# A Program Based on Audience-Centered Approach for Developing EFL Technical Oral Presentation Skill and Self-Confidence of Higher Institute of Transport Technology Students

**Prepared by**

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# برنامج قائم على المُدخل المُتمركز على الجمهور لتنمية مهارة العرض الشفهى التقنى فى اللغة الإنجليزية كلغة أجنبية والثقة بالنفس لدى طلاب المعهد العالى لتكنولوجيا النقل

**المُلخص:**

تناولت الدراسة تأثير المُدخل المُتمركز على الجمهور (ACA) لتعزيز مهارات العرض الشفهي التقنى (TOP) للغة الإنجليزية كلغة أجنبية والثقة بالنفس لدى طلاب المعهد العالي لتكنولوجيا النقل (HITT). وتم استخدام التصميم شبه التجريبى القبلي–البعدى على مجموعة تجريبية واحدة من طلاب الفرقة الثالثة (العدد = ٣٣)، تم اختيارهم عشوائياً.تضمنت أدوات الدراسة: استبيان تحليل الاحتياجات (NAQ)،وقائمة ملاحظة بمهارات العرض الشفهي التقنى (TOPOC) مصحوبة بمقياس متدرج لتصحيحه، واستبيان الثقة بالنفس (SCQ). واستمر برنامج المعالجة على مدار ١٦ جلسة لمدة ثمانية أسابيع، مدة كل جلسة ٦٠ دقيقة، أُجريت المُعالجة خلال الفصل الدراسي الثاني ٢٠٢٣/٢٠٢٤.وأشارت النتائج إلى وجود تأثير إيجابي كبير للمُدخل المُتمركز على الجمهور (ACA) لتنمية مهارات العرض الشفهي التقنى فى اللغة الإنجليزية كلغة أجنبية لدى طلاب الفرقة الثالثة بالمعهد العالى لتكنولوجيا النقل، وأيضاً على ثقتهم بأنفسهم. واقترحت الدراسة دمج هذا المُدخل في برامج اللغة الإنجليزية لأغراض خاصة (ESP) كوسيلة فعالة لتعزيز مهارات التواصل التقنى، وأوصت باستخدام العرض الشفهي كأداة تقييم فعالة في سياقات التواصل التقنى.

**الكلمات المفتاحية:**المُتمركز على الجمهور، العرض الشفهى، الثقة بالنفس، التواصل التقنى، تكنولوجيا

**Abstract**

The study examined the impact of the Audience-Centered Approach (ACA) on enhancing EFL Technical Oral Presentation (TOP) skills and self-confidence among students at the Higher Institute of Transport Technology (HITT). A quasi-experimental pre-posttest design was employed, involving an experimental group of third-year EFL students (N=33), randomly selected. Data collection tools included a Needs Analysis Questionnaire (NAQ), a Technical Oral Presentation Observation Checklist (TOPOC) accompanied by a rubric for scoring, and a Self-Confidence Questionnaire (SCQ). The intervention programme spanned 16 sessions over eight weeks, with each session lasting 60 minutes, conducted during the second term of the 2023/2024 academic year. Findings indicated a significant positive effect of the Audience-Centered Approach (ACA) on both students' technical oral presentation skills and their self-confidence. The study suggested that this approach should be incorporated into English for Specific Purposes (ESP) programs as an effective means of enhancing technical communication skills. Furthermore, it recommended the use of the oral presentation as a valuable assessment tool in technical communication contexts.

**Keywords:** audience-centered, oral presentation, self-confidence, technical communication, technology

## 1.1 Introduction

Oral presentation, as a technical communication skill, is a significant requirement of professionalism and highly demanded by the labor market. Employers consider it as important as technical skills to perform in workplace. HITT program aims to develop their technical knowledge side by side with Technical Oral Presentation (TOP) skill.

Oral presentation (OP), as a critical component of technical communication, is an essential skill in professional environments and is increasingly demanded in the labor market. Employers view this skill as equally important as technical expertise for effective workplace performance. The HITT program thus emphasizes developing students' technical knowledge alongside their TOP skills.

Technical Oral Presentation (TOP) skill involves the ability to deliver accurate and engaging content publicly. As a vital 21st-century employability skill, it serves as a bridge between EFL learning and practical application (Eldeeb & Nazir, 2020, p. 438). TOP is a core requirement in English for Specific Purposes (ESP) courses within technical education institutions (Gutiérrez & Araos, 2022, p. 58) and entails the capability to deliver content that is audience-focused and complemented by effective body language (Algouzi, Alzubi, & Nazim, 2023, p. 1).

In the context of workplace communication, TOP is a valuable skill that prepares students to become proficient technical communicators (Mohamed & Asmawi, 2018, p. 42). This, in turn, supports their success in both academic and professional domains. Instructors play a crucial role in this development by identifying students' needs, encouraging peer interaction, emphasizing clear organization of ideas, incorporating visual and audio aids, facilitating discussions, creating and responding to questions, and guiding students to utilize diverse sources for information (Zarei, Shankar & Noor, 2019; p. 1; Kabesh, 2024, p. 32).

Effective TOP involves researching a specific topic and presenting it coherently to an audience—either online or in person—using both verbal and non-verbal communication skills (Fouad, 2021, p. 2). It serves not only

as an assessment tool for communication skills but also as a platform for building self-confidence in professional settings (Tuyen, 2023, p. 96).

Unfortunately, a lack in technological students' TOP skill is existed (Miskam, Aminabibi & Saidalvi, 2019, p. 537) since they endure linguistic problems (e.g. lack of vocabulary, grammar, organization), environmental (e.g. lack of learning context for English conversation), and psychological (e.g. lack of confidence) (Shen & Chiu, 2019, p.88 & Fouad, 2021, p. 2). They keep silent, are afraid of making mistakes, or laughed at by their peers, struggle with performance (pronunciation or fluency), and lack confidence (Gedamu & Gezahegn, 2023, p. 62). These psychological factors (fear, anxiety) and contextual ones (audience's background, the topic, etc.) affect OP (Eldeeb & Nazir, 2020, p. 444).

To identify additional challenges TOP skills among engineering students (N=235), Stapa, Murad, and Ahmad (2014) have found that many students rely heavily on reading from notes or slides, struggle with intonation, and encounter difficulties in language, content, and delivery due to limited vocabulary and low self-confidence. The study suggests that students will benefit from positive and constructive feedback to address these issues. Similarly, Ayuningrum (2024, p. 20) has reported, based on observations and interviews with English instructors and students, that negative feedback from instructors, limited vocabulary, pronunciation difficulties, grammatical issues, insufficient practice time, and low self-confidence are key barriers to effective oral presentation.

In the Egyptian context, TOP remains underemphasized as students are typically assessed through written exams rather than oral assessments (Kabesh, 2024, p. 32). Students also tend to avoid discussing academic topics in English (Eldeeb & Nazir, 2020, p. 439) and may lack the skills that align with labor market requirements (Ningsih, Mariyati, & Susanti, 2023, p. 81). These issues may stem from traditional teaching methods that need updating (Kabesh, 2024, p. 77). Adopting new approaches, particularly metacognitive strategies such as task analysis, planning, monitoring, and evaluation (Panggabean & Triassanti, 2020, p. 33), as well as providing authentic settings to build students' confidence (Chan, 2011, p. 71), could enhance TOP success (Hidayad et al., 2023, p. 294).

TOP success is often linked to self-confidence, which reduces anxiety and the fear of speaking in public. Self-confidence serves as a psychological factor critical to overcoming presentation-related anxiety (Eldeeb and Nazir, 2020, p. 448). When EFL students possess self-confidence, they perform better in presentations (Saidah, 2024, p. 351). However, mastery of TOP skills remains limited, largely due to outdated teaching methods (Kabesh, 2024, p. 77).

A monotonous teaching method only focuses on material absorption not students' needs (Ayuningrum, 2024, p.18). The course ought to be designed in a way to acquire linguistic features, vocabulary, pronunciation, and grammar. The instructor's feedback should be directed on the construction of knowledge, not error correction (Eldeeb & Nazir, 2020, p.444). Despite the crucial role of self-confidence, students need to develop it due to an inadequate subject mastery, vocabulary loss, and anxiety (Pangestu & Martriwati, 2024, p. 2461).

EFL instructors and curriculum designers are recommended to select OP tasks that attract the attitudes (Gedamu & Gezahegn, 2023,p.58), modify their materials and teaching techniques (Alshammari & Mugaddam, 2023,p.133), apply teaching strategies that increase self-confidence (Saidah, 2024,p.351), raising self-confidence level should be emphasized, and searching for an approach to improve OP is necessary (Eldeeb and Nazir, 2020,p.465).

One of these approaches is Audience-Centered Approach (ACA). It allows students to design or deliver oral presentation based on an audience. To ensure the delivery of powerful presentations, students first plan the topic, purpose, and use support details to impress their intended audience. Moreover, they learn how to analyze their audience needs, structure their message to focus on key points, and deliver the message effectively (Yousef & Makad, 2014, p.3).

