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Department of English

Impact of Motivation and Anxiety on Master II EFL
University Students' Oral Presentations in the Classroom.

*Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in
English Language Teaching.*

Presented by
Miss. Asma BALI

Supervised by
Prof. Hafida HAMZAOU

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Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the candidate:

Mis. Asma BALI.

Date: 07 / 06 / 2017

Signature:

Dedication

To the apple of my eye:
My daughter
“Nihel”

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Abstract

Anxiety and motivation levels drive the learners to different performances during their oral presentations. The aim of this study was to explore the impact of these two affective variables on students' oral presentations in addition to the way learners could deal with anxiety in order to avoid its negative effect on the oral presentation. Master II Didactics and Assessment in English Language Education and English Language Teaching students at Tlemcen University, department of English, represented the sample population of this research which used case study as a research design. The choice of Master II students remains in their ability to have higher language competence, in comparison with "Licence" students, doing so; the research wiped away learners' linguistic problems. To carry out the present study, anxiety and motivation questionnaires, an interview and a classroom observation were used to collect data. The findings revealed that a high level of anxiety had a negative impact on students' oral presentations, while a high level of motivation had a positive effect on oral performances. However, high levels of both variables in a student at the same time led anxiety to have more control over him/her. Then based on the results obtained, the researcher provided some important suggestions to be taken into consideration when presenting orally namely: strategies to overcome anxiety and increase motivation, a good organization of the work and the reduction of classroom anxiety.

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List of Acronyms

EFL: English as a Foreign Language

LMD: “Licence” “Master” “Doctorate”

ICT: Information and Communication Technologies

COE: Comprehension and Oral Expression

LS: Language Studies

ELCS: English Language Cultural Studies

DAELE: Didactics and Assessment in English Language Education

ELT: English Language Teaching

LC: Literature and Civilisation

MENA: Middle Eastern and North Africa

General Introduction

General Introduction

English is a worldwide used language; it is the main reason which pushes a great number of people to learn it. During the learning of such a language, the most frequent tasks imposed by teachers to their students and which involve learners to work harder are oral assignments and more precisely oral presentations which main purpose is to prepare learners to face an audience and to strengthen their ability to speak fluently in front of individuals as far as their professional life is concerned. When presenting orally two major affective variables affect learners: motivation and anxiety. Both are known to have an impact on oral presentations. In fact, a student's performance is characterized by his/her achievement but when it comes to delivering a work orally in the classroom and in front of an audience, some differences could be felt. While some students may present successfully, others may not; and here according to this research anxiety and motivation play a crucial role, especially in Master II classes where learners have already gained considerable oral proficiency. This study tries to investigate the reason of students' successful oral presentation and discover whether these two variables have a positive or negative impact on learners' oral performance raising the following research questions:

1/What is the impact of anxiety on students' oral presentations in the classroom?

2/What is the impact of motivation on students' oral presentations in the classroom?

3/How can students control their anxiety during an oral presentation?

To give insight in the problem raised in this study, the following hypotheses have been elaborated:

1/High anxiety felt by students during their oral presentation in English may result in their inability to deliver ideas clearly; and this will have a negative impact on their performance.

2/ High motivation during oral presentations will help students to feel less anxious and be more concentrated on the task; and this will result in a better presentation performance.

3/Students may use some strategies to alleviate and overcome anxiety in presenting orally in English such as: rehearsing the presentation, fitting the message to the allotted time and being self confident.

Two chapters are undertaken in order to find out answers for these research questions. The first chapter deals foremost with definitions of anxiety, its different types in relation to this research, in addition to the main causes of anxiety. Definitions and types of motivation are also explained. This work also clarifies the relationship between anxiety and motivation. Then, light is shed on oral presentations and the effects that have anxiety and motivation separately on it.

Chapter two is the core of the investigation which leads to considerable results. It starts by defining and justifying the research method used, describing the sample population in addition to the research tools. Then it moves to the analysis of data and the discussion of its main results. Finally for the sake of this research suggestions are proposed to learners so that they deliver a successful oral presentation.

Chapter One : Literature Review

1.1. Introduction

Research easily detects the link raised between affective variables and second language learning to identify that “Affect” is a general locution from which blooms diverse constructs and behaviors (Scovel 1978). Speaking a foreign language is not as easy as the speaker acquiring his native language, it is important for the sake of this research to site two psychological variables that play a crucial role in delivering an oral speech in the classroom .i.e., motivation and anxiety.

This chapter looks first at the meaning of anxiety in language learning according to definitions of different scholars, it also points out to the different types that belong to this variable. Then, light is shed on definitions of motivation in addition to its various types. This work also raised the relationship between anxiety and motivation and their effects on oral presentations. At the end of this chapter, the researcher tried to describe the learning situation in which the investigation was conducted.

1.2. Anxiety

Anxiety is a variable which is discussed differently by many scholars. (MacIntyre qtd in Young, 1999) reveals that during the acquisition or the use of a second or foreign language, students experience a feeling of apprehension which echoes as an unfavorable feeling. In the same context, Horwitz (2001) explains that when students are learning a foreign language this situation in itself creates anxiety, he also states that Anxiety “negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education” Horwitz (2001:113). On the other hand, Spielberger and Sarason(2005) qualify this variable as unimportant because language learners may hide behind it in order to escape tasks or because of a lack of preparation. In the following titles, the research tries to specify definitions of anxiety according to the most specialized researchers in this field and in relation to the current research. It also proposes

different types of anxiety that correlate with speaking a foreign language and more precisely to oral presentations.

1.2.1. Defining Anxiety

All foreign language learners experience the prevailing emotional reaction that is anxiety (Young 1991). Concerning its definition, Horwitz et al. (1986:128) view that “anxiety is a distinct complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. This implies that every individual student makes his/her own notion and opinion about the language besides the assumptions and feelings s/he brings to his/her mind during the acquisition of a foreign language. Anxiety means also to feel tense, worried and nervous. The Concise Oxford Dictionary defines anxiety as a “state of being anxious, troubled, uneasy in mind; concern about the future; earnest desire (as in anxious to please or to succeed); morbid state of excessive uneasiness” (qtd in Crozier 1997: 123) in the same context Penguin Dictionary of Psychology defines anxiety as “a vague, unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness.” (Reber, 1985 qtd in Crozier, 1997: 123). These two definitions are on the same line on describing anxiety as a feeling of uneasiness and is a fact which probably draws the difference between fear and anxiety. The Cambridge Dictionary links uneasiness to nervousness and states that anxiety is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry.” (Cambridge online Dictionary of English 2017). All these definitions show that anxiety is complex, in order to come up with a better explanation of this variable; the current research makes the distinction between two categorizations of anxiety.

1.2.2. Types of Anxiety

In relation to this work and as raised by many researchers, there are essential anxiety types without which a research dealing with this variable and oral presentations would be incomplete. Two categorizations of anxiety are presented below: trait, state and situation-specific anxiety in addition to facilitating and debilitating anxiety. The first one gives the different types of anxiety related to the situation; while the second categorization represents the types related to performance.

1.2.2.1. Trait, State and Situation Specific Anxiety

Anxiety is divided into three main types: trait, state and situation-specific anxiety which is related to the learning context (the classroom). The distinction between these three types of the first categorization is summarized from the works of researchers as Cattell and Scheier, 1963; MacIntyre and Gardner, 1989; 1991; and Spielberger, 1966 and cited in Luo 2014. Trait anxiety is a feeling of worry which exists and stands stable within a learner's entire life. It is a reaction which is related to the learner's personality, i.e., people, with trait anxiety; tend to be nervous during different situations and circumstances.

On the other hand, state anxiety is about learners who feel anxious and stressed during certain cases, i.e., a learner feels nervous and tense during a specific moment, this is likely to disappear quickly and that exactly what makes state anxiety as a volatile and temporary variable. In fact, a learner can live the same situation but won't experience any anxiety indices because this type is changeable and differs from a situation to another.

Finally, situation-specific anxiety is a type which resembles trait anxiety as both of them are stable over time but what makes the distinction between the two is the fact that situation-specific anxiety is not part of the learner's personality i.e., the

learner who experiences this type of anxiety is not necessarily nervous and stressed all the time, as a way of being. S/he worries about some specific situations and circumstances as it is the case of students who fear public speaking.

