

البحث الثاني عشر:

Promoting EFL Oral Presentation Skills Through Self-Monitoring for Post-Graduate Students at the Faculty of Education, Helwan University and its Effect on their Self-Confidence.

تنمية مهارات العرض الشفوي باللغة الإنجليزية من خلال المراقبة الذاتية لطلاب الدراسات العليا في كلية التربية بجامعة حلوان وتأثيرها على ثقتهم بأنفسهم

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• المستخلص :

يهدف البحث إلى المساهمة في تطوير البحوث حول مهارات العرض الشفوي باللغة الإنجليزية بين طلاب الدراسات العليا. فحصت الدراسة تأثير استخدام المراقبة الذاتية على تطوير مهارات العرض الشفوي باللغة الإنجليزية لطلاب الدراسات العليا وبحثت في تأثير هذا العلاج على مستوى ثقتهم بأنفسهم. شارك فيه متعلمون في الدبلوم العام (N = 20) في الفصل الدراسي الأول من العام الدراسي ٢٠١٩/٢٠٢٠ واستمر لمدة (١٢ أسبوعاً). استخدم البحث مقياس تقديري قبلي/بعدي لمهارات العرض الشفوي ومقياس الثقة بالنفس لقياس مستوى الثقة الذاتية للمجموعة التجريبية لطلاب الدبلوم العام المستهدفين من قبل البحث. خلال التجربة، تم تدريب المشاركين على مهارات العرض الشفوي المستهدفة من خلال تطبيق استراتيجيات المراقبة الذاتية على أداؤهم. وكشف التحليل الإحصائي للنتائج أن هناك فرقاً ذا دلالة إحصائية بين متوسط درجات المجموعة التجريبية في التطبيقين القبلي والبعدي لمهارات العرض الشفوي لـ EFL لصالح التطبيق البعدي لمقياس التقدير. علاوة على ذلك، كان هناك فرق دال إحصائياً بين متوسط درجات المجموعة التجريبية في التطبيقين القبلي والبعدي لمقياس الثقة بالنفس لصالح التطبيق البعدي. كما توجد علاقة إيجابية بين تعزيز مهارات العرض الشفوي للمشاركين ومستوى ثقتهم بأنفسهم. لذلك، أوصى البحث بما يلي: (١) نظراً لأن مهارات العرض الشفوي باللغة الإنجليزية لطلاب الدراسات العليا ليست أقل أهمية من معرفتهم بالمواد التي سيدرسونها، يجب إعطاء هذه المهارات مزيداً من الاهتمام في برامج ما بعد التخرج. (٢) يعد استخدام استراتيجيات إدارة سلوك المتعلم ذاتياً مثل استراتيجيات المراقبة الذاتية لمساعدة طلاب الدراسات العليا على تحسين أداؤهم الأكاديمي أمراً يستحق العناية ويتطلب المزيد من التحقيق. الكلمات المفتاحية : مهارات العرض باللغة الإنجليزية، المراقبة الذاتية، الثقة بالنفس، طلاب الدراسات العليا

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Abstract

Researchers of the present research intended to contribute to the development of research within English oral presentation skills among post-graduate students. The study examined the effect of using self-monitoring on developing post-graduate students' English oral presentation skills and investigated the effect of this treatment on their self-confidence level. It involved learners in the General Diploma (N=20) at the first term of the academic year 2019/2020 and lasted for (12 weeks). The research employed an Oral Presentation Skills Pre/Post Assessment Rubric; it was designed and used to assess the EFL Oral Presentation Skills of the General Diploma Students in relation to 9 main skills and a Self- Confidence Scale to measure the self- confidence level of the experimental group of the General Diploma Students targeted by the research. During the experiment, the participants were trained on the targeted EFL oral presentation skills through application of the self- monitoring strategy on their performance. Upon the completion of the experiment, they were post-tested. The statistical analysis of the results revealed that there was a statistically significant difference between the mean scores of the experimental group on the pre and post administrations of the EFL oral presentation skills rubric in favor of the post administration. Moreover, there was a statistically significant difference between the mean scores of the experimental group on the pre and post administrations of the self-confidence scale in favor of the post administration. It seemed also that a positive correlation existed between enhancing participants' EFL oral presentation skills and their level of self-confidence. So, the research recommended that: (1) As post-graduate students' EFL oral presentation skills are not less important than their knowledge of the subjects they will teach, these skills should be given more attention in post- graduation programs. (2) Using a strategy for managing one's behavior such as the self-monitoring strategy in order to help post-graduate students enhance their academic performance is worthwhile and requires more investigation.

