

An Investigation of the relationship between EFL-Egyptian University Students' Oral-Presentation Skills and their Meta-cognitive Awareness

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Abstract

The present study focused on investigating the relationship between the EFL-Egyptian university students' Oral-Presentation Skills and their Meta-Cognitive awareness. 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' metacognitive awareness was measured by a sub-linguistic self-efficacy scale, which is the metacognitive awareness sub-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 meta-cognitive awareness. 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 students' metacognitive awareness.

Key Words: Oral Presentation, meta-cognitive awareness

إهداء

د/عinar هاروه

من تخلص المبحث:

يركز البحث الحالي على إيجاد العلاقة بين مهارات العرض الشفهي في اللغة الإنجليزية كلغة أجنبية والوعي بما وراء المعرفة لدي طلاب الجامعات المصرية. تتكون عينة البحث من ٤٠ طالب من طلاب الفرقة الأولى من كلية العلاج الطبيعي، جامعة بني سويف، مصر. وقد تم قياس الوعي بما وراء المعرفة لدي الطلاب من خلال تحليل مقياس الكفاءة الذاتية اللغوية الذي أعدته الباحثة بنفسها، فمن خلال الإجابة على أسئلة المقياس المختلفة تم التعرف على مشكلات المتعلمين. وكانت نتائج البحث كالتالي: لا يوجد علاقة بين مهارات العرض الشفهي لدي طلاب الجامعات المصرية وكذلك الوعي بما وراء المعرفة لديهم.

كلمات رئيسية: مهارات العرض الشفهي، الوعي بما وراء المعرفة.

Introduction

English is a global language that is spoken and understood by the majority of people in almost every region of the world. It is the language that is learned and spoken internationally by native and second language speakers (Mastin, 2011). There are more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, and about 100 million people fluently speak it as a foreign language. English as an international language, holds a prominent place all over the world. English is the most widely used means of global communication. English is used in different

domains and fields such as education, industry, economy, politics, commerce, business, and medicine (Kushner, 2003).

Oral language is the system through which we spoken words to express knowledge, ideas, and feelings. Oral language is the transmission of messages and the correct interpretation of information between people. verbally transmitting information and ideas from one individual or group to another. Chaney and Burk (1998) reflected that "Oral skill is a communicative process involves seven key elements namely sender, message, channel, receiver, influence, situation and feedback". According to Oxford dictionary (2009) "oral-presentation is delivering and addressing a public audience", also known as public speaking or speechmaking. According to Storz (2002) stated that Oral Presentation is the new knowledge that can be presented in the front of a public audience ex. in class, college, and conference. Oral Presentation typically involves three important steps: 1- planning (introduction, main body and conclusion) 2- practicing 3- presenting. Davis (2021) mentioned that Oral presentation, also known as public speaking or simply presentation comprises of a person or a group of people who are verbally accosting an audience on a certain group. The main goal of oral presentation is to inform,

educate, entertain or present an argument. Oral presentations can be found in workplaces, classrooms and even at social events. Oral presentation evaluates the presenter's ability or capacity to communicate and interact applicable information or speech expressively in an exciting and successful conformation. The presenter in the oral presentation should pass these main steps: plan for the presentation and to do what he already knows and practice then present the topic.

Oz (2016) stated that metacognition, is an awareness of one's own cognitive processes in learning. It is a crucial component of self-regulatory behavior that facilitates successful language learning. Metacognitive awareness means being aware of how you think. In the English language teaching classroom, it means being aware of how you learn. Metcalfe (1994) showed that Metacognition is an awareness of one's own thought processes and an understanding of the patterns behind them. Metacognition can take many forms, such as reflecting one's own ways of thinking and knowing when and how to use particular strategies for problem solving. There are generally two components of metacognition: knowledge about cognition and regulation of cognition. Jaleel (2016) reflected that metacognition is the awareness of one's thinking and the strategies one is

using. It enables students to be more mindful of what they are doing, and why, and how the skills they are learning might be used differently in different situations. Metacognition refers to self-regulation that increases student motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking and more likely to be active learners who learn more deeply.