It has been noticed a gap in literature that documents the implementation of teaching and learning of TOP skill among technology undergraduates on the Egyptian context. This evokes the need to conduct this research which attempts to pay attention to the correlational relationship between TOP and self-confidence. To the best knowledge of the researcher, there isn't any study that has dealt with TOP and self-confidence on the Egyptian context.

## 1.2 Context of the Problem

The Higher Institute of Transport Technology (HITT) was established by the Egyptian Ministry of Transport under the supervision of the Ministry of Higher Education. HITT's four-year program aims to qualify students as technologists with skills in specialized fields of transport. A crucial component of their curriculum is the Specialized Technical English (STE) course (Level 3) in the third year, which prepares students to communicate professionally and deliver technical oral presentations (TOP) on topics such as academic projects, problem-solving processes, equipment and advances in transport technology.

As a part-time English lecturer at HITT for two years, I observed that a significant number of third-year students struggle to deliver TOP tasks confidently. This issue is well-documented in existing literature (Arwae & Soontornwipast, 2022; Alshammari & Mugaddam, 2023; Bhattacharyya & Sargunan, 2009; Eldeeb & Nazir, 2020; Mohamed & Asmawi, 2018), where challenges in technical content, language proficiency, and effective delivery are common. They need to use an approach to impress their intended audience.

TOP as a technical communication skill, is essential for the 3rd year students in the HITT program and their future roles in the transport sector. They are going to work in foreign companies which are responsible for operating trains or Metro lines such as LRT, Monorail, and RATP. They are required to explain the manual of technical equipment and its uses orally in English. They also perform TOP tasks in English when dealing with the foreign experts. However, there is a lack of self-confidence and proficiency in TOP among HITT students

The researcher conducted a semi-structured interview among the 3rdyear students (N=100). They were asked to respond to the following:

1. How do you feel towards doing TOP tasks?
2. Can you give me an example of what you have said?
3. Do you find any difficulty in delivering TOP? Specify if there is?
4. Why do you think it is difficult?

Results highlighted that nearly 75% felt unconfident towards doing TOP tasks and finding difficulties in technical content, language use, and

delivery. They reported their need for a way to focus on the dynamics of diverse audiences and narrow the gap between the classroom and the real world.

The researcher conducted a pilot study on the 2nd week of February, 2024 to assess 3rd year HITT students' TOP level (N=30). They were asked to give a demo about one of these topics: 1. Components of the Train and Railway, 2. Recent Projects in Transport Technology, 3. A Technical Problem and how it was solved. The researcher used an oral presentation evaluation form (Mohamed, 2020, p.284) to assess their performance. It was found a lack of TOP sub-skills: content delivery (60%) including audience management (30%), confidence (20%), and professionalism (10%). Technical content and language use were limited (40%) (**Appendix1**). In response to the audience's needs, they will be more confident.

**1.3 Statement of the Problem**

The problem addressed by this study can be stated as follows: "HITT third-year students demonstrate a low level of proficiency in Technical Oral Presentation (TOP) skills."

**1.4 Questions of the Research**

The research was an attempt to answer the following questions:

1. What are EFL TOP skills required for HITT 3rd year students?
2. How far do HITT 3rd year students possess these skills?
3. What is the relationship between EFL TOP skills and self-confidence?
4. How can a program based on Audience-Centered Approach be implemented?
5. What's the effect of a program based on Audience-Centered Approach on developing EFL TOP skill and self-confidence of HITT 3rd year students?

**1.5 Delimitations of the Research**

The research was delimited to:

1.A group of 33 third-year students from the Higher Institute of Transport Technology (HITT) located in Wardan, Giza, Egypt

2.The study was conducted during the second term of the 2023-2024 academic year

3.The research targeted three core Technical Oral Presentation (TOP) skills—Technical Content, Language Use, and Delivery

4.The study implemented an intervention program based on the Audience-Centered Approach to enhance students' TOP skills

**1.6 Instruments of the Research**

Instruments were designed and developed by the researcher as follows:

1. A Needs Analysis Questionnaire (NAQ)
2. A TOP Observation Checklist (TOPOC) and a rubric to score it
3. A Self-Confidence Questionnaire (SCQ)

**1.7 Significance of the Research**

This study may yield valuable contributions by:

1. Supporting the development of third-year HITT students' TOP skills, making them more competent in delivering technical content effectively.
2. Offering curricula and program designers a practical approach to integrate into English for Specific Purposes (ESP) programs to strengthen TOP skills.
3. Encouraging EFL instructors to diversify their teaching methods, particularly by incorporating audience-centered approaches to improve engagement and communication skills.
4. Directing researchers' attention to exploring the relationship between self-confidence and TOP skills, which may reveal insights into effective instructional practices for technical communication.

**1.8 Definitions of Terms**

**1. An Audience-Centered Approach (ACA)**

Beebe and Beebe (2014) have defined it as an approach of oral presentations, which focuses the students' attention on the dynamics of diverse audiences, and narrows the gap between the classroom and the real world. It brings theory and practice together. It emphasizes the importance of analyzing and considering the audience at every point in the speech making process.

**2. EFL Technical Oral Presentation (TOP) Skill**

Bhattacharyya (2014,p. 62) has defined it as "the ability to present projects orally to a panel of examiners". Eldeeb and Nazir (2020, p. 443) have defined it as "the use of verbal and nonverbal elements to deliver a speech to a particular audience". Mohamed, (2020,p. 54) has defined it as "the ability to deliver a TOP task in English including language use, delivery styles and content".

EFL TOP skill is operationally defined as "EFL HITT 3rd year students' ability to deliver technical information publically to satisfy their audience's needs. It included technical content, language use, and delivery".

**3. Self-Confidence**

Eldeeb and Nazir (2020,p. 457) have defined it as "EFL students' attitude towards their abilities; they accept and trust themselves and have a sense of control." Rais (2022, p. 390) has defined it as the belief and attitude towards abilities that arise because of a positive attitude towards doing the task. Hidayad, et al. (2023, p. 294) have defined it as "perceptions of oneself and attitudes about oneself."

Self-confidence is operationally defined as ""EFL HITT 3rd year students' perception toward their ability to deliver TOP tasks successfully".

## 2. A Review of Literature & Related Studies

### 2.1 Oral Presentation as a Technical Communication Skill and its Benefits

Technical communication, defined as the professional skill of "gathering, organizing, and presenting information" (Collier & Toomey, 1997, p. 1), encompasses various forms of reporting, including internal and external technical reports, project, and operational manuals (Bhattacharyya, 2014, p. 60).

TOP serves as an effective tool for assessing students' understanding of a subject, their ability to articulate knowledge, and their skill in organizing ideas (Giang, 2024, p. 2). In teaching TOP, Van Ginkel, Gulikers, Biemans, and Mulder (2015) emphasize key instructional principles: aligning the presentation with content, providing observable models (from peers or experts), offering practice opportunities, delivering explicit and timely feedback within context, and supporting self- and peer-assessment.

According to Alshammari and Mugaddam (2023, p. 139), instructors perceive OP positively as an assessment tool, recognizing its value in gauging technical and communicative competencies. The benefits of OP are summarized in the following figure.


**Fig (1) Benefits of Oral Presentation Skill (Al-Issa & Al-Qubtan, 2010)**

OP affects not only most students' aspects of the language learning but also real life. Hence, many programs require making it as a part of their coursework (Zarei, Shankar & Noor, 2019, p.1). However, a gap exists between what HITT program supplies and labor market demands.

**2.2 TOP Sub-skills and Problems**

TOP was divided by Dolan (2017) into verbal, non-verbal and organization. Marandi (2023) classified its components into: content, structure, interaction, and delivery. Petrović (2024) designed a multi-criteria rating scale with clear and comprehensive descriptors to promote the OP assessment. The assessment checklist (25 items), used by Algouzi, Alzubi, and Nazim, (2023, p. 5) included five domains: organization, content, communication, delivery, and enthusiasm.

TOP, as viewed by the stakeholders (students, instructors, and professional community) included technical language, organization, layout, and visual presentation, audience analysis, interaction with audience, delivery, and confidence. Non-verbal attributes were eye contact, vocal variety, and vocal fillers (Bhattacharryya & Sargunan, 2009, p. 1031). A model of TOP components was proposed by Mohamed, (2020, p. 283) in the figure below.

