensory details to paint a picture and engage the audience's emotions.
- **Relatable Content:** Connect the content to the audience's personal experiences, values, and beliefs to make it more relatable and impactful.
- **Varied Tone:** Instruct students on varying their tone of voice to convey emotions effectively, emphasizing important points and showing enthusiasm.

Example Activity: Ask students to prepare a short story or scenario related to their topic that highlights an emotional aspect, such as a personal challenge, a success story, or a vivid description of an important event.

4.3. Strategies for logos (logic)

- **Structured Arguments:** Teach students to structure their arguments clearly, with a logical flow from introduction to conclusion.
- **Evidence and Data:** Emphasize the importance of supporting arguments with data, statistics, and factual information.
- **Clear Reasoning:** Encourage the use of logical reasoning and explanations to show how evidence supports their claims.
- **Anticipating Counterarguments:** Instruct students to anticipate potential counterarguments and prepare logical responses to address them.
- **Clarity and Precision:** Teach students to present their arguments clearly and concisely, avoiding unnecessary jargon and complex language.

As an example, task, ask students to draft a thorough presentation plan that includes the key ideas and the supporting data for each point. They can rehearse elaborating on how each piece of evidence supports their position.

4.4. Combined Application

For a balanced and effective presentation, students should integrate all three appeals:

- Start with ethos to establish credibility.
- Use pathos to connect emotionally with the audience.
- Support their arguments with logos through logical reasoning and evidence.

Practice Exercise: Divide students into small groups and have them prepare a short presentation on a given topic. Assign each group member to focus on one of the rhetorical appeals, then combine their efforts into a cohesive presentation. After presentation, provide feedback on how well they used ethos, pathos, and logos and suggest areas for improvement.

5. Effectiveness of Rhetorical Appeals in the Audience Engagement:

Ethos, pathos, and logos are three powerful rhetorical devices that are used in a variety of communication contexts to captivate listeners. Each appeal focuses on one aspect of human

perception and decision-making, strengthening the overall argument and persuasiveness of the message

Effectiveness of ethos can be presented as following:

- **Trust and Authority:** Establishing credibility is crucial for gaining the audience's trust. When the speaker or writer is perceived as knowledgeable and ethical, the audience is more likely to be attentive and receptive to the message.
- **Connection:** Ethos helps create a connection between the speaker and the audience. When the audience respects and believes in the speaker's authority, they are more engaged and willing to listen.
- **Reliability:** A speaker who demonstrates expertise and integrity can effectively maintain the audience's interest throughout the presentation or argument.

Examples:

- **Medical professionals** giving health advice are trusted due to their expertise and qualifications.
- **Teachers** and educators who cite their experience and credentials can more effectively engage students.

5.1 Logos (Logic)

Effectiveness of Logos can be presented as followed:

- **Rational Engagement:** Logos appeal to the audience's sense of reason and logic, providing clear evidence and rational arguments that can be critically evaluated. This makes the message intellectually engaging.
- **Clarity and Understanding:** Well-structured logical arguments help the audience understand complex issues and see the rationale behind the speaker's points, which can increase their willingness to accept the argument.

- **Convincing Evidence:** Presenting facts, data, and logical explanations reinforces the credibility of the message and makes it more persuasive.

Examples:

- Scientific presentations that use data and research findings to support conclusions.
- Legal arguments that rely on evidence and logical reasoning to persuade a judge or jury.

5.2 Combined strategies

Balanced Persuasion: The most successful approach frequently combines all three arguments. A well-rounded and convincing message is produced when logos provide the logical framework, pathos connects emotionally, and ethos creates credibility.

Audience Diversity: Various appeals may influence various audience members. A well-rounded strategy makes sure the message speaks to a wider audience, which raises engagement levels all around.

For instance: Speaking in public: When addressing climate change, a speaker may use pathos to illustrate the gravity of the problem, ethos to establish their scientific knowledge, and logos to emphasize the urgency of the issue through data and figures.

In Summary, the capacity of rhetorical appeals to address various aspects of human sight and persuasion accounts for their success in engaging an audience. Speakers and writers can create messages that capture and persuade their audience, increasing engagement and impact, by building credibility, evoking emotions, and presenting reasoned arguments.

Conclusion

In conclusion, rhetorical appeals ethos, logos, and pathos are essential tools for effective communication and persuasion in oral presentations. Ethos establishes credibility, allowing speakers to gain the audience's trust by demonstrating expertise, integrity, and reliability. Logos strengthens arguments through logic and reasoning, ensuring that ideas are well-supported with facts, data, and

structured arguments. Pathos, on the other hand, connects with the audience emotionally, making the speech more engaging and impactful by appealing to feelings and shared experiences. When combined effectively, these rhetorical strategies create a well-rounded and persuasive presentation, helping speakers influence and engage their audience in a meaningful way. Mastering these appeals not only enhances presentation skills but also prepares individuals for academic and professional success, where strong communication is key.

Chapter Two Oral Presentations in Master Classes

Introduction

Teaching English has changed over time. Now, besides just focusing on speaking skills, there is more emphasis on helping students communicate effectively in the language. According to Baker (2000, p.1), communication means sharing and understanding information. This means students need to be good at speaking English to communicate well.

Oral expressions courses aim to make students better at talking in English. Hedge (2000, p.58) says that listening, speaking, and writing are all connected to talking. Presentations are one-way students practice speaking skills in these courses.

This Chapter will talk about what oral presentations are; definition of oral presentation, types of oral presentation, and the importance of this practice, why they are important, and how perform them well. In addition, focusing on how to prepare structure and deliver an oral presentation. Moreover, mentioning some visual aids that can be used in giving an oral presentation.

Finally, the chapter will finish with what are the students' problems in doing this activity and what is the teachers' role in preparing EFL to be aware of how to do an oral presentation.

1. Definition of Oral presentation

Oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge of a particular subject. The participant might choose the title, or the teachers give it to them. To talk about it to their classmate after this the participant makes small research to get more information about this topic. The presenter gives the most important information first, leaving the details for last. According to Baker (2000, p.115) oral presentation is like a formal conversation, speaking to a group as a natural activity. Most people spend hours of their daytime speaking to others, however making an oral presentation that is a formal conversation is a difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is designed to inform or persuade. Oral presentations occur in organizational settings

and with time limitations. The presentation should be structured carefully. In addition, the speakers can support their talk with visual aids. Melion and Thompson (1980, p.503) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. According to Chivers and Shoolbred (2007, p.5), “doing presentation is very good learning experience.” In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

In addition, n Mandal (2000, p.8) states, “presentations are speeches that is usually given in a business, technical, professional or scientific environment. The audience is likely to be more specialized than those who attending a typical speech event.”

There are differences between normal speech and oral presentation. The latter is a type of speech, but the former is more nature than oral presentation.

1.2 Types of oral presentations

According to Chivers and Shoolbred (2007, p.2) understanding the style of presentation will help you to explore the main goal of giving this presentation. Therefore, according to the aim of the presentation the speakers can decide the type of their presentation.

1.3 Informative oral presentation

This type of presentation has a primary goal, which is to make the audience learn something new. The speakers use in this type of presentation an informative speech. The aim of informative presentation is to communicate with the audiences and give them much information in a limited time. The purpose of informative presentation can be to describing a new political event, organize a set of something that is so important or giving a report about a given topic in a form of research (Chivers, Shoolbred, 2007, p.5). Moreover, in this type of presentation the speakers use an informative speech to explain a concept, instruct the audience, demonstrate a process, or describe an event in an academic

setting. In addition, speakers may be choosing the topic by themselves. Chivers and Shoolbred (2007, p.5) say, "This type of presentation [Informative presentation] is used in many organizations where students or employs are expected to report progress at key stages of a project." In sum, the speaker's aim of this presentation is to give the result of their research in an informative way. Moreover, they answer the audiences' question about their topic.

1.4 Persuasive oral presentation

A persuasive speech aims to sway the audience's opinion on a topic, whether it is assigned or chosen by the speaker. Its purpose is often to prompt a reaction or spark a discussion with the audience. As highlighted by Chivers and Shoolbred (2007, p.3), effective persuasive speeches require strong content presented clearly. Additionally, speakers should exude confidence and may incorporate emotions when appropriate. Baker (2000, p.76) further outlines three key elements of persuasive speeches, which are:

– Pathos (Emotional Appeal)

Pathos is the speaker's use of their emotions. It is the most important elements that speakers can use, to make the audience support their argument; also, pathos can make the audience change their opinions and take a positive action about the speaker's topic. In sum, if students do these types of presentation, they will have confidence in their performance and they will learn how to deal with any reaction that may happen as a response from their audience (Chivers, Schoolbred, 2007, p.3). Persuasive presentation is a very complex process in which the speaker needs to be logic in his deliver also he/ she needs use his /her emotion to influence the audience.

– Ethos (Credibility)

Character or ethos is the speaker's beliefs and personality. According to Tarcy (2008), this [ethos] refers to your character, ethics, and your believability when you speak. Increasing your credibility with your audience before and during your speech increases, the likelihood that the

listening will be accepted your argument and talk action in your recommendations. (p.9)

– **Logos (logical appeal)**

In persuasive presentation, the topic needs to be logical. Tacy (2008, p.9) claims that when speakers want to talk about their topic, they should organize the ideas from the more important point to less one. The presenters need to link those ideas together in coherent statements or arguments. Moreover, logos mean the speakers organize whatthey are going to say from the beginning to the end in a logical way.

1.5 The advantages of oral presentation

Effective oral presentation skills are essential in education, social and professional life. According to Meloni and Thompson (1980, p.503), if oral presentation been guided and structured, it will be beneficial to ESL/EFL in all their learning subjects and later in their work. Students need more practice in English before they graduate. Chivers and Shoolbred (2007, p. 4) claim, “there are many reasons why students are asked to give presentation, and these will be influenced by their academic course and situational and organizational factors.” So, one of the purposes of doing an oral presentation is to give information in a formal way. Oral presentation is a way of developing the student's ability to practice. They will be able to inform. In addition, when students listen to the presenters, this has developed their abilities in performance.

– **Some Advantage of Oral Presentation in EFL Classes**

- Oral presentation is making a relation between language study and language use.
- It helps students to collect, inquire, organize, and construct information.
- Its aim is to allow anatomy between students.
- In oral presentation, students use all the four skills in natural integrated way.

2. Effective oral presentation

When teachers ask students to prepare and give an oral presentation on any topic, most of them do not have the exact time to do their research. In addition, they do not know how to present the work in a correct way. Tracy (2008, p. 18) Says, “In speaking ...you must read and research 100 words for every word you speak, or the listener will know that you are speaking off the top of your head.” When the speakers make the audience achieve their research objective this is an effective oral presentation. Moreover, effective oral presentation has been aimed at making the audience get new useful information and they will enjoy their time while listening to the speakers. In addition, sometimes students learn new things in each lecture. After a period, they try to remember it, but they cannot, in contrast students can easily remember it if they learn it in from a presentation. Chivers and Shoolbred (2007, p21-22) claim that to prepare and delivery the presentation, there are some characteristics, which are important to make it effective:

- Careful planning and preparation.
- Good time management.
- Relevant and interesting content.
- Good communication skills.
- Appropriate use of technologies.
- Clear supporting documentation.
- A suitable audience participation.

Therefore, in oral presentation, it is necessary for students to know how to prepare and structure their presentation. In addition, they need to know how to deliver it because this will make its content more and more effective.

2.1 preparation of oral presentation

Researchers say that there are three keys to making a good presentation: preparation, preparation, preparation.

