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DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

Investigating Second-Year EFL Students' and Teachers' Perceptions of Google Slides in Enhancing Comprehension of Oral Explanations: A Case Study at Biskra University

Prepared By: **Supervised by:**

Meriem Rukia **Beddiaf**   **Dr.** Manel **Triki**

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Prof. Hoadjli Ahmed Chaouki	**(Chairperson)**	**University of Biskra**

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Declaration

 I **Meriem Rukia Beddiaf**, do hereby declare that this work is the product of my own effort, and has neither submitted nor published to any institution or University for any degree before.

This inquiry was certified and completed at Mohamed Khider University of Biskra. Algeria.

Certified:

Mrs. MERIEM RUKIA BEDDIAF

Signature: _____

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Dedication

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Abstract

This study explores the integration of Google Slides as a digital support tool to enhance oral comprehension among second-year EFL students at Biskra University. Many learners face difficulties in understanding orally delivered content due to language limitations, unfamiliar vocabulary, and varied learning preferences, which are not always addressed through traditional lecture-based methods. Adopting a qualitative research approach and using a descriptive case study design, the study aims to understand how visual aids like Google Slides can support learners' comprehension during oral explanations. It is guided by four key research questions related to students and teachers' perceptions of Google Slides, its role in enhancing oral understanding, the benefits and challenges it presents, and teachers' experiences using it in classroom instruction. The main objectives are to explore student perceptions of the tool, assess teachers' views on its effectiveness, and identify both the opportunities and obstacles involved in its classroom application. Data were collected through two qualitative tools: an open-ended questionnaire distributed to 25 purposefully selected second-year EFL students and semi-structured interviews with 5 university teachers. Thematic analysis was used to examine the responses and extract key insights. The findings reveal that Google Slides can play a significant role in aiding comprehension by providing visual reinforcement, maintaining student attention, and bridging linguistic gaps. This research contributes to a better understanding of how technology can support inclusive and effective EFL teaching practices in Algerian higher education.

Key concepts: Comprehension, Digital tool, EFL learners, Google Slides, Oral explanation

List of Abbreviations and Acronyms

AI: Artificial Intelligence

EFL: English as a Foreign Language

GS: Google Slides

ICT: Information and Communication Technology

LMS: Learning Management Systems

L2: Second Language

PPT: PowerPoint Presentation

SL: Second Language

TD: Travaux Dirigés (Directed Work)

TEFL: Teaching English as a Foreign Language

List of tables

List of Figures

Contents

General Introduction

Chapter One: Google Slides

Chapter two: oral comprehension

Chapter Three: Data Analysis and Interpretation

General Introduction

In university EFL contexts, the ability to comprehend oral explanations is fundamental for students' academic success. However, learners often face challenges in understanding verbally delivered content due to language barriers, unfamiliar vocabulary, and differences in learning styles. Traditional teaching methods, which rely heavily on spoken instruction, may not sufficiently address these diverse needs. Integrating digital tools such as Google Slides into oral instruction can offer valuable visual support that aids comprehension, reduces cognitive load, and promotes engagement.

This research investigates the role of Google Slides in enhancing oral comprehension among second-year EFL students at Biskra University. It adopts a qualitative approach, employing a descriptive case study design to explore students' and teachers' perceptions. The study is guided by the following research questions:

- What are students' perceptions of the role of Google Slides in understanding oral explanations?

- How do teachers and students perceive the use of Google Slides in enhancing oral comprehension?

- What challenges and benefits do teachers and students experience when using Google Slides?

- What are teachers' experiences with integrating Google Slides into oral explanations?

The objectives of the study are to:

- Explore how students perceive Google Slides as a tool for understanding oral explanations.

- Investigate teachers' views on its effectiveness in enhancing student comprehension.

- Identify the perceived benefits and challenges of integrating Google Slides into classroom oral instruction.

To achieve these aims, the study uses two main data collection tools: an open-ended questionnaire for students and semi-structured interviews for teachers. Participants were purposefully selected to include 25 second-year EFL students and 5 teachers from the Department of English at Biskra University. The data were analyzed using thematic analysis, allowing for the identification of key themes that reflect participants' experiences and opinions.

This research is significant because it highlights the potential of digital tools to address comprehension issues in oral instruction. By examining both student and teacher perspectives, the study contributes to a better understanding of how technology can support inclusive, effective EFL teaching practices in Algerian higher education.

Chapter One:

Google Slides

Chapter one: Google Slides

Introduction

Digital technology has become an essential component of modern education, particularly in the realm of language learning. This concept encompasses a diverse range of methods and tools designed to enrich learning experiences and support instructional processes. The rapid advancement of digital technology has introduced significant transformations to traditional classroom dynamics, especially in the Teaching English as a Foreign Language (TEFL) context. The integration of digital tools in EFL classrooms is pivotal in fostering a learner-centered and interactive approach to education.

Among these tools, Google Slides stands out as a versatile resource, offering notable advantages for visual learning and oral explanations. Its interactive features not only enhance comprehension but also engage students actively during lessons. This chapter delves into the impact of digital technology on language learning, with a focus on its role in improving content comprehension. It further explores how digital tools are reshaping teaching practices in the EFL context and examines the broader implications of technology on educational outcomes.

1.1 Digital Technology in Education

A variety of media, tools, and applications are available through digital technology with the goal of processing, sending, and storing data. The Oxford Learner's Dictionaries (n.d.) define "digital" as technology that uses binary code in computers and other electronic devices to represent data in numerical form. From basic digital gadgets like clocks to sophisticated computer systems like artificial intelligence systems and supercomputers that process information via electronic signals, this term covers a broad spectrum. To illustrate whether a signal is present or absent, the Cambridge Dictionary defines "digital" as "recording or storing information as a series of the numbers 1 and 0" (Cambridge Dictionary, n.d.).

"The 'digital' is often used - not as a modifier but as a noun - to refer sweepingly within education to the range of tools, techniques, course types, classroom settings, curriculum design and student-teacher interactions that are characterized by or based on electronic storage, mediation or communication" (Gregory, R., Norledge, J., Stockwell, P., & Szudarski, P., 2022). This broad definition captures the essence of digital integration in education and its wide-ranging implications for teaching and learning.

Building upon this foundation, digital technology has emerged as a transformative force in education, particularly through the integration of information and communications technologies (ICT) and digital resources. From an educational perspective, these technologies play a critical role in enhancing the teaching-learning process by fostering engagement, autonomy, and effective communication in language acquisition. (Gaborović & Ivanović, 2020). Moreover, they support traditional language learning while providing diverse multimedia resources that can accommodate various learning styles. For instance, tools like Kahoot, Quizlet, Padlet, and Google Slides enable interactive learning environments, proving effective in addressing many educational challenges by enhancing students' comprehension of complex tasks.

ICT, therefore, holds the potential to make learning more interactive and student-centered, environments found by research to improve motivation and understanding. Encompassing a wide array of tools, such as computing systems, networks, the Internet, social media, and mobile applications, ICT facilitates the creation, storage, management, and sharing of information in formats like text, imagery, video, and audio. Within this technological era, tools like Google Slides (GS) stand out as a particularly effective visual medium for fostering active engagement in EFL learning environments. By incorporating interactive and communicative elements, Google Slides enhances visualization, thereby aiding both comprehension and retention in language acquisition.

1.2 The Evolution of Digital Technologies in Education

The integration of early mainframe computers in the 1950s revolutionized digital technology in education, laying the groundwork for transformative advancements over the decades, as highlighted by Khalilova, Ravshanov, and Xudayberdiyev (2024). This evolution continued with the establishment of language labs in the 1960s, which utilized reel-to-reel tapes, marking a significant leap in language learning. The 1980s saw the rise of personal computers, paving the way for innovative learning software, while the late 1990s brought multimedia resources into education, fueled by the expansion of the internet, enhancing interactive learning opportunities.

Today, the incorporation of mobile technology and AI-driven personalization in language instruction exemplifies the ongoing evolution of educational tools, making learning more engaging and accessible for students worldwide. As Gregory et al. (2022) further elaborate, "The shift from the manual typewriter to the word processor on a computer; the ability to search library catalogues on-screen from a different city; the replacement of the sheaf of lecture notes with an electronic file of slides projected on a screen above the lectern..." illustrates how digital technology has transformed traditional educational practices, making them more efficient and accessible.

For more than three decades, the use of digital technologies in education has been developing, starting with resources intended to improve language engagement and comprehension. The foundation for more sophisticated educational technology was established by early digital tools like multimedia platforms and electronic translators (Chapelle, 2009). Originally, the purpose of these tools was to help learners understand difficult language and concepts. Modern language classrooms have been significantly shaped by the incorporation of these tools over time (Dudeney & Hockly, 2012).

Despite advancements in technology, its use in education has not always been transformative. Cuban (2001) notes that the use of machines in classrooms dates back to the 1920s, but for many years, teachers employed technology in ways that did not significantly change their pedagogical

approaches. More recent discussions, such as those by Jonassen (1991), highlight a shift toward constructivist methods, focusing on individualized learning experiences and increased student interaction.

This shift reflects a growing recognition of the need for more dynamic, learner-centered instruction. Additionally, studies have shown that when used appropriately, digital technologies can enhance comprehension and engagement. Gaborović and Ivanović (2020) found that multimedia resources support diverse learning styles and promote dynamic, student-centered environments. When integrated thoughtfully, such tools can effectively engage students and cater to their varied learning preferences.

In conclusion, the integration of digital technologies in education has undergone a remarkable transformation, beginning with early innovations like mainframe computers in the 1950s, which laid the groundwork for future advancements. Over the decades, these technological tools have gradually shifted from simple language aids to more sophisticated, interactive resources that are central to modern teaching. The use of multimedia in education, spurred by the internet in the late 1990s, and the ongoing incorporation of mobile technology and AI-driven tools today, exemplify the growing role of digital resources in enhancing learning experiences worldwide.

As noted by Gregory et al. (2022), this shift has redefined traditional educational practices, making them more accessible, efficient, and student-centered. Despite early skepticism and slow adoption in classrooms, the application of digital tools like Google Slides has proven to be transformative in language education. These tools not only engage students more effectively but also accommodate diverse learning styles, fostering a dynamic and interactive environment. The continued evolution of educational technology, if integrated thoughtfully, holds immense potential to improve comprehension, engagement, and overall learning outcomes, marking a significant step forward in the future of language instruction.

1.3 Evaluation of Digital Technology in EFL Classrooms

Digital literacy refers to the ability to use digital devices effectively and responsibly to find, evaluate, and create information. In the context of education, it goes beyond simply knowing how to use technology it also involves understanding the ethical and critical thinking skills necessary to manage digital information responsibly (Martin, 2006). This skill becomes particularly important when tools like Google Slides are introduced in classrooms. It allows students to engage more effectively with the technology, enriching their learning experience.

The growing use of digital tools, such as Google Slides, aligns with the shift in modern education. Tools like Google Slides help educators create visually engaging, interactive lessons that cater to different learning preferences, thereby enhancing student comprehension. For example, visual aids can be used to present vocabulary and grammar structures in context, making them more accessible for EFL learners. This integration not only clarifies complex language concepts but also actively engages students in the learning process. Research has shown that tools like Google Slides support language learning by providing clear visual representations of concepts and creating more interactive, student-centered experiences. For instance, using Google Slides for oral explanations allows teachers to incorporate multimedia elements, such as images, videos, and hyperlinks, which make abstract language concepts more tangible and relatable.

Technological integration in education has evolved significantly, especially in the teaching of English as a Foreign Language (EFL). Initially, technology was mostly used as a tool for delivering lessons, but over time, its role expanded to include remote assessments and collaborative group learning. Digital tools have now become multipurpose instruments in education, serving not only to deliver content but also to create interactive learning environments and assess students' progress (Spector, 2014). Furthermore, Godwin-Jones (2011) highlights how technology has enabled remote assessments, providing teachers with more flexible ways to monitor student progress. Platforms like

Google Classroom further enhance group collaboration and student engagement, leading to improved understanding among EFL learners (Johnson et al., 2014).

The shift to digital learning has been accelerated by the COVID-19 pandemic, which forced many schools to rely on online platforms like Google Slides, Zoom, and others to continue teaching and learning. These tools have become essential, helping teachers overcome challenges such as limited in-person interaction and the need to support diverse learning styles. Google Slides, for example, has proven to be a versatile tool that allows teachers to make lessons more engaging through images, videos, and links, which in turn boosts student comprehension (Zhao et al., 2021).

