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ABSTRACT

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The current study aimed to investigate the effectiveness of using critical friend groups (CFGs) model in developing third year English section students' EFL oral presentation skills (OPS) and self-esteem. The design of the study was a mixed research methodology. It combined both quantitative and qualitative methods of collecting data. The participants of the study were thirty (N= 30) third year students enrolled in English section at the Faculty of Education, Benha University, Egypt. They were tested before and after the treatment. They were taught through using critical friend groups model. The instruments of the study included an EFL oral presentation skills test, a rubric for assessing the test, self-esteem scale and a semi-structured interview. Results of the study revealed a statistically significant difference between the mean scores of the study participants in the pre and post administrations of the EFL oral presentation skills test and self-esteem scale in favor of the post administrations. These results were ascribed to critical friend groups model.

Keywords: Critical Friend Groups Model - EFL Oral Presentation Skills- Self-Esteem

Abbreviations

Critical Friend Groups	CFGs
Critical Friend	CF
Oral Presentation Skills	OPS
Oral Presentation	OP
Oral Presentation Skills Test	OPST

مستخلص البحث باللغة العربية

استخدام نموذج مجموعات الصديق الناقد لتنمية مهارات العرض الشفهي وتقدير الذات في اللغة الإنجليزية كلغة أجنبية لطلاب الفرقة الثالثة شعبه اللغة الإنجليزية بكلية التربية

تهدف الدراسة إلى توضيح فاعلية استخدام نموذج مجموعات الصديق الناقد لتنمية مهارات العرض الشفهي وتقدير الذات في اللغة الإنجليزية كلغة أجنبية لطلاب الفرقة الثالثة شعبه اللغة الإنجليزية بكلية التربية. ويعد هذا البحث من البحوث المختلطة / المدمجة التي دمجت أساليب البحث الكمية والكيفية معا. وتكونت عينة الدراسة من ثلاثون من الطلاب المعلمين تم اختيارهم عشوائيا من طلاب الفرقة الثالثة شعبه اللغة الإنجليزية بكلية التربية جامعة بنها, جمهورية مصر العربية. هذا وقد تم اختبار عينة الدراسة قبل إجراء المعالجة وبعد تطبيق نموذج مجموعات الصديق الناقد. اشتملت أدوات الدراسة على اختبار في مهارات العرض الشفهي في اللغة الإنجليزية, ومقياس تقدير الذات في اللغة الإنجليزية كلغة أجنبية ومقابلة شبه منظمة. وأشارت نتائج البحث إلى وجود فروق ذات دلالة احصائية بين درجات الطلاب (عينة الدراسة) في القياس القبلي – البعدي في مهارات العرض الشفهي وتقدير الذات في اللغة الانجليزية لصالح القياس البعدي. وترجع هذه النتائج إلى فاعلية نموذج مجموعات الصديق الناقد في تنمية تلك المهارات لدى الطلاب المعلمين.

الكلمات المفتاحية : نموذج مجموعات الصديق الناقد- مهارات العرض الشفهي في اللغة الإنجليزية- تقدير الذات في اللغة الإنجليزية

Introduction

English language is a powerful tool for communicating ideas and information all over the world. Communication is the main function of language and essential for language learning. It is consisted of language systems and language skills. The language skills are listening, speaking, reading and writing where the language systems are spelling, pronunciation, vocabulary and grammar. Both language skills and systems should be known by the learners and this knowledge is essential for developing their language.

Moreover, English is a global language where people of different languages use to communicate and exchange ideas. Thus, having a good command of the language is likely to bring many advantages because it allows one to communicate with people around the world (Abu El Enein, 2011). Teaching English as a Foreign Language (EFL) is a complex process . It includes teaching different skills (Harmer, 2007).

A primary goal of university educators of foreign languages is to provide the tools and practice for students to have a sufficient level of foreign language proficiency to communicate effectively in spoken and written forms . Oral presentation (OP) is one of the primary goals of foreign language teaching where educators in higher educational contexts provide opportunities for learners to reach an adequate proficiency level in speaking. OP functions an important part on learners' acquisition of information, experiences and class involvement (Angelini & Garcia-Carbonell, 2019, Robillos, 2022, Tareen, Haand & Muhammadi,2023).

Presentation skills are a study skill. Both in and out of the classroom, presentation skills are one of the most essential skills. Thienpermpool (2021) clarified that presentation skill is a way for students to communicate what they have learnt after they have finished a project. A confident presenter can successfully enlighten and convince colleagues . Tareen, Haand & Muhammadi (2023) indicated that presentation skills are the most essential proficiencies required in higher education . In higher education and future careers, oral presentation skills (OPS) are considered as one of the most essential proficiencies for students at schools and universities. In addition, Tailab & Marsh (2020) reveal that universities required to develop their students' skills such as written and oral communication, leadership, problem-solving, and teamwork .One of the most important skills is the ability to present information orally in a good way.

OP involves complex and constant decision-making for the students from the beginning(the preparation stage) to the final stage (the presenting stage). The presenting stage is likely the most anxiety- provoking stage because much of the decision-making is required immediately. This may also contribute to students' anxiety about oral presentations because students were likely uncertain about the quality of their preparation and performance. OP may seem to be a straightforward activity, involving understanding the assigned material, summarizing it and presenting it to the instructors and classmates (Abu El Enein, 2011).

Eldeeb & Nazir (2020) indicate that OP is one of the major oral language skills in the world. The ability to present and deliver accurate messages is essential to success in educational, professional and everyday situations. For English oral presentations to be successful it is important that instructors and facilitators suitably introduce and teach the various main and sub- skills involved in delivering a presentation. In her study , Makhyoun (2022) clarified that oral presentations should follow appropriate procedures: defining the topic, selecting information sources, reading the sources, making decisions about what information to include , organizing and delivering the talk and assisting the audience, and obtaining the desired feedback .

Papanas, Maltezos & Lazarides (2011) and Hadjikoteva (2015) clarified that when preparing for a presentation, a presenter should ensure they understand the subject matter and its purpose. Every presentation should be well-organized and provide signposting language to facilitate the audience in following the content. In addition, an introduction, a main body and a conclusion should all be included. The introduction should grab the audience's attention and also include an outline of the presentation, while the conclusion summarizes the presentation's key points.

Kongkeo (2023) indicated that an effective oral presentation in English encompasses the ability to create a well-structured narrative, deliver content compellingly, and create impactful visual aids. Presenters should utilize their body language, voice, eye contact, and gestures, known as delivery skills, to enhance their presentation. These skills are necessary to establish a rapport with the audience and communicate the intended message effectively.

It can be noted that learning a foreign language requires developing a number of skills by using certain techniques and strategies that may push students to develop not only the target language, but also help them to overcome some negative personal issues such as, shyness, fear and anxiety that prevents the learner from a better learning. These techniques and strategies help learners having a high level of self-esteem and self-confidence which they can use in their real life beyond the society. OP is one of those techniques that the teacher uses inside the classroom to improve the speaking skills. In addition, it can affect the student's personality and improve their self-esteem through using these techniques several times (Abdellatif, 2019).

When teachers activate OP in the classroom, they can provide students with additional motivation to study English. OP does more than just give students an opportunity to practice language skills. It also gives them the role to teach something to their peers. If the activity is properly systematized, students will be able to work independently to produce an effective presentation. This can lead to higher levels of motivation for the students involved, as they are able to see the results of their hard work when they are successful in the presentation they give. One of the joys of teaching a presentation class is seeing students gain confidence, self-esteem, and autonomy while they are working independently, or as a small group, to produce and give an effective presentation (Suliman, 2022).

Self-esteem is an important factor in deciding someone's success. It enables a person to see and accept his\ her own flaws and qualities, allowing him\ her to maximize his strengths and achieve success. Self-esteem might indicate the ability to achieve life goals and respond positively to challenges. It is simpler to form a good interpersonal relationship when someone has high self-esteem. It plays an essential role in learning English language and its skills. It is an extremely popular construct within the field of Psychology and has been related to every other psychological concepts or domain, including personality. Hence, a person should put a high value for his \ her performance and be confident of his\ her achievement because those judgments he\ she makes are the drive for mastering proficiency. Moreover, the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem. In real situations both self-esteem and language learning are interacting variables, in the sense that language learning can affect the degree of self-esteem and vice versa (Bagheri and Faghih, 2012, Falah, 2022).

Teachers should be aware of their students' self-esteem levels through developing activities and lessons that lead to success. It is clear that students with a positive self-esteem have higher levels of reading skills, as well as a higher level of academic achievement. They will be as successful as possible. They do not spend much time worrying about the way they are viewed by their peers. They focus on their learning more than how they are seen by their

peers. On the other hand, students with low self-esteem struggle with problems they face in school (Hisken ,2011 , Khansir and Abdolahi ,2014).

Kho, Abdullah & Leong (2015) revealed that before students enter the workplace, their performance in oral presentations in colleges and universities already indicate that they are not well prepared for effective communication. The students often feel frustrated each time when they are assigned OP. Students who are not fluent in English often leave the task of making oral presentations to the more proficient members of their group. However, students cannot avoid oral presentation tasks just because they lack the relevant skills or confidence. It is important for students to master oral presentation skills as they may need to use these skills when they enter the working world, such as attending a job interview or presenting a paper to a group of colleagues or superiors in a meeting. The lack of practice in giving OP has also been identified as a cause of language anxiety during such presentations.

Tareen, Haand & Muhammadi (2023) revealed that when students present orally in front of a class to the audience, they find it difficult and become nervous. They become terrified to ask them for preparing an OP at least for their classmates. This has become a major concern for many higher learning institutions and raised many issues that students graduate with excellent results but remain incapable of presenting orally well in English.

There are different challenges students encounter while presenting their ideas orally . Kho, Abdullah and Leong (2015) indicate one of these challenges is the shortage of preparation. There should be a proper preparation before presenting orally, most of students even with a lot of preparation, they worried about forgetting the information and the organization of the ideas logically. In addition , Abu El Enein (2011) stated that being unfamiliar with oral speaking activities and presentations have made EFL learners encounter challenges. EFL learners most often lack either oral presentation skills or unable to consolidate the presentation efficiently. In the same context , Abu El Enein (2011) clarified that the key factors causing difficulty when presenting orally are the assessment process and the linguistics .

