



Hammad, E.A. (2020).

Journal of Second and Multiple Language Acquisition – JSMULA
Vol: 8 Issue: 1 1-27, 2020, March

ISSN:4147-9747

The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety and achievement in *ELT Methodology*1

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Received : 28.12.2019
Accepted : 10.03.2020
Published : 30.03.2020

Hammad, E.A. (2020). The impact of oral presentations on Al-Aqsa university EFL students' speaking performance, speaking anxiety and achievement in *ELT Methodology*. *Journal of Second and Multiple Language Acquisition*, 8(1), 1-27.

Purpose:

Examining the effectiveness of oral presentations in improving EFL students' performance in **speaking** and **ELT Methodology 1** course and **reducing their speaking anxiety level.**

Motivation:

- **Speaking is crucial for any human communication and Foreign Language**

Speaking Anxiety is a big **obstacle** that students may face.

- **None** of the previous studies investigated the effect of oral presentation

strategy on students' **speaking anxiety**

- **Palestinian EFL context**

Research questions:

1. To what extent do oral presentations **improve** Al-Aqsa University EFL female students' achievement in **ELT Methodology 1**?
2. To what extent do oral presentations **reduce** Al-Aqsa University EFL female students' **speaking anxiety level**?
3. To what extent do oral presentations **improve** EFL **speaking performance** of

Hypotheses:

1. There are statistically significant differences at (0.05) in achievement between the students who will learn ELT Methodology 1 through oral presentations (experimental group) and those who will learn ELT Methodology 1 through the traditional method i.e., lecture (control group) in favor of the experimental group.
2. Oral presentations will reduce the experimental group students' speaking anxiety.

Theoretical framework:

FLSA (Speaking Anxiety) and Oral presentation

Speaking Anxiety-negative feeling accompanied by **low thinking ability, physical changes, and negative behaviors.** (Hammad & Abu Ghali, 2015)

Oral presentation-significant communicative activity, that begins with critical thinking

Kakaleh 2021

Method:

Research design:

Experimental approach

Experimental and control group

Research instruments:

- standardized speaking test (IELTS, 2019) - pre-post test
- a researcher-made test (ELT Methodology 1 test)
- an open-ended questionnaire (Hammad & Abu Ghali, 2015).

Participants:

- 60 Palestinian female students of English department at Al-Aqsa University
- Age: 19-20

Data collection and analysis:

- 10 weeks of ELT Methodology course
- the experimental group-oral presentations, the control group-regular classes

Quantitative data:

- SPSS (Statistical Package for the Social Studies).
- t-test

Qualitative data:

Findings:

- Using oral presentations had a positive impact on the participants' performance in the speaking test and the ELT Methodology 1 test, and it helped in reducing the participants' speaking anxiety.
- The participants had positive attitudes toward employing oral presentations in EFL classes

Recommendations:

EFL instructors are advised

- to **motivate** the students through **assigning** them **challenging tasks** where students can practice language **communicatively**.
- to **help** in **reducing** the students' **speaking anxiety** through training students to stand in front of an audience and presenting
- to establish **relaxing encouraging environments**, so as to promote the students' **communicative skills**.

Tables and graphs:

Table 1
Table of specification of the ELT Methodology 1 Test

Unit/ Level	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Unit 1 3 class periods 30%	3	4	1	-	-	1	9 30%
Unit 2 3 class periods 30%	3	1	-	1	-	4	9 30%
Unit 3 2 class periods 20%	-	-	3	-	1	2	6 20%
Unit 4 1 class periods 10%	-	-	2	-	1	-	3 10%
Unit 5 1 class periods 10%	1	1	-	-	1	-	3 10%
Total 10 periods 100%	7	6	6	1	3	7	30 100%

The content validity (i.e., Referee validity) of the test was checked, and Cronbach Alpha was run for the test. Alpha coefficient was 0.83 (Appendix B).

Tables and graphs:

Table 2

Means, Standard deviations, and t-test values of the experimental group and the control group

Group	Mean	STD	T	p-value
Experimental group	8.17	1.25	14.102	0.000
Control group	4.06	0.99		

According to Table 2, p-value (Paired samples t-test) is below 0.05, which indicates that there are statistically significant differences in the test scores between the experimental group and control group in favor of the experimental group. Thus, the study confirms the first hypothesis.

Tables and graphs:

Table 3

Means, Standard deviations, and t-test values of the experimental group and the control group

Group	Mean	STD	T	p-value
Control group	3.77	0.61	13.077	0.000
Experimental group	1.88	0.50		

Table 3 shows that the p-value for the test is below 0.05, and this means that there are statistically significant differences between the experimental group and the control group, and oral presentations reduced the experimental group students' speaking anxiety. In light of this, the study confirms the second hypothesis.

Tables and graphs:

Table 4

Means, Standard deviations, and t-test values of the experimental group and the control group

Group	Mean	STD	T	p-value
Experimental group	5.67	0.84	3.043	0.000
Control group	4.93	1.01		

As shown in Table 4, there are statistically significant differences between the experimental group and the control group in the speaking test scores in favor of the experimental group. Thus, the study affirms the third hypothesis.

Appendix:

Appendix A: The Speaking Test (IELTS, 2019)

Part 1: Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview]

Let's talk about your home town or village.

What kind of place is it?

- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it is a good place to live? (Why?)

Part 2: Individual long turn Candidate Task Card

Describe something you own which is very important to you. You should say:
where you got it from,
how long you have had it,
what you use it for,
and explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

Rounding off questions

- Is it valuable in terms of money?
- Would it be easy to replace?

Part 3: Two-way discussion Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

- Do you think advertising influences what people buy?

Appendix:

Appendix B: *ELT Methodology1* Test

Course Title: ELT Methodology1 (EDUC2216E)		Al-Aqsa University
Time: 2hours		Fuculty of Education
Student's Name:		Curricula & Instruction Department
Number of pages: 6 Number of questions: 5		Instructor: Dr. Enas Abdullah Hammad

Final exam

Question 1

[20 points, 2/1]

Decide whether each of the following statements is true or false:

1. *Historical linguistics* refers to the deployment of significant linguistic findings to language data.
2. The imaginative function of language means talking about language functions.
3. The Audio-lingual Method aims at developing listening and speaking skills first, as the foundation on which to build reading and writing.
4. It is esential for EFL teachers to focus on internal motivation rather than external motivation in thier classes.
5. Transformational grammar tries to reconcile language usage and use.
6. In teaching language, explanations are useful with beginners.
7. Extensive reading is usually done outside of the EFL class.

Appendix:

Appendix C: The Speaking Anxiety Questionnaire (Hammad & Abu Ghali, 2015)

Read the following sentences, and tick the appropriate.

Category	Item	Always	Often	Sometimes	Rarely	Never
Physical Changes	<p>1. My heart is pounding, when I'm going to be called on to speak English.</p> <p>2. Even when I'm well-prepared, I tremble when knowing that I'm going to be called to speak English.</p> <p>3. I start to tremble when I have to speak English without a preparation in advance.</p> <p>4. I freeze up in English role play activities.</p> <p>5. Certain parts of my body (stomach, legs, hands, etc.) feel very tense while speaking English.</p>					

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Thank you!

Validity and reliability: