

Exploring the factors affecting the performance of EFL learners' oral presentation: A structural equation modeling study



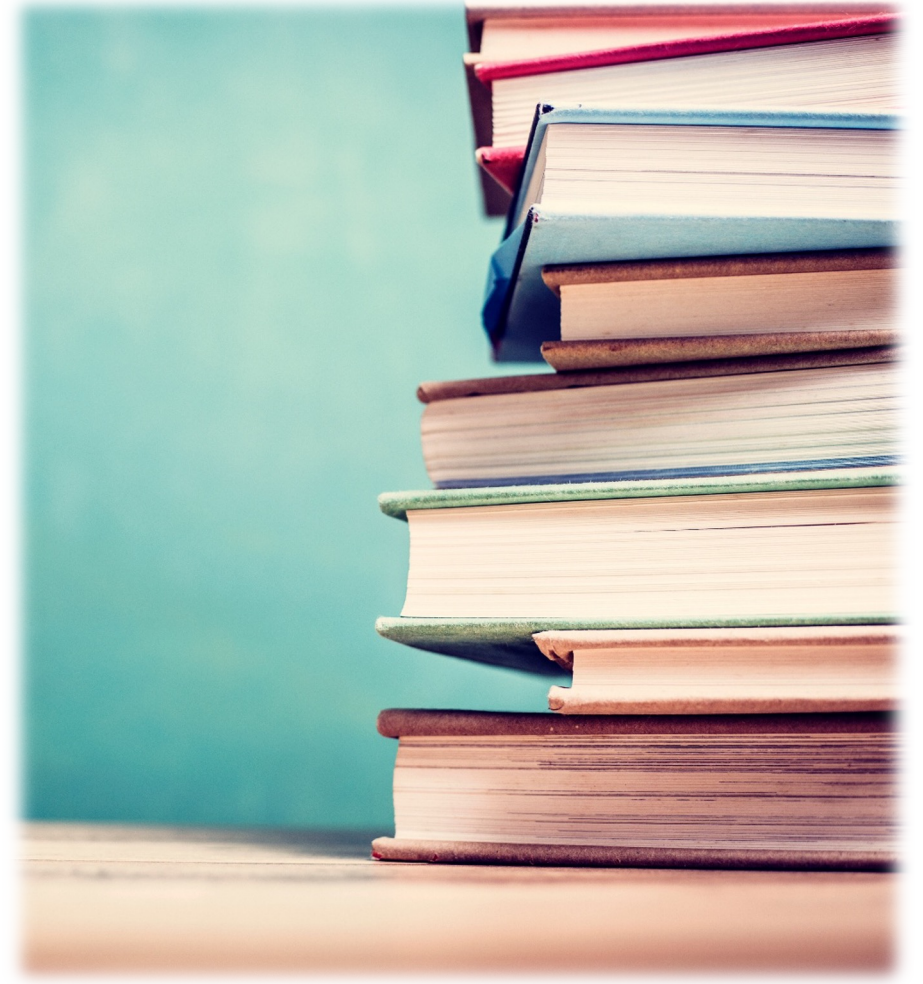
Chuck, Hao Wu

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Department of Education
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Background

Why did I investigate oral presentation performance?

- Oral presentations are widely adopted by language teachers in EFL classrooms to test language learners' speaking capability, understanding of the topics covered in the course, or both (Mak, 2019).
- Scholars have identified *ideal L2 self*, *ought-to L2 self*, *grit*, *anxiety*, *self-efficacy*, *pronunciation-oriented strategies*, and *social-affective strategies* to be associated with English speaking, respectively (e.g., Amoah & Yeboah, 2021; Ariyanti, 2016; Changlek & Palanukulwong, 2015).

But

- Few studies have investigated how the seven factors are jointly relevant to EFL oral presentation performance.
- Mainstream theories and studies have been primarily about general English learning, rather than oral presentation.