OP in English poses a significant challenge, particularly for students who are non-native speakers of the language. One main challenge is the complexity of the task itself, which requires proficiency across multiple dimensions of communication. A well-executed presentation demands more than just linguistic accuracy; it requires the ability to structure a coherent and compelling narrative, deliver the content with impact, and enhance the message with visually appealing aids. In OP, students must use appropriate language, visuals, and delivery techniques to convey their ideas. OP in English can be challenging for shy students (KONGKEO,2023).

Al-khresheh (2024) clarified that students faced difficulties while presenting their ideas and communicating verbally . These difficulties are related to language-speaking anxiety, a pivotal element in diminishing their self-assurance. Such anxiety, rooted in the fear of making errors or being evaluated, hinders their ability to confidently apply their language skills in real-world contexts.

Students' psychology is quite important in EFL learning. However, many students are suffering from a lack of self-esteem which hinders them from having a good learning experience and better academic achievements. In his study, Abdellatif (2019) investigates the effects of self-esteem on learning, show the importance of improving students' self-esteem, and how can oral presentations help students to improve it. The results show that oral presentations have a positive effect on students' self-esteem and the kind of relationship that exists between the two variables is positive relationship i.e. the more students present the

more their self-esteem improves. The findings also reveal that teachers play an important role in improving students' self-esteem.

It can be concluded that students need to be motivated to exchange ideas , communicate with each other and present their information orally through using suitable methods, techniques, approaches or models. These methods, approaches , models and techniques are student centered and should be used to help them develop their OPS and self-esteem . One of these models is Critical Friends Groups (CFGs) . It is an effective model to enhance teacher learning because they are situated, sustained, and collaborative. In CFGs as Comollo (2019) revealed participants are trained to be more than simply friends or colleagues; they become critical friends.

The application of the CFGs model to professional development originated in the USA at the Annenberg Institute for School Reform (AISR), Brown University. It is used by teachers, principals and college professors. Its purpose is to create a professional learning community in which participants talk about teaching, obtain understanding through experiences, work collaboratively, turn theories into practice, and seek to achieve sustained professional development. The structure and format of CFGs create opportunities for colleagues to challenge their own practice as well as that of their peers . The key element of CFGs is trust. Trust grows and develops when collaborative groups take the time to understand each other's work contexts, problems and challenges, presented data, and when non-judgmental, supportive, and yet honest feedback and critique are offered (Costa and Kallick, 1993; Bambino, 2002; Swaffield, 2005; Miller , 2014).

There are various definitions of CFGs. Critical friend (CF) is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend. He / she takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work. CFGs ask teachers to construct their own learning through a repeating cycle of inquiry, reflection, and action. CFGs are comprised of 5-12 members who commit to improve their practice through collaborative learning and structured interactions (protocols) and meet at least once a month for about two hours(Comollo, 2019). In addition , CFGs can be an effective approach to support teacher learning because they are a situated, sustained, and collaborative approach (Baskerville & Goldblatt, 2009, Curry, 2008; Swaffield, 2004, Storey & Richard, 2015).

CF has been described by Costa and Kallick (1993) as "*a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend*" (P.50). CF provides feedback to an individual , a students , a teacher , or an administrator or to a group. Moreover , they clarified that critical friendships must begin through building trust. The persons or groups need to feel that the friend will be clear about the nature of the relationship, and not use it for evaluation or judgment, listen well, clarify ideas, encourage specificity and take time to fully understand what is being presented. They also offer value judgments only upon request from the learner, respond to the learner's work with integrity and be an advocate for the success of the work. Comollo (2019) clarified that the success of the CFG was due to the administrative support that enabled the meetings to be part of the teachers pre-existing schedule, the teachers' dedication and willingness to participate, and thoughtful planning and facilitation of the sessions. While CFGs have the potential to be seen as another initiative added to already busy agendas, hopefully teachers will perceive the increased collegiality, congeniality, and cohesion from their teacher learning experience productive and worthwhile. In CFG , trust is considered an essential element to the critical friendship (Solis and Gordon ,2020).

Swaffield (2004),Curry (2008) and Comollo (2019) clarified that there are various characteristics of CFGs . They should have well-developed communication skills, strong content knowledge, trustworthiness, the ability to be supportive, the ability to stimulate thinking, and the ability offer constructive feedback. Developing trust between critical friends is critical to the success of the group. This trust can be established through team-building activities, developing a sense of shared responsibility for student learning, as well as taking time given for critical friends to gain an understanding of each other's contexts, purposes, and challenges which comes from sharing classroom and teaching data during the meetings. Once trust is established, teachers are more likely to collaborate openly and honestly with one another. It is one of the most important aspects of CFGs and a cornerstone of all successful teacher learning communities.

CFGs typically move through three stages: (1) a support stage, (2) an improvement stage, and (3) a stage of questioning fundamental practices and purposes. In the first stage, the CFG functions as a safe space, an oasis from the pressures of the profession, and a support group for discussing general problems related to teaching and learning. The second stage is marked by a focus on classroom practice and improving lessons. Group members ask one another challenging questions that help them think more deeply about their teaching practice and about how students learn. In stage three, the CFG begins to examine underlying questions about teaching and the purposes of education, connecting more specific practices to larger issues of the school and community (Dunne & Honts ,1998).

Moreover , Hudson (2003) clarified that CFGs have different characteristics. Effective CFGs must be embedded in teacher practice , use exemplary teaching and learning models, include active and authentic learning (constructivist theory) and provide for teacher communities ,allow for collaboration with experts , be specific to context and allow teachers to take on leadership roles .They also provide time for inquiry and reflection ; be ongoing with adequate time ; and aim at treating teachers as professional.

Kelley (2012) clarified that there are four dimensions of CFGs . The first dimension focused on participants engaging in ongoing inquiry, reflection and construction of new knowledge. The second one focused on participants exploring personal theories and practices around the development of community. The third dimension emphasized participants exploring the relationship between adult collaboration and student learning. The fourth one focused on participants practicing and enacting varied methods for examining student and teacher work collaboratively.

Context of the Study

Students face difficulties when participating in oral communication tasks and oral interactions. They have no experience in oral interaction and do not want to talk or speak in front of others or present their ideas and information orally. Many students feel anxious about their oral presentations. Students in particular often feel very nervous about interacting orally, especially if they are not confident about their abilities to communicate in the target language. In the same context, Badr (2008) stated that in English language classes, students face certain problems. They cannot participate actively and show little interests in oral activities. They do not have linguistic competence to help them communicate effectively and their low level in fluency prevents any kind of flow. Students also do not have background knowledge about the topic being discussed and are not able to express their opinions about the topic. They often have worries and fears of committing errors in front of their teachers and colleagues.

Helwa (2013) clarifies that students sometimes fear from the challenge of speaking before large groups. In addition, teaching English in Egyptian schools focuses on teaching about language instead of practicing it. Thus, students fail in using the target language communicatively. Teachers can help reduce unrealistic fears by pointing out how common they are , maintaining a friendly atmosphere in the class and providing opportunities for students to speak before increasingly larger groups .Thus, students become autonomous and can practice speaking in front of their peers. Students can benefit from learning by setting themselves presentation goals and assessing their own progress and observing proficient speakers that can help them to set such goals.

In their study, Tareen, Haand & Muhammadi (2023) revealed that learners had a problem with fluency, accuracy and pronunciation during OP. They feel frightened when a lot of people are watching them, afraid of being assessed by their classmates in front of the class and having low self-confidence. Tabrizi & Abbasi (2016) stated another problem in EFL classes is that much of classroom time is dedicated to the teachers and language learners cannot make use of their time in the classroom to practice the language. In addition, many of the language learners, though familiar with a wide range of vocabulary, do not tend to use them when they talk, as they are either not sure about the pronunciation of the word or not sure about its accurate use in the sentence.

Ali, Mohammad & Mohammad (2017) clarified that OP is an important skill to convey one's ideas in communication. Zellouma (2018) revealed that students face certain challenges while presenting their ideas and information orally. They feel anxious about speaking in front of others. They sometimes cannot use visual aids in while presentation. They suffer from the lack of ideas and information for their presentations . Eldeeb & Nazir (2020) stated that one of the issues facing Egyptian university post-graduate students today is that very few of them have been given the opportunity to use spoken English in the classroom at the university level, and even less had the opportunity to talk about academic topics in English. However, one of the most pressing requirements for succeeding in post- graduation level is delivering oral presentations in English. OPS are considered one of the most important proficiencies needed for higher education and future careers. Thus, the study conducted by Al-Nouh, Abdul-Kareem & Taqi (2015) focused on eliciting English as a Foreign Language (EFL) college students' perceptions of the difficulties they face in OP as a form of assessment .

Abdellatif (2019) stated that although university students are able to speak fluently, and they have an amount of knowledge that may help them talk about many subjects. Nevertheless , they seem incapable to speak because of the lack of self-esteem and the negative way they look to themselves, as well, the picture they built about themselves. In addition to that, they always see themselves as failures. He investigates the way in which the oral presentation could motivate students and improve their self- esteem, moreover, it tries to show the existing relationship between oral presentation and psychological factors (self-esteem) and how it affects it. However, students are always suffering from fear of anxiety when they are performing oral presentation which self-esteem eliminating them .

In light of the researcher's experience in teaching at university level for seventeen years , and the review of related studies such as ; Chang & Huang (2015) , Eldeeb & Nazir (2020) , Tailab & Marsh (2020) , Haroun , Ali & Abdel-Tawab (2022) , Makhyoun (2022).Kongkeo (2023) , Tareen, Haand & Muhammadi (2023) , Al-khresh (2024) it could be noticed that students faced problems while communicating orally in front of others . They have many worries about grammatical mistakes, pronunciation and being unable to talk spontaneously. They also had an uncomfortable feeling when expressing their ideas in front of

others. They also worry about how others view them which may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively

To document the problem, the researcher conducted a pilot study on thirty students from third year students enrolled in English section at Faculty of Education, Benha University, Egypt. The pilot study consisted of an EFL OPS test and self-esteem scale . The results of the test revealed that students are afraid of presenting their ideas and communicating in front of others. They are worried about the grammatical mistakes, pronunciation and being unable to talk spontaneously. They do not use gestures and body language while presentation. They also did not have enough confidence while talking and they feel inferior to their peers. They have difficulty in presenting their ideas in front of their peers because of the lack of self-esteem and the negative way they look to themselves, as well, the picture they built about themselves. Therefore, there is a need for using an effective approach to develop EFL OPS and self-esteem among third year students at English Section in Benha Faculty of Education.

