

Chapter II : Improve your ability to express yourself

II.1 Generalities on Communication :

II.1.2 Communication, an exchange :

What is communication ?

It is the set of strategies implemented by a person or a group of people to exchange resources and representations with others.

- Communication can be represented in a simplified manner.

- Communication techniques are becoming increasingly diverse, including written communication : letters, emails, reports, or oral communication: PowerPoint presentations, interviews, video conferences.

All messages to be shared must be clear, concise, and well thought out in advance to avoid giving undue precedence to emotions.

In this chapter, we will cite some definitions of communication and expression techniques and also present techniques for effective communication through written or oral means.

II.1.2.1 Technique :

It is the set of processes and methods employed to achieve a result, or it is a way or manner of saying or doing something.

II.1.2.2 Expression :

It is a faculty or way of expressing oneself by giving one's opinion or viewpoint through language, while also manifesting one's thoughts, feelings, and ideas.

II.2 A matter of context :

For a communicative relationship between the speaker and the audience to be established and unfold, there must be a particular context (e.g., Presentation, Defense, etc.). Main components of this notion of context.

II.2.1 The institutional context : determines the roles, the relationship between the interacting individuals, the "rules of the game."

II.3. The setting : where the meeting takes place, including the immediate environment, the location, and the time in which it is situated.

II.4. The elements specific to each culture : which govern social interactions (for example, practices, etiquette);

- The nature of the relationship, the objectives, the goals that each person sets in relation to the communication situation (for example, to inform, to be informed, to convince, to comfort, to threaten).

- Personality, everything that constitutes the person themselves, for example, personal history, motivation, character, values. These constitutive elements of the context influence communication in various ways and to different degrees.

II.5. Definition ;

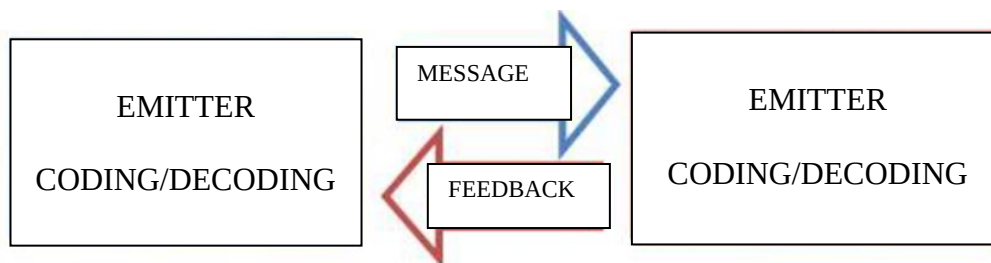
Components and forms of communication is the process of transmitting information. This term comes from the Latin "communicare," which means "to share." Communication can therefore be considered a process for the sharing of information and knowledge. The act of communicating is It self a complex process, dependent on several factors ;

We cite :

- 1-The message,
- 2-The sender,
- 3-The receiver,
- 5-The code,
- 6-The channel.

It is the intention of a sender, translated into a message, interpreted by a receiver, and having an effect on them. A message is then sent back (feedback). Each of the interlocutors therefore takes turns occupying the position of sender and receiver.

Communication can be represented in a simplified manner as follows:



-**The message** : the set of information (thoughts, feelings,...) to be addressed or conveyed to others. For a message to be understood, there must be redundancy (repetition), which allows for attention to not be continuously sustained. If a sentence is not well understood, one can still understand it through another.

-**The sender**: the one who composes and transmits the message

-**The receiver** : The one who receives the message transmitted by the sender
Communication is said to be deferred when the conditions : Space (place) and time

(moment)are not always present between the sender and the receiver (letter, email, etc.). The roles of the receiver and sender are interchangeable (conversation).

-The code : To communicate, the sender and the receiver must have a common code. Communication is characterized by the use of a code that establishes the correspondences between a sign and its meaning, which must be common to the interlocutors. The absence of a common code between the sender and the receiver is one of the sources of communication failures, with each party assuming that the other understands their code, even though this may not be the case.

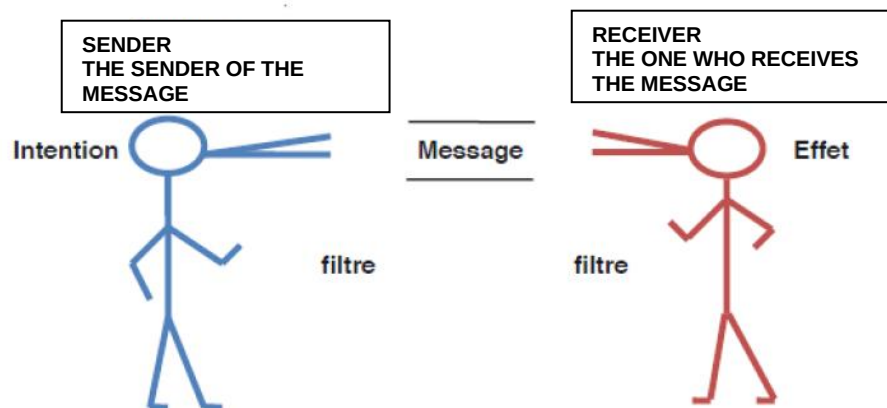
-The channel : Means of transmission used. Takes various material forms : articulated sounds organized into a system of signs (human voice), paper or electronic medium, ...

The choice of medium influences the form of the message. The information is not treated in the same way in the print media, on the radio, or on television.

-Feedback: The feedback message (or Feedback, or feedback message in English) is the message, verbal or non-verbal, sent in response by the receiver to the sender. When it exists, it is referred to as bidirectional communication.

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During the transmission of a message between the sender and the receiver, a number of filters come into play at each of these poles. These filters are made up of several elements (education, prejudices, personal experiences, for example) derived from the context. They have a particular role in each person's encoding/decoding system and thus in the interpretation of the message.

