Lecturers' Facilitation Strategies in Group Presentations in Language Classrooms in Higher Education: Rhetorical Pattern Analysis

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Abstract

Studies on teaching strategies in language learning have been extensively conducted by scholars to facilitate classroom interaction and active learning activities, especially group presentations. However, studies on lecturers' facilitation strategies are rarely found in the literature. This research aims to investigate the rhetorical patterns in lecturers' facilitation strategies in group presentations in language classrooms in higher education. This discourse analysis study used a qualitative approach conducted over two semesters. Data were gathered through participant observation. The data were analyzed qualitatively using the rhetorical step technique. The results show that language lecturers employed three facilitation strategies in group presentations in language classrooms: GQTR (Group Presentation-Question and Answer-Lecturer's Reinforcement), GCAPQLR (Group Presentation-Comments and Additions-Presenters Response-Question and Answer-Lecturer's Reinforcement), dan GCCARQLR (Group Presentation-Contributor-Comments and Addition-Response-Questions-Lecturer's Reinforcement). The study concludes that these facilitation strategies are crucial for fostering a dynamic learning environment, promoting active engagement, and enhancing interaction among students. The pedagogical implications suggest that language instructors can improve classroom interaction and active learning by implementing these strategies, which can also help develop students' speaking, listening, and analytical skills during group presentations.

Keywords: teaching strategies, group presentations, lecturer's facilitation, rhetorical pattern analysis, classroom discourse analysis.

Introduction

Language teaching in higher education often involves various techniques to enhance students' communication skills, collaboration, and understanding. One commonly used method is group presentations, which allow students to practice public speaking, critical thinking, and teamwork (Ali, 2013; Setiawan, 2023; Suliman, 2022; Yang, 2010). Behind these group presentations, lecturers play a crucial role in facilitating the learning process effectively (Tsang, 2020). Therefore, it is important to explore the facilitation strategies used by lecturers during group presentations in language classrooms in the context of higher education.

Research on teaching strategies in language education has been widely conducted, particularly concerning how lecturers facilitate classroom interaction (e.g., Jasrial et al., 2021; Lee, 2014; Sundari,

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2017) and active learning activities (e.g., Kudryashova et al., 2015; Mendonça & Frånberg, 2014; Murillo-Zamorano et al., 2021). For instance, facilitation strategies often include guiding the preparation, execution, and evaluation of group presentations. Moreover, Widodo et al. (2020) state that the rhetoric used by teachers to guide the course (including presentation) plays a significant role in the success of the learning process.

Although previous research has explored various aspects of teaching strategies, a gap in the literature regarding detailed analysis of the patterns of lecturers' facilitation in the context of group presentations in language teaching and learning remains scarce. For instance, research has focused more on the impact of student communication skills in presentations rather than on the teacher's role in shaping the course of the presentation (see Jawad & Abosnan, 2020; Journal, 2024; Mahmud et al., 2023; Syarla et al., 2021; Xue, 2013). This is where the gap lies, which is the primary concern of this study. Analyzing the rhetorical strategies lecturers use can help further understand how they facilitate discussions, answer questions, and provide reinforcement at the end of group presentation sessions.

This study aims to explore the facilitation strategies lecturers use during group presentations in language teaching classrooms at the higher education level, focusing on analyzing the pattern used throughout the presentation sessions. Thus, this research will contribute to the existing literature on teaching strategies and rhetoric in language learning. Through this analysis, it is hoped that new insights will emerge regarding how lecturers support more effective interactive learning in language classrooms

Methods

The research design employed in this study is qualitative, specifically classroom discourse analysis following Rymes (2015), as the focus is on how lecturers use communication strategies or rhetorical patterns to facilitate group presentations in the classroom. Classroom discourse analysis allows the researcher to examine the interaction patterns during learning activities. Rhetorical pattern analysis focuses on the stages and communication strategies used during group presentations as part of the language learning process, particularly the verbal interactions during these sessions. Data were collected through direct observation and video recordings of 14 courses in the language education doctoral program at a university in Padang, Indonesia, where group presentations were integrated into the learning activities. The analysis process in this study involves several steps:

1. Data Collection: Participatory observations were conducted over two semesters across 14 courses. The pattern of each group presentation session was recorded for further analysis, and some presentations were also recorded through Zoom meetings. This was due to some courses being delivered in a blended learning format.
2. Transcription and Coding: All video recordings and observation sheets were transcribed to map out each stage of the group presentations. This process was followed by coding the data using a rhetorical moves model.

Rhetorical Move Analysis: Each lecturer interaction during the presentation session was categorized into specific moves, such as 1) facilitating the presentation, 2) managing comments and additions from the audience, 3) responding to objections, when necessary, 4) facilitating the Q&A session, and 5) providing reinforcement.