1.2.2.2. Facilitating and Debilitating Anxiety

Facilitating or debilitating anxiety is mostly experienced during oral assignments. When learning a foreign language, there should be enough anxiety “to arouse the neuromuscular system to optimal levels of performance, but not so much arousal that the complex neuromuscular systems underlying those skills are disrupted”. Scovel (1978:138) This phenomenon is mostly experienced when learners are presenting a work orally, they owe to reach excellent levels of performance, in this context they make a lot of efforts, they charge their brain with orders which go directly to the learners’ neuromuscular system and enhance them to work hard, however, this anxiety which grows into the learner’s mind should not reach a high degree in order not to disturb all the efforts made by the learner and stop him/her from delivering a successful oral performance and this is exactly what makes anxiety an extremely delicate variable. For this reason Dornyei (2005) argues that anxiety is complex and is useful to examine in comparison with two categorical comparisons. Facilitating and debilitating anxiety.

Facilitating anxiety “motivates learners to combat the new learning experiences, and it pushes the learner emotionally for approval behavior.” (Scovel 1983; in Saidi; 2015:10). Facilitating anxiety is a positive anxiety which prompts the learner’s mind and drives him/her to look for the best way to attain successful results; in fact, it helps learners to fight and do their best for the task they are working on.

“Researchers have also found that foreign language anxiety has a wide range of potential negative effects on foreign language learning” (Luo, 2013:99), this is mostly because of debilitating anxiety which “drives the students to escape from the

learning tasks to hide their worry. It stimulates the individual emotionally to adopt avoidance behavior” (Scovel 1978) in other words, it is known to have a negative effect on learners, it creates in them mental blocks which will make them “flee” the task. As summarized by William (1983; cited in Saidi 2015) learners with low anxiety have a facilitating anxiety whereas those with high anxiety have a debilitating anxiety. This explains the fact that a high level of anxiety is disadvantageous for the learners’ achievements and as this work is related to speaking anxiety and more precisely anxiety in oral presentations it is important to raise its major causes.

1.2.3. Causes of Anxiety in Oral Presentations

In order to find authentic solutions for the anxiety experienced by learners, it is crucial to understand the main causes of anxiety in oral presentations. In 2010 Horwitz proposed that foreign language anxiety is related to communication apprehension, test anxiety, and fear of negative evaluation.

1.2.3.1. Communication Apprehension

According to Selvam et al. (2016) during an oral communication taking place in front of an audience, some people feel anxious and fear this setting which can occur at different situations this is what Horwitz called communication apprehension. It is common among people no matter their level of proficiency but it can inevitably lead them to frustration and then debilitating anxiety. Communication leaves place to apprehension because of the people low levels of control over the situation and the feeling that their act is being controlled (Horwitz and Young 1991).

1.2.3.2. Test Anxiety

Concerning the second cause of anxiety “test anxiety”, as Horwitz and Young (1991) explain, it arises as a result of academic evaluations which are a source of anxiety because learners fear failure. It is a common phenomenon among learners that test and oral examinations level up anxiety more than what could be felt by students in normal situations, for this reason the received marks by students at the end of an evaluation do not necessarily reflect their abilities and competences. As stated by Selvam (2016:4) test anxiety is a “manifestation of debilitating anxiety which can affect test performance in a negative manner”. i.e., the anxiety felt at that moment and its consequences come as a result of the manifestation of debilitating anxiety and its outcome could be unfavorable to the learner’s expectations. However, there are chances that this anxiety results positively, under the only condition that this feeling is turned out to encourage the learner and then experience it in a motivating way Selvam 2016. Zeidner (1998) and Brown (2010) also mentioned that test anxiety could either be facilitative or debilitating.

1.2.3.3. Fear of Negative Evaluation

In the case when learners are presenting a work orally, they fear the way others evaluate them, for this reason they tend to avoid this kind of situations because in their opinion, others will judge them negatively. (Watson and Friend qtd in Horwitz et al. 1991) Students feel annoyed when their peers and their teacher are observing them; this makes the task harder as evaluation is common in second or foreign language classes (Zhao, 2007). In other words, when a learner is being watched, in his/her opinion, his/her teacher and peers are evaluating every word s/he uses and every gesture s/he does, this makes the students in an unsecure and an uncomfortable situation. For this reason, most students suffering from this kind of anxiety tend to escape oral tasks. Von Worde (2003) in her research followed by stating that teacher evaluation of an oral skill is a delicate assignment for learners. Some students are discouraged when their teacher does not let them time to finish

and complete their sentence and directly corrects them in front of their peers. This interruption makes learners lose their focus and feel frustrated.

1.3. Motivation

A variety of factors can create a desire to learn, this desire to achieve a certain goal is called “motivation”. Being a psychological variable, motivation has several effects on students' learning and behavior and it is a key part of being successful as a student (Wimolmas 2013).

1.3.1. Defining Motivation

A great number of researchers gave their own definition to motivation and it is very important to select some of these to clarify the sense of such a psychological variable; for example Bomia et al. (1997:294) view that it “refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process”. In fact, everything remains in the student's willingness; if he wants to achieve a certain goal, motivation will guide and push him to realize better results than he expects. To study effectively learners have to be motivated by an idea, a desire, or even a dream. Indeed, according to Dembo (2013) each learner has dreams, expectations and goals as an internal process; these will direct him/her and push him/her forward. The same idea was raised before by Woolfolk and Margetts (2001:366) who state that “motivation is usually defined as an internal state that arouses, directs and maintains behavior”

Motivation pushes and leads learners to set high objectives and accomplish difficult tasks with an immense energy and eagerness. (Bhoje, 2015) There are four distinct types of motivation mostly; intrinsic and extrinsic motivations from one side and instrumental and integrative motivations from another side, in addition to positive and negative motivation and short-term and long-term goals.

1.3.2. Types of Motivation

Researchers, who devoted their works to investigate motivation, came up with many separate and easily distinguished types that can help the current research in addition to the reader to understand motivation from different perspectives. It is important to make the difference and be aware of intrinsic vs. extrinsic motivation; when the first is concerned with self appreciation of a special task, the other concerns the surrounding society of the learner; however, both can “underlie the student’s classroom achievement behavior” (Lemos and Verissimo 2013:935). Being intrinsically or extrinsically motivated, a learner has either an integrative or instrumental goal. This is another distinction which will be discussed below. In addition, in relation to oral assignments learners may be either positively or negatively motivated.

1.3.2.1. Intrinsic vs. Extrinsic Motivation

Motivation consists of two major types that lead the student either directly or indirectly to select a learning procedure which will be more suitable to him/her. On the one hand, intrinsic motivation is related and developed by what happens in the classroom (Harmer 2007). Besides, according to Woolfolk and Margetts (2013) it is an innate trend in learners which will push them to extend their abilities and surmount faced obstacles. Brophy (2010) sees that it is the learner enthusiasm in relation to what is given by their teacher, in addition to their own interest with the designed program. On the other hand, extrinsic motivation which is explained by Harmer (2007) as some students’ interest in language learning may not be naturally raised in them but they rather bring this enthusiasm from someone else who pushes them to study a certain field.

