An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

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Abstract

The present study focused on investigating the relationship between the EFL-Egyptian university students' Oral-Presentation Skills and their autonomy. The participants of the study were the freshmen physiotherapy students at Bani-Sweif University, Egypt, the participants of the study were '40' participants, (N= 40). The participants' autonomy was measured by a linguistic self-efficacy sub-scale, which is autonomy scale that was prepared by the researcher. The aim is to find the correlational relationship between the EFL Egyptian University Students' Oral-presentation skills and their autonomy. Results demonstrated that there is substantial positive correlation between the participants' Oral-Presentation Skills and their linguistic self-efficacy as whole but there is a negative relationship between oral-presentation skills and the participants' autonomy.

Key Words: Oral Presentation skills, autonomy

إعـــــداد

د/ منـار هـاروه

مستخلص البحث :

يركز البحث الحالي على إيجاد العلاقة بين مهارات العرض الشفهي في اللغة الإنجليزية كلغة أجنبية واستقلال طلاب الجامعات المصرية الذاتي في التعلم. تتكون عينة البحث من ٤٠ طالب من طلاب الفرقة الأولي من كلية العلاج الطبيعي، جامعة بني سويف، مصر. وقد تم قياس استقلال الطلاب الذاتي في التعلم من خلال تحليل مقياس الكفاءة الذاتية اللغوية الفرعي (مقياس استقلال الطلاب الذاتي في التعلم) الذي أعدته الباحثة بنفسها، فمن خلال الإجابة على أسئلة المقياس المختلفة تم التعرف على مشكلات المتعلمين. وكانت نتائج البحث كالتالي: توجد علاقة بين مهارات العرض الشفهي والكفاءة الذاتية اللغوية ككل ولكنه لا توجد علاقة بين مهارات العرض الشفهي لدي طلاب الجامعات المصرية واستقلال الطلاب الذاتي في التعلم.

كلمات رئيسية: مهارات العرض الشفهي، استقلال المتعلمين.

Introduction

Holec (1981) stated that Learner Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and implementation of those decisions. Autonomy is the ability to take charge of one's own learning. Leni (1995) declared that learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning. Learned autonomy is a recognition of the rights of learners within educational system. Learner autonomy is very useful in learning a new language. It is the ability to control learning.

An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

Najeeb (2013). Showed that learner autonomy means being independent in which the students are independent in their learning. Students who learn autonomously are more capable than non-autonomous peers in critical thinking and problem-solving because their educational settings encourage the development of these skills.

Benson (2001) Learner autonomy is a problematic term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely. The rapidly expanding literature has debated, for example, whether learner autonomy should be thought of as capacity or behaviour; whether it is characterized by learner responsibility or learner control; whether it is psychological phenomenon with political implications or political right with psychological implications; and whether the development of learner autonomy depends on a complementary teacher autonomy.

Dafei (2017) reflected that students' language proficiency has been shown to be influenced by learner autonomy. Students' English proficiency was significantly and positively related to their learner autonomy. Sakrak-Ekin (2019) demonstrated that levels of autonomy tend to be more successful in language learning than those who are less autonomous. Correlation analysis revealed a positive correlation between learner autonomy level and the academic success of language learners. In other words, the academic success of language learners increased with their autonomy.

Statement of the Problem

Working as an English instructor at the faculty of physiotherapy at Bani-Sueif University, the researcher discovered out that the students need to improve their oral-presentation skills in their English Language classes, students face many problems concerning oral-presentation skills, that is bedside students don't depend on their own selves, they always need a help in doing their own tasks. The aim of the current study was to investigate the relationship between students' oral-presentation skills and learners' autonomy. In order to inquire about the problem, the researcher had first to answer the following research fundamental question:

Questions of the study

What is the correlational relationship between EFL Egyptian University students' oral-presentation skills and their autonomy?

Hypotheses of the study

The is no statistically significant correlational relationship between oral-presentation skills and learners' autonomy.

The study importance

The study may help to introduce the relationship between the EFL Egyptian University students' oral presentation skills and Learners' autonomy. There is no similar study was conducted to display the relationship between EFL Egyptian University students' oral presentation skills and their meta-cognitive awareness. This study

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

may help to know the importance of oral-presentation skills in relation to meta-cognitive awareness.

Definition of Terms

Oral Presentation

Chaney and Burk (1998) defined '' oral-presentation as a communicative process involves seven key elements namely sender, message, channel, receiver, influence, situation and feedback''.

Learners' autonomy

Holec (1981) defined ''Autonomy as a situation in which the learner is totally responsible for all decisions concerned with his or her learning and implementation of those decisions.'' Learner autonomy means independent or independent learning. Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies.