As Gregory, Norledge, Stockwell, and Szudarski (2022) note, "The 'digital' has brought a change in perception, a change in identities of teacher and student, and 'the digital' requires a different mind-set and a different set of pedagogies" (Digital Teaching for Linguistics, p. 1). This statement emphasizes how digital technologies have transformed the roles of both teachers and students, shifting the focus from traditional teaching methods to more flexible, student-centered approaches. Teachers now act as facilitators, guiding students through digital resources and online collaboration, rather than simply delivering content. Students, in turn, have become active participants, interacting with material in diverse, self-directed ways.

The transition to digital learning highlights the need to improve digital literacy for both educators and students, ensuring they can navigate and use digital tools effectively. This shift has not only made content more accessible but has also created a more interactive and collaborative learning environment, particularly beneficial for EFL learners who often face language barriers and cognitive load challenges, especially during oral explanations (Bourne et al., 2020).

Several studies have documented the positive impact of Google Slides on comprehension and engagement in EFL classrooms. Pappano (2020) found that incorporating Google Slides into lessons helped EFL students better understand complex material. The study showed that students were more engaged and retained information better when lessons included visuals, interactive elements, and

multimedia. These features helped address various learning styles and reduced cognitive overload, particularly for students dealing with language barriers.

Chou (2018) further explored the use of Google Slides in collaborative learning settings for EFL students. The findings revealed that Google Slides not only increased student participation but also encouraged peer interaction, which improved comprehension. By allowing students to contribute directly to slides, the platform created a more dynamic and personalized learning experience, boosting student engagement and understanding.

These studies suggest that Google Slides enhances both comprehension of oral explanations and the overall classroom environment, making it a valuable tool for EFL instruction. The platform bridges the gap between traditional teaching methods and the diverse needs of EFL learners, promoting a more inclusive and engaging learning experience.

1.4 Digital Tools Use in EFL classrooms

Digital tools have become increasingly significant in education, offering a range of resources that enhance teaching methods, make learning more accessible, and address diverse student needs. Presentation software, communication platforms, learning management systems (LMS), and multimedia resources now provide educators with innovative ways to deliver content and foster collaboration (Sima et al., 2021).

In EFL settings specifically, tools like Google Classroom and multimedia resources have demonstrated their ability to bridge language gaps. These tools offer visual and interactive aids that enhance language learning, making lessons more engaging and comprehensible for students (El Hariri et al., 2020). For instance, Google Classroom enables streamlined communication and collaboration, while multimedia tools enrich lesson delivery by integrating visual elements that support comprehension.

However, the successful integration of digital tools requires more than just access to technology. Proper teacher training, reliable infrastructure, and a focus on learners' specific needs are essential

for maximizing their potential. Without these supports, the availability of digital tools may not lead to meaningful learning outcomes (Abdulrahman & Abdulsalam, 2022). Research emphasizes the importance of ongoing professional development to help educators effectively use these tools in their classrooms, ensuring their integration aligns with pedagogical goals (eSchool News, 2023).

In this research, "explanation and presentation software" refers to digital tools designed to create multimedia presentations that enhance oral explanations. These tools allow educators to develop interactive and visually rich slideshows that incorporate text, images, diagrams, and other multimedia elements. Such features are particularly beneficial in EFL classrooms, as they address diverse learning styles and aid comprehension of complex language concepts.

This theoretical perspective underlines the potential of digital tools to improve lesson delivery and comprehension in the EFL classroom. While their effectiveness depends on proper integration into the educational process, their ability to make lessons more interactive and engaging highlights their importance in modern language teaching.

Various tools are available that facilitate the integration of visual elements into oral explanation, enhancing the realism and appeal of lessons for students such as:

PowerPoint:

Figure 1: *Image Representing the Microsoft PowerPoint Logo*

 (Microsoft Corporation, 2024) PowerPoint is a software application developed by Microsoft, primarily used for creating and presenting multimedia presentations. It allows users to combine text, images, charts, animations, and videos into slideshows. It is widely used in both educational and professional settings for communication, teaching, and information presentation.

Prezi:

Figure 2: *Image Representing Prezi Logo*

Prezi is a presentation tool that allows users to create zoomable, non-linear presentations using a single canvas to display text, images, and videos. It is often used in educational settings due to its ability to engage audiences with dynamic, visually appealing content (Prezi, 2024).

Canva:

Figure 3: *Image Representing Canva Logo*

Canva is a graphic design platform that allows users to create a variety of visual content, including presentations, social media graphics, and posters. It offers an intuitive drag-and-drop

interface with a vast library of templates, images, and fonts, making it accessible for both beginners and experienced designers (Canva, 2024).

Powtoon:

Figure 4: *Image Representing PowToon Logo*

Powtoon is an online platform designed for creating animated presentations and videos. It provides users with customizable templates and a user-friendly interface to produce engaging content that can be used for educational purposes, marketing, or corporate training (Powtoon, 2024).

Google Slides:

Figure 5: *Image Representing Google Slides Logo*

Google Slides is a cloud-based presentation software that is part of Google Workspace. It enables users to create, edit, and collaborate on presentations in real-time from any device with internet

access. Google Slides supports various multimedia elements and integrates seamlessly with other Google services (Google LLC, 2024).

Keynote:

Figure 6: *Image Representing KeyNote Logo*

Keynote is Apple's presentation software that allows users to create visually stunning presentations on macOS and iOS devices. It features a range of templates, animations, and transitions, making it suitable for both professional and educational settings (Apple Inc., 2024).

1.5 The advantages of Using Digital Tools in Foreign Language Learning

Blake (2016) highlights the role of digital tools, particularly multimedia texts integrating images, audio, and text, in enhancing comprehension by reducing cognitive load. Interactive platforms such as social media and blogs further contribute to collaborative learning, aiding the development of reading and comprehension skills in foreign language contexts. The OECD (2023) emphasizes the impact of AI-powered resources on improving reading and listening comprehension in language learning. By providing personalized feedback and offering access to diverse materials, these tools enable learners to engage with foreign language content in meaningful and contextualized ways.

Similarly, Kohnke, Moorhouse, and Zou (2023) explore how AI-enhanced digital tools support language learning by delivering reading materials and comprehension tasks tailored to learners' proficiency levels. This personalized approach enhances comprehension and improves information retention, making learning more effective. Li and Lan (2021) underscore the importance of

contextualized learning experiences in language acquisition. They argue that personalized digital tools can cater to the diverse needs of learners, thereby fostering enhanced comprehension in foreign language learning.

The benefits of technological advancements in language teaching and learning are further supported by Saeedi (2016). Al-Harbi and Alshumaimeri (2016) specifically highlight the role of technology in grammar instruction, noting that it empowers students to take ownership of their learning and practice the target language in the classroom, thus promoting autonomy. However, Parvin and Salam (2015) caution that while technology fosters learner autonomy, teacher guidance remains essential. Teachers play a critical role in mitigating potential technological challenges, ensuring learners can complete tasks successfully (as cited in Khalil, 2018, p. 20).

1.6 Definition of Google Slides

Our research appears to focus on utilizing Google Slides to explain complex lessons in a clear and comprehensible manner. Incorporating relevant definitions can effectively facilitate the audience's understanding of key concepts. For example, Google Slides is a free, web-based application that allows users to create, edit, and collaborate on presentations online, making it particularly useful in educational settings. According to Google (2023), "Google Slides enables users to create and share multimedia presentations that can be easily accessed and edited from anywhere" (p. 1). This accessibility supports teachers in presenting lessons comprehensively, with flexibility for real-time updates.

Jones (2022) describes Google Slides as "a free presentation tool that provides users with the ability to collaborate in real time" (p. 45). This collaborative feature enables users to work seamlessly on shared presentations, encouraging student engagement through the use of visual aids like images and diagrams, which can simplify complex concepts.

Google Slides, as part of Google Workspace, integrates with other productivity tools, enhancing its utility in educational contexts. Smith and Roberts (2021) observed, "The integration of Google

Slides with other tools like Google Docs and Google Sheets makes it an invaluable resource for both teaching and learning" (p. 112). This interconnectedness with other Google tools provides educators with a comprehensive platform for lesson delivery and student interaction.

From an educational technology perspective, Google Slides offers an intuitive interface for creating dynamic presentations that support different learning styles. Taylor (2020) notes, "It supports the inclusion of images, videos, and interactive elements, making it suitable for diverse teaching needs" (p. 67). This flexibility allows teachers to craft multimedia-rich presentations that can address varying learner preferences. Additionally, Brown and Wilson (2021) define Google Slides as "a collaborative presentation tool that offers cloud storage, allowing for easy sharing and editing" (p. 204). This feature supports real-time collaboration and feedback, fostering teamwork among students and educators alike.

Edwards (2024) argues that Google Slides is an intuitive, web-based tool designed for the presentation and explanation of lessons. It enables users to create, edit, and share visually compelling presentations through customizable templates and the incorporation of multimedia elements. Notable features such as real-time collaboration and offline accessibility make Google Slides a versatile tool for diverse educational and professional settings, further enhancing its functionality through seamless integration with other Google Workspace tools.

1.7 The Role of Google Slides in EFL Learning

Since its creation in 2007, Google Slides has become an essential tool in educational contexts, significantly altering the way presentations are created and delivered. In the EFL classroom, it serves as an effective platform for structuring lessons, presenting information, and fostering student engagement. By offering visually dynamic and interactive presentations, Google Slides enables teachers to enhance students' comprehension of oral explanations. This cloud-based tool has revolutionized how educators share content and students access learning materials, contributing to

improved educational outcomes. The following points outline the key roles of Google Slides in facilitating student learning and comprehension in the EFL setting:

1.7.1 Google Slides as a Supplementary Resource

Khalil (2018) asserts "There is no perfect material that suits every situation in any classroom or that suits all students' needs of learning styles and strategies. In this respect, teachers may use supplementary relevant material, substitute, or even omit trivial or irrelevant items where the need arises either to comply with student needs in order to compensate for any weak or unsatisfactory points in the textbook or according to the teacher's own needs in certain teaching situations" (p. 34).

1.7.2 Google Slides as a Visual Aid Tool

According to Chong et al. (2021, p. 81): "The integration of technology in education enhances student learning outcomes by fostering engagement, retention, and comprehension. Specifically, tools like Google Slides facilitate collaboration and help learners prepare for academic challenges by simplifying complex concepts, organizing large amounts of information, and emphasizing key points." These features make Google Slides a valuable tool for improving the EFL learning environment.

1.7.3 Google Slides as a Collaborative Platform

According to Chong et al. (2021, p. 89): "The use of Google Slides as an online collaborative tool has been shown to enhance student engagement and learning outcomes. Their study highlights students' positive perceptions of Google Slides, particularly in organizing information and simplifying complex concepts. The tool was noted for facilitating collaboration and providing a visual framework that supports comprehension in learning tasks."

1.7.4 Google Slides as a 21st-Century Learning Tool

This approach aligns with the Ministry of Higher Education's emphasis on integrating 21st-century learning features into higher education, promoting an interactive and student-centered approach to language learning. (Chong et al 2021, p. 89)

In the context of EFL learning, Edwards (2024) asserts that Google Slides facilitates collaborative learning by enabling real-time editing and sharing of lesson content between students and teachers. It supports interactive projects, such as quizzes and reports, while enhancing lesson delivery through the integration of multimedia elements, including images, audio, and video. Its flexibility, accessibility, and sharing capabilities make it a highly effective tool for presenting and explaining lessons in diverse language education settings.

1.8 Advantages of Google Slides

Google Slides is a versatile and easy-to-use tool that offers significant advantages over traditional teaching methods in the EFL classroom. Its features, such as real-time editing and integration with Google Workspace, streamline lesson preparation and delivery, allowing teachers to design visually engaging and interactive presentations. The cloud-based storage ensures that materials are secure and easily accessible, which is particularly useful for educators managing diverse lesson plans. Its intuitive interface, compatibility with various file formats, and customizable templates make it adaptable to meet the needs of different learning styles. These features, combined with its auto-saving and version history, provide a reliable platform for enhancing comprehension, making it an effective tool for improving EFL learners' understanding of oral explanations.

- Google Slides is a cost-free presentation tool that distinguishes itself from many other software options. As noted on Google's official support page (Google, 2024), all of its built-in features are accessible without any charges.

- Google Slides supports offline editing through the use of the Google Docs Offline extension, allowing users to work on their presentations without an internet connection (Kaloyanov, N., n.d.).

- Google Slides promotes collaborative learning, as evidenced by its use in educational settings to enhance student engagement and motivation (Rojanarata et al., 2021).

- Google Slides supports real-time editing, allowing users to see changes as they happen, which is crucial for collaborative environments (Dinh, 2023).

