Employing Simultaneous Interpretation in the Development of Public Speaking Skills, Cognitive Achievement and Attitudes toward Speaking in English among Non-specialist Undergraduate Students.

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Abstract:

*I*nvestigating skills critical to speak English clearly and convincingly in public contexts is an issue worth examining for its significance in helping students speak with poise and engage with a large audience. Simultaneous interpretation resembles a real-life form of public speaking where the interpreter transforms what is being spoken between two languages before a live audience. The aim of this study was to identify the effectiveness of employing simultaneous interpretation in teaching a proposed public speaking program on the development of students' public speaking skills, cognitive achievement and attitudes toward speaking in English among non-specialist undergraduate students. A descriptive analytical method as well as a semi-empirical experimental method with a two-group design were used to investigate the variables of this study, which was conducted with 70 non-specialist undergraduate students of English enrolled in the second level at Port Said Faculty of Education, randomly assigned into a control group (N=35) and an experimental group (N=35). The data were collected using a list of public speaking skills, a scale on public speaking skills, a cognitive achievement test, and a scale on participants' attitudes toward speaking the English language.

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The experimental group received the proposed training program that included (20) sessions and lasted for (10) weeks in the first semester of the academic year 2019/2020. Data of the pre- and post-applications of the instruments administration were collected, statistically analyzed and contrasted. The results revealed that the proposed training, using simultaneous interpretation, affected positively public speaking skills, cognitive achievement and attitudes toward speaking English among non-specialist undergraduate English students at Port Said Faculty of Education. Implications, suggestions for further research, and recommendations for EFL teachers, students, researchers, and curricula developers are submitted.
Keywords: Simultaneous interpretation, public speaking skills, Attitudes, Non-Specialist Students.

1.1 Introduction

Doubtless, English language, whether for personal, educational or even diplomatic reasons, is the most commonly spoken language for every day communication across the globe. Today, having enough level of English proficiency is an added advantage to access a wealth of information and entertainment available on the internet, and to earn a better place in the world of business and employment (Bowers & Keisler, 2011; Harmer, 2007). Additionally, it is inevitable for individuals to fully ignore acquiring English language skills for its significance in bringing more opportunities to study abroad at prestigious universities or work in various fields such as entertainment, education and tourism.

More importantly, to speak English clearly and convincingly in public contexts, inside and outside the EFL classroom, is paramount today in order to assist EFL students' ability to communicate effectively with other people (Gillis, 2013; Reddy & Gobi, 2013; Richards, 2008). Recent research indicated that well-developed skills

of speaking English before a live audience with confidence, fluency and grammatical correctness helps EFL learners connect emotionally as well as intellectually with their teachers, develop stronger relationships with their peers, convey information verbally, reduce speech stress and anxiety, and educationally progress in the EFL environment. For instance, Reddy & Gobi (2013) indicated that EFL teacher's first mission is to assist EFL learners' capabilities to orally receive and produce ideas compellingly and convincingly in front of their peers to help them feel empowered in learning the target language. Gillis (2013) concluded that speaking English in public contexts confidently and fluently provides the EFL learners with: (1) the ability to inform, persuade, and direct others, (2) the ability to be distinguished among the peers, (3) the ability to convey information verbally in an understandable form, and (4) an adequate chance for professional success and life quality reinforcement.

It is evident that public speaking skills, recognized as one's abilities to express and communicate his / her own ideas orally before a live audience in a structured and planned manner (Paradewari, 2017; Do & Dang, 2012), still remain one of the most critical and empowering skills EFL learners need to acquire nowadays. Thinking critically, informing and influencing the audience, effective organizing of ideas and information, and gaining brilliant career opportunities or experience are all severely hindered in the absence of adequate level of public speaking skills (Donovan, 2016; O'Hair, *et al.*, 2010). However, speaking in English to a crowd of colleagues in front of the language classroom is not an easy task in the context of EFL learning. The information conveyed must be purposeful

and using a rhetoric language to help the speaker inform, influence, persuade or entertain such a group of listeners (El Mortaji, 2018).

However, despite of the significance attached to the development of public speaking skills, its development is often neglected in the EFL language instruction. In related literature, criticism have been heard and multiple criticisms have been written over the strategies and techniques used to develop of public speaking skills. In this regard, El Mortaji (2018) concluded that it is necessary for EFL language teachers to make use of some natural strategies in order to avoid students' shyness and unwillingness to actively engage in the public speaking activities in the EFL classroom. O'Hair, *et al.*, (2010) argued that the EFL teacher is responsible for implementing varied natural strategies and techniques to encourage EFL learners to use English in their daily oral interactions with their classmates or foreigners.

Simultaneous interpretation resembles a real-life form of public speaking where the interpreter transforms what is being spoken between two languages before a live audience. It is one of the prominent natural strategies and techniques proposed in this regard. It is recognized as a mode of oral translation in which the translator interprets a speech of another individual and reformulates it as accurately as possible into the language of his audience to help them comprehend it at the same time (Angelelli & Jacobson, 2009; Campbell & Hale, 2003).

Overall, it is not surprising that public speaking and simultaneous interpretation are connected. Both of them are forms of oral communication between people having

varied cultural and linguistic backgrounds. Both involve a sender, a message, a channel, and a receiver. A simultaneous interpreter's specific mission is to think fast and receive a message formed in the source language, and resends it through the target language to the target audience. According to Nikitina (2011), public speaking skills and simultaneous interpretation are often positively interrelated. Public speaking skills provides EFL learners the ability to convey a message or information using a passionate and convincing style to a crowed of other people; while simultaneous interpretation involves the translator verbally reproducing a speech said by another speaker at the same time, without disrupting the natural flow of the original speaker, to a crowd of people in a process that ensures correct communication to all its participants.

   Many related researchers have pointed out some considerations regarding the use of simultaneous interpretation (e.g., Ferreira, *et al.*, 2015; Angelelli & Jacobson, 2009; Gile, 2009). Firstly, simultaneous interpreting requires the translator, as a matter of routine, to distribute his/her attention most effectively between various components at the same time, including the two speeches (the original speaker's speech and the interpreter's target speech), without losing focus. Secondly, it does not produce the original speaker's speech entirely, but rather most of it.

   Employing simultaneous interpretation in the development of public speaking skills within the EFL educational context is still under-researched in Egypt. This study attempts to tackle this complex subject by investigating the effectiveness of employing simultaneous

interpretation in teaching a proposed public speaking program on the development of public speaking skills, cognitive achievement and attitudes toward speaking in English among non-specialist undergraduate students at Port Said Faculty of Education.

1.2. The Study Context

As a matter of fact, the ability to speak well in public contexts is desirable in the field of teacher preparation to help teachers communicate effectively with their students, ask questions, encourage student's participation and provide feedback. Based upon, undergraduate students in faculties of education should acquire public speaking skills to be prepared for their mission as prospective teachers, but this acquirement can be challenging in the language classroom with non-specialist undergraduate English students. Related literature indicated that simultaneous interpretation, the spoken form of translation, has been linked to good public speaking skills. Both are immediate and spontaneous. In both, the speakers say what they think at this time. Limited time is available to plan and organize the speech intended to say (e.g., Ferreira, *et al.*, 2015; Wang, 2010; Angelelli & Jacobson, 2009; Ahrens, 2005).