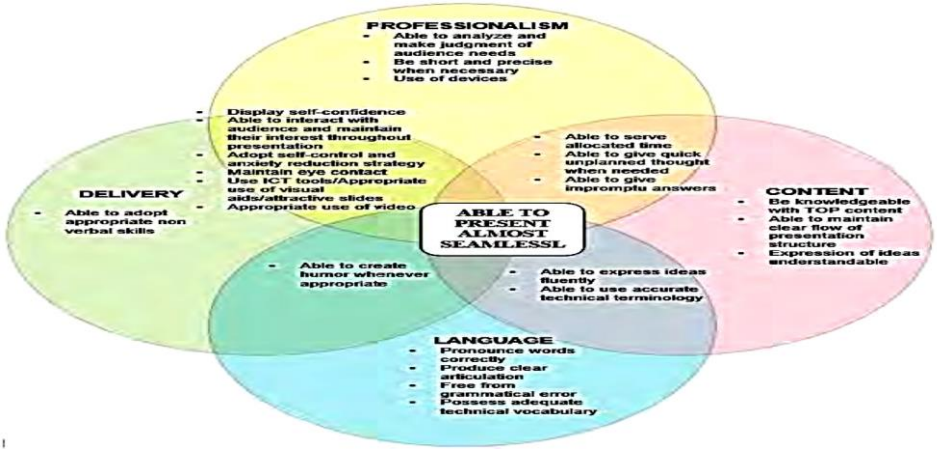


**Fig (2) Model of TOP components: Language, Content, Delivery and Professionalism (Mohamed, 2020, p. 283)**

Moreover, OP competence consisted of the verbal, non-verbal, and visuals which included these sub-skills:

1. **Professionalism:** The way a presenter manages the technical content.
2. **Practical aspects**: The way a demonstration is planned and executed.
3. **Ideas**: Presenting the ideas to highlight novelty, ingenuity, and creativity.
4. **Collaborative Effort**: Co-operation among team members.


**Fig (3) Schematic Representation of OP Competence (Pathak, & Vasan, 2015, p. 180)**

Additionally, a comprehensive framework of OP-Multimodal Competence was represented by Mohamed et al. (2023) in figure (4).


**Fig (4) OP-MM Competence Framework (Radzuan et al., 2023)**

Within these frameworks, "Knowledge" pertained to the presentation content. Lack of knowledge in the topic contributed to the anxious feeling experienced by the students in public speaking. "Attitude" encompassed professionalism-related elements, including appearance and time management. "Skills" comprised: "Linguistics" or "Verbal" skills, which involved language competence (accuracy and fluency). The second component of "Skills" involved "Non-Linguistics" or "Non-Verbal" skills (eye contact, voice, the effective use of visual aids, gestures, posture, and interaction with the audience)—all of which collectively enhanced the effectiveness of TOP.

To analyze the problems faced while TOP, Mohamed and Asmawi (2018, p.44) conducted an open ended questionnaire on Engineering Undergraduates (N= 310). They lacked confidence, vocabulary, content, and delivery. Other aspects, e.g. pronunciation, grammar, lack of fluency, time management and audience interaction were in the second rank as shown in the figure below.

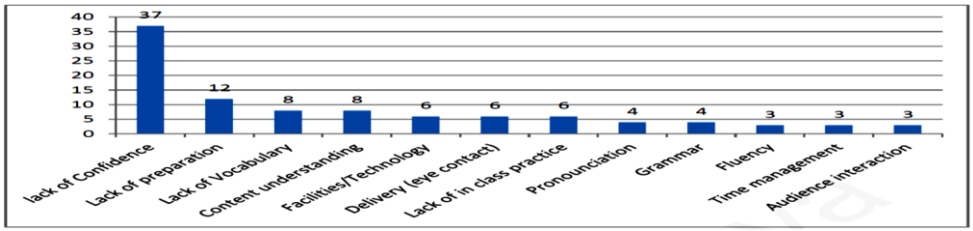


**Fig (5) Problems in TOP (Mohamed & Asmawi, 2018, p. 44)**

An interview conducted by Mohamed (2020, p. 30) with five EFL instructors indicated that engineering undergraduates' performance in TOP was still less satisfactory and needed improvement. They lacked non-verbal skills and displayed difficulties in transition signals, vocabulary and grammar knowledge such as inappropriate use of tenses, signs of inconsistencies of use of subject-verb agreement and poor pronunciation.

Furthermore, Stapa, Murad & Ahmad (2014) found that the students faced difficulties in language, content and delivery specifically due to limited knowledge in presentation and low self-confidence. The instructors' feedback, a mastery of knowledge and skills to present, possess high self confidence level were indicated by Mohamed, (2020, p.81) as significant demands of EFL proficiency. To master OP, a student ought to have the knowledge about the topic, discussed as well as high self-confidence so that he or she is able to explain it well (Ayuningrum, 2024: 1). EFL students struggle to deliver OP due to a lack of reliable resources and the limited instructors' feedback (Cha, Han & Yoo, 2024). To enhance TOP, Mohamed (2020, p.280) suggested this framework:

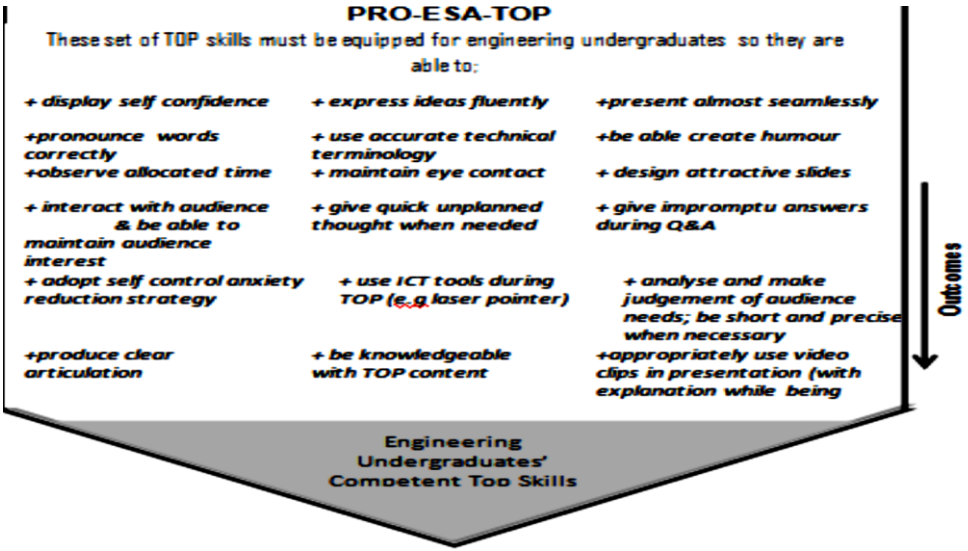


**Fig (6) TOP Framework (Mohamed, 2020, p. 280)**

### 2.3 Self-Confidence

As a psychological aspect, it is the belief or trust in the capacity to complete a task successfully (Djehiche, 2016, p. 43). As a mental attitude, it is the sense of assurance to do something as a personal characteristic, possessed by an individual in doing tasks (Insani, Sanyata & Sutanti, 2023, p. 390), and is an awareness of the strengths and abilities or a belief in them both internally and physically for achieving goals (Ayuningrum, 2024, p. 38).

Regarding the assessment of self-confidence, questionnaires were used to measure students' belief level in their own abilities, optimism, objective, responsibility, and rationality. These five indicators, including 25 statements, contained 3 positive or favorable statements and 2 negative or unfavorable statements were taken from Lauster (1992). The answer to each statements using a Likert scale had a grade from very positive to negative, which could be in the form of words, namely Very Suitable (5), Suitable(4), Suitable Enough(3), Less Suitable (2) and Not Suitable (1). The student's willingness to answer all the statement items was submitted by selecting or determining one of the 5 answers according to what the student feels.

Insani, Sanyata and Sutanti, (2023) used a self-confidence scale of five aspects: optimistic, objective, responsible, rational, and realistic. The scale instrument consisted of 25 statement items. The following is a graphic image of the bar chart of the six aspects: (self-efficacy beliefs, optimistic, objective, responsible, rational and realistic).

### 2.4 Studies Related to OP Skill and Self-Confidence

Kakepoto, et al. (2012) recorded all presentations to analyze barriers affecting engineers' OP performance. Poor confidence was one of them. Yamkate and Intratat (2012) showed that the university students had positive attitudes towards video recording which helped them notice and identify their weaknesses in a non-verbal language use. As an authentic assessment tool, Al- Maghreby (2014) concluded that OP enhanced the confidence to communicate orally. Al Tonsi (2016) utilized PechaKucha technique in developing English majors' presentation skills. A multimodal program was used by Mohammad (2016) in developing OP skill and confidence. The evaluative study of Mohamed and Asmawi (2018) on TOP and its potential application in English course for engineering undergraduates concluded that

instructors must assist them to have a mastery of knowledge and skills to possess high self-confidence.

Miskam, Aminabibi, and Saidalvi (2019) utilized Flip grid as an online video-mediated communication tool in teaching TOP among engineering students. Zarei; Shankar and Noor (2019) revealed the four factors affecting OP: confidence, nervousness, communication, and presentation skill. Eldeeb and Nazir (2020) explored a positive correlation between EFL OP skill and self-confidence which should be given more attention in the program. Mohamed's case study (2020) evaluated implementation of TOP in ESP course. EFL instructors should adopt various strategies in giving feedback towards TOP. Panggabean and Triassanti (2020) utilized a metacognitive strategy to enhance OP skill. Based on the analysis of the students' performance, video recording, teacher, self- and peer- evaluation, and written reflection, they did their oral presentation better. Rathakrishnan, et al. (2020) showed that Think-Pair-Share improved OP skill by clarifying issues and generate solution.