- One of the key advantages of Google Slides is its ability to help teachers create interactive and innovative learning materials.(Abdul et al., 2024)

- Google Slides is effective for distance learning, providing an engaging platform for instructional materials (Rojanarata et al., 2021).

- Google Slides supports the import of .PPTX and .PPS files, converting them into its format, and allows users to download presentations in various formats, including .PDF, .PPT, .SVG, .JPG, or .TXT (Lamont, 2012).

- Accessing Google Slides is straightforward, as users can easily log in using their personal Gmail accounts or access them through Google Drive or Google Meet (Custode ,2022).

- According to Keat (2016), templates available in Google Slides are designed to be user-friendly, enabling the creation of professional-quality presentations while significantly reducing the amount of effort required. This feature was introduced within the past year.

1.9 Disadvantages of Google Slides

While there are many benefits to Google Slides, it is important to note that there are also some potential drawbacks to consider when using it to ensure that it fully meets your specific needs and requirements all of them by : (Rivera, 2023) stated that

- Limited customization options for graphs in Google Slides can hinder EFL students' ability to connect visual data with oral explanations, reducing comprehension.

- The lack of sufficient icons and design elements can make it harder for EFL students to decode complex ideas and unfamiliar terms during oral explanations.

- Constrained data visualization tools in Google Slides limit the clarity of presented information, making it challenging for EFL students to process and retain the oral content.

Conclusion

The integration of digital technology into education, particularly in teaching English as a foreign language (EFL), has transformed traditional methods by enhancing the comprehension and explanation of lessons. Over the past three decades, tools such as computers, the Internet, and artificial intelligence have become essential in fostering interactive and accessible learning environments, allowing for personalized teaching, international collaboration, and improved assessments of student skills, especially in distance education.

Presentation software has proven invaluable in supporting the explanation of lessons by combining visual and verbal elements to improve student comprehension. Among these tools, Google Slides offers a user-friendly and versatile platform for creating dynamic and engaging lesson presentations. Its features, such as real-time collaboration, seamless integration with Google Drive, and accessibility, make it particularly effective in facilitating understanding of complex concepts. However, its dependence on internet connectivity and limited offline capabilities may present challenges in certain contexts. Despite these limitations, Google Slides significantly enhances the delivery and comprehension of lessons, making it a powerful tool in modern EFL instruction.

Chapter Two:

Oral Comprehension

Chapter two: oral comprehension

Introduction

The chapter begins by defining key concepts such as *oral* and *oral comprehension*, which serve as the foundation of the research. Oral explanation is a cornerstone of teaching and communication, particularly in academic settings. It involves the verbal delivery of information in a clear and structured manner, often supplemented by examples, imagery, and analogies to facilitate understanding. Educators frequently use techniques such as summarization and mind mapping to simplify complex concepts, making oral explanation an essential pedagogical tool. In teaching English as a Foreign Language setting (EFL), oral explanations are particularly vital in addressing learners' language challenges, unfamiliar terminology, and academic content. However, EFL learners often encounter significant barriers to oral comprehension, such as limited language proficiency and the lack of supportive instructional tools.

These obstacles can impede their ability to engage effectively with lessons, participate in discussions, and achieve academic success. To address these challenges, modern teaching strategies increasingly incorporate visual aids and technology-enhanced resources, such as Google Slides, to support oral explanations. These tools accommodate diverse learning styles, making instructional content more accessible and engaging for EFL students. This chapter explores the interconnected concepts of oral comprehension and oral explanation, analyzing their significance and the challenges they present in EFL classrooms. It underscores the critical role of visual aids in enhancing oral explanations, with a particular emphasis on the transformative potential of tools like Google Slides in enriching teaching and learning experiences.

2.1 Oral Comprehension

2.1.1. Definition and Etymology of Oral

The term "oral" is derived from the Latin word "oralis", which itself comes from "os", meaning, "mouth." This etymological background indicates that "oral" pertains specifically to anything associated with the mouth. The earliest documented use of the term in English dates back to the late 1500s, with notable evidence appearing in the writings of Richard Hooker in 1597 (Oxford English Dictionary, 2024).

According to the Le Petit Larousse dictionary (2014), "oral" is defined as "relating to the mouth" and refers to something done by voice, in contrast to written communication. In another context, "oral" describes forms of communication conveyed through speech rather than writing. This includes oral reports and oral exams, which involve the verbal transmission of stories or knowledge across generations. The Collins English Dictionary emphasizes that this usage of "oral" pertains to spoken or verbal forms of expression (Collins Dictionary, 2024). Additionally, the Oxford English Dictionary highlights that this meaning has evolved alongside various disciplines, including education and literature (Oxford English Dictionary, 2024)

2.1.2. Definition of Oral Comprehension

In the process of learning a foreign language, oral comprehension is noticeably one of the most important learning skills. Before being able to speak fluently in a foreign language, it is arguably essential to understand what others say. Oral comprehension involves the ability to grasp the meaning of spoken discourse, conversations, and explanations in real-time interactions within a given language. Oral comprehension refers to the ability to understand spoken language, which involves several cognitive processes for interpreting and making sense of auditory information. Kim and Pilcher (2016) further define oral comprehension, often referred to as listening comprehension, as the ability to understand spoken language at the discourse level, which includes conversations, narratives, and informational oral texts. This process requires both extracting and constructing

meaning from spoken input. Consequently, developing strong oral comprehension skills is not only crucial for understanding spoken content but also essential for achieving overall language proficiency and academic success.

According to Mayer (2005), oral comprehension refers to the cognitive processes involved in decoding, understanding, and integrating spoken language, particularly when presented in multimedia learning environments. In the context of second language (L2), learning oral comprehension refers to the process by which learners understand and process spoken language. This involves cognitive and affective factors that influence how learners succeed in processing aural input, such as task demands, individual differences, and the sources of knowledge they draw upon. In L2 education, listening comprehension is often more focused on the product (correct answers to comprehension questions) rather than the process of listening itself, as Vandergrift and Goh (2012) explain.

While both of (Brown, 2007; Rost, 2002) define oral comprehension as the process of understanding spoken language, which involves not only linguistic knowledge and auditory processing but also the active interpretation of both verbal and non-verbal cues. It requires the listener to derive meaning from the spoken content by integrating linguistic features, such as vocabulary and sentence structure, with situational context and the listener's ability to process spoken discourse effectively.

2.2 Factors Affecting Students' Oral Comprehension

Understanding the factors that influence EFL students' oral comprehension is generally one of the basics of teaching process, as it directly affects their ability to process spoken information and engage effectively with lessons. Key factors, such as language proficiency, individual learning styles, the complexity of the material, and the lack of visualizing lectures, significantly shape students' comprehension abilities. According to Mayer's Cognitive Theory of Multimedia Learning (2001), incorporating visual aids alongside oral explanations partially may enhance understanding by

reducing cognitive load. Additionally, clear and well-structured presentations play a pivotal role in addressing these challenges and improving comprehension. Educators can tailor their teaching strategies to better meet the diverse needs of their students by identifying these factors. Particular emphasis is placed on the influence of both external and internal factors on EFL students' oral comprehension. External factors, such as the use of technological aids and effective teaching methods, can enhance comprehension, while internal factors like motivation and cognitive skills play a crucial role in how students process spoken language

2.2.1. Internal Factors

2.2.1.1 Motivation and Cognitive Skills

The relationship between motivation, cognitive skills, and oral comprehension is well documented to some extent in research and theories within educational psychology and second language acquisition (SLA). Motivation drives learners' engagement and persistence in understanding oral input, while cognitive skills such as working memory, attention, and information processing may contributing in decoding and retaining spoken language. Together, these factors apparently create a foundation for effective comprehension and language learning.

Deci, Ryan, and Edward (1985) suggest that intrinsic motivation, which is driven by the fulfillment of psychological needs such as competence, autonomy, and relatedness, could assist in fostering engagement and learning. This type of motivation may also support EFL learners' oral comprehension, as it encourages active listening and a willingness to overcome challenges. When learners are intrinsically motivated, they are more likely to focus on understanding spoken content, which could contribute positively to their language acquisition and comprehension abilities.

Krashen (1982) posits that motivation, alongside factors like anxiety and self-confidence, plays a critical role in language learning by serving as a filter that influences the effectiveness of language input processing. When motivation is high, the filter is lowered, allowing learners to better absorb and understand the language. This concept may also suggest that higher motivation can assist

EFL learners in improving their oral comprehension, as it can enhance their focus and engagement with spoken content, which in turn facilitates better understanding.

Graham (2011) emphasizes that learners who are more motivated generally perform better in listening tasks, suggesting a positive relationship between motivation and their ability to comprehend spoken content. This finding implies that higher motivation can enhance EFL learners' oral comprehension, potentially improving their overall language learning experience.

2.2.1.2 Cognitive Skills

Oral comprehension, particularly in academic or EFL contexts, relies heavily on a range of cognitive abilities, which are evidentiary important for the acquisition, understanding, and retention of oral information. In Cognitive Load Theory and Foreign Language Listening Comprehension: Processes and Strategies, Jiang (2024) highlights the complexity of foreign language listening comprehension. The author explains that "listening comprehension in a foreign language is a complex cognitive activity that requires the simultaneous processing of multiple sources of information." This includes "the decoding of acoustic signals, the activation of linguistic knowledge, and the integration of contextual cues" (Jiang, 2024). Jiang further emphasizes that the effective coordination of these cognitive processes is essential for understanding and retaining oral information, particularly in EFL contexts. This underscores the critical role of cognitive abilities in oral comprehension within academic and EFL settings.

According to Bruning, Schraw, and Norby (2010), comprehension is not a passive process; it requires active engagement of cognitive resources, particularly working memory, which is essential for encoding, storing, and retrieving information. In academic settings, students are often tasked with processing complex oral content, requiring them to retain key information for subsequent understanding and recall.

Memory, particularly working memory, allows learners to hold and manipulate information during oral explanations, enabling them to link new knowledge with existing cognitive structures.

Bruning et al. (2010) emphasize that the capacity of working memory directly impacts students' ability to make sense of verbal information, particularly in challenging academic or foreign language contexts, where unfamiliar vocabulary and complex structures may increase cognitive load.

2.2.2. External Factors

2.2.2.1 Technological Aids

Technological aids appear to play a significant role in supporting students' oral comprehension, particularly in language learning. By incorporating both visual and auditory elements, such as images, videos, graphics, and mind maps, these tools may accommodate diverse learning styles, potentially making complex information easier to understand. Visual aids seem to assist in clarifying concepts and organizing information, while auditory components might enhance comprehension through clear speech and interactive features. When combined, these elements could contribute to a more engaging and accessible learning experience, which may, in turn, improve students' ability to comprehend spoken content.

According Wang (2005) the potential advantages of integrating technology in classrooms, particularly for EFL learners. Technology appears to support students in developing their language skills, such as writing, reading, listening, and speaking, through the use of computers, software tools for self-correction, and online resources. Learners may benefit from Internet access to gather information, participate in online discussions, publish their work, read digital content, and communicate globally. Furthermore, Wang suggests that incorporating technology in foreign language instruction could signify a shift from behaviorist to constructivist learning approaches (Wang, 2005).

Also Sweller (1988) posited that when learners are exposed to an overwhelming amount of information simultaneously, they are likely to experience cognitive overload, which can hinder their capacity to process and retain the material effectively. In the context of oral comprehension tasks, the integration of spoken language with appropriate visual aids has been demonstrated to alleviate

cognitive load by distributing the processing demands across both auditory and visual channels. This multimodal approach promotes a more efficient cognitive process, thereby enhancing learners' ability to comprehend and retain the presented material.

Many scholars highlight the role of technological aids in enhancing language students' comprehension of oral explanations such as a study by SamieiLari (2014) investigated the impact of technology on teaching English as a Foreign Language (TEFL) by comparing two groups of secondary school students. The experimental group taught using tools such as video projectors and PowerPoint presentations, outperformed the control group, which was taught using traditional methods like textbooks. The findings highlighted the positive effect of technology on students' comprehension and academic performance.

Ozaslan and Maden (2013) also investigate the role of visual tools in enhancing the presentation of course content, asserting that the use of visual aids, such as PowerPoint, may leads to improved learning outcomes among students. Their study reveals that students tend to grasp and retain information more effectively when visual elements are incorporated into the lesson. Additionally, the authors emphasize that educators hold the belief that PowerPoint presentations not only increase student engagement but also likely facilitate the retention of key concepts by making the material more visually appealing and easier to follow, thereby helping to sustain students' attention throughout the lesson.