Key Words: EFL Oral Presentations, Self- Monitoring, Self-Confidence, Post-Graduates

1. Introduction and Background:

Oral presentation is one of the major oral language skills in the world. It is a vital cultural tool in modern societies. The ability to present and to deliver accurate messages is crucial to success in educational, professional, and everyday situations.

Presenting is perceived as one of the core competencies of the higher educated professional (Campbell et al., 2001; Kerby & Romine, 2010). According to Van Ginkel (2019) "being a competent professional entails a range of underlying competencies needed for every professional irrespective of domain". One of these competencies concerns communication competence (Mulder, 2014).

One of the five higher education prerequisites that all institutions of higher learning must embrace is the ability to communicate. (e.g. Joint Quality Initiative, 2004; Washer, 2007). The ability of students to deliver knowledge to an audience is referred to as their "competence to present," which is a part of communicating. (Joint Quality Initiative, 2004). To put it another way, this presenting skill is concerned with conveying a message from the sender to the recipient within a certain context. (Haber & Lingard, 2001). Being able to give oral presentations (oral presentation competence) is an essential component of communication competence. (Mulder & Winterton, 2017). Effective performance in a variety of situations requires this communication skill. (Dunbar et al., 2006; Fallows & Steven, 2000; Smith & Sodano, 2011).

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.

Today's university students and recent graduates are often expected to be able to give a presentation in English for their

various academic courses. (Jackson, 2014; Heron, 2019; DuPre & Williams, 2011) Professors from many disciplines and industries, however, noted that young professionals frequently struggle to develop public speaking skills. Additionally, people typically perceive this competence as a dominating dread in social contexts (Smith & Sodano, 2011). In addition, students frequently underestimate how much time professionals spend in meetings and other types of communication, despite the fact that communication is an essential part of professional life (Chan,2011). As a result, special consideration must be given to the development of education programmes that foster proficiency in oral presentations.

Presentation is a complex process that takes place on the word pronunciation, the sentence grammar, the text information and coherence message. However, students face obstacles when they prepare for and deliver their oral presentations in English; it is described by most of them as linguistically and psychologically challenging (Li, 2018). Oral presentation is considered a vital part of post-graduate EFL courses. The researchers of the present study observed the poor English oral presentation performance of most of the post-graduate students at the Readings in English course.

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. It is hoped that the suggestions and ideas applied in this research on effectively producing oral English presentations will provide some basic guidelines for instructors and staff members for how they can improve their students' English oral presentation skills as well as their

English language skills, critical thinking abilities, and may even help their students to find a job in the future.

1.1. Oral Presentation

It has been observed that oral presentation skills in English are vital in present-day academic career as well as for professional achievement. Graduates require an ever-increasing range of skills to retain relevance with the global atmosphere of the new millennium and an ever-growing need for good communication skills in English has emerged on high demand around the world (Soomro et al., 2019).

Efficient oral presentation skills are among the 21st century challenges. This is further assured by many researchers who observed their students' poor oral presentations; "Such competence has not only become the basis of essential skills across disciplines within the academic fields, including Humanities and Social Sciences, but has also turned into a must-have skill for all university graduates" (Heron,2019). Moreover, Oral presentation is one of the most common spoken genres for English language learners in both academic and workplace settings (Chang & Huang, 2015). Thus, presentation skills are viewed as a mean for achieving success in academic and professional success (Evans, 2013).

Through the past few years, various advances have been recommended for enhancing English learners' oral presentation skills (Chang & Huang, 2015; Aleles & Hall, 2016; Maria et al., 2018; Salem,2019). In addition, the study conducted by Tsang (2020) found out a significant correlation between students' perceived competence concerning the delivery of oral presentations in English and their level of anxiety with respect to public speaking, which led to the conclusion that oral presentations become an even

more complex task when required to be delivered in a foreign language, such as English.