It is essential to teach students how to prepare an oral presentation after teaching them how to prepare an oral presentation after teaching them 13 how to speak and listen to it Tarcy (2000, p.18) stats, that "fully 90 percent of your successes a speaker will be determined by how well you plan your speech."

– Planning and preparation stages

The speakers are going to decide their reasons for presenting this topic. In the planning stage if the speakers find the exact answer, it will help them to plan the presentation (Mondel, 2000, p.17). In addition, the time that students must prepare their presentation is play a great role in the result of the preparation .Chivers and Shoolbred (2008) claim that, A short amount of time creates pressures on what you can achieve and may limit the quality of the final presentation. A long amount of time can result in a lack of focus with tasks been left until closer to the delivery date, then a period of frenzied activity leading up to the event. (p.22).

Therefore, giving the students much time to prepare their project can be useful to create a better result. Chivers and Shoolbred (2008, p.22) list some steps that planer can follow to succeed in their preparation:

- a) List all the tasks that need to be complete before the date of the presentation.
- b) Place these tasks in order of priority.
- c) Allocate the time needed to complete each of these tasks.
- d) Check your progress regularly.

e) Reallocating the remaining time, to make sure that all the tasks are completed.

2.2 preparation of the content

Oral presentations stand apart from other types of presentations because presenters convey information verbally. Consequently, the content must captivate and engage the audience. Chivers and Shoolbred (2008, p.23) suggest several effective strategies for developing compelling content in the following:

- **Decide what to include and what to exclude**

According to Chivers and Shoolbred (2007, p. 23)” choose the content which is relevant to the context and module studied.” Presenters endeavor to connect their topic to real-life scenarios, whether they occur locally, nationally, or globally. Introducing a novel topic can enhance audience interest and engagement.

- **Choose examples to provide interest and improve understanding**

Sometimes, audiences may struggle to comprehend speakers. However, when speakers provide examples that align with the audience's existing knowledge, it can pique their interest in the topic (2008, p.24).

- **Provide a links further sources of information**

The presenters write the sources of their information and later give them to the audience. This may be helpful to the audience to get more information about the topic. According to Chivers and Shoolbred (2008, p.24)” the source could be related to the content that you have not been able to include but can be used for further reading and knowledge development.” Providing sources aims to assist the audience in accessing further information on the topic. In conclusion, effective oral presentations require careful planning and organization. Students can effectively influence their

audience by thoroughly preparing their work before presenting it.

2.3 Delivery of Oral Presentation

Oral presentations differ from written reports in that if the audience fails to comprehend the speaker, they cannot refer back to the material to clarify. Hence, oral presentations must be well structured to ensure the audience grasps the intended message. Speakers need to effectively manage their time to achieve their presentation goals.

2.4 structure of an oral presentation

To affect the hearer, the speaker provides a clear outline of his topic, and structures it well. According to Chivers and Shoolbred (2008, p. 22), "a clear structure usually helps the audience to gain a quick understanding of the content of the presentation."

If the presentation is structured, this makes it easier for the listener to understand it. Storz et Al (2002, p.5) decide that are three parts to typical presentation:

– Introduction

The introduction holds the most significance in any presentation, as it sets the tone and grabs the audience's attention. Storz et al. (2002, p. 5) suggest that in English-speaking countries, speakers often begin by sharing a joke or a surprising statement to captivate the audience's interest. It is essential for speakers to be tactful in engaging the audience effectively.

➤ Greet the audience

It is important to greet the audience by saying something like hello, ladies and gentlemen, good morning mummer of the jury...

➤ Introduce oneself (name, position...)

When a speaker starts by greeting the audience and introducing themselves, such as saying "Good afternoon, ladies and gentlemen," it serves not only to identify themselves but also to establish

their connection to the subject matter for the audience.

➤ **Give the Title and Introduce the Subject**

After commencing a presentation, it is vital for speakers to provide the audience with an overview of the presentation's title and precisely what they will cover in it.

➤ **Give your objectives (aims, goals.)**

The primary objective of initiating an oral presentation is to provide information about a specific topic. Consequently, speakers must strive to maintain the audience's attention throughout their discourse, ensuring they comprehend the intended message (Storz et al., 2002, p. 7). In academic presentations, it is crucial to begin by outlining the aims and objectives of the research.

➤ **Announce your Outline**

The audiences need to be aware with speakers' outline to know what will be come. In addition, the speakers should use the same grammatical form at all stages of presentation.

– **Body**

Content Speaker gives information, which is relevant to their topic.

➤ **Quantity**

The speaker should focus on the quality rather than how much information that they give to the audience.

➤ **Sequence**

The information should be given in an organized way from general to specific

➤ **Linking Ideas**

The speaker should make a connection between their information. This will help the

audience to be more understanding. The speakers can use examples to be clear.

➤ **Voice and Pronunciation**

To be understood the presenters need to use their voice (ton, pitch, speed and slow speech) to attract their listeners. Therefore, they try to recognize themselves as something natural. According to Storz et Al (2000, p.8) the voice is important in giving the audience the exact meaning. If the speakers raise their voice, he will put their audience in the subject. Moreover, sometimes when the speech is slow some audience will get sleeping. So correct pronunciation is important, because in English there are more words, which is similar so speaker should say it with right stress and intentions.

– **Conclusion**

It holds greater significance to signal the conclusion of the presentation to the audience. There are various methods speakers can employ to conclude their speech. As stated by Storz et al. (2002, p. 11), the conclusion should encompass four elements: a concise recap of the main points and approach of the speech, a summary, an invitation for comments, or the initiation of a discussion. At the end of the presentation, the presenter endeavors to address any questions raised by the audience.

3. The use of visual aids in presentation

Students can use many visual aids in their presentation. According to presentation to king (2002, p.402)” with the availability of technology video cameras, slide, project, power point, VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones.”

Utilizing visual aids in oral presentations enhances the effectiveness of the topic being discussed. Hence, students should be cautious in selecting these aids, as their purpose is to assist them in delivering their presentation. Moreover, an excessive reliance on visual aids may divert the audience's attention away from the main topic (Baker, 2000, p.127)

3.1 Advantages of visual aids

The use of visual aids is to support the work. Many students do not know the exact reason

for choosing their aids. There were some topics, which could be reinforced by aids in order to be more interesting. In addition, visual aids are used to clarify and explain things, which are not understood by the audience. In addition, visual aids are necessary in oral communication as well as in writing one. Xianiming (2005, p. 119) clarifies the importance of visual aids.

1- It helps the audiences to have more understanding of the topic.

2- It is used to help the audience make a relationship between the ideas.

3- Visual aids make the presentation to be more professional, interesting, informative, and persuasive. In sum, the speaker needs to use aids that are simple because the aim is to clarify the topic.

3.2 types of visual aids

There are many types of visual aids, which are available to speakers. Xianiming (2007:120) states that "There some kinds of oral presentation will require one kind of visual aids." Follow some of these types of visual aids:

– Maps, Charts and Graphs

They are very effective tools because the audience gets a lot of information in an easily visual format. In addition, the presenter can use colors to take the audiences' attention.

– Slides

They are being used to show visual images of any things that the speaker wants to talk about. They are being considered as necessary aids in any presentation.

– Power Point

This tool is dependent on the use of a computer. Power point enables the presenter to create visual slides that speakers want to use. These slides include the power information of the topic.

– Handouts

It is a sheet of paper which includes a summarizing of information that the speakers will

tell it to their audience Handouts are one of the most effective forms of visual aids, but it include a brief explanation, they give it to them at beginning .

4 Preparation of EFL for Oral Presentations

The communicative approach focuses on how to make the students master the language and cultural rules. Teachers focus more on activities, which can help students to develop their level to improve students' speaking skill. Oral presentation is one of these activities that students do in oral communication courses.

Many students do not know how to prepare an oral presentation. Meloni and Thompson (1980, p. 503) state that when learners do oral presentation with correct preparation and organization, this will be beneficial to them in school and help them later in all their careers.

4.1 Student's oral presentation problems

Oral presentation is not an essay task. For most of students, moreover, EFL are not able to speak with English language with a fluent manner according to Baker (2000, p.113)" speaking to group is notoriously stressful activity." Therefore, the delivery of oral presentations can face some problems, particularly for all EFL.

– Speech anxiety

Speech anxiety is a normal and natural reaction that everyone can have when speaking in public. According to the Book of lists, 51 percent of adults rate fear of public speaking a head of the fear of death= (Tury, 2008, p. 14). We can observe speech anxiety in the voice of the presenter. Teachers can easily deal with anxiety by telling their students that anxiety is a normal behavior to help encourage them to do their oral presentation without any fear. In addition, if the teacher makes an open decision about speech, anxiety students fill that they are not alone (King 2002, p. 404- 405).

– Group boredom

Some EFL presenters struggle to memorize English-language information and resort to rote

learning. Consequently, when delivering their presentations, they may come across as monotonous, resembling a recitation rather than engaging with the audience (King, 2002, p. 405). Additionally, if students fail to employ conversational English during their oral presentations and instead recite memorized complex sentences, they risk losing the audience's attention (King, 2002, p. 405). Teachers should consistently emphasize the importance of using communicative English and considering the audience's perspective during preparation. Addressing students' challenges with oral presentations requires collaboration between teachers and students to find effective solutions.

5 Teaching Oral presentation

Many students do not find oral presentation an enjoyable activity. They are afraid when the teacher asks them to prepare an oral presentation. According to Chivers and Shoolbred (2007, p. 31)” Many students feel highly nervous about undertaking class presentations.”

Moreover, students have a fear of giving an oral presentation because they have no experience. In addition, some of them do not have confidence in their abilities. Oral presentations have become a more important part of language teaching, especially in universities. English learners need to be aware with this technique because, it has been considered as an opportunity to improve their English. In the past teachers had been focused on give the learner grammatical rules, vocabulary...etc. the communicative approach aim to teach students how organize the main idea about a given topic in a logical coherent and also it aims to develop the student's ability to produce in English with the correct way (King, 2002, p.406).

To conclude, the main purpose of teaching students' oral presentation is to help them reject the fear of making pronunciation or grammatical errors.

5.1 The Teacher's Role

The teacher's role is not an easy one because oral presentation is challenging job for teachers

like in lesson planning according to King (2002, p.207) “teacher move from the traditional role of teachers as an authority's expert to the know role of facilitator of learning

'In addition, develop their interaction skills. The teacher's role in oral presentation is a guide.

5.2 Evaluation of oral presentation

The initial assessment of an oral presentation focuses on the speaker's performance, including their pronunciation, before the teacher evaluates the content of the presentation. However, the real evaluation lies in the speaker's ability to respond to questions from the audience. Teachers should aim to provide constructive feedback, emphasizing improvement over time, while students should learn through practical experience.

Conclusion

In conclusion, oral presentations serve as an additional avenue for honing communication skills. When properly prepared, structured, and organized, they become valuable and enjoyable learning experiences for students. This practice serves to elevate students' English proficiency levels and foster self-assurance in public speaking. It aims to cultivate students' English performance abilities and enhance their speaking proficiency. By the end of a presentation, students should grasp effective communication techniques. In the following chapter, we will delve into speaking skills and common challenges students face, highlighting how oral presentations can effectively address these difficulties.

Chapter Three

Field Work

Introduction

The present chapter aims to collect data about investigating the use of rhetorical appeals in learners' oral presentations. To achieve that, master first year students of Biskra university were the sample of this study in order to deeply investigate, considering the effectiveness of using ethos, logos and pathos on achieving better results in their oral presentation's proficiency level. In order to conduct the investigation, answering the questions and confirming hypothesis by collecting data from student's questionnaire and the classroom observation.

The primary tool of collecting data was the questionnaire addressed to the 1st year master student of Biskra University. Besides, the classroom observation was used to collect more information during the period of 03 weeks and attending sessions with different 02 teachers and four 04 groups.

