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

*Case study of Master II Students of English at Abdes Laghour
Khenchela University*

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

I, Miss Merara Sadika, dedicate this work to the candles of my life; my

Lovely mother “Saida”, the source of sympathy and love, I wish Mum that I had realized your dreams, and my thoughtful father “Mohammed” for his sacrifices and mental support.

To my lovely brothers and sister: Tarik, Nassim, Saddik, Fathi, and Sabra.

To my friend Sabrina with whom I share this work.

I have to recall my dedication to my best and sweet friends: Khaoula, Saliha, Abir, khadidja, and Sara.

To my intimate and unique friend Behlouli Berka the loveliest gift I had ever had

To all Master II students with whom I shared an enjoyable learning atmosphere.

To all those who are forgotten by my pen and never forgotten by my heart.

I, Miss Boukraa Sabrina, dedicate this work to: My great parents, who never stop giving of themselves in countless ways,

My beloved sisters and brothers,

My unique friend Widad who have stood by me in every moment,

My great friend Sadika with whom I share this work,

My beloved friends: Siham, Berka, Naziha, Houda, Hanan, and Rahma who encourage and support me.

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List of abbreviations

EFL: English as a Foreign Language

SDT: Self- Determination Theory

OPs: Oral Presentations

OP: Oral presentation

Abstract

This study was carried out to investigate the impact of motivation and anxiety on students' oral presentations in classroom. Master II students at Abbes Laghrour University, department of English, represented the sample population of this research which used case study as a research design. A questionnaire was used for both teachers of English and their students. Data were collected and analyzed using descriptive statistics.

The findings revealed that a high level of motivation has a positive effect on oral performance and it helps students to feel less anxious during their oral presentation. Whereas, high level of anxiety had a negative impact on student's oral presentations.

General Introduction

1. Statement of the problem

English is a worldwide used language; it is the main reason which pushes a huge number of people to learn it. Through the learning of such a language, the most frequent tasks imposed by teachers to their students and which involve them to work harder are oral presentations, which main purpose is to prepare students to face an audience and to strengthen their ability to speak fluently in front of an audience. Two major variables affect students while giving an oral presentation: motivation and anxiety. Both have an effect on oral presentations. In fact, student's performance is characterized by his achievement but when it comes to presenting 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 Two Classes where learners have already gained considerable oral proficiency.

2. Research questions

This study aims at investigating the reason of students' successful oral presentation and discover whether these two variables have a positive or negative impact on learner's oral performance asking the following questions:

1/What is the impact of motivation on student's oral presentations in the classroom?

2/What is the impact of anxiety on student's oral presentations in the classroom?

3. Background and significance

Motivation and anxiety levels drive learners to different performances during their oral presentations. A great number of researchers gave their own definitions to motivation and anxiety and stated the relationship between the two variables. (Woolfolk and Margetts, 2001, P.366) stated that "Motivation is usually defined as an internal state that arouses, directs, and maintains behavior". The final individual variable in the

present study which has been demonstrated to the learning process is foreign language classroom anxiety (Horwitz and Young, 1991). It is defined as "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (Spielberger, 1983, P.1).

Motivation and anxiety both have an effect on student's oral presentations. (Lennon 1993, cited in Al Othman and Sheqair, 2013) reports that motivation is the only variable in which is important for the oral proficiency advancement. However anxiety is negatively related to motivation as it has been confirmed that learners who experience lack of motivation are more likely to have anxious behaviors (Brown et al, 1996)

The research is significant and beneficial to students because it highlights the causes of anxiety faced by them, also it exposes how do the two variables which are motivation and anxiety affect student's oral presentations in the classroom.

4. Definition of terms

Motivation: (Wade & Tavis, 1998) propose, "Motivation is an inferred process within a person, which cause that organism to move toward a goal or away from an unpleasant situation", whereas (Woolfolk, 2004) points out, "Motivation is an internal state that arouses, directs, and maintains behavior".

Anxiety: According to (Spielberger, 1983, as cited in Horwitz 2001, P.113), anxiety has been defined as "the patented feeling of stress, apprehension, goosey, and worry associated with an arousal of the automatic nervous system". In short, anxiety therefore can place in many contexts or in any situation of human life.

Oral presentation: (Malette and Clare, 2011, P.161) defined oral presentations as "(...) the most common method for presenting information and are usually done with a computer and projector".