II.6 Communication :

It is the action of communicating, establishing a relationship with others, transmitting something to someone. It can also refer to the set of means and techniques that allow the dissemination of a message to a more or less vast and heterogeneous audience, or the action for someone or an organization to inform and promote their activity to others, to maintain their image, through any media process. The communication model, provided by Shannon and Weaver, can be presented as follows:

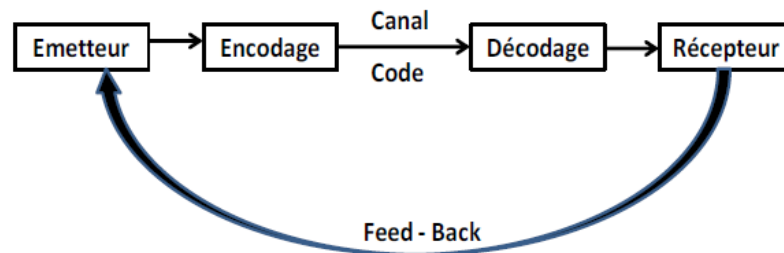


Figure 1. Communication diagram (Shannon et Waever), 1949.

a) **Sender:** The one who sends the information

b) **Receiver:** The one who receives the information

c) **Code:** An organized set of signs that correspond a signifier to a signified.

d) **Encoding and Decoding:** The sender encodes the message and the receiver decodes it.

-The message must be as little disturbed as possible by communication noise (noise in verbal communication, stains on a printed document, spelling or syntax errors in writing, foreign accent, snow on a screen...)

-The sender and the receiver must be in contact (close enough to see and hear each other in the case of a conversation in the presence of the sender and the receiver, connected to the same network...)

-They must share the same code.

e) **Channel :** It is a physical medium for conveying information.

f) **Feedback :** It is the return of information from the receiver to the sender. Feedback allows for more internal communication and solicited motivations, and above all, it brings more trust between the sender and the receiver. Feedback can be:

-**Non-verbal:** gestures – facial expressions – attitudes

-**Verbal:** spontaneous / solicited

Wiener differentiates three forms of feedback:

-Positive feedback: which goes in the direction of communication by encouraging or amplifying it. Messages of agreement, encouragement, or, on the contrary, an irritation responding to an irritation and which will amplify it.

- Negative feedback: which slows down, regulates, or stops communication. Messages of disapproval, requests for correction, reformulation, clarification of information...

- **The absence of feedback :** it is one if feedback is expected, but it is difficult to interpret and thus constitutes a barrier to communication.

II.7. The behavior adapted to communication by the sender and the receiver by the sender :

- Use the same language

-Adopt a good tone and clear articulation

-Summary

Even though everyone knows how to speak, few of us truly know how to communicate, because communication

-Communication assumes :

-Learning

-Understanding

-The preparation and mastery of different behavior techniques.

II.8 General Rules for Written Communication :

This mode of communication encompasses everything that is transmitted on paper and read. A document is readable if it encourages reading, promotes understanding, and facilitates memorization. Written communication is characterized by:

-The virtuality of the recipient (the interlocutors do not need to be physically close), and by a non-immediate response.

II.8.1 Preparation of a plan:

Make a plan to help choose and prioritize information: chronological order, from specific to general, from facts to opinions, from observations to diagnosis, from essential to detail. The introduction recalls the purpose of the correspondence ;

- The development provides explanations or presents the arguments or the regulations ;

-The conclusion reveals the decision made, the solution adopted, or a clearly stated proposal.

II.8.2 Choice of Language Register :

Depending on the recipient, written and oral communication adopts specific language registers. The most common classification of language registers is as follows:

-Familiar (which includes very familiar, even slang): We mainly use it among friends, among schoolmates, among young people...

-Common (or Neutral): It is used in everyday life, when addressing a shopkeeper for example, in family, at work...

- Formal (or refined): This register is less common, it is mainly used in writing, in books, official speeches... or by somewhat snobbish people.

Most often, written expression uses a formal or standard language register. The informal language register is mainly used in emails, messages, WhatsApp, notes...

II.8.3 Respect for readability rules :

-Provide the meaning of an acronym at its first use.

-Make short sentences and develop one idea per sentence.

-Make sentences shorter by reducing the number of subordinate clauses.

-Make sure the paragraphs are balanced ;

-If the correspondence consists of multiple pages, ensure it is clearly indicated (pagination, .../...). Choice of tone It is recommended to use the conditional tone, adverbs, and to avoid the emotional or peremptory tone. Generally speaking, one must respect, on the one hand, the general rules of writing (administrative, report, summary...) and, on the other hand, the tone desired by the recipient.

II.8.4 Use of correct French:

Punctuation, capitalization

The rules of punctuation must be scrupulously followed, just like those of spelling.

A – Punctuation

-The period (.): It marks the end of a sentence, that is, the completion of the development of an idea.

-The semicolon (;): It separates and connects the parts of a "compound sentence," following a clause that has a complete meaning, but also has a relation to the next one (which introduces, for example, a new fact).

-The comma (,): It separates similar elements (enumerations) or dissimilar ones. (appositive terms, parenthetical clauses). It is also used before coordinating conjunctions : for, but, so, yet... but is generally not found before "and" and "or".

-The colon (:): They introduce an explanation, a list, and highlight a relationship often of cause or consequence. They are sometimes used to introduce direct speech, a quotation. They are then followed by quotation marks

-The question mark (?): It ends sentences or parts of sentences that contain a question. The administration ignores question marks in correspondence (principle of neutrality). It is, Indeed, supposed to answer questions and not have to ask them. When they question, administrative documents do so indirectly by using circumlocutions such as: "The question arises whether...".

- The exclamation mark (!): It ends exclamatory sentences and interjections.

- Ellipses (...): By three, they indicate that the message is unfinished or interrupted, that the sentence could continue. You cannot use "etc + three ellipsis points". You have to choose : either "etc." or "...".

-The parentheses () : They isolate an explanation or a reflection, a reference, a digression from the main text.

-Dashes (––): They are preferably used instead of parentheses – marking a less sharp separation – in an administrative sentence where they play the same role.

-Quotation marks (" "): They enclose a quote, isolate a term to highlight it, mark the unusual use of a word. They are also used to quote titles of books or newspapers.

-Whitespaces : They are used to separate words. We also find them after the comma, the period, and the ellipsis, as well as before and after all other punctuation marks.