Oral presentation competence consists of knowledge, skills, and attitudes that are required to speak in public, where the goals may include informing, or persuading the audience, or self-expressing (De Grez,2009). We encounter many different sorts of presentations every day, including group presentations, lectures, seminars, webinars or online presentations, e-learning, e-conferences, etc. Types of oral presentations, according to Chivers & Shoolbred (2007) include:

- 1. Informative Presentations:** This is the most common type of presentation, be it in an educational setting or business or corporate setting. The aim of an informative presentation is to give detailed information about a product, concept, or idea to a specific kind of audience.
- 2. Persuasive presentations:** Persuasion is the art of motivating or convincing someone to act or make a change in their actions or thoughts. Persuasive presentations are also widely used form after informative presentations.
- 3. Demonstrative presentations:** This involves demonstrating a process or the functioning of a product in a step-by-step fashion. This involves giving guidelines or steps of a process or work.
- 4. Inspirational presentations:** As the name suggests, this type of presentation involves inspiring others. The main aim of an inspirational presentation is to motivate or move the audience and is also known as a motivational presentation.
- 5. Business presentations:** In the corporate world, presentations are the go-to solution to do anything: planning or strategizing, articulating company goals, screening candidates, status reports, and many more.

Joughin (2007) highlighted that we can look at oral presentation from three perspectives: In the first perspective presentation is seen as a transmission of the ideas of others to a passive audience with anxiety at a low level, presentation as an imparting of the material studied from which students seek to make their own meanings from the ideas of others; and presentation as a position to be disputed and defended by persuading the audience. In the second perspective, the audience is actively judging students' performances, and students reply to audience questions. Hence, students experience some stress. In the third perspective, students are aware that they are the focus of attention, which creates even more pressure than in the first two situations.

Since oral presentations involve the use of verbal and non-verbal elements to deliver a speech to a particular or general audience, Morita (2000) decided that oral presentations are challenging and complicated in terms of interaction and mental processes and recommended more research to be performed pertaining to this kind of obstacles. This was further confirmed by Zappa-Hollman (2007) who stated that linguistic problems were seen as the most challenging during oral presentations, and Dornyei & Kormos (2000) pointing out that the challenge facing students results from trying to convey their thoughts and at the same time understand what is said despite limited language ability.

One of the crucial 21st century abilities is the ability to present orally. (Jackson, 2014). Oral presentations are frequently included into many course types offered in higher education, either as course activities or as part of the course learning objectives (Cooper, 2005). However, giving oral presentations in front of a public audience is a complex

task. The significance of developing oral presentation skills is typically evident in the way that students are routinely required to communicate their ideas, arguments, opinions, and research findings in groups or individually across academic courses throughout time.

Previous studies have called upon education practitioners to better prepare students in oral presentation skills more clearly (DuPre & Williams, 2011). In this instance, the presentation course should be designed in a way that can assist students in acquiring specific linguistic features, ranging from vocabulary, pronunciation, and grammar, that are essential for a successful presentation. Teacher feedback should be directed upon the construction of such knowledge, not merely on error correction.

Despite the paramount importance of oral presentation skills, less attention has been paid to the nature of communication among post-graduates at the Faculty of Education. This might be due to psychological (e.g., fear, shyness, motivation, etc.) and contextual factors (e.g., the background of the audience, the topic of the presentation, etc.) which may significantly affect presentation performance and delivery. In the context of the research sample, they are shy and feel anxious when they attempt to speak English with others. Students prefer to remain silent as they are afraid of making mistakes, mispronounce the words and/or laughed at by their friends. All these challenges, involving anxiety, fear of making mistakes, passivity, shyness, and lack of confidence, should be considered in teacher feedback. When students receive positive and constructive feedback, they will likely build self-confidence, which will consequently improve their English-speaking skills that will be perceptible in their presentation task.

1.2 Self-Monitoring:

Self-determination is a broad concept covering a collection of interconnected skills, beliefs, and actions. It refers to the development of independence throughout one's life while also enhancing quality of life. Choice-making, decision-making, goal setting, problem-solving, self-advocacy, self-efficacy, self-knowledge, and self-management/regulation are subcategories or components of self-determination (Wehymeyer & Field, 2007). The following techniques fall under the subcategory of self-management: a. self-monitoring; b. self-evaluation; c. self-regulated strategy development; d. self-instruction; and e. goal setting (Niesyn, 2009).

Cornerstones of cognitive-behavioral strategies like self-monitoring, a strategy for managing or regulating one's own behavior, are: (a) students observing, evaluating, and recording their own behavior that has been explicitly defined; (b) students striving to reach independence with the strategy and maintain positive outcomes; and (c) generalization of new skills beyond the initial setting (Chafouleas et al., 2012). Self-monitoring is an appealing strategy for promoting behavior change. Self-monitoring procedures can decrease reliance on external agents (e.g., teachers, parents, peers) for behavior change, thus facilitating generalization to untrained settings and maintenance of acquired skills. (Amato-Zech et al., 2006).

