Hebron University

Faculty of Graduate Studies

English Department

Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities

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Declaration

I declare that the thesis submitted for the master degree is my own work.

Any contributions, made by others, referred to and cited all throughout

the research.

Dedication

To whom Allah Almighty has prestige and dignity .. To those who taught me the giving without waiting .. To those who carry his name with great pride .. I ask Allah to extend your life to see the fruits whose harvest has come after a long wait and your words will remain stars guiding them today, tomorrow and forever. .. My dear father.

To my angel in life .. To the meaning of love ... To the meaning of tenderness and dedication .. To the smile of life and the mystery of existence .. To those whose supplication was the secret of my success .. ... and her tenderness in the condition of surgical .... To the most precious beloved .... my beloved mother.

To those who are greater and they have to depend .. to a burning candle that illuminates the darkness of my life .. To those with whom they have acquired boundless power and love ..To those with whom you have known the meaning of life .... my brothers and sisters ... .

Acknowledgement

Praise be to God, Lord of the worlds, and prayers and peace be upon the master of creation and messengers, the master of the first and the others, our master Muhammad, upon him, the best of prayer, and the best and most fulfilled

I extend in the highest sense of gratitude, appreciation and gratitude to those who, after God Almighty, have the merit in completing this study, here I must extend my sincere thanks and gratitude to Dr. Hazem Bader who supervised my thesis, and made every effort and gave me his time, attention, advice and guidance.

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I do not forget my teachers in the program, from whom I learned a lot and did not skimp on.

Finally, I pray to Allah for success and reimbursement and make our actions pure for His Generous Face.

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ABSTRACT

This study aimed to identify the main Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities. To achieve the aim of the study, the researcher used the descriptive analytical method, through an application of two tools, a questionnaire which applied on (25) English instructors which were randomly selected, and the interview card applied on (10) English instructors which were intentionally selected.

In addition, the researcher also applied two tools on English major students, a questionnaire which applied on (202) English major students who were randomly selected, and the interview card applied on (80) English major students who were intentionally selected.

The study found that English teachers' perspectives towards the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities was moderate, with mean (3.40) and percentage (68.0%).

There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, qualification, years of experience.

The researcher found that students' perspectives towards the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities was moderate, with mean (3.13) and percentage (62.6%).

There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, the grade average. There were statistically significant differences at ($\alpha \leq 0.05$) in the means of the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the academic year, in favorite of 2nd year academic level.

In light of the findings of the current study, the researcher came up with a set of recommendations.

ARABIC ABSTRACT

الملخص باللغة العربية

هدفت هذه الدراسة إلى التعرف على الصعوبات الرئيسية التي تواجه تخصص اللغة الإنجليزية في تقديم العروض الشفوية الأكاديمية في جامعات جنوب الضفة الغربية. ولتحقيق هدف الدراسة، استخدمت الباحثة المنهج الوصفي التحليلي من خلال تطبيق أداتين، استبيان تم تطبيقه على (25) معلماً للغة الإنجليزية تم اختيارهم عشوائياً، وبطاقة المقابلة على (10) معلمين للغة الإنجليزية تم اختيارهم بالطريقة القصدية.

بالإضافة إلى ذلك، قامت الباحثة بتطبيق أداتين على طلاب تخصص اللغة الإنجليزية، استبيانًا تم تطبيقه على (202) طالب لغة إنجليزية تم اختيارهم عشوائيًا، وبطاقة المقابلة التي تم تطبيقها على (80) طالب لغة إنجليزية تم اختيارهم بالطريقة القصدية.

وقد توصلت الدراسة إلى أن وجهات نظر معلمي اللغة الإنجليزية تجاه الصعوبات التي تواجه التخصصات الإنجليزية في تقديم العروض الأكاديمية الشفوية خلال الفصل الدراسي في جامعات جنوب الضفة الغربية كانت متوسطة، بمتوسط (3.40) ونسبة مئوية (68.0٪).

وأظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى ($\alpha \leq 0.05$) في الدرجة الكلية للصعوبات التي تواجه تخصص اللغة الإنجليزية في تقديم العروض التقديمية الشفوية الأكاديمية خلال الفصل الدراسي في جامعات جنوب الضفة الغربية تعزى لمتغيرات: الجنس، والمؤهل العلمي، وسنوات الخبرة.

ووجدت أيضًا أن وجهات نظر الطلاب تجاه الصعوبات التي تواجه التخصصات الإنجليزية في تقديم العروض التقديمية الشفوية الأكاديمية أثناء الفصل في جامعات جنوب الضفة الغربية كانت متوسطة، بمتوسط (3.13) ونسبة مئوية (62.6٪).

كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى (α≤0.05) في الدرجة الكلية للصعوبات التي تواجه التخصصات الإنجليزية في تقديم العروض التقديمية الشفوية الأكاديمية خلال الفصل الدراسي في جامعات جنوب الضفة الغربية تعزى إلى متغير الجنس، والمعدل التراكمي. بينما ظهرت فروق ذات دلالة إحصائية عند مستوى (α≤0.05) في متوسط الدرجة الكلية للصعوبات التي واجهت التخصصات الإنجليزية في تقديم العروض التقديمية الشفوية الأكاديمية خلال الفصل الدراسي في جامعات جنوب الضفة الغربية تعزى إلى متغير المستوى الدراسي، لصالح طلبة السنة الثانية.

في ضوء نتائج الدراسة الحالية ، خرجت الباحثة بمجموعة من التوصيات.

Chapter One
Background & Problem

Chapter One
Background & Problem

1.1 Introduction

Teaching speaking in a non-English speaking country, like Palestine, is much challenging since English is completely different from Palestinian- Arabic language. In universities and in English streams, oral expression courses are scheduled with an aim to improve the students' oral performance because it can serve as a useful space for practicing pronunciation, and language articulation with all its phonetic and phonological aspects.

English language is considered the world language and it is the only foreign language that is being taught to all students at Hebron Governorate Universities.

The need to establish methods for accurately and efficiently determining the oral proficiency of second language learners of a language has received attention from researchers for decades (Lazaraton 2002).

Keshta (2000:1) states that "English is a universal language: the language of communication among countries in the international world of trade, business, communications, air transportation and technology."

Consequently, English as a language has become an essential demand for all levels and fields. That is why, Palestine is one of the countries which paid attention to teaching English as a second or foreign language to secure the interest and benefit of its people.

English language is a powerful tool for communication. It is a global language that people of different languages use to communicate and engage in business and other fields. It also provides access to much of the world's knowledge. Thus, having a good command of the language is likely to bring many advantages because it

allows one to communicate with people around the world and have first-hand access to the latest knowledge. Many countries have carried out educational reforms in recent years by lowering the age of first exposure to English language.

Moreover, English is used as the medium of communication in many international conferences (Nunan, 2003). Therefore, students in tertiary education, especially graduate students, have an increasing chance to use English as their working language, either in graduate seminars or in conferences. They are required to read books, journal articles that are written in English and use English as a tool for scholarly discussion in classrooms or in conferences. More importantly, the English learners, in general, need to improve their capabilities in speaking English language and communicating orally with others. English majors want to develop their speaking skill and academic oral presentations abilities, but they encounter many difficulties.

Mourtaga (2004:16) explains that motivation is very important in learning English. However, this does not mean that all the Palestinian students are motivated and good at English in spite of its importance. In fact, the learners need to be motivated in learning English, not only to pass the exams, but also to use English in communicating orally with others. Many schools and university students wrongly believed that English is a difficult language to learn. The important issue for students is to pass the final exams in order to move to the next level. To do so, students would memorize questions and answers and successfully regurgitate them word by word on the final exam. Worse than that, teachers praise, appreciate and encourage their students to do so.

That's why most of the students loose the main aim of the language which is to speak English language and develop themselves to communicate orally with

others. Moreover, the importance of speaking English language stems from the fact that new trends of the whole institutions and organizations stipulate speaking English language fluently and communicating orally with others as necessary requirements to get high rank jobs in them.

As Bradbury, (2006:2) points out "In order to produce a successful presentation you must have a clear idea of what the presentation is to be about. Furthermore, your understanding must be both precise and accurate." Thus, a good English language learner needs also to learn how to present their tasks correctly and accurately as well as they ought to learn self-expression, accent, and communication habits or they will lose the meaning of learning English.

That's why, when the students are required to give their presentations, they usually feel that the most difficult aspect is giving their academic presentation in front of the class. That's because of many factors, one of these is the confusion and the fear from making errors. English Majors at Southern West Bank Universities currently do not have the ability to express themselves fully and freely which causes poor oral performance and communication.

1.2 Statement of the problem

The researcher observed that most English majors at Southern West Bank Universities whom are studying and studied courses that required academic oral presentation encounter many difficulties in particular, language problems. The researcher thinks that this problem is researchable because no research in this area found before, and the researcher was one of those who suffered and encountered a lot of difficulties in giving her academic oral presentations. Thus, the academic oral presentation reflects the students' proficiency in using English language correctly and practically. Horwitz (2002:562) explains that the inability of the learners to

express themselves fully and freely or to understand what another person says can easily lead to more anxiety and frustration, less confidence, that it is impossible for them to communicate easily.

Above all, English majors at Southern West Bank Universities are not prepared well for effective communication, and they don't have enough abilities to speak and communicate orally in front of their colleagues and professors or any native English speakers due to different linguistic, social and psychological difficulties encountering them.

1.3 Rationale and Significance of the study

This study is significant because:

1. It could be a guide for lecturers in developing the academic oral presentation for the English majors at Southern West Bank Universities.

2. It may help students to find out their difficulties in giving academic oral presentations from their perspectives and from instructors' perspectives and avoid them.

3. It seeks to help the psychological and linguistic obstacles during the presentation.

1.4 Purpose of the study

The purpose of this research is to investigate the various difficulties encountering English Majors in giving academic oral presentations at Southern West Bank Universities from both the students' perspectives and instructors' perspectives. It is expected from this study to inform the educators that they could help these students at Southern West Bank Universities by making them aware of their different language difficulties from the professors' perspectives and English majors' perspectives. In addition, the study aims to find the expected differences in the difficulties encountering English majors in giving academic oral presentations

between males and females and between senior and junior students. The research will help students to find the effective criteria for the academic oral presentations and a variety of strategies in presenting their tasks effectively and prepare English majors to attain successful ways in presenting their academic oral tasks. The researcher will provide many solutions and recommendations to find the possible academic remedy for these difficulties.

1.5 Research questions

This study was framed by the following questions:

1. What are the types of difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English teachers' perspectives?

2. What are the types of difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from students' perspectives?

A. Does the gender variable of students' English major have a role on difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities?

B. Does the academic level (year) variable of students' English major have a role on difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities?

1.6 Research Hypothesis

1. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender.

2. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the qualification.

3. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

4. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the gender.

5. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the Academic level.

6. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the grade average.

1.7 Scope and Limitations of the study

The investigation will be conducted on the difficulties encountering the students in giving the academic oral presentation at Southern West Bank Universities. The findings may not be generalizable to other contexts that have different

learning/teaching specifications. Yet, the findings may be generalizable to other institutions and contexts with similar conditions as that of Southern West Bank Universities. The study is confined to English language department students and teachers at southern West Bank universities in the academic year 2019-2020.

1.8 Design of the Study

This study comprises five chapters. Chapter one gives background about the difficulties encountering the students in giving the academic oral presentation at Southern West Bank Universities. It also presents the statement of the problem, rationale and significance of the study, purposes of the study, research questions, hypotheses, scope and limitations of the study, and finally definition of key terms.

Chapter two presents literature review of oral, and concludes with related studies. Chapter three presents the methodology of the study including research design, participants, instrumentation, procedures, statistical analysis of questionnaires, interview protocol.

Chapter four gives discussion of the findings. Finally, chapter five presents summary of major findings, conclusions, recommendations, and suggestions for further research.

1.9 Definition of terms

Academic Oral Presentations

Academic oral presentation is an activity through which the presenters communicate with the audience. In EFL context, it involves oral communication using English as a foreign language. (Horwitz et al., 1986)

An academic oral presentation is a form of public speaking in which students orally present academic contents to the class.

Difficulties:

It is defined as a factor causing trouble in achieving a positive result or tending to produce a negative result, or as the level of resistance to successful performance. (OD)

Othman (1990:11) defines the difficulties as those which may hinder the student from reaching the correct answer, bearing in mind that the common errors at 25% are an indicator of error existence.

Al Qassim (2000) defines difficulties as a case which leads to a continuous failing and decrease in student learning, in spite of his ordinary or extraordinary mental ability, and that is not due to eyesight or hearing or physical movement or social circumstances.

Learning problems refers to the students or children who have problems due to internal causes not related to the percentage of intelligence. (Al Sayyed, 2002)

English Major:

He is a college or university student and his main field of specialization is English or it is a term for an undergraduate university student in English degree.

Chapter Two

Literature Review

Chapter Two
Literature Review

2.1 Introduction

This chapter includes previous literature related to the topic of study. This study will assist English learners not only in improving the speaking skill but also developing the oral communication skills including academic oral presentations.

(Lin, 2007) adds that "Not only were younger learners involved, the impact of English as a global language has extended upwards to reach elder learners at the tertiary level. About 1,700 universities from around the world have added about 3,300 courses taught in English from 2004 to 2007."

Moreover, English is used as the medium of communication in many international conferences (Nunan, 2003). Therefore, students in tertiary education, especially graduate students, have an increasing chance to use English as their working language, either in graduate seminars or in conferences. They are required to read books, journal articles that are written in English and use English as a tool for scholarly discussion in classrooms or in conferences. More importantly, the English learners, in general, need to improve their capabilities in speaking English language and communicating orally with others. English majors want to develop their speaking skill and academic oral presentations abilities, but they are encountering many difficulties.

Due to globalization and the awareness that English brings social and economic advantages, a population of students who are in need of developing advanced English academic skills is emerging. These are the students who do not speak English as their mother tongue or as their second language but learn through the medium of English. These students would need to have a certain level of English

proficiency which allows them to think critically and express their ideas. It can be expected that they face many challenges. A recent study on the oral communication needs of East Asian international students in the US indicated that students find leading class discussions the most difficult, followed by whole-class discussion, small-group discussion, then fourthly, formal oral presentations. Although giving oral presentation was not ranked as the most difficult task in graduate seminar, it was suggested by the students as the most important skill to grasp (Kim, 2006).

Therefore, it is important to study the levels and sources of difficulties that encounter EFL learners in general and particularly English majors at southern West Bank universities in order to get rid of them and offer possible positive steps of improving their academic oral skills.

2.2 Speaking
2.2.1 Definition of Speaking

One expert has different definition of speaking from another. Thornbury (2005: 20) states that "speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners". The activities are unplanned and their continuity is based on situations.

According to Ladouse (in Nunan, 1991: 23), "speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently". Furthermore, Wilson (1983: 5) defines speaking as "development of the relationship between speaker and listener".

Another definition comes from Cameron (2001: 40). She says that "speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language". At the time people produce utterances, they deliver

their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh', and 'uhuh' make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan: 1991).

Caroline (2005: 45) defines that "speaking is a basic oral communication among people in society". It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour. Additionally, Kayi (2006: 1) says that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context".