Statement of the Problem

Based on the researcher's observation and teaching experience, the results of the pilot study and taking into consideration some recommendations of previous studies, she noticed that third year English section students' level in the EFL OPS and self-esteem is low. In spite the importance of EFL OPS and self-esteem , the third -year students enrolled in English section at Benha Faculty of Education have difficulties in EFL OPS and self-esteem. Therefore, the present study aims at examining the effectiveness of using Critical Friends Groups Model in developing third year English section students' EFL oral presentation skills and self-esteem.

Questions of the Study

1. What are the EFL oral presentation skills required for the third-year students at English section?
2. What are the dimensions of self-esteem required for the third year students at English section?
3. How far is Critical Friends Groups Model effective in developing third year English section students' EFL oral presentation skills?
4. How far is Critical Friends Groups Model effective in developing third year English section students' self-esteem?

Hypotheses of the Study

Based on the related studies and research questions, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean scores of the study participants in the EFL oral presentation skills on the pre-and post- administrations of the EFL oral presentation skills test in favor of the post- administration.
2. There is a statistically significant difference between the mean scores of the study participants in the EFL oral presentation sub-skills on the pre-and post- administrations of the EFL oral presentation skills test in favor of the post- administration.
3. There is a statistically significant difference between the mean scores of the study participants in the EFL self-esteem on the pre-and post- administrations of the EFL self-esteem scale in favor of the post- administration.

Review of Literature

This part is related to the study variables, EFL oral presentation skills and critical friends group model.

EFL Oral presentation Skills (OPS)

OP is known as public speaking or simply presentations and consists of an individual or group verbally addressing an audience on a particular topic. It aims to educate, inform, entertain or present an argument. An oral presentation at university assesses the presenter's ability to communicate relevant information effectively in an interesting and engaging manner. It is a method of communicating information verbally supported by images, visual aids and/or technology. The information can be delivered as group discussions, speeches, debates and class presentations. Presentations can be delivered individually or as part of a group(Eldeeb & Nazir ,2020).

Mabrouk (2023) indicated that one of the basic requirements for language courses and some academic subjects is that students are able to give OPS . OPS can be used as a multi-faceted formative assessment task which includes teacher assessment, peer assessment and self-assessment. As student-centered and learning-oriented assessment tasks, OPS enable learners to assume an active role in learning by engaging in collaborative work and participating in self and peer assessment processes. OPS are normally given to a participating audience who provides feedback and engages in interaction and discussion.

Ali, Mohammad & Mohammad (2017) revealed that OPS are the most essential factors in qualifying student teachers . Being able to present topics well is not only an important skill , but it also contributes to the success of the teacher's professional life. OPS in conversations reveal themselves in explaining new material or new skills to learners , transmitting information , expressing opinions , and contributing to discussions. Angelini and Garcia-Carbonell (2019) defined OP as a speaking which involves the presenter talking in front of a group of people the presenter knows or a crowd of strangers usually with some preparation.

Developing OPS has been recognized as crucial in demonstrating speakers' competence in using the English language appropriately and fluently. It can be noted that providing constructive feedback is one of the most important aspects of presentation skills. OP is one of spoken genres for English language learners in both academic and workplace settings . It is essential for achieving success in academic and professional success. It is a good training for students to communicate their ideas and opinions . OP plays an important part on learners' acquisition of information, academic experiences and class involvement. It is one common method of assessing learners' performance of almost all fields (Chang & Huang, 2015, Robillos, 2022, Gokgoz-Kurt,2023).

Mabrouk (2023) incorporated OPS as an oral assessment task for undergraduate students who are training to become primary education teachers. Initially, the focus was on assessment rather than learning. He attempted to create a motivating and comfortable classroom environment in order to keep stress and anxiety to a minimum. He also tried to convince the students that OPS can help them, as prospective teachers, to improve their linguistic, communicative and teaching skills. Additionally, he told them that he would expect a successful OP to be as similar as possible to a micro-teaching lesson, with peers engaging in interesting classroom-like activities. A typical 20- minute OP session would start with students giving their OPs using verbal and non-verbal communicative skills and topical knowledge to convey their intended message. After that, instead of giving them detailed and structured feedback, he would provide the presenters with an overall normative and holistic evaluation of their performance, ranging from unsatisfactory to excellent.

OPS are a matter of talent, but they can be practiced and improved. There are three kinds of presentations: the short talk (5-10 minutes), the intermediate talk (15 minutes) and the long talk (approximately 45 minutes). These kinds of presentations differ not only in length, but also in academic status of the presenter, subject matter of the presentation and type of audience. It is, therefore, imperative for the presenter to know which kind of presentation he has been asked to deliver, so as to prepare accordingly. The speaker needs to know how long the presentation is expected to be, who the audience is and what main messages should be conveyed. Power point and other visual aids may be appropriately used to facilitate communication. The information presented by these aids should be simple, concrete and intelligible, and the presenter should refrain from reading out the slides word for word. During the presentation, several pitfalls should be avoided: wrong type of presentation, exceeding the allocated time, poor structure, inadequate use of power point and/or other visual aids, poor control of language, poor control of voice, poor appearance on the podium, and poor control of nerves. Ideally, the successful oral presentation is a performance. Thus, the speaker may make the most of appearance, voice, eye contact and movement, in order to increase fluency (Papanas, Maltezos & Lazarides ,2011).

Makhyoun (2022) clarified that oral production is perceived as the product of verbal language for achieving a certain goal in a face-to-face context. It involves two complementary skills: the productive skill of speaking and the receptive skill of understanding. Another important aspect is the nonverbal behavior. During communication, the gestures, facial expression, and body movements naturally influence both the speaker and the receiver. The crucial elements of any presentation are the information that one has to deliver, the language (verbal and nonverbal) that imparts this information and the audience that receives it. The best presentations are focused with a precise aim and the supplied information should be appropriate to address the clear-cut, unambiguous question of the presentation.

Therefore, because of the importance of EFL oral presentation skills, many researchers conducted various studies to develop these skills at the university level such as the following:-

Al-khresheh (2024) examined the role of presentation-based activities in developing speaking skills among Saudi EFL students, particularly in reducing language-speaking anxiety. In his study, Kongkeo (2023) identified student learning achievement in a blended learning course incorporating a MOOC in terms of learners' knowledge of the English language for presentations skills. Tareen, Haand & Muhammadi (2023) examined the difficulties of EFL OP learners encountered, strategies used to make oral presentation well and the perceived role of lecturer in improving EFL learners' oral presentation skills.

Makhyoun (2022) investigated the effectiveness of a CLIL based program in developing OPS and disciplinary knowledge of the Pre-service Teachers at Faculty of Education. Haroun , Ali & Abdel-Tawab (2022) investigated the relationship between the EFL-Egyptian university students' OPS and their autonomy. Results demonstrated that there is substantial positive correlation between the participants' OPS and their linguistic self-efficacy as whole but there is a negative relationship between oral-presentation skills and the participants' autonomy.

Tailab & Marsh (2020) examine if using video recordings help students raise their awareness of the development of their OPS by reviewing video recordings of their presentations. The results indicated that the students' attitude toward recording the presentations was highly positive. The predominant response was that the new learning activity increased students' awareness of the importance of presentation skills without

provoking their anxiety. Participants were able to observe that certain delivery skills such as good preparation, self-confidence, eye contact, and voice quality needed improvement.

Eldeeb & Nazir (2020) examined the effect of using self-monitoring on developing post-graduate students' English OPS and investigated the effect of this treatment on their self-confidence level. In their study, Chang & Huang(2015) examine the rhetorical structure of talks from TED conferences to explore the possibility of their being incorporated into the instruction of OP in English-language classrooms.

Thus , it can be concluded that EFL OPS is an important variable that should be developed among third year English section students.

Self-esteem

The psychological factors are the factors that can influence the psychology of an individual. They are the elements of one's personality that limit or enhance his way of thinking i.e. the individual's personality can turn something easy as a conversation, extremely difficult or very easy. In addition, those factors that influence one's personality can be either positive such as, motivation, self-confidence, self-esteem.. etc. or they can be negative such as, fear, shyness, anxiety, lack of confidence .etc. Those factors can control student's personality in a positive way and help them have good learning experience, or in a negative way and reduce the benefits of the learning process (Abdellatif, 2019).

Self -esteem is defined as the experience of being competent to cope with the basic challenges of life. In language learning , it refers to evaluations students consciously make of their situations where they use the foreign language. The evaluations focus on individual aspects of specific self-esteem such as language learning ability, their actual language use, in-class relationships, and student behavior toward the foreign language. Self-esteem has two aspects: self-confidence which is the sense of efficacy and self-respect which is the sense of worthiness. So, self-esteem reflects the students' feelings about oneself, and learning is affected by how students feel about themselves. It is considered as the personal judgment, opinion and the internal attitude of oneself. If this judgment is positive, it will lead learners to success. If it is negative, it leads to troubles and low academic achievement. Therefore, students who feel good about themselves are the ones who most likely to do better (Bagheri and Faghih,2012).

Self-esteem is a very important factor if individuals want to maintain self-worth and it is vital when it comes to forming a positive and healthy relationship among people around them. It is a way of how an individual thinks, feels, respects and believes in him/herself, in other words, self-esteem is how an individual evaluates and values his/herself. when the student has high self-esteem he/she stops blaming him/herself and reduces the fear of making mistakes he/she becomes more confident and takes risks in order to learn more and to achieve his/her goals, as a result, he/she becomes an active learner and gains knowledge (Abdellatif, 2019).