5. Research methodology and design

5.1. Choice of the method

This research work follows the descriptive method because it is suitable to our subject, as well as its importance in determining the difficulties that students facing in their oral presentations. Moreover, the descriptive method helps us more to investigate the lack of motivation which is considered as the key factor in students' failure. We will not deal with experimental approach because we don't have a hypothesis to be tested. This study will collect quantitative data from different sources, relying on a questionnaire for both students and teachers.

5.2. Population

The questionnaire was administered to master two students of English at Abbess Lghrou University of Khenchela department of English, during the Academic Year 2017-2018, in addition to 7 teachers from the same department. The whole population consists of 65 students; we have chosen a sample of 30 students randomly because of lack of time. We have chosen the students of this level, because master two students have been dealing with English language for about five years. They are in need for motivation since it is final study year. They have a lot of works to deal with and a thesis to work on, and motivation would help them overcome their anxiety and stress.

5.3. Data gathering tools

The main tool used was a questionnaire for both students and teachers. This tool was chosen in order to gather as much as possible different information and views from students and teachers; in addition to that, it helps to save time by providing a great amount of information in a short period of time, and provide the glue that holds the research project together and extend a good understanding and worthy information to this topic.

6. Structure of the work

Concerning the structure of this work, it consists of two chapters. The first chapter deals with definition of motivation, moving to the main types of motivation which are; intrinsic vs. extrinsic motivation, integrative vs. instrumental motivation. Then definition of anxiety, its types; Trait, state and situation specific, facilitating and debilitating anxiety, in addition to the main causes of anxiety. This work also includes the relationship between anxiety and motivation, then moving to oral presentations and the effects that have motivation and anxiety separately on it.

The second chapter is the core of the investigation which leads to considerable results. The aim of this part is to find out the reasons behind learner's successful oral presentation. Open and close ended are the types of questions used; 18 questions administered to students and 9 administered to teachers. 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 students and teachers so that learners give a successful oral presentation.

Chapter One:

Literature Review

Introduction

This study reveals the relation between affective variables and second language learning, in order to determine that "Affect" is a general term from which blooms varied constructs and behaviors (Scovel 1978). It is important for the sake of this research to site two variables that play a crucial role in presenting an oral speech in the classroom i.e. motivation and anxiety.

This chapter starts with providing a bird eye view on the meaning of motivation according to different scholars; it also presents the different types of this variable. Then the next point which is definition of anxiety and its various types, also the main causes of anxiety during an oral presentation. This survey also promotes the relationship between motivation and anxiety and their effects on oral presentations.

I.1.Motivation

The concept of motivation is related to the desire to learn, but it also means many things such as: energy, disposition, inspiration and efforts which vary with each individual.

I.1.1.Definition of motivation

The term motivation has been interpreted differently by different scholars. However, they all share the same point that there is a close relationship between a learner's motivation and his behavior. (Gardner, 1985, P.102) gives an identical definition: (.....) motivation is an internal state or condition that activates behavior and gives its direction; (.....) A desire and want that energizes and directs goals, oriented behavior; (.....) an influence of needs and desire on the intensity and direction of behavior. (Baron, 1996) supports this idea, he defines motivation as "the internal process that can't be directly observed but that activates guides and maintains overt behavior" (Bomia ET al., 1997, P.294) view that it "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in the Learning

process". (Covington, 1998, P.15) argues that "motivation, like the concept of gravity is easier to describe in terms of outward effects than to define"; it means that a student if he wants to achieve his goal, motivation will guide and push him to realize better than he expects. Whereas (Woolfolk, 2001) views that "motivation is usually defined an internal state that arouses, directs and maintains behavior". Ray Williams, who writes for psychology, defines motivation as, "predisposition to behave in a purposeful manner to achieve specific, unmet needs and the will to achieve, and the inner force that drives individuals to accomplish personal organizational goals". Motivation leads students to realize difficult tasks with a huge energy and eagerness.

I.1.2.Types of motivation

Several theories and researches contribute to an understanding of academic motivation and came up with many separate types. It is very important to distinguish between Intrinsic and Extrinsic motivation; the first is concerned with self appreciation of a particular task, while the other concerns the surrounding society of the learner; however, both terms can "Underlie the student's classroom achievement behavior"(Lemos and Verissimo, 2013, P.935).Another distinction will be explained, it is related to integrative and instrumental motivation.