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

2.2.2 Importance of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about.

Harmer (2001: 87) states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule (1983) (in Richard, 2008) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Richards (2008: 21) says, "In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework

(after Burns, 1998): *talks as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in term of function and requires different teaching approaches."

2.2.3 Speaking Skills

Speaking is a crucial part of second language learning. The goal of teaching speaking should improve students' communicative skills, because only in that way, students are able to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (http://letsdoit.upol.cz/).

Qureshi (2019) in his article entitled "The Importance of Speaking Skills for EFL Learners" says that communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, language is reduced to a mere script.

Thornbury (2005: 1) explains that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in. We know that speaking is much more complex than this and that involves both command of certain skills and several different types of knowledge.

Richards (2008: 19) says that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency.

The ability to speak fluently presupposes not only a knowledge of language but also the ability to process information and language 'on the spot' (Harmer: 2001).

Speaking is of course very important in daily life. This is the most used skill by many people to exchange information. This influences many parts of daily communication so much. For that reason, teaching speaking in the classroom is really important.

2.2.4 Speaking Difficulties

The difficulties of speaking that faced by the students were : (Richards, 2008)

- students often have no ideas about what to say, so they tend to keep silent.

- They are also shy and uncomfortable as well as not confident if they make mistakes.

- The students are afraid of making errors in class as they will be laughed at by their friends.

- The students are not used to talking in class since their pronunciation and vocabulary are poor and confined.

These difficulties were supported by a research finding by Taiqin (1995) about non- language factors, which showed that ninety-five percent of students said that they had difficulty speaking because they were afraid of making errors in class, they had no idea what to say, they were not confident and comfortable if they made mistakes, and they were not interested with the topics that are given by the lecturers. Furthermore, Taiqin advocated that as the students are afraid of making mistakes and losing their self-respect, and we should have a stage called 'Survival English Oral Communication' which means functionally accepted communication without consideration of accuracy. In other words, as long as students can get their ideas across, they have completed the communicative process and have survived.

So far we can conclude that there are two kinds of difficulties that are often encountered by the language learners in speaking namely linguistic and nonlinguistic

matters. Brown (2001) points out that clustering, reduced forms, performance variables, and colloquial language are the factors that make speaking difficult. These difficulties related to linguistic problems will be explained in this below:

Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

 Reduced forms.

2.3 Academic oral presentation

Academic oral presentation is an activity through which the presenters communicate with the audience. It is called academic because these presentations deal with college or university life. They also deal with courses that are taught in the universities sections and academics.

In EFL context, academic oral presentation involves oral communication using English as a foreign language. It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in a foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation. (Horwitz et al., 1986).

Public speaking, in various contexts, was reported as one of the most anxious experiences one could encounter (Jackson & Latane, 1981). Therefore, EFL graduate students face a dual task, of learning English and using it to present ideas. Both of these tasks can be anxiety-provoking, and it is likely that EFL students experience considerable stress with academic speaking. Moreover, speaking activities have been identified as the most anxiety-provoking activity in a foreign language classroom (Hilleson, 1996).

Academic oral presentations involve complex and constant decision-makings for the students from the beginning – the preparation stage, to the final stage – the

presenting stage. The presenting stage is likely the most anxiety- provoking stage because much of the decision-making is required immediately.

Moreover, it was found that a discrepancy existed between the instructor and the students about what constitutes an academic oral presentation and its goal. This may also contribute to students' anxiety about oral presentations because students were likely uncertain about the quality of their preparation and performance. Oral presentation is a common task in graduate seminars in which presenters lead seminar discussion. An oral presentation may seem to be a straightforward activity, involving understanding the assigned material, summarizing it and presenting it to the instructor and classmates. However, it has been shown that oral presentation requires constant negotiation and decision making for it to be successful. (Wu, 2008)

2.3.1 Academic oral presentation as a form of assessment

An alternative form of assessment, peer assessment has been utilized in oral presentation activities in various educational contexts (Boud et al., 1999; Patri, 2002). Echoing with the concept of a student-centered approach to instruction, students can take an active role in their own language learning through the use of peer assessment activities. Opposed to teacher-only assessment, oral performances can also be evaluated from the views of learners' peers. Obtaining feedback from peers is vital to communicative language learning situations like oral presentations because of the notion of interaction between learners (Rust et al., 2003).

Furthermore, students can achieve a higher level of learning through interaction with their peers and instructors (Earl, 1986). Thus, academic oral presentation is considered an important activity to develop students' learning and to facilitate autonomy among learners. In most classrooms, however, the assessment criteria are already established by the classroom teacher, with students' ideas not

incorporated into these pre-existing rubrics. This lack of student input might lead to a low reliability of peer assessment. Because students are not well aware of the description of each evaluation criterion, some students might not be able to assess their peers' performances properly. As a result, their views might be different from those of their instructor. Additionally, pre-existing criteria might deprive students of the aforementioned benefit of increased autonomy from peer assessment activities because they are not involved with establishing the criteria. (Rust et al., 2003)

Therefore, it is useful to explore students' views of which aspects of oral presentations are most effective which, as a result, will become the criteria of peer assessment activities. In doing so, instructors will find out what aspects of oral presentation students consider important. Thus, it is very necessary that teachers create their own criteria to assist the learners, but instructors themselves ought to give their students the assessment criteria in advance in order to get ready for the presentation and know exactly the points of weakness and strength in their presentations. However, defining and creating the evaluation rubric together with their instructor, learners will gain more responsibility for their learning as well as to improve the reliability of the peer assessment activities themselves. The present study explores exactly which aspects of oral presentations south West Bank universities students view to be most effective. Incorporating students' ideas while establishing the criteria for presentations is an important factor when considering a learner-centered approach in EFL classes. the primary focus of this research is as follows: to make learners more cognizant of the importance of presentation skills in English; to get learners more involved in the evaluation process; to urge learners to think about the criteria that form an effective presentation; to have learners involved in the formulation of the evaluation criteria; and have learners receive evaluation

from their peers as well as reflect critically on this method of measurement and how it affects their own oral presentations. Thus, Student academic presentations are used increasingly on educational courses to encourage students to be more active in their own learning. (Earl, 1986)

2.3.2 The three essential ingredients of a presentation

Siddons (2008:1-2) states three essential ingredients of a presentation

1-The audience

2-You – the presenter

3- The presentation itself

Each of these three ingredients is vital to a successful presentation – like a three-legged stool, when all the legs are there it is stable, but remove or shorten one of them and the whole thing collapses. No matter how well-constructed the presentation is, if it is badly delivered it will fail; no matter how well-delivered the presentation is, if it doesn't make sense then it will fail. Most importantly of all, even if the presentation is perfect and the presenter inspired and charismatic, if the audience isn't interested or engaged, then the presentation will certainly fail. (Wallwork, 2010)

2.3.3 Purposes of student presentations

Chivers and Shoolbred (2007:14) state that "There are many reasons why students are asked to give presentations and these will be influenced by your academic course and situational and organizational factors. The purpose and circumstances of the presentation will influence its style, content and structure.

They also explain that "Most presentations will involve a combination of purposes but it may be helpful to think about the different features of each of these presentations. Student presentations may be given for the purposes of":

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2.3.3.1 Advocacy/persuasion:

This presentation usually involves persuading members of the audience to take some action or make a decision. Examples could include:

a- support a cause

b- join a student

society

2.3.3.2 Training

This type of presentation includes examples where students may demonstrate their skills in the use of equipment and also their skills as a trainer or teacher. These types of presentations may be used to practice, demonstrate and eventually assess the level of these skills and techniques.

2.3.3.3 Teaching and learning

Almost all presentations should have some elements of teaching and learning as part of the academic life of the students. This type is very common in the universities and the majority of the professors and students use the presentations for this purpose. So, it includes:

a- Developing a deeper understanding of a topic or text.

b- Covering specific areas of the curriculum in more

detail.

2.3.3.4 Informing

In some circumstances this type of presentation could be seen as similar to teaching, but the aim of this type of presentation could be to communicate as much information as possible in the time available. The purpose of the presentation may be to:

a-Describe a new policy b- Outline a set of instructions

c- Give a progress report on some research or

development

2.3.3.5 Assessment

Student presentations are frequently assessed and may be awarded a percentage

of the marks that contribute to the overall module mark and credits. However, some

presentations may not be assessed but used as an opportunity for students to practise

and further develop their presentation skills.

2.3.4 Benefits of student presentations

Emden and Becker (2004:23) state a variety of purposes. The benefits of student

presentations will be influenced by the situation but they can be summarized as

providing opportunities for:

2.3.4.1 Student-centered participation in their learning

Presentations offer a variety and challenges that contrast with regular

delivery by an academic lecturer. Students can sometimes be more willing to learn

from the poor and good performances of their peers than from their tutors.

Presentations can also be used as an effective form of peer learning.

2.3.4.2 Develop new knowledge and perspectives on a topic

Presentations offer opportunities for developing skills and knowledge

together. The topic of the presentation can strengthen learning and enthusiasm for

further knowledge. If the presentation is effective, the audience should have learned

something new and increased their interest about the topic.

2.3.4.3 Practice in a known environment/situation

Presentations offer opportunities for students to practice performing in a

fairly safe environment. When the learner has to prepare several presentations on a

course, the student will begin to develop the essential skills and transfer these from

presentation to presentation. The academic environment will probably be familiar to

him.

2.3.4.4 Increasing confidence to speak and present in front of an audience

Well-managed presentations, as part of academic courses, can be used developmentally to improve both skills and confidence levels. The learner may be able to demonstrate his personality in a way that is not possible as a passive listener in a lecture. Presentations can help learner to be noticed and stand out from the rest of the group. The presentation will enable him to show his individuality. He can learn to deal with nervousness in a positive way that can help to reduce his fears and anxieties.

2.3.4.5 Improving marks earned for a module assessment

Sometimes, the presentations give the student opportunities for earning a higher percentage of marks than for written work alone. Students who prefer to speak rather than write, may be better communicators and presenters in their use of speech or visuals than in a written mode.

2.3.4.6 Developing a wide range of communication and presentation skills

The learner may need to think about his own skills and preferences for how he communicates. Presentations can help him to communicate using different media formats. They also give him opportunities to practice performing in public and develop his speech.

2.3.4.7 Preparation for skills needed in the workplace

Many organizations and schools seek confident candidates and use presentations as a part of their selection procedures. Preparing and delivering presentations, this can help student to be a more competent and confident candidate for interviews. They offer opportunities to develop his team working and project management skills.

2.4 Review of Previous studies

EFL oral presentations do play an important role in foreign language learning. On the one hand, it requires EFL learners to have a mastery of the language required for presentation. At the same time, one still cannot make high-quality oral presentations only with high linguistic proficiency. One also needs to be familiar with criteria of the academic oral presentation because oral presentation has specific criteria that any presenter should follow. Therefore, studies on oral presentations will enable researchers to investigate both the linguistic and the cultural development of EFL learners. So far, only a few studies have been conducted on English majors' oral presentations. Most of these studies mainly focus on how to teach the students effective oral presentation skills. Thus, this chapter deals with some previous studies that were conducted to recognize the importance of academic oral presentation.

Chen (2009): A Study of EFL Graduate Students' Oral Presentation Anxiety

This study aims to investigate graduate students' anxiety level and identify sources of difficulties and anxiety for academic oral presentation. The researcher shows that the students were moderately anxious, suggesting that the anxiety level was not too severe for the students to cope with. The study clarifies that there were two clusters of difficulties found to contribute to students' anxiety – social and psychological. Social factors included peers' response and audience familiarity; whereas psychological factors included self-perceived oral proficiency, self-perceived accuracy of pronunciation, and self-perceived personality. Moreover, the study shows that first year students in TEFL program of the university were found to be more anxious than the second-year students and factors such as peers' response and preparedness played a more important role for them. The study suggests that it is important for teachers to reduce first year students' anxiety by creating a supportive

and low-threat classroom so that the students may feel more at ease. The researcher recommends that teachers may also inform students of the importance of preparation as a stress-coping strategy to get rid of the anxiety and difficulty in the process of giving the academic oral presentation.

Wang (2009): A Case Study on Chinese Graduate Students' Oral Presentations

The study shows that in recent years, researchers have started to address the under-researched issues of academic oral language development. In this study, Chinese students find themselves facing a significant challenge when English becomes the medium of instruction in their new academic community not only for written but also for spoken tasks. The study focuses on one particular oral activity-oral presentations. This study explores how Chinese graduate students are socialized into the academic community of which they are to become members, what language difficulties these students have, and how these students improve their language use during this discourse socialization process. The results of the study indicate that Chinese graduate students' prior academic experience did not prepare them for this particular activity of oral presentations; and participants were socialized into the academic community through observations, peer support, expert assistance and practice. However, the socialization process for individual participants varied greatly depending on both their individual agency and assistance available to them. The study explains that oral presentations, as a complex activity, requires the participants to learn the linguistic rules of English language and relevant culture embedded within it to perform the task.

Otoshi and Heffernen (2008): Factors Predicting Effective Oral Presentations in EFL Classrooms

This study outlines and explores what factors EFL learners consider to be important when making presentations. A questionnaire was used to discover what components were considered to be important to learners in doing effective English presentations. The results of the study indicate that the participants consider the following three factors as the major criteria for effective English oral presentations: clarity of speech and voice quality; correctness of language; and interaction with the audience. The researchers explore which aspects of oral presentations Japanese university students view to be most effective. Incorporating students' ideas while establishing the criteria for presentations is an important factor when considering a learner-centered approach in EFL classes. Therefore, this study suggests specific ideas as to how to carry out oral presentation activities using student-established evaluation criteria. One aim of the study suggests a set of specific recommendations such as using specific criteria of the presentation to improve peer assessment activities for oral presentations. The researchers recommend peer evaluation can be a valuable method in assisting EFL learners in how to properly structure English oral presentations. The study shows that learners gain a firm knowledge of the form and process of what makes an effective oral presentation. By involving them in the process of actually creating the rubrics to be used in evaluating their peers, the study suggests that teachers should give their learners an opportunity to gain independence while learning more about exactly what makes a successful presentation.

Wu (2008): Academic Oral Presentations: A Study of 5 Graduate Students in Taiwan

This study is an exploratory study that was conducted on students' behavior and belief about academic oral presentations. The study shows that five Taiwanese TESOL graduate students were studied. The study finds that academic oral presentations involved complex and constant decision-makings for the students from the beginning – the preparation stage, to the final stage – the presenting stage. The study indicates that based on a student's account, the presenting stage was likely the most anxiety provoking stage because much of the decision-making was required immediately. Moreover, the study also shows that a discrepancy existed between the instructor and the students about what constitutes an academic oral presentation and its goal. This may also contribute to students' anxiety about oral presentations because students were likely uncertain about the quality of their preparation and performance. The researcher explains that Oral presentation is a common task in graduate seminars in which presenters lead seminar discussion. In this study, an oral presentation may seem to be a straightforward activity involving understanding the assigned material, summarizing it and presenting it to the instructor and classmates. However, the research shows that oral presentation requires frequent practice and decision making for it to be successful**.**

Kidder (2008): Uniting Oral proficiency and Content: Collaborative Reasoning Discussions as A means to Develop Advanced Speaking Skills and Promote Response to Literature

This study investigates the viability of the Collaborative Reasoning (CR) approach to discussion as a way to foster advanced oral proficiency and performance via use of the target language. Thus, another aspect of this study was its attempt,

through Collaborative Reasoning, to bridge the long-standing gap between language and the use of the language in oral communicative way. The results of this study suggest that the CR framework is a viable means of providing opportunities for authentic communication between students and provide opportunities for students to state and defend opinions using the target language. An additional finding was that the CR discussions elicited examples of students supporting each other linguistically. This occurred during discussions when a speaker struggled to find the right vocabulary word or grammatical form. This study also examines the students' responses to CR. The study findings suggest that the students appreciated the opportunity to share their thoughts and opinions with their classmates. Specifically, the students appreciated having specific expressions to use when expressing their ideas in CR discussions. Most of the students responded positively to the comprehensive nature of the CR discussion framework. The study extends the knowledge theoretically by highlighting that collaboration through active discourse in a foreign language literature course and providing opportunities for students to develop their ability to formulate and express ideas in the target language.