However, this link between public speaking skills and simultaneous interpretation is somewhat undervalued in Port Said Faculty of Education. This finding had been raised from the researcher's own observations and experience based on his job as a language instructor as well as his position as the director of the Languages & Translation Unit of the Public Service Centre. Non-specialist undergraduate English students have to take a one semester course of English for non-specialists designed

to give them a good base in grammar, reading and writing; and aiming to develop their pronunciation and fluency in speaking English at an adequate level enough to communicate effectively with others. However, these competencies, especially oral ones, are rarely achieved by non-specialist undergraduate English students. The researcher observed that most of them are often reluctant to participate in activities designed to enhance their abilities of oral expression, just sitting back and listening to the EFL teacher. It was evident that they experience at least slight nervousness or some speaking anxiety in EFL activities requiring them to speak in front of their classroom mates, suffering through them with shaky voice and shaking hands. They tend to avoid participating in these activities, but when unavoidable, such activities are accompanied by lack of confidence and uncomfortable feelings.

To survey this problem, the researcher conducted semi-structured interviews with a sample of (7) non-specialist undergraduate English students enrolled in the second level at Port Said Faculty of Education. These interviews communicated to the researcher their frustration and worry about speaking compellingly and convincingly in public contexts. Some confessed that tend to avoid oral activities where they have to speak in front of their peers because they are shy or afraid of speaking English in public. Some expressed their inability to speak English well in front of unfamiliar audiences and their deep belief that they would fail to make a strong impression or to appear stupid. A portion of them stressed that the main reason of their low cognitive achievement is little time available to prepare and present a speech in front of their peers or other people.

Others consciously realized the fact that they need a change in their speech confidence and speaking style when speaking in small groups of their peers or larger audiences. Apparently, there was a need among the non-specialist undergraduate English students at Port Said Faculty of Education to develop a coherent training program on public speaking; full of quality teaching materials that are engaging, interesting, and up-to-date; can put public speaking in a relatively natural context, and be a good starting point for the non-specialist undergraduate English students to acquire the necessary public speaking skills, and develop their cognitive achievement and attitudes towards speaking in English.

With this in mind, a review of related literature was carried out to provide the researcher insight into the development of public speaking skills (e.g., Ferreira, *et al.*, 2015; Gillis, 2013; Reddy & Gobi, 2013; Wang, 2010; Angelelli & Jacobson, 2009; Gile, 2009; Richards, 2008). It was found that simultaneous interpretation is one of the prominent natural techniques proposed for EFL instructors to give support and confidence to their students' oral abilities. For example, Wang (2010) concluded that simultaneous interpretation can help EFL learners heavily develop their listening and speaking skills as simultaneous interpreters listen to an original speaker, think critically, and speak or repeat what the original speaker says by translating it to the target language, and paraphrase the original speech in real-time as accurately as possible.

Although a considerable amount of related literature has been devoted to the development of public speaking skills in the EFL context (e.g., Donovan, 2016; Do, & Dang, 2012; O'Hair, *et al.*, 2010), very little has been said about

the role of simultaneous interpretation in this field. Inspired by this scarcity of such a research in the Arab area, the present study focused on the effectiveness of employing simultaneous interpretation in teaching a proposed public speaking program on the development of public speaking skills, cognitive achievement and attitudes toward speaking in English among non-specialist undergraduate students at Port Said Faculty of Education.

1-3. Statement of the Research Problem

Non-specialist undergraduate English students at Port Said Faculty of Education suffer from weaknesses in their public speaking skills, represented in their low cognitive achievement, inability to speak compellingly and convincingly in front of their peers or unfamiliar audiences and leave a strong impression about their speech and language proficiency, leading to low levels of attitudes towards speaking in English in public contexts. These aspects of weaknesses may be attributed to their inappropriate training on public speaking. Using a proposed training program on public speaking in which simultaneous interpretation was employed and investigating its effect on developing their public speaking skills and attitude towards simultaneous interpretation are what this research aimed at.

1.4 Research Questions

To address the research problem, the main research question of this study is: "What is the effectiveness of employing simultaneous interpretation in a proposed public speaking training program in the development of public speaking skills, cognitive achievement and attitudes toward speaking in English among non-specialist English students

at Port Said Faculty of Education?". Accordingly, the following research sub-questions guided this study:

1. What are public speaking skills necessary for the non-specialist undergraduate English students at Port Said Faculty of Education?
2. What are the domains of attitudes toward simultaneous interpretation among the non-specialist undergraduate English students at Port Said Faculty of Education?
3. What are the components of the proposed public speaking training program?
4. What is the effect of the proposed training program on developing public speaking skills among the non-specialist undergraduate English students at Port Said Faculty of Education?
5. What is the effect of the proposed training program on developing cognitive achievement among the non-specialist undergraduate English students at Port Said Faculty of Education?
6. What is the effect of the proposed training program on developing attitudes towards simultaneous interpretation among the non-specialist undergraduate English students at Port Said Faculty of Education?

1-5 Aims

To investigate the effectiveness of employing simultaneous interpretation in a proposed public speaking training program in the development of public speaking skills, cognitive achievement and attitudes toward speaking in English among non-specialist undergraduate English students at Port Said Faculty of Education, was the main

goal of this study. To achieve this ultimate aim, this study is endeavored to fulfil the following objectives:

1. To highlight what simultaneous interpretation, public speaking skills, and the proposed training program constitute of.

2. To adopt a new methodology for preparing competent non-specialist English learners in a way that could contribute for the development of their cognitive achievement, speech and language proficiency.

3. To provide a concrete experiment for empirical research into the validation of the simultaneous interpretation, in a way that could maximize opportunities to forge stronger connections between EFL education and translation.

1-6 Significance

The outcomes of this study can contribute to:

1- Provide supervisors of EFL teachers a new methodology for using a translation technique and how to get the most out of it for the development of speaking skills, in a way that can serve as a basis for cognitive achievement and language proficiency.

2- Help EFL teachers make visible and positive change in their language teaching in the EFL classroom through planned activities.

3- Instill a desire among EFL university curricula developers / policy makers to give adequate care for translation strategies and techniques proposed for the development of language and speech proficiency.

4- To provide language researchers and scholars considerable implications for using translation strategies in developing language skills and better understanding of speech competence.

1-7 Procedural Definitions of Terms:

1. *Public Speaking Skills*: they are the skills someone needs to make his ideas known to the public (Do & Dang, 2012). Also, they are the skills one needs in delivering speeches before an audience (Nikitina, 2011). According to the present researcher, they are a set of mental abilities required to help non-specialist undergraduate English students at Port Said Faculty of Education to speak well in public contexts.

2. *Cognitive Achievement*: According to Purnamasari (2015), it is the ability to reason, solve problems, and comprehend complex ideas. According to Tokoz (2009), it is the ability to learn from past experiences needed to execute any task from the simplest to the most complex ones. According to the present researcher, cognitive achievement is the total knowledge and concepts of public speaking acquired as a result of being subject to the proposed training program.

2. *Attitude towards speaking in English:* According to Batang & Temporal (2018), they are a collection of beliefs, associations, and opinions which individuals have towards speaking. According to Goktepe (2014), they are opinions and ideas that speakers have with respect to speaking in public. According to the present researcher, a set of acquired, not natural, favorable or unfavorable, behaviors demonstrated by non-specialist undergraduate English students at Port Said Faculty of Education relating to remaining committed to speaking the English language in their oral communications.