I .1.2.1.Intrinsic Vs Extrinsic motivation

Motivation includes two main types that lead the student to pick out a learning procedure to be more appropriate to him or her. On the one hand, intrinsic motivation is defined as desire to do something because it is worthwhile (William and Burden, 1997) based on self-determination theory (SDT). (Ran and Deci, 2000, P.55) define intrinsic motivation as "doing something because it is inherently and interesting or Enjoyable". Therefore, intrinsic motivation plays a crucial role as identified by Ran and Deci. Another scholar has defined intrinsic motivation (Brawn, 2000, P.155)"Intrinsically motivated activities are ones for which there is no apparent rewards

except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic rewards. Students who have intrinsic motivation are included to stay with intricate and complicated problems and gain knowledge from their slips and mistakes. In addition to that intrinsic motivation is essential for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Psychologists agree on the fact that there is a natural curiosity drive in animals and human beings, "...a drive that does not appear to be directed towards an apparent material end, but which prompts exploration and discovery from an early age." (Field, 2008, P. 149). (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. 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. On the other hand, extrinsic motivation results from the desire to obtain some particular outcomes outside and beyond the self such as grades, prize, teacher's peer's approach, money, etc. Extrinsic motivation is seen to increase anxiety and leads to failure and low self-esteem. Furthermore, in cases when praise may be highly rewarding, it can prove highly directive too, and may "...lead children to abandon their other ideas and concentrate upon the one to which the teacher has responded so positively"(Brown, 2000, P.157).

I.1.2.2.Integrative Vs Instrumental Motivation

Motivation has also two other types ,integrative and instrumental motivation .Integrative motivation interests learners who choose the scope of English Language Learning because they want to know more about people who speak this language .Besides, they want to find out things that are related to culture and language. However; Instrumental motivation: is about the desire of people to achieve a high level in learning a foreign language so that they get a job, read newspapers, understand a documentary or

film. An integrative motivation is described as how much an individual wants to integrate with the target language community in order to feel that he fits in. It involves an interest in learning a second language because of ".....a sincere and personal interest in the people and culture represented by the other language group." (Ellis, 1994, P.509). Similarly, (Gardner, 1959, P.119) adds :(.....)Integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with that group. (Gardner,2012,P.216)"In the socio-educational module of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective cognitive ,and behavioral components comprise four broad categories of variables: motivation, integrativeness, attitudes toward the learning situation, and language anxiety". On the other hand, Instrumental motivation is about the desire of people to achieve a high level in learning foreign language so that they get a job, read newspapers, and understand a documentary or film. It refers to:(.....) more functional reasons for learning language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examinations, etc. (Gardner, 1985,P.76) Besides, he adds with his partner (Covington ,1993) who offered financial rewards to students in order to achieve a set goal :learning Farsi and an English-French vocabulary list. Students, in both cases, did better than those who were just told to do their best. (Keller, 1993, P.276) defines instrumental motivation as "the wish to learn the language for the purpose of study career promotion". This leads to the conclusion that:"learners with an instrumental reason for learning a second language can be successful; moreover, learners with incentives (such as money) may also aid learning by increasing the time learners spend studying ".(Ellis,1994,P.514). In addition to that, (Sayeedur Rahuman ,2005) proved in his formal that instrumental motivation is the ender graduate students to learn English as a foreign language.

I.2. Anxiety

Anxiety is a variable which is discussed differently by many scholars. The research is significant and beneficial to other higher learning institutions and ITB'S educators because it offers insights into the causes of anxiety faced by the student. It exposes the causes of oral presentation anxiety and subsequently creates strategies to help students overcome their stress. Furthermore, the findings are not only applicable to students and lecturers but are helpful for others who are facing the same problem of oral presentation (OP) anxiety.

I.2.1. Definition of anxiety

Anxiety is one of those topics in which significant differences of opinion can be found, (Macintyre and Gardner, 1994, P.284) "the feeling of tension ... associated with second language contexts, including speaking, listening" i.e., it seems that anxiety is limited to the situations that are required for foreign language learning which is carried out in the EFL classroom. Some researchers as (Spielberger, 2005) believe that anxiety is a minor inconvenience for a language student, perhaps an excuse for not participating in class or argues to hide a lack of study, while others such as (Horwitz, 2001) claimed that anxiety may be the linchpin of the entire affective reaction to language learning (Macintyre, 1999, P.24). (Horwitz, 2001, P.113) explains that when students are learning a foreign language this situation 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 et al, 1986, P.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". I.e. 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.