Galloway (2007): **Designing Multimedia to Improve the Speaking Skills of Second Language Learners**

Since the field of computer assisted language learning (CALL) has expanded rapidly over the last few years, this study focuses on guidelines regarding oral proficiency because much of the research has been aimed at improving written communication skills and little has been done to address the issue of increasing oral proficiency. The research suggests a set of guidelines so that rational choices can be made from the various technologies available. It identifies the requirements for effective multimedia and introduces solutions. The study attempts to demonstrate the

potential of multimedia for improving the speaking skills and oral performance of second language learners. It also confirms that well designed and used multimedia can assist language instructors to bring learners together so that they can improve their speaking skills. This study provides teachers and designers alike with a set of preliminary guidelines for using or developing multimedia to improve the speaking and oral skills of their own second language learners.

Chiu et al (2007): Automatic Speech Recognition for EFL college learning

This study attempts to examine the effects of the very developed and sophisticated multimedia technologies in an EFL learner's oral competence. The research states that one of the promising techs in computer-assisted language learning is the application of Automatic Speech Recognition (ASR) technology that assist learners to engage in meaningful speech interactions. The study suggests that simulated real-life conversation supported by the application of ASR is helpful for speaking. In this study, a web-based conversation environment called Candle Talk, which allows learners to talk with the computer, was developed to help EFL learners receive explicit speech acts training that leads to better oral competence. The study clarifies that Candle Talk is equipped with an ASR engine that judges whether learners provide appropriate input. In this study, six speech acts are presented as the core of the materials with local cultural information incorporated as the content of the dialogues to enhance student motivation. The participants were 29 English major and 20 non-English major students in order to investigate their learning outcome and perception in an EFL context. The study used two instruments for data collection. The first is oral proficiency assessment using the format of the Discourse Completion Test (DCT) given before and after the use of Candle Talk. The other is an evaluation questionnaire. The results of the study showed that the application of

ASR was helpful for the college freshmen, particularly for the non-English major students. Most learners perceived positively toward the instruction supported with speech recognition.

Tanveer (2007): Investigation of the Factors that Cause Language Anxiety for ESL /EFL Learners in Learning Speaking Skills and the Influence it Casts on the Communication in the Target Language

The study shows that feelings of anxiety, apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language. These feelings are considered to exert a potentially negative and detrimental effect on the oral communication in the target language. The study explains that the use of modern communicative language teaching approaches in the language classrooms and the wide-spread use of English Language have increased the demand to learn good oral communication skills. This study has attempted to investigate the factors that language anxiety can possibly stem from, both within the classroom environment and out of classroom in the wider social context, and has recommended a variety of strategies to cope with it. This study used a qualitative semi-structured interview format and focus-group discussion technique to investigate the issue. The findings of this study suggest that language difficulty and anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors. The study recommends that teachers ought to find the factors causing anxiety and difficulty through the oral communication in order to remove them, then enhance learners' communication abilities in the target language.

Zappa-Hollman (2007): Academic Presentations Across Post-Secondary Contexts: The Discourse Socialization of Non-native English Speakers

The researcher explores the discourse socialization of six non-native graduate students in their disciplines at a Canadian university. Using a qualitative multiple-case approach, the author extended the studies conducted by Morita (2000) and Kobayashi (2003). The study finds that non-native graduate students considered their academic discourse socialization a complex process and therefore challenging. This was the case even for some highly English proficient students. Some other students resisted this kind of activity. However, so far, there are almost no language socialization studies carried out with Chinese graduate students who comprise a big part of the international student population except Morita (2000) who has only 2 Chinese students among her 21 participants and Zappa-Hollman (2007) with 2 among her 6 participants. The study shows that the researcher is not sure whether different populations in different contexts would still yield similar socialization process. Other studies with Chinese graduate students as participants can expand research in this area. These studies would contribute in the study of language socialization through oral presentations and build on the present theories.

Chapter Three
Methodology

Chapter Three
Methodology

3.1 Introduction

This chapter addresses the methodology details used in this research. The adopted methodology includes the population and sample with the selection criteria in addition to the research's main tools, i.e., questionnaire applied on teachers, questionnaire applied on students, and an interview for teachers and students, finally the statistical methods that were applied to data analysis. These details are as follows:

3.2 Research Methodology

This study aimed to examining the Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities. In order to achieve the objectives of this study, in order to achieve the objectives of this study, the researcher follows the descriptive analytical approach in conducting this research as it is considered the most common and suitable approach for business and social studies. This section presents the methods used to carry out the study, comparison, explanation and assessment so as to reach meaningful generalizations and furnish the research's queries.

3.3 Research Population

The population of this research consisted of all English teachers and all English majors' students at Southern West Bank Universities.

3.4 Research Samples

3.4.1 Teachers sample

The sample consisted of (25) English teachers at Southern West Bank Universities, it has been chosen intentionally random manner, and Table (1) shows the demographic characteristics of the teacher sample:

Table (1)

Demographic characteristics of English teachers due to gender, qualification, and years of experience

Variable	Variable level	Frequency	Percentage%
Gender	Male	14	56.0
	Female	11	44.0
	Total	**25**	**100.0**
Qualification	MA	8	32.0
	PHD	17	68.0
	Total	**25**	**100.0**
Years of experience	1-5	9	36.0
	6-15	6	24.0
	More than 15	10	40.0
	Total	**25**	**100.0**

3.4.2 Instrumentation

The researcher believed that the most suitable tool for achieving the purpose of the study is implementing a questionnaire for collecting, describing and analyzing data concerning the difficulties encountering the students in giving the academic oral presentations. Moreover, the researcher used another instrument that is the interview card in order to identify difficulties encountering students in giving academic oral presentation.

3.4.3 The English teachers' questionnaire
3.4.3.1 The Validity of the questionnaire

In order to test the validity of the questionnaire, the researcher used the referee's validity and the internal consistency validity as follows:

3.4.3.1.1 The Referee Validity

The questionnaire was introduced to a group of specialist's referees at universities in English language, curricula and teaching methods. The items of questionnaire were modified according to their recommendations.

3.4.3.1.2 The Internal Consistency Validity

The internal consistency validity indicates the correlation of the score of each item with the total score of the field. The internal consistency validity also indicates the correlation of the score of each item with the total score of the questionnaire by using Pearson Correlation.

The instrument was validated by calculating the Pearson correlation coefficient for each field's paragraphs with the total score of the field and the total score of the field with the total score of the scale.

Table (2)

Pearson correlation results for the correlation matrix of each paragraph of the study instrument with the total score of the field, the correlation of the degree of each field of the scale with the total score of the scale.

The field	No.	paragraphs	R	*P* Value
A. English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	1.	In general, English major students' speaking skills are weak.	0.64**	0.000
	2.	Students' communication skills in English are low.	0.68**	0.000
	3.	Students rarely speak in English in classes.	0.62**	0.000
	4.	Students rarely speak in English outside classes.	0.71**	0.000
	5.	Students' weakness in speaking is due to the lack of oral courses in the department.	0.68**	0.000
	6.	Students receive little training in speaking in their classes.	0.72**	0.000
	7.	Students receive little training in giving oral presentations in their classes.	0.63**	0.000
	8.	Students haven't given many oral presentations in their classes.	0.59**	0.000
	9.	Instructors don't encourage students to give oral presentations in classes.	0.60**	0.000
	10.	Oral presentations are effective in developing students' communication skills.	0.69**	0.000
English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations) * Total degree			**0.67****	**0.000**
B. English	1.	Students have negative attitudes toward oral presentations.	0.68**	0.000

The field	No.	paragraphs	R	*P* Value
Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	2.	Students feel worried/anxious from oral presentations.	0.67**	0.000
	3.	Students don't have confidence (feel embarrassed) when giving oral presentations.	0.64**	0.000
	4.	Students are afraid of failure when giving oral presentations.	0.61**	0.000
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations * Total degree			**0.74****	**0.000**
C1: Presentation Preparation	1.	Students don't care about planning for their presentations.	0.66**	0.000
	2.	Students don't research their topics when they plan their presentations.	0.69**	0.000
	3.	Students don't define their objectives when they plan their presentations.	0.65**	0.000
	4.	Students don't stage their presentations into introduction, body and conclusion.	0.57**	0.000
	5.	Students plan to speak from memory in their presentations.	0.55**	0.000
	6.	Students plan to speak from a written text (read) in their presentations.	0.65**	0.000
	7.	Students don't plan to use visual aids in my presentations.	0.58**	0.000
	8.	Students don't prepare an outline or notes to speak from in their presentations.	0.69**	0.000
	9.	Students don't practice delivering their presentations before giving them in class.	0.68**	0.000
Presentation Preparation * Total degree			**0.74****	**0.000**
C2: Language Correctness	10.	Students make incorrect pronunciations in their presentations.	0.71**	0.000
	11.	Students make grammar mistakes in their presentations.	0.69**	0.000
	12.	Students focus on grammar (accuracy) not fluency in their presentations.	0.58**	0.000
	13.	Students don't use accurate vocabulary/expressions in their presentations.	0.63**	0.000
	14.	Students don't use connectors/discourse markers in their presentations.	0.73**	0.000
	15.	Students' presentation content is not well organized/logically sequenced.	0.72**	0.000
	16.	Students' presentation content is not comprehensible to audience.	0.69**	0.000
	17.	Students think in Arabic then translate it into English during presentations.	0.72**	0.000
Language Correctness * Total degree			**0.71****	**0.000**
C3: Clarity of Speech and Voice	18.	Students' presentations are not well organized.	0.74**	0.000
	19.	Students don't provide details and examples in presentations.	0.81**	0.000
	20.	Students don't outline their presentation objectives to the audience.	0.76**	0.000
	21.	Students deliver their presentations in a low unclear voice.	0.73**	0.000

The field	No.	paragraphs	R	P Value
Clarity of Speech and Voice * Total degree			**0.77****	**0.000**
C4: Interaction with Audience (Classmates)	22.	Students are not cheerful/happy in their presentations.	0.71**	0.000
	23.	Students don't interact with their audience; they only read for them.	0.76**	0.000
	24.	Students don't maintain eye contact with the audience in their presentations.	0.73**	0.000
	25.	Students don't use appropriate body language in their presentations.	0.74**	0.000
	26.	Students don't like to be interrupted by the audience during presentations.	0.67**	0.000
	27.	Students feel nervous/worried that the students will laugh at me.	0.65**	0.000
	28.	Students don't like to receive questions from the audience they can't answer.	0.73**	0.000
	29.	Students lose control of themselves when the audience talk or when someone comes late.	0.74**	0.000
Interaction with Audience (Classmates) * Total degree			**0.82****	**0.000**
C5 Interaction with Audience (The Teacher)	30.	Instructors show support to students in their presentations.	0.66**	0.000
	31.	The instructors' interruption of students' presentations affects them negatively.	0.71**	0.000
	32.	Students feel worried/confused that instructors watch/monitor them.	0.73**	0.000
	33.	Students don't like instructors to discuss the presentation with them.	0.70**	0.000
	34.	Students fear to be evaluated negatively by the instructors.	0.69**	0.000
	35.	Instructors don't give students useful feedback after presentations.	0.67**	0.000
Interaction with Audience (The Teacher) * Total degree			**0.71****	**0.000**

** Statistically significant at the level of significance ($\alpha \leq 0.01$), * statistically significant at the level of significance ($\alpha \leq 0.05$)

Clearly there is a statistically significant correlation between each paragraph and the total degree of its field. And there is a statistically significant correlation between each field and the total degree of the scale. This means that the analysis of questionnaire is highly internally consistent. In other words, the analysis of questionnaire is valid so it can be used as a tool of the study.

3.4.4 Questionnaire Reliability

Reliability is the degree of consistency and precision or accuracy that a measuring instrument demonstrates. The less variation an instrument produces in

repeated measurements of an attribute, the higher its reliability. Other terms used interchangeably with reliability are stability, dependability and predictability.

3.4.4.1 Cronbach's Alpha Method

Cronbach's Coefficient Alpha is used to measure the reliability of the questionaire. The researcher calculates reliability in a manner calculated internal consistency reliability Cronbach's alpha formula, so as shown in the table (3).

Table (3)

Cronbach Coefficient Alpha for the entire questionnaire

Field	No. of Paragraphs	Alpha Value
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	**10**	0.78
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	**4**	0.81
Instructors' Perceptions of English Majors' Presentation Skills	**35**	0.93
Total degree	**49**	**0.94**

The data contained in the table above indicate that the he Cronbach's Alpha for the entire questionnaire is (0.94), which indicates a high reliability of the entire of questionnaire. Thus, the researcher is assured of questionnaire reliability and validity for responding, results analyzing and hypotheses testing.

3.4.4.2 Split Half Technique

This technique depends on splitting the questionnaire into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula**,** so as shown in the table (4).

Table (4)

Reliability Split- Half Coefficient of the analysis questionnaire

Field	No. of Paragraphs	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient	Gutman split-half Coefficient
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	10	0.57	0.72[*]	0.70
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	4	0.76	0.86[*]	0.85
Instructors' Perceptions of English Majors' Presentation Skills	35	0.71	0.83	0.83[**]
Total degree	**49**	**0.84**	**0.91**	**0.91**[**]

(*) The Spearman Brown coefficient is supported if the two halves are equal.

(**) The Gutman coefficient is supported if the two halves are not equal.

According to table (4), the analysis questionnaire is proved to be reliable. Spilt- half coefficient was (0.91), that indicates the analysis questionnaire is reliable and available to be applied in the study.

3.4.4.3 The correction of the questionnaire

The researcher used the five-point Likert scale to measure responses on questionnaire items. In terms of the agreement strength, the results ranging from strongly disagree (1) to strongly agree (5) appeared as shown in table (6) herein` below. Numbers assigned to importance (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels.

Table (5)

Likert Scale

Scale	strongly disagree	disagree	undecided	agree	strongly agree
Relative weight	1	2	3	4	5

3.4.4.4 Scale Correction

We were used Likert scale which is a method to measure the behaviors used in the questionnaires, particularly in the field of statistics. The scale depends on the responses indicate the degree to approve or veto the English teachers' perceptions towards the Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities.

The length of the five-year scale has been divided into three categories to know the degree of approval of the study sample individuals on the Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities.