In other words, the integration of technological aids, particularly multimodal resources like visual and auditory components, appears to play a crucial role in supporting students' oral comprehension in language acquisition. By potentially addressing diverse cognitive styles and mitigating cognitive overload, tools such as images, videos, and interactive software may facilitate more efficient information processing, which could enhance comprehension and retention. Empirical studies suggest a positive impact of technology on EFL learners' academic performance and their ability to internalize oral content. These findings seem to highlight the potential benefits of

incorporating technological tools into pedagogical strategies to optimize learning outcomes and promote more inclusive educational environments.

2.3 Challenges Faced by EFL Students in Oral Comprehension

EFL students often encounter significant challenges in oral comprehension, particularly when traditional teaching methods rely solely on monotonous verbal explanations without visual support. The absence of visuals can make it difficult for learners to grasp complex or abstract concepts, leading to disengagement and poor understanding.

Mayer (2009) highlights that the lack of visual aids can severely impact comprehension. Mayer's research on multimedia learning demonstrates that human cognitive processing operates through dual channels, one for verbal input and another for visual input. By combining these two modes, learners can form stronger mental associations, which enhance understanding and retention. Conversely, when learners rely exclusively on auditory input, their cognitive capacity can become overwhelmed, making it harder to construct a coherent understanding of the material. This emphasizes the importance of visual aids in supporting comprehension.

Building on this idea, Harmer (2007) points out that modern classrooms are increasingly diverse, accommodating students with varying learning styles. Visual learners, in particular, depend on diagrams, images, and other visual representations to make sense of abstract or intricate ideas. Without these aids, they may struggle to follow explanations, leading to a disconnect from the lesson and creating a significant barrier to effective learning. Another factor that can impact comprehension is the length of oral explanations during lectures.

One element that significantly impacts EFL learners' comprehension is the length of oral explanations during lectures. According to AzmiBingol et al. (2014), lengthy texts or explanations can overwhelm learners, making it difficult for them to retain and process information. This cognitive overload hinders their ability to extract key points and grasp the overall meaning. As lectures often require sustained attention, students may find it increasingly difficult to follow lengthy

discussions, ultimately affecting their understanding of the material presented. In addition to this challenge, poor audio quality and cultural differences further contribute to difficulties in comprehension.

The same authors further emphasize that low-quality sound systems in classrooms can distort speech, making it harder for students to understand. Moreover, cultural differences influence how learners interpret spoken content, as unfamiliar cultural references or non-verbal cues can lead to misunderstandings. These factors together create significant obstacles for students trying to follow oral explanations in a foreign language. Furthermore, accent variability and unfamiliar vocabulary also hinder comprehension.

Munro and Derwing (1999) argue that unfamiliar accents can subtract from learners' comprehension, as they may only be accustomed to a specific variety of English, such as American English. Similarly, Bloomfield et al. (2010) note that learners find familiar accents easier to process, whereas regional accents can pose significant difficulties. In addition to accent challenges, unfamiliar vocabulary compounds this issue, disrupting comprehension and causing students to miss critical points in oral explanations (Buck, 2001).

Beyond accents and vocabulary, the complexity of lecture content, coupled with the use of informal language, poses another challenge for EFL learners. Richards (2001) identifies various issues students face during lectures, such as understanding lengthy descriptions, interpreting spoken instructions, and adapting to informal language. These challenges are particularly difficult for students who have been primarily exposed to formal textbook language. As a result, students may find it hard to follow oral explanations that incorporate informal expressions or subject-specific terminology. To mitigate these challenges, teachers are encouraged to use creative approaches and technology to provide richer listening experiences and support comprehension.

These challenges highlight the potential need for incorporating visual aids into oral explanations to better accommodate the diverse learning preferences of EFL students, potentially enhance comprehension, and contribute to a more inclusive and effective learning environment.

2.4 The Importance of Oral Comprehension in University Settings: Focusing on the EFL Classroom

Oral comprehension appears to be essential in university settings, as it may enable students to understand lectures, engage in discussions, and absorb information more effectively. It seems to help them grasp lecture content, potentially facilitating meaningful participation in academic discussions. Additionally, strong oral comprehension skills may assist students in processing and retaining critical information, which could be important for completing assignments and performing well in exams. Studies in education and cognitive psychology suggest the significance of oral comprehension, indicating that it may directly contribute to academic success.

Understanding lectures heavily depends on oral comprehension, as it enables students to decode and interpret complex or fast-paced information. This skill is essential for grasping lecture content and can contribute to improved academic performance. As Sedita (2024) explains, the oral language that students encounter in school or university settings influences the development of their language comprehension. This, in turn, enhances their fluency, vocabulary growth, and ability to understand lectures and instructional content, which may be reflected in their academic achievement.

When students effectively comprehend a teacher's explanation, they are more likely to engage in discussions by offering well-formed contributions rather than simply reiterating information. A clear understanding may enables them to analyze concepts critically, ask insightful questions, and establish connections between ideas, thereby fostering deeper discussions. Just as reading comprehension allows students to engage with written texts, oral comprehension enables them to confidently participate in verbal discussions.

Heiman (2021) supports this connection finding that students, who demonstrated higher comprehension, whether from reading or listening, were more likely to engage in classroom discussions. Data analysis of student self-reported surveys and classroom engagement revealed a strong correlation between comprehension and participation. Additionally, teacher observations and classroom recordings confirmed that voluntary participation was closely linked to student comprehension. Students who felt confident in their understanding of the material were more eager to contribute to discussions, particularly when exploring deeper meanings and complex ideas.

Furthermore, Heiman (2021) noted that once students developed a stronger grasp of a subject, they were not only able but also willing to share their perspectives. This suggests that a lack of comprehension often manifests as disengagement in discussions. Thus, just as reading comprehension fosters literary analysis and academic success, oral comprehension plays a crucial role in facilitating meaningful participation, critical thinking, and overall academic achievement in university settings.

2.5 Definition of Explanation

The term 'explain' refers to the process of making something clear or understandable. This can involve providing the meaning of a concept, clarifying its significance, or offering reasons or justifications for it. In the same vein, an 'explanation' is a statement or process that aims to clarify or offer insight into a concept, often through detailed reasoning or description (Oxford University Press, 2008).

This historical evolution of the term 'explain' provides a deeper understanding of its current usage and significance in communication, as seen in its etymological roots. "The word 'explain' dates back to the early 15th century, derived from the Latin explanare, meaning 'to explain' or 'to make clear.' The root of this Latin word is ex- (meaning 'out') combined with planus, meaning 'flat.' Etymologically," it signifies the idea of 'making something level' or 'flattening out,' with the sense of

clarifying or making something intelligible. The root planus is connected to the Proto-Indo-European pele- which conveys the notion of something flat or spread out (Harper, n.d.).

While Cooke (1973) defines explanation as "some form of description or analysis of language" in other perspective Forman (2012) stated that teachers' explanations in the classroom can take two forms: providing metalinguistic information and giving instructional guidance. Metalinguistic explanations involve discussing language rules, structures, or meanings to help students understand how the language works. On the other hand, instructional explanations focus on guiding students through tasks, activities, or procedures to support their learning process.

2.6 Methods of Explanation in EFL classroom

Effective explanation is a fundamental component of teaching, shaping how knowledge is conveyed and understood in higher education contexts. This is especially important in EFL classrooms, where diverse learning styles can create challenges for students' comprehension. As a result, instructors often seek innovative instructional methods to enhance the clarity and effectiveness of their explanations, ultimately supporting improved learning outcomes .Various explanation methods have been identified and argued upon by researchers and scholars such as:

2.6.1 Verbal Explanation /Abstractive Explanation :

Verbal explanation is a method in which information is primarily conveyed through spoken words. As one of the most traditional and widely used instructional techniques, it remains a fundamental approach in classrooms and lectures. To enhance clarity and engagement, teachers often employ various verbal explanation strategies, such as repetition, examples, and storytelling (Lee & Lee, 2022).

A key aspect of verbal explanations is their connection to abstraction, which helps simplify complex information into general principles. This process enables students to recognize patterns and establish meaningful connections between ideas. Friedman (1974) and Strevens (2004) suggest that abstraction condenses intricate details into general laws and causal models, potentially making

explanations more widely applicable. As a result, students may better grasp overarching patterns, understand relationships between facts, and develop accurate generalizations. This, in turn, can strengthen both their theoretical and practical reasoning (Aronowitz & Lombrozo, 2020).

2.6.2 Experiential Explanation

It is a method of conveying information that relies on personal experiences, real-world examples, or hands-on engagement to enhance understanding, rather than solely relying on abstract theories or formal instruction. Pestalozzi championed an experiential and hands-on approach founder, arguing that understanding emerges through direct interaction with objects and real-world experiences. Rooted in his principle of Anschauung (sense perception), Pestalozzi's method encouraged learners to construct meaning through guided discovery rather than passive reception as cited in (Green, 1911, p. 113).

In addition, experiential explanations method may offer several advantages over abstractive explanations by engaging learners in a way that mirrors real-world experiences. One of their key benefits is their ability to improve mental simulation, allowing individuals to construct vivid mental models of the information being conveyed (Aronowitz & Lombrozo, 2020). This process enhances learners' ability to visualize and internalize concepts, making abstract ideas more tangible. Furthermore, experiential explanations contribute to better memory retention and comprehension by linking new information to prior knowledge, which facilitates deeper cognitive processing (Sadoski et al., 2000).

This connection between prior experiences and new learning enhances the likelihood of long-term retention. Additionally, these explanations support more accurate reasoning by grounding abstract concepts in concrete experiences, enabling learners to draw logical inferences and apply their knowledge more effectively (Schwartz & Black, 1999). As cited in Aronowitz and Lombrozo (2020), another significant advantage is their alignment with cognitive processes such as episodic memory, which is responsible for storing and retrieving personal experiences. By leveraging episodic

memory, experiential explanations enable learners to organize information in a structured and meaningful way, making it easier to recall and apply in different contexts (Schacter & Addis, 2007)

2.6.3 Visual Explanation

A visual explanation is an instructional approach that conveys information through visual elements such as images, diagrams, charts, videos, and animations to enhance comprehension. This method can facilitate the understanding of complex concepts by supplementing or, in some cases, replacing verbal or textual explanations. By leveraging visual representations, it improves cognitive processing, retention, and learner engagement.

The effectiveness of visual explanations is widely supported by research. According to Thornbury (2002) and several studies, integrating visual aids into the learning process contributes to improved information retention. Additionally, it fosters a deeper and more comprehensive understanding of unfamiliar concepts among students.

This idea is not new. The reformer of the educational system in the modern era, John Amos Comenius, introduced distinct yet complementary methods of explanation that continue to shape modern teaching strategies. Often regarded as the father of modern education, Comenius advocated for pictorial and embodied explanations, emphasizing the role of visual aids and structured, systematic instruction to enhance comprehension. His approach aligns with the belief that learners grasp abstract concepts more effectively when paired with images, symbols, and analogies (Wojewoda, 2018, p. 83).

Moreover, research suggests that creating visual explanations is likely effective than verbal ones because they provide a more direct way to represent and communicate complex systems (Larkin & Simon, 1987; Tversky, 2011, as cited in Hendricks et al., 2016). Visuals allow elements to be spatially arranged, reflecting actual or metaphorical relationships, and they enable spatial inferences that support abstract reasoning. Additionally, they could help ensure completeness and coherence by verifying that all necessary elements are included and function together properly.

Beyond benefiting students, visual explanations also can assist teachers in identifying misconceptions and gaps in knowledge (Bobek & Tversky, 2016, as cited in Hendricks et al., 2016). They serve as a formative assessment tool, guiding instructional activities and refining students' understanding. Ultimately, research concludes that visual explanations are an effective strategy for both learning and mastering complex systems.

2.7 The Role of Oral Explanation in University Settings: Focusing on the EFL Classroom

Oral explanation is a basic tool in higher education used by professors and lecturers to clarify complex ideas and engage students in the learning process. In order to delivering knowledge, facilitating comprehension, and guiding students through academic content interactively. Research indicates their roles in shaping student achievement and enhancing teaching effectiveness, particularly in university settings. In EFL classrooms, oral explanation appears even more crucial as it help clarify difficult ideas, maintain student engagement, and enhance communication skills. Additionally, they provide real-time feedback, allowing instructors to assess student understanding and support effective knowledge transmission

Forman (2012) identifies six key functions of bilingual EFL teacher talk, highlighting how teachers should communicate ideas and knowledge during oral lesson delivery. Among these functions, Forman argues that explanation is an important tool used by teachers to clarify grammar, provide instructions, and simplify difficult concepts and complex details.