Fouad (2021) revealed that the TED TALK was highly effective in developing EFL OP. A supportive environment with more opportunities to practice OP should be provided. Jaber (2021) concluded that a lot of interest in electronic learning and using self-voice techniques should be considered. Ahmed (2022) assured the effectiveness of a blended program based on pragmatics in developing OP skills. Aprianto and Muhlisin (2022) reported that self-recording videos produced positive results on developing confidence levels. Arwae and Soontornwipast (2022) developed scientific OP competence focusing on question-and-answer sessions of high-ability students. This was why that Gutiérrez and Araos, (2022) explored the contribution of self-assessment checklists on improving OP. Haron et al. (2022) demonstrated that there was positive correlation between EFL OP skills and their linguistic self-efficacy as a whole. Haroun (2022) tailored a content-based instruction program to address Physiotherapy Freshmen's needs in OP. Lee and Liu (2022) explored drama-based activities as a vehicle for real-world situations to train OP

Algouzi, Alzubi and Nazim (2023) used a Blackboard-mediated intervention program for enhancing EFL students' OP skills. Alshammari and Mugaddam (2023) investigated EFL instructors' attitudes and practices toward OP as an assessment tool. EFL instructors felt positive about using

OP for assessment. Ananda and Hastini (2023) showed that the students' lack of confidence was due to making mistakes, lack of vocabulary, grammar, shyness, and nervousness. Belmekki (2023) indicated that self-video recording was effective in enhancing engineering students' speaking skill. Hidayad et al. (2023) showed a significant, positive association between self-confidence and academic success in the OP course. Insani, Sanyata and Sutanti (2023) determined the effectiveness of group counseling assertive training techniques in increasing students' self-confidence of Vocational high school students.

Manggolo, et al. (2023) assessed whether the self-video recording could boost the first-year university students' self-confidence. Marandi (2023) used an interactive VR-assisted course for developing academic OP skills and self-efficacy beliefs regarding presenting in English. Ningsih, Mariyati and Susanti (2023) described the ability of public speaking by giving the task of presentation. Presentation task built Engineering student's confidence to perform public speaking. Widodo and Chakim (2023) revealed that formative peer-assessment improved students' English OP, and their self-regulation skill.

Giang (2024) examined the influence of PowerPoint on the development of OP competencies. It enhanced visual support and organization. Investigating the influence of YouTube videos on the non-verbal aspects of OP, Hanif and Asgher (2024) recommended: 1. considering the academic and professional value of OP skill, 2. paying attention towards the development of it, and 3. providing feedback on the OP from time to time to enhance the professionalism. Indriyani, Jasmienti and Fendi (2024) concluded that online learning can be used as an alternative for the OP learning process, especially asynchronously. Kabesh (2024) revealed that using debate developed OP skills. Pangestu and Martriwati (2024) indicated that the students lacked confidence and felt embarrassed when the lecturer asked them to speak in front of the class.

TOP, as an essential skill for professionalism, should be enhanced in all ESP programs through various approaches that satisfied the specific needs of audience. One of these approaches was ACA.

## 2.4 Audience-Centered Approach (ACA)

The speech-making process using an Audience-Centered Approach consisted of six steps, summarized by Yousef, and Makad (2014, p. 4) as follows: 1. Know your audience, 2. Select topic and purpose, 3. Gather supporting details, 4. Organize your speech, 5. Rehearse your speech, and 6. Deliver your speech.

Beebe and Beebe (2012, p. 67) outlined the ACA in the figure below

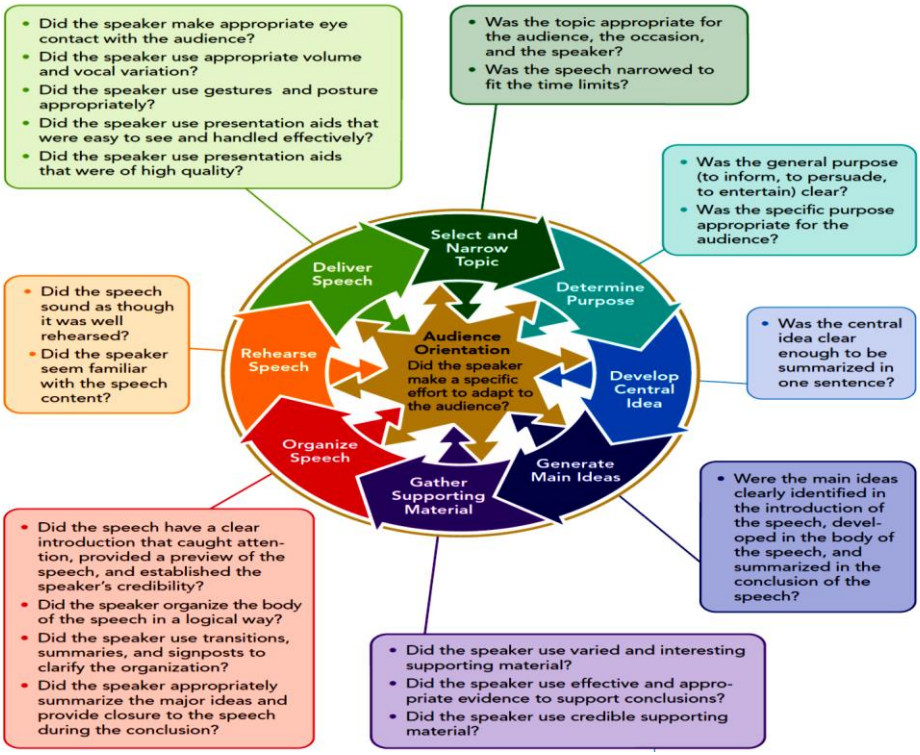


**Fig (7) Steps of Audience-Centered Approach (Beebe & Beebe, 2012; p. 67)**

Preparing a speech in audience-centered approach is a process of eight steps: select and narrow topic, determine purpose, develop central idea, generate main ideas, gather supporting material, organize, rehearse, and deliver the speech.

The study of Yousef and Makad (2014) developed students' leadership skills when designing a public speech or a presentation based on an Audience-Centered Approach. Preparing a speech with the audience in mind requires analyzing the needs and motivations of the audience during the early stages of speech preparation in order to tailor his or her speech to address the audience interests and views. Using Audience-Centered Approach for preparing a public speech is a successful technique in developing students' leadership and presentation abilities that will empower them in their communities and careers.

**2.5 Hypotheses of the Research**

The research tested the following hypotheses:

1. "There was a statistically significant difference among the mean scores of the participants of TOP skill as a whole and its sub-skills in the pre/post-TOPOC at the level of $\alpha \geq 0.05$, favoring the post-assessment."
2. "There was a statistically significant difference among the mean scores of the participants of technical content in the pre/post-TOPOC at the level of $\alpha \geq 0.05$, favoring the post-assessment."
3. "There was a statistically significant difference among the mean scores of the participants of language use in the pre/post-TOPOC at the level of $\alpha \geq 0.05$, favoring the post-assessment."
4. "There was a statistically significant difference among the mean scores of the participants of delivery in the pre/post-TOPOC at the level of $\alpha \geq 0.05$, favoring the post-assessment."
5. "There was a statistically significant difference among the mean scores of the participants of self-confidence in the pre/post-SCQ at the level of $\alpha \geq 0.05$, favoring the post-assessment."
6. "There was a statistically significant correlational positive relationship among the mean scores of the participants of pre/post-TOPOC and SCQ at the level of $\alpha \geq 0.05$, favoring the post-assessment."

**3. Method**

**3.1 Participants**

The participants were a group of (33) EFL 3rd year students at HITT, aged between 20 and 21 years. It was one group as the content was new including

topics, projects or problems related to transport technology and based on the students' technical needs and interests.

**3.2 Setting**

The intervention was applied to the 3rd year students at HITT, Wardan, Giza, Egypt in the second term of the academic year 2023/2024.

**3.3 Instruments and Materials**

The instruments and materials were developed and designed by the researcher as follows:

1. **Needs Analysis Questionnaire (NAQ):**
   This questionnaire aimed to identify the specific needs, challenges, and skills gaps related to EFL Technical Oral Presentation (TOP) skills among the target group of HITT students.
2. **Technical Oral Presentation Observation Checklist (TOPOC) and Rubric:**
   The TOPOC was developed to systematically observe and assess students' TOP skills in real-time. This checklist focused on key presentation components, including technical content, language use, and delivery. A rubric accompanied the TOPOC, providing a structured scoring framework to evaluate students' performance against defined criteria.
3. **Self-Confidence Questionnaire (SCQ):**
   The SCQ was designed to measure students' self-confidence levels related to delivering TOP tasks. It included items that assessed students' perceptions of their abilities, comfort levels, and readiness to engage in technical presentations.
4. **The Intervention Program based on the Audience-Centered Approach**, with the goal of developing EFL TOP skills and enhancing self-confidence among HITT 3rd year students. The program was implemented over eight weeks during the second term of the 2023/2024 academic year, with each session lasting 60 minutes. It included a series of activities, discussions, and feedback sessions aimed at building students' presentation skills and confidence incrementally.

**3.3.1.1 Purpose of the NAQ**

This questionnaire aimed to identify the specific needs, challenges, and skills gaps related to EFL Technical Oral Presentation (TOP) skills among the target group of HITT 3rd year students (N=100). It has two versions, one of them was addressed to the 3rd year students (N=100) and the other was addressed to the instructors (N=10). It assisted to design a tailor-made intervention based program to meet students' needs regarding TOP skill.

