

Raising Students' Audience Awareness for Oral Presentation Through Online Role-Reversal

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Abstract

This study aimed to investigate how college students, who studied English as a foreign language (EFL), enhanced their audience awareness through online role-reversal to improve oral presentation. Twenty-eight college students volunteered to participate in a speaking training class. They underwent four phases of online role-reversal, including peer modeling, peer feedback, peer assessment, and reflection on their scripts for better oral presentation. Data collected include the log files of online role-reversal, students' first and final scripts, the evaluation rubric of oral presentation, and an open-ended questionnaire. Results showed that online role-reversal played a key role in raising the students' audience awareness between presenters and audience, leading to oral presentation improvement. Especially, the active students outperformed the passive students in the dimensions of content, logical structure, delivery manners, and interaction with peers. Active students experienced online role-reversal to a greater extent to produce better quality final scripts and oral presentation while passive students made almost no revisions on their scripts or merely copied peers' feedback for grammatical corrections. This study suggests that students go through online role-reversal to negotiate meaning, deal with difficulties, and reflect on their scripts to enhance audience awareness and consequently improve their oral presentation.

Keywords: Audience awareness; Learning attitude; Oral presentation; Online role-reversal; Speech scripts