1. Research design

2. Research method

The choice of the method has been determined by the nature of the study. This work adapts the descriptive method because it can determine the facts about actual situations and thereby to clarify that the use of oral presentations can enhance their speaking skills.

In addition, oral presentations are one of the best and appropriate solutions to deal with the rhetorical appeals

3. Sample of the study

- The sample of this study was master first year students of English at Biskra university.
- From a population of about 500 students, 40 students were selected to be the sample.

4. Data gathering tools

The objective of the data depends on the overall objective of our research. It aims first at discovering and understanding how the use of rhetorical appeals enhances the students' oral presentations and communication skills.

5. Students' questionnaire

The main tool for enquiring information was the online questionnaire for the students, which was responded by 28 students.

5.1 Description of the questionnaire

The online questionnaire has been divided into 02 sections:

Section 1: oral presentations

It consists of 10 questions. It aims to get information about the students' attitudes towards oral expression courses and to know the students' opinions about the use of oral presentation in this course. In addition, we want to know if students have the ability to do an oral presentation and what they want the teacher to do in order to help them to do it.

Section 2: rhetorical appeals

It consists of seven (7) questions; they have planned to get insight of students' attitude toward the rhetorical appeals, how they are familiar with these terms and how students use it in their oral presentations and communication. Finally, a last question about the student's opinion about if the rhetorical appeals have developed over time or not and an explanation is necessary.

5.2 Analysis of the students Questionnaire

Analysis of the student's responses:

Item1: How often do student perform oral presentations in classes

Table 1: *how often do students perform oral presentations in classes?*

	N	%
Never	2	7.1
Rarely	6	21.4
occasionally	14	51.9
Frequently	6	21.4

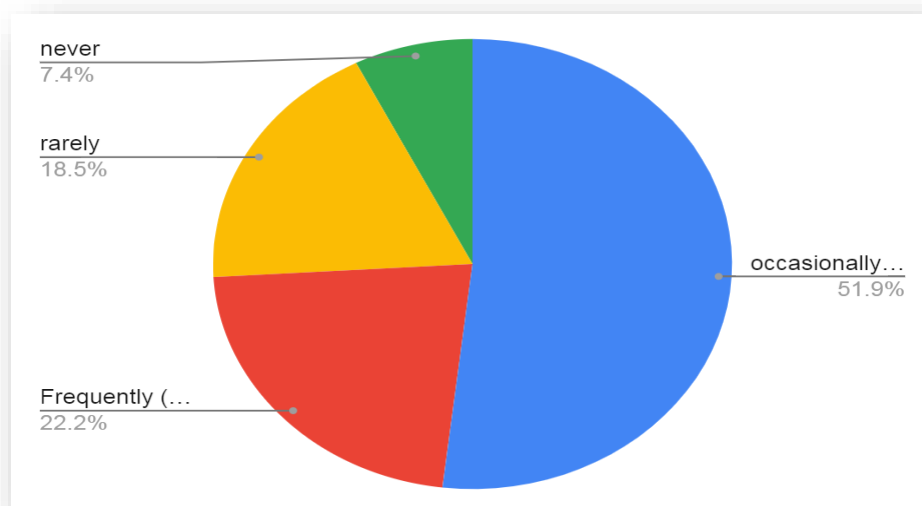
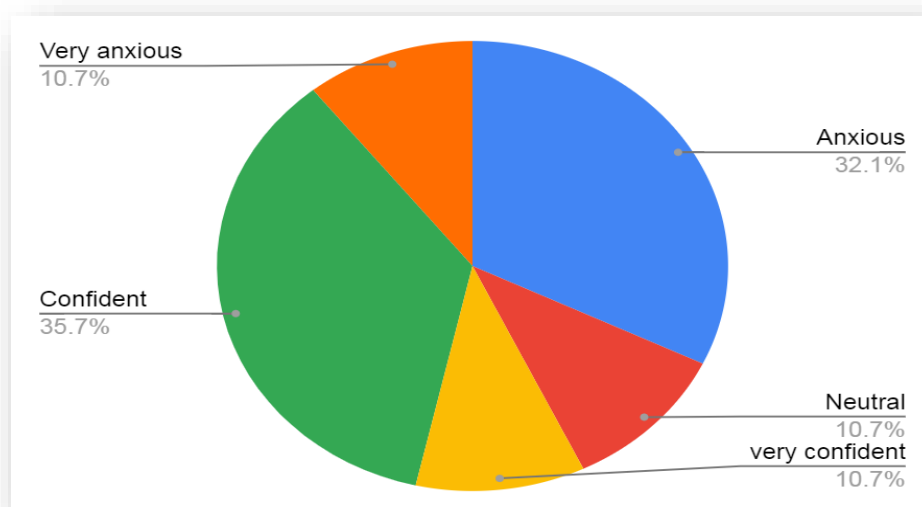


Figure 1: *how students perform oral presentation in classes*

From the figure above, it can be noticed that 14 or (51.9%) of the student said that they occasionally perform oral presentation in classes, while 6 students (22.2%) said they perform it frequently while 6 or (18.5%) of the student said that they rarely do an oral presentation and 2 students or (7.4%) answered by saying they never performed oral presentations before

ITEM 2: how students generally feel about giving oral presentations**Figure 2: how students generally feel about giving oral presentations****Table 2: how students generally feel about giving oral presentations**

	N	%
confident	10	35.7
Very confident	3	10.7
neutral	3	10.7
anxious	9	32.1
Very anxious	3	10.7

From the chart above, it can be noted that 10 students (35.7%) said that they feel confident in giving oral presentations, but (32.1%) or 9 students said that they feel anxious in performing oral presentation in classes. Three percentages or three students were equal (10.7%) about feeling very

anxious, very confident and neutral.

ITEM 3: the time students usually spend preparing for an oral presentation

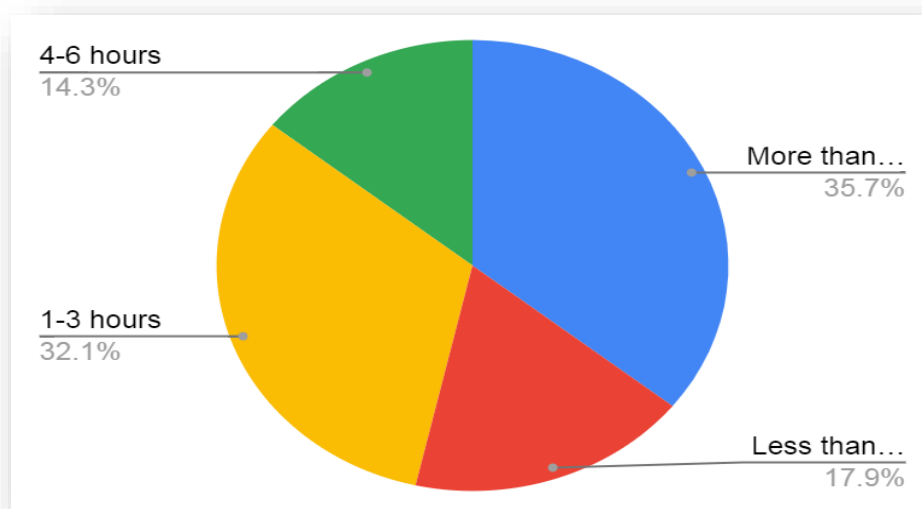


Figure 3: the time students usually spend preparing for an oral presentation

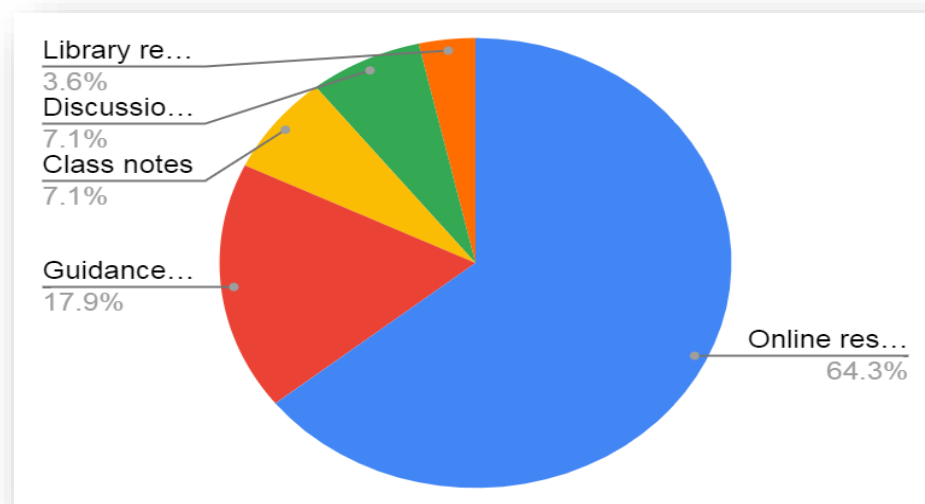
Table 3: the time students usually spend preparing for an oral presentation

	N	%
More than 6 hours	10	35.7
1-3 hours	9	32.1
Less than 1 hour	5	17.9
4-6 hours	4	14.3

From the chart and the table above, it can be noticed that 10 students about (35.7%) said that they usually spend more than 6 hours preparing for the oral presentation. While 9 students or (23.1%) said that they spend from 1 to 3 hours, 05 students about (17.9%) affirmed that they spend less than 1 hour to prepare for an oral presentation, at last (14.3%) which means 04 students said that they spend from 4 to 6 hours in order to prepare for an oral presentation.

Item 04: sources do students typically use to prepare for oral presentation**Table 4:***sources do students typically use to prepare for oral presentation*

	N	%
Online research	18	64.3
Library resources	1	3.6
Class notes	2	7.1
Discussions with peers	2	7.1
Guidance from instructors	5	17.9
Others	/	/

**Figure 4:***sources do students typically use to prepare for oral presentation are for oral presentation*

From the chart and the table above, noticed differences in the results are shown In which 18 students about (64.3%) said that they typically use Online resources to prepare for oral presentation, whereas (17.9%) or 5 students answered that they typically use guidance from instructors in order to prepare the oral presentation. Two results were equal in the percentage which are classroom notes and discussion with peers by (7.1%) which two students answered like that for each, only one student said that he uses the library resources in preparing oral presentation by (3.6%) and nobody said other

thing.

Item5: which tools do students use for presentations.

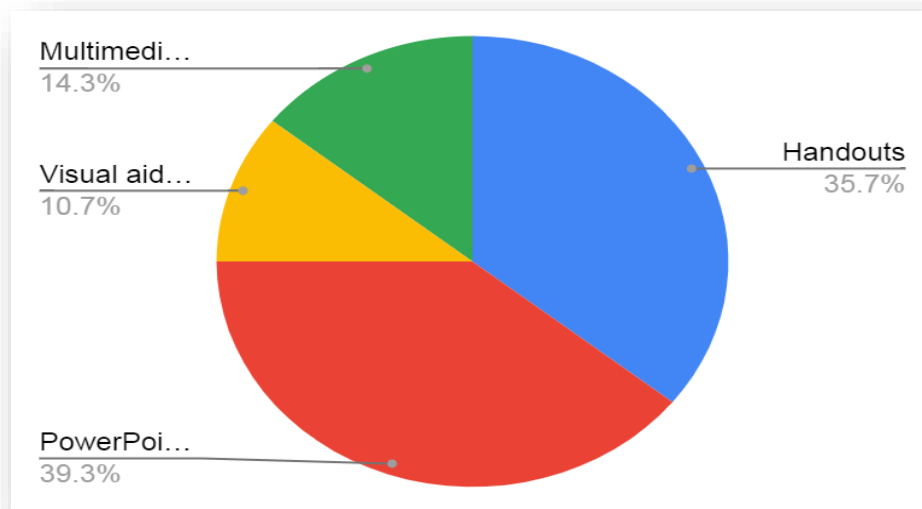


Figure 5: which tools do students use for presentations

Table 5: which tools do students use for presentations.