**3.3.1.2 Sources of the NAQ**

To develop and design the NAQ items, the researcher followed these steps:

1. Reviewing the regulation of HITT and specifications of the STE course (3).
2. Selecting the NAQ items through reviewing the literature and related studies.
3. Conducting semi-interviews with the instructors (N=10) at HITT.

**3.3.1.3 Description of the NAQ**

The NAQ included three parts:

**One: EFL Learning Situation or Context Analysis**

*It included questions related to the 1.importance of TOP skill as viewed by HITT students and instructors, 2. percentage of time and practice devoted to it, in the course, 3. HITT students' EFL level, priorities for improvement and to what extent the current instruction was satisfying their needs.*

**Two: EFL HITT Students' Requirements & Preferred Modes of Learning**

*It included questions related to techniques of TOP. The questions included choosing between learning individually, in pairs or groups, error correction and feedback. It was related to EFL TOP skills that needed to develop and the topics they were interested in.*

**Three: Technical Oral Communication Needs Analysis**

*It aimed to identify TOP tasks needed by the 3rd year students, the frequency of using each task, and specifying any other TOP tasks required.*

### 3.3.1.4 Validity of the NAQ

The NAQ was submitted to a jury of staff members in EFL Curriculum and Instruction (N=8). The Jury approved it after modifying it, including questions that revealed the problematic areas from the students' and instructors' views and preferred modes of learning (**Appendix 2**).

### 3.3.2.1 Purpose of the TOPOC

TOPOC aimed to identify TOP sub-skills required for HITT 3rd year students.

### 3.3.2.2 Sources of the TOPOC

The TOPOC was prepared in the light of following sources:

1. The HITT regulation and specifications of the STE (3)
2. The survey of literature and related studies (Bhattacharyya & Sargunan, 2009; Bhattacharyya, 2014; Kakepoto, Habil, Omar & Said, 2012; Kakepoto, Said, Habil; Memon & Umrani,2013; Mohamed & Asmawi, 2018; Mohamed, 2020; Algouzi, Alzubi & Nazim, 2023 & Mohamed et al. 2023).

### 3.3.2.3 Description of the TOPOC

The initial form of the TOPOC included three sub-skills: Technical Content, Language Use, and Delivery which covered (27) items. Each item was in a three–Points-Likert format for identifying if it was “required = 3”, “Somewhat required = 2”, and “Not required = 1" by ticking (√) in the space provided.

### 3.3.2.4 Validity of the TOPOC and a Rubric to Score it

#### 3.3.2.4.1 Jury's Validity

To decide the content and face validity, the TOPOC and 3-point scoring rubric were submitted to a jury of EFL Curriculum and Instruction (N=10). They were asked to respond to the following: (1) Were the items appropriate for the 3rd year students’ level? (2) Were the items assessing the required TOP skill? and (3) Were the rubric indicators appropriate and sufficient to reflect TOP skills? The final form included (25) items for TOP. Two items were omitted according to modifications given by the jury (N=10). Modifications were made and the jury agreed on the validity of the TOPOC and rubric, and its suitability for measurement in terms of its content and format **(Appendix 3)**.

## Table (1) Final Form of TOPOC

| | | | |
|---|---|---|---|
| **Student's Name** | | **Evaluator's Name** | |
| **Audience** | | | |
| **Topic/Project** | **Start Time:** | **End Time:** | |
| **Sub-skill** | **Scoring Criteria (3)=high (2) =average (1)=low (To be filled by class instructor) Score** | | |
| **Technical Content (27 marks)** | **Introduction**<br>• Self introduction<br>• Tittle & purpose of the presentation<br>• Introduction is audence's attention grabbing<br>• Provide technical background about the project/ problem/definition/…etc<br>**Body**<br>• Unique part 1(Main part/sub-part) (Purpose & sources of description)<br>• Unique part 2 (Main part/sub-part) (Purpose&sources of description)<br>• Explaination (How it works/How to use**)**<br>**Conclusion**<br>• Summary of main points<br>• Well-prepared content of main points that reflect their importance<br>• Suitable closing | | |
| **Language Use (15 marks)** | • **Fluency and coherence or logical sequence**<br>• **Technical terms & expresssions**<br>• **Grammatical range and accuracy**<br>• **Pronunciation and articulation**<br>• **Transitions usage** | | |
| **Delivery (33 marks)** | **Audience management**<br>• Eye contact<br>• Target audience analysis (attention getter – take-home message-comrhensible language needs and examples)<br>• Audience real time interaction<br>**Confidence**<br>• Composure& gestures & Facial expressions<br>• Voice volume and rate with an effective pace of delivery<br>• Intonation and enthusiam or humour<br>• Anxiety management and Use vocal fillers "um", "ah," "like", …etc."<br>**Professionalism**<br>• Appearance&movement<br>• Time management and teamwork<br>• Effect use of visual aids<br>• Q&A | | |
| **Score** | **Total Points** | | **/75** |

**3.3.2.4.2 Internal Consistency Validity:** SPSS V.18 was used to identify:

**a.** The internal consistency between the degree of each sub-skill and the total degree of the main skill to which its sub-skills belong using the Pearson Correlation Coefficient.

**b.** The internal consistency between the degree of each main skill and the total degree of the TOPOC, and the internal consistency between each main skill and other skills using the Pearson Correlation Coefficient as shown in table(2)

**Table (2) Pearson Correlation Coefficient between the Degree of each Item and the Total Degree of the Main Skill to which it belongs in TOPOC (N = 30)**

| N. | Main-Skills | Item | Correlation | Item | Correlation | Item | Correlation |
|---|---|---|---|---|---|---|---|
| **1** | **Technical Content** | 1 | 0.688** | 4 | 0.762** | **7** | 0.500** |
| **2** | | 2 | 0.673** | **5** | 0.664** | **8** | 0.624** |
| **5** | | 3 | 0.697** | **6** | 0.611** | **9** | 0.670** |
| **6** | **Language Use** | 1 | 0.679** | **3** | 0.846** | **٥** | 0.637** |
| **7** | | 2 | 0.770** | **4** | 0.857** | | |
| **17** | **Delivery** | 1 | 0.625** | **5** | 0.812** | **9** | 0.813** |
| **18** | | 2 | 0.776** | **6** | 0.634** | **10** | 0.659** |
| **19** | | 3 | 0.582** | **7** | 0.587** | **11** | 0.802** |
| **20** | | 4 | 0.665** | **8** | 0.753** | | |

**** Correlation is significant at the 0.01 level**

The table showed that all Correlation Coefficients were significant at the 0.01 level. This signified the internal consistency validity for all the items of TOPOC.

**Table (3) Pearson Correlation Coefficient between the Degree of each Main Skill and the Total Degree of the TOPOC, and the Internal Consistency between each Main Skill and the other Skills (N = 30)**

| Skills | Technical Content | Language Use | Delivery | ALL Over TOPOC |
|---|---|---|---|---|
| **Technical Content** | **1** | **0.758**** | **0.840**** | **0.930**** |
| **Language Use** | | **1** | **0.829**** | **0.898**** |
| **Delivery** | | | **1** | **0.968**** |

**** Correlation is significant at the 0.01 level**

The table showed that all Correlation Coefficients were significant at the 0.01 level. This signified the internal consistency validity for all the main skills of TOPOC**.**

**3.3.2.4.3 Discriminant Validity:** was measured as 27% of the high marks of the piloting sample (N=30) and 27% of the low marks of the piloting sample were taken. Mann-Whitney Test (Non-Parameter) was used to identify the significance among differences of the means.

**Table (4) Differences among the Mean Rank, Sum Ranks, &Z-Value between the Two Groups in EFL TOPOC**

| Group | N | Mean Rank | Sum of Ranks | Z- Value | Sig. |
|---|---|---|---|---|---|
| **High Level** | 8 | 12.50 | 100.00 | 3.386 | 0.01 |
| **Low Level** | 8 | 4.50 | 36.00 | | |

Table (4) showed that there was a statistically significant difference at the sig. (0.01) between the two levels. This signified that the test was highly discriminated valid.

### 3.3.2.5 Reliability of the TOPOC

1. **Cronbach's Alpha Method:** was used to measure the reliability of the pre-post TOPOC through using SPSS (V.18), for each skill of the TOPOC and all over it, as indicated in the following table:

**Table (5) Reliability of EFL TOPOC (Cronbach's Alpha) (N = 30)**

| Skills | Technical Content | Language Use | Delivery | ALL Over TOPOC |
|---|---|---|---|---|
| Cronbach's Alpha | 0.831 | 0.817 | 0.895 | 0.944 |

The table showed that all Cronbach's Alpha correlations were high. This signified the reliability of each main skill and the whole skill on TOPOC.

**2. Test-Retest Method** was used to assess the consistency of the TOPOC results from one time to another. To measure the reliability of it, it was administered to a randomly chosen group of HITT 3rd year students (30), other than the participants of the experiment. Then, it was administered again after two weeks to the same group. Cronbach's Alpha was calculated for the TOPOC using SPSS program (V.18) for each skill and the whole TOPOC as indicated in the following table.