-The paragraph: It is the separation we establish by going to the next line, that is, by leaving the current line incomplete and starting the new one with an indentation. The paragraph corresponds to a very marked pause and is mainly used when transitioning from one group of ideas to another.

B – The use of capital letters ;

- It is appropriate to use a capital letter: After question marks, exclamation marks, and ellipses if they mark the end of a sentence. But if the question mark or exclamation mark does not end the sentence, these punctuation marks are considered as a comma or semicolon and are then followed by a lowercase letter.

- At the beginning of a letter, after the salutation : Ex: Mr. Principal,

- For abbreviations and acronyms, in general. But they can be written in lowercase (except for the initial letter). It has become very common to write them without spaces or periods between the letters. For example : URSSAF or Urssaf, CEDEX or Cédex, but rather: SNCF, CRDP, PAE.

- Take a capital letter: Place names: cities, regions, rivers, seas, mountains, monuments..., as well as the adjectives that characterize a geographical term (considered then as proper nouns).

-Personal names, surnames, and first names.

- The capital letter can be used as a sign of consideration: When addressing a person directly in writing, a capital letter is generally used. Ex: Madam, Sir... (salutation, polite form, address). We often use it with names of dignities, titles, and positions. Example : Mr. the Rector, Mr. the President, Mr. Prefect, His Majesty, His Excellency...

II.9 A matter of place :

The relationship between the interlocutors is defined through their communication. Our way of communicating expresses the position we wish to occupy and correspondingly the position we attribute to our interlocutor; reciprocal positions that can be based on similarity or complementarity, that is, on equality or difference.

II.9.1 The respective position of each is determined based on:

- **External elements** : by the statuses and roles of each (supplier/client, doctor/patient, police/population, colleague/colleague, for example) or by their social identity (parent/child, man/woman, for example).
- **Internal elements** : To the relationship, that is to say, the subjective position each person takes in relation to the other (dominant/dominated, requester/advisor, seducer/seduced, for example). This determination of position can either be the subject of an agreement (the interlocutors recognize the position assigned to them in this communication) or a disagreement that can lead to a conflict.

II.10. A matter of perception :

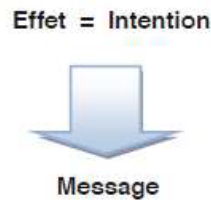
The effectiveness of communication There are different strategies that allow achieving a specific objective. There are various levels of possible intervention. We know that to have a complete understanding of a message, it is useful to take into account all the components of communication.

But that is not enough. One must be attentive to the fact that the message is always emitted (verbally or otherwise) in a particular context and that it is encoded by the sender and decoded by the receiver. The message is therefore interpreted.

Hence, the sender's intention may not correspond to the effect produced on the receiver in the case of a "misinterpretation" of the message. Indeed, it is necessary to distinguish three different levels in the communication situation:

- What I think (intention), what I want to convey with my message;
- What is emitted, my message;
- What the other perceives (effect), what the other understands.

Effectiveness is therefore linked to "the alignment between the effect produced and the initial intention."



This alignment will be even stronger as I will have made sure to clarify my intention (through the means of purposes, educational objectives).

– therefore the desired effect

– and to adapt the content and form of my message to this intention.

II.11. Verbal, non-verbal, and paraverbal communication ; These are the elements that influence the effect of a message, focusing on the factors that are directly related to the form of an oral presentation. We will return later to the visual perception factors that, due to their forms, also influence the effect of a message.

-Interpretations and personal filters : A message can have a particular meaning, different for each of the interlocutors, and provoke various reactions. Each element of communication, whether verbal or non-verbal, can have a different meaning depending on the people and the context in which it occurs. Moreover, our perception of reality is personal. Each of us can indeed have a different perception of the same reality, while feeling that we are right and perceiving reality.

However, each person perceives reality through their own reference system, which acts as a filter. It is a subjective perception that provokes particular reactions and behaviors. Thus, everyone acts based on the image they have of their interlocutor, the (subjective) perception they have of the other.

This representation largely determines the interpersonal relationship (the notion of place), which in turn reacts to the mutual representations of the interlocutors. It is through discussion, through the "confrontation" of viewpoints, that one manages to construct a collective representation relatively close to reality.

If communication often represents verbal exchange, it is not limited to this aspect. In reality, communication is much broader.

-Everything is communication next to its **verbal dimension**, it includes:

-A non-verbal dimension: facial expressions, attitudes, eye contact, facial expression, body position, for example;

II.12 A paraverbal dimension: tone, rhythm, voice inflection, for example. The different non-verbal and paraverbal elements of communication can serve various communication

functions (relational, regulatory, expressive, accompanying, for example). Just like verbal elements, they are translated and decoded by the interlocutor who gives them meaning. From then on, the meaning of a message is only complete when both the verbal component and the non-verbal and paraverbal components of communication are taken into account. Even silence is a form of communication: through my attitude, I communicate that I do not want to engage in dialogue or I convey a particular message through my silence. Thus, one can say that it is impossible not to communicate.

The way of saying more than the content determines this relationship. The non-verbal part of communication is actually called the relationship, as opposed to the content which corresponds to the verbal elements.

II.13. The paraverbal factors that influence the effectiveness of the message :

We will point out here some aspects to consider in the way we address our message to the public.

These factors are directly related to the way we use our voice. Our voice has different characteristics. These must adapt to the size of the audience and the space in which our intervention takes place.

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-The volume :

The volume of our voice must be loud enough to be heard by all the listeners and ensure an enjoyable reception of our message. Its intensity must therefore be adapted to the size of our audience, but also to the characteristics of the room we are in.

The volume of our voice should convey a certain dynamism through the emphasis that its variation gives to the information presented.

-The rhythm

It's about our **speech rate**. During a public presentation, the listener must grasp the words without needing to hear them again. As a result, speaking too quickly hinders the understanding of our message. Moreover, speaking too quickly is often a way to express the anxiety we feel when speaking in public and risks making us lose track of our ideas. Reducing the speed of our speech corresponds to an improvement in the understanding of our message, but also to the management of the stress inherent to the situation. Conversely, speaking too slowly tends to reduce the listeners' attention, who may feel a certain weariness, or even annoyance.