The quintet scale categories were calculated as follows:

Scale range = upper limit of the scale – minimum limit of the scale = (5-1) = 4

Number of categories = 3

Category Length = Scale Range ÷ Number of Categories

= 4 ÷ 3 = 1.33

By adding the category length (1.33) to the minimum for each category, we get the arithmetic mean categories as shown in Table (6):

Table (6)

Key correction

Mean	Degree
1.00−2.33	Low
2.34−3.67	moderate
3.68−5.00	high

3.5 The interview cards

The researcher used an interview card as another instrument to achieve the aims of the study. Therefore, the researcher depended on different sources to construct the interview card. The interview card was developed in light of the main criteria of the academic oral presentation and the researcher used some minor criteria derived from the main ones to identify and elicit the main difficulties encountering English department students in delivering the academic oral presentation. The interview card consisted of two open questions.

3.6 The English majors' students questionaire

3.6.1 Students sample

The study sample consists of (202) male and female English majors' students from Southern West Bank Universities, it has been chosen randomly, and Table (7) shows the demographic characteristics of the student's sample:

Table (7)

Demographic characteristics of students sample due to gender, academic level, and grade average

Variables	Variable level	Frequency	Percentage%
Gender	Male	64	31.7
	Female	138	68.3
	Total	**202**	**100.0**
Academic level	2nd year	76	37.6
	3rd year	101	50.0
	4th year	25	12.4
	Total	**202**	**100.0**
Grade average	(65-74)	23	11.4
	(75-84)	126	62.4
	(85-100)	53	26.2
	Total	**202**	**100.0**

3.6.2 The Validity of the questionnaire

In order to test the validity of the questionnaire, the researcher used the referee's validity and the internal consistency validity as follows:

3.6.2.1 The Referee Validity

The questionnaire was introduced to a group of specialist's referees at universities in English language, curricula and teaching methods. The items of questionnaire were modified according to their recommendations.

3.6.2.2 The Internal Consistency Validity

The internal consistency validity indicates the correlation of the score of each paragraph with the total score of the item. The internal consistency validity also indicates the correlation of the score of each item with the total score of the questionnaire by using Pearson correlation.

The instrument was validated by calculating the Pearson correlation coefficient for each field's paragraphs with the total score of the field and the total score of the field with the total score of the scale.

Table (8)

Pearson correlation results for the correlation matrix of each paragraph of the study instrument with the total score of the field, the correlation of the degree of each field of the scale with the total score of the scale.

The field	No.	paragraphs	R	*P* Value
A. English Majors' General Perceptions of their Speaking Ability (Including Oral Presentations)	11.	In general, my speaking skills are weak.	0.64**	0.000
	12.	My communication skills in English are low.	0.71**	0.000
	13.	I rarely speak in English in my classes.	0.66**	0.000
	14.	I rarely speak in English outside classes.	0.57**	0.000
	15.	My weakness in speaking is due to the lack of oral courses in the department.	0.75**	0.000
	16.	I receive little training in speaking in my classes.	0.70**	0.000
	17.	I receive little training in giving oral presentations in my classes.	0.67**	0.000
	18.	I haven't given many oral presentations in my classes.	0.59**	0.000
	19.	Instructors don't encourage me to give oral presentations in classes.	0.61**	0.000
	20.	Oral presentations are effective in developing my	0.66**	0.000

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The field	No.	paragraphs	R	*P* Value
		communication skills.		
English Majors' General Perceptions of their Speaking Ability (Including Oral Presentations) * Total degree			0.72**	0.000
B. English Majors' Psychology and Attitudes toward Oral Presentations	5.	I have negative attitudes toward oral presentations.	0.77**	0.000
	6.	I feel worried/anxious from oral presentations.	0.86**	0.000
	7.	I don't have confidence (feel embarrassed) when giving oral presentations.	0.79**	0.000
	8.	I am afraid of failure when giving oral presentations.	0.84**	0.000
English Majors' Psychology and Attitudes toward Oral Presentations * Total degree			0.83**	0.000
C1: Presentation Preparation	36.	I don't care about planning for my presentations.	0.62**	0.000
	37.	I don't research my topics when I plan my presentations.	0.72**	0.000
	38.	I don't define my objectives when I plan my presentations.	0.61**	0.000
	39.	I don't plan to stage my presentations into introduction, body and conclusion.	0.58**	0.000
	40.	I plan to speak from memory in my presentations.	0.57**	0.000
	41.	I plan to speak from a written text (read) in my presentations.	0.55**	0.000
	42.	I don't plan to use visual aids in my presentations.	0.48**	0.000
	43.	I don't prepare an outline or notes to speak from in my presentations.	0.65**	0.000
	44.	I don't practice delivering my presentations before giving them in class.	0.59**	0.000
Presentation Preparation * Total degree			0.69**	0.000
C2: Language Correctness	45.	I make incorrect pronunciations in my presentations.	0.63**	0.000
	46.	I make grammar mistakes in my presentations.	0.67**	0.000
	47.	I focus on grammar (accuracy) not fluency in my presentations.	0.49**	0.000
	48.	I don't use accurate vocabulary/expressions in my presentations.	0.53**	0.000
	49.	I don't use connectors/discourse markers in my presentations.	0.63**	0.000
	50.	I feel my presentation content is not well organized/logically sequenced.	0.67**	0.000
	51.	I feel my presentation content is not comprehensible to audience.	0.65**	0.000
	52.	I think in Arabic then translate it into English during presentations.	0.62**	0.000
Language Correctness * Total degree			0.75**	0.000
C3: Clarity of Speech and Voice	53.	My presentations are not well organized.	0.70**	0.000
	54.	I don't provide details and examples in presentations.	0.79**	0.000
	55.	I don't outline my presentation objectives to the audience.	0.74**	0.000
	56.	I deliver my presentations in a low unclear voice.	0.77**	0.000
Clarity of Speech and Voice * Total degree			0.72**	0.000
C4: Interaction with Audience (Classmates)	57.	I am not cheerful/happy in my presentations.	0.73**	0.000
	58.	I don't interact with my audience; I only read for them.	0.74**	0.000
	59.	I don't maintain eye contact with the audience in my	0.74**	0.000

The field	No.	paragraphs	R	*P* Value
		presentations.		
	60.	I don't use appropriate body language in my presentations.	0.71**	0.000
	61.	I don't like to be interrupted by the audience during presentations.	0.57**	0.000
	62.	I feel nervous/worried that the students will laugh at me.	0.63**	0.000
	63.	I don't like to receive questions from the audience I can't answer.	0.71**	0.000
	64.	I lose control of myself when the audience talk or when someone comes late.	0.69**	0.000
Interaction with Audience (Classmates) * Total degree			0.80**	0.000
C5 Interaction with Audience (The Teacher)	65.	Instructors show support to me in my presentations.	0.55**	0.000
	66.	The instructor's interruption of my presentation affects me negatively.	0.65**	0.000
	67.	I feel worried/confused that the instructor watches/monitors me.	0.72**	0.000
	68.	I don't like the instructor to discuss the presentation with me.	0.71**	0.000
	69.	I fear to be evaluated negatively by the instructor.	0.68**	0.000
	70.	Instructors don't give me useful feedback after presentations.	0.57**	0.000
Interaction with Audience (The Teacher) * Total degree			0.69**	0.000

** Statistically significant at the level of significance (α ≤ 0.01), * statistically significant at the level of significance (α ≤ 0.05)

Clearly there is a statistically significant correlation between each paragraph and the total degree of its field. And there is a statistically significant correlation between each field and the total degree of the scale. This means that the analysis of questionnaire is highly internally consistent. In other words, the analysis of questionnaire is valid so it can be used as a tool of the study.

3.6.3 Questionnaire Reliability

Reliability is the degree of consistency and precision or accuracy that a measuring instrument demonstrates. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Other terms used interchangeably with reliability are stability, dependability and predictability.

3.6.3.1 Cronbach's Alpha Method

Cronbach's Coefficient Alpha is used to measure the reliability of the questionaire. The researcher calculates reliability in a manner calculated internal consistency reliability Cronbach's alpha formula, so as shown in the table (9).

Table (9)

Cronbach Coefficient Alpha for the entire questionnaire

Field	No. of Paragraphs	Alpha Value
English Majors' General Perceptions of their Speaking Ability (Including Oral Presentations)	10	0.83
English Majors' Psychology and Attitudes toward Oral Presentations	4	0.83
English Majors' Perceptions of their Presentation Skills	35	0.88
Total degree	**49**	**0.91**

The data contained in the table above indicate that the he Cronbach's Alpha for the entire questionnaire is (0.91), which indicates a high reliability of the entire of questionnaire. Thus, the researcher is assured of questionnaire reliability and validity for responding, results analyzing and hypotheses testing.

3.6.3.2 Split Half Technique

This technique depends on splitting the questionnaire into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula, so as shown in the table (10).

Table (10)

Reliability Split- Half Coefficient of the analysis questionnaire

Field	No. of Paragraphs	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient	Gutman split-half Coefficient
English Majors' General Perceptions of their Speaking Ability (Including Oral Presentations)	10	0.56	0.72[*]	0.72
English Majors' Psychology and Attitudes	4	0.66	0.79[*]	0.79

Field	No. of Paragraphs	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient	Gutman split-half Coefficient
toward Oral Presentations				
English Majors' Perceptions of their Presentation Skills	35	0.57	0.77	0.75**
Total degree	**49**	**0.69**	**0.82**	**0.82****

(*) The Spearman Brown coefficient is supported if the two halves are equal. (**) The Guttmann coefficient is supported if the two halves are not equal.

According to table (10), the analysis questionnaire is proved to be reliable. Spilt- half coefficient was (0.82), that indicates the analysis questionnaire is reliable and available to be applied in the study.

3.6.3.3 The correction of the questionnaire

The researcher used the five-point Likert scale to measure responses on questionnaire items. In terms of the agreement strength, the results ranging from strongly disagree (1) to strongly agree (5) appeared as shown in table (11) herein` below. Numbers assigned to importance (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels.

Table (11)

Likert Scale

Scale	strongly disagree	disagree	undecided	agree	strongly agree
Relative weight	1	2	3	4	5

3.6.3.4 Scale Correction

We were used Likert scale which is a method to measure the behaviors used in the questionnaires, particularly in the field of statistics. The scale depends on the responses indicate the degree to approve or veto the English teachers' perceptions

towards the Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities.

The length of the five-year scale has been divided into three categories to know the degree of approval of the study sample individuals on the Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities.

The quintet scale categories were calculated as follows:

Scale range = upper limit of the scale – minimum limit of the scale = (5-1) = 4

Number of categories = 3

Category Length = Scale Range ÷ Number of Categories

= 4 ÷ 3 = 1.33

By adding the category length (1.33) to the minimum for each category, we get the arithmetic mean categories as shown in Table (12):

Table (12) : Key correction

Mean	Degree
1.00−2.33	Low
2.34−3.67	moderate
3.68−5.00	high

3.7 English Majors' interview cards

The researcher used an interview card as another instrument to achieve the aims of the study. Therefore, the researcher depended on different sources to construct the interview card. The interview card was developed in light of the main criteria of the academic oral presentation and the researcher used some minor criteria derived from the main ones to identify and elicit the main difficulties encountering English

department students in delivering the academic oral presentation. The interview card consisted of two open questions.

3.8 The study variables

3.8.1 Independent variables

- Teacher: (Gender, Education, Years of experience).

- Student: (Gender, Academic Level, Grade Average).

3.8.2 Dependent Variable: (Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities).

3.9 Normal distribution test of English teacher's data

The researcher used the Shapiro Wilk test to examine the data distribution in order to determine the type of statistical tests that the researcher should be use.

Table (14)

The results of Shapiro Wilk's natural distribution test for Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities

Variables	Sh.W. test value	df	Sig.
English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	0.971	25	0.658
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	0.966	25	0.545
Presentation Preparation	0.964	25	0.505
Language Correctness	0.974	25	0.759
Clarity of Speech and Voice	0.933	25	0.103
Interaction with Audience (classmates)	0.968	25	0.600
Interaction with Audience (The Teacher)	0.952	25	0.280
Instructors' Perceptions of English Majors' Presentation Skills	0.950	25	0.245

Table (14) shows that the statistical value of the Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities and the total degree of the scale was greater than (0.05) in all dependent variables, This allows the researcher to use parametric tests.

3.10 Statistical Methods

The data was collected and computed by using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were used:

1. Descriptive statistics: such as, percentage, arithmetic average, standard deviation, which is used in order to identify the categories of variable frequency according to researcher's view presented in the description of the study variables.

2. T. Test Independent Samples: to measure the statistical differences in means due to gender and qualification.

3. Spearman correlation formula: to determine the internal consistency validity of the questionaire.

4. Pearson correlation coefficient: to identify the correlation among the items of the questionaire.

5. Cronbach's Coefficient Alpha: to test the reliability of questionnaire.

6. Split-half and Alpha Cronbach techniques: to measure the reliability of the questionaire.

7. The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistically significant difference between several means among the respondents.

8. Scheffe test for two-dimensional comparisons to determine the source of the differences.

Chapter Four
Study Results

Chapter Four

Study Results

This chapter includes a statistical analysis of the data resulting from the study, in order to answer their questions and hypotheses.

4.1 English Instructors' questionaire results

First question: What are the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English teachers' perspectives?

To answer the first question, it was extracted means and standard deviations, and relative weight of the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English teachers' perspectives, so as shown in Table (15).

Table (15)

Means, standard deviations of the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English teachers' perspectives. Descending order

Field	Mean	Std. Deviation	Relative weight (%)	Ranking	Degree of agreement
C: Instructors' Perceptions of English Majors' Presentation Skills	3.62	0.47	72.4	1	moderate
B: English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	3.39	0.85	67.8	2	moderate
A: English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	3.18	0.62	63.6	3	moderate
Total degree	**3.40**	**0.65**	**68.0**	**moderate**	

The data in Table (15) indicate that English teachers' perspectives towards the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities was moderate, with mean (3.40) and percentage (68.0%). The field "Instructors' Perceptions of English Majors' Presentation Skills" occupied the first position with mean (3.62) and percentage

(72.4%), the field "English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations" occupied the second position with mean (3.39) and percentage (67.8%), finally, the field " English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)" occupied the third position with mean (3.18) and percentage (63.6%).

In order to understand the difficulties, encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English teachers' perspectives, means, standard deviations and relative weights were used for each field as follows:

A) English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations), is shown in table (16):

Table (16)

Means, standard deviations, relative weight of the English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations), descending order

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
8	Students haven't given many oral presentations in their classes.	3.68	0.80	73.6	1	High
2	Students' communication skills in English are low.	3.60	1.04	72.0	2	Moderate
1	In general, English major students' speaking skills are weak.	3.32	1.07	66.4	3	Moderate
9	Instructors don't encourage students to give oral presentations in classes.	3.28	1.24	65.6	4	Moderate
5	Students' weakness in speaking is due to the lack of oral courses in the department.	3.20	1.12	64.0	5	Moderate
6	Students receive little training in speaking in their classes.	3.16	0.94	63.2	6	Moderate
3	Students rarely speak in English in classes.	3.12	1.05	62.4	7	Moderate
7	Students receive little training in giving oral presentations in their classes.	3.08	1.12	61.6	8	Moderate
4	Students rarely speak in English outside classes.	3.00	1.15	60.0	9	Moderate
10	Oral presentations are effective in developing students' communication skills.	2.32	1.03	46.4	10	Low
Total degree		**3.18**	**1.06**	**63.6**	**Moderate**	

It is clear from table (16) that English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations) were Moderate, where the averages ranged between (2.32-3.68). The highest response paragraph according to the relative mean is as follows:

In paragraph (8), the relative mean equals (3.68) with percentage (73.6%) which states that (Students haven't given many oral presentations in their classes).