Review of Literature

It is obvious from surveying many of the studies that these studies pay more attention to improve oral-presentation skills as shown by Marcel (2017) investigated the impact of user feedback and what the Alumni learned in the course work on workplace presenting. The researcher showed that Alumni are an underutilized resource for input on the oral presentation skills employees need at work and what should be taught in oral-presentation-focused business

communication courses. The researcher also announced that alumni are in a unique position to assess the practice of what they learned and recommend coursework changes. The survey responses, reflected that 1,610 business alumni who make oral presentations two or three times per month on average recommended more instruction on how to present business data visually, more impromptu presentations, more help dealing with difficult audiences and with nervousness, and three to five presentations assigned in oral presentation courses for business students.

Salem (2019) surveyed the impact of using TED Talks on improving oral presentation skills of Business English students and vocabulary uptake/retention. The researcher also measured the impact of improving such hard cognitive skills on increasing Business majors' speaking anxiety level. Sequential explanatory mixed method was used, which includes both quantitative and qualitative data collection and analyses. Business students' oral presentation skills were evaluated through Oral Presentation Skills Sheet (OPSS), vocabulary retention was judged through Vocabulary Uptake/Retention Test (VURT), and speaking anxiety level was assessed through Personal Report of Public Speaking Anxiety (PRPSA) (Mörtberg, Jansson-Fröjmark, Pettersson, & Hennlid-Oredsson, 2018). Participants in the study consisted of (N=49) students, who were divided into two groups; experimental group consisting of 24 students, and control group that includes 25 Business

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

English majors. The results reflected that oral presentation skills and vocabulary uptake/retention levels were improved due to the use of TED talks as an ICT tool. Also, it was revealed that Business majors in the experimental group are more enthusiastic, energetic and motivated to give exciting presentations as they became more confident, free of anxiety and tension.

Al-Wadi & Alkhabbaz (2019) discussed the usefulness of a "pre-lecture medical terminology guide" in improving those students' academic achievement and class participation during their study of a physiotherapy course. They declared that comprehending English medical terms represents a major obstacle for medical students, especially the none-native English speaking learners that might lead some of them to failure sometimes. The researchers followed a two-cycle approach of intervention was implementing a written pre-lecture guide in the first cycle, and a written pre-lecture guide with a 5-minute explanatory lecture in the second cycle. The gained findings revealed a slight enhancement in students' scoring in the first cycle, but a significant one during the second cycle. In addition, the findings revealed students' preference of pre-lecture medical terminology guide with a 5-minute explanatory lecture as an effective teaching method for them to understand the medical terms in English. The students also showed a positive feedback towards the pre-lecture guide and felt it helped them understand and memorize difficult

medical vocabulary more easily. They also believed that the same technique should be used with other physiotherapy classes.

El-Salamony (2016) designed a program to measure the effect of a multimedia-Based Program on Enhancing Students' Oral Communication Skills in Technical Colleges. The researcher tested the effect of a multimedia-based program on listening and speaking skill. The research used one group pre/post-test design and participants were thirty students administered in the first year, Industrial Technical Institute, Mataria Technical College, the researcher utilized some instruments like listening and speaking skills list, pre/post and the speaking rubric. The researcher designed a course taught through videos related to the students' studies to develop technical Colleges students' listening and speaking skills. The participants' pre/post test scores were analyzed using suitable statistical techniques. Findings revealed that there is statistically significant differences between the mean scores of the students in the test in favor of the post test. To conclude, the results of the study showed the effect of using multimedia-based program in developing the technical colleges students' listening and speaking skills.

Liao (2009) demonstrated that the main concern of this study was to enhance the students' speaking skills in English. The study gave big attention to improve the speaking skills through the interrelation of the other skills by integrating the four skills of reading, listening, writing and speaking.

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

Dimas et al (2014) focused on preparing language building activities and a variety of teacher/student interaction patterns to increase both oral language participation and content learning in a course of manual therapy with mixed language ability students. The researcher designed a content-based course in English with English as a second language learners. Data taken from the lesson plans, sociograms, and student feedback cards revealed an increase of students' involvement in class activities and their concern was also increased to have more ability to diagnose and treat their future patients' physical condition through a structured interview for which both careful language elaboration and therapist/patient interaction were essential.

Olivares et al (2015) addressed learner's enrolled in English for physical therapy at the university of Alcala about the necessary of immigration that plays in public health and the role of the mediators in these contexts. The main goal of this study was attained by the help of a class blogs and a web tool available at the blackboard online platform; teaching and learning were done through an innovation group (FILWIT). The study also assured that students can learn a foreign language at the same time as they come into contact with multiculturalism in public health services.

Pill (2016) reflected that the goal of this study is to improve the oral communication ability in the medium of English for health practitioners with English as additional language (EAL) to acquire

admission to practice in jurisdictions where English is the presiding language. The main concern is to build a clinical communicative competence and this oral competence for three health professions, medicine, nursing, and physiotherapy. After enrolling the speaking sub-test of the occupational English test, a profession specific test of clinically related communicative competence. Findings of the study revealed that raters can act as proxies for occupational experts, although it remains unclear whether the views of performances held by these two groups are directly comparable. The new minimum standards represented by the cut scores were found to be somewhat harsher than those in current use, particularly medicine.

Vani (2016) underlined the importance of giving opportunities to improve the college freshmen speaking skills and to build vocabulary, reading skills, and team working skills. The researcher informed that students can improve these skills through the prescribed textbook that was provided to the students to read, explain, and present their own opinions in the front of their peers in the class. Learners spent 3 hours lab session followed by feedback session to collect their feedback; the researcher used also questionnaires to obtain more information. This research assumed that students' speaking skills can be improved if they were given autonomy to speak through the selected context.

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

Gwee & et al, (2015) displayed how the use of mobile devices can improve student of Grade 11 Oral Presentation Skills in Singapore. Grwee showed the effect of video review on the higher education students' outcomes in oral presentations in formal (classroom) and informal (out-of-classroom) settings. The researcher used the quasi-experimental design, and he declared that students who viewed their oral presentations in a formal setting had significantly higher effectiveness of group presentation scores than those who viewed them in informal settings using mobile devices. Students' presentations were rated more helpful, consistent, and planned. Besides, students discovered that viewing their oral presentations in informal settings to be effective, engaging, suitable, and that it provided immediate feedback.

The study Method

The method utilized in the present study reflected through the following: the design of the study including the variables of the study, the participants of the study, and the instruments of the study.

Research design

The participants of the current research paper were 40 participants N= 40, from the first-year physiotherapy students in the faculty of physiotherapy, Bani-Sweif University.

Data collection procedures

For the purpose of the study the researcher used a scale that was designed by the researcher in order to collect data about the study

sample's level of learners' autonomy. This scale was a sub-scale of a linguistic self-efficacy scale as a whole, it was tested for validity and reliability.

Purpose of the learners' autonomy scale

The learners' autonomy as a sub-scale from the linguistic self-efficacy scale aimed at measuring the students' autonomy level before and after teaching the training program.

Validity of the scale

The overall scale was designed according to a review of literature it was composed of four facets; self-confidence, stamina, independence, metacognition. Statements were designed for each facet. The learners' autonomy sub-scale was consisted of seven statements. The scale was examined by a group of experts in English language methodology and applied linguistics to judge it regarding the following points:

1. Facets of scale.
2. The clearness of scale items.
3. The relatedness of the scale sub-items to their main ones.
4. The clarity of the scale statements and its words.
5. The accurateness of the scale items.
6. The overall suitability of the scale for measuring the learners' autonomy of the EFL students.

Internal consistency

The researcher made a pilot study on a random sample consisted of 120 participants to test the scale's internal consistency. The scores given to each of the four facets and the total score of the scale was calculated using SPSS program version 21.

The correlation between the scale statements with total score

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

Factors	Correlation with total
Confidence	0.633**
Stamina	0.719**
Independence	0.667**
Metacognition	0.711**

(**) means that the skill is statistically significant at level (0.01)

The table reflects a detailed description of the correlation between the total score of each dimension and its related statement.

Reliability of the scale

To examine the reliability of the scale, the scale was enrolled one week before teaching the program. Reliability of the scale was tested using Cronbache Alpha method. The reliability values of the scale's facets were significant at (0.01) level as total value of the scale's reliability as a whole (0.889). the table below displays the reliability values of the four facets of the scale and the scale as whole.

m	Factors	Reliability
1	Confidence	0.700
2	Stamina	0.874
3	Independence	0.810

| 4 | Metacognition | 0.833 |
| | Total | 0.889 |

Testing the Hypothesis of the study

The hypothesis stated that:

There is statistically significant correlational relationship between oral-presentation skills and linguistic self-efficacy but There is no statistically significant correlational relationship between oral-presentation skills and learners' autonomy.

This hypothesis was intended to discover out if there was a statistically significant correlation between oral-presentation skills and learners' autonomy. For this purpose, the researcher calculated the Pearson correlation coefficient for the relationship between the oral-presentation skills and linguistic self-efficacy as whole and Learners' autonomy as one dimension.