Result and Discussion
Result

After analyzing the data, three patterns of the lecturers' facilitation strategy in group presentations were found in the doctoral study program's language teaching and learning classrooms. The three patterns are as follows;

Pattern 1: GQLR (Group-Question-Lecturer's Reinforcement)

Pattern one is a simple and focused approach with three main steps. The lecturer acts as the session facilitator and provides reinforcement at the end. This pattern seems suitable for classes that require a direct discussion flow with minimal audience intervention. The illustration of pattern one is as follows:
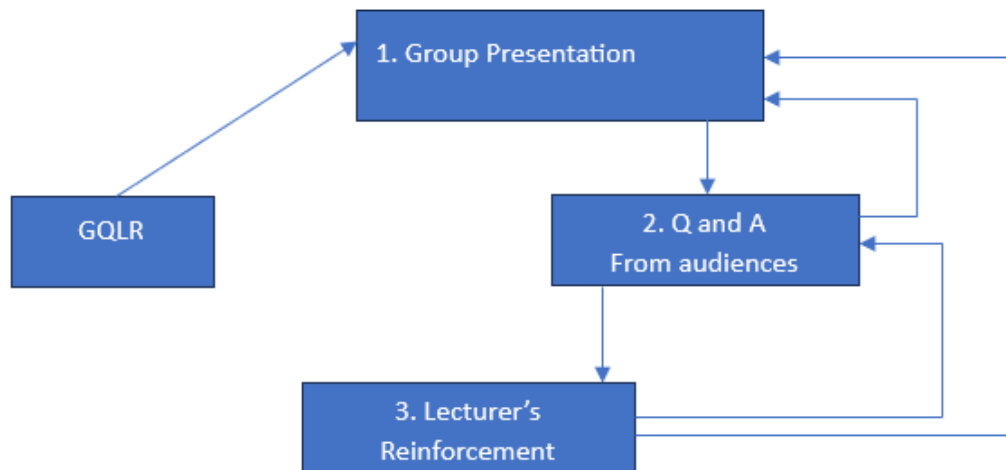
Figure 1. *GQLR Pattern*

As shown in Figure 1, the rhetorical patterns of lecturing employed by language lecturers in a doctoral program in language education study program are as follows;

1. **Group Presentation** - The lecturer facilitates a structured and planned group presentation.
2. **Question and Answer** - The lecturer manages an interactive question and answer session between the presenter and the audience.
3. **Lecturer's Reinforcement** - The lecturer reinforces the form of clarification or additional points.

Pattern 2: GCAPQLR (Group Presentation-Comments and Additions-Presenters Response-Question and Answer-Lecturers' Reinforcement)

Pattern 2 - **GCAPQLR** appears more interactive, involving the audience to comment before the Q&A session. Presenters are given a more active role in responding to feedback, enhancing their argumentation skills. The lecturer serves as a facilitator, ensuring the discussion flow remains well-structured. The illustration of the **GCAPQLR** pattern is as follows:
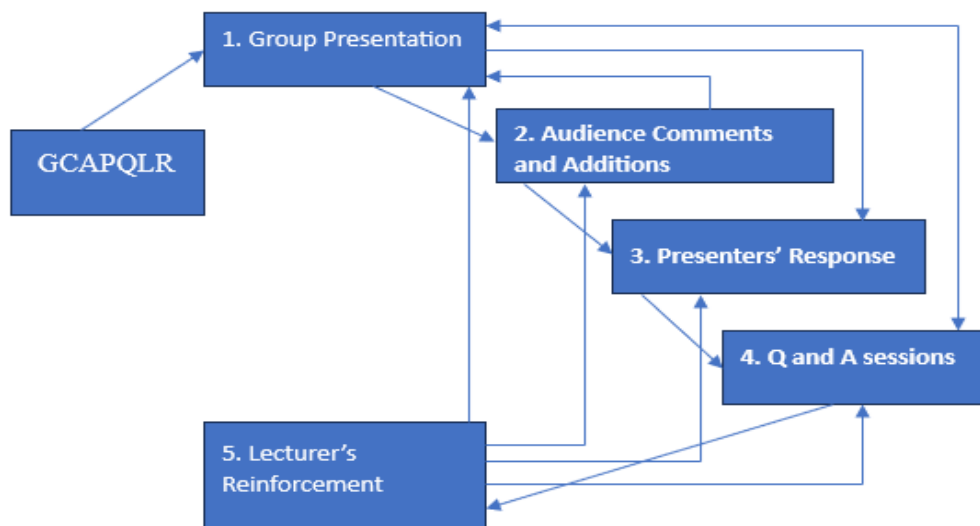