3. *Simultaneous Interpretation:* According to Lambert, S. (2004), it is a mode of translation in which a speaker

delivers a speech in front of a live audience and a translator (interpreter) reformulates it into the language of that audience. According to Wang (2010), it is a mode of translation in which the words of a speaker are translated into the language audience without pauses. According to the present researcher, it is an oral form of translation in which a non-specialist student of English at Port Said Faculty of Education speaks while he /she listens to another speaker, and repeat in front of his / her peers what the original speaker says by translating it as accurately as possible into the target language.

II. Theoretical Framework

This section serves as a summary and review of most recent literature on critical skills for public speaking, and simultaneous interpretation.

2.1 Public Speaking

Many individuals mistakenly believe that speaking and public speaking are the same thing. However, there is a difference between them. Speaking is a form of interactive, spontaneous communication between two or more people in which meanings are built and shared by using of verbal and non-verbal symbols (Burns & Joyce, 1997). On the other hand, public speaking is to speak in front of a group of people using a structured deliberate manner to inform, persuade or influence the listeners (Reddy & Gobi, 2013). Both speaking and public speaking involve a message exchanged between a speaker and audiences. Both seek to keep the audience engaged in the communication process. However, speaking is spontaneous, while public speaking is far more structured and organized to come to a certain point, including an introduction, a body, and a conclusion.

Generally, being able to speak well and clearly and influence others in public contexts are considered essential educational goals set for teachers as well as for professionals in other fields where public speaking is a major component to succeed in their professional lives such as law, counseling, and sales (O'Hair, *et al*., 2010). According to Zekeri (2004:412), oral communication, public speaking, and motivating and managing others are "most essential skills for career improvement". Public speaking not only involves formal and informal situations in which a speaker stands 'on stage' in front of a large audience. Generally, it involves varied elements: (1) a message, (2) a speaker initiating a speech to communicate that message, (3) a listener who receives the communicated message and provides feedback to the speaker, (4) the communication channel, including nonverbal, visual, and auditory channels. (5) Interference: which is anything that impedes the communication of the message, (6) the situation or time of speech, and (7) the place in which speech communication occurs.

According to Nikitina (2011), there are three common styles of speeches used in public speaking that every language speaker has to learn in order to speak the language confidently in front of any number of listeners and in any given situation:

(i)   Impromptu speech: a type of speech that gives the learner very little or no time to prepare before he speaks in front of the audience.

(ii)   Manuscript speech: a type of speech which is written and delivered word for word, used on political and social occasions, when every word

carries a lot of weight and should not be misquoted.

(iii) Extemporaneous speech: a type of speech used to establish emotional connection with the audience, allowing the speaker to make changes in the speech based on the listeners' reactions.

Reddy & Gobi (2013) concluded that the nature of a public speech can vary depending on the speaker's goals, constitution and size of the audience, and the environment in which the speaking occurs. Additionally, Richards (2008) indicated that one's ability to speak clearly and influence others in public contexts is influenced by a number of factors, some of which are out of control, including:

- the topic of speech,
- the attitude of the audience,
- the quality of the material,
- the length of the speech.

Furthermore, Nikitina (2011) hypnotized that ability to speak in public depends on the (Three P's): (i.e., Preparation, Practice, and Performance). Preparation helps the speaker reduce nervousness, appearing more confident and knowledgeable. There are three key elements to consider in preparation: (1) the audience – WHO is the speech for? (2) The purpose – WHAT is the main objective of the speech? (3) The direction of the speech – HOW will the speech be presented?. Practice is required to make the speaker's performance stress-free and train the speaker's mind to recognize speaking activities as a familiar situation. Performance concerns the inner-feelings of the speaker before providing the speech, and be prepared for

unexpected problems that may arise on the day of speech performance.

Acquiring skills necessary for effective public speaking has been central to related research studies. Paradewari (2017) concluded that mastering public speaking needs the speaker to be trained on good listening skills, thinking critically, writing an outline, and effectively organize ideas and information. Moreover, Do & Dang (2012) shared a belief that effective public speakers are those individuals who:

- improve their critical thinking skills,
- able to adapt the message that will be convey to the audience,
- able to choose effective strategies for organizing persuasive messages,
- able to improve good techniques for listening,
- able to reduce anxiety in talking and increasing self-confidence

Furthermore, the study of Salim & Joy (2016) believed that effective public speaker is one who:

o plan exactly what to deliver to make the presentation more structured,
o do exercises to facilitate the presentation,
o involves the audience in each presentation,
o pays attention to body language,
o thinks positively about the audience impression,
o controls nervousness, and
o Listens to the recording of the public speaking presentation to get feedback about parts need to be improved.

According to Nikitina (2011), mastering the ability to speak well and clearly in front of others provide language learners with the following personal benefits: (1) increased self-confidence, (2) improved communication skills, (3) increased organizational skills, (4) greater social influence, (5) enhanced ability to listen, (6) greater possibility of meeting new people, (7) lesser anxiety and fear when speaking in front of others, (8) improved memory, (9) enhanced persuasion ability, and (10) greater control over emotions and body language.

2.2. Simultaneous Interpretation

Simultaneous interpreting is the oral form of translation. However, according to Ferreira, *et al*., (2015), there are a number of main distinctions between translation and simultaneous interpreting to be considered:

i.   *Format*: simultaneous interpreting provides a translation of a speech in an oral form and in real-time, while translation handles the conveying of a message provided in a written text into the target language.

ii.   *Delivery Medium*: the simultaneous interpreter immediately engages with intended audiences using a phone, or via online video. On the other hand, translation can come later and the translator is given adequate opportunity to utilize available technologies or paper dictionaries to provide an accurate translation.

iii. *Accuracy*: there is nothing more important than accuracy in both translation and simultaneous interpreting. However, simultaneous interpreting can be accomplished by a lower level of

accuracy, while achieving full accuracy is the main goal of translation.

iv.   *Direction*: simultaneous interpreters work into two directions in their translations of speeches: the source and the target languages in order to translate without aid of any materials, while translators work in one direction only: into their own mother tongue.

v.   *Figurative language*: translating figurative language expressions such as metaphors and idioms may be left out in simultaneous interpreting, while translators have to review, edit and translate every word mentioned in the written text.

Related literature (e.g., Wang, 2010; Ahrens, 2005) indicated that both interpreting and translation cannot be accomplished without mastery of the following skills:

o   a distinguished level of language proficiency,
o   deep knowledge of more than one language,
o   deep understanding of cultural and linguistic issues,
o   intimate familiarity with the speech topic to be interpreted, and
o   The ability to communicate the included message effectively.

According to Angelelli & Jacobson (2009), there are many reasons why simultaneous interpretation is important for EFL learners, including:

o   provides them an opportunity to share their knowledge or ideas,
o   allows them to express their thoughts comfortably,
o   ensures a correct and proper communication,

- o avoids time-consuming occasionally occurred in the traditional translation of the written texts,
- o provides them expertise and knowledge of international events in various parts of the world,
- o Ensures professional success.

Ferreira, *et al.*, (2015) stated that simultaneous interpreting depends heavily on paraphrasing, as the interpreter listens to a speaker delivering a speech in one language; fully memorize, understands, and think critically in the content of such a speech; and then paraphrases his / her own understanding in order to explain the thought of the original speaker of that speech using another language /the target language.