Furthermore, self-monitoring is a strategy that (a) provides additional feedback without increasing the demands on university supervisors, (b) is readily available to students, (c) has a substantial research base to support its use, and (d) can continue to be a source of feedback as students move into

their own classrooms. Self-monitoring is systematically keeping track of one's own behavior and documenting when the behavior of interest occurs (or doesn't) (Cooper et al., 2007). Both children and adults have used it, and it has been proven to be helpful for both increasing and decreasing behaviors. Researchers have also looked into how instructors employ self-monitoring in their teaching techniques. A first-year teacher's increasing use of praises was the focus of a research by Kalis et al. (2007), which also included self-monitoring as an intervention. It has been demonstrated that self-monitoring is indeed a useful technique for changing a variety of behaviors. Through self-monitoring, during the study, the instructor increased and maintained her usage of a variety of praise statements for five sessions after self-monitoring was discontinued. Thus, self-monitoring was therefore successful in boosting the intended instructional behaviors.

The strategy of self-monitoring is easily acquired and implemented. Not only should teachers acquire this skill to monitor their own behaviors, but they should also teach their students to monitor their own behaviors. Besides, accurate self-monitoring seems a prerequisite for effective self-regulation of learning, and for achieving high learning performance (Schneider & Löffler, 2016).

Self-monitoring teaches students to observe when a target behavior has occurred and to record its occurrence. Having students monitor their behavior may serve as a strong determinant of behavior change because it may remind them of the consequences that occur after the behavior is performed. Further desired change will occur even if the students' recordings are inaccurate. The strategy may serve as

a contingency and promote the recurrence of the desired behavior (Gilberts et al., 2001). The procedure includes two basic steps: self-observation and self-recording (Amato-Zech et al., 2006). Self-observation requires students to pay attention to a specific aspect of behavior and discriminate whether the behavior being monitored has occurred. Next, the student records whether the behavior being monitored has occurred.

Thus, a student assesses his or her own behavior and records whether a target behavior has occurred. The occurrence of the behavior can be recorded at the student's own desk on a small card, sheet, checklist, or form (Sheffield & Waller, 2010).

Evaluation of self-monitoring procedures on increasing on-task behavior has been demonstrated to yield positive results across age levels and instructional settings. School-based implementation of self-monitoring procedures has been found to be particularly effective for improving on-task behavior during independent seatwork, with minimal demands on the teacher (King et al., 2014).

According to Zimmerman (1999) there are three forms of self-monitoring: monitoring associated with self-evaluation, strategy implementation, and efforts to adapt the strategy from outcomes. Self-monitoring training can be effective in improving adaptive goal setting and learning. Several empirical studies have shown that students benefit from being taught self-monitoring skills.

Coleman and Webber (2002) also pointed out that self-monitoring has consistently produced outcomes of improved academic performance and classroom behavior.

1.3 Self-Confidence

It is an attitude which allows individuals to have positive, yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives and believe that - within reason- they will be able to do what they wish, plan, and expect (Dammani & Indani, 2014)

For any experienced instructor, it is easily noticed that self-confidence has always been connected not only to oral presentation tasks but also to almost all the tasks that students are assigned to perform with favorable outcomes. In English oral presentations, self-confidence has a significant role as it lessens students' anxiety and fear to speak in the target language. It can give students a sense of achievement and consequently enhance their endeavor for better accomplishments.

Self-confidence is believed to be a psychological factor which has a considerable influence on students' speaking skills. It is also believed to be a personal factor which plays a vital and supporting role in achievement of a learning a foreign language. In his case study, Azimova (2020) observed the importance of self- confidence as a psychological factor which might influence students' speaking performance while learning a foreign language. The author paid attention to help the students to have positive attitudes toward their abilities for developing their level of success in the speaking skill. Similarly, Brown (2005) states that 'English language learners might not have ability to speak language without a particular degree of self-confidence. In addition, McIntyre et al. (2001) proposes that self-confidence has significant effect on willingness to have

communication in a foreign language. The present study intends to continue the exploration and try to find out the effect of self-monitoring on developing post-graduate students' self-confidence.