From a different perspective, Gegenfurtner et al. (2020) emphasize that explanation is a key component of teachers' knowledge-based reasoning, allowing them to structure information in a way that facilitates student understanding. Through explanation, teachers organize selected information, integrate relevant content and pedagogical knowledge, and monitor their own reasoning to ensure clarity and coherence. In-service teachers, in particular, rely on their experience to contextualize abstract concepts and anticipate potential misunderstandings, making explanations more precise and

accessible. By systematically connecting new information with prior knowledge, teachers enhance students' ability to grasp challenging concepts and apply them effectively in learning contexts.

Researchers consider another role of explanation to be the creation of an active learning environment. Teachers can utilize explanations to promote student engagement by posing questions or requesting examples, allowing them to assess students' understanding and provide constructive feedback. This approach fosters a dynamic learning atmosphere and establishing a supportive and effective classroom environment involves intentionally encouraging communication, collaboration, and critical thinking. It is about cultivating a space where students feel confident to participate, ask questions, and explore concepts in depth (Marise, 2024).

Educational researcher John Hattie's work highlights that explicit teaching methods, such as oral explanation, align with several top influences on student achievement, including clear learning intentions, success criteria, and engaging students' attention. These structured approaches contribute to a more active and participatory classroom environment (Hattie, 2009).

Moreover, an effective teacher's explanations may contribute partially to students' ability to think critically by fostering logical reasoning and analytical skills. A well-structured explanation not only conveys information but also encourages students to make connections between concepts, assess evidence, and develop their own insights. Explanations that integrate clear reasoning, relevant examples, and structured summaries help learners understand complex ideas and apply them in different contexts. Furthermore, engaging explanations stimulate curiosity and active participation, which can be essential for deep learning and critical engagement (Odora, 2014).

Over time, educators tend to refine their approaches to explaining concepts, transitioning from a facilitator role to acknowledging the significance of direct explanations. Initially, some teachers may prioritize student-led discussions and discovery-based learning, based on the assumption that minimal teacher intervention fosters deeper understanding. However, accumulated experience suggests that clear and well-structured explanations are fundamental in assisting students

in comprehending complex concepts. Effective explanations incorporate clarity, organization, and engagement, facilitating connections between new information and prior knowledge while fostering a more profound understanding of the subject matter (Schoenfeld, 2010).

2.8 Definition of Visual Aids

Visual aids are instructional tools that enhance verbal communication through images, slides, charts, graphs, videos, and digital presentations. They serve as supplementary materials that reinforce spoken explanations, making abstract concepts more accessible to learners (Pateşan, Balogh, & Ciobanu, 2018). Research indicates that incorporating visual aids in the classroom can increases student engagement by providing a meaningful context that fosters attentiveness and participation. As a result, students become more involved in discussions and communicate more effectively (Pateşan et al., 2018).

Furthermore, visual aids offer a dynamic approach to language learning. Pateşan et al. (2018) suggest that "using multimedia audio-visual aids in the English classroom has become a must if we want to increase the students' interest, knowledge, and proficiency in the English language" (p. 356). These tools assist educators in presenting complex information more clearly while diversifying instructional methods. As Pateşan et al. (2018) note, "Visual aids are powerful tools that can be used to assist teachers in teaching a foreign language" (p. 356).

On the other hand, and more importantly, cognitive research strongly supports the integration of visual aids in learning such as Canning-Wilson (2000) states, "It has been said over the ages that a picture is worth a thousand words. [...] The right side [of the brain] is more creative and visually imaginative, while the left side is more verbally orientated. [...] With practice and training, the two sides of the brain can work together and improve learning by integrating the verbal with the pictorial" (p. 2).

This suggests that the combination of visual and verbal elements may enhance comprehension and retention. This approach appears to facilitate information processing by

presenting concepts through multiple modalities, reinforcing key ideas, and potentially reducing cognitive overload. By engaging both visual and verbal cognitive pathways, this combination may contribute to a more structured and effective learning experience.

In language learning there are two types of visual aids that can be used for learning. The first type is commonly known as a top down visual. A top down visual is used to test ideas against facts or solve specific problems by viewing concept maps or by relating ideas to other facts and ideas. The second type is bottom up visuals, which use graphics to help the learner sort, scan, and organize information (Canning-Wilson, 2000).

In developing essential skills such as speaking, writing, and comprehension, students could benefit from various visual forms, including tables, graphs, charts, diagrams, and photographs (Pateşan et al., 2018). Therefore, the incorporation of visual aids in teaching may help in improving student's understanding, engagement, and overall learning outcomes.

2.9 The Impact of Visual Aids on Students' Comprehension

According to many scholars and researchers, visual aids may:

2.9.1 Enhancing Students' Ability to Process and Retain Information

The impact of visual aids on students' comprehension appears to be significant. The potential benefits of incorporating visuals in teaching may include capturing and maintaining students' attention, encouraging engagement with the lecture topic, and supporting information retention. Many specialists and educators suggest that visuals play a valuable role in enhancing student learning, particularly for a generation increasingly accustomed to the visual interface of multimedia and internet technologies (Pateşan et al., 2018). Consequently, the use of visual aids could contribute to students' ability to process and retain information more effectively.

Escobar (2021) highlights the importance of visual elements in language learning, stating: "I noticed that videos, pictures, and graphic organizers are a good help for an English class because it is

another way to communicate with students when they do not understand the language or to avoid the use of Spanish most of the time" (p. 67).

Similarly, Canning-Wilson (2000) argues that visual images encourage learners to predict, infer, and deduce information from various sources. Images help bring the outside world into the classroom, making the learning environment more realistic and enabling students to use appropriate associated language.

2.9.2 Helping Bridge Language Barriers by Providing Contextual Support

The use of visual aids in language learning may help students understand context and unfamiliar words. Escobar (2021) highlights the significance of visual materials, stating that since English is not the students' mother tongue, they may struggle to comprehend what the teacher is saying. In such cases, teachers can utilize pictures in textbooks to clarify context, incorporate videos to explain complex and lengthy topics, or use graphic organizers to simplify information.

Escobar (2021) further explains: "The use of pictures is useful for acquiring new vocabulary and show the context of the topic, also give clues about what the teacher is talking about but is not significant if we do not give a sense to the picture or if we use pictures as decoration, this did not help students to learn more about the topic. Graphic organizers are useful to simplify important information or in my case, I used them to compare real-life situations with simple text and structures. Therefore, I adapted expressions to complain to the context of the topic" (p. 67).

In a similar vein, Canning-Wilson (2000) argues that visual aids should not only be used in teaching but also in testing language. Research has demonstrated that visuals may contribute to greater cognitive mapping and relatively facilitate navigation in an environment. Furthermore, visuals could serve as a valuable tool for examinations, as they encourage learners to draw on their existing knowledge and personal experiences in response to the stimuli presented. Additionally, they possibly allow for the organization of knowledge into semantic or associative clusters, aiding comprehension and retention.

2.9.3 Reducing Cognitive Load

Shabiralyani et al. (2015) emphasize the role of visual aids in enhancing conceptual understanding by providing comprehensive examples that clarify lessons and facilitate comprehension. These instructional tools, which include images, models, charts, maps, videos, slides, and real objects, serve as supplementary resources that support teachers' explanations and enable students to engage more effectively with textbook content.

Empirical evidence appears to support the potential effectiveness of multimedia in language learning. Lee and Mayer (2015) conducted a study exploring the impact of video on English-language audio lectures, particularly for learners using English as a second language. The findings suggest that the inclusion of video may enhance comprehension. In Experiment 1, high school students who received both audio and video performed better on a comprehension test than those who were exposed to audio-only instruction. However, the effect was less pronounced in Experiment 2a, which involved college students with more extensive experience in English learning. Notably, statistical significance was observed when analyzing participants with lower English vocabulary skills. This may indicate that representational video, where visual elements depict spoken content, could be particularly beneficial when lectures are delivered in a non-native language.

Additionally, both Experiment 1 and Experiment 2 suggested that the integration of video was associated with reduced perceived difficulty and increased self-reported effort among learners. These findings contribute to the argument that multimedia support might play a role in facilitating comprehension in second-language contexts.

2.9.4 Enhancing Student Engagement and Motivation

In contemporary education, teachers have access to a wide range of modern instructional methods that may facilitate foreign language teaching and bring real-world contexts into the classroom. Among these methods, the use of visual aids has been widely recognized for its effectiveness in enhancing both teaching and learning experiences.

Visual aids are widely recognized for their potential to enhance the clarity and coherence of instructional content. Beqiri (2018) suggests that integrating visual aids into presentations may facilitate the explanation of information, making the instructional process more manageable for teachers while supporting learners' comprehension. Additionally, visual aids introduce variety in instructional delivery, which could contribute to increased engagement and create a more dynamic learning experience. Improved understanding and sustained engagement may, in turn, influence learners' receptiveness to the presented information.

Empirical research further supports the positive impact of visual aids on student engagement and comprehension. Shabiralyani et al. (2015) emphasize that visual aids not only capture learners' interest but also assist teachers in explaining complex concepts more effectively, thereby creating a more engaging learning environment. Furthermore, data indicate that 70% of both students and teachers acknowledge the crucial role of visual aids in enhancing motivation.

The relationship between visual aids, student motivation, and academic achievement is further highlighted in a study by Fitri (2020). The findings reveal that students who engage with visual aids in their learning process achieve significantly higher academic success compared to those relying solely on traditional methods. Specifically, the study indicates that visual aids contribute to 54.6% of student achievement, whereas the absence of such aids results in a much lower impact of only 19.1%. This suggests that incorporating visual elements in instruction enhances understanding and knowledge retention, making learning a more engaging and effective process.

Moreover, Fitri (2020) highlights the importance of motivation in academic achievement, noting that motivated students tend to exhibit higher levels of enthusiasm and persistence in their learning. The use of visual aids may contribute to clarifying abstract concepts while also maintaining students' interest, potentially supporting sustained engagement throughout the learning process. The study suggests that when strong learning motivation is accompanied by the use of visual aids, academic performance may improve. The observed correlation between visual aids and increased

motivation indicates that integrating multimedia tools into teaching strategies could enhance the learning environment, making it more interactive and engaging, which may, in turn, support student success.

Conclusion

This chapter focused on the fundamental concepts of oral explanation and oral comprehension, emphasizing their critical role in the EFL classroom. It has underscored the importance of oral explanations in facilitating students' understanding of complex concepts, particularly through structured verbal delivery, summarization techniques, and complementary strategies such as mind mapping. However, despite their pedagogical significance, oral explanations alone may not always be sufficient for EFL learners, who often encounter language barriers, unfamiliar terminology, and challenges in processing spoken information.

To address these difficulties, this chapter has explored the integration of visual aids as a means of enhancing oral explanations and accommodating diverse learning needs. Among these, Google Slides has emerged as a particularly effective tool, offering structured and visually engaging content that reinforces verbal instruction. By incorporating text, images, and multimedia elements, Google Slides mitigates cognitive overload, enhances information retention, and improves accessibility for EFL students.

The interplay between oral explanations and visual support is essential for fostering effective comprehension in EFL contexts. The discussion presented in this chapter establishes the foundation for the subsequent section, which will examine the practical application of Google Slides in classroom instruction and evaluate its impact on students' comprehension through empirical research.

Chapter Three:

Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

Introduction

The current chapter represents the study's practical aspect. This chapter shows a summary of the fieldwork done for the current study at Mohamed Khider University in Biskra. The study aimed to explore the perspectives of learners regarding the use of Google Slides as a tool for understanding oral explanations. Moreover, it sought to investigate teachers' viewpoints on its effectiveness in improving oral comprehension. This chapter covers the research methodology, the population and sample used in the study, and the data gathering instruments used to answer research questions. It then analyses and discusses the findings from the students questionnaire and teachers interview.

3.1 Research Methodology

The study aims to accomplish the objective of examining the perceptions of second-year EFL students and teachers regarding the efficacy of Google Slides in improving comprehension of oral explanations. A qualitative approach was employed to facilitate a comprehensive examination of the experiences of students and teachers with Google Slides.

3.2 Population and Sampling

The study selects sample of 25 second year students for the study. The research employed a sample of second year EFL students from Mohamed Khider University of Biskra to fill out a questionnaire. The purpose was to investigate their ideas and perceptions concerning the efficacy of Google Slides in improving comprehension of oral explanations. Moreover, the study used a semi structured interview with 5EFL teachers who provide oral explanations in their lectures from the English department at Mohamed Khider University of Biskra. The goal was to identify any visible advantages or constraints of incorporating digital technologies into oral classroom instruction.

3.3 Data Collection Tools

The research uses a student open ended questionnaire and semi-structured teacher interviews as primary instruments to gather information about the instructional effectiveness of Google Slides and its effects on student comprehension. The questionnaire was published electronically using Google Forms to make it accessible to the study's required sample. The interview was conducted with five English department professors in order to collect useful information from their experiences. The study tools were chosen to help achieve the study's aims.