**Table (6) Reliability of TOPOC (Test-Retest Method) (N = 30)**

| Skills | Technical Content | Language Use | Delivery | ALL Over TOPOC |
|---|---|---|---|---|
| Correlation | 0.829** | 0.873** | 0.899** | 0.953** |

**** Correlation is significant at the 0.01 level (2-tailed).**

Table (6) showed that the Pearson Correlation between the two administrations was (0.953) for TOPOC skills at 0.01 level which was highly reliable and statistically accepted.

**3.3.2.6 Scoring the TOPOC**

The total score of the TOPOC was (75) marks which were distributed into (3) marks for each one of the 25 items. A 3-point rubric was developed for scoring the TOPOC ranging from "3" to "1" marks according to their performance. "3" marks were given when their performance was high, "2": if it was average, "1" and if it was low.

**3.3.2.7 Piloting the TOPOC**

The participants chosen for piloting the TOPOC were (30) students, other than those of the experimental group, selected from the HITT 3rd year. To estimate the time, the time taken by the fastest student (20 minutes) was added to the time taken by the slowest one (10 minutes) then divided by

two. It was estimated that (15 minutes) would be enough time on the TOPOC.

**3.3.3.1 Purpose of the SCQ**

The SCQ aimed to identify self-confidence levels of HITT 3rd year students.

**3.3.3.2 Sources of the SCQ**

The SCQ was prepared in the light of following sources:

1. The HITT regulation and specifications of the STE course (3)
2. The survey of literature and related studies (Ananda & Hastini, 2023; Ayuningrum, 2024; Eldeeb & Nazir, 2020; Insani; Sanyata & Sutanti, 2023 & Saidah, 2024).

**3.3.3.3 Description of the SCQ**

The SCQ consisted of 20 items using a 5-point Likert scale ranged from very suitable to not-suitable. The answer to each item had a graduation from negative (1-10 items) to positive (11-20 items). The results would reveal how self-confident the subjects felt when presenting English. Filling out this questionnaire was done online. The researcher shared the questionnaire link via Whats-App group to see the difference in student's self-confidence levels before and after implementing the Audience-Centered Approach.

**3.3.3.4 Validity of the SCQ**

**3.3.3.4.1 Jury's Validity**

To decide the content and face validity, the SCQ was submitted to a jury of EFL Curriculum and Instruction (N=10). They were asked to respond to the following: (1) Were the items appropriate for the 3rd year students' level? (2) Were the items assessing their self-confidence level? and (3) Were the items appropriate and sufficient to reflect their confidence? The final form included (20) items. Two items were omitted according to modifications given by the jury. Modifications were made and the jury agreed on the validity of it, and its suitability for measurement in terms of its content and format **(Appendix 4)**.

**Table (7) Final Form of the SCQ**

| N | Item | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| **1** | I avoid presenting my ideas in English in front of audience. | | | | | |
| **2** | I find it difficult to address my audience's attention. | | | | | |
| **3** | I feel anxiety and afraid of public speech in English. | | | | | |
| **4** | I'm afraid of making mistakes during English speech. | | | | | |
| **5** | I'm nervous every time I present. | | | | | |
| **6** | I feel shy and forget everything when I start. | | | | | |
| **7** | I think my English oral presentation is a challenge. | | | | | |
| **8** | I'm unrelaxed during my English oral presentation. | | | | | |
| **9** | I hesitate to inquire about vague points. | | | | | |
| **10** | I will end up looking for words err…..err….errr." | | | | | |
| **11** | I love challenging English oral presentation tasks. | | | | | |
| **12** | I can get through the obstacles I'm facing during oral presentation. | | | | | |
| **13** | I evaluate my thoughts and actions objectively. | | | | | |
| **14** | I accept feedback from my instructor and colleagues. | | | | | |
| **15** | I have a determination to overcome difficulties in oral presentation. | | | | | |
| **16** | I accept assessment from others, even if it goes against performance | | | | | |
| **17** | I expect success in most of the English oral presentation I do. | | | | | |
| **18** | I plan my English oral presentation with confidence. | | | | | |
| **19** | I persevere to achieve the goals of English oral presentation. | | | | | |
| **20** | I trust in my performance to give an effective English oral presentation. | | | | | |

**3.3.3.4.2 Internal Consistency Validity:** SPSS V.18 was used to identify:
**a.** The internal consistency between the degree of each item and the total degree of the SCQ using the Pearson Correlation Coefficient.

**Table (8) Pearson Correlation Coefficient between the Degree of each item and the Total Degree of the SCQ (N = 30)**

| Item | Correlation | Item | Correlation | Item | Correlation | Item | Correlation |
|---|---|---|---|---|---|---|---|
| **1** | 0.697** | 6 | 0.484** | **11** | 0.651** | **16** | 0.466** |
| **2** | 0.447* | 7 | 0.669** | **12** | 0.607** | **17** | 0.455* |
| **3** | 0.487** | 8 | 0.700** | **13** | 0.437* | **18** | 0.456* |
| **4** | 0.756** | 9 | 0.779** | **14** | 0.800** | **19** | 0.460* |
| **5** | 0.571** | 10 | 0.700** | **15** | 0.402* | **20** | 0.629** |

***. Correlation is significant at the 0.05 level & **. Correlation is significant at the 0.01 level**

Table (8) showed that all correlation coefficients were statistically significant at the level of α (٠.٠٥), (٠.٠١) . This signified the internal consistency validity of the items in the SCQ.

**3.3.3.4.3 Discriminant Validity** was measured as 27% of the high marks of the piloting sample (N=30) and 27% of the low marks of the piloting sample were taken. Mann-Whitney Test (Non-Parameter) was used to identify the significance among differences of the means piloting sample were taken.

**Table (9) Differences among the Mean Rank, Sum Ranks & Z-Value in the SCQ**

| Group | N | Mean Rank | Sum of Ranks | Z- Value | Sig. |
|---|---|---|---|---|---|
| **High Level** | 8 | 12.50 | 100.00 | 3.366 | 0.01 |
| **Low Level** | 8 | 4.50 | 36.00 | | |

As shown in table (9), there was a statistically significant difference at the sig. level (0.01) between the two levels. This signified that the SCQ had high discriminant validity.

**3.3.3.5 Reliability of the SCQ**

**3.3.3.5.1 Cronbach's Alpha Method:** was used to measure the reliability of the pre-post SCQ through using SPSS (V.18), for each item and the SCQ, as it reached (٠.897) which was a high value. This signified the reliability of it and its results.

**3.3.3.5.2 Test-Retest Method:** was used to assess the consistency of the SCQ results from one time to another. To measure the reliability of it, it was administered to a randomly chosen group of 3rd year students (30), other than the participants of the experiment. Then, it was administered again after two weeks to the same group. Cronbach's Alpha was calculated for the SCQ through using SPSS (V.18) for each item of the SCQ. It was (٠.٩١) which was a high value and statistically significant. This signified the reliability of the SCQ and its results.

**3.3.3.6 Scoring the SCQ**

The SCQ was graded through using a 5-point Likert scale ranged from very suitable to not-suitable. By having each different score, if the item was positive then the response was very suitable, the score was 5. If the response was suitable, the score was 4. If the response was suitable enough, the score was 3. If the response was less suitable, the score was 2. Last, if the response was not suitable, the score was 1. Conversely, if the item was negative then the response was not suitable, the score was 5. If the response was less suitable, the score was 4. If the response was suitable enough, the score was 3. If the answer was suitable, the score was 2. Last, if the response was very suitable, the score was 1. The total score was (100).

**3.4 The Procedures & Experimental Design**

**3.4.1 The procedures**

The procedures of the research were carried out as follows:

1. Identifying HITT 3rd year Ss' TOP skill and self-confidence through:
   - **a.** Reviewing HITT Regulation and Specifications of the STE course (3)
   - **b.** Surveying the literature and related studies to TOP and self-confidence
   - **c.** Preparing the instruments
   - **d.** Submitting the instruments to a jury of EFL curriculum and instruction then modifying them accordingly
2. Validating the reliability of the instruments then piloting them
3. Selecting one experimental group (N=33) as the sample
4. Administering the instruments to the sample before the experiment
5. Implementing a program based on the ACA to the sample
6. Administering the instruments to the sample after the experiment

7. Analyzing and interpreting results
8. Presenting conclusions and recommendations for further studies

### 3.4.2 Experimental Design

#### 3.4.2.1 Purpose of the Intervention Program

The aim of the intervention program was developing TOP skills and self-confidence of HITT 3rd year students.

#### 3.4.2.2 Duration of the Intervention Program

The intervention program included (16) sessions, lasted for eight weeks (60-minutes for one session and two sessions per week) in the second term of academic year 2023/2024. It began on Saturday, 7th of March to 11th of May 2024.

#### 3.4.2.3 Description of the Intervention Program

The researcher adopted a quasi-experimental pre-posttest design, involving an experimental group of HITT 3rd year EFL students (N=33), randomly selected. The intervention investigated the effects of an independent variable (Audience-Centered Approach) on dependent variables (TOP and self-confidence).