Campbell & Hale (2003) mentioned varied points of pros and cons of using simultaneous interpreting as a technique in the EFL contexts. Regarding points of pros, simultaneous interpreting is delivered in real-time in a way that guarantees maintaining the smooth flow of the original speech, keeping the target audience focused and attentive. However, on the other hand, simultaneous interpreting is one of the most mentally exhausting jobs that gets the translator a great deal of fatigue,

2.3. Commentary

The main theoretical focus of this study was on public speaking skills and simultaneous interpretation. The aforementioned related studies gave the researcher a deep insight of the gaps in the existing research on the development of public speaking skills and how to address those gaps through employing simultaneous interpreting. The researcher was convinced that students' attitudes toward simultaneous interpreting is worth noting in this

context. Also, the researcher concluded that without planned training on simultaneous interpreting, non-specialist undergraduate English students would have not given strong opportunities to engage in public speaking activities in the EFL context.

III. Methodology

This section looks at the research design, hypotheses, sampling, instruments, and procedures of data collection and analysis followed throughout the present study.

3.1. Design

Two methods have been employed in this study. Firstly, a descriptive analytical method was used to get more definitive information from past related research on public speaking skills, simultaneous interpretation, and attitudes in order to answer the research questions and identify gaps, problems of public speaking and proposed solutions beneficial in the development of skills and attitudes of non-specialist undergraduate English students. Second, an experimental method with a two-group design, an experimental group as well as a control group, was adopted to gather information concerning the study variables being tested. In this regard, the main independent variable was the proposed program that presented training on simultaneous interpretation, while the dependent variables were public speaking skills and attitudes toward simultaneous interpretation among non-specialist undergraduate English students at Port Said Faculty of Education, who were randomly assigned into the experimental group (N=35) and the control group (N=35), as explained next.

3.2. Sampling

This study was carried out during the first semester of the academic year 2019/2020 at Port Said Faculty of Education, where non-specialist undergraduate English students, enrolled in the second level in all departments, either basic or general education ones except the English department, were receiving a course of English language for non-specialists including (14) sessions, one hour per week. In that course, students are supposed to deal with a variety of speaking activities designed to encourage them produce the English speech sounds in the front of their peers; to select proper words and sentences according to their audience, situation and topic; to organize and express their thoughts using a meaningful manner and a logical sequence; and to speak English as quickly and confidently as possible. They are supposed to receive instruction and feedback on their oral skills, and later tested by their qualified English instructors to identify the points of strength and weakness in their oral performance.

The participants of this study were (70) students, aged around 18 and 20 years old, and came from the same cultural and linguistic backgrounds. All of them were Arabic-native speakers. The researcher ensured that they had not been trained to public speaking skills and simultaneous interpretation. 35 students were randomly assigned as the experimental group to receive the proposed training program on public speaking skills. Additionally, another sample of 35 students was randomly assigned as the control group that received traditional teaching practices.

3.3. Hypotheses

This study attempted to verify the following seven research hypotheses:

Hypothesis One: There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application administration of the cognitive achievement test, in favor of the experimental group.

Hypothesis Two: There is a significant statistical difference between the experimental group's mean scores in the pre-application and their mean scores in the post-application of the cognitive achievement test, in favor of the post- application.

Hypothesis Three: There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application of the scale of public speaking skills, in favor of the experimental group.

Hypothesis Four: There is a significant statistical difference between the experimental group's mean scores in the pre-test application and their mean scores in the post-application of the scale of public speaking skills, in favor of the post- application.

Hypothesis Five: There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application of the scale of attitudes towards speaking English, in favor of the experimental group students.

Hypothesis Six: There is a significant statistical difference between the experimental group's mean scores in the pre-application and their mean scores in the post-application of the scale of attitudes towards speaking English, in favor of the post-application.

Hypothesis Seven: There is a significant statistical correlation between the experimental group's public speaking skills and cognitive achievement with their attitudes towards speaking English.

3.4. Instruments

Four instruments were employed in this study, as follow:

1- A list of public speaking skills for non-specialist English learners.

2- A scale on participants' public speaking skills.

3- A cognitive achievement test on public speaking.

4- A scale on participants' attitudes toward speaking in English.

Taking into account the findings of previous related studies, all the above-mentioned instruments were prepared by the researcher. A qualified panel of TEFL, Linguistics, Translation and Educational Psychology professors and assistant reviewed the list of public speaking skills and ensured the validity of the proposed training program. Additionally, the public speaking test and the two scales were piloted with a group of language learners similar to, but out of, those in the main study, and their validity and reliability were established by qualified experts.

The cognitive achievement test and the two scales were the same in the pre- and the post applications. The cognitive achievement test of public speaking intended to estimate students' learned reasoning and understanding abilities regarding speaking in public contexts through the proposed training program. The aim of scale of participants' public speaking skills was to determine a

student's level of skills in public speaking expected to demonstrate as a result of being subject to the proposed training program. The scale of students' attitudes toward simultaneous interpretation aimed at collecting information on how far was the proposed training program effective in developing the participating sample' attitudes toward the use of simultaneous interpretation as an EFL teaching strategy.

All instruments were formulated in the English language only, presented to the participating sample in a paper format. The cognitive achievement test and the two scales were pre-applied before administering the proposed training program and after its end.

3.4.1. The List of Public Speaking Skills for Non-specialist English Learners.

Taking into account what previous related studies have concluded about necessary skills for effective public speaking to an audience (e.g., El Mortaji, 2018; Paradewari, 2017; Donovan, 2016; Do & Dang, 2012; O'Hair, *et al.*, 2010), an initial list of public speaking skills, considered necessary for the non-specialist undergraduate English students at Port Said Faculty of Education, was derived. The initial list was presented to a qualified panel of (9) professors and assistant professors specialized in Translation, TEFL, and Educational Psychology in order to establish aspects of suitability of items, clarity, relevance to the participating sample, and agreement with objectives of teaching the English language for non-specialist undergraduate English students at Port Said faculty. All comments, pieces of advice and modifications they provided were taken into account.

Based upon, the final form of public speaking skills list included (10) skills, distributed on three dimensions, as shown in table (3.1). Based upon, the public speaking test was prepared.

Table (3.1): Main Skills and Sub-skills of Public Speaking

No.	Main Skills of Public Speaking	Sub-skills of Public Speaking
1	**Speaking Flow Skills**	**Fluency**
		Grammatical Accuracy
		Appropriacy
2	**Communication with the Audience skills**	**Ideas organization**
		Body language
		Fitting the Time Allowed
		Varying Volume
3	**Personal Skills**	**Confidence and Poise**
		Problem- solving
		Critical Thinking
Total		*10 skills*

3.4.2. The Scale on Participants' Public Speaking Skills.

Concerning to the study problem, the scale on participants' public speaking skills was prepared by the researcher, aiming to measure the development of these skills among the study participants owing to the use of the proposed training program based on simultaneous interpretation. The scale was prepared in the light of previous related studies such as Salim & Joy (2016), Dermody & Sutherland (2015), Reddy & Gobi (2013), Do & Dang (2012), Carmen, *et al.*, (2012), Abunawas (2012), Gowan, S. (2012), Alibakhshi (2011), Eslami-Rasekh (2004), Foster (2001), Al-Khanji & El-Shiyab (2000). Adapting one of the scales proposed in previous related studies was not preferable due to many factors outside control, including inapplicability in the local Egyptian EFL

educational environment, extensive time required to fill out the scale, variation of the target population, scale instructions' lack of clarity, exaggerated number of items, and inadequate sequence of items. Added to previous related studies, the scale was prepared in the light of critical suggestions, comments and views offered by some qualified professors and assistant professors specialized in the fields of TEFL and Educational Psychology, which helped the researcher form better items. Furthermore, the researcher's personal expertise had an impact on the final wording of the scale items.