As stated by Rahimi (2019) metacognition is the ability to be conscious of one's mental processes. Metacognitive learners are the learners who take conscious steps to understand what they are doing when they learn tend to be the most successful learners. As the proficient use of metacognitive strategies is rare among students, more research on metacognitive awareness is crucial to determine how students can be taught to apply the metacognitive resources in order to activate their repertoire of metacognitive knowledge and strategies and to enhance their learning.

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 beside the student's use of their meta-cognitive awareness is not enough. The aim of the current study was to investigate the relationship between students' oral-presentation skills and their meta-cognitive awareness. 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 meta-cognitive awareness?

Hypotheses of the study

The is no statistically significant correlational relationship between oral-presentation skills and meta-cognitive awareness.

The study importance

The study may help to introduce the relationship between the EFL Egyptian University students' oral presentation skills and their meta-cognitive awareness. 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 may help to know the

importance of oral-presentation skills in relation to meta-cognitive awareness.

Definition of Terms

Oral Presentation

Swarthout (2003) defined "Oral Presentation is the process of verbally transmitting information and ideas from one individual or group to another. Oral Presentation can be either Formal or Informal".

Meta-Cognitive awareness

Jaleel (2016) defined metacognitive awareness as being aware of how you think. It means being aware of how you learn. Metacognitive awareness involves self-reflecting on these learning processes in order to understand them. metacognitive awareness also known as metacognitive knowledge is what individuals know about themselves.

Review of Literature

It is clear from reviewing many of studies that these studies drew great attention to improve oral-presentation skills as shown by Wang et al (2018) addressed the feedback of the experienced teacher's beliefs on student oral presentation. Wang displayed in his study three experienced EFL teachers' beliefs about feedback on oral presentations on the basis of the nature, focus, interpersonal functions, strategies, and source of

teacher feedback. The researcher used semi-structured interviews and classroom observations; the researcher also displayed six major beliefs about feedback on student oral presentations and provided propositions in reference to how EFL teachers give effective feedback to improve student performance in oral presentation.

Stout (2020) showed the effect of TED Talk on improving student oral presentations as it leads to more significant learning by reimagining an oral presentation assignment. The researcher reflected that students prepared for an oral presentation assignment in a physical chemistry course was reimagined as a TED Talk. The students planned for a presentation which is a part of the project content making notes, writings to good speaking that students imitate. Through evidence and observations, students demonstrated that this new format of TED Talk granted enhanced presentations, developed student engagement, and profound learning.

Barrett & Liu (2019) investigated that using a blended learning environment has a great impact on developing students' performance of academic oral presentations. In this study, students designed English academic oral presentations

through a mixed language learning environment. The researcher collected data from focus group interviews, observations of students, the researcher's perspectives also was reflected to explain how students improve their academic presentation skills. As well, 36 students' presentations were assessed by a rubric and occurrence counts of presentations language and features. The researcher took on the ecological approach with the interaction of other different factors like technology to enhance learning. Observations and findings of the study revealed that the students approved the using of technology and explained signs of autonomous learning by self-selecting the chat application line for group collaboration. Students preferred both online and face-to-face collaboration; also students displayed the limits of online communications. Consequences pointed out that the group of oral presentations improved, with stronger introductions, linking devices, and visual elements. Nevertheless, students had problems building conclusions and problem in linking the main ideas to the content.

Hynes (2018) elaborated the effect of using digital modeling programs on oral presentation development. The

researcher declared that the utilize of digital modeling programs became increasingly prevalent in interior design education, there is concern that graduates are joining the workforce depending too much on strong graphic presentation skills while students don't have the potentials to express themselves about design. This study was to underline the gap between practitioners' perceptions of importance regarding oral presentation competency and students' perceptions of their oral presentation performances. Furthermore, the study discovered correlations between in-class activities and students' perceptions of their oral presentation competency. Mixed-methods of investigation include a Delphi study with a panel of interior design practitioners and a survey questionnaire of both practitioners (n = 102) and currently active interior design students (n = 91) in the USA. An Importance-Performance framework is employed for comparison. The study outcomes summarized performance criteria for evaluating oral presentation competency and indicate variances between students' perceptions of their performance and industry perceptions of importance. in addition, students' in-class activities including studio critiques and written peer assessments show significant correlation with student oral presentation performance indicating activities

already frequently incorporated into a design curriculum may have a greater impact on improving performance than specific oral presentation instruction alone.