1.3.2.2. Integrative vs. Instrumental Motivation

Motivation has also two other major types; integrative and instrumental motivation. Integrative Motivation concerns learners who choose the field of English language learning for the simple reason that they want to know more about people who speak this particular language, in addition to the fact that they want to discover a lot of things related to these native speakers culture and language or even become similar to valued members of that community. Instrumental motivation is about people own desire to achieve a high level in learning a foreign language so that they get a job, read newspapers, understand a documentary or a film. Dornyei (1994)

Ellis (1997) affirms in his research that both motivations are essential and crucial elements in language learning. In fact, what is important is to have a desire and a willingness to study even if according to Ellis (1997) integrative motivation is believed to carry the learner to success. However, Brown (2000) argues that both models of motivation are important to the student success, a fact which is also mentioned in the research of Liu and Huang (2011). Brown (2000) views that a student does not separate one motivation from another, but s/he rather uses a combination of both in studying or learning English. For example, EFL students in the United States of America learn this particular language but at the same time wish to be integrated in the American society. In this concern, female students are more likely to have stronger integrative motivation because of their dependency to the target society and language, however men tend to have stronger instrumental motivation because their main purpose while learning English is to obtain a satisfactory job. Ahmadi (2011)

1.3.2.3. Positive vs. Negative Motivation

As found in the work of Morreale (2007) competent communication is extremely related to people's willingness to communicate. There exists two types of motivation; positive and negative motivations. Negative motivation is the feeling of

fear and anxiety which will intimidate people and discourage them to speak. It reveals itself as a fear or anxiety felt by people when engaging in speaking, i.e., Negative motivation takes place and is frequent especially when people apprehend communication (Beatty, McCroskey, & Heisel, 1998)

Whereas the second type of motivation, i.e., positive motivation, strengthens people's abilities to communicate and helps them to see the task as a reward. Willingness to communicate as called by Morreale (2007) is the most common type of positive motivation, it flourishes when people find themselves at ease when engaging themselves in speaking. However this depends from a situation to another and from people to others. People's success relies on their abilities to set goals; their motivation to succeed will boost them to achieve profitably their objectives (Martin and Gill, 1991). Researchers studied deeply this variable and set types according to what was found in their research. Along this line, Harmer (1991) also distinguished between two kinds of motivation short and long term goals.

In order to develop a positive motivation learners set objectives when learning a foreign language for example, and they either make short-term goals or long-term goals as proposed by Harmer (1991)

Short-term goal is a motivation made by a student in order to obtain a positive result in the near future. For instance, some students try to motivate themselves before an oral presentation, for the only purpose of having a good mark or transmitting the message clearly. On the other hand, long-term goal refers to a motivation set by a learner which takes more time to achieve, the example of students specializing themselves in English language in order to teach the language later on. These two types can be interrelated. For example in learning English, before graduation, learners have to deliver results of their research orally in front of a jury, some students may set as a short-term objective practicing different speeches related to their studies in front of an audience composed of their peers and the teacher. At the moment of the viva voce they feel themselves trained to this crucial moment of their lives.

1.4. The Relationship between Motivation and Anxiety

Anxiety and motivation are related to each other as can be noticed from the learner's outcomes (Liu and Huang, 2011). Research done by many scholars has shown that both anxiety and motivation correlate, or more precisely have an effect on each other. In order to deliver a speech successfully it is crucial to know how both of these variables affect and help the learner to deliver an appropriate oral presentation.

Gardner and MacIntyre (1993; cited in Kojima, 2007) explain that anxiety impedes motivation as a result of its high levels whereas when motivation reaches its higher point this will decrease anxiety. So there is a negative correlation between anxiety and motivation. MacIntyre (1995) Further stresses this idea stating that "anxiety increases when students reach a point where the affective demands on cognitive processing become high." In other words, when motivation increases and reaches its top this will also call for anxiety. Another finding was raised by Toth (2007) and Liu and Huang (2011) in their works, who came up with the conclusion that anxiety is positively related to extrinsic motivation rather than the intrinsic one. In addition, Dobson (2012) concludes that as long as students' levels of academic achievement increase their levels of anxiety decrease, a fact which is mostly related to their experience towards the language which wipes away anxiety, this idea is also held by Khodadady (2013) et al. who came up with the conclusion that lack of anxiety predicts a good motivation in foreign language learners.

What can be concluded for this research is the fact that high levels of anxiety delete motivation efforts and do not lead the learner to positive results when delivering a speech. Then, it is crucial for learners to know the way to reach a high level of motivation but at the same time to keep anxiety at its lowest level.

1.5. Oral Presentation

Oral presentations as used in classroom situations represent an important tool to increase learners' foreign language development. A learner may experience a lot of affects that will haunt him/her during an oral presentation. Anxiety and motivation are the most prevailing variables in these situations. In order to be prepared for their effects, it is important to define oral presentations and explain these effects that both variables have on speaking assignments.

1.5.1. Definition of Oral Presentations

An oral presentation is the act of transforming ideas into a speech and sharing them with a public. While expressing his/her ideas, the speaker has to convince the audience (Mahili 2008). Kaul (2005) adds to this definition that no matter the mode, the type of audience or the medium used, the most important thing in giving an oral presentation is to attract the audience in order to convey the message clearly.

1.5.2. Effect of Motivation on Oral Presentations

Lennon (1993, cited in Al Othman and Shuqair 2013) reports that motivation is the only variable which is very important for the oral proficiency advancement. Anxiety is negatively related to motivation, as it has been proven that students who experience lack of motivation are more likely to have anxious behaviors (Brown et al. 1996). This claim is reinforced by Noels et al. (1999) who reveal that high learners' motivation involves them to do less psychological efforts and to feel less anxious; a fact which is advantageous for them. Because being motivated is reflected by some characteristics like: enthusiasm, hard work, and concentration, these learners motivate others and facilitate group work. Besides they are dependable and do not need continual praising (Al Othman and Shuqair 2013). Yet many scholars hold that high motivation is not always necessary because even with

a moderate motivation learners can attain positive results. For example, Flemens (2009) reveals that a moderate level of motivation is good for learners to achieve satisfying performance. To sum up, motivation has a positive effect on oral presentations, but this is not the case for anxiety which plays a negative role in this performance.

1.5.3. Effect of Anxiety on Oral presentations

Anxiety impedes the learning process by making learners acquire less information than what they have been taught, this will stop them from demonstrating what they have learned, and as a consequence, their foreign language production and task completion will be reduced (Worde ,2003). In these terms, Oxford and Crookall (1991 qtd in Kojima 2007) report that “language *anxiety* may cause problems such as low *self-esteem* and low *self-confidence*”. Consequently (Ely, 1986) fewer risks are taken by learners suffering from serious language anxiety. Furthermore these learners participate less in language classes as compared with motivated learners. On the other hand, when engaging in difficult tasks, low-anxious learners are more motivated and achieve better results in comparison with those who have a high anxiety (Miguel 2012). Spielberger (1966 qtd in Miguel 2012) reinforces the link between motivation and anxiety stating that anxiety affects an individual’s behavior, i.e., the way a learner deals with this variable reveals either positive or negative results. While motivation can be advantageous for learners, high anxiety is disadvantageous. Research has proved that anxious learners suffer from disorganization of ideas, and the difficulty in articulating words (Steven, 1986). The reason behind this stress could be the presence of an audience, an innate shyness, lack of language efficiency, lack of knowledge about the topic or lack of oral presentation skills (Rosnah et al., 2011).

1.6. Situation Analysis

This study took place in the department of English, faculty of letters and foreign languages, university of Tlemcen. The LMD system was launched in this department in 2009; it is used in the Algerian higher education. LMD stands for “Licence” (comprising 6 semesters), Master (comprising 4 semesters) and Doctorate (comprising 6 semesters). It is a newly adopted system from the Anglo-Saxon countries and which is being applied by most world universities. (Benmati 2008)

This LMD reform, “offers opportunities for teachers to present training courses and learners to participate vigorously in their training” (Djebbari 2014:129). During their 3 years of English studies, learners are loaded with the necessary knowledge to reinforce this language they have previously learnt at the secondary school. The Ministry of Higher Education has implemented the following modules for the three years of the “Licence”: Language based modules consisting of Grammar, Phonetics and Phonology, Comprehension and Written Expression, Comprehension and Oral Expression. Besides to competence based modules comprising: Study Skills, Information and Communication, Research Methodology. And finally content based modules which consist of Linguistics, Anglo-Saxon Culture and Civilisation, Literary Studies, Technologies (ICTs), Sociolinguistics, Psycholinguistics, Human and Social Sciences, and Translation Techniques (Hakem 2016). Most “Licence” students have experienced oral presentations in the modules of Comprehension and Oral Expression (COE) and Literary Studies.