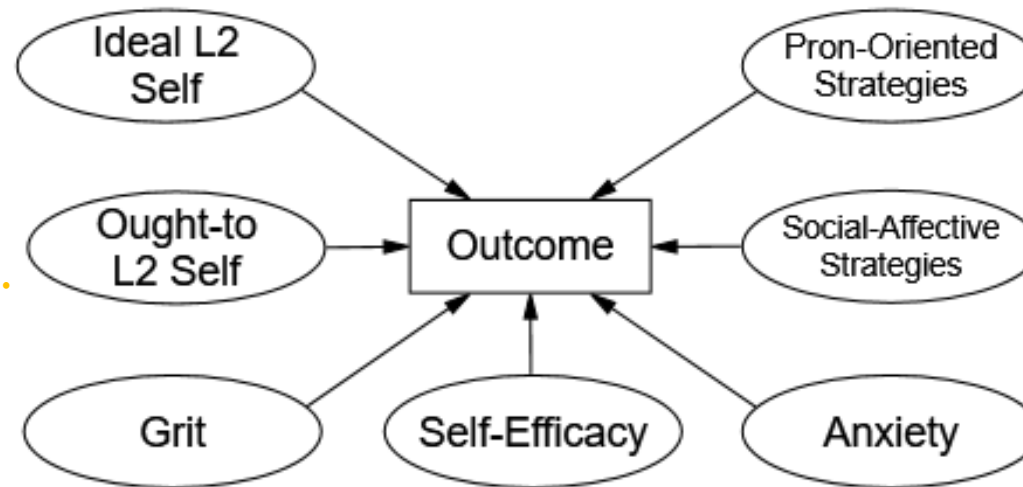
Research Questions

1. Can the seven factors predict EFL oral presentation performance?
2. Can we build a structural equation model to explain the effect of the seven factors on oral presentation performance?
3. Does the hypothesized structural equation model have an acceptable model fit?

One's hopes to successfully deliver a presentation.

One's belief that one ought to successfully deliver a presentation.

One's consistent efforts to prepare for a successful public delivery.



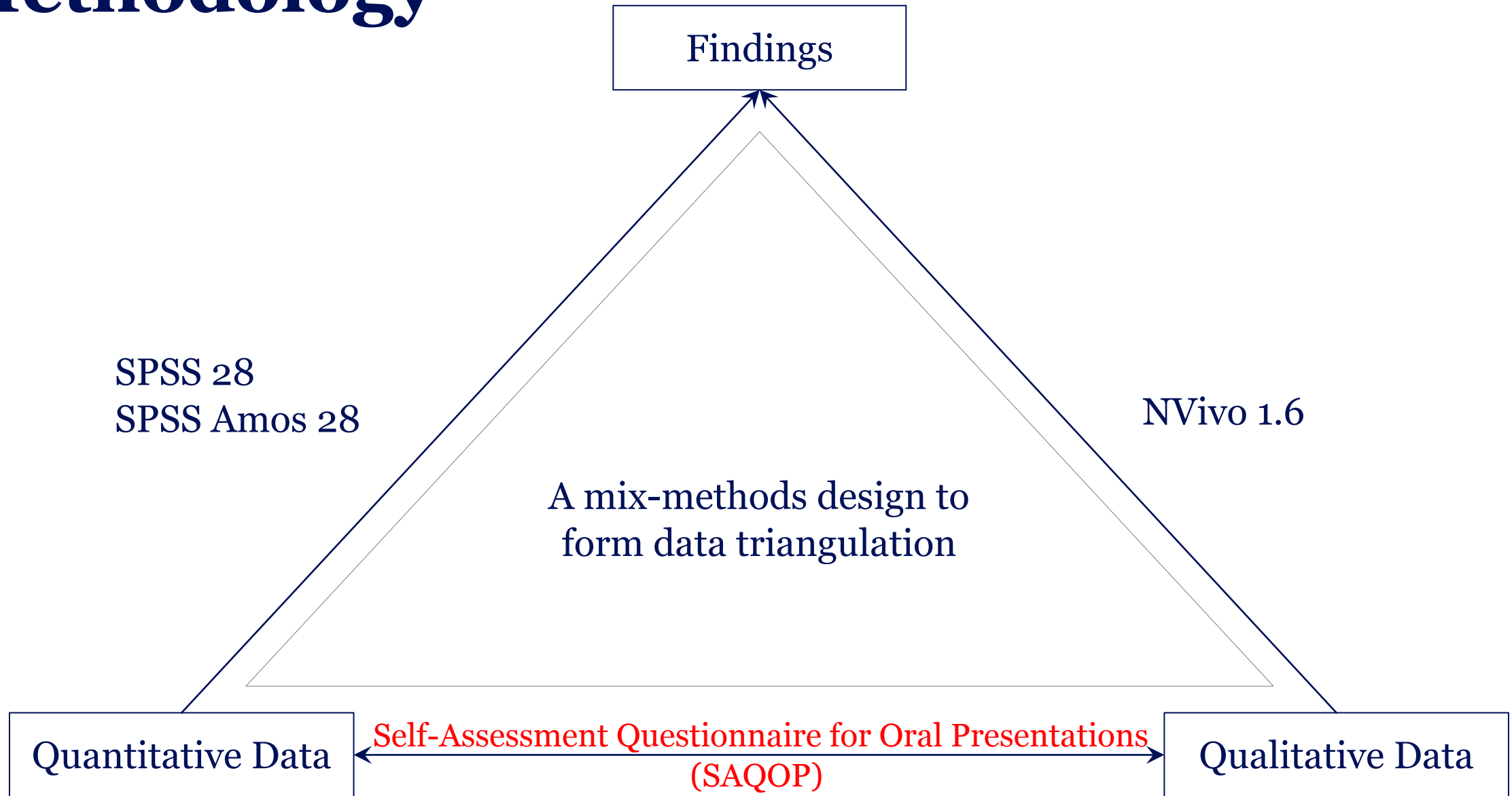
One's personal judgment of the extent to which they can complete the presentation task.