And the lowest response according to the relative mean is as follows:

In paragraph (10) the relative mean equals (2.32) with percentage (46.4%) which states that (Oral presentations are effective in developing students' communication skills).

B) English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations, is shown in table (17):

Table (17)

Means, standard deviations, relative weight of the English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations, descending order

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
1	Students have negative attitudes toward oral presentations.	3.48	1.00	69.6	1	Moderate
3	Students don't have confidence (feel embarrassed) when giving oral presentations.	3.44	1.23	68.8	2	Moderate
4	Students are afraid of failure when giving oral presentations.	3.40	1.04	68.0	3	Moderate
2	Students feel worried/anxious from oral presentations.	3.24	0.97	64.8	4	Moderate
Total degree		**3.39**	**1.06**	**67.8**	**Moderate**	

It is clear from table (17) that English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations were Moderate, where the averages ranged between (3.24-3.48). The highest response paragraph according to the relative mean is as follows:

In paragraph (1), the relative mean equals (3.48) with percentage (69.6%) which states that (Students have negative attitudes toward oral presentations).

And the lowest response according to the relative mean is as follows:

In paragraph (2) the relative mean equals (3.24) with percentage (64.8%) which states that (Students feel worried/anxious from oral presentations).

C) Instructors' Perceptions of English Majors' Presentation Skills, is shown in table (18):

Table (18)

Means, standard deviations, relative weight of the Instructors' Perceptions of English Majors' Presentation Skills, descending order

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
9	Students don't practice delivering their presentations before giving them in class.	3.96	0.89	79.2	1	High
8	Students don't prepare an outline or notes to speak from in their presentations.	3.88	0.97	77.6	2	High
1	Students don't care about planning for their presentations.	3.80	1.04	76.0	3	High
2	Students don't research their topics when they plan their presentations.	3.80	1.08	76.0	3r	High
3	Students don't define their objectives when they plan their presentations.	3.76	0.83	75.2	4	High
4	Students don't stage their presentations into introduction, body and conclusion.	3.68	1.03	73.6	5	High
7	Students don't plan to use visual aids in my presentations.	3.52	0.92	70.4	6	Moderate
6	Students plan to speak from a written text (read) in their presentations.	3.40	1.15	68.0	7	Moderate
5	Students plan to speak from memory in their presentations.	3.12	0.83	62.4	8	Moderate
Total degree of Presentation Preparation		**3.66**	**0.97**	**73.2**	**2**	**Moderate**
16	Students' presentation content is not comprehensible to audience.	3.92	0.76	78.4	1	High
13	Students don't use accurate vocabulary/expressions in their presentations.	3.68	0.99	73.6	2	High
15	Students' presentation content is not well organized/logically sequenced.	3.64	0.91	72.8	3	Moderate
10	Students make incorrect pronunciations in their presentations.	3.56	0.82	71.2	4	Moderate
11	Students make grammar mistakes in their presentations.	3.52	0.87	70.4	5	Moderate
17	Students think in Arabic then translate it into	3.40	1.00	68.0	6	Moderate

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
	English during presentations.					
12	Students focus on grammar (accuracy) not fluency in their presentations.	3.28	0.68	65.6	7	Moderate
14	Students don't use connectors/discourse markers in their presentations.	3.24	0.88	64.8	8	Moderate
	Total degree of Language Correctness	**3.53**	**0.86**	**70.6**	**5**	**Moderate**
19	Students don't outline their presentation objectives to the audience.	3.92	0.91	78.4	1	High
21	Students deliver their presentations in a low unclear voice.	3.80	1.00	76.0	2	High
18	Students don't provide details and examples in presentations.	3.72	0.94	74.4	3	High
20	Students' presentations are not well organized.	3.64	0.91	72.8	4	Moderate
	Total degree of Clarity of Speech and Voice	**3.77**	**0.94**	**75.4**	**1**	**High**
24	Students don't maintain eye contact with the audience in their presentations.	3.88	0.88	77.6	1	High
22	Students are not cheerful/happy in their presentations.	3.84	0.90	76.8	2	High
23	Students don't interact with their audience; they only read for them.	3.80	1.04	76.0	3	High
27	Students feel nervous/worried that the students will laugh at me.	3.68	0.99	73.6	4	High
28	Students don't like to receive questions from the audience they can't answer.	3.64	0.91	72.8	5	Moderate
29	Students lose control of themselves when the audience talk or when someone comes late.	3.60	1.08	72.0	6	Moderate
25	Students don't use appropriate body language in their presentations.	3.60	1.00	72.0	6r	Moderate
26	Students don't like to be interrupted by the audience during presentations.	3.00	1.04	60.0	7	Moderate
	Total degree of Interaction with Audience (classmates)	**3.63**	**0.98**	**72.6**	**3**	**Moderate**
32	Students feel worried/confused that instructors watch/monitor them.	3.92	0.95	78.4	1	High
33	Students don't like instructors to discuss the presentation with them.	3.72	0.89	74.4	2	High
34	Students fear to be evaluated negatively by the instructors.	3.72	0.94	74.4	2r	High
35	Instructors don't give students useful feedback after presentations.	3.56	0.96	71.2	3	Moderate
31	The instructors' interruption of students' presentations affects them negatively.	3.36	0.99	67.2	4	Moderate
30	Instructors show support to students in their presentations.	3.12	1.30	62.4	5	Moderate
	Total degree of Interaction with Audience (The Teacher)	**3.57**	**1.01**	**71.4**	**4**	**Moderate**
	Total degree	**3.62**	**0.95**	**72.4**		**Moderate**

It is clear from table (18) that Instructors' Perceptions of English Majors' Presentation Skills were Moderate, with mean equal (3.62) and relative weight (72.4%).

It is clear from table (18) that the field (**Clarity of Speech and Voice**) occupied the first position with mean (3.77) and relative weight (75.4%). Paragraph (19) gains the highest response for clarity of speech and voice with mean equals (3.92) and percentage (78.4%), which states that (Students don't outline their presentation objectives to the audience). While Paragraph (20) gains the lowest response for clarity of speech and voice with mean equals (3.64) and percentage (72.8%), which states that (Students' presentations are not well organized).

The field (**Presentation Preparation**) came in the second position with mean (3.66) and relative weight (73.2%). Paragraph (9) gains the highest response for presentation preparation with mean equals (3.96) and percentage (79.2%), which states that (Students don't practice delivering their presentations before giving them in class). While Paragraph (5) gains the lowest response for presentation preparation with mean equals (3.12) and percentage (62.4%), which states that (Students plan to speak from memory in their presentations).

The field (**Interaction with Audience (classmates)**) came in the third position with mean (3.63) and relative weight (72.6%). Paragraph (24) gains the highest response for interaction with audience (classmates) with mean equals (3.88) and percentage (77.6%), which states that (Students don't maintain eye contact with the audience in their presentations). While Paragraph (26) gains the lowest response for interaction with audience (classmates) with mean equals (3.00) and percentage (60.0%), which states that (Students don't like to be interrupted by the audience during presentations).

The field (**Interaction with Audience (The Teacher)**) came in the fourth position with mean (3.57) and relative weight (71.4%). Paragraph (32) gains the highest response for interaction with audience (The Teacher) with mean equals (3.92) and percentage (78.4%), which states that (Students feel worried/confused that instructors watch/monitor them). While Paragraph (30) gains the lowest response for interaction with audience (The Teacher) with mean equals (3.12) and percentage (62.4%), which states that (Instructors show support to students in their presentations).

Finally, the field (**Language Correctness**) came in the fifth position with mean (3.53) and relative weight (70.6%). Paragraph (16) gains the highest response for language correctness with mean equals (3.92) and percentage (78.4%), which states that (Students' presentation content is not comprehensible to audience). While Paragraph (14) gains the lowest response for language correctness with mean equals (3.24) and percentage (64.8%), which states that (Students don't use connectors/ discourse markers in their presentations).

Question two: Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the variables: (gender, qualification, years of experience)?

To answer the second question, it was converted to the following hypotheses:

The first hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender.

To examine the first hypothesis, the means and standard deviations, the independent Samples T-test was used to measure the significance of the differences. Table (19) describes those results in the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender.

Table (19)

Test Results of T-test, differences in the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the due to the gender.

Field	Gender	No.	Mean	Std. deviation	Value of calculated (T)	*Sig.*
English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	male	14	3.09	0.69	-0.75	0.46
	female	11	3.28	0.53		
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	male	14	3.25	0.86	-0.93	0.36
	female	11	3.57	0.84		
Presentation Preparation	male	14	3.48	0.59	-1.82	0.08
	female	11	3.89	0.53		
Language Correctness	male	14	3.38	0.48	-1.87	0.07
	female	11	3.72	0.38		
Clarity of Speech and Voice	male	14	3.54	0.68	**-2.19**	**0.04***
	female	11	4.07	0.49		
Interaction with Audience (classmates)	male	14	3.38	0.73	**-2.20**	**0.04***
	female	11	3.95	0.53		
Interaction with Audience (The Teacher)	male	14	3.46	0.64	-0.94	0.36
	female	11	3.70	0.58		
Instructors' Perceptions of English Majors' Presentation Skills	male	14	3.44	0.44	**-2.39**	**0.03***
	female	11	3.85	0.41		
Total degree	male	14	3.04	0.19	0.82	0.42
	female	11	2.98	0.13		

(df=23), ** Statistically significant at the level of significance (α ≤ 0.01), * statistically significant at the level of significance (α ≤ 0.05)**

The data contained in table (19) indicates that:

- There were no statistically significant differences at the level of (α≤0.05) in the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender,

Where the p value equal (0.42), which is not statistically significant, this value is greater than the p value (0.05).

- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations) due to the gender, Where the p value equal (0.46), which is not statistically significant, this value is greater than the p value (0.05).

- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations due to the gender, Where the p value equal (0.36), which is not statistically significant, this value is greater than the p value (0.05).

- There were statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the Instructors' Perceptions of English Majors' Presentation Skills and the fields (Clarity of Speech and Voice & Interaction with Audience (classmates)) due to the gender, Where the p value for these variables respectively equal: (0.03, 0.04, 0.04), which is statistically significant, these values are less than the p value (0.05).

- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the fields (Presentation Preparation, Language Correctness & Interaction with Audience (The Teacher)) due to the gender, Where the p value for these variables respectively equal: (0.08, 0.07, 0.36), which is not statistically significant, these values are greater than the p value (0.05).

The second hypothesis: There are no statistically significant differences at the level of (α ≤ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the qualification.

To examine the second hypothesis, the means and standard deviations, the independent Samples T-test was used to measure the significance of the differences. Table (20) describes those results in the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the qualification.

Table (20)

Test Results of T-test, differences in the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the due to the qualification.

Field	qualification	No.	Mean	Std. deviation	Value of calculated (T)	*Sig.*
English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	MA	8	2.91	0.72	-1.50	0.15
	PHD	17	3.30	0.54		
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	MA	8	3.44	1.16	0.19	0.85
	PHD	17	3.37	0.70		
Presentation Preparation	MA	8	3.64	0.68	-0.11	0.92
	PHD	17	3.67	0.56		
Language Correctness	MA	8	3.48	0.42	-0.33	0.74
	PHD	17	3.55	0.49		
Clarity of Speech and Voice	MA	8	3.81	0.61	0.22	0.83
	PHD	17	3.75	0.68		
Interaction with Audience (classmates)	MA	8	3.67	0.89	0.20	0.84
	PHD	17	3.61	0.63		
Interaction with Audience (The Teacher)	MA	8	3.69	0.69	0.67	0.51
	PHD	17	3.51	0.58		
Instructors' Perceptions of English Majors' Presentation Skills	MA	8	3.64	0.58	0.14	0.89
	PHD	17	3.61	0.43		
Total degree	MA	8	3.01	0.18	0.01	0.99
	PHD	17	3.01	0.17		

(df=23), ** Statistically significant at the level of significance (α ≤ 0.01), * statistically significant at the level of significance (α ≤ 0.05)

The data contained in table (20) indicates that there were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the total degree and all the fields of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, Where the *p* value of the total degree equal (0.99), which is not statistically significant, this value is greater than the *p* value (0.05).

The third hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

The researcher used means, standard deviation and One-Way ANOVA to measure the statistical differences between the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience. Tables (21, 22) shows this:

Table (21)

Numbers, means and standard deviations of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

Fields	Years of experience	N	Mean	Std. Deviation
English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	1-5	9	2.81	0.67
	6-15	6	3.28	0.62
	More than 15	10	3.44	0.44
	Total	25	3.18	0.62
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations	1-5	9	3.36	0.80
	6-15	6	3.17	0.68
	More than 15	10	3.55	1.01
	Total	25	3.39	0.85
Presentation Preparation	1-5	9	3.38	0.74
	6-15	6	3.69	0.49
	More than 15	10	3.89	0.42
	Total	25	3.66	0.59
Language Correctness	1-5	9	3.36	0.54
	6-15	6	3.42	0.52

Fields	Years of experience	N	Mean	Std. Deviation
	More than 15	10	3.75	0.28
	Total	25	3.53	0.46
Clarity of Speech and Voice	1-5	9	3.39	0.76
	6-15	6	3.92	0.61
	More than 15	10	4.03	0.42
	Total	25	3.77	0.65
Interaction with Audience (classmates)	1-5	9	3.57	0.86
	6-15	6	3.48	0.62
	More than 15	10	3.78	0.63
	Total	25	3.63	0.70
Interaction with Audience (The Teacher)	1-5	9	3.67	0.77
	6-15	6	3.36	0.44
	More than 15	10	3.60	0.57
	Total	25	3.57	0.61
Instructors' Perceptions of English Majors' Presentation Skills	1-5	9	3.47	0.63
	6-15	6	3.55	0.39
	More than 15	10	3.80	0.31
	Total	25	3.62	0.47
Total Degree	1-5	9	3.03	0.20
	6-15	6	3.00	0.18
	More than 15	10	3.00	0.14
	Total	25	3.01	0.17

Table (21) shows that there were statistically significant differences in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

In order to verify the significance of these differences, the researcher used One Way ANOVA test as shown in table (22):

Table (22)

One Way ANOVA results of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

Field	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)	Between Groups	1.96	2	0.98	3.00	0.07
	Within Groups	7.20	22	0.33		
	Total	9.17	24			
English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral	Between Groups	0.56	2	0.28	0.37	0.69
	Within Groups	16.70	22	0.76		

Field	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Presentations	Total	17.26	24			
Presentation Preparation	Between Groups	1.22	2	0.61	1.88	0.18
	Within Groups	7.15	22	0.32		
	Total	8.37	24			
Language Correctness	Between Groups	0.82	2	0.41	2.07	0.15
	Within Groups	4.35	22	0.20		
	Total	5.17	24			
Clarity of Speech and Voice	Between Groups	2.09	2	1.04	2.86	0.08
	Within Groups	8.03	22	0.36		
	Total	10.12	24			
Interaction with Audience (classmates)	Between Groups	0.38	2	0.19	0.36	0.70
	Within Groups	11.51	22	0.52		
	Total	11.89	24			
Interaction with Audience (The Teacher)	Between Groups	0.35	2	0.18	0.45	0.64
	Within Groups	8.59	22	0.39		
	Total	8.94	24			
Instructors' Perceptions of English Majors' Presentation Skills	Between Groups	0.55	2	0.27	1.26	0.30
	Within Groups	4.78	22	0.22		
	Total	5.33	24			
Total Degree	Between Groups	0.01	2	0.00	0.09	0.91
	Within Groups	0.65	22	0.03		
	Total	0.66	24			

Tables (22) shows that there are no statistically significant differences at (α≤0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience, where the *p* value > 0.05 which is not statistically significant.