Li (2018) suggested using video-supported reflection to facilitate EFL students' reflective practice of oral presentations. The researcher explained the effect of reflective learning theory on students by using four teaching stages, the researcher formulated and used in an intensive oral presentation training project: creating reflection scenarios, providing reflection scaffolds, guiding collaborative reflection, and summarizing learning gains. Data are collected through students' reflective journals and focus group interviews. Results of the study explored that the project has an affirmative impact on students' reflective abilities and their perceived learning gains. Problems encountered by the students are identified and discussed in light of research and practice on how to support and enhance reflective learning.

Maclaren (2019) shed the light on the focus of communication skills and instructions and the use of intervention on the oral genre standards of effectiveness. The researcher utilized a trans-disciplinary approach to explore science students' attitudes and motivation concerning an oral skills development (OSD) intervention. The cross-disciplinary

based intervention involved the delivery of an oral skills development module over a ten-week period to thirty-four (N=34) chemistry students in which staff from the English language section partnered with lecturers in chemistry to enhance these students' oral presentation of chemistry-based content. The performance of students participating in the module was compared with that of non-OSD chemistry students to verify whether there was a significant difference in performance. Surveys were also undertaken on OSD Chemistry students to see whether or not there was a significant change in attitude after the intervention. Findings of the study showed that there is a significant difference between OSD and non OSD students on a similar oral presentation task with OSD students attaining a higher level of performance. OSD students also demonstrated a positive, significant change in attitude post intervention. Recommendations and implications of the results, as well as possible areas for further research, are argued.

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 meta-cognitive awareness. 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 meta-cognitive awareness scale

The meta-cognitive awareness as a sub-scale from the linguistic self-efficacy scale aimed at measuring the students' meta-cognitive awareness 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 meta-cognitive awareness 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 the 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 scale items.
6. The overall suitability of the scale for measuring the meta-cognitive awareness 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

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 meta-cognitive awareness. This hypothesis was intended to discover out if there was a statistically significant correlation between oral-presentation skills and meta-cognitive awareness. 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 meta-cognitive awareness 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**
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, the Meta-cognitive awareness not positively correlated to the students' oral-presentation skills, the correlation coefficient was (-0.033) which was not positively significant at (0.01).

Discussion of the results

Many studies affirmed that there is a positive relationship between meta-cognitive awareness and English skills and English proficiency and other studies confirmed that

there is no positive correlation between meta-cognitive awareness and English skills as stated by Su-Bergil (2021) explained the metacognitive awareness and skills of ELT students regarding the structure of English course. In this study, the metacognitive awareness, and skills of English Language Teaching Department (ELT) students regarding their course achievement of the structure of English is aimed to be investigated specifically. purpose, the participants were composed of the 1st grade ELT students at a state university taking the course of Structure of English in the spring semester of 2018-2019 academic year in Turkey. Hence, both the metacognitive awareness and skills of 1st grade ELT department students and to what extent they convey their metacognitive awareness and skills to the structure of English course are taken into consideration among the research questions of this study. in data collection procedure, 52-item Metacognitive Awareness Inventory (MAI) consisting of two facets named as knowledge about cognition with three sub-sections and regulation of cognition with 5 sub-sections, and 30-item Metacognitive Skills Scale (MSS) were used. With the collected data, the relation of cognitive awareness and skills with the achievement of the structure of English course were investigated. In data analysis part of the method, both

qualitative and quantitative research methods were applied to the data. The results showed that the metacognitive awareness and skills of ELT department student studying at one of the state university in Turkey differ from each other and have effects on the achievement of the structure of English course which is one of the courses they need to take during their faculty education. Thus, metacognitive awareness and skills should be taken into consideration in ELT departments since they provide as pre-conditions for course achievement of teacher candidates and equip them better for their teaching career, which requires intellectual development as well.

Darjito (2019) examined the students' metacognitive reading awareness and academic English Reading Comprehension in EFL Context. This research explores the correlation of first-year Indonesian university students' metacognitive reading awareness and their reading comprehension in academic English texts. This study was conducted in a regional university in Yogyakarta - Indonesia where students came from many parts of Indonesia and recognized English as an additional language. Mixed method explanatory design was used to answer the study's research questions administered to 373 student-participants of five humanities departments. Academic English reading tests were

conducted using paraphrasing recall protocol and a survey on the students' metacognitive awareness was managed. The findings indicated that there is no significant correlation between the students' metacognitive reading awareness and their academic English reading comprehension. The students were categorized in low-cohort of reading proficiency although their metacognitive reading awareness scores were high. The students mainly used metacognitive reading awareness related to finding out the meaning of words which was confirmed in the focus group interviews with the students.