	N	%
Handouts	10	35.7
PowerPoint	11	39.3
Multimedia (videos, audio)	4	14.3
Visual aids (charts, diagrams)	3	10.7

From the figure above, it can be noticed that the PowerPoint tool become the favorable tool used by EFL students in doing their classroom presentations in which 11 students out of 28 (39.3%) said that they use the handout tool in their presentations, using the handout to prepare the presentation classes the second since 10 students (35.7%) said that they use the handout in their presentations, 04 students (14.3%) said that they use the multimedia like videos or audio clips in order to perform an

effective presentation. 03 students (10.7%) said that they use visual aids such as charts and diagrams.

Item 6: how do students practice on their presentation

Table 6: *how do students practice on their presentation*

	N	%
Rehearse alone	17	60.7
Practice in front of friends or family	3	10.7
Record and review yourself	3	10.7
practice with your group	5	17.9

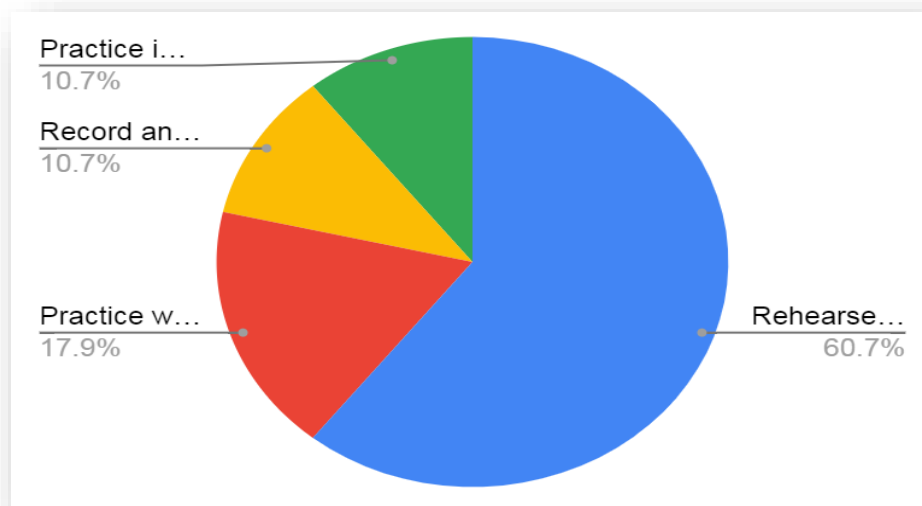


Figure 6: *how do students practice on their presentation*

From the chart and the table above, 17 students (60.7%) said that they rehearse themselves talking alone in order to spot any possible mistakes and to practice well for the presentation, 05 students (17.9%) said that they practice the presentation with their peers, both practicing in front of friends or family and recording then reviewing themselves have been chosen by 03 students' for each

by (17.9%).

Item 7: students use for any strategies to engage the audience during the presentation

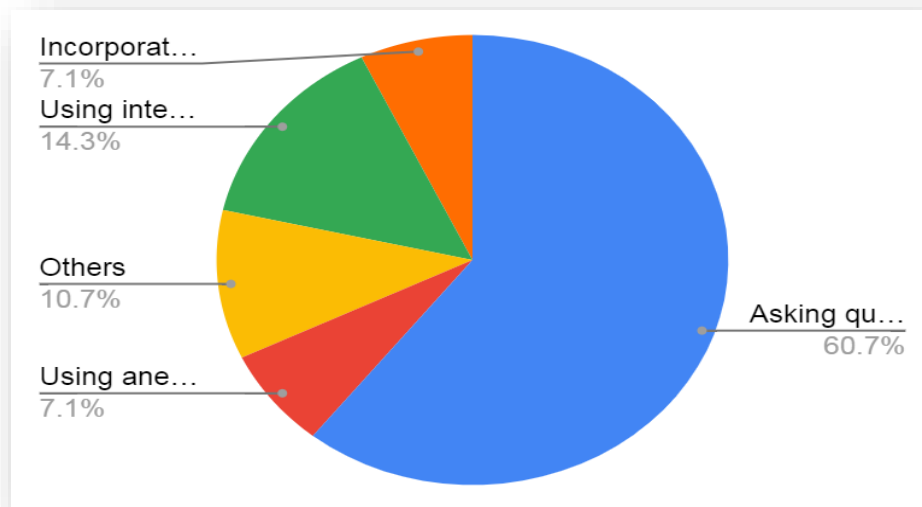


Figure 7: students use for any strategies to engage the audience during the presentation.

Table 7: students use for any strategies to engage the audience during the presentation.

	N	%
Asking questions	17	60.7
Using anecdotes or stories	2	7.1
Incorporating humor	2	7.1
Use interactive elements	4	14.3
other	3	10.7

From the chart and the table above, 17 students (60.3%) said that they ask questions toward the audience in order to engage them into the presentation, 02 students like (7.1%) said that they engage their audience by using anecdotes or stories same percentage and students' number in using incorporating human. 04 or (14.3%) students said that they use interactive elements such as polls and

activities in order to engage the audience and 03 students (10.7%) said that they use other strategies.

Item 8: how do students structure their oral presentations?

Table 8: *how do students structure their oral presentations?*

	N	%
Introduction_ body_ conclusion	13	46.4
Problem_ analysis_ solution	9	32.2
Chronological order	5	17.9
Cause and effect	1	3.6
Other	/	/

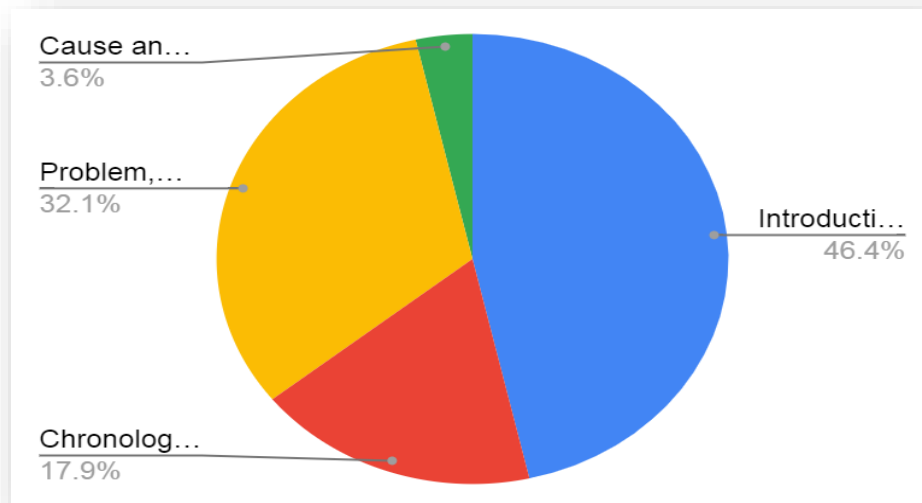


Figure 8: *how do students structure their oral presentations?*

From the figure and the table above, it can be noticed that 13 students (46.4%) structure their presentation by starting with the introduction then the body and then they finish with the conclusion, 05 students (17.9%) said that they do a chronological order of the information from the oldest to the newest or vice versa, 09 students about (32.1%) said that they structure a problem then analysis then a solution during the presentation, and only 01 (3.6%) student said that he uses the cause & effect

structure on order to conduct the presentation.

Item9: how do students choose the topic for their presentation

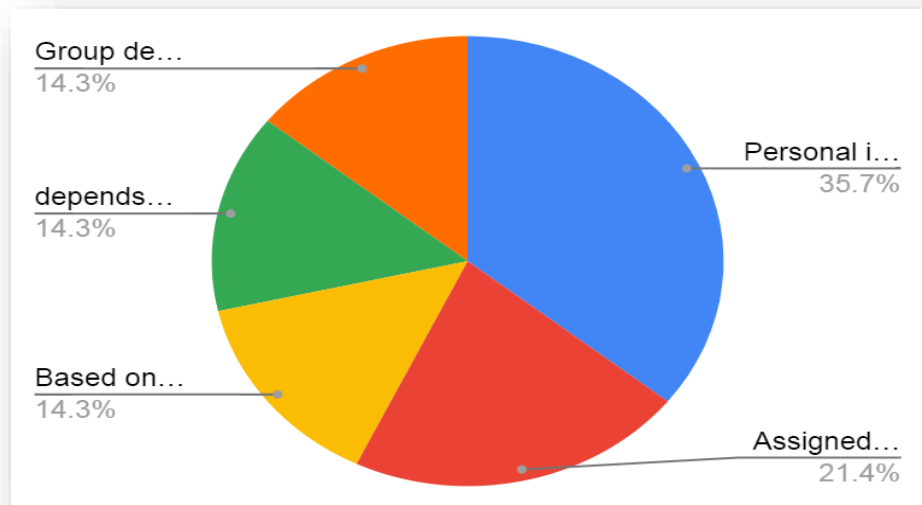


Figure 9: how do student choose the topic of their presentation

Table 9: how do student choose the topic of their presentation

	N	%
Assigned by instructor	6	21.4
Personal interest	10	35.7
Based on course material	4	14.3
Group decision	4	14.3
Depends on classroom subject	4	14.3
Others	/	/

From the chart and the table above, 10 students (35.7%) said that they choose the topic standing on the personal interest, 06 students (21.4%) said that they choose the topic from the instructor's assigned, 04 students (14.3%) said that they choose the topic based on course material, another same number and percentage said they chose the topic standing on the group decision, and

another same result said that they chose the presentation topic depending on the classroom subject and nobody said other thing.

Item10: types of oral presentation do students perform

Table 10: types of oral presentation do students perform

	N	%
Individual presentations	6	21.4
Group members presentation	17	60.7
debates	2	7.1
speeches	1	3.6
Others		7.1

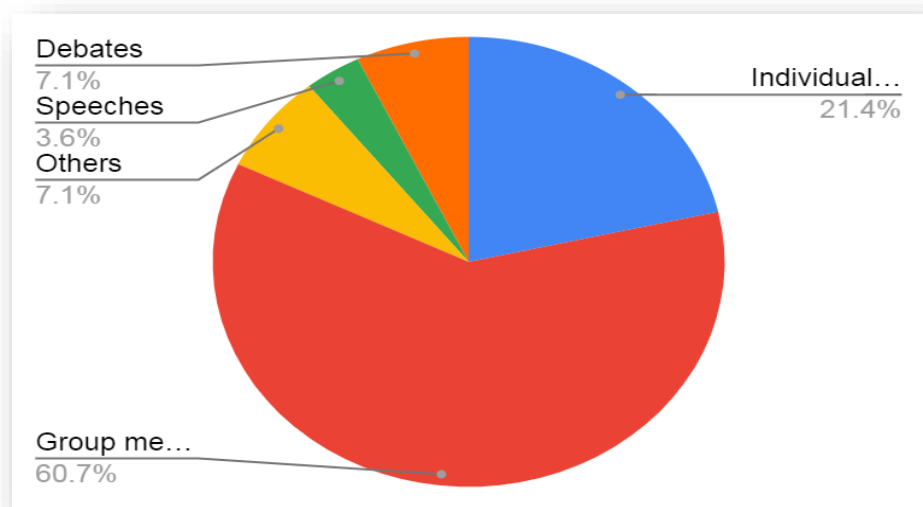


Figure 10:*types of oral presentation students perform.*

From the chart and the table up, the primer results said that 17 students about (60.7%) said that they tend to do oral presentations with group members, 06 students (21.4%) said that they tend to give oral presentations individually, 02 students (7.1%) said that they tend to perform the debates in the classroom and 01 student (3.6%) said he do oral presentations as speeches, at last 02 other

students (7.1%) said other types.