Factors / Oral Presentation skills	Confidence	Stamina	Independence	Metacognition	Total of Factors
Ice Breaking	0.257	0.109	0.139	0.051	0.283
Warm-Up	0.235	0.385*	0.379*	0.033	0.510**

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

Factors / Oral Presentation skills	Confidence	Stamina	Independence	Metacognition	Total of Factors
Leading –in	0.348*	0.075	-0.009	-0.044	0.281
Topic	0.159	-0.011	-0.132	-0.113	-0.033
Total of Oral Presentation	0.361*	0.167	0.093	-0.033	0.353*

Chart of the correlation Coefficient of the Linguistic self-Efficacy scale (including the correlation coefficient of meta-cognitive awareness) and the students' oral-presentation skills.
(**) means that the correlation is significant at (0.01)
(*) means that the correlation is significant at (0.05)

Data shown in the chart above reflected that the four facets of the students' oral presentation skills mentioned in the study was **positively correlated** to the students' linguistic self-efficacy as whole. The correlation **coefficient was (0.353)** which was positively significant at (0.01). This table displayed that there was a statistically correlation between the freshmen physiotherapy students' oral-presentation skills and their linguistic self-efficacy. This relationship between the students' oral-presentation skills and the students' linguistic self-efficacy was a positive relationship. This positive relationship revealed that if the students' oral-presentation skills is

developed, that means their linguistic self-efficacy will be also improved. As shown in the table above, not all the four facets of the linguistic self-efficacy scale positively correlated to the students' oral-presentation skills. For example, learners' autonomy (independence) not positively correlated to the students' oral-presentation skills, the correlation coefficient was (-0.093) which was not positively significant at (0.01).

Discussion of the results

Many studies affirmed that there is a positive relationship between learners' autonomy and English proficiency and other studies confirmed that there is no positive correlation between learners' autonomy and English proficiency as stated by Dafei (2017) This study aimed at demonstrating an exploration of the relationship between learner autonomy and English proficiency. Dafei stated that students' language proficiency has been shown to be influenced by learner autonomy. This study investigated the relationship between autonomy and English proficiency in a sample of 129 non-English majors in a teacher college in china by means of a questionnaire and interview. The data of the subjects were analysed by t-test and f-test with SPSS11.0. the results of the study indicate that the students' English proficiency was significantly and positively related to their learner autonomy when their English proficiency is not significantly different. But there are significant differences among the students'

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

learner autonomy when their English proficiency is significantly different.

Bushara (2016) determined the impact of learner's autonomy on teaching oral skills. The objective of this research is to strengthen the idea that a learner centred classroom is an ideal environment for teaching oral skills and to promote communicative approach of teaching. This research followed an experimental design. The participants of the study were preparatory year students of Jazan University. This research was delimited to ELC prep year students studying at AI-Ardah college of Translational study. A random sample of 100 preparatory year students were taken from AL-Ardah college with 50 students in the experimental group were students who were free to practice learners autonomy (learner centred approach) and another 50 formed the controlled group. Results were generated with the help of pre-tests and post tests and plotted in the form of graphs. The purpose of this research is to show that the traditional teacher centred approach can no longer encompass the needs of the modem classroom. The educational process needs to be an active blend of modelling, coaching, scaffolding and fading. This research is implacable to ESL learners and teachers alike. It also makes recommendations for future study.

Melvina (2021) investigated the relationship between learner autonomy including technical, psychological, political, and sociocultural and language proficiency of Indonesian university EFL

learners. Forty second-year undergraduate students majoring in English in a public university in Indonesia participated in this research. The data were collected through a learner autonomy questionnaire and English language skills scores. The outcome of the research showed that the variables in this research model had a very good relationship. In addition, the results of hypothesis testing indicated that the technical, psychological, and political variables had a positive and significant effect on English proficiency, while the sociocultural variable did not show either a positive or a significant influence on English proficiency. The finding suggested that both teachers and students should be aware of the important roles of learner autonomy to improve English proficiency. In addition, it mandatory to equip students with learner training to become learners that were more autonomous.

Abdullah (2018) explained that this study aimed at knowing the level of students' learner autonomy and its impact on their language proficiency makes teachers aware of the significance of this term for better EFL learning. Also, this helps in fostering learner autonomy especially that one of advanced students. This study investigated postgraduate students' level of learner autonomy and its relationship with their English proficiency in a sample of 35 second year postgraduate students undergoing two-year Master degree course in English, in the department of English at the faculty of Education affiliated to the university of Hodeidah, Yemen. The needed data are

An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

collected by means of learner autonomy questionnaire and a standard proficiency test. For data analysis, one sample t-test and Pearson Correlation are used. The findings reveal that the learner autonomy and English proficiency of postgraduate English students, in Hodeidah University, are not significantly correlated and this implies that the high or low level of English proficiency of students doesn't imply that their learner autonomy will be high or low correspondingly.