Avoiding these extremes does not mean maintaining a uniform pace. It is important to play with the variation of the rhythm, with the punctuation of the sentences, to break the monotony while allowing time to assimilate our words and thus maintain the audience's attention.

-The tone

The tone in which a sentence is spoken strongly determines the meaning attributed to it (affirmative, interrogative, aggressive, authoritative, for example). The intonation used must therefore correspond to the meaning we wish to convey in our words.

-Articulation and pronunciation :

The way we pronounce words is also to be taken into consideration. To be understood, it is necessary to articulate the sounds that make up the words distinctly, without exaggeration. As for pronunciation, it varies in space and time. It particularly contributes to regional accents. In this regard, having a particular accent is not a flaw.

We must, however, be attentive to the impact of our pronunciation on the understanding of words, especially if our audience is composed of people from other regions. We must, however, be attentive to the impact of our pronunciation on the understanding of words, especially if our audience is composed of people from other regions.

II.14 Non-verbal factors that influence the effectiveness of the message :

-The gaze :

Much more than just looking at our audience, it is about establishing eye contact with them. It indicates the interest we have in our audience, captures and maintains their attention. This contact also allows us to gauge the audience's reactions to our remarks. When the size of the audience allows, it is important to scan the audience by looking at each of our listeners.

If the audience is too large to establish personalized eye contact with each member, it is important to make your gaze travel across the entire audience, regularly pausing on a few people while ensuring that all parts of the room are covered.

-Silences :

When we speak in public, we often tend not to let silences express themselves. Either because we want to say too many things in too little time, or because we want to fill that void that scares us.

However, if they are respected, these silences often have a positive function. Before speaking, silence allows for capturing the audience's attention. During the presentation, it can give the audience the necessary time to assimilate or to reflect on important information you have just given them, to experience a powerful moment.

It allows you to indicate transitions between two ideas, to punctuate and space out your presentation, to highlight an idea, to regain your focus, for example. Finally, the silence established before leaving prevents giving the impression to the audience that we are eager to leave them.

Silences are therefore neither empty nor useless; it is a matter of taming them and knowing how to integrate them into our public speaking appropriately.

-Gestures

Our gestures always express something. They can convey what we are trying to hide: our nervousness, our embarrassment, for example by fiddling with a pen or glasses, or by pinching our chin. These are distracting gestures that disrupt our presentation; they draw the audience's attention away from listening and can quickly become annoying. Avoid freezing by leaning on the table, putting your hands in your pockets, or crossing your arms; this would reinforce an unnatural, rigid attitude that hinders transmission, and consequently, the understanding of our message.

Conversely, gestures can reinforce, support our verbal message; they rhythm, illustrate, align with our speech, and enliven the presentation.

-Movements

The act of moving, of moving around, gives a certain dynamism to the presentation. However, it is better not to be constantly in motion or to make movements that are too predictable. The former risk monopolizing the audience's attention, while the latter quickly become a source of monotony and boredom for the audience.

Conversely, it is important to avoid remaining static, which can give the impression of a fearful or distant speaker. Movement should be used to energize the presentation, to punctuate it, and to bring it to life.

II.15 The methods of communication

-The tools of oral communication ;

The main fear of most people is the art of public speaking. However, there are few skills that have a greater impact on supporting a thesis, getting a job, accessing a promotion, or overcoming competition.

-Prepare yourself to succeed: The most important thing you can do to make your next presentation to be effective is to be prepared. This means you need to set aside time to practice seriously. Experts suggest that you spend 60% of your time to prepare your content and 40% of your time to rehearse.

-Say it correctly: Double-checking the pronunciation of difficult words, especially jargon, is an important aspect of good preparation. A correct pronunciation and understanding of the terms in your field lend credibility to your presentation.

-Overcome your anxiety: Almost all speakers experience some anxiety before to speak. Know that the audiences rarely notice. They want the speakers to succeed. They want to be enchanted by your area of expertise and want you to explain your material to them. Use breathing and relaxation techniques before delivering your speech to calm your nerves. Rather than focusing on yourself, focus on your audience.

Believe it or not, the people in the audience did not come to see you. They came to see what you can do for them. Use your energy to deliver the best presentation possible. Start slowly and use short sentences. As you acclimate to the situation, you will feel more confident.

-Make a good impression : Before you even start delivering your speech, your The audience will form their first impressions based on your appearance. Make sure to make a good impression. Adopt a neat, clean, and fairly comfortable appearance to act naturally.

-Adopt an imposing posture: Adopt a serious posture, Stand up straight with your Feet shoulder-width apart and distribute your weight evenly. A good posture illustrates confidence and commitment to your presentation and your audience.

-Act naturally: Gestures add interest and ambition to your presentation. If you are nervous, if you feel awkward or uncomfortable, start Slowly and add movements or gestures as you start to relax. Practice the gestures while preparing your presentation, and they will come more easily. when you deliver your speech.

-Establish eye contact: An excellent way to calm your nerves is to establish eye contact with a member of the audience. eye contact with a person in the audience. Address only that person. When you have looked at them long enough to feel that you have established a connection, move on to another person, then to another. One of the best ways to maintain the interest of your audience's interest in your presentation is to maintain good eye contact.

-Show your feelings: You may be naturally reserved, but start your presentation with a smile. Show the members of your audience that you are happy to share your information with them. Facial expressions add impact to words. Just make sure that your expressions are appropriate for the topic being discussed.

-Make yourself heard : There are several aspects of verbal fluency to consider. The volume is probable the most important. Make sure you speak loudly enough for everyone to hear you.

If you are not sure, ask. Moreover, you need to examine the speed of your speech. When speakers are nervous, they often speak faster.

Try to speak slowly and clearly so that your audience can understand every word. word. Finally, consider the tone of your voice. Too much variation can become annoying. Too little variation is monotonous. Be balanced with some variation when it suits the content.

-Eliminate distractions : Filler words and phrases such as "uh," "ah," "you know," and so on quickly become distractions for the people you are addressing.

you are addressing. Lose the habit of using filler words as quickly as possible. Fill the space instead with silence (even if it means speaking in fragments).As you relax and improve, reduce the moments of silence; in the end, you can almost entirely eliminate them.

II.16 How to Speak in Public?