Figure 2. GCAPQLR Pattern

Figure 2 shows that the lecturers employed five rhetorical strategies in group presentation in language education doctoral program classroom. The strategies are as follows;

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1. **Group Presentation** – The lecturer facilitates a structured and well-planned group presentation.
2. **Audience Comments and Additions** – The lecturer encourages the audience (other students) to provide comments and suggestions.
3. **Presenters' Responses** – The lecturer allows the presenters to respond to feedback.
4. **Q&A Session** – An interactive question-and-answer session between the presenters and the audience.
5. **Lecturer's Reinforcement** – The lecturer reinforces the form of clarifications or additional points.

Pola 3: GCCARQLR Pattern (Group Presenter-Contributor-Comments and Addition-Responses-Questions and Answer-Lecturer's Reinforcement)

The GCCARQLR pattern is a discussion-based learning approach involving group presentations, contributors, audience comments, presenter response, question and answer and lecturer reinforcement. This pattern fosters collaboration, critical thinking, and active student participation. It creates an interactive and in-depth discussion environment by incorporating presentations, critiques from discussants, audience input, questions, and responses. The final stage, lecturer reinforcement, ensures clear conclusions and structured learning. This pattern effectively integrates theory and practice into the learning process.
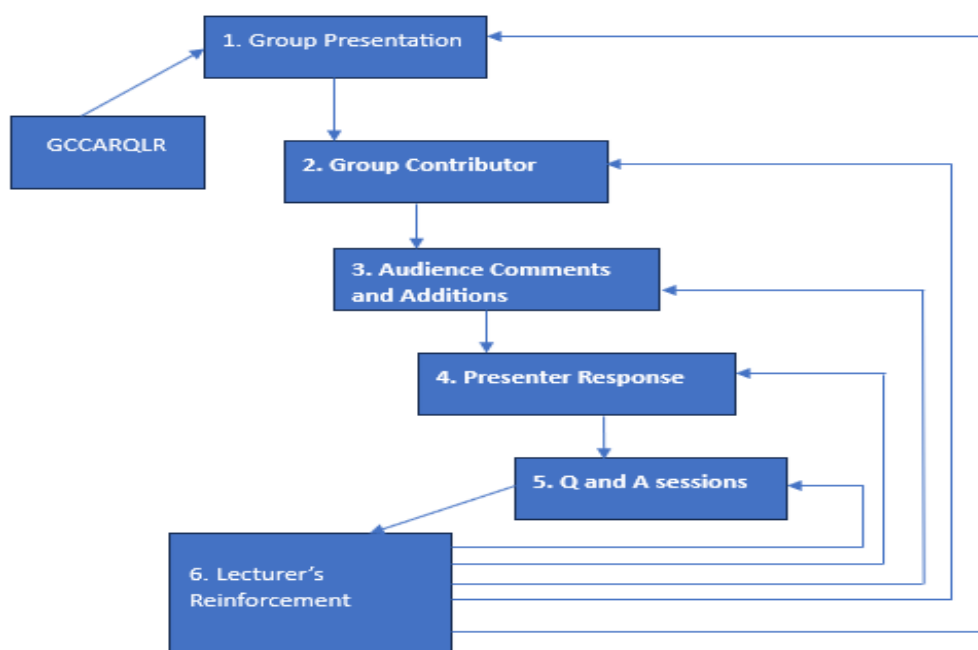
Figure 3. GCCARQLR Pattern

Figure 3 shows that this rhetorical pattern has six steps. Language lecturers employ it during the teaching and learning process in a doctoral program in language education. The steps are as follows;

1. **Group Presentation** – Similar to pattern 1, the lecturer begins by facilitating the group presentation.
2. **Group Discussants** – After the presentation, a discussant group, which consists of two persons, critically reviews the presentation's topic by reviewing two research article journals from international journals. It aims to understand better the implementation of the theory or topic being discussed.

3. **Comments and Additions from the Audience** – The audience gives comments and additional input on what a group has presented. It can be in terms of commenting on the theory or some parts of the presentation and adding some other sources from their reading.
4. **Presenters' Responses** – The lecturer allows the presenters to respond to feedback.
5. **Q&A Session** – A question-and-answer session with the presenters takes place after the comments.
6. **Lecturer's Reinforcement** – The lecturer provides reinforcement or concluding guidance.