2. Context of the Problem

One of the main goals of postgraduate programs at faculties of education in Egypt is developing communication and oral presentation skills of their students. However, these skills are not fully developed for students at the Faculty of Education in Helwan University. Moreover, being a part of the staff at the Department of Curriculum and Instruction at the Faculty of Education in Helwan University, the researchers took part in teaching various groups of post-graduates. The researchers observed that most of them suffered from oral presentation and self-confidence issues that were obvious in their performance during the EFL and academic courses. Therefore, the researchers of the present research decided to employ an untraditional training method; the self-monitoring strategy to enhance the EFL oral presentation skills for the post-graduate students in the General Diploma academic year 2019/2020 and investigate how this training will reflect upon their self-confidence during delivering their presentations.

3. Statement of the Problem

The research problem could be summarized in the following statement: the General Diploma students, Faculty of Education, Helwan University lacked the EFL oral presentation skills and self-confidence necessary for them as prospective teachers and researchers. Thus, in an attempt to solve this problem, the present study utilized the self-monitoring strategy to develop the required EFL oral presentation skills and raise the self-confidence level for those postgraduate students.

4. The Research Questions

To tackle this problem, the present research attempted to answer the following main question:

What is the effect of the self-monitoring strategy on promoting the required oral presentation skills and raising the self-confidence for the General Diploma students, Faculty of Education, Helwan University?

Thus, the following questions were derived from the above-mentioned question:

1. What is the effect of the self-monitoring strategy on promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University?
2. How far will promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University affect their level of self-confidence?

5. The Research Aims

This research aimed at:

- 1- Measuring the effect of the proposed self-monitoring strategy treatment on General Diploma students EFL oral presentation skills.
- 2- Exploring the correlation between promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University and their level of self-confidence.

6. The Research Hypotheses

The present research tested the following hypotheses:

- 1- There is a statistically significant difference between the mean scores of the experimental group on the pre/post administrations of the presentation skills rubric in favor of the post administration.

- 2- The self- monitoring strategy has a large effect size on developing the oral presentation skills of the experimental group students.
- 3- There is a statistically significant difference between the mean scores of the experimental group on the pre/post administrations of the self-confidence questionnaire in favor of the post administration.
- 4- There is a positive correlation between promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University and their level of self-confidence.

7. The Research Variables

The present research used the one-group quasi-experimental design. The participants were randomly chosen.

- Independent Variable: This refers to the self-monitoring strategy treatment implemented with the experimental group in this study.
- Dependent Variables: This referred to the promotion in the experimental group's EFL oral presentation skills targeted by the treatment and its correlation to their self-confidence level.

8. Research Design

The self-monitoring procedures included two basic steps: self-observation and self-recording. Self-observation required students to pay attention to specific criteria of the presentation skills to discriminate whether the target behavior has occurred. Next, self-recording; the students record whether the behavior being monitored has occurred. Thus, a student assesses his or her own behavior and records whether a target behavior has arisen in order to direct their efforts towards the unattained targets. So, the treatment proceeded in the following manner:

- The self-monitoring strategy was applied in the “Readings in English” course during the first academic semester 2019-2020 (12 weeks) that involved model presentation videos, presentation preparation, presentation practice, and teacher feedback.
- The stages of the presentation preparation encompassed outlining and drafting the introduction, body, and conclusion parts. Students practiced presenting each part and received feedback from the teacher. The final presentation occurred in weeks 11 and 12 where students presented the whole part in one presentation. Students’ presentation performances were assessed by using a speaking rubric developed by the researchers that involved the criteria such as content, organization, enthusiasm, eye contact, elocution, voice, poise, body language and use and quality of visual aids. The details can be seen in the Appendix (I).
- In week 1, the activities covered the course introduction, the announcement of the final presentation project, and the list of suggested topics. The students chose their presentation topics, related to Humanities and Social Science. Then, the students focused on outlining and writing the introduction part of their presentations from weeks 2 to 4. They did some practice and recorded videos for the introduction part, which were uploaded in the class Facebook group. Afterward, the students presented the introduction part in class, and the teacher gave feedback. From weeks 5 to 7, the students developed the outline and wrote the body part of their presentations. The students did some presentation practice and recorded videos for the introduction and body parts, which were uploaded in the class Facebook group. Then, the students presented the

body part in class, and the teacher gave feedback. From weeks 8 to 10, the students developed the conclusion part of their presentations. They also learned how to visualize their presentations. After that, the students did some practice and recorded videos for the introduction, body, and conclusion parts, which were uploaded in the class Facebook group. Then, the students presented the conclusion part in class, and the teacher gave feedback. In weeks 11-12, students performed their final presentations with visual aids.