II.16.1 Basic Principles of Public Speaking:

a. How to acquire the basic techniques

- Take courage by drawing inspiration from the experiences of others,
- Don't lose sight of your goal,
- Be certain of your success in advance,
- Take every Opportunity to practice.

b. How to develop self-confidence:

- Look for the reasons behind your fear of public speaking

-Prepare yourself properly:Never try to memorize your text.Assemble and organize your ideas in advance, Talk about your topic with your friends.

- Be certain of your success in advance:Immerse yourself in your subject, avoid any negative thoughts

negative thoughts that might disturb you,Practice self-suggestion.

c. An easy and quick way to speak well in public

-Choose a topic you know from experience or study:

- Say what life has taught you,
- Look for topics in your past.
- Address a topic that is close to your heart.
- Have a burning desire to communicate with your audience.

II.16.2 Speech, speaker, audience:

a. How to deserve to speak:

- Limit your topic,
- Accumulate a reserve of power,

b. Energize your presentation:

- Choose topics that you are deeply familiar with,
- Relive the events you are describing,
- Show yourself convinced.
- Show that you are convinced.
- Involve your audience in your presentation:Involve your audience in your presentation:
- Talk to your audience about what interests them,
- Make sincere compliments,
- Identify with your audience,
- Engage in dialogue with your audience,
- Be modest.

II.16.3 Prepared and Impromptu Speeches:**a. How to make an informative presentation:**

- Limit your presentation to the allotted time.
- Organize your ideas in a logical sequence,
- List your ideas as you develop them,
- .Compare what is new with what is familiar:Transform a fact into an image, Avoid technical terms Use visual aids.

b. How to give a persuasive presentation:

- Earn trust by deserving it
- Get a positive response
- Show respect and sympathy for your audience
- Speak with contagious enthusiasm,
- Start in a friendly manner.

c. How to make impromptu interventions:

- Practice speaking unexpectedly (improvising in the right way/an impromptu intervention
- Be mentally prepared to speak off the cuff,
- Be mentally prepared to speak off the cuff. Give an example immediately.Cite an example immediately,
- Speak with animation and with force,

II.16.4 The art of communication:**a. How to communicate?**

- Spray your shell,
- Don't try to imitate others; Be yourself,

- Communicate with your audience,
- Put your heart into your words,
- Practice your voice to make it strong and flexible

II.16.5 Behavior in front of the public:

a. Preparation of a speech, a conference:

- Get attention immediately, Start with an event, Arouse curiosity
- State a striking fact, Use an object.
- Avoid anything that draws unfavorable attention:

Avoid anything that draws unfavorable attention: Don't start with an excuse, Avoid starting with a "funny story."Don't start with an excuse, avoid beginning with the "funny story."

- Demonstrate your main ideas:Use statistics, Call upon expert testimonies of experts, Use analogies,Demonstrate with or without visual aids.
- Call to action, Summarize.

b. How to put into practice what you have learned?

- Enhance your conversation with precise details,
- Use these techniques in your work,
- Look for opportunities to speak in public,
- Persist, practice endlessly,
- Be sure to be rewarded for your efforts.

-the oral presentation (oral defense)

- What is the purpose of the oral defense:

It is an oral presentation in front of an audience and a jury.It consists of introducing oneself, presenting one's work, and answering questions from the jury members.

- It allows the candidate to: -Highlight their research work and the knowledge acquired during their years of study.

-Demonstrate the importance of one's research question and its relevance.

-The research topic must be understood by the jury members and have a positive impact on them.

- The research theme must be understood by the jury members and have a positive impact on them.

- For the jury : the defense allows:For the jury, the defense allows:

- To evaluate the candidate's work as well as their skills.
- To better understand certain points presented in the thesis.
- To evaluate the candidate's ability to clearly present their ideas and respond to the questions

asked, as well as the originality and quality of the communication.

- Present their work

- The oral presentation lasts 20-30 minutes.
- You need to introduce yourself and then present your work, starting by outlining the plan of the oral presentation.
- Make a brief introduction with the interest of the subject, the methodology which should be explained briefly, the main results, the discussion, and a conclusion.
- Use PowerPoint and a projector (project the slides).
- **To support your presentation**, use statistical representations rather than paragraphs, use colors, shapes, and diagrams without text overload, to attract the maximum attention of the jury.
- The number of slides should not exceed 10, on average, it is necessary to spend at least 2 minutes presenting each slide so that the audience can read and understand the content.

- The course of the presentation:

- Always wait for the jury president to give you the floor to start your oral presentation. Always wait for the jury president to give you the floor before starting your oral presentation.
- Always start by thanking the president, then thank the jury members as well as the audience by saying the following phrase: "Thank you Mr./Ms. President; Jury members, honorable audience: Hello."
- Then, present the topic; by reading the title and saying: "Today I will present to you the essence of my work titled...".
- Then, present the topic (title, problem statement, experience, results, interpretation, conclusion, and perspectives)
- At the end, thank the audience and the jury members for their attention by saying: "Thank you for your attention."

II.17. Some practical tips ;

- The presentation should not be based on reading from notes. Maintain eye contact with the jury !
- Practice in front of a "mock" jury of classmates, it's a very good preparation and can bring up some questions you hadn't considered.
- If you discovered any printing errors between submitting your thesis and the defense, mention them at the very beginning of your presentation. This prevents jury members who noticed them from pointing them out during the questions/comments. Or write an erratum, print it, and give it to the members of the jury at the beginning of the defense.

II.17.1 The main differences with the written form and the expected qualities:

-Exposing is not just about focusing on the content of your oral presentation, but it is about providing your audience with the means to understand and adapt to their level of knowledge and profile.

-A presentation moves away from details to focus on the synthesis. That is to say, it does not cover everything the work contains and does not elaborate on all the arguments and analysis of the research. It is not a summary of the written work, but a presentation of the entire project.

-The oral presentation must be lively; because you will be evaluated on your teaching and synthesis skills, your understanding of the questions asked, and your ability to respond to them with arguments.

-The jury will be interested in the authenticity of the work presented and the quality of your oral expression. The jury will be interested in the authenticity of the work presented and the quality of your oral expression.