The scale generally consisted of two parts. The first part was made up of specific elements including participants' background information as well as an introduction to define its goal, general instructions on application method, and how a participant can record responses and data. In this regard, this part asked every participant to provide an informed consent to fill in the scale. Additionally, it was not allowed to reveal the participant's name or domicile in order to safeguard the participants' anonymity. The second part of the scale included the items designed to elicit participants' reactions toward public speaking skills.

The scale items were distributed as a 3-point Likert scale (Always / Sometimes / Never). The degrees assigned were (3 / 2 / 1) respectively. The initial form of the scale included (100) items, equally distributed into ten dimensions as shown in table (3.2). The 100 items were calculated as a whole to obtain the total score of each participant, ranging between (30 /300) degrees. A higher score implies a high level of public speaking skills, and vice versa.

Table 3.2: Distribution of Items in the Scale of Public Speaking Skills

Main Skills	Dimension of Skills	Total Items	Marks for Every Item	Total Marks of every Skill
Speaking Flow Skills	Oral Fluency	10	3	30
	Grammatical Accuracy	10	3	30
	Appropriacy	10	3	30
Communication with the Audience skills	Ideas organization	10	3	30
	Body language	10	3	30
	Fitting the Time Allowed	10	3	30
	Varying Volume	10	3	30
Personal Skills	Confidence and Poise	10	3	30
	Problem-solving	10	3	30
	Critical Thinking	10	3	30
Total	10 skills	100		300

To ensure the scale validity, its initial form, consisting of (100) items of ten dimensions, was submitted to an expert panel formed of (11) professors and assistant professors specialized in the fields of TEFL, Curricula & Instruction, and Educational Psychology. Such a procedure was critical and meaningful to ensure that the scale is of high quality, the items are reliably observed and evaluated, and the scale is targeted to measure exactly and properly what is intended. The percentages agreement among the panel members ranged (89.1 % -100 %) on all the scale items, suggesting that the scale items have relatively high

validity. However, they provided some suggestions and modifications in terms of the scale length, items vagueness and appropriateness. All modifications suggested by the panel members were made.

The scale was piloted with a group (N=30) of non-specialist undergraduate English students at Port Said Faculty of Education similar to and out of those participating in the study. The scale had a Cronbach reliability index of 0.77., implying a relatively high reliability. Regarding the test internal consistency, all the correlation coefficients were significant at ($\alpha \leq 0.01$) level, implying a relatively high internal consistency.

Additionally, (90) minutes was found as a suitable time for administering the test, in addition to other (5) minutes for reading the test instructions. Appendix (B) presents the final form of the cognitive achievement test.

3.4.3 The Cognitive Achievement Test on Public Speaking

The aim of this test was to determine whether the non-specialist undergraduate English students at Port Said Faculty of Education have had mastered the intended knowledge, concepts and skills related to public speaking. The test was prepared in the light of the findings concluded by previous related studies such as Salim & Joy (2016), Dermody & Sutherland (2015), Reddy & Gobi (2013), Do & Dang (2012), Nikitina (2011), Kerby & Romine (2009). Added to this, qualified experts in TEFL and Educational Psychology provided the researcher with critical suggestions and views that were very useful in forming better test items. Moreover, the researcher's personal expertise as a language instructor helped the researcher

successfully design and set up the test, analyze the results, and handle its large amounts of data.

The cognitive achievement test on public speaking took the form of a multiple – choice type tests in which participants are asked to select the best answer out of a number of given options. Broadly speaking, the test consisted of two parts. The first part was devoted to the participants' background information and test instructions required to follow directions, understand, complete, and perform well on the test. The participants' background information which the researcher was seeking from the participants were name (optional), age, education, and specialization. The background information was significant to determine how generalizable the results might be. Besides, there were clear, pretty straight forward, easy to understand, simple, specific, carefully and precisely worded instructions to help the participating sample avoid mistakes from happening while testing. On the other hand, the focus of the second part was on the test items which were formulated in a clear, relevant, straight forward form to help all of the participants adequately answer them and avoid distraction that may lead them to answer them incorrectly. Overall, the test included (30) items. Table (3.3) shows the topics of public speaking and related items included in the cognitive achievement test.

Overall, the following considerations were taken into account regarding the test items: (1) all items are correlated, (2) all items are relevant to the intended learning objectives of the proposed training program, and (3) All items are comprehensible and simple to the sample being tested. The test validity was established by a jury panel of (11) qualified educational experts in the fields of

TEFL and Educational Psychology from different universities. With no major modifications, the percentages of agreement ranged (89.3 % -100 %) on all items, implying a relatively high validity for the test.

Table (3.3): Topics of the Test and Related Items

No.	Topics	Items
1	Objectives Of Public Speaking.	1-12
2	Public Speaking in Education.	2-22
3	Personal and Social Benefits of Public Speaking.	10-23
4	Components of a Successful Speech.	3-4-5-6-9-24-25-26-28
5	Preparation of Public Speaking.	7-11-13-14-18-27
6	Practice of Public Speaking.	8-19
7	Performance of Public Speaking.	15-16-17-20-21-29-30
	Total	30 Items

The test was piloted with a group (N=30) of non-specialist undergraduate English students at Port Said Faculty of Education similar to and out of those participating in the study. The test had a Cronbach reliability index of 0.79., implying a relatively high reliability. Regarding the test internal consistency, all the correlation coefficients were significant at ($\alpha \leq 0.01$) level, implying a relatively high internal consistency. Table (3.4) shows correlation coefficient of every item of the test with the total mean of the test.

As for the items' difficulty and discrimination, the computed correlation coefficients ranged from (0.20) to (0.80), implying the test is free of very difficult or very easy questions, and able to distinguish students of weak, moderate and strong levels of cognitive achievement. Additionally, (20) minutes was found as a suitable time for administering the test, in addition to other (5) minutes for reading the test instructions. Appendix (C) presents the final form of the cognitive achievement test.

Table (3.4): Correlation Coefficient of every Test Item

No.	Pearson Correlation	No.	Pearson Correlation	No.	Pearson Correlation
1	0.664	11	0.674	21	0.587
2	0.667	12	0.635	22	0.481
3	0.647	13	0.663	23	0.679
4	0.519	14	0.683	24	0.713
5	0.609	15	0.563	25	0.680
6	0.637	16	0.566	26	0.475
7	0.742	17	0.654	27	0.718
8	0.609	18	0.650	28	0.520
9	0.674	19	0.644	29	0.614
10	0.486	20	0.485	30	0.498

3.4.4. The Scale on Participants' Attitudes toward Speaking English.

The aim of this scale was to identify the development of the attitudes of non-specialist undergraduate English students toward speaking in English by virtue of the use of the proposed training program. Data of the pre- and post-applications of the scale were contrasted. Varied resources had given way to the development of this scale, including the findings concluded by previous related studies such as Batang & Temporal (2018), Goktepe (2014), Carmen, *et al*., (2012), Tokoz (2009), Chen (2009), and Dewaele (2005). Moreover, suggestions and pieces of advice on how to establish and prepare this type of scales offered by a group of qualified education experts in the fields of TEFL and Educational Psychology were very useful and helpful. Additionally, the researcher's own expertise was valuable for revising, refining, wording, sequencing and improving the scale items.