9. Research Delimitations

Since it is beyond the limits of a single research to consider a wide range of factors, the present research was confined to:

1. A sample of General Diploma students, Faculty of Education, Helwan University (20 students).
2. Promoting and measuring EFL oral presentation skills and investigating the self- confidence level.
3. The proposed treatment; self-monitoring strategy.

10. Research Significance

It is hoped that the present research results would contribute to:

1. Leading a move towards instructors that adopt the self-monitoring strategy.
2. Post graduate students need familiarity with new teaching /learning methods, among which is the self-monitoring strategy.
3. Developing the performance and self-confidence of postgraduate students at the Faculty of Education, Helwan University.

11. Research Instruments

The researchers employed the following instruments to collect the required data:

1. The Oral Presentation Skills Pre/Post Assessment Rubric: it was designed and used to assess the EFL Oral Presentation Skills of the General Diploma Students in relation to 9 main skills, namely; content, organization, enthusiasm, eye contact, elocution, voice, poise, body language and use and quality of visual aids.

The total rubric score was 76 marks where each skill included 4 levels (4 points (Excellent) 3 points (Good) 2 points(fair) 1 point (Poor) See Appendix (1)

Technically, the rubric validity was evaluated by 4 TEFL experts who reviewed it and approved its validity in terms of its content and format. According to the result of the test-retest procedure, the rubric proved reliable where $(r) = 0.79$. It was administered pre and post the self-monitoring strategy treatment for the experimental group. See appendix I

2. The Self- Confidence Scale:

Items of the scale were selected and adopted from the research paper of Alkhaldi et al. (2020) to measure the self-confidence level of the experimental group of the General Diploma Students targeted by the research. The scale was graded as follows: (Apply to a huge extent) takes five points; (Apply to a large extent) takes four points; (Apply to a medium extent) takes three points; (Apply to a low extent) takes two points; (Don't apply at all) takes one point. All scale paragraphs are positive, so the scale scores ranged between (175) points as a maximum to (35) points as minimum. See appendix II

12. Research Procedures

In order to achieve its aims, the present research went on the following steps:

1. Reviewing literature and previous studies related to areas of the present research.

2. Designing the proposed self-monitoring strategy treatment.
3. Developing an EFL oral presentation pre/post rating rubric and ensuring its reliability and validity.
4. Adopting a self-confidence measuring instrument.
5. At the beginning of the first term of the academic year 2019/2020, the researchers chose a research sample of the General Diploma students (N=20).
6. Administering the oral presentation rating rubric to the experimental group before the treatment.
7. Administering the adopted self-confidence scale on the experimental group before the treatment.
8. Training the experimental group via the proposed self-monitoring strategy. The experiment lasted for 12 weeks during which the experimental group participants were coached to perform self-monitoring.
9. Administering the oral presentation rating rubric to the experimental group after the treatment.
10. Administering the adopted self-confidence scale on the experimental group after the treatment.
11. Analyzing data using suitable statistical means.
12. Coming to the results and interpreting them, reaching conclusions, introducing recommendations, and giving suggestions for further research.

13. Definitions of Terms

The current research defines the basic terms operationally for the sake of measurement as follows:

11.1 Oral -Presentations:

Oral presentations, also known as public speaking or simply presentations, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is 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.

Operationally, an oral presentation 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.

EFL General Diploma students should be able to effectively communicate orally in a wide variety of situations for a specific purpose and audience.

11.2. Self- Monitoring:

Self-monitoring strategies are individualized plans used to increase independent functioning in academic, behavioral, self-help, and social areas. Rather than focusing on reducing a student's undesired behavior, self-monitoring strategies develop skills that lead to an increase in appropriate behavior. Self-monitoring can be used for behavior modification and learning achievement.

Operationally, EFL General Diploma students are oriented to pay close attention to their own behavior and learning data, they make better choices and achieve better results in learning target. This strategy has two parts: self-observation and self-recording. The first part involves the student recording data, and the second part involves the student comparing that data to a set of standards and previous data that has been recorded.

11.3 Self-Confidence:

The American Psychological Association defines self-confidence as "a belief that one is capable of successfully meeting the demands of a task."