Self-esteem can be disengaged from what others opinion and is a general evaluation in different areas like identity, appearance, properties, and the role among peers. It is built through experiences in life and treated in several important theories about motivation and behavior like self-efficacy, perceived competence and explanations about success and failure (Swärd ,2013). Self -esteem is a crucial cluster in affective factor that will affect the confidence of students in learning language skills (Weigle ,2002) .

Self -esteem is defined as the evaluation that individuals make and maintain with regard to themselves, expresses an attitude of approval or disapproval and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. It has three dimensions, global self-esteem, situational self-esteem and task self-esteem. Global

self-esteem is general or prevailing assessment one makes of one's own worth over time and across a number of situations. It focuses on students' personal judgment towards themselves which always exist in their daily activity. Situational self-esteem is one's self-appraisals in particular life situations such as social interaction. Task self-esteem is the self-esteem that relates to particular tasks within specific situations. It refers to one's self-evaluation of a particular aspect of the process (Brown ,2000).

Falah (2022) defined self-esteem as an individual's assessment of himself regarding the incompatibility of the desired expectations with the reality in himself related to abilities and performance that is closely related to himself, the environment, and psychology. Moreover, De Grez (2009) clarified that OP competence comprises knowledge, skills, and attitudes that are required in order to speak in public, where the goals may include informing, or persuading the audience, or self-expressing .

Coopersmith (1967) cited in Falah (2022) clarified that self-esteem has four components ; a success ,values , aspirations ,and approaches in responding to a decrease in self-assessment (defences). These components are clarified as follows:

- 1. Successes** :success is interpreted it as a form of spirituality. The differences in how people interpret success depend on the individual, how they see their success based on their beliefs, and how culture influences how much value they place on a particular type of success. It can be stated that success has a different meaning in each social setting.
- 2. Value**: Each person has a unique way of interpreting the success of various areas of experience. These differences are the result of internalized values. It demonstrates that the circumstances that influence the formation of self-esteem influence the appearance of realistic and stable values. Such factors can provide them with the strength to feel meaningful in their surroundings.
- 3. Aspirations**: Self-evaluation involves comparing actual performance and abilities with personal aspirations and standards. People with different self-esteem do not differ in their public goals, but they differ in the personal goals they set for themselves. People with high self-esteem set higher goals than people with low self-esteem. They expect more from themselves and maintain their self-esteem by meeting their expectations rather than just achieving the standards they set, but because of their high standards.
- 4. Defenses** :Experience can lead to positive self-evaluation, but it can also lead to poor self-evaluation. Individuals can defend themselves against risks and uncertainties by conquering anxiety,defending their self-esteem against devaluation or falling self-esteem, which makes them feel inadequate, helpless, unimportant, and worthless. Individuals who have a defense can avoid troubling stimuli while maintaining self-confidence, and their behavior is effective. Individuals with high self-esteem have a special type of self-defense mechanism that boosts feelings of being able to deal with difficult situations and provides the individual confidence in their judgment and talents.

Therefore, because of the importance of EFL self-esteem, many researchers conducted various studies to develop these skills at the university level such as ;Dadulla (2023) revealed the relationship between self-esteem and the English oral proficiency . He indicated that self-esteem is one crucial aspect in the achievement of one's own potential. A high self-esteem consequently leads to overall success. In their study, Waluyo & Rofiah (2021) examined the interplay among self-confidence, teacher feedback, and English proficiency in terms of developing students' English oral presentation competence. Haider ,

Sharjeel & Iqbal (2020) investigate the factors that affect learner's self-esteem in the context of oral proficiency among secondary school students. They focused on the impact of self-esteem on English language speaking skill of the target population. The self-esteem factors were addressed as self-confidence, self-motivation, gender, grammatical structural knowledge, vocabulary and usage, fluency and pronunciation.

Thus, it can be concluded that EFL self-esteem is an important variable that should be developed among third year English section student.

Critical Friends Groups Model " CFGs Model"

In 1994, members of the Annenberg Institute for School Reform initiated the first critical friends groups (CFGs), a new type of professional development rooted in the ideals of professional learning communities. They were convinced that schools should serve as learning organizations for teachers and for students. These collaborative and reflective communities of educators could help turn educational theories and standards into effective teaching practices and improvements in student learning (Ballcok, 2007).

CF protocol was initially developed in 1994 by the Annenberg Institute for School Reform in order to facilitate collegial dialogue among K-12 teachers and school administrators. When practiced in K-12 schools, the focus of dialogue is typically around three situations: peer observation; refining a teaching artifact (student work, lesson plan, assessment instrument, etc.) and consulting about an instructional or schooling issue. Costantino (2010) indicated that the protocol is consisted of six steps ;an overview in which the facilitator describes the focus of the session; a presentation of the artifact, observation, or issue by the presenter (who is different from the facilitator) in which the presenter explains what is to be tuned, in other words what questions or concerns should focus the feedback; an opportunity for participants to ask clarifying questions of the presenter; discussion of the artifact or issue during which the presenter remains silent, listening and taking notes; the presenter reflects on the feedback; and the facilitator debriefs the session. Participants are directed to give positive or warm feedback and constructively critical or cool feedback that is focused on the tuning question(s) (the presenter's questions or concerns stated to focus the feedback). It is also important that the participants give practical and actionable suggestions to accompany their feedback. The CF protocol relates to the four characteristics of an intellectual community in that the group has a shared purpose of helping the presenter improve their practice, whether related to teaching, research or another professional focus. The extent that the group is diverse and multigenerational may vary depending on context.

CFGs Training is professional development aimed at helping teachers examine their practice together in a structured, safe and analytical environment. Teachers use methods of collaboration, inquiry and reflection on their instruction and curriculum, refining their practice and leading to improved student learning (Hudson, 2003). CFGs focus on developing collegial relationships and encouraging reflective educational dialogue. They create opportunities for teachers and administrators to provide feedback on their professional practices (Moore, 2004).

CF is a versatile form of external support for school colleagues carrying out leadership functions and has been shown to make valuable contributions to learning and school improvement in a range of contexts. Critical friends do not necessarily need to be experts in the specific area of work that is the focus of the critical friendship. Indeed, not being an expert enables the critical friend genuinely to ask the questions. If school colleagues find they are drawn towards a potential critical friend on account of his or her subject expertise they would do well to pause and consider exactly what kind of external support they

are seeking: someone to tell them what to do, or someone to be alongside them, challenging and supporting, as they work out resolutions for themselves. Critical friends need high levels of consulting and interpersonal skills (Swaffield, 2004).

Fahy (2011) defined CFGs as a small group of instructors who volunteer to get together at least once a month to work on improving a common problem of practice, often by sharing lesson plans, observing each other's classes, and keeping reflective journals. Greco (2016) refers to CFG as a learning community. It was developed in 1995 by the National School Reform Faculty (NSRF), a professional development program stemming from the Annenberg Institute for School Reform. This learning community is known for its use of protocols or following specific steps as a way to structure discussions to be meaningful, constructive, and helpful to teachers in their growth and development. Furthermore, two concepts define the CFG model: (1) facilitative leadership and (2) critical friendship. These concepts mean that a member of the group facilitates the session to ensure that all voices are being heard, and that members are honest and open in their feedback to one another. In all, establishing defined structure ensures that members participate with clear expectations rather than focus on enhancing interpersonal dynamics and powerplays that sometimes occur in poorly articulated teacher groups meant to be collaborative.

CFGs were established in 1995 as a form of professional development for teachers. The study conducted by Czaplicki (2011) employed the use of video as a medium for documenting the effects of CFG participation on teaching practices. One suggested format for professional development that incorporates aspects of Knowles's theory of adult learning is CFGs. CFGs involve teachers working collaboratively within a group of eight to twelve participants. Teachers can examine student or teacher work, discuss literature, or design their meeting to suit their needs as professional learners. CFG meetings by design are structured and follow a specific format, including development of group norms and adherence to set protocols.

CF need to understand the context in which they are working. Whatever the context, a critical friend will find him or herself in a variety of relationships with other people. This can be a source of tension, that may be eased by an explicit recognition of the critical friend's multiple roles, and open discussion about how best to balance any conflicting demands. Critical friendship between peers is possible and indeed can be a rewarding learning experience. Acting as a critical friend can provide valuable insights into being the subject of critical friendship, and vice versa. Reciprocal critical friendship can be supported through joint training, preparation and review, activities which in themselves can help establish the climate of trust and understanding necessary for the relationship to be productive. There are different ways in which critical friends may be matched with school colleagues, including imposition, negotiation and invitation. In seeking a critical friend, high-level interpersonal and group working skills seem paramount, although these may need to be complemented by a measure of expertise and awareness related to the particular task. Where the focus of the work is school self-evaluation, the critical friend's external perspective can provide a valuable contribution to the processes of planning, data collection, analysis, feedback and subsequent action planning (Swaffield, 2004).

CF is an innovative method used to strengthen an individual's professional skills, including critical reflection, thinking, and problem-solving abilities in educational settings. Critical friendships can occur through one-on-one relationships or in groups (Jones & McNulty ,2023). The CFG evolved naturally as the graduate students, who were all employed and experienced educators, assumed a critical friend role by engaging undergraduate preservice teachers in thoughtful reflection and dialogue throughout the lesson planning and

implementation process. They provided a constructive criticism of their work and solicited reflective feedback from the undergraduates about their learning experiences (Jones & McNulty ,2023).

Ballcock (2007) clarified that there are a number of structures embedded in CFG practices that should support their development as professional learning communities. First, beginning CFGs are encouraged to discuss norms outright. Norms relate to various aspects of a group's work, such as making a commitment to schedule meetings at a time when every member can come and begin and end on time, making space for everyone to participate in the conversation, and refraining from judgment of the work or questions that others bring yet asking thirty-seven challenging questions. Crafting and reviewing these norms lays a foundation for respectful, honest, and trusting relationships. Second, protocols provide a structure for meetings that facilitate productive work. Though protocols do not guarantee rigorous content, they point participants in the direction of asking questions about their teaching practice and their students' work and bringing data to examine in light of those questions. Third, the debrief segment at the end of each protocol provides the group the opportunity to reflect on their work together. Participants might consider whether the protocol chosen was a good fit for the work or question discussed, which questions really promoted deep thinking, how the protocol might be modified for future use, or how different members of the group felt about group interactions during the meeting. Though the debrief may last only a few minutes, it can begin to help groups to reflect on their time together and consider needed improvements.