Once the students graduate and obtain their “Licence” diploma. They choose between specialties offered by the department to carry on their Master studies. In 2015-2016 (the year when subject students enrolled in Master I) five specialties were open to students: Language Studies (LS), Literature and Civilisation (LC) English Literary and Cultural Studies (ELCS) and Didactics and Assessment in

English Language Education (DAELE) and ELT. It should be noted that the last specialty was closed for administrative reasons in 2016-2017.

According to each field related to each one of the five specialties, Master I students attended different modules. The following table shows the different modules EFL students have in Master I. The modules in which DAELE and ELT students present orally are written in bold.

ELT	LS	LC	ELCS	DAELE
Linguistic Levels	Dialectology and Language Variation,	Women Writers	Literature Theories	Linguistic Sciences
Child Language Acquisition	Contrastive Analysis	American Civilisation	-Morphology and Syntax/ Foundation	Language Teaching and Testing
Language Planning Policy	-Methods in Social Sciences	Middle Eastern and North Africa	Phonetics and Phonology	Approaches to Testing ELT
General Culture	Psycholinguistics and Language Acquisition	Cultural Studies	Discourse Analysis	Teaching English as a Foreign Language
English for Specific Purposes	Arabic Language and Culture	Global Issues	Research Proposal Writing	Research Methodology in Assessment and testing
Teaching Methodology and Learning Theories	Language and Linguistic Theories	British Civilisation	M.A Thesis and Teaching Literature	Applied Linguistics
Research Methodology	ICT	Literature Critics	Literature Masterpiece	ICT
French	Translation	ICT	ICT	
Teaching The Skills	Sociolinguistics		Translation	
Reporting Research				

Table 1.1. Different Modules of EFL Master I

The following table shows the different modules EFL students have in Master II. The modules in which DAELE and ELT students presented orally are written in bold.

ELT	LS	LC	ELCS	DAELE
Testing and Assessment	Arabic Linguistics	Middle Eastern and North Africa (MENA)	Dissertation Writing	Needs Analysis
Educational Technology	Translation	Discourse in the Novel	History of the British Empire	Applied Methodology
Reflective Teaching	Language and Culture	Anglo-Saxon Civilization	Language Contact and Policies	Reflective Teaching
Dissertation Writing	Dissertation Writing	Dissertation Writing	Global English	Dissertation Writing
Contrastive Analysis	Levels of Analysis	Post colonial Studies	African and American History	Communication Language Teaching
Translation	Pragmatics		Techniques for Personal Research	Educational Psychology
Selected Topics	Dialectology		ICT	Global English
Practicum				Communication Language Testing
Individual Differences in learning				TED
				Techniques for Personal Research

Table 1.2. Different Modules of EFL Master II

Master I ELT students presented orally in four different modules and DAELE students in two other subjects. During one semester of the academic year 2016-2017, Master II ELT and DAELE students experience oral presentations in three courses.

1.7. Conclusion

In this chapter, the focus was on the review of literature which dealt foremost with anxiety and motivation as separate and correlated variables, in addition to the types related to each one. Researchers' findings revealed that anxiety is negatively correlated to motivation, so it was crucial for the sake of this research to raise the causes of anxiety in order to promote a successful oral presentation, and then; situation analysis describes the setting within which the investigation is done. This bulk of literature aims just at building up the stones for the next practical chapter of this work which will explore levels of anxiety and motivation and their impact on oral presentations.

Chapter Two:

Data Analysis and Research Results

2.1. Introduction

Field investigation is the central focus of the present chapter. It endeavors to shed light on two factors of major importance related to student's oral presentations: anxiety and motivation. How do learners feel during their oral presentation? Which variable prevails at the moment of a speech? What are the strategies used by learners to overcome anxiety? For the purpose of this study, light is shed on these three questions in order to come up with facts that will show which variable hides behind its success of an outstanding oral presentation.

This chapter deals foremost with the answers provided by Master II ELT and DAELE students that relate to the anxiety and motivation questionnaires, their interview comments besides to the results brought from the classroom observation. The aim behind the use of the rating scales is to detect which level of anxiety and motivation are the students exposed to, in order to examine which variable has a positive/negative impact on oral presentations. The classroom observation is set in order to examine the reaction of students in front of an audience, discover the prevailing variable and the secret of a good oral presentation. The goal of the interview is to observe the unobservable and to see whether what has been noticed from the classroom observation fits or does not fit with the interview.

2.2. Research Methodology

In the present section, the researcher will provide the research methodology which is the basis of the current case study. It comprises the research design, the research sample and the different tool used to help the work to achieve and obtain reliable results.

2.2.1. Research sample

In 2016-2017, 245 EFL students at Tlemcen University –Department of English- reached Master II level. Among students from the five specialties, 14

learners who belong to Didactics and Assessment in English Language Education (DAELE) and English Language Teaching (ELT), are selected randomly as a research sample. These 14 informants represent 5% of the overall population of Master II students. Dörnyei (2012:82) in this matter states that “in the survey research literature a range between 1% and 10% of the population is usually mentioned as the “magic” sampling fraction, depending on how careful the selection has been”. The 14 students involved in this investigation are aged between 22 and 23 years old. Arabic is their mother tongue, French their first foreign language and English is considered as their second foreign language. During their “licence” studies, students attend to three hours a week of Oral Expression course (Djebbari 2014). As long as students reach higher educational levels, in Master studies more precisely, oral production courses make room for oral presentations in which students will still have chances to express their ideas, speak about interesting subjects, learn from each other and acquire experience in speaking in front of an audience.

The classroom observation as a tool used was held during the lecture of Educational Psychology for DAELE students. In front of a small crowd of 21 students (7 boys and 14 girls) 6 informants presented orally and it was during the lecture of Discourse Analysis for ELT students that 8 informants presented orally in front of 30 students (6 boys and 24 girls) the lectures were supervised by dynamic, serious and professional teachers. For the sake of this work, the researcher choose 14 students randomly, observed their oral presentation, addressed to them her interview in addition to the motivation and anxiety questionnaires after they presented orally. However, only 10 informants fulfilled the research tools and helped the research to provide trustful results, in fact, the 4 remaining informants did not give back the anxiety and motivation questionnaires without which the collected information would be incomplete. It should be noted that in both lectures, the marks obtained from the presentations were counted as an exam mark.

2.2.2. Case Study

According to Yin (1984) a case Study is an experimental investigation which is applicable to authentic situations and helps to explain the intricacies within the environment of the research. Cohen et al. (2007), explains that case study consists of the following advantages:

- It is made from real experiences of people and it allows the research to generalize from a small sample.
- It enables the researcher to observe the difficulties of social life which helps defining and interpreting them.
- It provides extended data about a specific topic that are used by the researcher and proposes them as further studies.

The present research is a case study of Master II EFL students at the University of Tlemcen during the academic year 2016-2017. The purpose of this study is to investigate the impact of both motivation and anxiety on students' oral presentations in the classroom and to know the strategies used by the students in order to alleviate the level of anxiety.

The study used exploratory and descriptive research in order to build upon theory and support the researcher exploring the inquiry. It is also a method which simplifies the task for both the reader and the analyzer (Yin 1984). The phenomenon of anxiety and motivation in oral presentations were described and then the researcher explored ways to fix it.

2.2.3. Research Tools

During the academic year 2016-2017 and with Master II EFL students at the University of Tlemcen, the researcher adopted three different research tools during and after oral presentations. During the oral presentation, the researcher observed

the students using an observation grid, and then she used a structured interview and gave the informants anxiety and motivation questionnaires to answer.

2.2.3.1. Anxiety and Motivation Questionnaires

Questionnaires represent the most common data collection devices. They are defined by Brown (2001) as written questions or sentences to which informants react by completing the most suitable answer according to their experience. Questionnaires have the advantage of not being time consuming during their analysis.

To rate anxiety, the researcher used a Likert scale developed by McCroskey (1970), 34 items served as an assessment of anxiety about speaking in public. It was employed by McCroskey in many studies and he found that it was valid and reliable.

The anxiety questionnaire was piloted with four volunteers in order to check the clarity of its questions. The way of calculating adopted is that of McCroskey (1970). The questionnaire contains 34-items based on a 5-point Likert-type scale, ranging from “strongly disagree” to “strongly agree”. The total score should fall between 34 and 170, and if the score is below 34 or above 170, there must be a mistake in the calculation. Public Speaking Anxiety (PSA) is considered high if the score is above 131, low if below 98, and moderate if score is between 98 and 131. The result is counted as follows: the internal reliability 72 minus (-) the scores from items (4,6,7,8,11,12,15,16,17,18,24 and 26) which represent a positive vision of the informants towards public speaking, plus (+) the scores from items (1,2,3,5,9,10,13,14,19,20,21,22,23,25,27,28,29,30,31,32,33 and 34) which represent a negative view and experience toward speaking in front of an audience.

The objective of the present anxiety questionnaire is to investigate and discover the level of anxiety which affects students during their oral presentation,

besides, it helps discover the number of students affected by the same level of anxiety and its impact on oral presentations. It aimed to reveal the way learners react when delivering an oral presentation, in addition to the anxiety indices they may show.

The motivation questionnaire was developed by Gardner (2004) and was related to learner's motivation. A rating scale was used; Djebbari (2014:158) argues that "they involve the respondent to make an evaluative judgment of the target by making one of a series of categories organized into a scale". McIver et al. (1981, cited in Djebbari 2014) view that in this type of questionnaires, the respondents are given a set of statements to which they have to agree or disagree, and scores depend on their favourableness.

Attitude/Motivation Test Battery (AMBT) are questionnaires created and developed by Gardner, In 2005, he stated that these kind of items assess attitudes toward a learning situation, integrativeness, motivation, and instrumentality. The questionnaire used in this research focus on a number of items that determine the attitude and feelings of learners so as to scale their level of motivation. The tool consists of 12 questions; learners have to scale their answers from 1 (unfavourable) to 7 (favourable). Items 1, 2 and 3 are related to integrative motivation as they ask learners about their appreciation of the language and native speakers. Items 4, 5, 6, 9 and 11 are concerned with intensive motivations i.e., learners should scale their motivation in relation to their appreciation and the interest they give to their English language studies. Items 8 and 10 are about the worry learners have when speaking English; this is negative motivation. Item 7 is about instrumental motivation, as it asks learners to scale their motivation in relation to their future jobs. Finally, item 12 is about extensive motivation and external attitude of parents towards their children studies. Learners who obtain a score between 60 and 84 are highly motivated. Those who scale their items at a lowest score of 1 collect 12 points and have a low motivation between 12 and 36. The mid-answer is 4; those who collect a score between 37 and 59 are moderately motivated.

Motivation questionnaire was also piloted and its items were conform to the aim of the current work which seeks to discover the level of every student motivation, the one which is most common among learners and the one which is more favourable and helpful for students in order to encourage them delivering good oral presentations. The study used a structured, non-participant and covered classroom observation, for this reason the questionnaires were given to the candidates after their oral presentation.

2.2.3.2. Classroom Observation

Anxiety and motivation are two affective variables that cannot be easily talked about, especially the fact that some people cannot express themselves exactly the way they feel. Classroom observations come along to help researchers during this kind of investigations, in which students cannot be explicit about their ongoing feeling during their oral presentation. Dornyei (2007) clarifies that classroom observations provided authentic information from another person's point of view, a fact which is totally different from answering questions.

This third used tool is a structured, non-participant and covered classroom observation and it consists of four columns reserved for each presentation aiming at: determining anxiety and motivation indices, their impact on the oral presentation, and the last one left for additional comments. It was then followed by a recorded face to face structured interview turning around the student's oral performance.

2.2.3.3. Structured Interview

Interviews help the researcher collecting data from a face to face interaction. According to Bereksi (2014) interviews are used either as a primary or a supplementary tool as in this case for example. Patton (2002, qtd in Bereksi, 2014) views that it is thanks to interviews that some points become clearer. Cohen et al. (2000, qtd in Bereksi, 2014) states that interviews allow researchers to observe the unobservable. As summarized from these researchers, the aim behind the

undertaken interview is to confirm or disconfirm the collected data from the classroom observation. In addition, this structured interview aims at discovering which of anxiety or motivation prevail on students' oral presentations and detecting the source/s of the presence of these variables, besides asking students to suggest strategies to overcome anxiety.

The recorded face to face structured interview was held once the lecture was over; it consisted of three open questions and a closed one. The interview was recorded directly after the lecture because the feelings they had towards their presentation and the battle between motivation and anxiety that hunted them was still alive in their spirits.

2.3. Data Analysis

A variety of research instruments are used in order to observe deeply and from different perspectives both phenomena of language anxiety and learner's motivation in relation to classroom oral presentations. The research used qualitative and quantitative analyses; as explained by Dornyei (2007) in quantitative data numbers are explained by words and in qualitative data words are described by numbers.

The analysis of the work dealt with the questionnaires, the interview and the classroom observation of each student separately. Each student is characterized by a specific number in order to recognize his/her test of anxiety and motivation and to achieve reliable analysis.

2.3.1. Questionnaires results

During the calculation of the scores, the anxiety test was divided into two parts. It is these two parts that will help the analysis of the results. Items which represent a positive vision of the informants towards public speaking

(4,6,7,8,11,12,15,16,17,18,24 and 26) respectively reveal that in relation to item 4 some (4) students agree that after giving a speech they feel they had a pleasant experience. Concerning item 6 most informants (6) disagree with the fact that they have no fear of presenting orally. Item 7 reveals that half of the informants agree with the fact that even if they are stressed, they soon settle down after giving an oral presentation. Another half of the respondents look forward to giving an oral presentation and agree with item 8. The majority of students (7) disagree with item 11 which states that they feel relaxed while giving an oral presentation. Half of the respondents (in relation to item 12) agree with the fact that they enjoy preparing to present orally. While five students stay neutral to item 15 and 16 which is about presenters' confidence and their complete possession of themselves, some informants (3) disagree with these facts. The results from item 17 reveal that half of the participants do not have a clear mind during oral presentations followed by four other ones who agree having a clear mind. Most students (4) answer that they dread giving oral presentation. In item 24 half of the participants know that they can have control over their feeling of tension when presenting orally. Concerning this last item of positive vision of learners about themselves during oral presentations, the majority of students answer that they do not feel comfortable before presenting orally.

The following items as mentioned in the anxiety questionnaire represent a negative vision of the participants toward oral presentations. These items are: (1,2,3,5,9,10,13,14,19,20,21,22,23,25,27,28,29,30,31,32,33 and 34). Answers from items 1 and 2 show that some informants (4) feel tense when preparing for giving an oral presentation and seeing the words "oral presentation". The majority of the participants (7) from items 3 and 5 reveal from their answers that they get anxious when they think about an oral presentation coming up (item 5) and that their thoughts become confused and jumbled when they give oral presentations (item 3). 4 respondents agree and 4 others disagree with the fact that when the instructor announces a speaking assignment, they feel anxious (item 9). In relation to (item 10) most of the students (6), answer that they do not have trembling hands when

presenting orally. Concerning item 13, the majority agree on the fact that they are in constant fear of forgetting what they have prepared while in relation to item 14, another majority (7) get anxious if during their oral presentation, someone asks them fact about their topic that they do not know. Half of the samples in item 19 agree on the fact that they do not perspire before oral presentations but breath faster (5 respondents in item 25), but the majority (8) experience anxiety before they present (item 21) and have a fast beating heart when they start presenting orally (item 20). Seven participants, in item 22, agree on the rigid sensation of their body during oral presentations. In item 23, half of the informants get stressed when they have time constraints. In item 27, while some (4) students do poorer on oral presentation because of their anxiety level, the same number do not find that their anxiety reduces their level of performance. In item 28, five sample students, do not necessarily feel anxious when the teacher fixes the date of their speaking assignment. Item 29 reveals that half of the participants find it hard to catch up just after making a mistake. Some students (4) in item 30 affirm that they experience a feeling of helplessness building inside them during a speaking assignment. The majority of respondents (8) in item 31 do not have problems falling asleep the night before an oral presentation. While waiting to give an oral presentation, the majority of the respondents (8) feel anxious (item 33), whereas only half of them experience a fast beating heart at the moment of their oral presentation (item 32) and 8 students forget facts they really know (item 34).