Conclusion

The current study aimed at investigating the relationship between EFL Egyptian University students' oral-presentation skills and their autonomy. Data were collected and analysed showed that there is a correlational relationship between the students' oral-presentation skills and their linguistic self-efficacy as whole but there is no correlational relationship between the students' oral-presentation skills and their autonomy.

Recommendations

According to the results of the study, the researcher recommended that:

- Experts in Education have to pay attention to investigate EFL Egyptian University students' autonomy because it is relevant to their language performance in general and to their oral-presentation skills in particular.

- English Courses offered to the EFL Egyptian University students described to be ordinary general English classes that are not desired by the students. Therefore, the researcher recommends exchanging the old programs with new programs that help to learners' autonomy.

Suggestions for further research

1-Investigating the relationship between EFL Egyptian University students' oral-presentation skills and their linguistic self-efficacy.

2-Investigating the relationship between EFL Egyptian University students' oral-presentation skills and their self-confidence.

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An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

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An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

Appendixes

Rubric for Oral Presentation Stages and Skills

Table (1)

	Oral Presentation Skills/ Criteria	Points (1)	Points (2)	Points (3)
1-	Ice Breaking -Speaking (Quality-Directions) -Greetings -Nonverbal (facial expressions) -Timing -Engagement/Fun (Interesting ice breaker activity)	4-Excellent -Nice Voice quality and Speed, make connections with the audience, and speak very clearly -Greeting the students -make eye contact, don't fidget and	3- Good(Satisfactory) -Speak clearly with appropriate Speed, and tone of voice -Greetings with no facial expressions ☺ -Minimal eye contact, and a small amount of fidgeting, but no facial	1-Needs Improvement(Poor) -Give directions quickly or slowly, tone of voice is inappropriate for the setting -No greetings at all ☹ -Don't make eye contact, fidgeting excessively, and no facial expressions

		show good face expressions 😊 while speaking -Ice breaking Activity is (5-minutes) -The activity is engaging for all students. Students are focused and smiling. It is Fun 😊	expressions -Activity less than 5-minutes but more than 2 -Activity is engaging for some students. It's kind of entertaining. seems that some of the SS have Fun	-Short Activity less than 2-m -Students are not engaged. There is no focus at all, Students are not smiling 😞
2-	Warm-Up -Suitability of Exercise -Instructions and explanation by using ("Pictures, Setting Scene, Raise discussion, Tell a story, perform music, act, Cartoon, short movie, Video,	-Warm-up is very well done and demonstrates a clear understanding of the task. -Instructions and understanding is	-Warm-up is adequately completed, but does not show a lot of effort -Instructions are clear but purpose of the warm-up is not clearly	-Warm-up is incomplete and is unsuitable -Instructions and purpose of warm-up is unclear -Students are off task during most

An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

	sing a song, perform using actions no words "body language") -Participation -Concept	very clear -Students are on task for the majority of the activity, interacting. -The warm-up accurately represent the principles of pantomime & improvisation	stated - Students are on task for at least half of the activity -The warm-up of the most part accurately represent the principles of improvisation and pantomime	of the activity -The warm-up does not clear accurately represent the principles of improvisation or pantomime
3-	Leading –in -"displaying on the board Topic/ lesson "difficult words" using Concept maps/charts/diagrams/ images/ Flash cards -Elicit	-Clear display of the difficult wordsusing exciting facilities -Eliciting answers by asking different	-Moderate display of the difficult words using fair facilities -Eliciting answers with some guiding questions -Satisfactory	- displaying the difficult wordswithout using facilities -Eliciting answers without guiding questions -Erratic or Irregular

		Suggestions -Board Organization -Clear Writing/display	guiding questions -Well-Organized , planned and arranged in an effective way -Showing clear language	organization -Showing pleasant language	-Showing No clear language
4 -	Topic (Presentation) -Power of the PowerPoint Or (Visual Aids) -Master basic Info. and design -Planning for the content *Introduction *Body Subject *Closure		-Interesting PowerPoint display Or (Visual Aids) -Relevant, giving important info. -Well-Planned for the content *Captivating Introduction *Perfect explanatio	-Good PowerPoint display Or (Visual Aids) -Relevant, giving some key info. - Planned for the content *Proper Introduction *Ample explanation & elaboration Of the content in logical sequencing *	-Poor PowerPoint display Or (Visual Aids) -Not relevant, giving one key issue of info. - Not planned for the content *Inadequate Introduction *Unclear explanation & elaboration Of the content * IncompleteCl osure

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

		n & elaboration	Appropriate Closure	
		Of the content in interesting and logical sequencing * Attractive Closure		

Raw Scores of the Students before the Statistical Treatment
The Raw Scores of the One Group Experimental Students
Overall Scores of the Oral-Presentation Skills Test
Table (2)