Broadly speaking, the scale consisted of two parts. The first part was devoted to the participants' background

information in which the enrolled participants are voluntarily providing personal data such as their names (optional), gender, age, and so forth. Also, it involved providing information on the purpose of the scale, stating that there is no space for right or wrong answers, only requesting honest ones, promising participants of confidentiality, and expressing respect and appreciation for their participation. In regard to the scale instructions, they were specific, clearly expressed, straight forward, easy to understand, relevant, balanced, simple, and free from possible ambiguities. On the other hand, the second part included statements that specifically pertain to participants' feelings towards speaking in the English language, reasons of English significance and why they speak in English in addition to their perceived abilities of speaking English. Overall, the following points were considered in preparing the scale:

- To be readily administered by the researcher.
- To provide clear directions to the enrolled participants to respond adequately.
- To measure what it intends to measure.
- Easiness of items' vocabulary and structure.
- To include appropriate items for measuring non-specialist students' attitudes toward the figurative language.
- To be scored in an objective and easy way.
- To allocate adequate time for participants to answer and complete the scale.

The scale included (48) items, distributed as a 3-point Likert scale (Agree / Undecided / Disagree). The degrees assigned were (3 / 2 / 1) respectively. The included 48 items were equally distributed into three dimension, 16

items for each, as shown in Table (3.5). Of total 48 items available, 24 items were positively keyed in the scale, while the other 24 items were negatively keyed. Positive items were graded from 3 to 1, while the negative ones were graded from 1 to 3. The maximum score was 144 marks, while the minimum score was 48 marks. The high score shows positive attitude towards speaking the English language, and vice versa.

Table (3.5): Dimensions of the Attitude Scale and Related Items

No.	Dimensions of the Attitude Scale	Items
1	Significance of Speaking English	1-5-6-9-11-13-14-17-18-19-24-25-31-39- 40-46
2	Competence of Speaking English	3-8-15-12-16-22-23-28-30-32-33-37-38-41-47-42
3	Instruction of Speaking English	2-7-4-10-20-27-21-26-29-26-35-34-43-44-43-48-45
Total		**48 Items**

The scale validity was established by a qualified jury panel of (11) educational experts in the fields of TEFL and Educational Psychology. With no major modifications, the percentages of agreement ranged (88.5 % -100 %) on all items, implying a relatively high validity for the scale. Furthermore, the scale was piloted with a group (N=30) of non-specialist undergraduate English students at Port Said Faculty of Education similar to and out of those participating in the study. The test had a Cronbach reliability index of 0.81., implying a relatively high reliability. Regarding the scale internal consistency, all the correlation coefficients were significant at ($\alpha \leq 0.01$) level, implying a relatively high internal consistency. Table (3.4) shows correlation coefficient of every item of the test with the total mean of the test.

As for the items' difficulty and discrimination, the computed correlation coefficients ranged from (0.38) to (0.71), implying the scale is free of very difficult or very easy items, and able to distinguish students of weak, moderate and strong levels of attitudes toward speaking English. Additionally, (25) minutes was found as a suitable time for applying the scale, in addition to other (5) minutes for reading the scale instructions. Appendix (D) presents the final form of the Scale on Participants' Attitudes toward speaking English.

Table (3.6): Correlation Coefficient of every Scale Item

No.	Pearson Correlation	No.	Pearson Correlation	No.	Pearson Correlation
1	0.617	17	0.647	33	0.675
2	0.647	18	0.625	34	0.503
3	0.571	19	0.597	35	0.475
4	0.584	20	0.578	36	0.492
5	0.582	21	0.620	37	0.520
6	0.682	22	0.483	38	0.601
7	0.562	23	0.573	39	0.544
8	0.497	24	0.628	40	0.461
9	0.607	25	0.589	41	0.663
10	0.691	26	0.485	42	0.683
11	0.625	27	0.528	43	0.619
12	0.573	28	0.718	44	0.621
13	0.671	29	0.689	45	0.474
14	0.753	30	0.492	46	0.515
15	0.705	31	0.589	47	0.636
16	0.679	32	0.563	48	0.441

3.5. The Proposed Training Program

Appendix (E) presents a comprehensive report of the design of the proposed training program including: aims, basics, assumptions, learning objectives, content and sequence, communicative tasks, trainee roles, and trainer

roles. Overall, the design of the proposed training program which was in line with the findings of previous related research such as Salim & Joy (2016), Dermody & Sutherland (2015), Reddy & Gobi (2013), Do & Dang (2012), Carmen, *et al.*, (2012), Abunawas (2012), Gowan, S. (2012), and Alibakhshi (2011).

Additionally, the researcher examined the current developments in theories, research and educational practices in the field of language proficiency, public speaking and speaking instruction in order to understand and make the training program comply with contemporary educational trends in such a field. Moreover, suggestions and pieces of advice on how to establish and prepare this type of training programs of public speaking provided by a group of qualified education experts in the fields of TEFL, Translation and Educational Psychology were very useful and helpful in designing the proposed training program.

Broadly speaking, the proposed training program included twenty sessions. Each lasted for an hour. All sessions were designed mainly to help non-specialist undergraduate English students make use of simultaneous interpretation in the development of their public speaking skills, cognitive achievement and attitudes toward speaking English. In all sessions included, the researcher was concerned with what follows:
- Adequate trainer preparation.
- The objectives of the session had been clearly stated.
- The balance of learners' needs with the proposed program's educational goals.
- Encouragement of active participation in learning among participants.
- Providing appropriate tasks, materials and assessment tools.

- Posing questions based on the session content.
- Providing participants with opportunities to apply the knowledge and skills they had learned from the session.
- Focusing on a few numbers of public speaking skills in each session, and explain related concepts in order to reach the intended learning objectives.

At the beginning of the proposed training program, its main purposes were clarified to the participating sample. Overall, every session was divided into two parts. The first part was devoted to deliver varied cognitive aspects of the process of public speaking (e.g., objectives, ethics, components…etc.). The second part involved a number of simultaneous interpretation tasks and exercises to help the participating sample improve their public speaking skills. All tasks included were straight forward, easy to understand, simple, and specific to urge students engage in, and help the trainer gain a good idea of how to develop the public speaking ability of students.

3.6. Field Study Procedures

The next procedures were followed in the present study:

I.   Before using the instruments to collect data, a pilot survey on a group of non-specialist undergraduate English students (N=30), that is similar to and out of those participating in the target one, was conducted to ensure the instruments' internal consistency and reliability.

II. The target sample of non-specialist undergraduate English students was randomly divided and assigned into two groups: a control group (N=35), and an experimental group (N=35).

III.   The instruments (the cognitive achievement test as well as the two scales) were pre-applied on both the control group and the experimental group. The pre-application process ended with a short informal introduction to the proposed training program. Table (3.7) below shows findings of the pre-application process; implying a relatively appropriate degree of equivalence between the control and experimental groups.

Table 3.7: Equivalence between the Experimental and Control groups in the Pre-Application.

Variable	Group	N.	Means	St. Dev.	F. D.	T-calculated	T-tabulated	Sig.
Cognitive Achievement test	Cont.	35	7.91	1.04		0.334		Insignificant
	Exp.	35	7.82	1.06				
Scale of Skills	Cont.	35	127.06	6.15		0.262	2.00	Insignificant
	Exp.	35	127.17	5.82	68			
Scale of Attitudes	Cont.	35	64.40	5.40		0.197		Insignificant
	Exp.	35	64.28	5.80				

IV.   The experimental group started to receive the proposed training program in the first semester of the academic year 2019/ 2020. In this regard, the following aspects were considered:

1- Students assured that they had never been offered any formal training on public speaking and simultaneous interpretation.

2- An overview of the instruments, objectives and content of the proposed program was provided to the trainees.

3- A copy of contents and trainee handout was presented to every trainee.

4- Getting trainees acquainted with the activities and tasks was considered.

5- The program timetable set was respected.

6- The scheduled sequence of the proposed program contents, tasks and activities was abided by the researcher.

7- Concepts were written on the board and the participating sample was asked to think about individually or in pairs.

8- Corrective feedback was delivered to trainees.

9- Effective presentations in PowerPoint and short video clips were used to display important information and tips about public speaking.

V.   Participants in both the control and experimental groups were asked to take the post- application of the study instruments, which were as the same ones in the pre-application process as described above.

VI.   Data of the post-application of the instruments were collected and statistically analyzed using SPSS.V22.0 in addition to Paired-Samples T. test, Independent-Samples T. test, and Pearson correlation coefficient.

V. Findings and Conclusion

This part discusses the study findings, conclusion, implications for EFL teaching practice, recommendations and suggestions for future research.

4.1 Findings and Discussion

The following findings of are outlined in accordance with the research hypotheses:

4.1.1. Results related to the First Hypothesis.

The first hypothesis states, "There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the

post-application of the cognitive achievement test, in favor of the experimental group students". In order to verify this hypothesis, mean scores, standard deviations and T. value of both groups in the post- application of the test were calculated, as shown in table (4.1) below. It is evident that the experimental group significantly outperformed the control group in the post- application of the cognitive achievement test at ($\alpha \leq 0.05$) level. Therefore, Hypothesis One is accepted.

Table (4.1): T. value for differences between the experimental and control groups in the post- application of the cognitive achievement test

Variable	Group	N.	Means	St. Dev.	F. D.	T-calculated	T - tabulated	Sig.
Cognitive Achievement test	Cont.	35	15.08	5.38				Significant at ($\alpha \leq 0.05$) level
	Exp.	35	30.34	3.88	68	12.13	2.00	

4.1.2. Results related to the Second Hypothesis.

The second hypothesis states, "There is a significant statistical difference between the experimental group's mean scores in the pre- application and their mean scores in the post-application of the cognitive achievement test, in favor of the post- application". In order to verify this hypothesis, mean scores, standard deviations and T. value of the experimental group in the pre- and post- applications of the cognitive achievement test were calculated, as shown in table (4.2) below. It is evident that the experimental group's mean scores in the post-application outperformed their mean scores in the pre-application of the cognitive achievement test at ($\alpha \leq 0.05$) level. Therefore, Hypothesis Two is accepted.

Table (4.2): T. value for differences between the experimental group's pre- application and their post- application of the cognitive achievement test

Variable	Appli.	Means	St. Dev.	F. D.	T-calculated	T -tabulated	Sig.
Cognitive Achievement test	Pre.	7.82	1.61				Significant at (α ≤0.05) level
	Post.	30.34	3.88	68	30.35	2.00	

The results related to Hypothesis One and Hypothesis Two reveal that employing simultaneous interpretation in the proposed training program affected positively the levels of cognitive achievement among non-specialist undergraduate English students at Port Said Faculty of Education. These findings are in agreement with the findings of other related studies such as Estiningrum (2015), Gawi (2015), Nawaz, *et al.*, (2015), Purnamasari (2015), and Wandika (2014) which concluded that speaking achievement is positively influenced by the frequency use of L1 and L2 in class activities. Employing simultaneous interpretation mase it easy for every participant to follow and understand immediately what the original speaker is saying in both the source and target language, encouraging non-specialist undergraduate English students at Port Said Faculty of Education to pass through a remarkable effective change of their cognitive achievement levels. One possible interpretation of these two findings may be that the proposed training program provided joyous atmosphere of learning during the implementation of sessions that helped non-specialist undergraduate English students be very eager, ambitious, curious, and open to different ways of correcting speaking mistakes and building speaking self-confidence.

4.1.3. Results related to the Third Hypothesis.

The third hypothesis states, "There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application of the scale of public speaking skills, in favor of the experimental group students". In order to verify this hypothesis, mean scores, standard deviations and T. value of both groups in the post-application of the scale of public speaking skills were calculated, as shown in table (4.3) below. It is evident that the experimental group significantly outperformed the control group in the post-application of the scale of public speaking skills at ($\alpha \leq 0.05$) level. Therefore, Hypothesis Three is accepted.

Table (4.3): T. value for differences between the experimental and control groups in the post- application of the scale of public speaking skills

Variable	Group	N.	Means	St. Dev.	F. D.	T-calculated	T - tabulated	Sig.
scale of public speaking skills	Cont.	35	128.20	6.00				Significant at ($\alpha \leq 0.05$) level
	Exp.	35	223.50	13.44	68	36.84	2.00	

4.1.4. Results related to the Fourth Hypothesis.

The fourth hypothesis states, "There is a significant statistical difference between the experimental group's mean scores in the pre-application and their mean scores in the post-application of the scale of public speaking skills, in favor of the post- application". In order to verify this hypothesis, mean scores, standard deviations and T. value of the experimental group in the pre- and post-applications of the scale of public speaking skills were calculated, as shown in table (4.4) below. It is evident that the experimental group's mean scores in the post-application

outperformed their mean scores in the pre-application of the scale of public speaking skills at (α ≤0.05) level. Therefore, Hypothesis Four is accepted.

Table (4.4): T. value for differences between the experimental group's pre- application and their post- application of the scale of public speaking skills

Variable	Appli.	Means	St. Dev.	F. D.	T- calculated	T - tabulated	Sig.
Scale of public speaking skills	Pre.	127.17	5.82				**Significant at (α ≤0.05) level**
	Post.	223.49	13.44	68	37.37	2.00	

The results related to Hypothesis Three and Hypothesis Four reveal that employing simultaneous interpretation in the proposed training program affected positively the development of public speaking skills among non-specialist undergraduate English students at Port Said Faculty of Education. These findings are in agreement with the findings of other related studies such as Salim & Joy (2016), Dermody & Sutherland (2015), Reddy & Gobi (2013), Do & Dang (2012), that shared a belief that using the first language in the second language speech activities provides EFL students with a sense of security that enables them to acquire L2 speaking with ease and in comfort. Employing simultaneous interpretation mase it easy for every participant to speak confidently and share their personal ideas and points of view in both the foreign language and their mother tongue. One possible interpretation of these two findings may be that the proposed training program offered participants far greater opportunities for practicing speaking in public contexts than ever before. On the other hand, traditional practices were not helpful, focusing more on providing

theoretical knowledge of public speaking concepts and components to EFL students, more than skill-based training.