Discussion

This study aims to identify and analyze lecturer facilitation patterns in group presentation sessions within doctoral-level language teaching courses. The findings reveal three main patterns: GQTR (Group Presentation-Question and Answer-Lecturer's Reinforcement), GCAPQLR (Group Presentation-Comments and Additions-Presenters Response-Question and Answer-Lecturer's Reinforcement), and GCCARQLR (Group Presentation-Contributor-Comments and Addition-Responses-Questions-Lecturer's Reinforcement). Each pattern exhibits unique characteristics reflecting varying student interaction, participation, and engagement levels.

In the first pattern, GQTR, group presentations follow a straightforward structure involving three main steps: group presentation, a question-and-answer session, and reinforcement by the lecturer. This pattern is designed to provide a clear structure and support students in developing basic communication skills during presentations. The findings suggest that this pattern is effective for classes requiring direct discussions without extensive audience intervention. Interpretation of the results indicates that this pattern allows students to practice delivering structured information while allowing the lecturer to clarify key points at the end. This approach aligns with active learning theory (Bonwell & Eison, 1991), emphasising the importance of lecturer facilitation in creating a supportive learning environment. However, the limited audience interaction makes this pattern less optimal for fostering critical participation.

The second pattern, GCAPQLR, enhances interaction by involving the audience in providing comments and feedback before the question-and-answer session. Presenters are allowed to respond to the feedback and engage in further discussion. This approach offers students a platform to develop argumentation skills and critical thinking. The results indicate that this pattern encourages more active audience involvement, which improves their understanding of the presented material. Drawing on critical thinking theory by Paul and Elder (2006), this pattern fosters deeper analysis and evaluation of information among students. Furthermore, elaboration of the results suggests alignment with Tsang's (Tsang, 2020) findings highlight the role of audience feedback in enhancing students' critical thinking and communication skills. However, challenges include ensuring all participants provide constructive input, necessitating practical lecturer guidance.

The third pattern, GCCARQLR, is the most complex, incorporating a discussant group following the main presentation. The discussant or contributor group, consisting of two students, critically reviews two articles from reputable journals relevant to the presentation topic. The findings reveal that this step enriches students' understanding of theoretical applications presented in the discussion. After the discussant group's review, the audience provides comments and additional information, followed by the presenters' responses, a question-and-answer session, and lecturer reinforcement. This pattern emphasizes collaboration and active engagement, aligning with cooperative learning theory (Johnson et al., 2007) and student engagement theory (Astin, 1999). Interpretation of the results highlights that this pattern fosters dynamic discussions and encourages students to delve deeper into theoretical and practical analyses. Elaborations show that the inclusion of article journal reviews, linking theory with actual research, sharpens students' critical thinking and communication skills.

Compared to previous research, the first pattern appears simpler and aligns with traditional approaches, as noted in studies like Mahmud et al. (2023), which emphasize the importance of clear instructional structures. The second and third patterns, being more interactive, resonate with Tsang (2020) and Widodo et al. (2020), who argue that audience engagement and feedback enhance learning outcomes. However, the third pattern incorporates article journal reviews, bridging students' understanding of theoretical and practical dimensions.

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Evaluation of the results indicates that these patterns are generally effective in improving students' presentation skills, critical thinking, and participation. However, the first pattern shows a limitation regarding minimal audience engagement, while the second and third patterns require more outstanding preparation and time commitment from both students and lecturers. Overall, this study significantly contributes to understanding lecturer facilitation strategies, though further exploration is needed to assess the long-term impact of these patterns on student learning outcomes.

From a pedagogical perspective, this study suggests that lecturers can adopt facilitation patterns based on class needs. The first pattern is suitable for sessions with limited time, while the second and third patterns are more appropriate for developing critical thinking and communication skills. Integrating article journal reviews in the third pattern offers an innovative model for enhancing students' comprehension of theory and practice. This study also encourages lecturers to design creative learning patterns that foster active interaction and collaboration.

Conclusion

This study identifies three main patterns in the facilitation strategies used by lecturers during group presentations in language-teaching classrooms at the university level. These patterns demonstrate that lecturers are facilitators and act as directors who manage discussions, provide reinforcement, and enhance students' understanding through appropriate rhetorical moves. These findings contribute to a broader understanding of the importance of rhetorical strategies in language teaching, offering guidance for educators to create more interactive and practical presentation sessions.

For future research, it is recommended to analyze the linguistic features within each identified pattern. Such an analysis would examine how specific language structures, such as questioning techniques, reinforcement strategies, and discourse markers, are used in each rhetorical move. This could provide deeper insights into how language facilitates interaction and learning, allowing for more targeted pedagogical approaches in language education (Hyland, 2005; Richards & Rodgers, 2014). Additionally, examining the impact of these linguistic features on students' engagement and comprehension could further refine teaching strategies for enhanced language acquisition in higher education settings.

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