Students Number (No.)	Before	After
1-	9	13
2-	4	17
3-	5	16
4-	11	16
5-	5	19
6-	10	14
7-	8	18
8-	8	14
9-	9	18
10-	12	14
11-	9	15
12-	7	14
13-	6	19
14-	9	14
15-	6	15
16-	6	14
17-	7	16
18-	6	18

19-	7	18
20-	8	14
21-	12	18
22-	9	19
23-	12	15
24-	13	18
25-	7	19
26-	8	15
27-	9	18
28-	6	16
29-	6	14
30-	6	17
31-	11	14
32-	5	19
33-	12	16
34-	9	14
35-	8	19
36-	6	19
37-	11	18
38-	12	18
39-	3	14
40-	9	18
Total mark = 20		

Results of the first hypothesis:

The hypothesis: There is a significant statistical difference between the mean scores of the English achievement test obtained by the freshmen physiotherapy students in the pretest and those obtained in the posttest in the enhancement of the overall fifteen oral-presentation sub-skills in favor of the posttest.

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

4.1.1.1. T-test of the first Hypothesis

Table (3)

Mean scores of the sample in the pre-posttest (overall score of the four stages of the fifteen sub-skills combined), Standard Deviation, and T-test Value.

Att.	N	Mean	St. dv.	Diff.	T-Value in Table 0.05	T-Value in Table 0.01	T-Value	Sig.	Effect size (d)
Pre	40	24.60	7.13	39	2.02	2.70	15.90	0.01	5.09
Post	40	48.75	6.03						

Apparently, there is a significant statistical difference between the mean scores obtained by the freshmen physiotherapy students in the pretest and those obtained in the posttest in the enhancement of the overall English Oral-Presentation skills in favor of the posttest (see table 3.). This difference between the mean scores of the participants in the pre and post administration can be ascribed to the teaching of the program. Hence, the first hypothesis of the enhancement of the overall skills is verified and confirmed.

Table (3) illustrated the mean scores of the pre-and post-administrations of the pre-posttest concerning the overall oral-presentation sub skills, which manifestly improved in the post-administration.

As shown in table (3) the difference between the participants mean scores of the pretest and posttest. The calculated t

(15.90) is bigger than the critical t-value so there is definitely a real difference between the two administrations. Hence the researcher can confirm that the difference between the two samples means represented by t is so high that it is improbable to be risen only by chance.
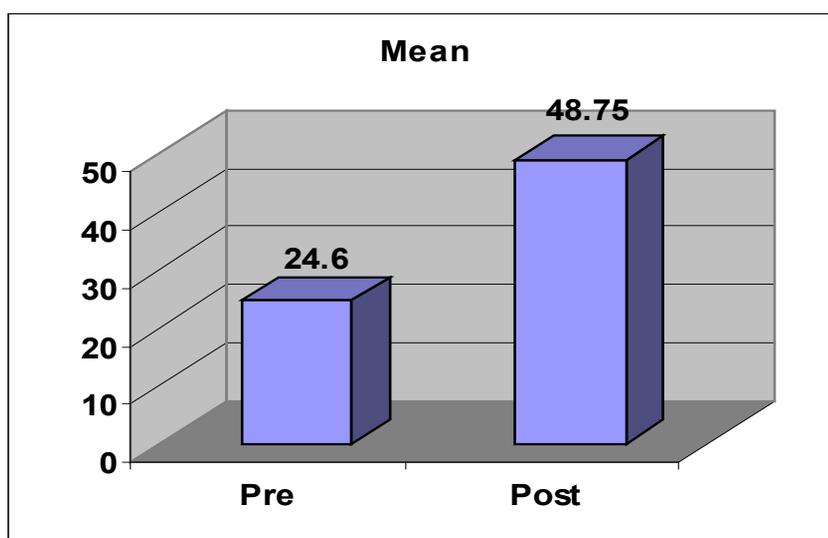
1-Graphic Representation of the first hypothesis

Diagram 1. The overall scores of the students in the pre-test and post-test

This diagram compares the students overall scores of the whole oral-presentation exam in the pre and post administration. It is clear that all the participants' scores in the post test extremely enhanced signifying the enhancement of the overall oral-presentation sub-skills of the participants.