Akman (2018) investigated the relationship between metacognitive awareness and participation to class discussion of university students. form of inquiry should be based on cognitive approach, student-centered, question and inquiry-based, free of memorization and focused on high-level cognitive skills (critical-creative thinking and problem-solving) rather than conventional teacher-centered teaching and learning based on memorization and behavioral approach. The life quality of human beings will be increased with thought sharing and discussion and this increase is achieved by means of an adequate development of mental faculties such as critical and creative thinking, raising metacognitive awareness and problem solving. The purpose of this study is to assess the

perceptions of prospective teachers related to the correlation between metacognitive awareness and participation in discussion. There is no significant correlation found between grade level and departmental differences, gender and general academic scores, participation in discussion and metacognitive awareness scores of university students participated in this study. However, there was a positive correlation between number of books read and participation in discussion. Moreover, there was a moderately significant positive correlation between participation to discussions and metacognitive awareness.

Young (2008) investigated the impact of the metacognitive Awareness on academic achievement in college students. The researchers examined the Metacognitive Awareness Inventory (MAI) to determine how it relates to broad and single measures of academic achievement in college students. Correlations were found between the MAI and cumulative GPA as well as end of course grades. Scores on the MAI significantly differ between graduate and undergraduate students. Professors' use of the MAI as a potential screening tool to identify students requiring metacognitive strategy intervention is discussed as well as implications for future research.

Conclusion

The current study aimed at investigating the relationship between EFL Egyptian University students' oral-presentation skills and their meta-cognitive awareness. 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 meta-cognitive awareness.

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' sense of meta-cognitive awareness 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 improve their meta-cognitive awareness.

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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Rubric for Oral Presentation Stages and Skills

Table (1)

	Oral Presentation Skills/ Criteria	Points (1)	Points (2)	Points (3)
1-	<p><u>Ice Breaking</u></p> <ul style="list-style-type: none"> -Speaking (Quality-Directions) -Greetings -Nonverbal (facial expressions) -Timing -Engagement/Fun (Interesting ice breaker) 	<p><u>4-Excellent</u></p> <ul style="list-style-type: none"> -Nice Voice quality and Speed, make connections with the audience, and speak very clearly -Greeting the students -make eye contact, 	<p><u>3- Good(Satisfactory)</u></p> <ul style="list-style-type: none"> -Speak clearly with appropriate Speed, and tone of voice -Greetings with no facial expressions 😊 -Minimal eye contact, and a small amount of 	<p><u>1-Needs Improvement(Poor)</u></p> <ul style="list-style-type: none"> -Give directions quickly or slowly, tone of voice is inappropriate for the setting -No greetings at all 😞 -Don't make eye contact, fidgeting

	<p>activity)</p>	<p>don't fidget and 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 😊</p>	<p>fidgeting, but no facial 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</p>	<p>excessively, and no facial expressions -Short Activity less than 2-m -Students are not engaged. There is no focus at all, Students are not smiling 😞</p>
<p>2-</p>	<p>Warm-Up -Suitability of Exercise -Instructions and explanation by using ("Pictures, Setting Scene, Raise discussion, Tell a story, perform music, act, Cartoon, short movie,</p>	<p>-Warm-up is very well done and demonstrates a clear understanding of the task. -Instructions and understanding is very clear</p>	<p>-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</p>	<p>-Warm-up is incomplete and is unsuitable -Instructions and purpose of warm-up is unclear -Students are off task</p>

	<p>Video, sing a song, perform using actions no words “body language”)</p> <ul style="list-style-type: none"> -Participation -Concept 	<p>-Students are on task for the majority of the activity, interacting.</p> <p>-The warm-up accurately represent the principles of pantomime & improvisation</p>	<p>stated</p> <ul style="list-style-type: none"> - 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 	<p>during most of the activity</p> <ul style="list-style-type: none"> -The warm-up does not clear accurately represent the principles of improvisation or pantomime
<p>3-</p>	<p><u>Leading -in</u></p> <p>-“displaying on the board Topic/ lesson “difficult words” using Concept maps/charts/diagrams/ images/ Flash cards</p>	<p>-Clear display of the difficult words using exciting facilities</p> <p>-Eliciting answers by asking different guiding questions</p>	<p>-Moderate display of the difficult words using fair facilities</p> <p>-Eliciting answers with some guiding questions</p>	<p>- displaying the difficult words without using facilities</p> <p>-Eliciting answers without guiding questions</p> <p>-Erratic or Irregular</p>