These results reveal that among these 10 informants, 5 students have a moderate anxiety, while 3 have a low anxiety and two students experience a high level of anxiety. The following table represents the 10 informants' answers. Numbers in red serve to show answers of the questionnaire in relation to the informants' positive view of oral presentations. Respondents have to agree, disagree or stay neutral to items, for this purpose, if they strongly disagree they answer by marking 1, if they disagree 2, if they stay neutral to some items 3, if they agree 4 and if the informants strongly agree 5.

Participant Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Score	Anxiety level	
1	1	2	2	4	2	4	5	4	1	2	4	5	3	2	4	3	4	4	2	3	2	2	2	4	3	4	2	2	2	2	1	2	2	2	67	low	
2	4	4	4	5	4	5	5	3	4	2	2	2	4	4	4	3	2	4	1	4	4	4	4	4	2	2	4	4	4	4	4	4	2	4	4	110	Moderate
3	2	2	4	2	4	2	1	2	3	2	2	4	5	4	2	2	2	3	3	4	4	4	3	2	4	5	5	2	4	3	1	4	2	4	121	Moderate	
4	5	4	4	3	5	1	2	4	5	5	1	3	4	5	3	3	3	2	4	5	5	5	5	5	4	1	5	5	3	4	2	4	4	4	137	high	
5	2	4	2	3	4	3	4	4	4	2	3	4	4	4	3	3	4	3	2	2	4	2	4	4	2	4	3	2	4	2	2	3	4	4	96	low	
6	4	3	4	2	4	2	4	1	2	2	2	2	5	4	2	2	2	2	2	4	4	4	4	3	2	2	2	2	4	2	2	3	4	4	119	Moderate	
7	3	3	5	3	3	1	3	2	3	4	1	3	5	5	3	3	2	3	3	4	4	4	3	3	3	2	3	4	3	3	5	4	4	4	124	Moderate	
8	3	2	5	5	4	2	2	4	2	5	1	5	5	1	2	5	4	4	4	5	5	5	3	2	4	2	2	4	2	4	1	4	4	4	112	Moderate	
9	3	3	3	2	1	3	4	1	1	1	5	2	3	3	3	4	4	4	2	4	1	3	3	4	3	5	1	1	2	3	2	3	4	2	83	low	
10	4	4	4	4	4	1	2	4	4	4	1	5	5	4	3	2	2	2	4	5	4	4	4	2	4	2	5	3	4	4	2	4	4	4	131	high	

Table 2.1. Anxiety Questionnaire Results

*Numbers in red refer to positive items towards the oral presentation

Motivation questionnaire consists of 12 items in which learners have to scale the best answer in relation to their favourableness or unfavourableness to an item. Items 1, 2 and 3 are related to integrative motivation, the score of their answers reveal that the majority of students are integratively motivated, 8 informants learn English in order to communicate with native speakers (item 1), 9 have a favourable attitude toward English speaking people (item 2) and 9 others are highly interested in foreign languages (item3). Items 4, 5, 6, 9, and 11 are concerned with intensive participants' motivation. The great majority (9) of participants have a strong desire to study English (item 4), a favourable attitude toward this language (item 5) and are motivated to study it (item 11), another majority with eight participants is favourable toward their English teachers. In item 9, 6 participants out of 10 have a favourable attitude toward their English courses. Item 7 is about participants' instrumental motivation; in relation to their answers 8 of them are motivated to learn English for practical purposes. Items 8 and 10, are about informants' negative motivation; their answers show that 6 of them worry about speaking English inside and outside their classes. Item 12 is about extensive motivation and most on the participants (7) are encouraged by their parents to learn English.

This motivation questionnaire reveals that the majority of the informants (8) have a high motivation, whereas one student who participated in this research has a low motivation and another one has a moderate motivation. The following table represents the answers of the informants in relation to the motivation rating scale. Items 1, 2 and 3 are related to integrative motivation. Items 4, 5, 6, 9 and 11 are concerned with intensive motivations. Item 7 is about instrumental motivation. Items 8 and 10 are about negative motivation. Item 12 is about extensive motivation.

Item Participant	1	2	3	4	5	6	7	8	9	10	11	12	Score	Motivation Level
1	6	6	7	7	7	6	6	6	6	6	7	7	77	High
2	6	7	6	7	6	6	6	4	5	6	7	3	69	High
3	7	7	7	7	7	6	4	7	2	2	6	2	64	High
4	2	5	6	7	5	5	5	2	6	2	5	7	59	Moderate
5	7	7	7	7	7	7	7	7	7	7	7	7	84	High
6	7	5	7	7	7	5	7	4	3	4	7	7	70	High
7	7	7	7	6	5	4	4	6	3	6	5	7	67	High
8	5	7	7	6	7	6	7	5	6	6	6	6	74	High
9	2	3	3	4	2	4	5	1	2	1	3	1	31	Low
10	7	7	7	6	7	6	7	7	6	6	7	7	80	High

Table 2.2. Motivation Questionnaire Results

2.3.2. Classroom Observation Results

The classroom observation consists of four rubrics: anxiety indices, motivation indices, impact on presentation and comments. The following paragraphs describe the observed results during the classroom observation according to each rubric of the table.

- Anxiety Indices

Most observed anxiety indices among informants are: trembling hands for 4 students and trembling voice for two others. 5 informants use continual movements and overuse gestures. The oblivion of facts and the bounce from one idea to another is observed in 6 students. Some students 2 have articulation problems and 2 others experience a rigid body while 1 student speak in a low voice.

- Motivation Indices

Motivation indices are present through participants' knowledge about the topic and eye contact. In fact, half of them demonstrate these indices: 4 students show their motivation through their good way of organization and explanation of both the topic and their ideas.

- Impact on the Presentation

There are positive and negative impacts on the presentation, most positive impacts are clearness of the oral presentation for 5 presenters, others create a good atmosphere with a frequency of 4 presenters out of 10, the most constant positive impact on the oral presentation is the presenters' interaction with the audience and their ability to answer questions related to their topics. Negative impacts on oral presentations are existent in 3 informants who read too much, make some mistakes and do not maintain eye contact, 3 presenters neither interact with the audience nor explain facts related to their topic.

- Additional Comments

The most well prepared and organized oral presentations belong to the informants who are endowed with a high motivation and a moderate or low anxiety, in fact results show that they work hard, prepare, know about their topic and organize their performance adequately. They experience some feelings of anxiety but this does not take control over them. High anxious learners experience trembling voice and hands which cause in them the inability to articulate words clearly, oblivion causes their inability to deliver ideas clearly as highly anxious presenters are moving from one idea to another. In fact, anxiety is powerful, i.e., the high level of anxiety stops students from delivering a successful oral presentation even if motivation is high.

The following table summarizes the classroom observation results in term of the different rubrics that it contains; namely anxiety indices, motivation indices and impact on oral presentation. It also shows the two questionnaires results related to each participant in the study investigation.

Participant	Questionnaires		Classroom Observation			Mark Obtained
	Anxiety	Motivation	Anxiety Indices	Motivation Indices	Impact on Presentation	
1	Low	High	gestures, forgets, articulation problem	Knows her topic, eye contact	Clear presentation	14/20
2	Moderate	High	Trembling voice and hands	No apparent motivation indices	Reliance on reading and absence of eye contact, poor presentation	11/20
3	Moderate	High	Low voice, gestures	explaining	Reliance on reading, average presentation	12/20
4	High	Moderate	gestures	explaining	Absence of eye contact, average presentation	13/20
5	Low	High	movement, trembling hands	Eye contact, knows his topic	Clear presentation, interaction with the audience, good atmosphere	16/20
6	Moderate	High	Forgets, rigid body	Eye contact, know her topic	Clear presentation, interaction with the audience, good atmosphere	16/20
7	Moderate	High	Gestures and movements, trembling voice, articulation problems, forgets	Eye contact, know the topic and explains it	Clear presentation, good atmosphere	14.5/20
8	Moderate	High	Rigid body, trembling hands, forgets	Knows her topic,	Clear presentation, interaction with the audience	16/20
9	Low	Low	Forgets,	No apparent signs of motivation	Poor presentation and Reliance on reading	10/20
10	High	High	Jumps from one idea to another, trembling hands	Well organized presentation	Absence of eye contact, average presentation	13.5/20

Table 2.3. Triangulation of the Results

2.3.3. Structured Interview Results

This section deals with the structured interview delivered to the 10 informants after their oral presentation. The aim of this instrument is namely to find out the source/s of anxiety and motivation, to discover the prevailing variable and to invite informants to suggest strategies to overcome anxiety.