An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

Linguistic Self-Efficacy Scale

Table (4)

	Linguistic self-efficacy Questionnaire	1.Very poor 2.Poor 3.Average 4. Good 5.Ecellent
	Confidence	
1-	I feel comfortable when using language.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2-	I believe that my language skills are good enough.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3-	I find no difficulty when handling the language skills, and I can correctly use different structures of the foreign language.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
4-	I trust all my language skills.	1 2 3 4 5

		1	2	3	4	5
		☐	☐	☐	☐	☐
5-	I believe that language is as a language skill is less requiring than the other language skills.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6-	I sometimes feel embarrassed of being unable to catch up with the other learners' language level.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7-	I am confident that I could deal proficiently with unexpected events.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8-	I feel disappointed about my English language level.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9-	I am not sure of my language level to handle all the language skills tasks.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10-	I don't understand well much about the language.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	Stamina					
11-	I can deal with foreign language problems if I do	1	2	3	4	5

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

	my best.	☐	☐	☐	☐	☐
12-	I turn obstacles into positive experiences.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13-	I never mislay view of my goals.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14-	I like face up to and defeating the odds	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
15-	I can solve most problems with the foreign language skills if I exert the required effort.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
16-	When I'm dealing with the foreign language skills, I imagine myself using the language successfully.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
17-	When I am facing a problem in a foreign language, I can usually find many resolutions.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
18-	I like doing my best when I think to study.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

	Independence					
19-	Thanks to my shrewdness, I know how to deal with unexpected situations in language.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
20-	I can stay quiet when encountering complexity in language because I can depend on my potential capabilities.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
21-	If I face any difficulty when using the foreign language, I can find ways to rise above these difficulties.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
22-	I always feel that I am in need to others if I face any difficulty while dealing with the foreign language skills.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
23-	Before overcoming an obstacle while using foreign language skills, I imagine successful scenes.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

		1	2	3	4	5
24-	I like to study the content that I have, even if I make a lot of mistakes.	☐	☐	☐	☐	☐
25-	I would feel doing well at university if I did my best than most of my peers.	☐	☐	☐	☐	☐
	Metacognition					
26-	I feel with satisfaction when I engage in dealing with foreign language skills.	☐	☐	☐	☐	☐
27-	While I usually feel certain about my intention in carrying out any foreign language skills assignment, I often lose my way when dealing with difficulties and find myself unsure of how to cope with.	☐	☐	☐	☐	☐
28-	I often eager to detect new ways when dealing with foreign language problems or tasks I have to finish.	☐	☐	☐	☐	☐

29-	I think about how useful my foreign language skills can be in my other courses.	1 □	2 □	3 □	4 □	5 □
30-	I think of the amount of time my classmates may practice using the foreign language, and they most likely surpass me.	1 □	2 □	3 □	4 □	5 □
31-	I think of my ability and the resources that I have to support me overcoming a difficult foreign language assignment.	1 □	2 □	3 □	4 □	5 □
32-	I think of things that make me feel good whenever I feel disappointed about my foreign language efficiency.	1 □	2 □	3 □	4 □	5 □

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

Raw Scores of one group Experimental Students before and after the Statistical Treatment
Scores of Confidence (1)Stamina (2) Independence (3) Metacognition (4)
Table (5)

Students Numbers No.	Confidence B	A	Stamina B	A	Independence B	A	Metacognition B	A	Total B	A

1	27	32	27	33	22	29	21	33	97	127
2	29	35	22	31	19	26	20	29	90	121
3	28	34	28	34	20	20	20	27	96	125
4	27	33	29	36	21	33	22	30	99	132
5	27	32	37	40	21	30	22	31	107	133
6	28	38	29	35	23	33	24	33	104	139
7	25	35	34	38	26	34	15	27	100	134
8	27	34	29	35	20	32	23	29	99	130
9	28	30	32	38	22	33	29	33	111	134
10	30	33	23	37	19	26	27	34	99	130
11	29	32	30	35	22	30	23	31	104	128
12	28	31	30	36	30	34	25	30	111	131
13	30	36	16	28	26	33	19	29	91	126
14	26	35	28	35	23	30	23	28	100	118
15	28	40	23	36	22	31	24	32	97	139
16	24	36	24	33	24	30	24	33	96	132
17	25	33	29	35	22	29	21	39	97	136
18	24	36	19	33	33	35	30	34	106	138
19	33	40	18	32	23	33	28	33	102	138
20	29	35	30	34	21	30	25	34	105	133
21	31	41	29	33	24	30	31	34	115	138
22	29	35	27	36	30	33	29	33	115	137
23	27	34	31	38	25	33	30	33	113	138

An Investigation of the relationship between Egyptian EFL University Students' Oral-Presentation Skills and their autonomy de français à la faculté de pédagogie