	<ul style="list-style-type: none"> -Elicit Suggestions -Board Organization -Clear Writing/display 	<ul style="list-style-type: none"> -Well-Organized, planned and arranged in an effective way -Showing clear language 	<ul style="list-style-type: none"> -Satisfactory organization -Showing pleasant language 	<ul style="list-style-type: none"> -Showing No clear language
4-	<p>Topic (Presentation)</p> <ul style="list-style-type: none"> -Power of the PowerPoint Or (Visual Aids) -Master basic Info. and design -Planning for the content *Introduction *Body Subject *Closure 	<ul style="list-style-type: none"> -Interesting PowerPoint display Or (Visual Aids) -Relevant, giving important info. -Well-Planned for the content *Captivating Introduction *Perfect explanation & elaboration Of the content in interesting and logical 	<ul style="list-style-type: none"> -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 *Appropriate Closure 	<ul style="list-style-type: none"> -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 *Incomplete Closure

		sequencing * Attractive Closure		
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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.

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		T-Value	Sig.	Effect size (d)
					0.05	0.01			
<i>Pre</i>	40	24.60	7.13	39	2.02	2.70	15.90	0.01	5.09
<i>Post</i>	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

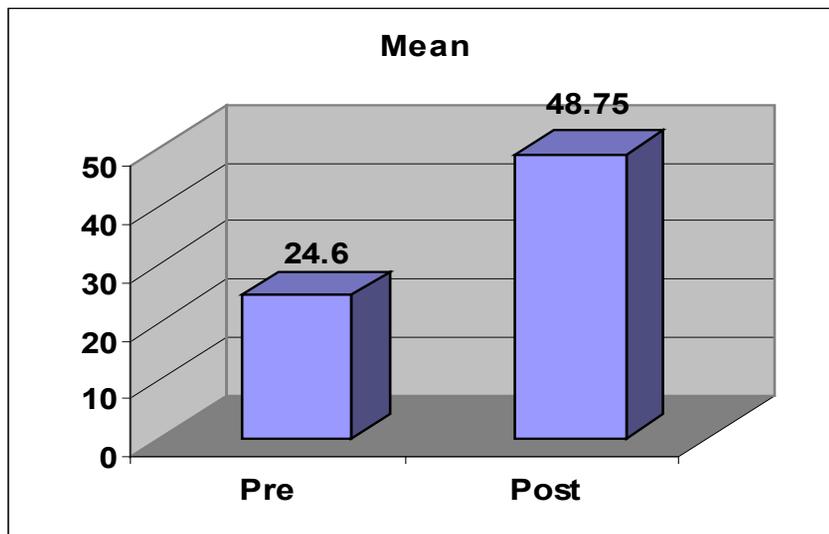


Diagram 1. The overall scores of the students in the pre-test and post-test

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.

Linguistic Self-Efficacy Scale

Table (4)

	<u>Linguistic self-efficacy Questionnaire</u>	1. <u>Very poor</u> 2. <u>Poor</u> 3. <u>Average</u> 4. <u>Good</u> 5. <u>Excellent</u>
	<u>Confidence</u>	
1-	feel comfortable when using language.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2-	believe that my language skills are good enough.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3-	find no difficulty when handling the language	1 2 3 4 5

	skills, and I can correctly use different structures of the foreign language.	<input type="checkbox"/>				
4-	I trust all my language skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5-	I believe that language is as a language skill is less requiring than the other language skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6-	I sometimes feel embarrassed of being unable to catch up with the other learners' language level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7-	I am confident that I could deal proficiently with unexpected events.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8-	I feel disappointed about my English language	1	2	3	4	5

	level.	<input type="checkbox"/>				
9-	I am not sure of my language level to handle all the language skills tasks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10-	I don't understand well much about the language.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Stamina</u>						
11-	I can deal with foreign language problems if I do my best.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12-	I turn obstacles into positive experiences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13-	I never mislay view of my goals.	1	2	3	4	5

		<input type="checkbox"/>				
14-	I like face up to and defeating the odds	1	2	3	4	5
		<input type="checkbox"/>				
15-	I can solve most problems with the foreign language skills if I exert the required effort.	1	2	3	4	5
		<input type="checkbox"/>				
16-	When I'm dealing with the foreign language skills, I imagine myself using the language successfully.	1	2	3	4	5
		<input type="checkbox"/>				
17-	When I am facing a problem in a foreign language, I can usually find many resolutions.	1	2	3	4	5
		<input type="checkbox"/>				
18-	I like doing my best when I think to study.	1	2	3	4	5
		<input type="checkbox"/>				

	<u>Independence</u>					
19-	Thanks to my shrewdness, I know how to deal with unexpected situations in language.	1	2	3	4	5
		<input type="checkbox"/>				
20-	I can stay quiet when encountering complexity in language because I can depend on my potential capabilities.	1	2	3	4	5
		<input type="checkbox"/>				
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
		<input type="checkbox"/>				
22-	I always feel that I am in need to others if I face any difficulty while dealing with the foreign	1	2	3	4	5
		<input type="checkbox"/>				

	language skills.						
23-	Before overcoming an obstacle while using foreign language skills, I imagine successful scenes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
24-	I like to study the content that I have, even if I make a lot of mistakes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
25-	I would feel doing well at university if I did my best than most of my peers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
	<u>Metacognition</u>						
26-	I feel with satisfaction when I engage in dealing	1	2	3	4	5	

	with foreign language skills.	<input type="checkbox"/>				
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.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
28-	I often eager to detect new ways when dealing with foreign language problems or tasks I have to finish.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
29-	I think about how useful my foreign language skills can be in my other courses.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

30-	I think of the amount of time my classmates may practice using the foreign language, and they most likely surpass me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
31-	I think of my ability and the resources that I have to support me overcoming a difficult foreign language assignment.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
32-	I think of things that make me feel good whenever I feel disappointed about my foreign language efficiency.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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.	<u>Confidence</u>	<u>A</u>	<u>Stamina</u>	<u>A</u>	<u>Independence</u>	<u>A</u>	<u>Metacognition</u>	<u>A</u>	<u>Total</u>	<u>A</u>
	<u>B</u>		<u>B</u>		<u>B</u>		<u>B</u>		<u>B</u>	

1	27	3	27	3	22	2	21	3	97	1
2	29	2	22	3	19	9	20	3	90	2
3	28	3	28	3	20	2	20	2	96	7
4	27	5	29	1	21	6	22	9	99	1
5	27	3	37	3	21	2	22	2	10	2
6	28	4	29	4	23	0	24	7	7	1
7	25	3	34	3	26	3	15	3	10	1
8	27	3	29	6	20	3	23	0	4	2
9	28	3	32	4	22	3	29	3	10	5
10	30	2	23	0	19	0	27	1	0	1
11	29	3	30	3	22	3	23	3	99	3
12	28	8	30	5	30	3	25	3	11	2
13	30	3	16	3	26	3	19	2	1	1
14	26	5	28	8	23	4	23	7	99	3
15	28	3	23	3	22	3	24	2	10	3
16	24	4	24	5	24	2	24	9	4	1
17	25	3	29	3	22	3	21	3	11	3
18	24	0	19	8	33	3	30	3	1	9
19	33	3	18	3	23	2	28	3	91	1
20	29	3	30	7	21	6	25	4	10	3
21	31	3	29	3	24	3	31	3	0	4
22	29	2	27	5	30	0	29	1	97	1
23	27	3	31	3	25	3	30	3	96	3
24	33	1	28	6	29	4	27	0	97	0
25	27	3	29	2	26	3	25	2	10	1
26	27	6	30	8	25	3	25	9	6	3
27	31	3	30	3	25	3	25	2	10	4
28	27	5	25	5	23	0	22	8	2	1
29	21	4	21	3	29	3	23	3	10	3
30	25	0	27	6	21	1	22	2	5	0
31	23	3	20	3	23	3	30	3	11	1
32	32	6	30	3	19	0	27	3	5	2
33	26	3	29	3	31	2	27	3	11	8
34	25	3	23	5	21	9	22	9	5	1
35	26	3	30	3	25	3	25	3	11	3
36	24	6	26	3	20	5	20	4	3	1