- Participants' Anxiety

The majority (7) of the informants affirmed that they were anxious during the oral presentations; the most frequent reasons behind this stress were the audience and the participants' fear of their remarks, in addition to the fact that a student added the fear of forgetting facts or making mistakes. Two other participants disagreed and stated that it was within their nature not to stress easily.

- Participants' Motivation

The majority of students were motivated to present their work orally, because according to most of them (5), presenting orally is very interesting especially when they are assigned to present a captivating topic, others (3) were motivated by the mark. On the other hand, 2 others suggested that oral presentations helped them to gain experience. 1 informant stated that his motivation was due to his self-confidence while another one affirmed that it was thanks to her good presentation.

- Prevailing Variable

The most prevailing variable during the speaking assignments that the researcher attended was anxiety according to 8 informants, whereas one stated that motivation was the leading affective variable and another informant had the impression that both anxiety and motivation prevailed during his/her oral presentation.

- Strategies to overcome anxiety

All the participants in this research suggested that a good preparation is the key for a successful oral presentation; 3 informants added that practice is helpful. 2 presenters proposed that they would enlarge their knowledge about the topic and 2 others will raise their self confidence. Only 1 learner suggested that for future oral presentations, she would not read from the data show or a paper and at the same time she would not stick to memorization in order to be fluent.

2.4. Discussion of the Results

Anxiety and motivation play a crucial role during a student's oral presentation for this reason the main interest of this research is to reveal the impact of anxiety and motivation on Master II students' oral presentations in the classroom. For this purpose, the first hypothesis suggests that the effect of high anxiety felt by students during their speaking assignments in English may result in their inability to deliver ideas clearly, trouble to articulate words, and difficulty to remember the content of the presentation. Results of both anxiety and motivation questionnaires besides the classroom observation revealed that anxiety was negatively related to oral presentations and high anxious learners were in constant fear of forgetting their speech and this was what happened when they were on stage which caused for some of them problems of articulating words. High anxious learners were also lost and moved from one idea to another; they also moved a lot and had trembling hands. The above stated findings confirm the first hypothesis related to the present research.

In relation to the second hypothesis which states that, students would spend more time preparing their oral presentation which will involve them to feel less anxious and be more concentrated on the task, this will result in a better presentation performance, the following findings were obtained. The results revealed that high motivated learners had a low or moderate anxiety and delivered

successful clear presentations and were appreciated by the audience. Informants revealed during the interview that they focused more on their work rather themselves i.e., these informants practiced many times their speeches and their high motivation helped them to enlarge their knowledge about the topic and brought in them the ability to interact with the audience. These results confirm the second hypothesis.

In the third hypothesis, it was stated that students may use some strategies to alleviate and overcome anxiety in presenting orally in English such as: rehearsing the presentation, fitting the message to the allotted time and being positive. The interview and the classroom observation results revealed that all students suggested rehearsing the presentation as many times as possible to be self confident and to face the audience. Moreover, in order to deliver an oral presentation successfully, motivation should be at its highest point, but at the same time anxiety should be low or at least moderate, adding to this the fact that learners should prepare their speech adequately and rehearse it. In addition, the observations showed that all learners either fit the message to the allotted time or did not restrict it, but none of the participants seemed to be constrained by the time. The revealed results confirm the third hypothesis of the current work.

2.5. Suggestions to Deliver a Successful Oral Presentation

The research has proven that some students had a low achievement at oral presentation performances; this was due to their level of both variables; motivation and anxiety. However it was noticed that the results and the comments on each presentation differed from a student to another. The researcher, Huitt 2004 and Khodadad, 2003, Hayti 2008, Brown, 1994 cited in Al Habaish 2012 view that among the four skills, language achievement and performance are correlated to affective filters like self confidence and self esteem and situational anxiety which according to MacItyre and Gardner (1994), they play important roles and help learners to deliver successful oral presentations.

2.5.1. Raising Self Esteem

Self esteem is an affective filter and covers a long list of items related to it (self-efficacy, self image, self-respect and self-confidence). It also counts three types among it as found in Djebbari (2013): firstly global self-esteem which is defined as a judgment towards oneself; then situational self-esteem which relates to some student who lose it depending on the context and the position they belong to; and finally, task self-esteem which refers to the loss of this affective filter in relation to a specific task, as an example, the situation of learning a foreign language and the task of presenting orally. Brown (1977; qtd in Djebbari 2013) stated that people who are endowed with a high level of self esteem can achieve considerable results and learn from their mistakes. According to this Djebbari (2013:80) “what a person feels echoes what he believes, and what he believes governs what he utters.” This quotation explains the power that self-esteem has on language achievement and the way self esteem guides language.

2.5.2. Reducing Communication Apprehension

Researchers estimate that communication apprehension is also an affective filter. According to Du (2009) some people are afraid of engaging themselves in programmed or anticipated conversations, a fact which depends from people’s level of communication apprehension. Learners work on their fear of speaking through practice, but some are still disorganized and view that a speaking assignment takes into consideration the copy and memorization of different findings, for this reason the following title deals with the way learners should present their speaking task in order to deliver it successfully..

2.5.3. Organizing the oral presentation

The content takes 90% of the overall work but practice and organization of ideas will either destroy all the speaker’s efforts or help him/her to deliver a

successful performance. An effective oral presentation is divided into three parts: The introduction, the body and the conclusion.

2.5.4. Using Visual Aids

It is primordial for the presenter to use visuals as a supplement to the spoken message. Visual aids are power point scripts, diagrams or graphs. Brunel University on its website suggests to learners when presenting to leave a clear view of the front, using brief notes and avoid reading everything from the data show because this involves the presenter to stand back to the audience, lose eye contact and have a low and a non projected voice. Presenters should make a link between the discussed topic and the used graphs, picture or diagram.

Technical problems are unpredictable for this reason; the speechmaker should always save his/her documents on different formats (memory stick, CD, e-mailed to an easily accessible e-mail account). Check compatibility when working and using two different operating systems.

2.5.5. Strategies to Overcome Anxiety and Increase Motivation

According to Hashemi (2011) the audience prefers to attend to presentations that are delivered by a confident person in an interesting and informative way. The Speaker should have practiced his topic and shows interest with it, talks to the audience and interacts with them in a friendly and enthusiastic way using some clear slides. Avoid too much detail, but rather a clear and arranged structure within an appropriate rhythm.

According to Newman (2015) Learners differ from one to another. For this reason there is not only one strategy to overcome anxiety but there are many and the learner should choose the best solution to suit him/her. As an example preparation is beneficial for learners before their oral presentation, but this may level up anxiety for some other students. Newman (2015) presents cognitive strategies as the ability

to change the presenter beliefs and thoughts in terms of his/her fear of the audience, himself or the presentation.

As discussed by Thomason (2014) it is vital to prepare and rehearse the oral presentation, in front of a familiar audience treating the same material as would be used the day of the presentation. In addition, learners should set the time and visualize the frightening scene (the audience for instance) in order to be used to it. Another solution which consists of wiping out negative thoughts like imagining that the audience consists of friends and not strangers; McCroskey used this technique to treat students suffering from severe trait-bases communication apprehension and called it systematic desensitization.

Learners should not rely on memorization in order to be more fluent and independent from their paper during their speech, this may also help them to improvise unexpected sentences related to the topic. Thomason (2014) suggests staying strong, and self-confident; mistakes strengthen the speaker's experience and are common among people. During the oral presentation, the student must think of what s/he is saying rather focusing on his/her anxiety indices, even if s/he forgets something, s/he should carry on. Finally, Thomason (2014) proposes that learners should not wait for the delivery of a perfect oral presentation because performance in this subject develops gradually.