3.4 The Questionnaire

Caduff and Ranganathan (2023) note that a research questionnaire is a data collection tool that consists of a series of questions or items that are used to collect information from respondents and thereby learn about their knowledge, opinions, attitudes, beliefs, and behavior. It is informed by a positivist philosophy of the natural sciences, which refers to methods primarily as a set of rules for the production of knowledge. Questionnaires are frequently employed as a standardized and standardizing tool to ask a set of questions to participants. In the absence of a positivist philosophy, questionnaires can be interpreted as a dialogue between the researcher and the subject of the research, in which knowledge is not merely collected but rather exchanged through a unique form of communication known as the questionnaire.

Questionnaires can be self-administered or conducted by an interviewer. Surveys can be conducted via mail, online, or phone, with or without computer aid, or in person. Choosing the survey format requires careful consideration of several criteria. The questionnaire method seeks to measure sociological variables. We collect data on individual or group characteristics, such as gender, age, height, weight, education level, occupation, and income. By evaluating these traits using a questionnaire, we can draw inferences about abstract social distance, attitudes, and group cohesiveness. Concrete concepts such as age, sex, wealth, and weight are easier to quantify precisely (Potter, Sharpe, Hendee, & Clark, 1972).

3.5 Interview

Dunwoodie et al. (2022) stressed that Interviewing is a research method that is frequently employed by social science researchers to gain insight into the subjective interpretations of social phenomena that exist in their surroundings. Interviews offer participants the chance to express their emotions, prejudices, opinions, desires, and attitudes regarding various phenomena they encounter in the workplace or other organizational contexts. Unlike quantitative research, which emphasizes the testing of causal relationships, qualitative interviews enable us to investigate the manner in which individuals assign significance to their social experiences. Consequently, they offer a comprehensive account of unexplored phenomena that are not explicable by predetermined hypothesized relationships between sets of variables. Additionally, interviewing recognizes the relational aspect of human experience and enables the researcher to establish a hermeneutic relationship with participants during the interview process and other research phases. The subjective perspectives of participants and the researcher's interpretations of them serve as the fundamental foundation of interview approaches.

3.6 Analysis of the Questionnaire
   1) **Gender**

Table 1

Gender

gender	number	Percentage
Male	5	20%
Female	20	80%
total	25	100%

The results indicate that 80 percent of the participants were females which equal twenty female students. On the other hand, only five male participated in the inquiry which equals twenty percent of the population studied. The findings point out that second year EFL student's majority is comprised

of female learners. The results may suggest that females are more likely to pursuit English language studies rather than males.

2) **How do you consider your English level?**

Table 2

Level in English

Level in English	Number of participants	Percentage
Beginner	1	4%
Good	7	28%
Elementary	5	20%
Intermediate	12	48%

The students were asked about their level in English. The results showed that twelve learner which equals 48% answered that their level is intermediate. Seven others (28%) said that their level in English is good. Five students (20%) noted that their level in English is elementary. One student, on the other hand said that he has beginner level. The results show that the majority of the participants have confidence in their English level and small portion expressed that they have weak level in English. It is suggested that students have appropriate level in English.

3) **How difficult do you find understanding lectures explained in English?**

Table 3

Difficulty in Understanding Lectures Explained in English

Difficulty in Understanding English lectures	Number of participants	Percentage
Slightly Difficult	10	40%
Moderately difficult	9	36%
Very difficult	2	8%
Not difficult at all	4	16%

Learners were asked whether they find lectures explained in English difficult. Ten learners (40%) noted that they find it slightly difficult. Nine others moderately difficult two learners Said it is very difficult while four students mentioned that they face no difficulty at all. The results indicate that there is variety in the comprehension level among learners.

4) **What factors make it difficult for you to understand oral explanations? (e.g., fast speech, complex vocabulary, lack of visuals, long explanations, etc.) explain your experience in your own words**

One of the respondents said: "lack of visual because we faced a lot of information and we can't even take notes so it was hard even to retain the lesson". Another one said" fast speech make me miss some information". Students' responses to the research question focused on a primary difficulty which is the use of complex or unfamiliar vocabulary. It hinders comprehension for students when listeners encounter terms they do not recognize. Fast-paced speech is another significant issue marked by few portion of learners. When teachers speak rapidly, it becomes challenging for students to process information effectively. Additionally, students mentioned that long and disorganized explanations may cause loss of attention and focus which leads to missing key points. A learner noted that there are not visual aids and that worsens these issues. Visuals often assist in providing clarification and empowering speech content. A considerable number of participants reported difficulties with pronouncing words and the accents used during speech. To improve comprehension, speakers ought to use clear and understandable language, use logical pace during utterance and structure explanations coherently. These measurements could help the learning process in general and comprehension in specific.

5) Do you think teachers should use visual aids in the classroom to aid oral explanations? Why or why not?

The researcher attempted to conduct an interview with teachers who use Google slides as a teaching tool to facilitate explanation. There was an issue with the interview, as the majority of teachers do not use Google slide. This limited the full access to view points and shared agreement on the importance of this tool as technological element that enhances students' attentiveness and comprehension. A learner said that "Yes, I think it's necessary to use it so that we can understand more and keep picture in our head or minds". The question at hand aimed to collect learners' perspectives s on the use of visual aids in the classroom to aid oral explanations. All the participants agreed that teachers should use visual aids in the classroom to aid oral explanations. The majority reported that visual elements such as images, videos, and diagrams improve their comprehension. They noted that it clarifies complex ideas and makes abstract notions tangible. These visuals can address varied learning styles.

In particular it reinforces spoken information and aids memory retention. Furthermore, the use of visuals can enhance student engagement and focus, making lessons more interactive and accessible. It simplifies information and provides concrete representations; visual aids support learners in comprehending and retaining material more effectively. Overall, integrating visual components into teaching strategies is widely regarded as a valuable approach to improving educational outcomes.

6) Have you experienced lessons where the teacher used Google Slides for oral explanations?

Table 4

Google Slides Use for Oral Explanations

Google slides use for oral explanations	Number of respondents	Percentage
Yes	18	72%
No	4	16%
Other applications	03	12%

The majority of respondents about 18 learners (72%) answered that oral explanations are done through the use of Google slides. However four others said they did not witness oral explanations with Google slide use. Another three said that their teachers use other applications in oral explanations. The results indelicate that Google slide is significantly included during in oral explanations. The respondents who answered otherwise may be relayed to different teaching approaches followed by teachers. As mentioned earlier teachers who use visual aids during classroom sessions are less than it should be which is one of the elements the researcher found as the interview with teachers who use Google slides faced issue with finding large number of teachers who use Google slides.

7) If you choose another applications, name it.

Some learners denied that their educators chose or used other applications. The findings noted that teachers use different applications to improve oral explanation in the classroom. Tools that frequently were mentioned include Google Slides and PowerPoint, which are generally used for generating and presenting visual content. Some learners also place platforms like Google Meet and Zoom for virtual communication. Additionally, Chat GPT is one of the sources repeatedly as a resource for generating explanations or clarifying concepts. Nevertheless, several participants indicated that they do not use any specific applications beyond these, highlighting that they rely on traditional methods or limited access to diverse tools.

8) How helpful did you find the use of Google Slides during oral explanations?

Table 5

The Benefit of the Use of Google Slides during Oral Explanations

The benefit of the use of Google Slides during oral explanations	Number of responses	Percentage
Not helpful at all	00	00
Slightly helpful	07	28%
Moderately helpful	7	28%
Very helpful	11	44%

The findings show that great portion of learners 11 student (44%) noted that it is very helpful to use Google Slides during oral explanations. Seven (28%) students said it is moderately helpful and another seven (28%) said it just slightly helpful. The results may suggest that the usefulness of Google slides is not well recognized by all the sample of the study. However the portion that noted it is very helpful can indicate the significance of Google slides in language learning.

9) How does a Google slide aid your understanding of the lesson? Why or why not?

According to the answers, learners provided different justifications to the positives of using Google slides. 'By providing clear visuals and making concepts easier to grasp" was one of the learners responses to this question. Google slides allow learning through visuals such as images, bullet points. Moreover, provides clarity to complex concepts and aids memory retention. The format of Google slides as structured entity that delivers content organized for learners to easily follow along and identify key points. Additionally, the incorporation of multimedia elements like videos and animations provides to different learning styles, increasing engagement and comprehension. However, some learners note the design of Google slides in overly text-heavy slides or lack of clear explanations can eliminate and diminish the educational value that learners seek to acquire. Overall,

when utilized thoughtfully, Google Slides serves as a powerful tool to facilitate learning by making content more accessible and engaging.

10) What features of Google Slides do you find most useful for comprehension? (e.g., visuals, structure, summaries, colors, animations)?

The findings showed that learners provide different key features of Google Slides that significantly enhance their comprehension of lesson. Some said that Incorporating images, charts, and diagrams supports clarify complex concepts and makes abstract ideas more tangible. For instance a learner explained saying that " I find visuals, structures, and summaries the most useful for comprehension. Visuals make concepts clearer, a well-organized structure helps break down information, and summaries highlight key points for easy review". Another portion of respondents said that Organizing information with bullet points and consistent arranging aids in following the lesson's flow and understanding key points. Others asserted that it Provides concise summaries at the end of slides strengthens learning by underlining essential information and facilitating review. The Use of colors to differentiate sections and animations emphasizes content can increases engagement and aid memory retention.

11) What aspects of Google slides did you find most beneficial?

Table 5

Beneficial Aspects in Google slides

Beneficial aspects in Google slides	Numbers of responses	Percentage
Visual elements (images, graphs, charts)	**13**	**54%**
Organization of information	**8**	**32%**
Clarity of the information presented	**03**	**12%**
Combination of features	**1**	**4%**

The findings noted that learners are aware of the benefits of Google slides. The majority which is thirteen learner 54% of the sample said that it is beneficial in Visual elements (images, graphs, charts). Eight students 32% said it helpful tool in organizing information. Three other noted it benefit in Clarity of the information presented and one said it is sum of features not just one. The results suggest that learners have great awareness of the benefits of using Google slides

12) What learning difficulties are reduced when Google Slides are used?

Based on the results, learners asserted that Google slides reduce common learning issues that they face. Visuals such as images, charts, and diagrams, Google Slides help the clarification of difficult concepts and aids memory. Content organized as bullet points and summaries benefits students and reduces feeling overwhelmed. The use of visuals is vital element that supports students in understanding and retaining the material. Interactive elements like animations and color-coded sections attract attention and make lessons more appealing.

13) Are there any difficulties you face when following oral explanations with Google Slides? If yes, what are they?

The findings showed that majority of learners do not face any difficulties when following oral explanations with Google Slides. Sixteen learners expressed that they have no problem following oral explanations with Google slides. The remaining responses showed different perspectives and issues to it. Respondents stressed on their inability to focus between listening and reading information on the slides. This cognitive load may hinder their ability to stay attentive and cause confusion. Students noted that over texted slides or slides that lack clarifications and explanations could obstruct their comprehension specifically if the terminology is not familiar. Another point that learners highlighted is that over animations leads to distractions and diverts their attention from the content. Learners noted also, that slides are not sufficient on their own and explanations for the content presented are needed for them to comprehend. These difficulties highlight both Google slides importance and the correct ways to make it as an effective component in oral instruction.

14) How is learning with Google Slides compared to learning with only spoken explanations?

Respondents presented different views in answering this question. Some said that Learning via Google Slides is more structured, visual, and easy to review, whereas spoken explanations offer greater depth, flexibility, and engagement. Slides aid in organizing and recall, whereas spoken explanations allow for clarification and engagement. Often, a combination of the two works best. Furthermore, studying via Google Slides is more structured, visual, and easy to review, whereas spoken explanations offer greater depth, flexibility, and engagement. Learning with Google Slides is frequently more effective than learning through verbal explanations since the graphics, organization, and summaries help reinforce essential topics. However, verbal explanations can be more interesting and flexible, especially when there is interaction and real-time clarification. Moreover, Google Slides improves learning by offering visual support, organizing, and summaries, which make material easier to absorb and retain. In contrast, spoken explanations alone may be more difficult to understand, particularly for complex topics. Google Slides facilitates learning because it includes pictures and crucial information. However, oral explanations alone can be difficult to follow, especially if they are too rapid. So Google Slides helps me learn better and in a pleasant way. One student believes that studying with simply verbal explanations has become a classic way with little advantages, whereas Google slides is a current method that may be useful in the future. Another participant believes that learning with Google Slides is more beneficial than just oral explanations since it blends visuals and structured text, making it simpler to absorb and retain. Learning is simpler using Google Slides than with merely oral explanations. Explanation without Google slides causes some comprehending issues. Furthermore, learning with Google slides enhances learning with images, which makes comprehension simpler, but oral explanations alone can be difficult to follow.