The researcher conducted a needs analysis of the HITT 3rd year students. An initial choice of 16 topics was first made based on a long list of suggested topics taken from instructors. A total of 100 anonymous students participated in the poll to vote on their favorite topics from 1 (least liked) to 7 (most liked). This step assisted to tailor an interesting learning experience which could help the 3rd year students develop TOP skills if they were trained professionally on:

- **Problem-Solving Experience**: "Describe how you solved a difficult problem at workshop."
- **Teamwork Experience**: "Give an example of when you faced a challenge in a team project and how you overcame it."
- **Leadership Experience**: "Tell me about a time when you led a team to achieve a goal."
- **Dealing with Pressure**: "How do you usually handle pressure at work?"
- **Opinion Questions**: For queries like "What is your opinion on electric trains?"
- **Predictive Questions**: Such as "What are your views on the transport technology in Egypt over the next five years?"

- **Questions on Personal Values**: "What do you think is the most important element of transport technology?"

**The Introductory Session**: The instructor broke the ice asking them to introduce themselves. The students were encouraged to participate in interactive activities e.g. probing questions, dialogues, discussions,...etc. A safe and an enjoyable learning environment could be created by showing the TOP videos for beginner presenters as models and how they overcame their fear of presenting in which they felt very welcomed to express their tasks. They were divided into 5 teams of six or seven members with a leader who was responsible for coordinating roles among them.

To implement the intervention, the 3rd year students followed the ACA steps: select and narrow the topic, determine purpose, develop central idea, generate main ideas, gather supporting material, organize, rehearse, and deliver speech. Each session underwent 5 stages, e.g., planning, preparation and modeling, presentation practice, assessment, and feedback. These stages covered the implementation of the program based on ACA as follows (**Appendix 5**):

**Table (10) Implementation of the Program Based on ACA**

| Planning | Preparation & Modelling | Presentation Practice | Assessment | Feedback |
|---|---|---|---|---|
| -Ask groups to interact to plan their learning, by telling them that what they plan and prepare for the presentation influence their performance (good or bad).<br>-Ss take positive and proactive actions to face challenges, and showing persistence in pursuing their goals. | -Ss develop main idea, support details, with their group members, and seek guidance from the instructor when facing challenges.<br>-Ss gather supporting material from different resources to discuss the new knowledge about the topic. | -Ss review the presentation to make sure that it is clear, understood and to improve confidence for themselves and others.<br>-Ss do presentation as they have a role play. Half of them act as a presenter and the others act as an audience.<br>-In closing, after | -Peer & group assessment: Ss expect an assessment from their peers and groups.<br>-Compare the formation of self-confidence obtained.<br>-Formative: Performance is assessed | -The instructor monitors Ss' presentation process runs well according to the timeline.<br>-Give an explicit, contextual and timely feedback over the performance.<br>-Assess the experience |

| | | | | |
|---|---|---|---|---|
| -At that time, explain the requirements of the task of Presentation.<br>-Ss self-monitor themselves to put the points that attract their audience (topic, general purpose and specific ones, technical vocabulary etc).<br>-Ss brainstorm their ideas, and share questions or experiences about the topic in group discussion. | -The instructor provided observable models of peers or experts.<br>-Ss organize the content in a logical way (introduction, body & conclusion). By doing this, the audience (other students) were encouraged to ask questions, and share knowledge on the topic. | presenting the material, ask the Ss to rehearse or recall the material presented using self-video recording via their smartphones to notice and identify their weaknesses.<br>- Each recording consists of a five-to ten-minute individual presentation and a five-minute group question and answer period. | using a a rubric developed by the instructor and Ss on content, organization, language .etc.<br><br>-Summative: By the end of intervention, the instructor used TOPOC and SCQ. | on both personal and collective levels, identify errors and issues, ...etc to be modified the next time. |

The pre-post TOPOC and SCQ were applied on Saturday, the 18 th of May 2024.

### 3.4.2.4 Instructor's and Students' Roles

**The Roles of the Instructor and Students were as follows:**

-Mentor or Stimulator: drawing Ss' interest to identify their learning goals.
-Evaluator: reviewing the Ss' progress through their self-videos recording.
-Supporter: giving positive feedback to the weak students.
-The students were collaborators, self-directed learners and constructive knowledge builders.

### 3.4.2.5 Observations during the Intervention Program:

During the intervention program, HITT students were more confident in TOP due to social interactions in their safe environment. They were aware of identifying the audience's needs, discussing technical issues, and sharing ideas.

## 4 Results

### 4.1 Validating the Hypotheses of the Research

#### 4.1.1 Validating the First Hypothesis

To verify the validity of the first hypothesis "**There was a statistically significant difference among the mean scores of the participants of EFL TOP skill as a whole and in its sub-skills in the pre/post-TOPOC at the level of α ≥ 0.05, favoring the post-assessment**". The "t" value was measured for the two independent samples (T-Test) to indicate the differences among the mean scores of the participants of EFL TOP skill as a whole and in its sub-skills in the pre/post-TOPOC. The following table showed this.

**Table (11) Results of the T-test between the pre/post-applications of TOP skill as a whole and in its sub-skills**

| Test | N. | Mean | Std. Deviation | t-value | α Sig. | DF | η2 |
|---|---|---|---|---|---|---|---|
| **Pre** | 33 | 35.88 | 3.16 | 35.492 | 0.01 | 32 | 0.975 |
| **Post** | 33 | 66.42 | 3.53 | | | | |

As shown in table (11), there was a statistically significant difference among the mean scores of the participants of EFL TOP skill as a whole and in its sub-skills in the pre/post-assessment of TOPOC at the level of α ≤ 0.01, favoring the post-assessment, where t-value was (35.492) which was significant at the level of (0.01). Thus, this hypothesis was accepted. The Effect size (η2) was (0.975) which was greater than (0.14). This signified a great effect of the intervention on developing these skills. The following figure showed the differences among the mean scores of the participants in the post-assessment of TOP as a whole and in its sub-skills:

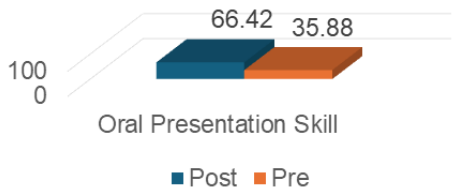


**Fig (8) Differences among the Mean Scores of the Participants in the Pre/post-assessment of EFL TOP Skill as a Whole and in its Sub-skills**

### 4.1.2 Validating the Second Hypothesis

To verify the validity of the second hypothesis "**There was a statistically significant difference among the mean scores of the participants of technical content in the pre/post-TOPOC at the level of α ≥ 0.05, favoring the post-assessment**". The "t" value was measured for the two independent samples (T-Test) to indicate the differences among the mean scores of the participants in the pre/post-applications of EFL technical content skill. The following table indicated this.

**Table (12) Results of the T-test between the Pre/post-applications of Technical Content**

| Test | N. | Mean | Std. Deviation | t-value | α Sig. | DF | η2 |
|---|---|---|---|---|---|---|---|
| Pre | 33 | 13.15 | 2.43 | 21.652 | 0.01 | 32 | 0.936 |
| Post | 33 | 24.48 | 1.77 | | | | |

Table (12) showed that there was a statistically significant difference among the mean scores of the participants of technical content as a whole and its sub-skills in the pre/post-assessment at the level of α ≤ 0.01, favoring the post-assessment, where t-value was (21.652) which was significant at the level of (0.01). Thus, this hypothesis was accepted. The Effect size (η2) was (٠.٩36 which signified a great effect on developing these skills. The following figure showed the differences among the mean scores of the participants in the post-assessment of technical content skill as a whole and in its sub-skills:

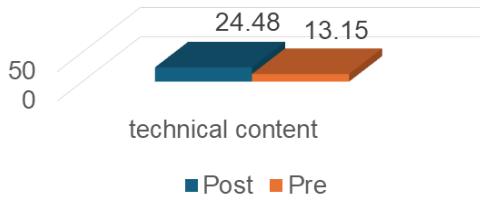


**Fig (9) Differences among Mean Scores of the Participants in the Pre/post-assessment of Technical Content**

### 4.1.3 Validating the Third Hypothesis

To verify the validity of the third hypothesis "There was a statistically significant difference among the mean scores of the participants of language use in the pre/post-TOPOC at the level of $\alpha \geq 0.05$, favoring the post-assessment". The "t" value was measured for the two independent samples (T-Test) to indicate the difference among the mean scores of the participants in the pre/post-applications of EFL language use. The following table indicated this.

**Table (13) Results of the T-test between the Pre/post-applications of Language Use**

| Test | N | Mean | Std. Deviation | t-value | α Sig. | DF | η2 |
|---|---|---|---|---|---|---|---|
| **Pre** | 33 | 7.30 | 1.57 | 18.092 | 0.01 | 32 | 0.911 |
| **Post** | 33 | 13.27 | 1.21 | | | | |

As indicated in table (13), there was a statistically significant difference among the mean scores of the participants of language use in the TOPOC in the pre/post-assessment at the level of $\alpha \leq 0.01$, favoring the post-assessment, where t-value was (18.092) which was significant at the level of (0.01). Thus, this hypothesis was accepted. The Effect size (η2) was (0.911) which was greater than (0.14). This signified a great effect of the intervention on developing it. The following figure showed the differences among the mean scores of the participants in the pre/post-assessment of language use.