Komyha(2021) defined CFG as the reference friend and the resource friend who seeks to help the person he supports. He \ she does not judge on the performance, but he\ she tries to understand the state and gives his \ her observations, According these observations he\ she can discuss the current issues. The Critical Friends process focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership. This process is based on cooperative adult learning, which is often contrary to patterns established in work environments . In his study , Komyha (2021) clarified that the critical friends approach leads to a change in teaching process. Teachers could discuss, plan, and practise through assessment, observing expert teaching, classroom management and reviewing student work. As a result, teachers discover they can better diagnose, remedy, assess, and recognize students' problems. Finally, using critical friends approach has a positive effect on classroom management and assessment for learning.

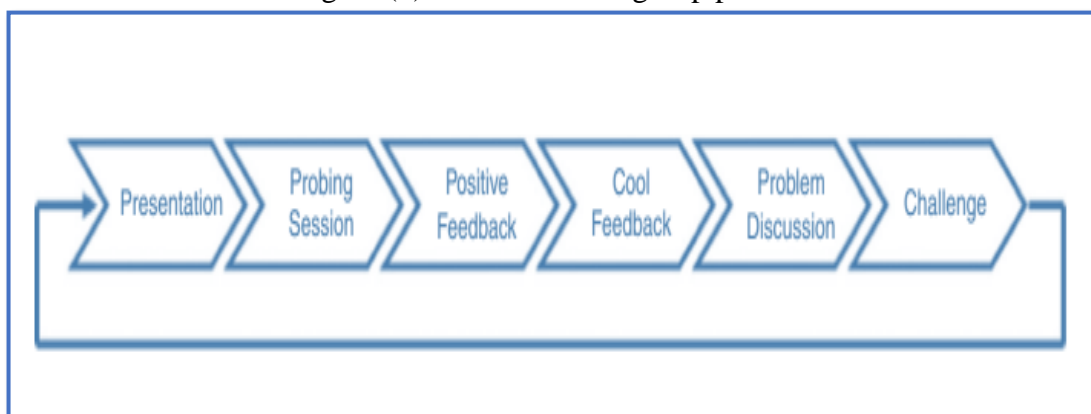
According to the theory of action , the change process begins with a professional community whose members make a commitment to meet together, to set goals for student learning, to establish high standards for student performance related to these goals, and to set high standards for their own teaching. Built upon the foundation of challenging goals and standards, the community engages in collegial reflective practice through monthly meetings and peer coaching. Monthly meetings allow CFG participants to collectively construct new knowledge about students and teaching practice through two types of sources. Internal sources include examining student work to learn about students and find evidence of their learning and examining teacher practices to determine their effectiveness. External sources include discussions of readings, such as research articles, that relate to questions of practice. The goal of new knowledge is to apply it to teaching practice by holding high expectations for student achievement, by creating a more positive classroom culture that will support student learning, by adapting lessons and teaching strategies so that they are more coherent, and by engaging students in the work of learning. Peer coaching then provides teachers with opportunities to receive feedback that helps them better reflect on their efforts at adapting practice.

Developing portfolios to show evidence of professional growth and student learning provides a further layer of reflection on practice and acts as a measure of accountability for CFG participants (Ballcok, 2007).

Storey & Richard(2015) clarified the aim of the CFG protocol in the following figure is to ensure that the dialogue is constructive, purposeful, and within an agreed upon time limit. Conceptually, dialogue requires a willingness to ask hard questions, learn from differences, and change one's mind .It can lead to new learning, and the questioning of established assumptions:

- Step 1. Presentation: (2-3 minutes) colleague frames the problem, including the background, development, and current situation.
- Step 2. Probing session: (2-3 minutes) CFs ask probing questions prompted by what they heard or saw. They might ask for clarification or action rationale. The presenter answers questions.
- Step 3. Positive feedback: (2-3 minutes) CFs point out positive developments to the presenter.
- Step 4. Cool feedback: (2-3 minutes) CFs review issues and point out areas of opportunity for consideration from their perspective based on observations, judgment, evidence, analysis, and insight.
- Step 5. Problem discussion: (5 minutes) CFG discuss strategies to address the presented problem.
- Step 6. Challenge: (2-3 minutes) CFG formulates a challenge to colleague.

Figure (1) Critical friends group protocol

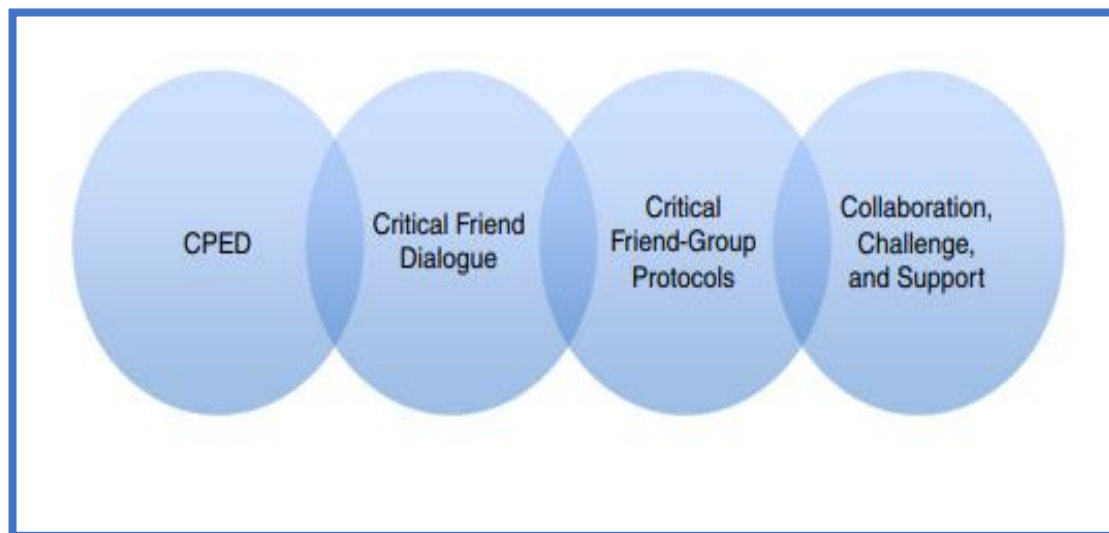


Source :(Storey & Richard, 2015:416)

The CFG protocol starts with a presentation followed by a probing session by members of the CFG. The next two steps, warm (positive) feedback and cool (negative) feedback, are completed with the presenter silent. Finally, a challenge to the presenter ends the protocol as clarified in Figure(2). The CFG's probing to acquire specific answers to pertinent questions and the positive and then possibly cooler feedback given to the presenter of the problem encourages approaches which may not have been considered within the realms of the institution where the problem is situated. The CFGs articulation of a challenge to the recipient has a constructivist interpretation and is not meant to be adversarial but rather a stimulation to reflect or act, as well as a line of questioning that prompts reasoning, explanation, or the consideration of different viewpoints. The CFG goal is for the recipient or presenter of the problem to feel supported and encouraged to see a specific institutional challenge through a different lens. How something is felt, understood, and consequently reacted to depends on the recipient.CFG protocol has several purposes. First it ensures that

every voice in the group is heard and the dialogue is not dominated by one voice. Second it ensures that a specific time is kept. Third, when challenges related to the identified problem are articulated they can be revisited at the next CFG meeting, as everyone is held accountable. The elements guiding the CFG protocol (presentation, probing session, positive feedback, cool feedback, strategies, and challenge) can be modified to support CFG's collaborating together in a variety of contexts (Storey & Richard, 2015).

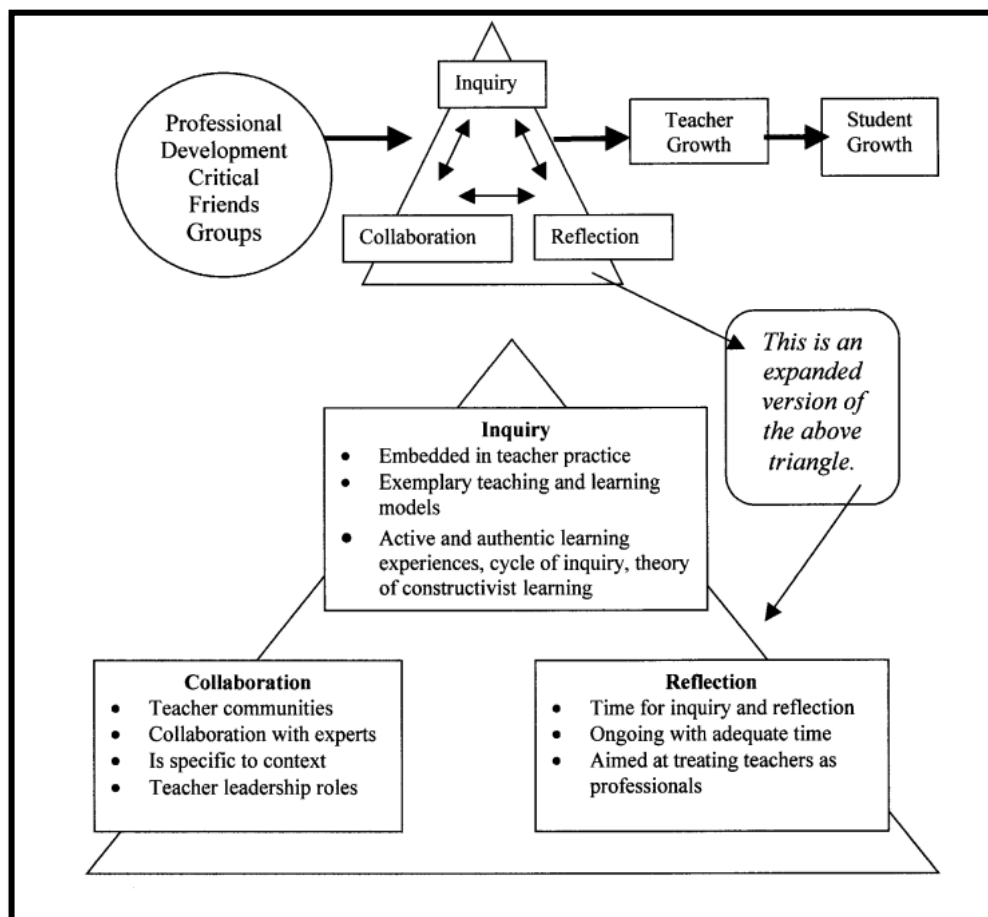
Figure (2) Critical friend development



Source :(Storey & Richard, 2015:417)