-The oral presentation must be clear, lively, and precise by paying attention to the rhythm of the sentences, avoiding complex or vague vocabulary, not hesitating to rephrase and emphasize key points, and not hesitating to correct your mistakes.

II.17.2 Precisely identify the main subject of the presentation :

What is the central message to convey? An effective technique is to ask simple questions about the topic being addressed : "What is it about ?" "What motivates this choice ? Why? In what way?.

One must then ask what might interest the audience on this topic, what they already know about it, what they should know to benefit from this presentation, and what additional insights it will provide them.

II.17.3 Authorized materials during the presentation:

- Schematic sheets, to be displayed using an overhead projector (to support your presentation, not to replace it/they contain little text 25 words max: titles and keywords - no sentences, write in large characters; e.g., "Arial" 18 pts).

- One main idea per card.

- Count 01-02 minutes per slide to limit the number and force you to get to the point, which will energize your presentation.

- Optionally, present biological samples, documents to be passed around during your presentation.

II.17.4 The general outline to follow:

- A presentation sheet (name/surname, thesis title, faculty, and university).

- A sheet that provides the outline of the presentation.
- A sheet for the work method (how you proceeded, and the reasons for the main choices).
- Notable results.
- Select the most interesting results (presented in a summary table, carefully chosen graph)
- Synthesis, discussion, and conclusion (what these results have allowed you to understand about the subject).
- Assessment and perspectives (how could this study be continued?) Provide your personal opinion).

II.18. The presentation : during this exercise :

- Speak while looking at the audience in a calm, clear, precise, and audible manner.
- Discreetly monitor your speaking time during the presentation (practice beforehand by doing rehearsals).
- Avoid frequently checking your written notes, and do not continuously read your text, as this may bore the audience.
- Don't get lost in the details, but make people want to know more about your work.
- Only use technical terms after defining them.
- For group work: organize the turn-taking and coordination in the presentation of the materials well.
- The allotted time: 20-30 minutes for individual and pair presentations, more than 30 minutes for group presentations.
- Plan in advance not to discuss less important points, just what is essential.

II.18.1 The interview with the jury:

The interview with the jury: Generally, the jury will question the student about: In general, the jury will question the student about:

- The questions that interest them and out of simple curiosity on their part.
- Undeveloped points, unsubstantiated claims.
- Any shortcomings in your memory.
- The possible perspectives and recommendations indicated in the conclusion.
- If you don't have an answer to a difficult question, it's better to say that you don't have an answer or to say I didn't understand, please rephrase your question instead of giving a wrong answer.

II.19 Completion of a final thesis :

II.19.1 The choice of a thesis topic :

-A "topic" consists of a research question that you ask yourself (reflective work). It must interest you enough and capture your attention. It should be related to previous studies, a project, or a professional life.

It can also be a proposal from a teacher or another supervisor. It can be an idea conceived after consulting several sources, such as specialized journals or the database of scientific articles, e.g., PubMed (accessed on the web).

The student chooses their topic with full knowledge. It will be concise so that it can be addressed within a specific time frame. Once the research field is defined, certain questions still need to be asked before embarking on this work:

Who?= What are the living beings or phenomena involved?

What? = What aspects are of interest to me?

When? = What is the period concerned?, Can it be treated within a reasonable timeframe?

Where?= Is the subject confined to a specific geographical area?

How? With whom to carry it out?, What approaches, techniques, or methods should be applied?

Are the required research methods suitable for my abilities? (The method used must be mastered)

-Is there sufficient documentation? (The sources must be accessible and manageable)

Why?= What is the importance of the subject?

It is therefore essential not to rush into a topic deemed interesting before evaluating the possibilities of its realization.

II.19.2 The choice of Research Director (Supervisor) :

-Does he work in the research field that interests you? And does he master it?

-Is he qualified to supervise your research?

-Is he interested in the topic you want to address?

-Is he available enough to guide you properly?

II.19. 3 Documentary research :

- The goal is not to have all the existing articles on the subject, but to make choices and define specific areas of research.

- At the beginning, gather a bibliography and documents related to the research topic and organize files by theme.

-Go from the general to the specific: The most general: encyclopedia, books, manuals. The most specialized: journals, articles that concern your topic.

- Do not hesitate to seek advice and guidance on your research from your supervisor, as they

may already possess numerous useful articles.

II.19.4 The structure of the thesis :

- Typing and formatting
- A reasonable length for a thesis is more than 40 pages
- Prefer single-sided, A4 format, black and white
- Margins of 2.5 cm (top, bottom, right, left)
- font: Times New Roman
- Font size for the body text: 12 pts with line spacing: 1.5 cm
- Font size for footnotes: 10 points
- No single line (isolated from the rest of the paragraph) at the beginning or end of a page.
- Text format: Justified (and not Left-aligned)
- Header: chapter title (font size: 10)
- Footer: page number (font size: 10)
- Number all pages
- All tables, figures, equations must be referenced with a number
- The presentationThe different parts of the thesis must follow the following order:
- Title page (cover)
- a blank page
- the repeated cover page
- Acknowledgments
- Dedications
- Table of contents (summary)
- List of tables and figures (with page numbers)
- Abbreviations
- summaries + keywords in French, in English, and in Arabic
- Introduction
- Development (method, results, discussion)
- Conclusion and perspective
- Bibliography
- Table of contents of the appendices
- Appendices
- a blank page
- Summary and keywords on the last cover page
- On the front cover of the thesis must appear:

DEMOCRATIC AND POPULAR ALGERIAN REPUBLIC (centered at the top) MINISTRY
OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

- The name of the university
- The name of the faculty
- the title of the thesis
- the name of the student
- the name of the research director (The Supervisor)
- the title of the degree to be obtained
- the academic session or the academic year
- the names of the jury members with their degrees and affiliated universities

Context: -the names of the jury members with their rank and affiliated university -Pagination

\nText to translate:

- Page numbering

The pagination starts from the first page of the introduction. The cover pages, title pages, dedications, acknowledgments, table of contents, the list of diagrams and tables must be paginated separately in lowercase Roman numerals (i, ii, iii, iv, etc.).

The appendices can also be paginated separately in uppercase Roman numerals (I, II, III, IV, etc.).