37	24	4	30	3	28	3	22	3	11	1
38	19	0	30	2	22	3	20	3	7	2
39	25	3	27	3	26	3	22	3	10	6
40	22	5	26	4	23	0	22	4	7	1
		4		3		3		3	10	1
Total		1		3		0		4	7	8
=		3		3		3		3	11	1
160		5		6		3		3	1	3
		3		3		3		3	97	9
		4		8		3		3	94	1
		4		3		3		3	95	3
		2		6		4		4	96	2
		3		3		3		3	10	1
		6		8		3		1	8	3
		3		3		3		3	11	6
		3		6		1		2	3	1
		4		3		3		3	91	3
		0		8		0		1	10	8
		3		3		2		3	6	1
		6		2		9		2	90	3
		3		3		3		3	10	8
		2		4		3		0	6	1
		3		3		2		3	91	3
		4		6		7		1	10	3
		3		3		2		3	0	1
		2		1		9		3	93	3
		4		3		2		3		8
		1		6		7		2		1
		3		3		3		3		3
		3		4		3		3		7
		3		3		3		3		1
		2		6		2		1		3
		3		3		3		3		8
		6		8		0		1		1
		3		3		3		3		4
		5		5		1		0		6

		3		3		3		3		1
		3		6		3		3		3
		3		3		3		2		8
		1		8		1		9		1
		3		3		3		2		3
		3		4		2		9		2
		3		3		3		3		1
		6		3		1		3		3
										9
										1
										2
										9
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									1
									2
									9
									1
									2
									8
									1
									3
									3

4.2.5. Results of the fourth Facet (Metacognition)

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 **metacognition** in favor of the post-scale administration.

4.2.4.1T-test of the Metacognition

Table 10

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

Factors	Att.	N	Mean	St. dv.	T-Value	Sig.	Effect size (d)
Metacognition	<i>Pre</i>	40	24.03	3.54	16.04	0.01	5.14
	<i>Post</i>	40	31.60	2.31			

Evidently, there is a substantial 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 metacognition in favor of the post-scale administration (see table 10.). 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 metacognition is verified and confirmed.

Table (10) demonstrated the mean scores of the pre- and post-scale administrations of the pre-post-scale concerning Metacognition, which manifestly improved in the post-administration.

Table (10) shows the difference between the participants mean scores of the pre-administration of the scale and post-administration of the scale. The calculated t (**16.04**) 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.

4.2.5.3. Graphic Representation of Metacognition

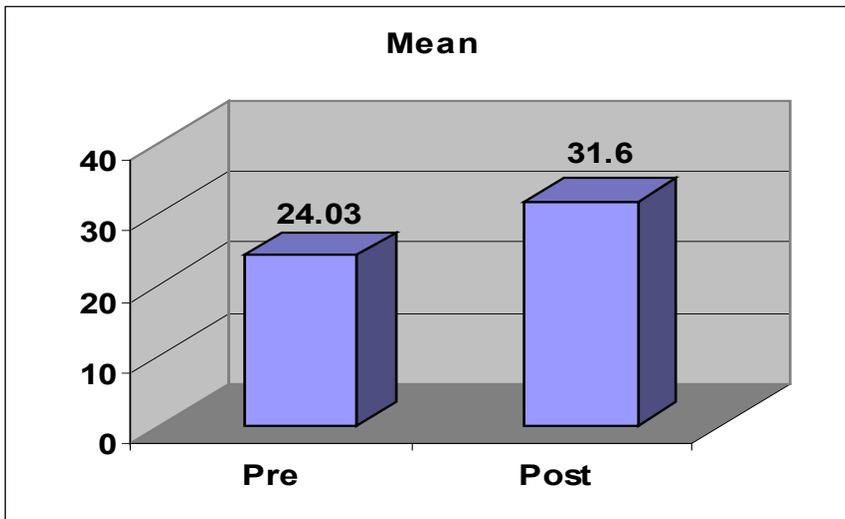


Diagram 10. The scores of the students in Metacognition

This diagram compares the students overall scores of the metacognition 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 metacognition of the participants.