One's attention to rhythm, intonation, pronunciation, and clarity.

One's control of anxiety, willingness to take risks, and pleasure during the presentation.

One's feelings of embarrassment, shame, and negative estimation of the results.

Methodology

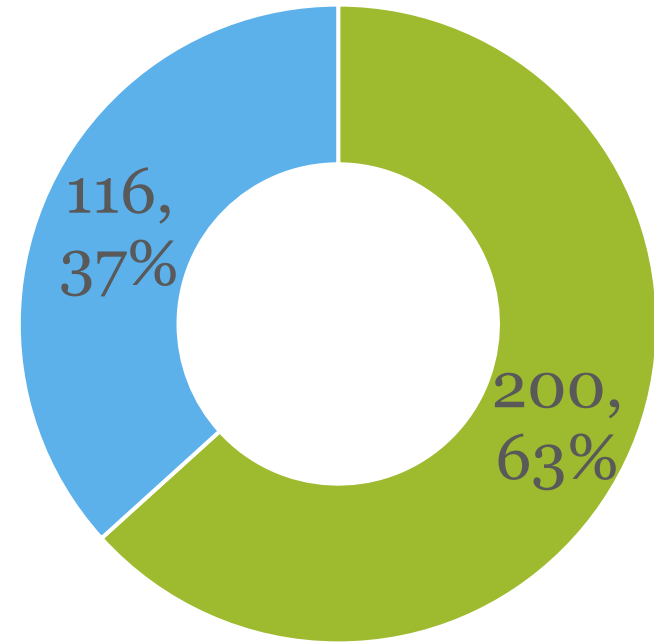


Participants

- 316 second-year college non-English major EFL learners.
- They had learned English for at least six years before entering university and one year at the university level.
- They are intermediate-level English learners.

Sex of the participants

■ Male ■ Female



Quantitative Data Measures

Developed the Self-Assessment Questionnaire for Oral Presentations.

- 7 factors
- 40 seven-point Likert scale items

Piloted the SAQOP among 30 students and two experts.

- optimized wording, readability, and translation

Officially administered the SAQOP among 316 participants.

- in participants' mother tongue to avoid meaning loss

Used Exploratory Factor Analysis (EFA) to eliminate items with low factor loadings.

- 9 items were eliminated.
- The KMO value (.905) confirmed the model was ideal.

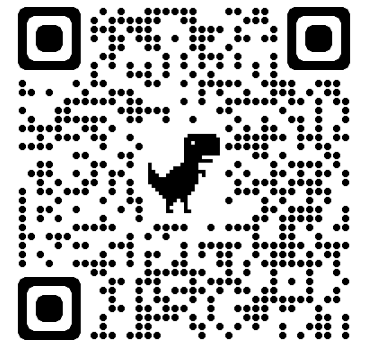
6. Part I-a: we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 7.

1: strongly disagree; 2: disagree; 3: somewhat disagree;

4: either agree or disagree; 5: somewhat agree; 6: agree; 7: strongly agree

	1	2	3	4	5	6	7
I can imagine myself delivering an oral presentation fluently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The things I want to do in the future require me to deliver an oral presentation in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scan this QR code to get access to the SAQOP.