Mannar Haroun

24	33	42	28	36	29	34	27	34	117	146
25	27	36	29	38	26	33	25	31	107	138
26	27	33	30	36	25	31	25	32	107	132
27	31	40	30	38	25	30	25	31	111	139
28	27	36	25	32	23	29	22	32	97	129
29	21	32	21	34	29	33	23	30	94	129
30	25	34	27	36	21	27	22	31	95	128
31	23	32	20	31	23	29	30	33	96	125
32	32	41	30	36	19	27	27	32	108	136
33	26	33	29	34	31	33	27	33	113	133
34	25	32	23	36	21	32	22	31	91	131
35	26	36	30	38	25	30	25	31	106	135
36	24	35	26	35	20	31	20	30	90	131
37	24	33	30	36	28	33	22	33	106	135
38	19	31	30	38	22	31	20	29	91	129
39	25	33	27	34	26	32	22	29	100	128
40	22	36	26	33	23	31	22	33	93	133

Total = 160

4.2.4. Results of the third Facet (Independence)

The hypothesis: There is a significant statistical difference between the mean scores of the Linguistic self-efficacy scale obtained by the freshmen physiotherapy students in the pre-scale administration and those obtained in the post-scale administration in the enhancement of the *Independence* in favor of the post-scale administration.

4.2.4.1T-test of the Independence

Table 9

Mean scores of the sample in the pre-post scale (Independence) Standard Deviation, and T-test Value.

Factors	Att.	N	Mean	St. dv.	T-Value	Sig.	Effect size (d)
Independence	Pre	40	23.85	3.53	16.10	0.01	5.15
	Post	40	30.83	2.85			

Obviously, there is a significant statistical difference between the mean scores obtained by the freshmen physiotherapy students in the pre-scale administration and those obtained in the post-scale administration in the enhancement of Independence in favor of the post-scale administration (see table 9.). This difference between the mean scores of the participants in the pre and post-scale administration can be ascribed to the teaching of the program. Hence, the second hypothesis of the enhancement of the overall linguistic self-efficacy concerning Independence is verified and confirmed.

An Investigation of the relationship between Egyptian EFL
University Students' Oral-Presentation
Skills and their autonomy
de français à la faculté de pédagogie

Mannar Haroun

Table (9) illustrated the mean scores of the pre- and post-scale administrations of the pre-post-scale concerning Independence, which manifestly improved in the post-administration.

Table (9) shows the difference between the participants mean scores of the pre-administration of the scale and post-administration of the scale. The calculated **t (16.10)** is bigger than the critical t-value so there is definitely a real difference between the two administrations. Hence the researcher can confirm that the difference between the two samples means represented by t is so high that it is improbably to be risen only by chance.
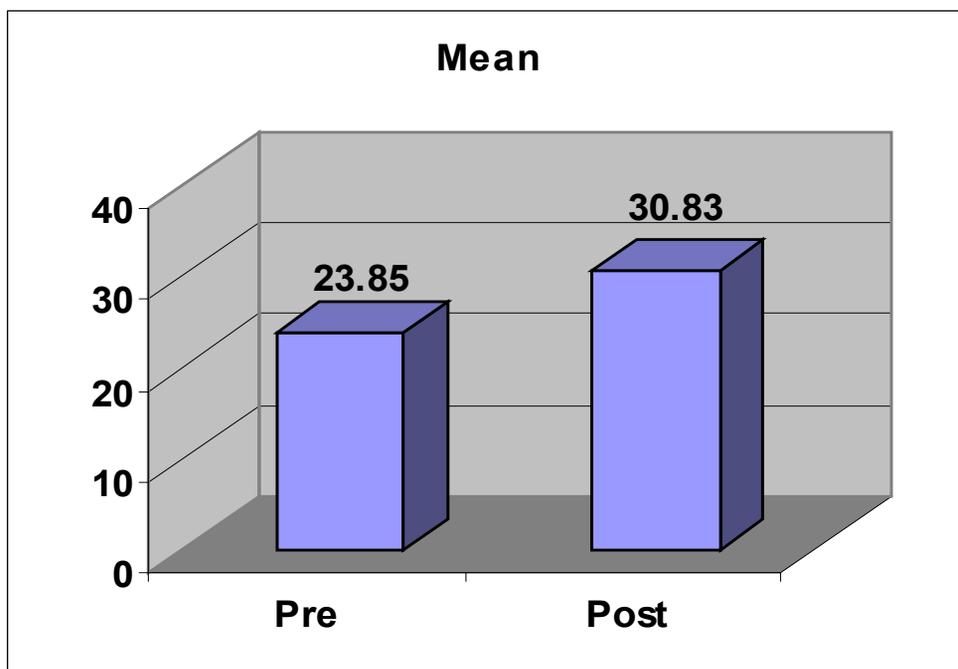
4.2.1.3. Graphic Representation of Independence

Diagram 9. The scores of the students in Independence

This diagram compares the students overall scores of the independence in the pre and post-scale administration. It is plain that all the participants' scores in the post-scale administration intensively enhanced signifying the enhancement of Independence of the participants.

participants.