CFGs professional model is based on theory of action. The term theory of action, is not a new one. There are three essential elements in theory of action for CFGs. Collaboration, the first part of the triad, is central to the theory. Collaboration leads to sharing of ideas, substantive discourse, and deep questioning about techniques and methods of teaching. The second element, inquiry, is the primary vehicle for testing and discovering effective teaching and learning practices. The third, reflection, is the vital component that promotes CFG members to distill, enhance, and apply their new learning. All three of these components are cyclical, or repeatedly addressed, creating professional development that leads to teacher improvement and to student growth as Hudson (2003: 30) clarified in figure (3) . The arrows on the inside of the triangle have pointers on both ends indicating that collaboration and inquiry can move back and forth just as collaboration and reflection can exist in a back and forth way. In fact arrows exist amongst all three indicating that the persons need each to move forward in their practice and at times one aspect say inquiry will effect the reflection that they do. The entire picture includes arrows moving from left to right indicating that if they adopt a professional development program such as CFGs we are buying in to spending time on collaboration, inquiry and reflection in order to produce teacher growth that leads to student growth. Further the triangle in the center of the diagram has been blown up to show how the research on professional development fits to, and is exemplified by, the theory of action for CFGs.

Figure (3): Theory of Action for Critical Friends Groups



Source : Hudson (2003: 31)

CFGs are designed to build a professional learning community, make teaching practice explicit by talking about teaching, and help people involved in schools to work collaboratively in democratic, reflective communities. Additionally, they can establish a ground for sustained professional development based on a spirit of inquiry, provide a context to understand work with students, their relationships with peers, and assumptions and beliefs about teaching and learning. The atmosphere the CFG created enabled teachers to reveal their thoughts and concerns freely, which was the outstanding feature of the study. The friends supported each other, listened attentively, and provided constructive feedback whenever necessary. In his study, Aktekin (2019) investigated the impact of a CFG, an inquiry-based professional development model on EFL teachers. CFG model accompanied with protocols was thought to be a practical and efficient way of professional development.

The CFG group may include classroom visits where the teachers are exposed to multiple instructional approaches and perspectives. The group then meets to share and reflect on these perspectives in an attempt to discover what works well at their school. The primary goals of a CFG involve teachers acting as active participants where they are provided real opportunities to deepen their own understanding of their own practices and explore content specific pedagogy in an attempt to learn new approaches to their own site based craft and practices. Another model of collaboration that is similar to the CFG is the teacher collaborative inquiry group (TCI). While TCI stresses that the inquiry is conducted by the teachers it does not stress that the focus be determined by the teachers themselves. Like peer

coaching, TCI involves administrative involvement in an attempt to break the habit of reflection in isolation . TCI assumes then that collegial dialog must be established and that training on how to conduct meaningful peer collaboration must be engaged prior to the collaboration occurring . TCI also is limited in that it does not require the production or use of any learning artifacts for future reflection .CFGs are similar to TCIs in that both models include the need for teacher collaboration as a key element of school reform and utilize the collaborative process to improve their own instructional practices .The critical difference is that a CFG is responsible for discovering the nature and scope of the problem of practice as part of the collaborative process . A CFG emphasis the use of teacher and student generated work as a means discussion focus. Teachers can use reflective journals, student work and lesson plans as a means of stimulating the conversations and seeking peer input on how to improve their teaching practice (Danielowich, 2012, Hazen, 2013).

In her study , HAYS (2009) determine the ways that presenter change their classroom practice while participating in CFG. To foster this change, CFG protocols provide an opportunity for presenters to develop self-awareness more fully about their practices and their impact in the classroom. CFG has certain protocols . These protocols distinguish CFGs from other professional development models and communities. They ensure focus for the CFG meetings and include both clarifying and probing questions to guide examination of dilemmas, student or teacher work, or texts. In addition, protocols include a time frame that promotes equitable participation and disciplined listening for each participant. Protocols also include time for participants to contribute feedback that facilitates learning more deeply about improving student learning. It can be concluded that protocols, distinctive CFG procedures, provide structures that encourage professional learning in the following ways: they offer educators an opportunity to develop more finely tuned descriptive talents; they require purposeful listening; they help participants become more aware of their assumptions; they promote genuine dialogue or honest talk without judgment, and they encourage deep reflection about both participants' learning and the learning of their students (HAYS ,2009).

CFGs is an approach to professional development . This approach to professional development supports teachers changing their practice by analyzing student and teacher work in collaboration with colleagues and through reflection on their individual practice. CFGs work is designed as professional development to create better teachers and improve student learning .The CFG model of structured reflective practice is a professional development movement focused on improvement of individual teacher practice and shared knowledge among colleagues .The CFG was the process through which all teachers solve, reflect on, monitor, and evaluate their professional development. It was the belief of the researcher that the CFG would promote the dialogue and evaluation of the process. Each CFG chose a specific instructional area of concern. They searched for solutions and discussed concerns and findings in their CFGs. As the teams progressed through the process of change, they selected and tested their strategies and presented results of student work to their CFG for further discussion (Nefstead ,2009, Kelley ,2012).

In her study , Murphy (2001) explored how to move the concept of learning communities referred to as CFGs, as interpreted by the National School Reform Faculty, into practice. CFGs focus on developing collegial relationships, supporting reflective practice, and re-thinking leadership in restructuring schools all in the support of increased student achievement. Nay (2002) explored how this new form of staff development, the CFG, provided professional growth opportunities for the teachers. She also explored how the professional growth of those teachers involved affected their classroom practices. This

exploration was accomplished through the use of interviews with the CFG members, observations of CFG meetings, and analysis of CFG documents.

Thus, it can be concluded that CFGs model is an important variable that should be used among third year English section student to develop their EFL oral presentation skills and self-esteem.

Method

A. Participants

The participants of the study consisted of thirty students (N=30). They were chosen from the third- year students enrolled in English section at Benha Faculty of Education, Egypt. They represented one group who taught through using CFGs Model.

B. Design

The present study is a partially mixed research methodology. It combines both quantitative and qualitative methods of collecting data to help in bridging the gap between quantitative and qualitative research. To conduct the quantitative analysis the pre- post experimental group design was used. The study participants were tested before and after conducting the program. In addition, a qualitative analysis of the students' performance is provided.

C. Instruments

In order to fulfill the purposes of the study, the following instruments were designed.

A. An EFL Oral Presentation Skills Test (OPST)

The EFL OPST was prepared by the researcher to measure EFL OPS among third year English section students at Faculty of Education, Benha University, Egypt (*See appendix A*). It was used as a pre-posttest (applied before and after implementing the treatment). The test consists of five topics. Students were asked to select a topic out of five topics and give an individual oral presentation on it. They were told about the task a day before the presentation to give them enough time to prepare for the task, look for sources, organize information, make enough rehearsal and reduce their anxiety. The test builds on seven components of OPS. These skills are content; pronunciation; fluency; vocabulary choice; grammatical accuracy; organization and the demeanor & delivery skills. The students were informed that their OPS are evaluated according to these dimensions (*See appendix B*). The time of the EFL OPST lasted thirty minutes. The researcher calculated time taken by each student finishing the test and the average was found to be thirty minutes. No more time was allowed, and students were asked to stop, if they exceeded the time limit. The test was graded by the researcher through using a rubric prepared by the researcher. The rubric consists of seven parts; each part has three items ranging from "3" marks to "1" mark. The students were given "3" marks when their performance is high and "1" mark when their performance is low (*see appendix C*).

B. An EFL Self-Esteem Scale

The EFL self-esteem scale was prepared by the researcher to measure EFL self-esteem among third year English section students at Faculty of Education, Benha University, Egypt (*See appendix D*). The scale is based on Rosenberg's standardized questionnaire of self-esteem to clarify the degree of self-esteem among foreign language learners. Some modifications were made to facilitate the items to the students and the process of calculating the students' responses to the scale items. It consists of twenty (30) items. There is no right answer for any statement. The best answer is what they feel is true of themselves. Items are statements to which students respond are (1 = not at all, 2 = a little bit, 3 = somewhat, 4 = very much, 5 = extremely). The time of the EFL self-esteem scale lasted thirty minutes. The

researcher calculated time taken by each student finishing the test and the average was found to be thirty minutes.

C . A Semi-Structured Interview

The interview was constructed to examine the importance of CFGs model among the third-year students enrolled in English section at Benha Faculty of Education and its effectiveness in developing EFL OPS and self-esteem . The interview took the format of face to face semi-structured interview. The researcher interviewed students one time at the beginning of the study, a second time in the middle and a third time at the end of the study to gain greater insight on their EFL OPS and self-esteem throughout ten weeks. The researcher generally asked the students about their participation in the program. She used open ended questions to avoid responding with yes-no (*See Appendix E*). Seven students participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted the students and asked them to give brief self-introduction as a way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If students did not understand any question, she could simplify it or change it .At the end of the interview, the researcher thanked the students for their participation.

Determining the Validity of the Study Instruments

The EFL OPST , self-esteem scale and the interview were submitted to jury members .They were asked to determine the validity of the instruments in terms of clear instructions, items and its suitability for the students' level. They indicated that the test and the interview instructions were clear and suitable for students' levels and background knowledge. Therefore, the test , the scale and the interview were considered valid measures of EFL OPS (Face Validity).To ensure the content validity of the test and interview, they were developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the test, the scale and the interview questions and methods of correction. Therefore, the content of the test, the scale and the interview was representative of the skills that were intended to be measured. Thus, the test , the scale and the interview were valid and having a content validity.