Quantitative Data Measures

Oral presentation format: Pecha Kucha Presentation

- The students delivered 6 slides.
- Slides are fixed to move on automatically every 20 seconds.
- The students gave a speech without a script.
- Two assessors assessed the participants' performance.
- Intra-rater reliability and inter-rater reliability was ideal.



Quantitative Results

Moderate effect ($p < .000$):

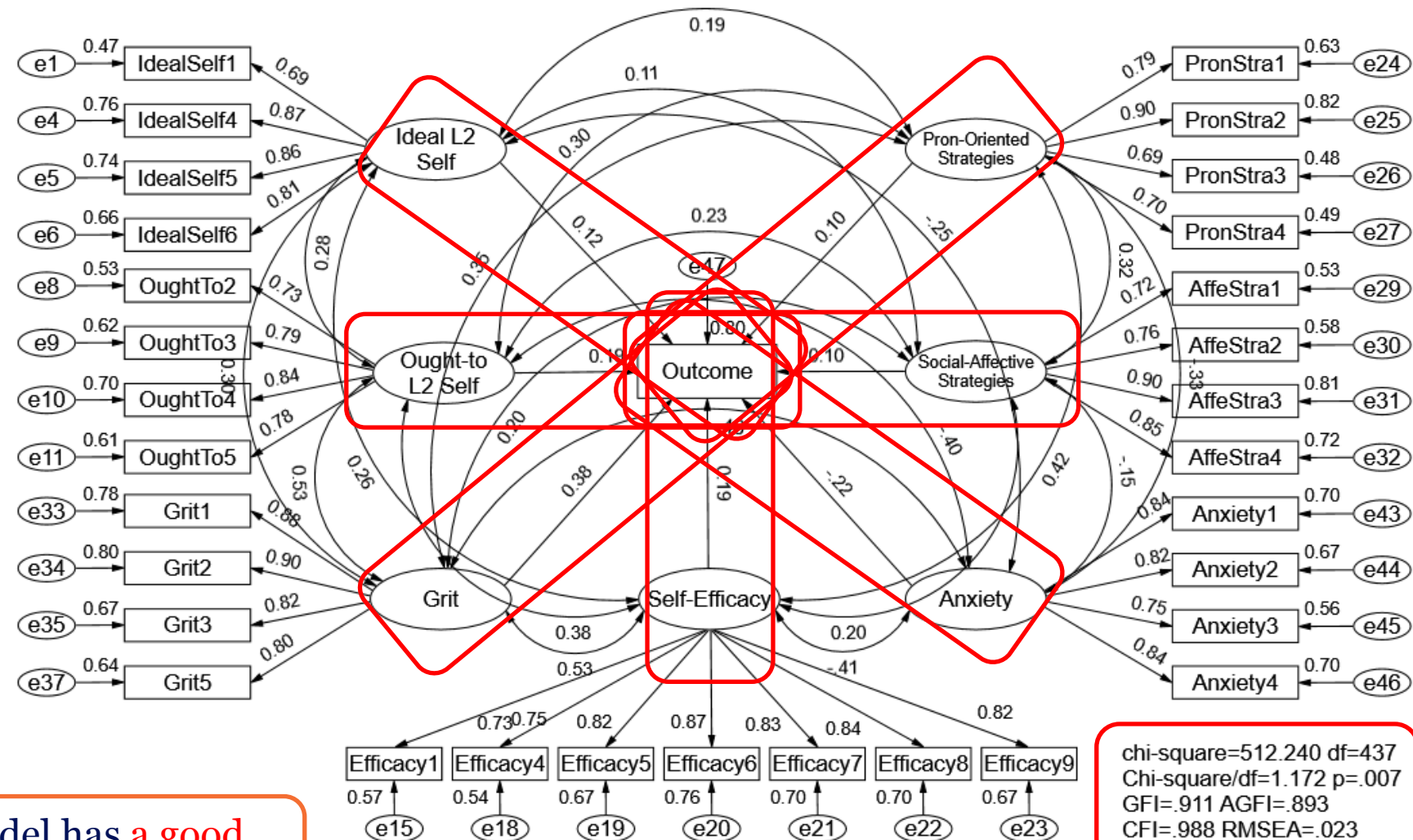
- Grit ($\beta = .38$).

Weak effect ($p < .000$):

- Anxiety ($\beta = -.22$).
- Ought-to L2 self ($\beta = .19$).
- Self-efficacy ($\beta = .19$).