Item 11: How students are familiar with the concept rhetorical appeals.

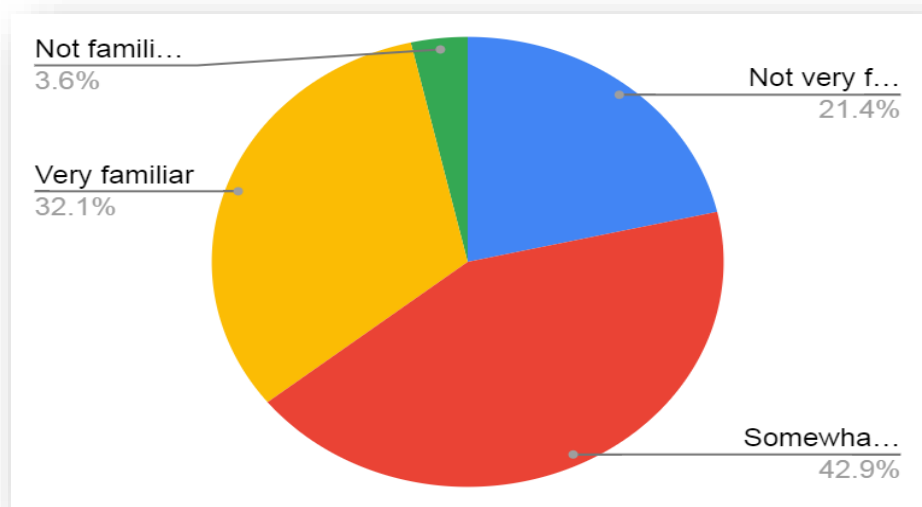


Figure 11: *How students are familiar with the concept rhetorical appeals*

Table 10: *How students are familiar with the concept rhetorical appeals.*

	N	%
Very familiar	9	32.1
Somewhat familiar	12	42.9
Not very familiar	6	21.4
Not familiar at all	1	3.6

From the chart and the table above, it can be noticed that 12 students approximately (42.9%) of the total students are somewhat familiar with the rhetorical appeals, and 09 students about (32.1%) said that very familiar with the concept rhetorical appeals whereas 06 students or (21.4%) said that they are not very familiar with the concept of rhetorical appeals. Last results of 01 student (3.6%) in which he said that he is not familiar with the concept of rhetorical appeals at all.

Item 12: if students consciously use rhetorical appeals or not.

Table 11: *if students consciously use rhetorical appeals or not*

	N	%
Yes	17	60.7
No	5	17.9
Not sure	6	21.4

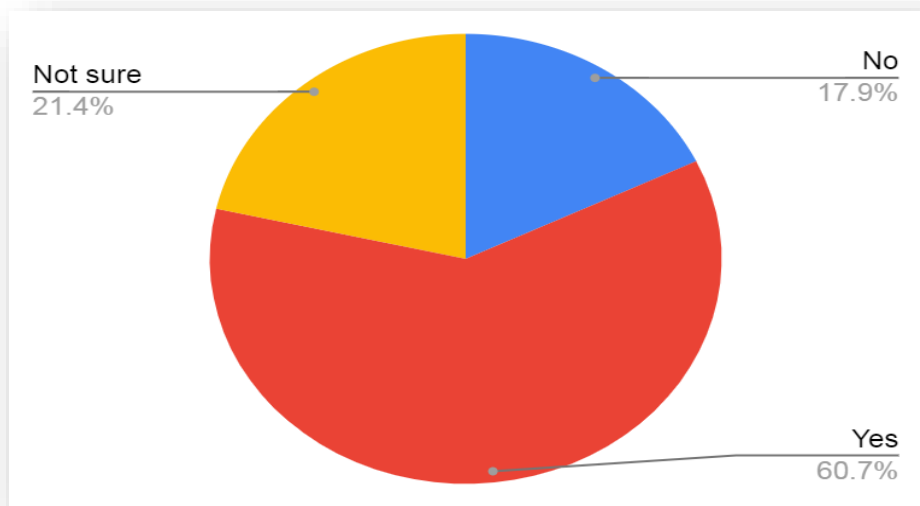


Figure 12: *if students consciously use rhetorical appeals or not.*

From the chart above and the table above, it is clear that (60.7%) or 17 students answered by saying yes, they consciously use the Rhetorical appeals in their presentations, 05 students (17.9%) said that they are not sure about using consciously the rhetorical appeals and 06 students (21.4%) out

of 28 said that no they do not use rhetorical appeals consciously during performing oral presentation.

Item 13: the most used rhetorical appeal by the students in their oral presentation

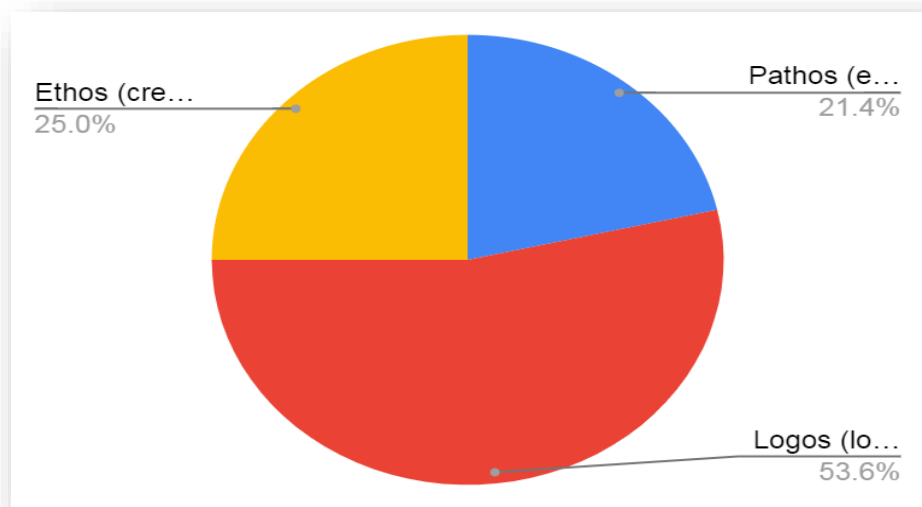


Figure 13: *the most used rhetorical appeal by the students in their oral presentation*

Table 12: *the most used rhetorical appeal by the students in their oral presentation*

	N	%
Logos	15	53.6
Ethos	7	25
pathos	6	21.4

From the chart and the table above, 15 students or (53.6%) said that they use the logos appeal the most in their oral presentation, also 07 students about (25%) said that they use the ethos appeal the most in their presentations, the last students which were 06 students (21.4%) said that they use

the pathos appeal the most in their oral presentations.

Item 14: How effective is using the rhetorical appeals in presentations

Table 14: How effective is using the rhetorical appeals in presentations

	N	%
Very effective	10	35.7
Effective	15	53.6
Neutral	2	7.1
Ineffective	1	3.6
Very ineffective	/	/

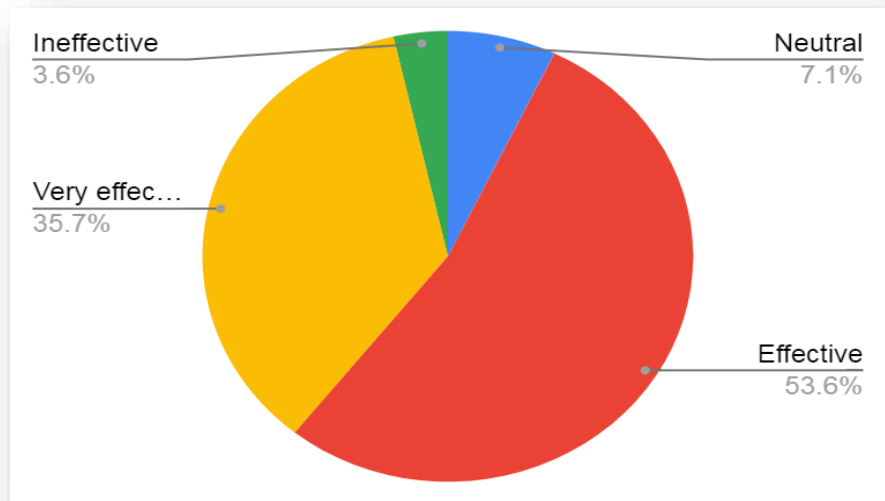


Figure 14: How effective is using the rhetorical appeals in presentations

From the figure above and the followed table, the statistics showed that 15 students (53.6%) said that using the rhetorical appeals in student's oral presentation is effective, 10 students (35.7%) said that using the rhetoric's is very effective in the presentations. 02 students (7.1%) were neutral about using the rhetorical appeals in student's oral presentations, and 01 student said using the appeals in the oral presentations is ineffective. And no student said that it is very ineffective in the oral

presentation.

Item 15: if students would like to receive more training or resources on using rhetorical appeals.

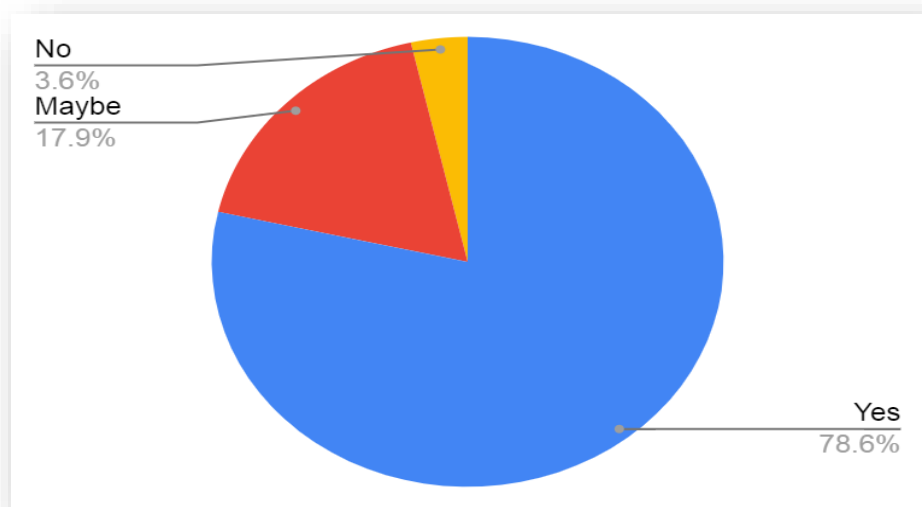


Figure 15: *if students would like to receive more training or resources on rhetorical appeals.*

Table 13: *if students would like to receive more training or resources on rhetorical appeals.*

	N	%
yes	22	78.6
no	1	3.6
Maybe	5	17.9

From the figure above and the table, it can be seen that 22 students (78.6%) said that they would like to receive more training or resources on using rhetorical appeals, 05 students (17.9%) said that they may be like to receive training and resources on using rhetorical appeals in presentations, last one 01 student (3.6%) said that he does not like to receive more training or resources on using

the rhetorical appeals in presentations.

Item 16: student's opinion about the most important appeal for engaging the audience.