Operationally, EFL General Diploma students have an attitude about their skills and abilities; they accept and trust themselves and have a sense of control. They know their strengths and weakness well and have a positive view of themselves along with setting realistic expectations and goals communicating assertively, and handling criticism.

14.Data Analysis and Results:

The present research tested the following hypotheses:

- 1- There is a statistically significant difference between the mean scores of the experimental group on the pre/post administrations of the presentation skills rubric in favor of the post administration.
- 2- The self- monitoring strategy has a large effect size on developing the oral presentation skills of the experimental group students.
- 3- There is a statistically significant difference between the mean scores of the experimental group on the pre/post administrations of the self-confidence questionnaire in favor of the post administration.
- 4- There is a positive correlation between promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University and their level of self-confidence.

Verifying the First Hypothesis:

Table 1. “t” Value of the Difference Between the Mean Scores of the Experimental Group’s Students on the Pre and Post-Administrations of the EFL Oral Presentation Skills Rubric.

Application	No	Mean	Std	Calculated "t" value	P
Pre	20	30.15	4.11	49	<0.0001
Post	20	68.45	3.23		

As displayed in (Table 1), the mean scores of the experimental group in the post- test (68.45) are higher than their mean scores in the pre- test (30.15). The difference between the two mean scores is statistically significant where the calculated t value is (49) and the P value is less than (0.0001). Accordingly, the first hypothesis was verified; "There is a statistically significant difference between the mean scores of the experimental group on the pre/post administrations of the presentation skills rubric in favor of the post administration."

In addition, findings indicated that there were statistically significant differences between scores of the pre and post-administrations of the research experimental group in all the subsections of the presentation skills in favour of the post-administration. Following is a top down presentation of the subsections in terms of achieving the highest achievements:

A. Voice

An increase of 6.15 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 5.00 & Standard Deviation = 1.45) to the post-administration (Mean = 11.15 & Standard Deviation = 1.27), $p < .0001$ (two-tailed).

B. Speaking

An increase of 5.15 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 9.35 & Standard Deviation = 2.18) to the post-administration

(Mean = 14.50 & Standard Deviation = 1.61), $p < .0001$ (two-tailed).

C. Enthusiasm

An increase of 5.00 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 2.40 & Standard Deviation = .60) to the post-administration (Mean = 7.40 & Standard Deviation = .75), $p < .0001$ (two-tailed).

D. Poise

An increase of 5.00 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 2.00 & Standard Deviation = .00) to the post-administration (Mean = 7.00 & Standard Deviation = .97), $p < .0001$ (two-tailed).

E. Content

An increase of 4.60 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 2.45 & Standard Deviation = .69) to the post-administration (Mean = 7.05 & Standard Deviation = 1.10), $p < .0001$ (two-tailed).

F. Organization

An increase of 4.40 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 2.50 & Standard Deviation = .69) to the post-administration (Mean = 6.90 & Standard Deviation = 1.17), $p < .0001$ (two-tailed).

G. Aids

An increase of 3.50 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 3.30 & Standard Deviation = 1.13) to the post-administration (Mean = 6.80 & Standard Deviation = 1.20), $p < .0001$ (two-tailed).

H. Eye contact

An increase of 2.40 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 1.55 & Standard Deviation = .51) to the post-administration (Mean = 3.95 & Standard Deviation = .22), $p < .0001$ (two-tailed).

I. Body language

An increase of 2.35 was found between the two administrations. The mean of their score in this subsection improved significantly from the pre-administration (Mean = 1.35 & Standard Deviation = .59) to the post-administration (Mean = 3.70 & Standard Deviation = .47), $p < .0001$ (two-tailed).

Therefore, the first hypothesis was supported.

Verifying the Second Hypothesis:

“The self- monitoring strategy has a large effect size on developing the oral presentation skills of the experimental group students.” In order to measure the effect size of the self-monitoring strategy on developing the oral presentation skills of the experimental group students, the eta squared statistical analysis was conducted. Pallant (2016, p 240) explains that the formula for calculating the eta squared value is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + N - 1}$$

I.e.

$$= \frac{(49)^2}{(49)^2 + 20 - 1}$$

$$= \frac{2401}{2420}$$

$$= .99$$

Cohen (2013, pp 284 - 287) outlines the guidelines for interpreting the eta squared values as follows:

- From .01 to less than .06 equals small effect.
- From more than .06 to less than .14 equals moderate effect.
- More than .14 equals large effect.

Therefore, the second hypothesis was supported.