Very weak effect ($p < .000$):

- Ideal L2 self ($\beta = .12$).
- Pronunciation-oriented strategies ($\beta = .10$).
- Social-affective strategies ($\beta = .10$).



The final structural equation model has a **good model fit** and explained **80%** of the variation.

Qualitative Data Collection

The SAQOP also collected qualitative data!

1. What difficulties have you met in the Pecha Kucha preparation and delivery phases?
2. How did you overcome those difficulties you have just mentioned?
3. What aspect do you like/dislike most in the Pecha Kucha presentation?
4. Are you satisfied with your performance? If so, why? If not, how do you think you can improve?



The top three most frequently mentioned categories:

- grit (43.20%),
- anxiety (20.22%),
- pronunciation-oriented strategies (17.13%).

Qualitative Results

had strong confidence and self-efficacy

chose good exemplars to chase after

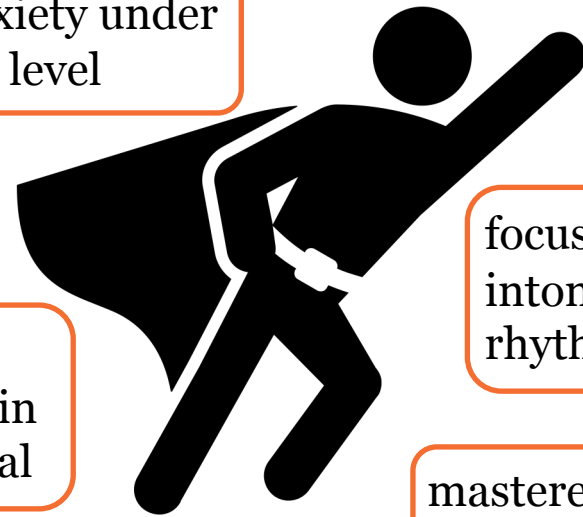
controlled anxiety under an acceptable level

had higher self-expectations

focused on intonation and rhythm appropriacy

invested much time in the rehearsal

mastered the technique of self-encouragement



High performing group

were unconfident in pronunciation

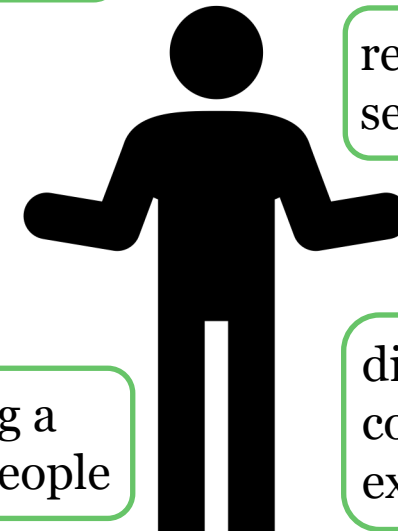
rarely adopted self-encouragement strategies

had lower self-expectations

rehearsed only several times

were afraid of giving a speech in front of people

did not choose competent peers as exemplars



Low performing group

Pedagogical Implications

For students at all levels

- (anxiety) Teachers should construct a supportive atmosphere rather than a stressful classroom during the oral presentation event.
- (grit) Teachers can encourage students to invest more time and effort in writing scripts, improving pronunciation accuracy and fluency, and, most importantly, rehearsal.

For intermediate and low performing students

- (ideal L2 self) Teachers can introduce students to positive role models by having them imitate their gestures, facial expressions, intonation, and how they develop topics.
- (self-efficacy) Teachers can address the importance of rehearsal, encourage students to positively anticipate their on-stage delivery, and build stronger confidence in themselves.
- (pronunciation-oriented strategies) Teachers may wish to explore ways to integrate some basic phonological and phonetic elements into oral presentation training sessions

Contribution to Knowledge

1. The SAQOP may help teachers to identify their students' unique psychological features of oral presentation.
2. The SEM approach identified causality between the variables, and qualitative data provided underlying information and in-depth interpretations.
3. This study narrowed down the measures of “English learning” to “EFL oral presentation” and established new models regarding the interplay of relevant theoretical frameworks.
4. The findings contribute to the generalizability of the theories in the relevant fields.



I'm happy to answer your questions.

The SAQOP is available at <https://chuckwu.net/publication/saqop/saqop.pdf>

Email: hao.wu@education.ox.ac.uk

Website: <https://chuckwu.net/>

LinkedIn: <https://www.linkedin.com/in/chuck-wu/>