Determining the Reliability of the Study Instruments

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of the third –year students enrolled in English section at Benha Faculty of Education. Then, they were administered to the same group again after two weeks. The Pearson correlation between the two administrations was (0.87) at the 0.01 level. Therefore, the instruments were reliable.

Critical Friends Group Model (CFGs Model)

For achieving the aim of the study, the researcher used CFGs Model .After assessing the third-year students' EFL OPS and self-esteem , the study participants were required to attend CFGs Model (*See appendix F*).

Aim of the CFGs Model

The program aimed at developing EFL OPS and self-esteem among the third- year English section students at Benha Faculty of Education.

Objectives of the CFGs Model

By the end of the program, the third- year English section students will be able to:

- Exchange ideas and present information orally.
- Give ideas support through examples, statistics, and explanations for more comprehension.

- Pronounce words correctly .
- Use the tone and pitch including the use of pauses, intonation and stress to persuade audience.
- Speak clearly and fluently about an unfamiliar subject.
- Use correct and suitable vocabulary.
- Apply the grammatical rules correctly.
- Introduce the subject clearly and round it off with a conclusion .
- Address main points and support them with details in presenting a point of view
- Appear confident and in control while presenting.
- Look at the audience without fearing from anything.
- Use their voice well according to the situation .
- Manage nonverbal expressions including voice, eye contact, pacing and gestures.
- Enhance students' self-esteem.

Content of the CFGs Model

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. The program contained variety of topics, situations and discussions designed for developing EFL OPS and self-esteem. They were suitable for the third-year English section students at Benha Faculty of Education such as: Hudson (2003);Swaffield (2004); Ballcok (2007); Papanas, Maltezos & Lazarides (2011) ; Storey & Richard(2015) ; Abdellatif (2019) ; Haroun , Ali & Abdel-Tawab (2022); Falah (2022) ;Makhyoun (2022) and Tareen, Haand & Muhammadi (2023).

Framework of the CFGs Model

The treatment was implemented during the first semester of the academic year 2023-2024. The researcher met her students for three hours per week for ten weeks and also communicated with them via what's app messages, telegram application and Microsoft teams. Week (1) was used for pre-testing and week (10) was used for post testing. Each session was devoted to the following: introduction, objectives, procedures, the role of the researcher and students and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were applied. The program was taught to the study participants by the researcher herself. It lasted ten weeks with twenty instructional sessions and each session lasted for 90 minutes. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that she told them about the importance of EFL OPS . Then, she began to introduce the concept of CFGs model and its importance for language learning , EFL OPS and self-esteem .

Following the introduction of the program, the rest of the program were instructional sessions through which the EFL OPS and self-esteem were introduced .At the beginning of each session the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of the each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation). At the end of the program, the researcher assessed the students' achievement after implementing the program using EFL OPST and self-esteem scale (summative evaluation).

Procedures of the CFGs Model

The model went through six stages as clarified by Storey & Richard(2015) as follows:

- **First Stage : Presentation:** (2-3 minutes) students frame the problem, including the background, development, and current situation.
- **Second Stage : Probing session:** (2-3 minutes) CFs asks probing questions prompted by what they heard or saw. They might ask for clarification or action rationale. The presenter answers questions.
- **Third Stage :Positive feedback:** (2-3 minutes) CFs point out positive developments to the presenter.
- **Fourth Stage : Cool feedback:** (2-3 minutes) CFs review issues and point out areas of opportunity for consideration from their perspective based on observations, judgment, evidence, analysis, and insight.
- **Fifth Stage : Problem discussion:** (5 minutes) CFG discuss strategies to address the presented problem.
- **Sixth Stage Challenge:** (2-3 minutes) CFG formulates a challenge to colleague.

Findings of the Study

A. Quantitative Analysis of the Findings

The findings of the present study are presented in the light of the hypotheses of the study using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

Testing Hypothesis (1)

The first hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL oral presentation skills on the pre and post administrations of the EFL oral presentation skills test in favor of the post administration. Table (1) presents the students' mean scores, standard deviations, t-value and level of significance of the pre and post assessment of the study participants in EFL oral presentation skills.

Table (1):"t" test between the mean scores of the study participants in the pre and post assessment of the EFL Overall oral presentation skills

Skill	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
EFL Oral presentation skills	Pre	30	28.8000	2.60503	37.807	29	0.
	Post		65.1667	4.45733			

Table (1) showed that the study participants outperformed in the post administration of the overall EFL oral presentation skills, where "t-value" is (37.807) which is significant at the (0.01) level .Thus, the first hypothesis was supported.

Testing Hypothesis (2)

The second hypothesis states ; there is a statistically significant difference between the mean scores of the study participants in EFL oral presentation sub-skills on the pre-and post-administrations of EFL oral presentation skills test in favor of the post administration". Table (2) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study sample in EFL oral presentation sub-skills.

The second hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean scores of the study participants in EFL content on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.

- There is a statistically significant difference between the mean scores of the study participants in EFL pronunciation on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.
- There is a statistically significant difference between the mean scores of the study participants in EFL fluency on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.
- There is a statistically significant difference between the mean scores of the study participants in EFL vocabulary choice on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.
- There is a statistically significant difference between the mean scores of the study participants in EFL grammatical accuracy on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.
- There is a statistically significant difference between the mean scores of the study participants in EFL organization on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.
- There is a statistically significant difference between the mean scores of the study participants in EFL demeanor & delivery skills on the pre-and post- administration of the EFL oral presentation skills test in favor of the post- administration.

Table (2): "t" test between the mean scores of the study participants in the post assessment of the EFL oral presentation Sub-Skills

Sub- Skills	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
Content	Pre		5.2333	1.22287	18.454	29	
	Post	30	10.5667	1.04000			
Pronunciation	Pre	30	6.0333	1.67091	14.158	29	
	Post		12.6667	2.08993			
fluency	Pre	30	4.3667	.80872	16.481	29	
	Post		7.5667	.85836			
Vocabulary choice	Pre	30	4.8000	.76112	21.165	29	
	Post		10.3333	1.15470			
Grammatical accuracy	Pre	30	4.0000	.78784	20.720	29	0.01
	Post		8.0333	.92786			
Organization	Pre	30	4.3667	1.09807	13.725	29	
	Post		8.0000	1.53128			
Demeanor & Delivery Skills	Pre	30	3.8667	1.38298	9.001	29	
	Post		8.0000	1.70193			

Thus, table (2) indicated that the study participants were much better in the post administration than the pre administration in EFL oral presentation sub-skills where "t" value is (18.454) for content , (14.158) for pronunciation , (16.481) for fluency , (21.165) for vocabulary choice ,(20.720)for grammatical accuracy (13.725) for organization and (9.001) for demeanor & delivery skills which is significant at the (0.01) level. Therefore, the second hypothesis was confirmed.

Testing Hypothesis (3)

The third hypothesis states ; there is a statistically significant difference between the mean scores of the study participants in EFL self-esteem on the pre-and post- administrations of EFL self-esteem scale in favor of the post administration". Table (3) presents the students'

mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study sample in EFL self-esteem .

Table (3):"t" test between the mean scores of the study participants in the post assessment of the EFL Self-esteem

Item	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
Self-Esteem	Pre	30	55.8333	20.63991	15.320	29	0.01
	Post	30	130.8333	9.65646			

Table (3) indicated that the mean scores of the study participants on the pre application are lower than that of the post administration, where "t-value" is (**15.320**) which is significant at the (0.01) level .Thus, the third hypothesis was supported. Before implementing the program most of the students are always suffering from fear of anxiety when they are performing oral presentation which self-esteem eliminating them. After participating in the treatment, they became motivated, confident and enjoyed presenting their ideas orally . Therefore, the third hypothesis was confirmed.

B . Qualitative Analysis of the Findings

The results of the qualitative analysis related to study groups' performance on the EFL OPS are clarified according to their actual usage of the EFL oral presentation skills (content , pronunciation, fluency , vocabulary choice, grammatical accuracy, organization, demeanor and delivery skills) when answering the EFL OPST . It can be noted that EFL OP is the most challenging skill for most students. Students often have difficulty in presenting their ideas into the target language orally.

At the beginning of the program, the students were afraid of communicating orally and interacting with others. They have problems in presenting their ideas , their speech was full of grammar mistakes and the ideas were disorganized. Most students feel anxious and shy in communicating orally and preferred to keep silent. They refused to speak in front of their peers because they are afraid of making mistakes and they thought that they are inferior to their peers .Some of them cannot express themselves in speaking as they lack confidence and efficacy.

After participating in CFGs Model , they gained more confidence and began to present their ideas and information in a better way. Their participation in the CFGs Model activities helped them to communicate fluently using correct grammar, pronunciation, vocabulary and expressions. In the interview data, seven students had similar positive reaction towards using CFGs Model . They clarified that participating in the program helped everyone to move forward in a clear direction. Everyone works to achieve common, shared goals. They also worked together, collaborating and co-operating to make progress.

To understand how students perceived the importance of CFGs Model in developing EFL OPS, some interview questions were asked. Examples from the researcher's transcripts provided insight into the students' perception about the activities in CFG Model . Students clarified that their OPS were improved because of the various activities that increased their desire to communicate. Therefore, it can be suggested that the CFGs Model included activities and tasks that are effective in improving EFL OPS. The students' views in this regard are as follows:

- **Student (1):** Using CFGs Model motivated me to communicate with my friends inside the college and outside in a comfortable way. After presenting, my friend provides feedback about my performance . This feedback is so objective and helps me in my presentation.