Table 14:*student's opinion about the most important appeal for engaging the audience.*

	N	%
Ethos	7	25
Pathos	3	10.7
Logos	18	64.3

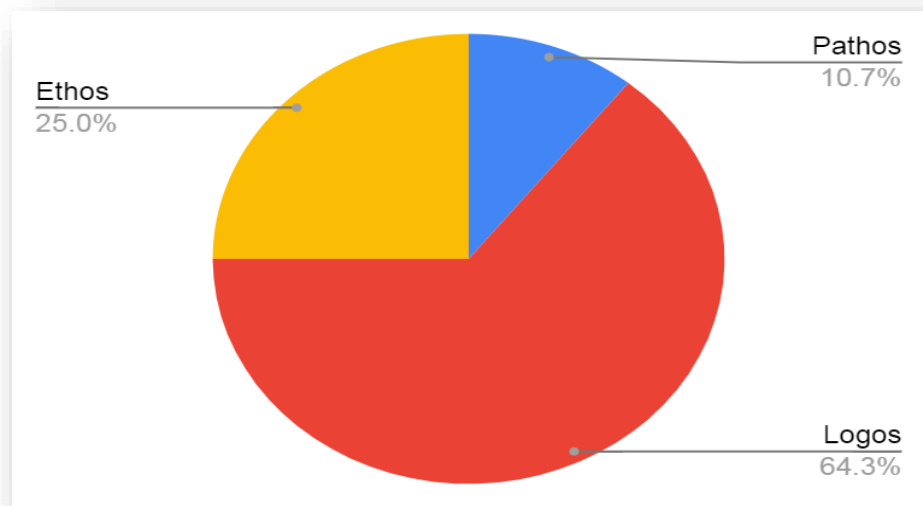


Figure 16:*student's opinion about the most important appeal for engaging the audience.*

From the chart above and the table, it can be observed that 18 students (64.3%) said that the logos appeal is the most important from for engaging the audience, whereas 07 students (25%) said that the ethos appeal is the most important, last students were 03 (10.7%) in which they said that the pathos appeal is the most important from where it engage the audience during the oral presentation.

Item 17: students' opinion about if their use of rhetorical appeals has developed or not

and telling how if they did.

7) do you think your use of rhetorical appeals has developed over time? if so, tell how please

28 responses

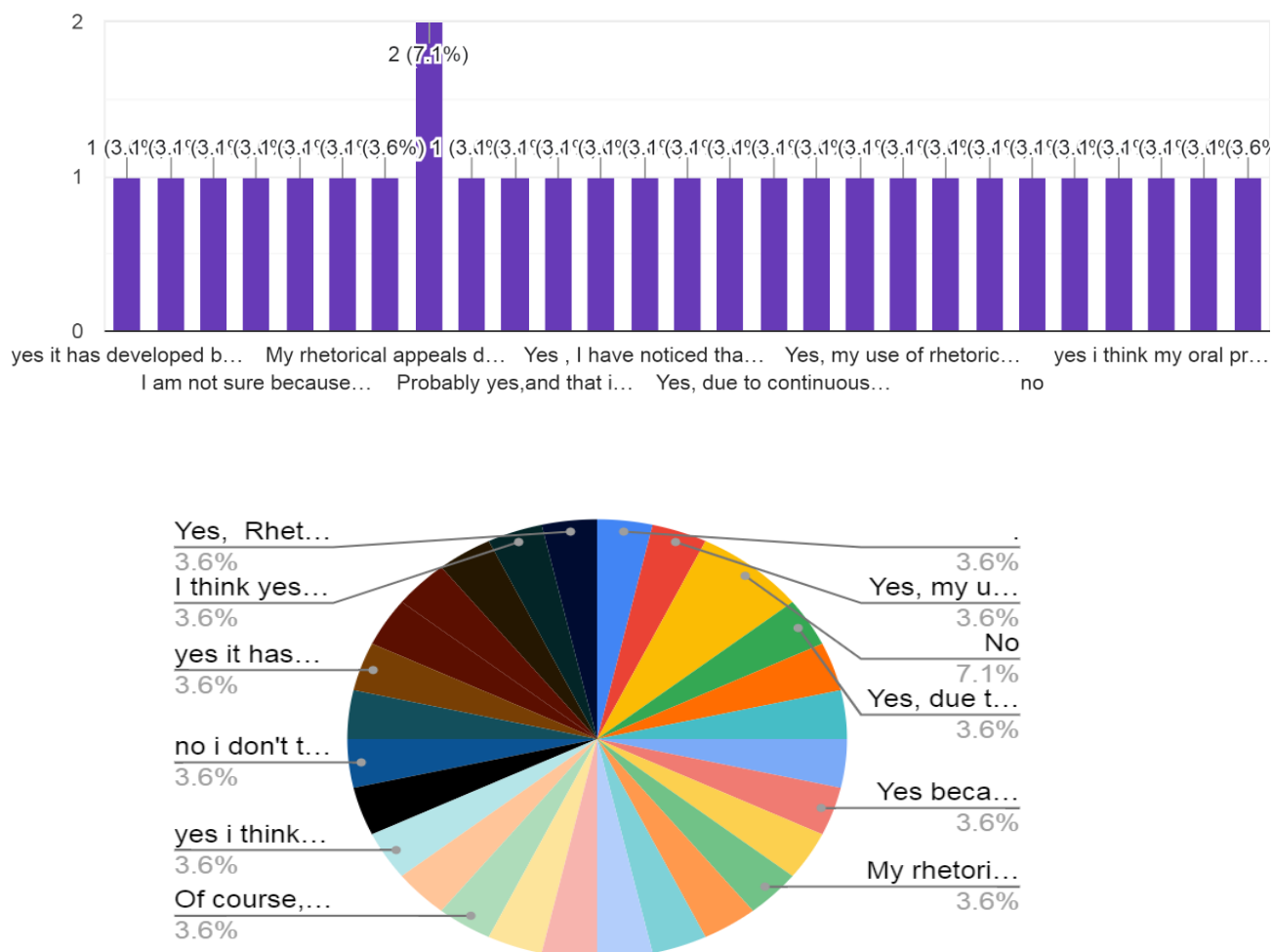


Figure 17: students' opinion about if their use of rhetorical appeals has developed or not and telling how if they did

From the figures above, students were varied and different in their answers and opinions. Many students reported that their use of rhetorical appeals had evolved over time. One student mentioned that their answers had become more personalized and focused on detailed explanations. Another confirmed that continuous updates and improvements in their learning algorithms and

training data had contributed to this development.

Several students pointed out that their logical perspectives had improved, especially in debates, and they became more fluent in the language. Initially, they provided straightforward information, but now they had better understand how to use ethos (credibility), pathos (emotion), and logos (logic) to make their responses more effective and engaging.

A few students noted that their social skills, particularly in discussions and debates, had benefited from their improved use of rhetorical appeals. One student explained that they had shifted from being more emotional to more logical, which they believed was a positive change. Others mentioned that their presentations had played a significant role in this development. However, some students were unsure about their experience with rhetorical appeals in presentations, suggesting that their daily life interactions, such as choosing the right words and adapting their approach, might have contributed to their improvement. Another group mentioned that while they had not practiced using rhetorical appeals in presentations, researching and learning about them had been beneficial.

Several students felt more efficient in using rhetorical appeals with practice, although a few expressed difficulties in incorporating them into speeches. One student believed that their intellectual abilities and argumentation skills influenced their development in using rhetorical appeals. Another observed that listening to American speeches and interviews helped them improve their use of rhetorical appeals.

This data collecting tool which is the checklist observation followed the descriptive analysis that we have found the following findings.

6. Classroom Observation

In addition to questionnaires, classroom observation was also a tool of collecting data. The purpose of class observation was to observe class during the students' presentation and their speaking

and learning behaviors with relation to the teacher's instruction.

6.1 Description of the classroom checklist observation

The classroom observation took place with four classes master first year at the department of English in Biskra University. It lasted two separated weeks in which we attended four sessions of the mastery of language course, we followed our personal classroom observation sheet (see appendix B), as we relied on own personal observation. During each one- hour and half, we sat on one side of the classroom where we could observe.

1.1 Analysis of classroom observation

Course: mastery of language	
Group: 01	Objective: Presentations
Place: the letter faculty	Classrooms number of students:19
Time: 08:00_9:30 am	Date: 12/02/2025

The presentation of group 01 was about “critical reading” previewing skimming and scanning, the first presentation member gave a historical introduction but rather they used clear tone and performance but the audience were listening carefully to the presentation the presenters had a bit confusion, the presentation had a lack of direct instructions. The audience did not interact very well so the presentation started again the presenters divided their classmates and gave them clear directions thanks to the teacher’s help, the presenters provided their classmates with a PDF text forma to follow up via their phones, they tried to refresh the presentation, the first instruction was to skim the text and then to scan it, the audience showed a better engagement but not very remarkable the presentation did not give more focus on the previewing part, the presentation members gave tips about how, where and when the critical reading should be used (studying, working...) the teacher finished the presentation with a final tip.

Group one 01 of the classroom observation, this group was active from the side of using the

03 appeals. In this session, the teacher asked the students to prepare oral presentation in which they widely talk about the Rhetorical appeals and perform it the session, the session took one hour and half. The member did their job in effective way by engaging the audience into many activities and tasks about the different main rhetoric (ethos, pathos, logos) they used the data show in order to listen to different speeches that contains different rhetorical appeals. It was observed that the member of the presentation used the appeals in them speaking; the Ethos appeal appeared when they used appropriate tone and performance some of them established credibility effectively by citing relevant credentials or experience.

Knowledge or expertise on the topic was fairly observed but they attempted to establish credibility, some members establish credibility but lacks of sufficient evidence or clear connection to the topic were missing due to the lack of previous knowledge of that member the appeal of **Pathos** were present as well, it took place when the presenter used gestures and expressions to convey emotions, we fairly observed that the speaker effectively appeals to the audience emotions through vivid language, personal anecdotes, or compelling narratives.

Also, some speakers attempted to appeal emotions but the attempt is somewhat superficial or lacks impact, the **Logos** appeal was clearly appeared and strongly applied during the presentation when the speaker present logical arguments supported by evidence, facts and reasoning also, the presenters utilized persuasive techniques also their structure was clear and contains logical flow but sometimes one or two speakers miss uses the information because of lack of owning scientific information and another times it can be fairly observed when the presentation loss the coherence or the organization.

At the end of the presentation, the presenters finished their presentation by providing the audience with handouts contains explanations and examples of the rhetorical appeals the audience were well engaged and collaborative with the presentation

Course: mastery of language	
Group: 02	Number of students:14
Place: the letter faculty classroom	Date: 12/02/2025
Time: 09:30__11:20 am	Objective: Presentations

Group presentation started refreshed, strong with high clear tone. The master classmates were well interacted, the presenters started one after one giving a general introduction about the "critical reading " previewing, skimming and scanning, they went to explain each step of them (techniques), the presenters gave a practice (followed text) at start to review then they moved to skimming (explanation) the presenters gave credible and logical examples to improve and convey the information then they moved to key different between skimming and scanning.

The presenters provided their classmates with another Article to skim, students were paying attention to almost every side information they solved the text within a group work, the last member presented the last technique "scanning"; Definition, purpose, process and conclusion. Her explanation were clearly provided with examples and simple explanations. Like Z eye and F eye movement. Then she moved to the text, the instructions were to use scanning on short text. The second task was to read a different short text that the members have provided then to answer the five (05) questions that followed the text, for the third task, with another short text, the instructions were to find the findings of the study. In addition, the to scan a table in task N°04, in task N°05, the instructions were scan a list of references. The audience showed a very good interaction with the presentation members. The presentation finished with loud claps.

In this session, group 02 was the second classroom observation, this group were active as well in using the rhetorical appeals, the teacher also asked her students in the first session that the evaluation would be depending on the students' presentations, our interest and observation will target the presentation which tackle the rhetorical appeals, the session took one hour and half. The members of the presentation did an average effort but they used the three appeals repetitively and engaging the

audience with their presentations.