4.1.5. Results related to the Fifth Hypothesis.

The fifth hypothesis states, "There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application of the scale of attitudes towards speaking English, in favor of the experimental group students". To verify this hypothesis, mean scores, standard deviations and T. value of both groups in the post-application of the scale of attitudes towards speaking English were calculated, as shown in table (4.5) below. It is evident that the experimental group significantly outperformed the control group in the post-application of the scale of attitudes towards speaking English at ($\alpha \leq 0.05$) level. Therefore, Hypothesis Five is accepted.

Table (4.5): T. value for differences between the experimental and control groups in the post- application of the scale of attitudes towards speaking English

Variable	Group	N.	Means	St. Dev.	F. D.	T-calculated	T - tabulated	Sig.
Scale of attitudes	Cont.	35	70.60	5.51				**Significant at ($\alpha \leq 0.05$) level**
	Exp.	35	115.83	9.78	68	22.73	2.00	

4.1.6. Results related to the Sixth Hypothesis.

The sixth hypothesis states, "There is a significant statistical difference between the experimental group's mean scores in the pre-application and their mean scores in the post-application of the scale of attitudes towards speaking English, in favor of the post-application". To

verify this hypothesis, mean scores, standard deviations and T. value of the experimental group in the pre- and post-applications of the scale of attitudes towards speaking English were calculated, as shown in table (4.6) below. It is evident that the experimental group's mean scores in the post-application outperformed their mean scores in the pre-application of the scale of attitudes towards speaking English at ($\alpha \leq 0.05$) level. Therefore, Hypothesis Six is accepted.

Table (4.6): T. value for differences between the experimental group's pre- application and their post- application of the scale of attitudes towards speaking English

Variable	Appli.	Means	St. Dev.	F. D.	T- calculated	T - tabulated	Sig.
the Scale of Attitudes	Pre.	64.28	5.80				Significant at ($\alpha \leq 0.05$) level
	Post.	115.83	99.78	68	31.30	2.00	

The results related to Hypothesis Five and Hypothesis Six reveal that employing simultaneous interpretation in the proposed training program affected positively the development of attitudes toward speaking English among non-specialist undergraduate English students at Port Said Faculty of Education. These findings are in agreement with the findings of other related studies such as Batang & Temporal (2018), Gawi (2015), Nawaz, *et al.*, (2015), Goktepe (2014), Carmen, *et al*., (2012), and Tokoz (2009) that indicated that frequency use of the second language in speech activities gradually gives EFL students the needed comfort to speak difficult sentences and develop their interest in avoiding grammatical errors in the second language. It is evident that employing simultaneous interpretation mase it easy for every participant to listen to

original speakers in their mother tongue and think critically, ensuring proper communication. One possible interpretation of these two findings may be that the proposed training program offered participants far greater opportunities for getting more disposed to speak English, lowering students' speaking anxiety level, and increasing their motivation level to speak English.

4.1.7. Results related to the Seventh Hypothesis.

The seventh hypothesis states, "A significant statistical correlation between the experimental group's public speaking skills and cognitive achievement with their attitudes towards speaking English is existed". To verify this hypothesis, Pearson correlation coefficient was used. Table (4.7) below shows the numerical values of such a correlation. Therefore, Hypothesis Seven is accepted.

Table (4.7): Values of correlation coefficient between the study dependent variables

No.	Dependent variable	Public Speaking Skills	Attitudes towards Speaking English
1	Cognitive Achievement	0.119	0.020
2	Public Speaking Skills	—-----------	0.317

One possible interpretation of this finding may be that the proposed training program offered the low-achievers more practice on public speaking skills, using different methodologies to acquire adequate level of language knowledge and proficiency that helped non-specialist undergraduate English students at Port Said Faculty of Education become good speakers of English.

Overall, the above-mentioned display of the findings of the present study shows that employing simultaneous

interpretation in the proposed training program affected positively public speaking skills, cognitive achievement and attitudes toward speaking English among non-specialist undergraduate English students at Port Said Faculty of Education, as the pre- and post-applications of the study instruments showed.

4.2. Pedagogical Implications

The findings of the present study showed many pedagogical implications for varied parties. As for EFL students, it may be beneficial to employ simultaneous interpretation to provide their students the opportunity to practice the English language speaking skill well and clearly inside and outside the classroom, to reduce their speaking fears to make mistakes while speaking, to increase their interest in using English language for communication purposes, to understand and respect cultural diversity between countries, develop their self-confidence, to increase their trust in speaking with others in English, and to respect and adopt critical values such as time respect and active listening.

As for EFL teachers, it may be beneficial to employ simultaneous interpretation as a proper technique to create a better pleasing enjoyable learning environment, solve their students' problems of speaking English, ensure their students' proper understanding of varied concepts, help their students develop effective communication, and help their students link new words to its mother-language equivalent. As for EFL supervisors and curricula developers, they may recognize that employing simultaneous interpretation resembles a real-life activity of speaking that can develop speaking skills and yield benefits

regarding English acquisition. Moreover, EFL textbooks devoted for non-specialist students should provide more opportunities to practice speaking and improve students' ability of oral communication.

4.3. Delimitations

Delimitations are a part of every study. This study, in a certain extent, acknowledges some delimitations that may restrict its conclusions. For instance, it was hard to identify, realize and determine all types of public speaking skills suitable and relevant for the non-specialist students of English. Added to this, this study was confined to two groups of non-specialist students of English. It would be better to investigate the study variables among other samples of EFL students. Additionally, the variables of this study were confined to simultaneous interpretation, public speaking skills and attitudes towards speaking the English language. It would be better to include other influential variables such as age, gender, or specialization.

4.4. Conclusion

As indicated earlier, the findings of this study revealed that non-specialist undergraduate English students seem to be more comfortable when simultaneous interpretation, from Arabic into English and vice versa, is employed as a technique in teaching objectives and components of public speaking. Thus, the researcher is inclined to conclude that employing simultaneous interpretation in the proposed training program affected positively public speaking skills, cognitive achievement and attitudes toward speaking English among non-specialist undergraduate English students at Port Said Faculty of Education, as the pre- and post-applications of the study instruments showed.

Simultaneous interpreter has to acquire language understanding and speaking, and to be able to transfer smoothly between both.

4.5. Recommendations

Based on the findings of the study, the following are recommended:

1. EFL Teachers are recommended to To use specialized dictionaries in learning activities requiring EFL students translate idiomatic expressions.
2. EFL Teachers are recommended to create real-life speaking situations in order to facilitate the language acquisition process, motivate students' language learning using internal and external incentives, and enroll in training workshop for self-development.
3. English language experts, specialists, and supervisors are recommended to organize workshops for teachers to train on simultaneous interpretation, and cooperate with experts from different countries to overcome the difficulties of speaking the English language.

4.6. Suggestions for Further Research

In light of the findings of the present study, it is believed that more studies are needed in the following areas:

- To conduct studies on the employment of simultaneous interpretation in the development of other language skills; reading, writing, and listening.
- To conduct studies on the employment of simultaneous interpretation in decreasing students' speaking anxiety.

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