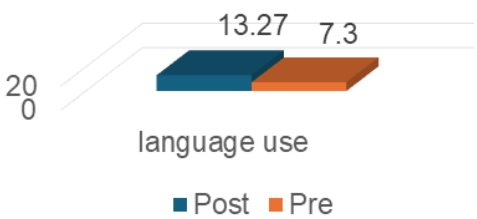


**Fig (10) Differences among Mean Scores of the Participants in the Pre/post-assessment of Language Use**

### 4.1.4 Validating the Fourth Hypothesis

To verify the validity of the fourth hypothesis "There was a statistically significant difference among the mean scores of the participants of delivery in the pre/post-TOPOC at the level of $\alpha \geq 0.05$, favoring the post-assessment". The "t" value was measured for the two independent samples (T-Test) to indicate the difference among the mean scores of the participants in the pre/post-applications of delivery. The following table indicated this.

**Table (14) Results of the t-test between the Pre/post-applications of Delivery**

| Test | N | Mean | Std. Deviation | t-value | α Sig. | DF | η2 |
|---|---|---|---|---|---|---|---|
| **Pre** | 33 | 15.42 | 2.32 | 19.806 | 0.01 | 32 | 0.925 |
| **Post** | 33 | 28.67 | 2.47 | | | | |

As indicated in table (14), there was a statistically significant difference among the mean scores of the participants of delivery in TOPOC in the pre/post-assessment at the level of $\alpha \leq 0.01$, favoring the post-assessment scores, where t-value was (19.806) which was significant at the level of sig. (0.01). Thus, this hypothesis was confirmed. The Effect size (η2) of the intervention reached (0.925) which was greater than (0.14). This signified a great effect of the intervention on developing it. The following figure showed the differences among the mean scores of the participants in the pre/post-assessment of delivery.

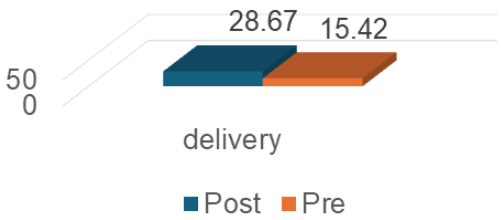


**Fig. (11) Differences among Mean Scores of the Participants in the Pre/post-assessment of Delivery**

### 4.1.5 Validating the Fifth Hypothesis

To verify the validity of the fourth hypothesis" There was a statistically significant difference among the mean scores of the participants of self-confidence in the pre/post-assessment on the SCQ at the level of $\alpha \geq 0.05$, favoring the post-assessment." The "t" value was measured for the two independent samples (T-Test) to indicate the difference among the mean scores of the participants in the pre/post-applications of self-confidence. The following table indicated this.

**Table (15) Results of the T-test between the Pre/post-applications of Self-Confidence**

| Test | N. | Mean | Std. Deviation | t-value | α Sig. | DF | η2 |
|---|---|---|---|---|---|---|---|
| **Pre** | 33 | 42.61 | 11.81 | 18.942 | 0.01 | 32 | 0.918 |
| **Post** | 33 | 87.61 | 7.00 | | | | |

As indicated in table (15), there was a statistically significant difference among the mean scores of the participants of self-confidence in the pre/post-assessment of SCQ at the level of $\alpha \leq 0.01$, favoring the post-assessment scores, where t-value was (18.942) which was significant at the level of sig. (0.01). Thus, this hypothesis was validated. The Effect size (η2) of the intervention reached (0.918) which was greater than (0.14). This signified a great effect of the intervention on developing it. The following figure showed the differences among the mean scores of the participants in the pre/post-assessment of self-confidence.

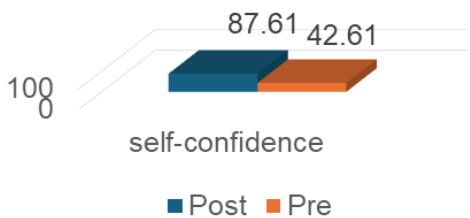


**Fig. (12) Differences among Mean Scores of the Participants in the Pre/post-assessment of Self-Confidence on the SCQ**

### 4.1.6 Validating the Sixth Hypothesis

To verify the validity of the sixth hypothesis ""There was a statistically significant correlational positive relationship among the mean scores of the participants of TOPOC and SCQ at the level of $\alpha \geq 0.05$, favoring the post-assessment. The Pearson correlation coefficient among the scores of the participants in the TOPOC and the SCQ was measured. The following table indicated this.

**Table (16) Pearson Correlation Coefficient among the Scores of the Participants in the TOPOC and the SCQ**

| Skills | Technical Content | Language Use | Delivery | TOPOC & SCQ |
|---|---|---|---|---|
| ALL Over the TOPOC | 0.836** | 0.801** | 0.874** | 0.927** |

**. Correlation is significant at the 0.01 level

Table (16) showed that there was a statistically significant positive correlational relationship among the mean scores of the participants of TOPOC and SCQ at the level of $\alpha \geq 0.01$, favoring the post-assessment. This hypothesis was confirmed. The development of the participants' scores in TOP skill lead to the development of their self-confidence level.

### 4.2 Discussion of the Results

The validation of the six research hypotheses indicated statistically significant improvements in the participants' mean scores on pre- and post-assessment, favoring the post-assessment results. This improvement in Technical Oral Presentation (TOP) skills and self-confidence was attributed to the implementation of the Audience-Centered Approach (ACA). Several key factors contributed to these outcomes:

1. Through needs analysis questionnaires, interviews with HITT instructors, and a review of course regulations, specifications of the Specialized Technical English (STE) course, and relevant literature, the researcher identified practical, ESP-based content for developing TOP skills. This analysis helped focus the intervention on audience-oriented skills, enabling students to plan, prepare and deliver presentations more effectively.
2. The ACA provided students with clear, systematic guidelines to produce effective presentations. By following steps for planning, preparing,

presenting, modeling, assessing, and receiving feedback, students learned to adapt to audience needs, which were crucial for effective communication.

Validating the first hypothesis confirmed significant development in TOP skills due to ACA activities. This aligns with prior studies (Beebe & Beebe, 2014; Bhattacharyya, 2014; Yousef & Makad, 2014; Mohamed & Asmawi, 2018; Mohamed, 2020) that emphasize analyzing audience needs in speech preparation. Additionally, ACA strengthened students' leadership abilities, beneficial in both academic and career settings.

Validating the second, third and fourth hypotheses indicated the positive effect of the intervention program on TOP sub-skills: technical content, language use, delivery. This was consistent with the results of Mohamed & Asmawi (2018), Mohamed (2020), and Stapa, Murad & Ahmad (2014). After recording oral presentation tasks, the students could review and assess them. In addition, they were motivated to participate and engage due to their need to improve their presentation skills. Their enjoyable learning experience assisted them in facing their fear of speaking in front of the public and improving their TOP sub-skills, and self-confidence level. In addition, they learned to interact with the audience and attract attention. Basically, the students shared their ideas with their peers, got the information from different sources, stated the main idea, organized and supported it, set up audios or visual aids, raised discussions, created and answered questions.

Validating the fifth and sixth hypothesis revealed a positive correlational relationship among the scores of the participants of EFL TOP and SCQ at the level of $\alpha \geq 0.01$. This result was consistent with the results of the studies of Ananda, & Hastini (2023), Ayuningrum (2024), Eldeeb & Nazir (2020), Hidayad, et al. (2023), Insani; Sanyata & Sutanti, (2023), Manggolo, et al. (2023) and Saidah (2024) which recommended teaching TOP with a focus on students' self-confidence. The research affirmed the potential role of self-confidence to nurture the TOP skill. This achieved the professionalism in the field of transport technology. Their confidence was increased through presenting a technical issue in a collaborative learning process, social interaction, discussion, dialogues...etc. The students selected and narrowed their ideas collaboratively on the concept maps, posing

questions, giving their opinions and the opposite ones. Each group also reflected on each other's performance, revised and modified their TOP.

### 4.3Conclusions

The following conclusions were drawn from the findings:

**1.** The intervention was effective in accommodating the diverse needs and characteristics of the students, offering them multiple opportunities to deliver demonstrations on real-world technical issues. This approach allowed students to apply their knowledge practically and improve their TOP skills in relevant, hands-on scenarios.

**2.** Self-confidence should be considered an essential component of technical disciplines. Building self-confidence within technical training not only could enhance students' ability to present technical content effectively but also equip them with the resilience and self-assurance needed to succeed in professional settings.

### 4.4 Recommendations

In the light of previous results, it should:

**1.** update EFL technical course considering TOP tasks as well as written exams.

**2**. allocate TOP tasks (3-4) each term as an assessment tool.

### 4.5 Suggestions for Further Research

**1.** Exploring the effectiveness of Audience-Centered Approach in vocabulary acquisition and attitudes toward EFL learning.

**2.** Implementing Audience-Centered Approach for developing EFL oral communication skills.

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