The use of the Rhetorical appeals in the speaking were clearly observed but violated in some points. In using **credibility Ethos**; the use of the appropriate tone and performance were fairly observed however the presenters established credibility effectively by citing relevant credentials or experiences and knowledge or expertise on the topic was well observed otherwise, some speakers attempted to establish credibility but lacks sufficient evidence or clear connection to the topic, in using the **Pathos (emotions)** appeal we well observed that the speakers effectively appealed to the audience's emotions through vivid language, personal anecdotes, or compelling narratives.

In some points, the presenters attempted to appeal to emotions, but the attempt is somewhat superficial or lacks impacts. This later were fairly observed. But using gestures and expressions to convey emotions were not observed. For the **Logos appeal**, it was well observed the speaker presents logical arguments supported by evidence, facts and reasoning. Some Speakers has been observed utilized the persuasive techniques to support arguments, the presentation structure was fairly observed somewhat clear and the structure is disorganized and coherent. At the end of the presentation, the presenters started to ask questions toward the audience and vice versa in order to enrich the presentation.

Course: mastery of language	
Group: 03	Number of students: 13
Place: the letter faculty classroom	Date: 12/02/2025
Time: 11:20_12:50	Objective: Presentations

This presentation was also about " Active critical reading ", Previewing, skimming and scanning, the group presentation members recall a long introduction about the topic, the first presenter was stressful, had a lack of self-confidence, the second member showed more confident explanation by going through skimming and scanning. The teacher played a role in posing questions about the two techniques. The first presenter provided their classmates with a table via smart phones with no

clear instructions.

The students were fairly interacted with the presentation (making noise by speaking) but they were answering some questions, the second presenter also gave a task was sent my phone; the instructions were to skim and scan the followed text. The questions were not guided very well, the student were somewhat lost but they followed up. The teacher was helping the presentation. The questions were unclear, the audience got confused so they did not answer. The scanning question was clear which is to instruct the participants, a student answered previous questions. The presentation ended with critical notes from the teacher in charge.

In this session, the classroom observation took place with group 03, this group was kind of weak in using the rhetorical appeals some rhetoric were violated but in general the presentation members performed an effective oral presentation talking about the rhetorical appeals and they could engage and interact with the audience the session took one hour and half, the members of the presentation used the appeals in their speaking The **ethos appeal** appeared and been well observed when they used the appropriate tone and performance, whereas when we did not observed when speakers establish credibility effectively. same when it comes to the speaker when attempts to establish to credibility but lacks sufficient evidence or clear connection to the topic and some speakers establish credibility effectively by citing relevant credentials or experiences was fairly observed.

For the **Pathos appeal**, this appeal was barely observed because when the presenter effectively appeals to the audience's emotions through vivid language was not observed also, most of the presenters did not use gestures and expressions to convey emotions but one observation was well observed when the speaker attempted to appeal to emotions, but the attempt is somewhat superficial or lacks impact. For the **logos appeal** was also applied in their presentation, it was well observed when one of the speakers present logic arguments supported by evidence, facts and reasoning, presentation structure is somewhat clear was fairly observed same as with the presentation structure or logical flow and the last observation was not observed when the any member of the presentation did not utilize persuasive

techniques to support their arguments. At the end of the presentation, the presentation members recall some definitions to remind the audience of the benefit of using the rhetorical appeals in student's oral presentations.

Course: mastery of language

Group: 04

Number of students: 15

Place: Science and techniques faculty

Date: 11/02/2025

Time: 11:20_12:50 am

Objective: Presentation

The presentation was about "Active critical reading"; previewing, skimming and scanning, the presenters gave a general introduction about the lecture, they used Ethos appeal in order to improve their explanations with strong examples. The listeners were carefully paying attention but their interaction was not noticeable. The presenters delivered drafts followed with some instructions to follow for their classmates.

First instruction was not preview then to decide which section they should focus on. The second instruction was to explain how previewing help before reading the articles (drafts). The third instruction was to skim the abstract and to identify the content, then to listen down the techniques used for skimming by them classmates of master first year students. For the last instruction, the presentation members asked to scan the methodology of the article and to identify the methods used in the study.

The audience were fairly participating with the presentation. The teacher added her feedback emotionlessly and directly to the students. During the presentation, the student made an attempt to establish Ethos by citing relevant knowledge or expertise on the topic. This was well observed and showed that the student had done some background work. However, their tone of voice was quite low, which affected the overall delivery and performance this aspect was only fairly observed. Additionally, while there was an effort to build credibility, it lacked strong evidence or a solid

connection to the topic, which weakened the impact.

When it came to Pathos, emotional appeal was noticeably lacking. The student did not make effective use of vivid language or personal stories to connect with the audience, and this part was not observed. There was an attempt to use gestures and expressions, which was well observed, but overall the emotional engagement remained superficial.

In terms of Logos, the student presented some logical arguments supported by reasoning, and this was well observed. They also used a few persuasive techniques, which were fairly observed. However, the structure of the presentation was inconsistent—it lacked logical flow in places and even became disorganized at times. These issues were marked as not observed and indicate a need for improvement in coherence and structure.

Overall, the student demonstrated effort in all three rhetorical appeals, but each area requires further development for a more effective and engaging presentation.

Course: Mastery of language

Group :01 (second session)

Number of students: 18

Place: faculty of letter and foreign language

Date: 26/02/2025

Time: 08_09:30 am

Objective: oral presentation

The presentation topic targeted the rhetorical appeals by group one presenters, the presentation started with a short definition as usual. The presentation member asked direct questions. The audience were interactive. They moved to the first practice with a draft, the instructions were to identify ethos, logos and pathos through the following six 06 statements. For the second activity, the instructions were to make groups and conduct strong argument using the Rhetorical appeal in order to convince the audience for class representative election. For the third task, the presenters provided the class with an oral audio about Barak Obama's speech in which they pose on listening skill then to pull out the used appeals in his speech. For the last instruction, with the same task but different text, the instruction was to find out each different used appeal. The audience showed well interaction with the presentation

members. The teacher in charge asked an important question, which is what have you learned from this lesson “the Rhetorical appeals”? the presenters and the audience answered briefly and individually.

During the observation, the student showed some effort in establishing Ethos (credibility). The use of tone and performance was present and marked as well observed, which suggests the student was mindful of their delivery. There was a fair attempt to cite relevant experience or credentials, and an effort to establish credibility was also fairly observed. However, the student did not provide sufficient evidence or a strong connection to the topic, which was marked as not observed. This indicates that while the intent was there, the execution lacked depth.

With regard to Pathos (emotional appeal), the emotional connection was weak. The student did not use vivid language or personal stories to emotionally engage the audience, and this was not observed. There was a superficial attempt to appeal to emotions, which came across as fairly observed, but it lacked real impact. The use of gestures and expressions was well observed, indicating the student tried to use non-verbal cues to enhance emotional appeal, even if the verbal part was underdeveloped.

For Logos (logical appeal), the student demonstrated a good understanding of logical reasoning and presented arguments supported by facts, which was well observed. Persuasive techniques were used to support arguments, also marked as well observed. However, the overall structure of the presentation was somewhat inconsistent. The structure was marked as fairly observed in clarity but noted as disorganized in parts, with a lack of logical flow—these areas were marked as not observed. This means that while individual points were clear not observed. This means that while Individual point were clear, the presentation needs work

Course: Mastery of language	
Group: 02 (second session)	Number of students : 14
Place: faculty of letters	Date: 26/02/2025
Time: 09:30_ 11:20	Objective: oral presentation

The presentation of master group 02 was about persuasion and making inferences, the presenter started the presentation with an introduction, the presenter speaking tone was not clear and her accent was annoyingly misunderstood, the other member briefly explained the Rhetorical appeal "Ethos, logos, pathos" then they moved to making inferences "explicit language " provided pictures for making a vivid example. A member gave example of inferences types: deductive inference, inductive inference and Addictive inference, for the first activity, the presenters formed the audience into five groups, the instructions was to identify the type of persuasion in the following speeches. The task was like a form of games and scores, for the second activity, the instructions was to underline the clues and making inferences from the following contexts. The audience were well interacted and collaborative with the presentation; teacher in charge finished the presentation with her mere feedback.

In this presentation, the student demonstrated a fair attempt to establish Ethos (credibility). The use of tone and performance was somewhat appropriate and marked as fairly observed. There was a clear effort to demonstrate knowledge or expertise on the topic, which was well observed. However, the speaker's credibility could have been strengthened with more solid evidence or a stronger connection to the topic. This aspect—connecting evidence to credibility—was marked as not observed, showing a gap in fully convincing the audience.

When observing Pathos (emotional appeal), it was evident that emotional engagement was minimal. The speaker did not effectively use vivid language or personal stories, and this was marked as not observed. There was a superficial attempt to appeal to emotions, which came across as fairly observed but lacked significant impact. The speaker did use some gestures and expressions, which

was well observed, indicating an attempt to express emotions physically even if the verbal appeal was weak.

Regarding Logos (logical appeal), the student made some strong efforts. Logical arguments were presented with evidence and reasoning, which was well observed. Persuasive techniques were also noted and fairly observed, showing that the student understood the need to support their points. However, the structure of the presentation still needs improvement. While it was somewhat clear in parts, it lacked full consistency and flow. Both unclear structure and disorganization were marked as not observed, suggesting this is an area needing focused improvement.

Course: Mastery of language

Group: 03 (second session)

Number of students : 21

Place: faculty of letters classroom

Date: 26/02/2025

Time: 11:20/ 12:50 am

Objective: oral presentation

The presentation topic was about persuasion and making inferences as well by group 03, the male presenter took the stage, the first member gave a kind of long introduction about persuasion but useful information, and He took too much time. The second presenter completed explaining, her took time as well the audience "group's classmates " were not well interacted with the presentation they were spaced out, do not care or paying attention to what it said. Rare participation spotted from a singular classmate chronically, the third presenter gave a very low voice tune "barely heard", He kept giving stories about situations requires persuasion. The fourth presenter took his turn but started to explain and reading from a draft like the previous members. The last member continued reading from his phone definitions and explanations.

No class tasks or activities were done, no remarkable audience participation since there were no Activities supported by the presentation members. The presenters have sent activity via smart

phone to the classmates (online share) again, the participation was barely recognized. The presentation ended and the teacher in charge gave her mere feedback.

During the observation, students were assessed based on their use of the three rhetorical appeals. Ethos (Credibility): Some students used appropriate tone and performance, which helped them appear more credible. A few were able to establish credibility well by referring to relevant credentials or showing some expertise on the topic. Others made attempts to sound credible but lacked strong supporting evidence or a clear connection to the subject. In some cases, the effort to establish credibility was not observed at all, indicating a need for improvement in this area.

In Pathos (Emotional Appeal): Students showed varying levels of emotional appeal in their presentations. A few effectively used vivid language, personal stories, and expressions to connect with the audience emotionally. Others attempted to use emotion, but the impact was minimal or felt superficial. Some did use gestures and expressions, but a number of students did not demonstrate emotional appeal at all. For the Logos (Logical Appeal): The use of logical reasoning and structure was one of the weaker aspects overall. Some students presented logical arguments with some clarity, but many lacked consistency and logical flow. A few presentations appeared disorganized and hard to follow. While some students used persuasive techniques, several did not support their arguments effectively with facts or evidence.