- **Student (2):** CFGs Model included several activities. These activities helped me to be familiar with the oral activities . Through participating in CFG model , I know how to give useful feedback on my peers' (classmates or friends) performance.
- **Student (3):** CFGs Model motivated and encouraged my participation where my professor created non-threatening environment atmosphere. Moreover, oral presentations make me feel more responsible as a learner. Giving an oral presentation has improved my motivation to present again.
- **Student (4):** CFGs Model stimulated thinking positively. Moreover, my friends' feedback is balanced in strengths and weaknesses.
- **Student (5):** CFGs Model helped our professor to provide us with popular and different topics suitable for our level and interests. In addition, my peers' comments enhanced my self-confidence and self- esteem. My peers give self-confidence when they thank me for my oral presentation and that makes me feel successful.
- **Student (6):** After presenting my ideas , my friends provide me with useful advice on how to give better oral presentations. So, I became more confident while presenting information and ideas orally . My worries decreased remarkably.
- **Student (7):** CFGs Model helped us to communicate and interact with our friends offline and online at any time.

Discussion of the Results

The primary purpose of this study was to develop EFL OPS and self- esteem among third year English section students at Faculty of Education, Benha University ,Egypt through using CFGs Model. The CFGs Model included variety of tasks and activities for helping students to enhance their EFL oral OPS and self-esteem . The results of the study revealed that the CFGs Model proved to be statistically and educationally significant in developing EFL oral presentation skills among third year English section students at Faculty of Education, Benha University Egypt.

It can be clarified that using CFGs Model in language teaching in general and EFL OPS in particular helped to increase student teachers' EFL OPS . In addition, CFGs Model highlighted the role of various activities in enhancing EFL OPS. The use of CFGs Model particularly in language classroom will provide non-threatening and motivating learning environment which is one of the essentials of language learning. It offers various means such as sound, animation, pictures when presenting the information. This will make learning more interactive, effective, interesting and fun.

Before participating in CFGs Model, most of the students did not want to be involved in oral activities .They believed at first that it would be difficult. The researcher helped students to be more willing to participate with their peers and became more familiar with the activities .During the following tasks, it was observed that students did not feel anxious anymore about forming sentences while communicating orally.

Before participating in the treatment, the participants' performance in OP indicate that they are not well prepared for effective communication. They often feel frustrated and intimidated each time they are assigned OP. The participants who are not fluent in English often leave the task of making OP to the more proficient colleagues of their group. They also avoid oral presentation tasks because they lack the relevant skills or confidence. These results are consistent which Kho, Abdullah & Leong (2015) who revealed that it is important for students to master OPS as they may need to use these skills when they enter the working world, such as attending a job interview or presenting a paper to a group of colleagues or superiors in a meeting. The lack of practice in giving OP has also been identified as a cause of

language anxiety during such presentations. There should be a proper preparation before presenting orally, most of students even with a lot of preparation, they worried about forgetting the information and the organization of the ideas logically.

Through participating in CFGs Model, students' OPS were developed. It was noted that students became able to brainstorm and think intensively about what they heard and share ideas with their peers. In addition, participants' fluency skills were developed. They practiced speaking with a logical flow without planning or rehearsing. They used the language naturally without hesitation or pauses, spoke with acceptable and expressed their ideas in different topics. They also used words, structures and pronunciation accurately (accuracy with words and pronunciation). After participating in the treatment, students' grammatical accuracy is developed. They applied the grammatical rules correctly. This results is consistent with KONGKEO (2023) who revealed that a well-executed presentation demands more than just linguistic accuracy; it requires the ability to structure a coherent and compelling narrative, deliver the content with impact, and enhance the message with visually appealing aids. In OP, students must use appropriate language, visuals, and delivery techniques to convey their ideas.

Students' fluency skills are developed as a result of participating in CFGs model. It can be noted that before participating in the treatment, they were afraid of presenting their information and anxious. After participating, their anxiety decreased and became able to exchange their ideas freely without fearing from anything. This result is consistent with Abu El-Enein (2011) and Makhyoun (2022) who revealed that OP should follow appropriate procedures: defining the topic, selecting information sources, reading the sources, making decisions about what information to include, organizing the talk, delivering the talk and assisting the audience, and obtaining the desired feedback.

Fluency in speaking refers to the ability to communicate thoughts and ideas smoothly and effectively in a spoken language. It involves the ease with which someone can express themselves without hesitation, pauses, or stumbling over words. Fluency encompasses not only the speed of speech but also the clarity, coherence, and accuracy of expression. Developing fluency in speaking a language typically requires practice, exposure to native speakers, and familiarity with the vocabulary, grammar, and pronunciation of the language. Techniques such as immersion, conversation practice, and listening to native speakers can all help improve fluency skills. In addition, participants' fluency skills were developed. They practiced speaking with a logical flow without planning or rehearsing. They used the language naturally without hesitation or pauses, spoke with acceptable and expressed their ideas in different topics. They also used words, structures and pronunciation accurately (accuracy with words and pronunciation). The participants also used particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. They use the correctness and precision of language use while presenting information. They use proper grammar, vocabulary and pronunciation.

Organization skills are developed after participating in CFGs model. The participants become able to deliver clear and coherent messages. They organized their speech into an introduction, body, and conclusion to help audiences follow the presentation. They also arranged ideas in a logical sequence to enhance comprehension and engagement while exchanging their ideas. They also used transitional phrases smoothly to guide listeners from one point to the next. As a result, their organized thoughts and structured content lead to effective communication. It can be noted that a well-organized speech captures and maintains audience attention. The participants spoke clearly and articulately. They used words properly and avoided mumbling or speaking too quickly. They used language that is appropriate for audience and avoided complex terms that may confuse them. They began to

adapt their delivery style based on the needs and reactions of audience. They put into consideration their body language and verbal cues, and adjusted their pace, tone, and content accordingly. They also encouraged to practice their delivery skills to become more comfortable and confident. They rehearsed their presentation multiple times, and paid attention to delivery skills. Therefore, the participants should focus on these delivery skills to become a more effective and engaging speakers, capable of effectively communicating message to any audience.

It can be noted that delivery skills in OP are essential for effectively communicating and exchanging ideas and information. After participating in the treatment, it was found that participants' delivery skills are developed. Their voice became clear, audible, and expressive. They varied their pitch, tone, and volume to keep the audience engaged and emphasize the important points in their presentation. Their pace also developed. The participants controlled the speed of their speech. Spoke slowly enough for their audience to understand what they presented, but not so slowly that they lose interest. They varied pace to maintain interest and highlight key points in the presentation. The participants used strategic pauses to add emphasis, allow for audience reflection, and create a sense of anticipation. They used pauses to clarify the important points and the transition between ideas. They also used their body language while presenting their ideas. Their body language, including posture, gestures, and facial expressions, can enhance their message and help to establish rapport with their audience. They also maintained good posture, used natural gestures to emphasize points, and make eye contact with audience to engage them.

Moreover, confidence is considered a key to effective delivery. They clarified their confidence through their posture, tone of voice, and overall demeanor. In addition, it is important to show enthusiasm for the topic to keep audience engaged and interested. It is better for the participants to make their passion for the topic clear through voice and body language. Moreover, demeanor skill is developed. It refers to a speaker's behavior, manner, and overall presentation style while delivering a speech or presentation. In demeanor skill, the participants manage their tone of voice, and body language, facial expressions, and overall demeanor. These results are consistent with Mabrouk (2023) who revealed that giving oral presentations has improved students' language skills such as pronunciation, grammar, vocabulary. Their presentation skills have improved, they speak to an audience, capture their interests, use body language, organize ideas and improve my self-confidence. The results are consistent also with Zellouma (2018) who revealed that OP is a type of prepared oral communication where one needs to speak about a given topic for some time before a group of people. The audiences in OP are usually colleagues, partners, classmates. The topic of the presentation is often known to the listeners. OP enables students to use their body language, voice and gestures in a good way. It prepares them for the workplace and professional life and enhances their self-confidence to speak in front of others. OP is considered an opportunity for students to develop their communication skills.

Conclusions

The results of the study revealed that the participants' EFL OPS and self-esteem developed after the implementation of CFGs Model. The effectiveness of CFG Model may be due to the various activities and tasks the researcher presented to the students. Through the implementation of CFG Model, major findings of the study were considered as the students' chances for learning by doing and experiences, their belief for better learning and development of learning skills with fun and enjoyment. Moreover, they focused on certain personal developments such as thinking, self-confidence, communication skills and team spirit and their consideration of instructor as a guide for learning.

It can be said that using CFG Model positively influenced OPS among the participants. Teaching presentations skill in English provides students with the opportunity to participate and collaborate with each other. It also develops individual presentation skills such as speech writing, public speaking, and computer literacy through different activities. Teaching OPS exemplifies a meaningful task-based activity. It should be clear that conceiving, preparing and performing presentations is a synthesis of different skills and knowledge areas, such as (vocabulary, discussion, note taking, confidence building, fluency, and body language). When making OP, the students should take into consideration the following points: clarity of speech and voice quality, correctness of language, interaction with the audience, language use, content, delivery, and effectiveness of visual aids.

Recommendations of the Study

In the light of previous results, the following recommendations could be presented:

- English language teacher should be trained on using CFGs model while teaching English language skills to their students at the different educational stages.
- English language teacher should emphasize the development of freshmen students' EFL oral presentation skills in the early educational stages to develop them in the following stages.
- Teachers should be exposed to a qualified in-service training program with regard to professional development models.
- Curriculum designers should make use of CFGs model when designing English language courses and overcoming any teaching or learning problems.

Suggestions for Further Research

Based on the findings of the present research, the following implications for further research are suggested:-

- Using CFGs model in English language learning among student teachers at university level.
- The influence of CFGs model on the four language skills; listening, speaking, reading and writing.
- The effectiveness of CFGs model in enhancing students' communicative competence and teaching performance.
- The effect of using other strategies on developing freshmen students' EFL oral presentation skills and self-esteem.

Ethical Considerations

It is necessary for the requirement of a scientific study to taken into consideration certain ethical rules. In using any scientific sources and articles, the researcher should not copy the phrases, concepts, or works of others. All the ideas that belong to someone else have been indicated with references. Regarding to the application, participants were involved in the study by their consent. No voice or video record was done without the consent of the participants during the application. Participants were informed about the scope and objective of the research beforehand. They were assured that they could leave the application any time without excuse. During the application, no comment or interference was made by the researcher. Without any change, participants' quotes were presented exactly. Personal information, voice or video records of the participants were kept confidential and were not shared with anybody else.

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