4.2 English Instructors' interview results

A. What are the types of difficulties that your students encounter in giving academic oral presentations at the department?

The researcher conducted 10 interviews with English teachers in the universities of the southern West Bank, and the most important difficulties that students encounter in giving academic oral presentations at the English department was shown in table (23):

Table (23)

frequencies and percentages of the most important difficulties that students encounter in giving academic oral presentations at the English department

No.	Difficulty	Frequency	Percentage (%)
1	Psychological and attitudes toward oral presentations.	9	90%
2	Fear of standing before audience.	7	70%
3	Students do not prepare enough before presentation.	8	80%
4	Students depend on a written text.	6	60%
5	Students don't practice enough.	7	70%
6	Lack of training in delivering oral presentations.	6	60%

Table (23) shows that difficulties that students encounter in giving academic oral presentations at the English department was (Psychological and attitudes toward oral presentations) that came in the first position with percentage (90%), in the second position came (Students do not prepare enough before presentation) with percentage (80%), the third position came (Fear of standing before audience) and (Students don't practice enough) with percentage (70%), the forth position came (Students depend on a written text) and (Lack of training in delivering oral presentations) with percentage (60%).

B. What are your suggestions to overcome these problems and advance your students' oral presentations?

English instructors suggest to overcome these problems and advance their students' oral presentations the following:

1- Assign several oral presentations for almost every language or literature course and give it a grade.

2- Encouraging students to speak and focus fluency first, then accuracy.

3- Encourage team presentations to overcome fear and shyness.

4- More speaking courses are needed.

5- More training in giving presentations is needed.

4.3 English majors' questionaire results

Third question: What are the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English majors' perspectives?

To answer the third question, it was extracted means and standard deviations, and relative weight of the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English majors' perspectives, so as shown in Table (24).

Table (24)

Means, standard deviations of the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English majors' perspectives. Descending order

Field	Mean	Std. Deviation	Relative weight (%)	Ranking	Degree of agreement
C: English Majors' Perceptions of their Presentation Skills	3.35	0.47	67.0	1	moderate
B: English Majors' Psychology and Attitudes toward Oral Presentations	3.13	0.94	62.6	2	moderate
A: English majors' general perceptions of their speaking skills (Including Oral Presentations)	2.90	0.72	58.0	3	moderate
Total degree	**3.13**	**0.71**	**62.6**	**moderate**	

The data in Table (24) indicate that students' perspectives towards the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities was moderate, with mean (3.13) and percentage (62.6%). The field " English Majors' Perceptions of their Presentation

Skills" occupied the first position with mean (3.35) and percentage (67.0%), the field " English Majors' Psychology and Attitudes toward Oral Presentations" occupied the second position with mean (3.13) and percentage (62.6%), finally, the field " English majors' general perceptions of their speaking skills (Including Oral Presentations)" occupied the third position with mean (2.90) and percentage (58.0%).

In order to understand the difficulties, encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English majors' perspectives, means, standard deviations and relative weights were used for each field as follows:

A) English Majors' General Perceptions of their speaking skills (Including Oral Presentations), is shown in table (25):

Table (25)

Means, standard deviations, relative weight of their speaking skills (Including Oral Presentations), descending order

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
2	My communication skills in English are low.	3.44	1.04	68.8	1	Moderate
9	Instructors don't encourage me to give oral presentations in classes.	3.39	1.19	67.8	2	Moderate
1	In general, my speaking skills are weak.	3.36	1.04	67.2	3	Moderate
8	I haven't given many oral presentations in my classes.	3.11	1.20	62.2	4	Moderate
3	I rarely speak in English in my classes.	3.10	1.15	62.0	5	Moderate
4	I rarely speak in English outside classes.	2.80	1.21	56.0	6	Moderate
7	I receive little training in giving oral presentations in my classes.	2.66	1.10	53.2	7	Moderate
5	My weakness in speaking is due to the lack of oral courses in the department.	2.61	1.28	52.2	8	Moderate
6	I receive little training in speaking in my classes.	2.60	1.14	52.0	9	Moderate
10	Oral presentations are effective in developing my communication skills.	1.97	1.14	39.4	10	Low
Total degree		**2.90**	**1.15**	**58.0**	**Moderate**	

It is clear from table (25) that English majors' General Perceptions of their speaking skills (Including Oral Presentations) were Moderate, where the averages ranged between (1.97-3.44). The highest response paragraph according to the relative mean is as follows:

In paragraph (2), the relative mean equals (3.44) with percentage (68.8%) which states that (My communication skills in English are low).

And the lowest response according to the relative mean is as follows:

In paragraph (10) the relative mean equals (1.97) with percentage (39.4%) which states that (Oral presentations are effective in developing my communication skills).

B) English Majors' Psychology and Attitudes toward Oral Presentations, is shown in table (26):

Table (26)

Means, standard deviations, relative weight of the English Majors' Psychology and Attitudes toward Oral Presentations, descending order

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
1	I have negative attitudes toward oral presentations.	3.39	1.11	67.8	1	Moderate
3	I don't have confidence (feel embarrassed) when giving oral presentations.	3.25	1.17	65.0	2	Moderate
2	I feel worried/anxious from oral presentations.	3.00	1.16	60.0	3	Moderate
4	I am afraid of failure when giving oral presentations.	2.86	1.14	57.2	4	Moderate
Total degree		**3.13**	**1.15**	**62.6**	**Moderate**	

It is clear from table (26) that English Majors' Psychology and Attitudes toward Oral Presentations were Moderate, where the averages ranged between (2.86-3.39). The highest response paragraph according to the relative mean is as follows:

In paragraph (1), the relative mean equals (3.39) with percentage (67.8%) which states that (I have negative attitudes toward oral presentations).

And the lowest response according to the relative mean is as follows:

In paragraph (4) the relative mean equals (2.86) with percentage (57.2%) which states that (I am afraid of failure when giving oral presentations).

C) English Majors' Perceptions of their Presentation Skills, is shown in table (27):

Table (27)

Means, standard deviations, relative weight of the English Majors' Perceptions of their Presentation Skills, descending order

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
2	I don't research my topics when I plan my presentations.	4.14	0.86	82.8	1	High
1	I don't care about planning for my presentations.	3.97	0.96	79.4	2	High
3	I don't define my objectives when I plan my presentations.	3.91	0.78	78.2	3	High
9	I don't practice delivering my presentations before giving them in class.	3.89	1.02	77.8	4	High
8	I don't prepare an outline or notes to speak from in my presentations.	3.73	1.05	74.6	5	High
4	I don't plan to stage my presentations into introduction, body and conclusion.	3.57	1.00	71.4	6	Moderate
7	I don't plan to use visual aids in my presentations.	3.30	1.02	66.0	7	Moderate
6	I plan to speak from a written text (read) in my presentations.	3.07	1.01	61.4	8	Moderate
5	I plan to speak from memory in my presentations.	2.70	1.04	54.0	9	Moderate
Total degree of Presentation Preparation		**3.59**	**0.97**	**71.8**	**2**	**Moderate**
13	I don't use accurate vocabulary/expressions in my presentations.	3.54	0.94	70.8	1	Moderate
16	I feel my presentation content is not comprehensible to audience.	3.54	0.98	70.8	1r	Moderate
14	I don't use connectors/discourse markers in my presentations.	3.52	0.98	70.4	2	Moderate
15	I feel my presentation content is not well organized/logically sequenced.	3.50	1.04	70.0	3	Moderate
17	I think in Arabic then translate it into English during presentations.	3.23	1.25	64.6	4	Moderate
12	I focus on grammar (accuracy) not fluency in my presentations.	3.11	0.89	62.2	5	Moderate
10	I make incorrect pronunciations in my presentations.	3.04	1.04	60.8	6	Moderate
11	I make grammar mistakes in my presentations.	2.91	1.01	58.2	7	Moderate

No.	The Paragraph	Mean	Standard Deviation	Relative Weight (%)	Ranking	Degree of agreement
	Total degree of Language Correctness	**3.30**	**1.02**	**66.0**	**3**	**Moderate**
19	I don't provide details and examples in presentations.	3.80	0.86	76.0	1	High
21	I deliver my presentations in a low unclear voice.	3.72	1.07	74.4	2	High
18	My presentations are not well organized.	3.67	0.89	73.4	3	Moderate
20	I don't outline my presentation objectives to the audience.	3.51	1.02	70.2	4	Moderate
	Total degree of Clarity of Speech and Voice	**3.68**	**0.96**	**73.6**	**1**	**High**
24	I don't maintain eye contact with the audience in my presentations.	3.64	1.12	72.8	1	Moderate
23	I don't interact with my audience; I only read for them.	3.61	1.15	72.2	2	Moderate
22	I am not cheerful/happy in my presentations.	3.51	1.15	70.2	3	Moderate
25	I don't use appropriate body language in my presentations.	3.47	1.07	69.4	4	Moderate
27	I feel nervous/worried that the students will laugh at me.	3.15	1.28	63.0	5	Moderate
29	I lose control of myself when the audience talk or when someone comes late.	3.06	1.22	61.2	6	Moderate
28	I don't like to receive questions from the audience I can't answer.	3.04	1.22	60.8	7	Moderate
26	I don't like to be interrupted by the audience during presentations.	2.65	1.15	53.0	8	Moderate
	Total degree of Interaction with Audience (classmates)	**3.27**	**1.17**	**65.4**	**4**	**Moderate**
33	I don't like the instructor to discuss the presentation with me.	3.41	1.10	68.2	1	Moderate
35	Instructors don't give me useful feedback after presentations.	3.29	1.18	65.8	2	Moderate
32	I feel worried/confused that the instructor watches/monitors me.	2.98	1.13	59.6	3	Moderate
31	The instructor's interruption of my presentation affects me negatively.	2.88	1.12	57.6	4	Moderate
34	I fear to be evaluated negatively by the instructor.	2.75	1.12	55.0	5	Moderate
30	Instructors show support to me in my presentations.	2.36	0.99	47.2	6	Moderate
	Total degree of Interaction with Audience (The Teacher)	**2.94**	**1.11**	**58.8**	**5**	**Moderate**
	Total degree	**3.35**	**1.05**	**67.0**	**Moderate**	

It is clear from table (27) that English Majors' Perceptions of their Presentation

Skills were Moderate, with mean equal (3.35) and relative weight (67.0%).

It is clear from table (27) that the field (**Clarity of Speech and Voice**) occupied the first position with mean (3.68) and relative weight (73.6%). Paragraph (19) gains the highest response for clarity of speech and voice with mean equals (3.80) and percentage (76.0%), which states that (I don't provide details and examples in presentations). While Paragraph (20) gains the lowest response for clarity of speech and voice with mean equals (3.51) and percentage (70.2%), which states that (Students' presentations are not well organized).

The field (**Presentation Preparation**) came in the second position with mean (3.59) and relative weight (71.8%). Paragraph (2) gains the highest response for presentation preparation with mean equals (4.14) and percentage (82.8%), which states that (I don't research my topics when I plan my presentations). While Paragraph (5) gains the lowest response for presentation preparation with mean equals (2.70) and percentage (54.0%), which states that (I plan to speak from memory in my presentations).

The field (**Language Correctness**) came in the third position with mean (3.30) and relative weight (66.0%). Paragraph (13) gains the highest response for Language Correctness with mean equals (3.54) and percentage (70.8%), which states that (I don't use accurate vocabulary/ expressions in my presentations). While Paragraph (11) gains the lowest response for Language Correctness with mean equals (2.91) and percentage (58.2%), which states that (I make grammar mistakes in my presentations).

The field (**Interaction with Audience (classmates)**) came in the fourth position with mean (3.27) and relative weight (65.4%). Paragraph (24) gains the highest response for Interaction with Audience (classmates) with mean equals (3.64) and percentage (72.8%), which states that (I don't maintain eye contact with the audience in my presentations). While Paragraph (26) gains the lowest response for Interaction

with Audience (classmates) with mean equals (2.65) and percentage (53.0%), which states that (I don't like to be interrupted by the audience during presentations).

Finally, the field (**Interaction with Audience (The Teacher)**) came in the fifth position with mean (2.94) and relative weight (58.8%). Paragraph (33) gains the highest response for Interaction with Audience (The Teacher) with mean equals (3.41) and percentage (68.2%), which states that (I don't like the instructor to discuss the presentation with me). While Paragraph (30) gains the lowest response for Interaction with Audience (The Teacher) with mean equals (2.36) and percentage (47.2%), which states that (Instructors show support to me in my presentations).

Question four: Are there statistically significant differences at the level of ($\alpha \leq$ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the variables: (gender, Academic level, Grade average)?

To answer the fourth question, it was converted to the following hypotheses:
The four hypotheses: There are no statistically significant differences at the level of ($\alpha \leq$ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the gender.

To examine the first hypothesis, the means and standard deviations, the independent Samples T-test was used to measure the significance of the differences. Table (28) describes those results in the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the gender.

Table (28)

**Test Results of T-test, differences in the difficulties encountering English majors
in giving academic oral presentations during class at Southern West Bank
Universities for the English majors' perceptions due to the gender.**

Field	Gender	No.	Mean	Std. deviation	Value of calculated (T)	*Sig.*
English majors' general perceptions of their speaking skills	male	64	2.86	0.71	-0.58	0.56
	female	138	2.92	0.72		
English Majors' Psychology and Attitudes toward Oral Presentations	male	64	3.14	0.92	0.19	0.85
	female	138	3.12	0.95		
Presentation Preparation	male	64	3.49	0.50	-1.81	0.07
	female	138	3.63	0.53		
Language Correctness	male	64	3.14	0.69	**-2.52**	**0.01****
	female	138	3.38	0.57		
Clarity of Speech and Voice	male	64	3.54	0.74	-1.92	0.06
	female	138	3.74	0.71		
Interaction with Audience (classmates)	male	64	3.22	0.74	-0.57	0.57
	female	138	3.29	0.83		
Interaction with Audience (The Teacher)	male	64	2.91	0.59	-0.44	0.66
	female	138	2.96	0.65		
English Majors' Perceptions of their Presentation Skills	male	64	3.25	0.46	-1.92	0.06
	female	138	3.39	0.48		
Total degree	male	64	3.17	0.48	-1.51	0.13
	female	138	3.27	0.47		

(df=200), **** Statistically significant at the level of significance ($\alpha \leq 0.01$), * statistically significant at the level of significance ($\alpha \leq 0.05$)**

The data contained in table (28) indicates that:

- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, Where the *p* value equal (0.13), which is not statistically significant, this value is greater than the *p* value (0.05).

- There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English majors' general perceptions of their speaking skills due to the gender, Where the *p* value equal (0.56), which is not statistically significant, this value is greater than the *p* value (0.05).