Course: Mastery of language	
Group: 04 (second session)	Number of students : 19
Place: science and techniques faculty	Date: 25/02/2025
Time: 11:30_12:50 am	Objective: oral presentation

The presentation subject was about " persuasion and making inference ", One of the presentation members had collected the audience smart phones, the first presenter gave a short speech of martin Luther king using credibility, emotions and reasoning and other examples, the presenters were giving a vague explanation of the persuasive appeals (Ethos, logos, pathos). The presenters started the first group work activity, the instructions was like the audience should convince the presenters with random products in provided pictures, the presenters added more instructions shaped in using the persuasive techniques " social proof , storytelling, repetition and reciprocity", the audience were well collaborative with the activity and showed good interaction because each one used a different technique, the presenters moved to the second part of the presentation which was making inferences started with a short academic definitions then they moved to tell oral situations of inferences and the audience should guess the inference, they asked for the key words related to " inference ", For the last task, the presenters provided the audience with different vocals contains voices and sounds and the listeners should find out each inference for each voice. For the presentation close, the presenters sum up the topic in two minutes. Teacher in charge gave her mere feedback.

During the observation, the speaker's use of ethos, or credibility, was somewhat evident. They were fairly able to use appropriate tone and performance and made some attempt to establish credibility by citing relevant credentials or experiences. However, they did not always provide enough clear evidence or strong connections to the topic, which limited the overall effectiveness of their credibility. In terms of pathos, or emotional appeal, the speaker's performance was less impactful. They did not effectively appeal to the audience's emotions through vivid language, personal anecdotes or compelling narratives. Their attempt to use emotion was minimal, and gestures or expressions to

convey emotion were fairly observed but still lacked strong influence.

For logos, or logical appeal, the speaker performed better. They presented logical arguments supported by evidence, facts, and reasoning. They also utilized persuasive techniques to support their arguments effectively. However, the structure of the presentation could have been improved for greater consistency and coherence, as parts of it were not clearly organized.

Conclusion

The analysis of the student questionnaire and the classroom observations allowed to make a summary about the use of the rhetorical appeals in the oral presentation of master first year students. To enhance and strengthen their speaking skill abilities, student's questionnaire has obtained students viewpoints about their speaking level and the main difficulties they have. Research results show that master first year students have a positive attitudes towards the oral presentations as a learning activity, however, the results show that they have several difficulties in doing it such as anxiety. Concerning students speaking difficulties, students of master one does not have real problems with oral presentations except the anxiety. Master students are more habitual with performing oral presentations in which that do not concern as difficulties.

On the other hand, master students showed that they face a difficulty in the point of using the three rhetorical appeals in their oral presentations; this problem can be solved only if the student aims to enlarge his insights and background information.

General Conclusion

General Conclusion

In conclusion, the incorporation of rhetorical appeals: ethos, pathos, and logos into Master one oral presentations plays a crucial role in enhancing the overall impact and effectiveness of the oral presentations. These appeals, derived from Aristotle's rhetorical theory, serve as fundamental tools for engaging and persuading the audience.

Ethos, the appeal to credibility and character, is vital for establishing the presenter's authority and trustworthiness. Master One students can build ethos by demonstrating their knowledge of the subject matter, presenting themselves confidently, and citing credible sources. This creates a sense of reliability, encouraging the audience to trust and believe in the presenter's arguments. For instance, when a student introduces their background or mentions relevant qualifications and experiences, they bolster their credibility. Additionally, adhering to ethical standards and showing respect for different viewpoints further strengthens ethos.

Pathos, the appeal to emotions, is essential for creating a connection with the audience and making the presentation memorable. By tapping into the audience's emotions, presenters can make their message more relatable and impactful. Master One students can use pathos by sharing personal anecdotes, using vivid and descriptive language, and employing storytelling techniques. Emotional appeals can evoke empathy, sympathy, excitement, or even concern, depending on the desired outcome. For example, a student discussing the impact of climate change might share a compelling story about a community affected by extreme weather events, thereby making the issue more tangible and urgent for the audience.

Logos, the appeal to logic and reason, provides the rational backbone of the

presentation.

By using clear, logical arguments supported by evidence, data, and statistics, presenters can persuade the audience through rational thinking. Master One students should prioritize the organization of their content, ensuring that their arguments flow logically from one point to the next. Presenting well-researched facts, using graphs and charts and drawing logical conclusions help reinforce the validity of their arguments. For instance, a student arguing for the benefits of renewable energy might present statistical data on cost savings and environmental impact, appealing to the audience's sense of reason.

The balanced integration of ethos, pathos, and logos in Master One oral presentations not only enhances the persuasive power of the message but also ensures a well-rounded and engaging delivery. Ethos establishes the presenter's authority; pathos connects with the audience on an emotional level, and logos appeals to their logical reasoning. When combined effectively, these rhetorical strategies can make presentations more compelling, memorable, and convincing.

Moreover, understanding and applying these rhetorical appeals allows Master One students to become more adept communicators, capable of influencing diverse audiences in various contexts. Whether presenting research findings, advocating for a cause, or pitching a new idea, the strategic use of rhetorical appeals equips students with the skills to convey their message persuasively and effectively.

In summary, the use of rhetorical appeals in Master One oral presentations is a powerful tool for enhancing communication. By skillfully integrating ethos, pathos, and logos, students can deliver presentations that not only inform but also inspire and persuade their

audience, leaving a lasting impact and achieving their communicative goals.

Limitations of the study:

This study has contributed valuable insights to this research, but like any research it is not without its limitations which follows:

- The lack of the tools or rubrics to measure Rhetorical Appeals effectiveness.
- Students sometimes do not receive formal instructions on Rhetorical appeals.
- Students' level of English proficiency influenced their abilities to use different appeals easily.

Recommendations of the study:

Based on the study's findings the following recommendations are proposed to improve the rhetorical appeals through the oral presentations.

- Develop clear rubrics and tools to assess rhetorical appeals, instructors can create simple rubrics with criteria like clarity and persuasiveness.
- Integrate explicit instructions: oral presentation members should incorporate direct instructions with direct orders.
- Support language development for student with varying English proficiency
- Address presentation anxiety; practice and gradual exposure to public speaking can reduce stress.

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Appendixes

Appendix A

Student's questionnaire

This questionnaire is part of a study on how Master's first-year EFL students at Biskra University use rhetorical appeals—ethos, pathos, and logos—in their oral presentations. It aims to explore students' awareness, application, and perceptions of these appeals in academic speaking.

Your responses will provide valuable insights into presentation strategies and help identify areas for improvement. Thank you for your participation!

Section 1: Oral Presentation Habits and Preparation

1. How often do you perform oral presentations in your classes?

Never.....

Rarely

Occasionally (3-5 times per semester)

Frequently (more than 5 times per semester)

2. How do you generally feel about giving oral presentations?

Very confident

Confident

Neutral

Anxious

Very anxious

3. How much time do you usually spend preparing for an oral presentation?

Less than one hour

1 to 3 hours

4 to 6 hours

More than 6 hours

4. What resources do you typically use to prepare for your presentation?

Online research

Library resources

Class notes

Discussion with peers

Guidance from instructors

Others

5. Which of the following tools do you use for presentations?

PowerPoint or similar software.....

Visual aids (charts, diagrams, etc.)

Handouts

Multimedia (video, audio clips)

6. How do you practice for your presentations?

Rehearse alone

Practice in front of friends or family.....

Record and review yourself

Practice with your group (for group presentations)

7. Do you use any strategies to engage your audience during presentations?

Asking questions.....

Using anecdotes or stories

Incorporating humor

Using interactive elements (polls, activities).....

Others

8. How do you structure your presentations?

Introduction, body, conclusion

Problem, analysis, solution

Chronological order

Cause and effect

Others

9. How do you choose the topic for your presentation?

Assigned by the instructor.....

Personal interest

Based on course materials

Group decisions (for group presentations).....

Depends on classroom subjects

Others

10. What types of oral presentations have you given?

Individual presentation.....

Group presentations

Debates

Speeches

Others

Section 2: Rhetorical Appeals in Presentations

1. How familiar are you with the concept of rhetorical appeals?

Very familiar

Somewhat familiar

Not very familiar

Not familiar at all

12. Do you consciously use rhetorical appeals in your presentations?

Yes

No

Not sure

13. If yes, which rhetorical appeal do you find yourself using the most?

Ethos (credibility/ethical appeal)

Pathos (emotional appeal)

Logos (logical appeal)

14. How effective do you think using rhetorical appeals is in delivering a successful presentation?

Very effective

Effective

Neutral

Ineffective

Very ineffective

15. Would you like to receive more training or resources on using rhetorical appeals in presentations?

Yes

No ,,,

Maybe

16. In your opinion, which rhetorical appeal is the most important for engaging your audience?

Ethos.....

Pathos

Logos.....

Appendix B

Classroom observation grid to assess the uses of rhetorical appeals among EFL University in oral presentations

	Observation criteria	Well observed	Fairly observed	Not observed
Ethos	<ul style="list-style-type: none"> -Uses appropriate tone and Performance. - Speaker establishes credibility effectively by citing relevant credentials or experiences. - knowledge or expertise on the topic. Speaker attempts to establish credibility. - Speaker attempts to establish credibility but lacks sufficient evidence or clear connection to the topic. 			
Pathos	<ul style="list-style-type: none"> - Speaker effectively appeals to the audience's emotions through vivid language, personal anecdotes, or compelling narratives. - Speaker attempts to appeal to emotions, but the attempt is somewhat superficial or lacks impact. -speaker uses Gestures and expressions to convey Emotions. 			
Logos	<ul style="list-style-type: none"> - Speaker presents logical arguments supported by evidence, facts, and Reasoning. -Presentation structure is somewhat clear but lacks consistency or logical flow. -Presentation structure is disorganized or coherence. - speaker utilizes persuasive techniques to support arguments. 			

الملخص

تبحث هذه الدراسة في استخدام النداءات الخطابية في العروض الفموية لمتعلمي اللغة الإنجليزية كلغة أجنبية للطلاب الرئيسيين في محمد خيضر من جامعة بسكرة. تعد النداءات الخطابية، التي تضم الأخلاقيات، الرثاء، والشعارات، بمثابة عناصر حاسمة للإقناع والتواصل الفعالين. تهدف هذه الدراسة إلى وضع عيون على تطبيق هذه النداءات من قبل متعلمي EFL وتقييم مهارات الاتصال، وتعزيز القدرات المقنعة، وتعزيز الوعي الثقافي، وتحسين إتقان اللغة وإعداد المتعلمين للنجاح الأكاديمي والمهني من خلال نهج استكشافي يتضمن استخدام البحث النوعي لجمع المعلومات. واحدة من هذه الأدوات هي مراقبة الفصول الدراسية لعروضها الشفوية. من خلال التحقيق في الأنماط في استخدام الأخلاقيات (المصادقية)، والشفرة (العاطفة)، والشعارات (المنطق)، يقدم هذا البحث نظرة ثاقبة على التطور اللغوي والتواصل لطلاب اللغة الإنجليزية كلغة أجنبية. لا تسهم النتائج فقط في فهم كيفية استخدام هذه النداءات ولكن أيضًا تُبلغ الاستراتيجيات التربوية التي تهدف إلى تعزيز مهارات التواصل الفموي لمتعلمي EFL وتعزيز الكفاءة الخطابية في البيئات الأكاديمية. الاستنتاجات التي تم العثور عليها هي توصيات لتعزيز فهم المتعلمين وتطبيقهم للطعن الخطابية في التواصل الشفهي، والاقتراحات لدمج النداءات الخطابية في المناهج الدراسية لتحسين مهارات العروض التقديمية للمتعلمين، وكذلك الآثار المترتبة والرؤى التي تقع جميعها في وعاء واحد.

الكلمات الرئيسية: طلبة اللغات الأجنبية، ماستر 1، عرض شفهي، نداءات الخطاب، جامعة بسكرة.