Verifying the Third Hypothesis:

Table 2. “t” Value of the Difference Between the Mean Scores of the Experimental Group’s Students on the Pre and Post-Administrations of the Self- Confidence Scale.

Application	No	Mean	Std	Calculated t value	P
Pre	20	73.75	31.16	10.69	< 0.0001
Post	20	152.8	27.59		

As displayed in (Table 2), in order to examine this hypothesis “There is a statistically significant difference between the mean scores of the experimental group on the pre/post administrations of the self-confidence questionnaire in favor of the post administration.” , a paired-samples t-test analysis was conducted. Findings indicated that there was a

statistically significant development in the scores of the self-confidence questionnaire from the pre-administration (M = 73.75 & Standard Deviation = 31.16) to the post-administration (M = 152.8 & Standard Deviation = 27.59), $t(19) = 10.69, p < .0001$ (two-tailed).

Eta squared was found to be .86, indicating a large effect size.

Therefore, the third hypothesis was supported.

Verifying the Fourth Hypothesis:

“There is a positive correlation between promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University and their level of self-confidence.”

Analysis was performed to investigate the correlation between promoting the required EFL oral presentation skills for the General Diploma students at the Faculty of Education, Helwan University (measured by the Oral Presentation Assessment Rubric) and their level of self-confidence (measured by the Self-Confidence Scale Alkhalidi, Alkhubaba & Al-Dlalah (2020). Results revealed that there was a strong positive correlation between the two variables, $r = .62, n = 20, p < .01$.

Cohen's (2013, pp. 79 – 81) guidelines for interpreting r values are as follows:

- Small r is from .10 to .29.
- Medium r is from .30 to .49.
- Large r is from .50 to 1.0.

Therefore, the fourth hypothesis was supported.

14. Discussion of the Research Results

The statistical analysis of the obtained data resulted in answering the research main and sub questions and verifying its hypothesis. The positive results shown in improving postgraduate students' oral presentation skills and self-confidence might be due to the following factors:

1. Using self-monitoring helps students through self-awareness, which can lead to the success of their oral presentations. In this study, students in the treatment group were taught to self-monitor by observing and recording their own presentations. As a result, they comprehended the weaknesses more thoroughly and performed academically better.
2. The self-monitoring learning environment helped students complete their oral presentations and alerted them to any breakdowns and provided students with opportunities to evaluate their own learning; and all of these, resulted in better performance.
3. Students' role in self-monitoring learning was helpful. Students felt that they carried out the learning process by themselves. They manage their own learning and were responsible for success and failure. On experiencing this new role, students were no longer passive learners, but they were active and efficient learners.
4. Facing and overcoming the obstacles of carrying out an oral presentation that resulted from anxiety and fear of speaking English in front of public. The authors paid attention to help the students to have positive attitudes toward their abilities for developing their level of success in the speaking skill. This was done during the whole course through watching model presentation videos, presentation preparation, presentation practice, and teacher feedback.

5. providing more insight into the challenges specifically facing post-graduate students during their oral presentations in an EFL context in an attempt to promote their abilities to deliver effective presentations.

The results of the present study revealed that self-monitoring improved students' oral presentation skills and enhanced their self-confidence. The findings are in line with previous studies which have shown that students benefit from being taught self-monitoring skills (e.g., Schunk 1983; Delclos & Harrington 1991; Maag et al.1992; Malone& Mastropieri 1992). The findings were also consistent with the results of previous studies indicating that self-monitoring strategies benefit academic learning and motivational beliefs (Coleman &Webber 2002). Self-monitoring, the process of having individuals record data regarding their own behavior with the purpose of changing their original learning rates (Coleman & Webber 2002). Functions through self-awareness, leads to better and more appropriate and successful task completion during learning activities.

15. Research Conclusions

Based on the results of this research, it could be concluded that the present research provided evidence that self-monitoring is more effective than traditional lectures in developing General Diploma students' EFL oral presentation skills. Furthermore, this research provided an indication to a positive correlation that exists between this development and their level of self-confidence.

16. Research Recommendations

In the light of the results of the present research, the following recommendations are suggested:

- More attention should be paid to teaching methods through which General Diploma students receive their courses in Egyptian EFL faculties of education.

- Raising the self-confidence level of students is worthwhile and requires more investigation.
- Faculties of education should formulate adaptable learning environments that suit utilizing various instructional methods in teacher training.

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