- There were no statistically significant differences at the level of (α≤0.05) in the means of the English Majors' Psychology and Attitudes toward Oral Presentations due to the gender, Where the *p* value equal (0.85), which is not statistically significant, this value is greater than the *p* value (0.05).

- There were no statistically significant differences at the level of (α≤0.05) in the means of English Majors' Perceptions of their Presentation Skills and the fields (Presentation Preparation, Clarity of Speech and Voice, Interaction with Audience (classmates), & Interaction with Audience (The Teacher)) due to the gender, Where the *p* value for these variables respectively equal: (0.06, 0.07, 0.06, 0.57, 0.66), which is not statistically significant, these values are greater than the *p* value (0.05).

- There were statistically significant differences at the level of (α≤0.05) in the means of the Language Correctness due to the gender, Where the *p* value equal (0.01), which is statistically significant, this value is less than the *p* value (0.05).

The fifth hypothesis: There are no statistically significant differences at the level of (α ≤ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the Academic level.

The researcher used means, standard deviation and One-Way ANOVA to measure the statistical differences between the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the Academic level. Tables (29, 30) shows this:

Table (29)

Numbers, means and standard deviations of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the Academic level.

Fields	Academic level	N	Mean	Std. Deviation
English majors' general perceptions of their speaking skills	2nd year	76	3.13	0.68
	3rd year	101	2.75	0.71
	4th year	25	2.82	0.70
	Total	**202**	**2.90**	**0.72**
English Majors' Psychology and Attitudes toward Oral Presentations	2nd year	76	3.21	0.92
	3rd year	101	3.07	0.94
	4th year	25	3.09	1.00
	Total	**202**	**3.13**	**0.94**
Presentation Preparation	2nd year	76	3.76	0.56
	3rd year	101	3.51	0.45
	4th year	25	3.40	0.54
	Total	**202**	**3.59**	**0.52**
Language Correctness	2nd year	76	3.42	0.67
	3rd year	101	3.25	0.58
	4th year	25	3.13	0.58
	Total	**202**	**3.30**	**0.62**
Clarity of Speech and Voice	2nd year	76	3.82	0.71
	3rd year	101	3.63	0.70
	4th year	25	3.41	0.76
	Total	**202**	**3.68**	**0.72**
Interaction with Audience (classmates)	2nd year	76	3.46	0.84
	3rd year	101	3.22	0.77
	4th year	25	2.88	0.62
	Total	**202**	**3.27**	**0.80**
Interaction with Audience (The Teacher)	2nd year	76	3.10	0.61
	3rd year	101	2.87	0.65
	4th year	25	2.79	0.55
	Total	**202**	**2.94**	**0.63**
English Majors' Perceptions of their Presentation Skills	2nd year	76	3.51	0.47
	3rd year	101	3.29	0.46
	4th year	25	3.11	0.41
	Total	**202**	**3.35**	**0.47**
Total Degree	2nd year	76	3.41	0.47
	3rd year	101	3.16	0.45
	4th year	25	3.05	0.45
	Total	**202**	**3.24**	**0.48**

Table (29) shows that there were statistically significant differences in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the academic level.

In order to verify the significance of these differences, the researcher used One Way ANOVA test as shown in table (30):

Table (30)

One Way ANOVA results of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the academic level.

Field	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
English majors' general perceptions of their speaking skills	Between Groups	6.46	2	3.23	**6.62**	**0.00****
	Within Groups	97.09	199	0.49		
	Total	103.56	201			
English Majors' Psychology and Attitudes toward Oral Presentations	Between Groups	0.80	2	0.40	0.46	0.63
	Within Groups	174.98	199	0.88		
	Total	175.78	201			
Presentation Preparation	Between Groups	3.73	2	1.86	**7.21**	**0.00****
	Within Groups	51.42	199	0.26		
	Total	55.15	201			
Language Correctness	Between Groups	2.15	2	1.07	2.82	0.06
	Within Groups	75.74	199	0.38		
	Total	77.89	201			
Clarity of Speech and Voice	Between Groups	3.58	2	1.79	**3.53**	**0.03***
	Within Groups	100.91	199	0.51		
	Total	104.49	201			
Interaction with Audience (classmates)	Between Groups	6.64	2	3.32	**5.41**	**0.01****
	Within Groups	122.12	199	0.61		
	Total	128.76	201			
Interaction with Audience (The Teacher)	Between Groups	3.00	2	1.50	**3.84**	**0.02***
	Within Groups	77.66	199	0.39		
	Total	80.65	201			
English Majors' Perceptions of their Presentation Skills	Between Groups	3.63	2	1.81	**8.65**	**0.00****
	Within Groups	41.71	199	0.21		
	Total	45.34	201			
Total Degree	Between Groups	3.59	2	1.80	**8.47**	**0.00****
	Within Groups	42.21	199	0.21		
	Total	45.80	201			

Tables (30) shows that there were statistically significant differences at (α≤0.05) in the means of the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the academic year, and there were statistically significant differences at (α≤0.05) in the means of the fields (English majors' general perceptions of their

speaking skills & English Majors' Perceptions of their Presentation Skills), where the p value < 0.05 which is statistically significant. While there were no significant differences at ($\alpha \leq 0.05$) in the means of the field English Majors' Psychology and Attitudes toward Oral Presentations, where the p value > 0.05 which is not statistically significant.

To find the source of the differences the researcher used Scheffe Test as shown in table (31):

Table (31)

Results of Scheffe Test

Variable	means	Comparisons	3rd year	4th year
English majors' general perceptions of their speaking skills	3.13	2nd year	0.38*	0.31*
	2.75	3rd year		-----
	2.82	4th year	-----	
English Majors' Perceptions of their Presentation Skills	3.51	2nd year	0.22*	0.40*
	3.29	3rd year		-----
	3.11	4th year	-----	
Total Degree	3.41	2nd year	0.25*	0.36*
	3.16	3rd year		-----
	3.05	4th year	-----	

*   **The mean difference is significant at the 0.05 level.**

From table (31) the binary comparisons indicate that the differences in averages of the total degree and the fields (English majors' general perceptions of their speaking skills & English Majors' Perceptions of their Presentation Skills) due to the academic level were between English majors' whom are 2nd year academic level and English majors' whom are 3rd and 4th year academic level, in favorite of 2nd year academic level.

The sixth hypothesis: There are no statistically significant differences at the level of (α ≤ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the grade average.

The researcher used means, standard deviation and One-Way ANOVA to measure the statistical differences between the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the grade average. Tables (32, 33) shows this:

Table (32)

Numbers, means and standard deviations of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the grade average.

Fields	Grade average	N	Mean	Std. Deviation
English majors' general perceptions of their speaking skills	(65-74)	23	3.00	0.51
	(75-84)	126	2.89	0.76
	(85-100)	53	2.91	0.70
	Total	**202**	**2.90**	**0.72**
English Majors' Psychology and Attitudes toward Oral Presentations	(65-74)	23	2.83	0.91
	(75-84)	126	3.09	0.93
	(85-100)	53	3.35	0.92
	Total	**202**	**3.13**	**0.94**
Presentation Preparation	(65-74)	23	3.45	0.45
	(75-84)	126	3.58	0.56
	(85-100)	53	3.65	0.46
	Total	**202**	**3.59**	**0.52**
Language Correctness	(65-74)	23	3.23	0.66
	(75-84)	126	3.28	0.63
	(85-100)	53	3.38	0.58
	Total	**202**	**3.30**	**0.62**
Clarity of Speech and Voice	(65-74)	23	3.51	0.79
	(75-84)	126	3.65	0.73
	(85-100)	53	3.80	0.65
	Total	**202**	**3.68**	**0.72**
Interaction with Audience (classmates)	(65-74)	23	3.13	0.72
	(75-84)	126	3.26	0.83
	(85-100)	53	3.35	0.78

Fields	Grade average	N	Mean	Std. Deviation
	Total	202	3.27	0.80
Interaction with Audience (The Teacher)	(65-74)	23	2.96	0.50
	(75-84)	126	2.88	0.65
	(85-100)	53	3.08	0.63
	Total	202	2.94	0.63
English Majors' Perceptions of their Presentation Skills	(65-74)	23	3.25	0.45
	(75-84)	126	3.33	0.50
	(85-100)	53	3.44	0.40
	Total	202	3.35	0.47
Total Degree	(65-74)	23	3.16	0.41
	(75-84)	126	3.22	0.51
	(85-100)	53	3.32	0.42
	Total	202	3.24	0.48

Table (32) shows that there were statistically significant differences in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the grade average.

In order to verify the significance of these differences, the researcher used One Way ANOVA test as shown in table (33):

Table (33)

One Way ANOVA results of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the grade average.

Field	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
English majors' general perceptions of their speaking skills	Between Groups	0.25	2	0.13	0.24	0.78
	Within Groups	103.30	199	0.52		
	Total	103.56	201			
English Majors' Psychology and Attitudes toward Oral Presentations	Between Groups	4.89	2	2.45	2.85	0.06
	Within Groups	170.89	199	0.86		
	Total	175.78	201			
Presentation Preparation	Between Groups	0.68	2	0.34	1.24	0.29
	Within Groups	54.47	199	0.27		
	Total	55.15	201			
Language Correctness	Between Groups	0.55	2	0.28	0.71	0.49
	Within Groups	77.33	199	0.39		
	Total	77.89	201			
Clarity of Speech and Voice	Between Groups	1.52	2	0.76	1.47	0.23
	Within Groups	102.96	199	0.52		

Field	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
	Total	104.49	201			
Interaction with Audience (classmates)	Between Groups	0.83	2	0.41	0.64	0.53
	Within Groups	127.94	199	0.64		
	Total	128.76	201			
Interaction with Audience (The Teacher)	Between Groups	1.49	2	0.74	1.87	0.16
	Within Groups	79.16	199	0.40		
	Total	80.65	201			
English Majors' Perceptions of their Presentation Skills	Between Groups	0.75	2	0.37	1.67	0.19
	Within Groups	44.59	199	0.22		
	Total	45.34	201			
Total Degree	Between Groups	0.58	2	0.29	1.27	0.28
	Within Groups	45.22	199	0.23		
	Total	45.80	201			

Tables (33) shows that there were no statistically significant differences at (α≤0.05) in the means of the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the grade average, and there were no statistically significant differences at (α≤0.05) in the means of the fields (English majors' general perceptions of their speaking skills, English Majors' Perceptions of their Presentation Skills & English Majors' Psychology and Attitudes toward Oral Presentations), where the *p* value > 0.05 which is not statistically significant.

4.4 English Majors' interview results

A. **What are the types of difficulties that you encounter in giving academic oral presentations?**

The researcher conducted (80) interviews with English majors' in the universities of the southern West Bank, and the most important difficulties that you encounter in giving academic oral presentations was shown in table (34):

Table (34)

frequencies and percentages of the most important difficulties that you encounter in giving academic oral presentations

No.	Difficulty	Frequency	Percentage (%)
1	Shyness.	45	56.25%
2	Weak of speaking skills.	61	76.25%
3	Fear of talking Infront of people.	66	82.50%
4	Big size of class.	49	61.25%
5	Lack of self-confidence.	33	41.25%
6	Forgot the topic of oral presentation.	63	78.75%
7	My body is shaking and being nervous.	55	68.75%
8	I feel anxious and stressed before giving the academic oral presentations.	71	88.75%
9	Lack of presentations plan.	59	73.75%
10	I don't have sufficient vocabulary.	48	60.0%

Table (34) shows that difficulties that students encounter in giving academic oral presentations was (I feel anxious and stressed before giving the academic oral presentations) that came in the first position with percentage (88.75%), in the second position came (Fear of talking Infront of people) with percentage (82.50%), the third position came (Forgot the topic of oral presentation) with percentage (78.75%). The last position came (Lack of self-confidence) with percentage (41.25%).

B. What are your suggestions to overcome these problems and advance your oral presentations?

English majors suggest to overcome these problems and advance their oral presentations the following:

1- Practice more with audience of my classmates.

2- Enhancing student confidence.

3- Encourage the student to get rid of shyness when standing in front of his colleagues.

4- More speaking courses are needed.

5- More training in giving presentations is needed.

Chapter Five

Discussion and Recommendations

Chapter Five
Discussion and Recommendations

5.1 Introduction

This chapter aims at discussing the findings in relation to giving interpretations and analyzing these findings. The researcher then comes out with overall suggestions and recommendations depending on the study findings, interpretations and analysis.

5.2 Discussion

Discussion of the results of first question: What are the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English teachers' perspectives?

Through the results it was found that English teachers' perspectives towards the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities was moderate, with mean (3.40) and percentage (68.0%). The field "Instructors' Perceptions of English Majors' Presentation Skills" occupied the first position with mean (3.62) and percentage (72.4%), the field "English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations" occupied the second position with mean (3.39) and percentage (67.8%), finally, the field " English Instructors' General Perceptions of English Majors' Speaking Ability (Including Oral Presentations)" occupied the third position with mean (3.18) and percentage (63.6%).

Discussion of the results of qquestion two: Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern

West Bank Universities due to the variables: (gender, qualification, years of experience)?

Discussion of the results of the first hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender.

There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, Where the *p* value equal (0.42), which is not statistically significant, this value is greater than the *p* value (0.05).

The researcher believes that the instructors think that the English majors at Hebron university should understand the effective criteria of academic oral presentation, and they ought to realize how to organize their academic presentation correctly and accurately. In addition, it is important for the students to focus on the phonetics and phonology courses to improve their pronunciation during the academic presentation and they have to expand their vocabulary and expressions in all fields to develop their abilities to speak English particularly when they are asked to give presentation and also to use it in every day academic life. Furthermore, Hebron university professors think that their students should use body language when they give the presentation and also use the technological devices effectively and easily to enrich their presentation and save the time and efforts.

Discussion of the results of the second hypothesis: There are no statistically significant differences at the level of (α ≤ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the qualification.

There were no statistically significant differences at the level of (α≤0.05) in the total degree and all the fields of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, Where the *p* value of the total degree equal (0.99), which is not statistically significant, this value is greater than the *p* value (0.05).

The researcher attributes this result to the fact that instructors are teaching the same students and the same subjects, regardless of their qualification, so no differences were attributed to the qualification.

Discussion of the results of the third hypothesis: There are no statistically significant differences at the level of (α ≤ 0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

There are no statistically significant differences at (α≤0.05) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience, where the *p* value > 0.05 which is not statistically significant.

The researcher attributes this result to that the teachers of English at Hebron University feel the same difficulties for students of the English language because for them they are a second language, and they face difficulties in all aspects of their learning, in addition to the difficulties they face in oral presentation. So there are no statistically significant differences in the means of the difficulties encountering

English majors in giving academic oral presentations during class at Southern West Bank Universities due to the years of experience.

5.3 English majors' questionnaire results

Discussion of the results of the third question: What are the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities from English majors' perspectives?

Through the results it was found that students' perspectives towards the difficulties encounter English majors in giving academic oral presentations during class at Southern West Bank Universities was moderate, with mean (3.13) and percentage (62.6%). The field " English Majors' Perceptions of their Presentation Skills" occupied the first position with mean (3.35) and percentage (67.0%), the field " English Majors' Psychology and Attitudes toward Oral Presentations" occupied the second position with mean (3.13) and percentage (62.6%), finally, the field " English majors' general perceptions of their speaking skills (Including Oral Presentations)" occupied the third position with mean (2.90) and percentage (58.0%).