There are therefore 3 paginations:

- the pages preceding the introduction: lowercase Roman numerals
- from the introduction to the bibliography: Arabic numerals (1, 2, 3)
- the appendices: uppercase Roman numerals
- Chapters must always start on a new page.
- No single line (isolated from the rest of the paragraph) at the beginning or end of a page.
- Diagrams and tables must be numbered and have a title and diagrams and tables must be numbered and have a title and a caption.
- caption. The titles of the tables are written at the top of the table and for the figures,
- the titles are written at the bottom.

II.19.5 The writing of the thesis :

-The outline

The development of the outline (skeleton of the thesis) facilitates the writing of the document, ensuring that the main points to be developed are not forgotten and that the flow of ideas follows a clear and structured logic.

ideas will follow a clear and structured logic.

There is no standard plan, but a research thesis generally consists of 7-8 distinct chapters:

1) Introduction, 2) Method, 3) Results, 4) Discussion, 5) Conclusion, 6) Bibliography, 7) Annexes, 8) Summary and keywords

- Introduction

The introduction must be able to answer the question WHY?, it represents the first contact with the reader and must capture their attention. The introduction consists of a single part. (no sub-chapter) and must provide general information on the topic, without forgetting to formulate the Problem statement, hypothèses, justification for the choice of study, as well as stating the interest and the objectives of the research.

II.20 The literature review; In this section, we synthesize all the information related to our research topic, provide definitions, and discuss each concept that makes up the topic, without forgetting to note all the bibliographic references.

-The method or experimentation

This section must be able to answer the question HOW?

By what means do you plan to verify your hypothesis? You need to explain in detail how you conducted your study. You must respect the chronological order of the experiment.

- We need to talk about the subjects we studied, who are they?, was there a particular reason to focus on this population?, how many are there?, how were they selected?
- The equipment; you must list the measuring tools used, the devices used and their technical specifications in detail, as well as the reagents and products used with their references.
- The experimental protocol, it is necessary to describe the sequence of steps in conducting the experiment with dates, locations, and photos as precisely as possible.
- Data analysis, describe the method for processing the results: statistical treatment
- The results; It involves organizing, classifying, and grouping the data in order to analyze it. The information or facts obtained must be isolated, grouped, and classified into categories, tables, histograms, graphs, etc.

It is an effective way to make sense of your results. These treatments are generally computer-assisted using software such as SPSS, Excel, Numbers, Minitab, etc. So we present a summary of all the statistical results we found, and the Tables and figures must be supported by a simple and easy-to-read caption.

Minor results will be placed in the appendices, so that readers who are not familiar with statistics can avoid the numbers while understanding the results. Do not start directly talking about numbers; first, introduce the result(s) by explaining their significance (to prove their

validity).

-The discussion

-This section is intended to discuss the implications of the results you have just presented. (Interpretations).How do the results answer the initial question?Are they in agreement With the hypothesis?

-The discussion should reflect the introduction.It is also the time to compare your results with the data obtained by other researchers before you and explain the differences (if there are any).

-You should also explain how you could improve your protocol and mention the limitations of the study or the method.

-If your results lead to new questions, try to suggest avenues of research that could provide answers.

-Research likely to provide answers.

-The conclusion

The conclusion is as important as the introduction.It gives the final impression to the Reader of the thesis.As a general rule, the conclusion should be very concise and include the following elements:

By what means do you plan to verify your hypothesis?You need to explain in detail how you conducted your study.You must respect the chronological order of the experiment.

- we need to talk about the subjects we studied, who are they?, was there a particular reason to focus on this population?, how many are there?, how were they selected?

- **The equipment;** you must list the measuring tools used, the devices used and their technical specifications in detail, as well as the reagents and products used with their references.

- The experimental protocol, it is necessary to describe the sequence of steps in conducting the experiment with the dates and locations and the photos as precisely as possible.

- Data analysis, describe the method for processing the results:statistical treatment

- **The results;**It involves organizing, classifying, and grouping the data in order to analyze it.The information or facts obtained must be isolated, grouped, and classified into categories, tables, histograms, graphs, etc. It is an effective way to make sense of your results. These treatments are generally computer-assisted using software such as: SPSS, Excel, Numbers, Minitab, etc.

So we present a summary of all the statistical results we found, and the Tables and figures must be accompanied by a simple and easy-to-read caption. Minor results will be placed in the appendices, so that readers who are not familiar with statistics can avoid the numbers

while still understanding the results. Do not start directly talking about numbers ; first, introduce the result(s) by explaining their significance (to prove their validity).

-The discussion

-This section is intended to discuss the implications of the results you have just presented. (Interpretations). How do the results address the initial question ? Are they in agreement With the hypothesis?

-Characteristics:

- The Bibliography is presented at the end of the work.
- The bibliographic references are presented in alphabetical order based on the first author's name and in chronological order of publication dates for the same author.
- When there is a bibliographic reference in a text (e.g., passage, citation), it is written at the end in parentheses (the author's name, the year of publication).
Ex: "quote" (Martinez, 1993)/ "passage" (Messarah, 2010).
- To differentiate multiple documents by the same author published in the same year, the citations are followed by a distinct letter: a, b, c. Ex: (Messarah, 2010 a)/ (Messarah, 2010 b)
- If there are 02 authors: write (name of the 1st author and name of the 2nd author, year of publication) Ex: (Belli and Borrani, 1999).
- If there are more than 02 authors: write (the name of the 1st author et al., year of publication). Ex: Schmidt, Weber, Fujita, 2003..... we write: (Schmidt et al., 2003)...the expression et al is the Latin abbreviation for "et alii" which means: the others.

II.21 Presentation Standards:

1/ the ISO standard: (International Standard Organisation) called the "author/year" method and used in Anglo-Saxon countries.

a/ Work: you write Last name (uppercase), first letter of the first name (uppercase), year of publication (in parentheses), Title (italicized) (italics), place of publication, name of the publisher, number of pages. Ex: ANGERMANN H and VOGEL G (2001).Atlas of Biology. France.LGF.The book of Pocket : P 5-7

b/ Article (from a journal, periodical): you write Last name (uppercase), first initial (uppercase), year of publication (in parentheses), Title. Journal (italics)No: number of pages 1 author: Example: DIDIER B (2012).The hemipterans.Insects No. 166 : pp. 1-3 2 authors : Ex: LAAMARI, H and HEBBEL, S (2006).

The main pests of the fava bean in the region of Biskra.Agronomic Research No. 18: 72-78
More than 02 authors: Ex: FRANCIS F, COLIGNON P, HAUBRUGE E (2003)... we can write all the authors...we can write all the authors or use et al. FRANCIS F, et al. (2003).

Evaluation of the presence of Syrphidae (Diptera) in crops market gardens and their relationship with aphid populations. *Parasitica* No. 59 (3-4): 129-139 Note: (3-4): months of March and April.

c/ TFE (Thesis, Dissertation, Research Report): we write Last Name (uppercase), first letter of the first name in uppercase, year of publication (in parentheses), Title.Nature of the document (Master's Thesis in.../Doctoral Dissertation in...).Institution, Place: pages
Ex: BELAYACHI D A and BELHADJ AMAR.A K, (2014).Study of the interest of *Dunaliella salina* (halophilic microalga) on the culture of *Artemia* in Oran.Master's thesis in Agronomy.Abou Bekr Belkaid University Tlemcen.122p.

-Electronic Support ;

1- Website: AUTHOR. Title of the website (ital) [online]. Available at: email address: (consulted on date).Example: BELLON J. Sixi. Nursing and Information Technology [online]. Available at: <http://www.sixi.be> (accessed on 8/9/2010).

2- Web Page: AUTHOR. Title of the Web page. In : Author. Title of the website (ital) [online]. Available at: email address: (accessed on date). Example : CHU BRUGMANN. Treating bedsores. In: CHU Brugmann [online]. Available at: <http://www.chu-brugmann.be/fr/edu/decubitus/care.asp> : (accessed on 09/08/2010).

3- E-book AUTHOR. Title (ital)[online]. Place: publisher, date. Pages. Available at: email address: (accessed on date). Example: HAXHE J.J. and ZUMOFEN M. Concepts of Hospital Hygiene [online]. Brussels : Catholic University of Louvain, 2002. Available at: <http://www.md.ucl.ac.be/didac/hosp//cours/HH0.htm> : (Accessed on 09/08/2002).

4- Electronic journal article : AUTHOR. Title of the article. In: Title of the Journal (ital) [online], number, volume, date of Publication, pages. Available at: email address: (accessed on date). Example : HUGEUX P. The Burned: The Severely Burned in the Initial Phase. In: *Physical Medicine & Rehabilitation. The Letter* [online], no. 39, 2nd quarter 1996. pp. 1 - 5. Available at: <http://www.anmsr.asso.fr/anmsr00/39brulure/brulhug.html> : (Consulted on 09/08/2002).

5- Dissertation (thesis – thesis – research report) AUTHOR. Title of the thesis [online]. Thesis/Dissertation completed in pursuit of the degree of ... (as on the title page or cover). City: University Institution, year of defense. Pages. Available at: email address: (accessed on date). Example of a thesis : BOUSHABA S. Study of the predictive value of sperm DNA fragmentation for the success of in vitro fertilization by intracytoplasmic sperm injection [online]. Thesis completed for the attainment of a master's degree in Biology, Option : Animal Biology. Batna: Hadj Lakhdar University, 2013. P 10-13. Available at:

http://theses.univbatna.dz/index.php?option=com_docman&task=cat_view&gid=657&Itemid=4: (consulted on 10/13/2016).Context: (consulted on 10/13/2016).

6- Symposium – conference Organizing Institution. Conférence title, conference date, conference location (ital) [online].Place of publication: publisher, year of publication.Pages.Available at: address

Electronic: (accessed on date).Example: Faculty of Natural and Life Sciences (USTO MB), first International Conference on Applied Biology "CIBA-2015".From November 29 to December 1, Oran [online].Oran: webnode, 2015. P 13.Available at: http://ciba1.webnode.fr/?utm_source=copy&utm_medium=paste&utm_campaign=copypaste&utm_content=http%3A%2F%2Fciba1.webnode.fr%2F(consulted on 09/02/2015).

7- Image – photoA/ AUTHOR.Title of the image [type of image].In: Author, Title of the Website [online].Available at: email address: (accessed on date).Example: PHILIPPOT R. Photo of an advanced hallux valgus [photo].In: Philippot R. Foot and Ankle Surgery.Available at <http://www.chirurgie-du-pied.org/hallux-valgus/>: (consulted on September 11, 2012).

B/ AUTHOR.Title of the image [type of image].In: Author, Title of the publication [online].Place of publication: publisher, year of publication.Pages.Available at: email address: (consulted on date).Example: The integrated ORI operating room [photo].In: HUG – Geneva University Hospitals [online].Available at http://gyneco-obstetrique.hugge.ch/gynecologie/chir_presentation.html(Consulted on 05/05/2011)

C/ AUTHOR.Title of the image [type of image].In: Title of the journal [online], vol., no., month and year.Page.Available at: email address: (accessed on date).Example: Cleaning an infected wound using a plunger syringe [photo].In: Perspectives nurse [online], vol. 8, no. 1, January/February 2011, p. 27. Available at: http://www.oiiq.org/sites/default/files/uploads/pdf/publications/perspective_infirmieres/2011_vol08_no01/07_wounds.pdf :(consulted on 05/05/2011)

8- Video on the Web : DIRECTOR.Title of the report [Online].Place of publication: publisher, year of publication. Duration.Available at: email address: (accessed on date).Example: ERASME HOSPITAL BRUSSELS Coronary bypasses [online].Brussels: Hospital Erasmus, sd. 2 min. Available at: <http://www.chirurgie-cardiaqueerasme.be/Pages/FR/Video.aspx> :(consulted on 26/05/2011). Multimedia support DVD sequence – cassette

– broadcast **DIRECTOR.**Title of the chapter/report [type of media].In: Title of the video.Place Edition: publisher, year of publication.Duration. Example : RENON C. Anesthesia [DVD].In:

It's Not Rocket Science: Medicine: To your health! Paris: France Télévisions Distribution, 2004. 26 minutes.