15) What improvements could be made to the way teachers use Google Slides for oral explanations?

Based on the results, Teachers can enhance their usage of Google Slides by making slides more visually appealing using relevant photos, reducing text, and using bullet points for clarity. Adding interactive components, such as quizzes or conversations, can help improve presentation engagement. Furthermore, ensuring that slides supplement, rather than replace, verbal explanations is critical for improved comprehension. Learners noted that teachers could improve their use of Google Slides by keeping slides simple and visually appealing, avoiding too much text, and using more images, charts, and key points. They should also pace their explanations well, interact with students, and ensure the slides complement rather than replace their spoken explanation. Moreover, teachers may improve Google Slides by slowing down the pace, minimizing text, and incorporating graphics to supplement spoken explanations. Using interesting components like as animations, questions, and summaries can improve comprehension. It is also beneficial to encourage interaction and make slides available for subsequent study.

16) Would you like teachers to use Google Slides more often? Why or why not?

Only a limited number of teachers consented to participate in the interview, as the majorities do not utilize visual aids, highlighting the necessity for the development of teaching resources and methods. According to the results, respondents noted that Google Slides is an excellent tool for organizing classes, making content more visible and improving comprehension. To keep students engaged, teachers should balance their use with interactive conversations and real-life situations. Adding multimedia features and reducing superfluous text can increase its efficacy in oral explanations. One learner said yes, because Google Slides offers structured content, images, and summaries that improve learning. They allow learners to follow along more easily and retain information better. However, they should be utilized in combination with interactive talks to ensure better knowledge. Google Slides aids in organizing, visual support, and review, making learning easier. However, excessive use without participation or extensive explanations might make lessons

passive and less interesting. A balanced approach works best. A student stated that he would like the teacher to use Google presentations, but not all the time because we must rely on our ears and listen to the lesson rather than simply staring. This will reduce our over-reliance on gazing and allow us to focus on hearing.

Learners presented some Final comments: First, Google Slides is an excellent tool for organizing classes, making content more visible and improving comprehension. To keep students engaged, teachers should balance their use with interactive conversations and real-life situations. Including multimedia features and reducing superfluous text can enhance its efficacy in oral explanations. Moreover, when used correctly, Google Slides can be an excellent tool for improving oral explanations; nevertheless, they should supplement rather than replace spoken explanations. A balance of images, clear structure, and interactive components can make classes more entertaining and easier to comprehend. Google Slides are advantageous for the organization of information, the improvement of engagement, and the simplification of intricate concepts. Nevertheless, they should be employed in a manner that is effective, utilizing distinct visuals, minimal text, and a consistent pace to prevent distractions.

3.7 Analysis of The Interview

1. Demographic Information

Table 6

Working Experience of Teachers

How many years have you been teaching EFL	1) I have been teaching EFL for 8 years
	2) I have been teaching EFL for 17 years
	3) I have been teaching EFL for 05 years
	4) I have been teaching EFL for 04years
	5) I have been teaching EFL for 03years

The table above indicates teachers' answers about their working experience teacher number two has the longest teaching experience of seventeen years. Teacher number one have been working for eight years while three and five have been working for four and five years. On the other hand teacher four has only three years of work in the field of teaching EFL.

Table 7

Experience using Digital Tool in Teaching, particularly Google Slides

What is your experience using digital tool in your teaching, particularly Google Slides?	1) I often use digital tools, but I don't use Google slides
	2) I often use digital tools in my classes, including Google Slides, educational platforms like Moodle
	3) I haven't used Google slides
	4) I haven't used Google slides that much but I used digital tools such as power point and audios
	5) I haven't used Google slides

The table above represents teachers' answers about whether they use digital tools specifically Google slides. Four teachers answered that they have not used Google slides in their teaching ,two of them clarified that they use digital tools but Google slides is not one of them. One teacher said that they do not really use digital tools in their teaching. Teachers' answers indicate that Google slides is not really commonly used as a digital tool.

2. **Core Interview Questions**
a) **Regarding the use of Oral Explanations**

Table 8

Teachers' Use of Oral Explanations (e.g., lectures, presentations, discussion in their EFL Classes)

How often do you use oral explanations (e.g., lectures, presentations, discussions) in your EFL Classes?	1) I usually use oral explanation to diversify my ways of teaching EFL
	2) I use oral explanations daily in lectures, class discussions, and presentations. It is a central component of my teaching approach.
	3) I believe most of the time about 80% of the session goes into oral explanation while the rest is dedicated to activities, presentations.
	4) Oral explanations are core component in my lecture as a method to simplify content to learners.
	5) I use oral explanations all the time

According to the responses provided from the teachers, oral explanation is crucial way to make learners understand the lessons. Three teachers stressed that oral explanation is a major element during their lectures. Another teacher said that oral explanation is his own way of presenting diversity to the ways of teaching EFL. Another teacher stressed that oral explanation is always used in his session. During the interview all the five teachers agreed on one common notion which is the importance of oral explanation for the learners to comprehend and participate.

Table 9

Challenges Students Face with Oral Comprehension

What challenges have you observed students facing with oral comprehension in your classes?	1) Students face a number of challenges. They can't express their using correct language; most of them use words and structures from their native language
	2) Students often struggle with comprehension frequently through questions and summaries.
	3) Usually learners have issue with preferences concerning topics discussed during oral sessions. They do not like the topics for discussion
	4) I think the biggest challenge that I face is the fact they lack concentration and focus during the lecture.
	5) The use of native language

Based on the teachers' responses on the challenges they observe students face with oral comprehension. Teachers put forward different challenges two teachers stressed on native language use and how learners cannot express themselves using correct language .one teacher said that learners do not show their attentiveness and lose focus during the session. Another one noted that learners have variety of tastes and interests when it comes to discussion topics therefore; they usually express their dislike to the topics discussed.

Table 10

Strategies Used to Support Students' Oral Comprehension

What strategies do you currently use to support students' oral comprehension?	**1)** I encourage them to listen to native speakers.
	2) Make different engaging activities like debates and games
	3) Multilanguage, writing notes and key terms on the board
	4) I use oral discussions ,presentations , and push them to listen to native language speakers
	5) I use explanation and try to simplify using mind maps

Teachers presented strategies they use to support students' oral comprehension. Two teachers stressed on the importance of listening to native speakers to enhance oral comprehension. A teacher said that note taking and the use of Multilanguage aids their compression. Another teacher mentioned that oral discussion and simplifying content are major strategies used to improve their oral competence and understanding. Also strategies suggested by one of the teachers were engaging activities that focus on the learners' efforts and participation.

b) **Regarding Google Slides**

Table 11

Frequency of Incorporating Google Slides in Oral Explanations

How often do you incorporate Google Slides into your oral explanations?	**1)** Not very often but it was a successful experience.
	2) I have never used it
	3) I don't use it as a teacher
	4) I have never used it
	5) I don't use it frequently

Based on the responses provided by the teachers, Google slides is not commonly used as a digital teaching tool. Two out of five teachers answered that they use it but not very often. Whereas three teachers denied using Google slides as visualizing teaching tool. This indicates that there is almost an absence of teachers who use Google slides in their teaching sessions

Table 12

Specific features of Google Slides

What specific features of Google Slides do you find most effective for enhancing students' understanding? (e.g., visuals, organization, clarity, animation)	1) I don't know.
	2) I think Google slides will make teachers visualizing their teaching contents.
	3) The most effective features for me are visuals (images, videos), structured organization (bullet points, headings), and animations to control pacing and maintain student focus.
	4) I have no idea.
	5) Visuals are very important and each aspect compliments the other.

According to the teachers' responses about the features of Google slides they find effective in understanding. Teachers did not really provide specific features of Google slides. Three teachers stressed visualization feature that Google slide provides and make learners engaged during the lecture. Two other teachers said that they have no idea about its features. It is observed that most teachers are not really familiar with the use of Google slides and its features.

Table 13

Specific Instance where Google Slides Significantly Aided Students' Comprehension

Could you describe a specific instance where you believe Google Slides significantly aided student comprehension?	1) Google slides create an account through which students can engage in fruitful discussion using English.
	2) One instance I recall clearly is a lesson of oral expression on phrasal verbs: using a combination of images, GIFs, and example sentences in Google Slides helped students grasp the meanings much more quickly than using just verbal explanations.
	3) I have not used Google slides therefore I cannot provide you with information.
	4) I don't know.
	5) I don't know I have never used it before.

Based on the results of the interview with teachers, only two teachers who use Google slides and other visual tools indicated that Google slides helped their learners engage in oral discussions and grasp certain knowledge better than verbal explanation. On the other hand, the remaining teachers did not really use Google slides therefore; they noted that they don't have any instances to share.

Table 14

Impact of the Use of Google Slides on Students' Engagement during Oral Explanations

From your perspective, how does the use of Google Slides impact student engagement during oral explanations?	1) Google slides facilitate student's engagement by providing a supportive environment.
	2) Google Slides boost engagement by giving students something to look at and process in real-time. They also allow for interactive elements like embedded quizzes or videos
	3) It enhances the process of learning in general.
	4) It supports their comprehension; they will more focused and engaged with the lecture.
	5) It helps them in providing visualization with the content discussed; it activates their memory, and helps them form perspectives about the topic at hand.

Teachers were asked about the impact of using Google slides. Even though they are not really familiar with its use they tried to provide us with information according to their knowledge of it. A teacher said that Google slides assist them in visualizing the content that has been discussed, facilitates the formation of perspectives on the subject matter, and activates their memory. Another instructor said that Google Slides enhance student engagement by providing them with a visual aid that they can examine and analyze in real time. Additionally, they permit interactive components, such as embedded surveys or videos. Three teachers stressed on its impact on learner' engagement, comprehension and enhancement of the learning process in general.

c) Regarding Perceived Benefits and Challenges

Table 15

The Primary Benefits of Using Google Slides

What are the primary benefits you have observed when using Google Slides to support oral explanations?	1) The primary benefits include improved comprehension, better retention, and higher engagement. Students are more likely to understand and remember when they see and hear information at the same time.
	2) Visuals provide a way that makes learners more attentive and activate their memory and make them share their thoughts.
	3) It supports the process of explanation and clarifies it and increases attention.
	4) I have never used it
	5) I do not have any ideas

According to three teachers Google slide has several benefits the primary advantages consist of enhanced retention, comprehension, and engagement. When students are presented with information simultaneously, they are more likely to comprehend and retain it. Visuals enable the activation of learners' memory and the sharing of their thoughts, thereby increasing their attentiveness. It facilitates the process of explanation, clarifies it, and improves attention. On the other hand two teachers did not mention any benefits and noted that they did not really use slides as teaching material.

Table 16

Challenges encountered when using Google Slides

What challenges have you encountered when using Google Slides in this context?	1) Challenges include technical issues (internet, projector problems), time required to prepare quality slides, and the risk of overloading slides with too much information
	2) Technical issues such as internet cut , classroom tools availability
	3) No materials, no laptops or projectors
	4) No answer
	5) I do not know

Teachers who use visual in their lectures had common issues they stressed upon which are technical issues. Challenges include the time necessary to prepare high-quality transparencies, the risk of overloading slides with excessive information, and technical issues (such as internet and projector malfunctions). Laptops, materials, and projectors are not permitted. Concerns noted regarding the availability of classroom aids and the interruption of the internet. There were two teachers who did not provide challenges concerning context of EFL teaching.

Table 17

The Use of Google Slides Compared to Traditional Teaching Methods

How does the use of Google Slides compare to other traditional teaching methods for oral explanations?	1) Compared to traditional methods like chalkboard or handout teaching, Google Slides offer more flexibility and allow for multimedia integration, which is more effective in supporting oral explanations
	2) It is far better to benefit the maximum from the session and discussion by offering an active role to learners
	3) More structured and more organized than the traditional way.
	4) No answer
	5) No Idea

Teacher noted that teaching with visuals is different than the traditional ways of teaching. Teachers who answered this inquiry expressed that Google Slides are more effective in supporting oral explanations due to their ability to integrate multimedia and offer greater flexibility than traditional methods such as chalkboard or handout teaching. Further, it is preferable to maximize the benefits of the session and discussion by encouraging learners to participate actively. Also, it is more structured and organized than the conventional method.

3. **Concluding Questions:**
- Is there anything else you would like to add regarding the use of Google Slides in EFL oral explanations?