The researcher attributes this to the fact that the psychological and social factors greatly affected the students' performance during giving the academic oral presentations such as anxiety and excessive fear. It is also because the students speak English as a foreign language. In addition, social factors played an important role in the difficulties in which the presenters encountered difficulties in eye-contact with audience so it is advisable to the instructors to prepare the students psychologically before giving the presentation and build bridges of confidence and friendly relationships between the students themselves and between them and their students.

This study shows similar results with those of Chen (2009) which revealed that the students were moderately anxious. Also similar to Otoshi and Heffernen study

(2008) which found similar results compared to this current study. The current study are similar to those of an exploratory study was conducted on students' behavior and belief about academic oral presentations (Wu, 2008).

Discussion of the result of question four: Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the variables: (gender, Academic level, Grade average)?

Discussion of the result of the four hypotheses: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the gender.

There were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the gender, Where the *p* value equal (0.13), which is not statistically significant, this value is greater than the *p* value (0.05).

The researcher thinks that the difficulties in general are of the same importance for male and female students. That result is simply because both male and female students live in the same social, political, educational and economic circumstances. In addition, they have the same teachers and instructors, and study the same courses. Besides, they also have received the same education before entering the university and the genre is new and challenging to both.

Discussion of the result of the fifth hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the Academic level.

There were statistically significant differences at ($\alpha \leq 0.05$) in the means of the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the academic year, and there were statistically significant differences at ($\alpha \leq 0.05$) in the means of the fields (English majors' general perceptions of their speaking skills & English Majors' Perceptions of their Presentation Skills), where the *p* value < 0.05 which is statistically significant. While there were no significant differences at ($\alpha \leq 0.05$) in the means of the field English Majors' Psychology and Attitudes toward Oral Presentations, where the *p* value > 0.05 which is not statistically significant, in favorite of 2nd year academic level.

The researcher attributes this result to the fact that the English language students after a year of their studies at the university, they begin to adapt to the university atmosphere, the anxiety of them is removed, and they learn new methods of speaking and pronunciation in front of their colleagues.

Discussion of the result of the sixth hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities for the English majors' perceptions due to the grade average.

There were no statistically significant differences at ($\alpha \leq 0.05$) in the means of the total degree of the difficulties encountering English majors in giving academic oral presentations during class at Southern West Bank Universities due to the grade average, and there were no statistically significant differences at ($\alpha \leq 0.05$) in the means of the fields (English majors' general perceptions of their speaking skills, English Majors' Perceptions of their Presentation Skills & English Majors' Psychology and Attitudes toward Oral Presentations), where the *p* value > 0.05 which is not statistically significant.

The researcher attributes this result to standing and speaking in front of others regardless of the language the person speaks, depends on his personality, his self-confidence, and his ability to stand in front of an audience of people without fear and anxiety, hence the student's grade average does not affect academic oral presentations during class.

5.4 Pedagogical Implications

Based on my own findings and other research discussed in this study, a number of implications for EFL teaching and learning can be drawn. The teacher plays a key role in encouraging and putting learners at ease in developing their sense of self-confidence and trust, and minimizing anxiety, fear, worry, and hunting for mistakes. State-of- the-art teaching techniques and strategies stress the need to encourage and empower learners to participate in class discussions and interactions through positive reinforcement, affective filter, and strong rapport. Wealth of activities can be utilized to help students express their ideas and feelings, for example, role play, information gap, presentations, drama and acting. These activities can be conducted in pairs, small groups, or team works. Many video clips about a variety of topics are available on ESL labs, YouTube, or other websites.

Listening and speaking classes can employ authentic materials that mimic real-life-situations and engage students in different tasks. In this way, learners can expose themselves to the culture and norms of oral communication in the target language. Learners can be guided to use some applications on „I pad" or „I phone"; these applications access many interesting TV channels and radio stations in English. By the end of semester, learners can present their „e-portfolios" in front of class. Further, to maximize practice, all teachers are invited to integrate oral communication activities (arguments, discussions, debates) in all courses and to make these activities as an essential part of course assessment. Consequently, this may lead to enrich the course materials and elevate students" oral communication skills and self-esteem.

Teachers can also encourage extracurricular activities including different types of clubs, reading club, speaking club, acting club, games, competitions, etc. Teachers of oral communication skills should have workshops with other teachers in the department to spread the culture of spoken language and its crucial significance in our modern age. Additionally, vocabulary items can be contextualized, i.e., to focus on collocation and actual use with concrete examples. Teaching methodology should move from teacher-centered classes to learner-centered classes, and the materials used should serve that same goal, even the assessment should be changed accordingly. To develop oral communication, students are invited to develop their own sustainable learning strategies, autonomy, and self-dependence.

5.5 Recommendations

Through the results of the current study, the researcher recommends the following:

1- To provide Hebron university classes and academic rooms with the necessary technological devices such as LCD, OHP and a computer in order to help the English students in giving the academic oral presentation and save their time and efforts and facilitate their academic tasks as well.

2- Instructors ought to encourage their students to prepare and organize their academic oral presentation in light of the criteria of the academic presentation that are known for both the teacher and the students.

3- It is advisable to English students to outline the purpose of the presentation before they begin and state the basic objectives clearly and stick to them.

4- It would be highly effective for English students to use discourse markers, transitional and signal words in their academic presentation to relate the whole ideas of the presentation together.

5- Lecturers ought to remove the psychological difficulties in order to reduce presenters' anxiety. Therefore, a friendly, patient personality and non-threatening error correction approach from the professor will likely to be effective in relaxing students and improving their academic performance.

6- Instructors should motivate English students to speak and talk in order to enable them to be fluent speakers of English.

7- Lecturers ought to emphasize the importance of showing appropriate and respectful behavior while the presenters are speaking. Thus, audience should not interrupt the presenters during the presentation.

8- It is recommended to teach and add many courses that are closely related to the development of speaking and conversational skills in order to enhance the

abilities of English students in the speaking skill and giving the academic oral presentation.

9- Professors should encourage English students to speak English between them outside the academic sections and practice the academic presentation with their colleagues inside and outside the university.

10- It is advisable to English students to use body language and eye-contact technique in the academic oral presentation since it is one of the constituents of the academic oral presentation.

11- English majors ought to expand their knowledge in recognition of new vocabulary and expressions to be able to give the oral presentation confidently.

12- Instructors should encourage English students to relate the whole ideas of the presentation together and draw a good conclusion to the presentation.

13- It is recommended to English students to stick to the professional criteria of academic oral presentation and implement their presentation in light of these criteria.

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Appendices

Appendix A: Instructor Questionnaire

Hebron University

Graduate Studies

English Department

Dear Instructor,

This questionnaire is part of an MA research project at Hebron University titled **"Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities"**. Your participation is highly valued. The information you provide will be used to develop and promote teaching/learning, particularly at the English Department. All the answers you provide in this questionnaire will be confidential and used for research purposes only.

Please fill in the blanks with the appropriate information or tick (√) the appropriate box:

Thank you for your time

Researcher

Ahed Shaladeh

Part One: Background Information

1- Gender: a- Male ☐ b- Female ☐

2- Qualification: a- MA ☐ b- PhD ☐

3- Years of Experience: a- 1-5 ☐ b- 6-15 ☐ c- More than 15 ☐

Part Two: Difficulties Encountering English Majors in Giving Academic Oral Presentations

A. English Instructors' General Perceptions of English Majors' Speaking Skills (Including Oral Presentations)

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	In general, English major students' speaking skills are weak.					
	Students' communication skills in English are low.					
	Students rarely speak in English in classes.					
	Students rarely speak in English outside classes.					
	Students' weakness in speaking is due to the lack of oral courses in the department.					
	Students receive little training in speaking in their classes in the department.					
	Students receive little training in giving oral presentations in their classes.					
	Students haven't given many oral presentations in their classes.					
	Instructors don't encourage students to give oral presentations in classes.					
	Oral presentations are effective in developing students' communication skills.					

B. English Instructors' Perceptions of English Majors' Psychology and Attitudes toward Oral Presentations

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	English major Students have negative attitudes toward oral presentations.					
	Students feel worried/anxious from oral presentations.					
	Students don't have confidence (feel embarrassed) when giving oral presentations.					
	Students are afraid of failure when giving oral presentations.					

C. Instructors' Perceptions of English Majors' Presentation Skills

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
C1. Presentation Preparation						

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Students don't care about planning for their presentations.					
	Students don't research their topics when they plan their presentations.					
	Students don't define their objectives when they plan their presentations.					
	Students don't stage their presentations into introduction, body and conclusion.					
	Students plan to speak from memory in their presentations.					
	Students plan to speak from a written text (read) in their presentations.					
	Students don't plan to use visual aids in my presentations.					
	Students don't prepare an outline or notes to speak from in their presentations.					
	Students don't practice delivering their presentations before giving them in class.					
C2. Language Correctness						
	Students make incorrect pronunciations in their presentations.					
	Students make grammar mistakes in their presentations.					
	Students focus on grammar (accuracy) not fluency in their presentations.					
	Students don't use accurate vocabulary/expressions in their presentations.					
	Students don't use connectors/discourse markers in their presentations.					
	Students' presentation content is not well organized/logically sequenced.					
	Students' presentation content is not comprehensible to audience.					
	Students think in Arabic then translate it into English during presentations.					
C3. Clarity of Speech and Voice						
	Students' presentations are not well organized.					
	Students don't provide details and examples in their presentations.					
	Students don't outline their presentation objectives to the audience.					

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Students deliver their presentations in a low unclear voice.					
C4. Interaction with Audience (classmates)						
	Students are not cheerful/happy in their presentations.					
	Students don't interact with their audience; they only read for them.					
	Students don't maintain eye contact with the audience in their presentations.					
	Students don't use appropriate body language in their presentations.					
	Students don't like to be interrupted by the audience during presentations.					
	Students feel nervous/worried that classmates will laugh at me.					
	Students don't like to receive questions from classmates they can't answer.					
	Students lose control of themselves when classmates talk or when someone comes late.					
C5. Interaction with Audience (The Teacher)						
	Instructors show support to students in their presentations.					
	The instructors' interruption of students' presentations affects them negatively.					
	Students feel worried/confused that instructors watch/monitor them.					
	Students don't like instructors to discuss presentations with them.					
	Students fear to be evaluated negatively by the instructors in presentations.					
	Instructors don't give students useful feedback after presentations.					

Thank You

Appendix B: Instructors interview card

English Instructors' Interview Questions

Dear Teacher,

Please give answers to the following two questions on the difficulties English majors encounter in giving academic oral presentations at the Department. Take your time, and feel free to say whatever you think.

1. Based on your experience and observation of your students' oral presentations, what are the types of difficulties that your students encounter in giving academic oral presentations at the Department?

1..

2..

3..

4..

5..

2. What are your suggestions to overcome these problems and advance your students' oral presentations?

1..

2..

3..

4..

5..

Appendix C: Student Questionnaire

Hebron University

Graduate Studies

English Department

Dear Student,

This questionnaire is part of an MA research project at Hebron University titled **"Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities"**. Your participation is highly valued. The information you provide will be used to develop and promote teaching/learning, particularly at the English Department. All the answers you provide in this questionnaire will be confidential and used for research purposes only.

Please fill in the blanks with the appropriate information or tick (√) the appropriate box:

Thank you for your time

Researcher

Ahed Shaladeh

Part One: Background Information

1- Gender: Male ☐   Female ☐

2- Academic level (Year): 2nd Year ☐   3rd Year ☐   4th Year

3- Grade Average: 65-74 ☐   75-84 ☐   85-100 ☐

Part Two: Difficulties Encountering English Majors in Giving Academic Oral Presentations.

A. English Majors' General Perceptions of their Speaking Skills (Including Oral Presentations)

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	In general, my speaking skills are weak.					
2.	My communication skills in English are low.					
3.	I rarely speak in English in my classes.					
4.	I rarely speak in English outside classes.					
5.	My weakness in speaking is due to the lack of oral courses in the department.					
6.	I receive little training in speaking in my classes.					
7.	I receive little training in giving oral presentations in my classes.					
8.	I haven't given many oral presentations in my classes.					
9.	Instructors don't encourage me to give oral presentations in classes.					
10.	Oral presentations are effective in developing my communication skills.					

B. English Majors' Psychology and Attitudes toward Oral Presentations

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	I have negative attitudes toward oral presentations.					
12.	I feel worried/anxious from oral presentations.					
13.	I don't have confidence (feel embarrassed) when giving oral presentations.					
14.	I am afraid of failure when giving oral presentations.					

C. English Majors' Perceptions of their Presentation Skills

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	C1: **Presentation Preparation**					
15.	I don't care about planning for my presentations.					
16.	I don't research my topics when I plan my					

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	presentations.					
17.	I don't define my objectives when I plan my presentations.					
18.	I don't plan to stage my presentations into introduction, body and conclusion.					
19.	I plan to speak from memory in my presentations.					
20.	I plan to speak from a written text (read) in my presentations.					
21.	I don't plan to use visual aids in my presentations.					
22.	I don't prepare an outline or notes to speak from in my presentations.					
23.	I don't practice delivering my presentations before giving them in class.					
C2: Language Correctness						
24.	I make incorrect pronunciations in my presentations.					
25.	I make grammar mistakes in my presentations.					
26.	I focus on grammar (accuracy) not fluency in my presentations.					
27.	I don't use accurate vocabulary/expressions in my presentations.					
28.	I don't use connectors/discourse markers in my presentations.					
29.	I feel my presentation content is not well organized/logically sequenced.					
30.	I feel my presentation content is not comprehensible to classmates.					
31.	I think in Arabic then translate it into English during presentations.					
C3: Clarity of Speech and Voice						
32.	My presentations are not well organized.					
33.	I don't provide details and examples in my presentations.					
34.	I don't outline my presentation objectives to the classmates.					
35.	I deliver my presentations in a low unclear voice.					
C4: Interaction with Audience (Classmates)						
36.	I am not cheerful/happy in my presentations.					

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37.	I don't interact with my audience; I only read for them.					
38.	I don't maintain eye contact with the audience in my presentations.					
39.	I don't use appropriate body language in my presentations.					
40.	I don't like to be interrupted by classmates during presentations.					
41.	I feel nervous/worried that classmates will laugh at me.					
42.	I don't like to receive questions from classmates I can't answer.					
43.	I lose control of myself when classmates talk or when someone comes late.					
	C5: Interaction with Audience (The Teacher)					
44.	Instructors show support to me in my presentations.					
45.	The instructor's interruption of my presentation affects me negatively.					
46.	I feel worried/confused that the instructor watches/monitors me during my presentation.					
47.	I don't like the instructor to discuss the presentation with me.					
48.	I fear to be evaluated negatively by the instructor in my presentations.					
49.	Instructors don't give me useful feedback after presentations.					

Thank You

Appendix D: Students interview card

English Majors' Interview Questions

Dear Student,

Please give answers to the following two questions on the difficulties you face in giving oral presentations at the English Department. Take your time, and feel free to say whatever you think.

1. What are the types of difficulties that you encounter in giving academic oral presentations?

1. ....

2...

3...

4...

5...

2. What are your suggestions to overcome these difficulties and advance your oral presentations?

1...

2...

3...

4...

5. ....