Metcalf, 1994 and Beebe, 2000 propose the practice of a positive self-talk; this involves the modification of a negative thought into a positive. For example; when a feeling of anxiety comes in through a sentence like "I know I won't present the way I have planned" turn it into "I rehearsed my speech many times and I know a lot of facts about the topic, I'm sure I will present my work successfully".

2.6. Conclusion

Hopefully, the research questions have been answered, and interesting results were achieved. The study concludes with some recommendations. In fact, the role of the teacher is crucial in the classroom; s/he guides, sustains and helps the learners to feel more comfortable, especially when learning a foreign language. For this

reason, s/he has to engage them in interesting oral activities which will increase their self confidence, will encourage them to speak and will wipe away their speaking fears.

To sum up, in this chapter light was shed on the research methodology and the results of the research tools. Two questionnaires, a classroom observation and an interview helped the investigation to come up with the conclusion that high anxious learners had, most frequently, the tendency to forget their speech whereas motivated learners would better prepare and work on both their topic and the oral presentation. Learners can control their anxiety by raising their self esteem and reducing their communication apprehension, organizing their oral presentation and using appropriately the visual aids. The most efficient strategies to overcome anxiety are: preparation, review of the oral presentation, a valuable use of the tone of the voice which can depend on situations and from a point to another, finally, speechmakers should stay natural and relax.

General Conclusion

General Conclusion

When presenting a work orally, students learning a foreign language react differently in front of an audience because of their anxiety. However, experiencing the same situation learners may achieve different speaking performances and this is mostly because of motivation. In fact, anxiety and motivation play a crucial role on students when delivering an oral presentation but they are also interrelated. For this reason, this study was designed to probe into the impact of two distinct affective variables (anxiety and motivation) on students' oral presentations in Master II DAELE and ELT classrooms.

In order to explain deeply anxiety and motivation and discover their impact on oral presentations, the research used two chapters. The literature review defined these two variables and clarified their types, raised anxiety and motivation interrelation, and explained the meaning of oral presentation. The second practical chapter, used research instruments, analyzed them and proposed suggestions to overcome classroom anxiety.

To narrow down the investigation, three research questions were raised:

1. What is the impact of anxiety on students' oral presentations in the classroom?
2. What is the impact of motivation on students' oral presentations in the classroom?
3. How can students' control their anxiety during an oral presentation?

The first hypothesis stipulating that high anxiety felt by students during their oral presentation in English may result in their inability to deliver ideas clearly and this will have a negative impact on their performance, was confirmed as the main findings of this investigation revealed that high anxious learners dreaded giving oral presentations. This was reflected by their confused and jumbled thoughts and

inability to deliver ideas clearly or to interact with the audience, in addition to their physical signs of anxiety.

Regarding the second hypothesis holding that high motivation during oral presentations will help students to feel less anxious and be more concentrated on the task; this will result in a better presentation performance, this study concluded that the impact of high motivation on learners was positive. This was revealed by good organization in their delivery, their interest and ability to work adequately. The observed oral presentations gained the appreciation of both the audience and the teacher. These results obtained fit the proposed hypothesis.

The study also confirmed the third hypothesis as the collected data from the instruments used revealed that the way students can control their anxiety was through a good preparation and self confidence. This was known to be the key concept of a successful oral presentation. In addition, successful students respected the allotted time.

Unfortunately like any other research, this work faced some limitations. A larger number of informants were needed, however, some students did not answer to the questionnaires and this is also the main reason which pushed the research to observe into two different classrooms, fortunately the atmosphere kept by both teachers were the same and this helped the research to achieve reliable results. In relation to this and in order to realize a more descriptive and detailed research, the investigation needed more time. Besides to these limitations, learners have a lot of presentations during one semester and this may drive them anxious and imply them to focus more on the audience than the work itself.

A teacher may be either a source of motivation or anxiety for some students, for further research, a comparative study on the impact of anxiety and motivation on students' oral presentation could be done in order to discover whether the role of the teacher during a speaking assignment has a great impact on learners or not. It also

proposes to apply methods in the classroom in order to promote motivation and alleviate anxiety.

High levels of anxiety have a negative effect on learners; on the other hand a high level of motivation is needed, for this reason a student has to make a balance between both variables by following the proposed suggestions in order to achieve a good performance

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Appendices

Appendix 1

Dear Students,

This questionnaire is part of a research work which aims at investigating the way students feel when delivering an oral presentation.

Your answers will be valuable for the completion of this work.

May I thank you in advance for your collaboration.

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1

Disagree = 2

Neutral = 3

Agree = 4

Strongly Agree = 5.

Write the chosen number on the left side, please.

_____ 1. While preparing for giving an oral presentation, I feel tense and nervous.

_____ 2. I feel tense when I see the words “oral presentation” and “public speech” on a course outline when studying.

_____ 3. My thoughts become confused and jumbled when I am giving an oral presentation.

_____ 4. Right after giving an oral presentation I feel that I have had a pleasant experience.

- _____5. I get anxious when I think about an oral presentation coming up.
- _____6. I have no fear of giving an oral presentation.
- _____7. Although I am nervous just before starting an oral presentation, I soon settle down after starting and feel calm and comfortable.
- _____8. I look forward to giving an oral presentation.
- _____9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____10. My hands tremble when I am giving an oral presentation.
- _____11. I feel relaxed while giving an oral presentation.
- _____12. I enjoy preparing for an oral presentation.
- _____13. I am in constant fear of forgetting what I prepared to say.
- _____14. I get anxious if someone asks me something about my topic that I don't know.
- _____15. I face the prospect of giving an oral presentation with confidence.
- _____16. I feel that I am in complete possession of myself while giving an oral presentation.
- _____17. My mind is clear when giving an oral presentation.
- _____18. I do not dread giving an oral presentation.
- _____19. I perspire just before starting an oral presentation.
- _____20. My heart beats very fast just as I start an oral presentation.

- _____21. I experience considerable anxiety while sitting in the room just before my oral presentation starts.
- _____22. Certain parts of my body feel very tense and rigid while giving an oral presentation.
- _____23. Realizing that only a little time remains in an oral presentation makes me very tense and anxious.
- _____24. While giving an oral presentation, I know I can control my feelings of tension and stress.
- _____25. I breathe faster just before starting an oral presentation.
- _____26. I feel comfortable and relaxed in the hour or so just before giving an oral presentation.
- _____27. I do poorer on oral presentations because I am anxious.
- _____28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____29. When I make a mistake while giving an oral presentation, I find it hard to concentrate on the parts that follow.
- _____30. During an important oral presentation I experience a feeling of helplessness building up inside me.
- _____31. I have trouble falling asleep the night before an oral presentation.
- _____32. My heart beats very fast while I present an oral presentation.
- _____33. I feel anxious while waiting to give my oral presentation.

_____34. While giving an oral presentation, I get so nervous I forget facts I really know.

Appendix 2

Dear Students,

The purpose of this part of the questionnaire is to determine your feelings about a number of things related to your motivation. We want you to rate each of the following items in terms of how you feel about it.

Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn English in order to communicate with English speaking people is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

2. My attitude toward English speaking people is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

3. My interest in foreign languages is:

VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH

4. My desire to study English is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

5. My attitude toward studying English is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

6. My attitude toward my English teachers is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

7. My motivation to learn English for practical purposes (e.g., to get a good job) is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

8. I worry about speaking English outside of class:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

9. My attitude toward my English courses is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

10. I worry about speaking in my English class:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

11. My motivation to study English is:

VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH

12. My parents encourage me to learn English:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

Appendix 3During the Presentation: Observation Grid

Student	Anxiety Indices	Motivation Indices	Impact on Presentation	Comments
01				
02				
03				
04				
05				

Appendix 4After Speech

Interview with learners

1. Were you anxious during your presentation?
Yes No
Why?

2. Were you motivated /eager to present your work orally?
Yes No
Why?

3. During you speech, which affective variable prevailed? Motivation (to get a good mark) and to deliver a good speech for example) or anxiety?

4. What will you change in your future presentations to raise your motivation/ lower your anxiety?