    Only one teacher added that Google Slides also support differentiated instruction. I can easily adapt slides for students with different proficiency levels by adding notes, vocabulary glossaries, or audio recordings. The remaining teachers did not say anything further or even directed a question to

the researcher except for one teacher who asked the following question: What kind of practical outcomes or recommendations do you hope to develop from this study?

The researcher response:

This study primarily aims to explore the perceptions of both students and teachers regarding the use of Google Slides in oral explanations. Therefore, the practical outcomes the researcher hopes to develop include: a more profound understanding of how Google Slides can support comprehension in EFL contexts and, based on the data collected, to suggest practical, experience-based recommendations for classroom use. These may include strategies for integrating visual aids during oral instruction, techniques to overcome common challenges, and insights into how digital tools like Google Slides can enhance students' engagement and understanding. While the study is exploratory in nature, its findings can serve as a valuable reference for EFL teachers seeking to improve their oral teaching practices through digital support.

3.8 Discussion of the results

The analysis of the students' questionnaire indicated that learners see that Google slide is a very important and interesting digital tool to use in teaching and in their learning process. Students expressed that slides are important in organizing information and providing clarity to the content discussed. Moreover, the study noted that learner are aware of the benefits of Google slides as they stressed that it is a structured entity that provides organized content that facilitates the identification of key points and the ability to follow along. Furthermore, the integration of multimedia components, such as animations and videos, caters to a variety of learning styles, thereby enhancing comprehension and engagement. Another element that the analysis of the questionnaire is that difference between oral explanation alone and the use of Google slides. Slides facilitate organization and memory, while spoken explanations afford engagement and clarification. In many cases, a combination of the two is most effective. In addition, the process of studying through Google Slides is more structured, visual, and straightforward to review, whereas spoken explanations provide a

greater depth, flexibility, and engagement. To sum up the analysis of students questionnaire revealed that learners welcome and encourage the use of Google slides as it provides them with visual element and keeps them connected and engaged with oral discussions.

Results extracted from the interview with five teachers from the English department are varied. The researcher faced a hurdle with finding teachers who habitually use Google slides during their explanation. It suggested that Google slides are not well used and adopted as teaching material during sessions. Furthermore, based on the teachers' responses who somehow have used Google slides noted that there are positive outcomes from visualization tools such as the slides. Learners are well engaged and attentive when the lecture is visualized. Moreover, it enhances their oral discussion abilities and activates their memory. Also, as mentioned before the lack of teachers who use Google slides did not facilitate the process of answering all the interview questions. Therefore, some questions were not answered because teachers could not elaborate and provide information about them.

General Conclusion

The research at hand studies the use of Google slides as a digital teaching and learning tool In EFL classroom. The study employed qualitative and thematic analysis methods to analyze and examine responses extracted from students' questionnaire and semi structured interview with five EFL teachers from the English department at Mohamed Khider University. Contemporary with technological advancement teaching and the field of education has become modernized and developed. Digital technology has become an indispensable element of contemporary education, particularly in the context of language acquisition.

This concept incorporates a wide variety of tools and methods that are intended to enhance the learning experience and facilitate the instructional process. Traditional classroom dynamics have undergone substantial changes as a result of the rapid advancement of digital technology, particularly in the context of Teaching English as a Foreign Language (TEFL). The integration of digital tools in

EFL classrooms is essential for the development of an interactive and learner-centered educational approach. Google Slides is among these tools that offers notable advantages for visual learning and oral explanation. The study is divided into three segments and each part play significant role in achieving the study objectives.

The first chapter discusses technology and digital tools used in language learning. Furthermore, it stresses its impact and role in improving content presentation and comprehension. It also explores the ways digital tools reshape teaching practices in EFL context and examines the broader implications of technology on educational outcomes. The second chapter on the other hand, defines major key concepts such as Oral and Oral Comprehension as major element in the research. Oral comprehension is a fundamental aspect that reflects the correct use of oral explanation. Oral explanation is a critical pedagogical tool, as educators use techniques like summarization and mind mapping to simplify complex concepts. In the context of teaching English as a Foreign Language (EFL), oral explanations are extremely important for addressing the language challenges, unfamiliar terminology, and academic content of learners. Nevertheless, EFL learners frequently encounter substantial obstacles to oral comprehension, including inadequate language proficiency and scarce instructional resources.

The third chapter presents the field work and analysis of data and findings from the questionnaire and the teachers' interview. The study finds that students' welcome the use of digital tools during lectures and see it as a way that provides clear image about the elements and topics discussed. Furthermore, learners expressed their desire if teachers would use Google slides during oral explanation to help them keep focus and for better comprehension. On the other hand, the researcher finds that Google Slides use is very limited to a few teachers only. Also, the findings indicate teachers do not use Google slides or any other digital tool to explain. The researcher could only interview five teachers who gracefully aided constructing views about Google slides. The

interviewed teachers did not frequently use Google Slides but they used other digital tool to teach EFL learners.

Limitations of the Study

The research process faced many obstacles and limitations. First, the researcher could not collect comprehensible date regarding Google slides from the entire sample studied. The researcher received only few clear and constructive answers from the questionnaire distributed. Furthermore, one of the fundamental issues that the research faced was the absence and limitation of Google slides users as teaching material. The researcher could only interview five teachers who sometimes used or tried using digital tool. While the majority of teachers do not use digital tools to clarify Explanations and lessons. Moreover, the study's results are not applicable to a broader population due to the small sample size. Nevertheless, it provides fresh possibilities for pursuing this research inquiry.

Recommendations

The researcher suggests the following in accordance with the findings of the research:

- Educational institution could use and push educators to use Digital tools and steer away from traditional ways of teaching.

- Teachers can benefits and facilitate the process of presentation and explaining the lecture through the use of Google slides.

- Equipping classrooms with necessary materials needed for better teaching and learning process.

- Teachers could use Google Slides to support visualizing and oral explanations

- Technology use in EFL teaching can enhance the process of learning and fosters students engagement with lecture.

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Appendix 1: Students Questionnaire

Student Questionnaire

Exploring Students' Perceptions of the use of Google Slides in Oral Comprehension

Dear Student,

This questionnaire is intended for second year EFL students at Mohamed Kheider University of Biskra. It aims to understand your perceptions of using Google Slides during oral explanation of lectures. Your answers will remain confidential and will only be used for research purposes. You are free to give your personal opinion your answers will be analyzed and processed anonymously. Thank you for your collaboration

Student's profile

I. Choose the suitable answers:

1. Your gender:

☐ Male

☐ Female

2. How do you consider your English level?

Beginner ☐

Elementary ☐

Intermediate ☐

Good ☐

3. How difficult do you find understanding lectures explained in English?

Not difficult at all ☐

Slightly difficult ☐

Moderately difficult ☐

Very difficult ☐

Extremely difficult ☐

4. **What factors make it difficult for you to understand oral explanations? (e.g., fast speech, complex vocabulary, lack of visuals, long explanations, etc.) explain your experience in your own words :**

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5. **Do you think teachers should use visual aids in the classroom to aid oral explanations? Why or why not?**

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6. **How often do you use digital tools (e.g., computers, tablets, and smartphones) for academic purposes?**

Never☐

Rarely☐

Sometimes☐

Often☐

Very often☐

7. **Have you experienced lessons where the teacher used Google Slides for oral explanations?**

Yes ☐

No ☐

Other………….

- application   :

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……………………….. (nameit)

8. How helpful did you find the use of Google Slides during oral explanations?

Not helpful at all☐

Slightly helpful☐

Moderately helpful☐

Very helpful☐

9. **How does Google slides aid your understanding of the lesson? Why or why not?**

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10. **What features of Google Slides do you find most useful for comprehension? (e.g., visuals, structure, summaries, colors, animations)**

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11. What aspects of Google slides did you find most beneficial :

Visual elements (images, graphs, charts)☐

Organization of information☐

Clarity of the information presented☐

Combination of features☐

12. **What learning difficulties are reduced when Google Slides are used?**

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13. **Are there any difficulties you face when following oral explanations with Google Slides?**

   If yes, what are they?

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14. **How does learning with Google Slides compare to learning with only spoken explanations?**

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15. What improvements could be made to the way teachers use Google Slides for oral explanations?

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16. Would you like teachers to use Google Slides more often? Why or why not?

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Final comments:

Thank you for your contribution and do not hesitate to add any additional notes regarding the use of Google Slides during oral explanation of lecturers.

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Appendix 2: Teacher Interview Guide

Google Slides and Oral Comprehension in EFL

Introduction:

Thank you for participating in this interview. My name is BeddiafMeriem , and I am conducting research on the use of Google Slides to enhance oral comprehension in EFL classrooms. Your insights as an experienced EFL teacher are invaluable to this study. The interview will take approximately 10 m your responses will remain confidential and will be used solely for research purposes

1. **Demographic Information**

- How many years have you been teaching EFL?

- What is your experience using digital tools in your teaching, particularly Google Slides?

2. **Core Interview Questions:**

a) **Regarding the use of Oral Explanations:**

- How often do you use oral explanations (e.g., lectures, presentations, discussions) in your EFL classes?

- What challenges have you observed students facing with oral comprehension in your classes?

- What strategies do you currently use to support students' oral comprehension?

b) **Regarding Google Slides:**

- How often do you incorporate Google Slides into your oral explanations?

- What specific features of Google Slides do you find most effective for enhancing students' understanding? (e.g., visuals, organization, clarity, animations)

- Could you describe a specific instance where you believe Google Slides significantly aided student comprehension?.

- From your perspective, how does the use of Google Slides impact student engagement during oral explanations?

c) **Regarding Perceived Benefits and Challenges:**

- What are the primary benefits you have observed when using Google Slides to support oral explanations?

- What challenges have you encountered when using Google Slides in this context?

- How does the use of Google Slides compare to other traditional teaching methods for oral explanations?

3. **Concluding Questions:**

- Is there anything else you would like to add regarding the use of Google Slides in EFL oral explanations?

- Do you have any questions for me?

Thank you again for your valuable insights. Your contributions will be very helpful for this research. I will be in touch if I have any further questions.

الملخص

تستكشف هذه الدراسة دمج شرائح Google كأداة دعم رقمية لتعزيز فهم الشفهي لدى طلبة السنة الثانية لتعليم اللغة الإنجليزية كلغة أجنبية بجامعة بسكرة. يواجه العديد من المتعلمين صعوبات في فهم المحتوى المقدم شفهياً بسبب محدودية اللغة، والمفردات غير المألوفة، وتنوع أساليب التعلم، وهي عوامل غالباً لا يتم معالجتها من خلال الطرق التقليدية القائمة على المحاضرات.ومن خلال تبنّي منهجية البحث النوعي واستخدام تصميم دراسة حالة وصفية، تهدف هذه الدراسة إلى فهم كيفية مساهمة الوسائط البصرية مثل شرائح Google في دعم فهم المتعلمين أثناء الشروحات الشفهية. وقد استُرشدت الدراسة بأربعة أسئلة بحثية رئيسية تتعلق بتصورات الطلبة والأساتذة حول استخدام شرائح Google ، ودورها في تعزيز الفهم الشفهي، والفوائد والتحديات التي تطرحها، بالإضافة إلى تجارب الأساتذة في استخدامها داخل الأقسام التعليمية.

وتتمثل الأهداف الرئيسية في استكشاف تصورات الطلبة حول هذه الأداة، وتقييم آراء الأساتذة بشأن فعاليتها، وتحديد الفرص والمعوقات المرتبطة بتوظيفها في التعليم الصفي. وقد تم جمع البيانات باستخدام أداتين نوعيتين: استبيان مفتوح النهاية وُزّع على 25 طالباً من طلبة السنة الثانية تم اختيارهم بشكل قصدي، ومقابلات شبه موجهة أُجريت مع خمسة أساتذة جامعيين.وقد استُخدم التحليل الموضوعيات لتحليل الاستجابات واستخلاص الأفكار الرئيسية. كشفت النتائج أن شرائح Googleيمكن أن تؤدي دوراً مهماً في تسهيل الفهم من خلال تعزيز المحتوى بصرياً، والحفاظ على انتباه الطلبة، وسد الفجوات اللغوية. وتُسهم هذه الدراسة في تعميق الفهم حول كيفية توظيف التكنولوجيا في دعم ممارسات تعليم اللغة الإنجليزية كلغة أجنبية بشكل شامل وفعّال في مؤسسات التعليم العالي الجزائرية.

الكلمات المفتاحية: الفهم، الأدوات الرقمية، متعلمو اللغة الإنجليزية كلغة أجنبية، عروض جوجل التقديمية، الشرح الشفهي.