I.2.2.Types of anxiety

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

I.2.2.1.trait, state and situation-specific

Anxiety is divided into two main types: trait, state and situation-specific anxiety which has a relation with learning context. The difference between these two types of anxiety, 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 described as an inherent, long term relatively stable personality characteristic, and it is described by (Scovel ,1978) as "a more permanent predisposition to be anxious". To explain, trait anxiety happens with individuals who hope to make positive self-presentations with the society such as: talking in a formal festival with highly status characters but fear that they will fail to communicate with them, since they suffer from trait anxiety which appears in those general situations. Trait anxiety reactions which is related to the learner's Personalities, i.e., people with trait anxiety tend to be nervous during different situations and circumstances. However, state anxiety refers to learners who feel anxious and stressed during certain cases, 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 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 a part of learner's personality, i.e., the learner who experiences this type of anxiety is not necessarily stressed and nervous all the time, as a way of being, she/he worries about some specific situations and circumstances as it is the case of students who fear public speaking.

I.2.2.2.Facilitating and debilitating anxiety

(Ellis ,1999) shows that the term anxiety can be divided into two, i.e, facilitative and debilitating. The difference between these two types has showed by (Albert and Haber, 1960) declaring that anxiety can either be positive or negative. Facilitating anxiety always encourages students to do an extra effort in diminishing and eliminating feelings of anxiety. While, debilitating anxiety refers to "extreme level of anxiety" (Simpson, Parker and Harrison, 1995) it can lead to a bad results and even restrain it.

Moreover, debilitating anxiety will cause students to stop the learning process in order to crush the feeling of anxiety. Learning a language needs 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, as cited in Horwitz and Young, 1991, P.22).) This phenomenon is mostly experienced when learners are presenting a work orally, in this context they make a lot of efforts, they charge their brain with orders which go directly to the learner's 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; for the facilitating anxiety, tends to not prevent performance, but can facilitate it and make it easy.

Conversely, debilitating anxiety can affect oral performance in a negative manner. On the other hand, (William, 1983, P.98) states that the distinction between these kinds of anxiety might be equal to consistency of anxiety with “low anxiety state having facilitating anxiety and high anxiety having debilitating effect”, he argues that these two types of anxiety perhaps at times eliminate the function of each other that may affect learner's scores. Facilitating anxiety "motivates learners to combat the new learning experiences, and pushes the learner emotionally for approval behavior"(Scoval, 1983).Facilitating anxiety is a positive one which encourages the learner's mind and pushes him/her to look for the best way to gain successful result. Indeed, 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, P.99), this is 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 (Scoval, 1978).As summarized by (William, 1983) learners with low anxiety have a facilitating anxiety whereas those with high anxiety have debilitating anxiety. This means that high level of anxiety is disadvantageous for the learner's achievements; therefore, it is important to raise its major causes.

I.2.3.Causes of anxiety in oral presentations

It is crucial to understand that there are many causes of anxiety during the student's oral presentations. In (2010 Hurwitz) proposed that anxiety has a relation with communication apprehension, test anxiety, and fear of negative evaluation.

I.2.3.1. Communication Apprehension

It is known that when learners present a work or research orally in front of an audience, they feel anxious. This feeling can take place at different situations this is what Horwitz called communication apprehension. 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).

I.2.3.2. Test anxiety

The second cause of anxiety is called test anxiety. (Horwitz and Young, (1991) explain test anxiety saying that it appears as a result of academic evaluations which are a source of anxiety because students 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 situation ,for this reason the received marks by students at the end of an evaluation do not necessarily reflect their abilities and competences .Test anxiety has two sides the positive and the negative one. As explained by (Selvan, 2016, P.4) test anxiety is a "manifestation of debilitating which can affect 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. On the other hand, this anxiety results positively, (Selvan, 2016) said that test anxiety is positive, under the only condition that this feeling is used to support the learner and then experience it in motivating way. (Zeinder ,1998) and (Brown ,2010) mentioned that test anxiety could be either facilitative or debilitating.

I.2.3.3. Fear of negative evaluation

When learners are presenting a work orally, they feel anxious from the way others will evaluate them, this is what makes them tend to avoid this kind of situations because they think that others will judge them negatively. (Watson and friend qtd in Horwitz et al,1991) learners fell disturbed when their peers and their teacher are observing them;

for this reason the task became harder as evaluation is common in second or foreign language classes (Zhao, 2007). In short, the majority of students when they present a work orally think that their teachers and peers are evaluating every word and every gesture they do, this is what makes the student in an insecure and an uncomfortable situation. For this reason most of students are suffering from this kind of anxiety and tend to elope oral tasks. In addition to that, (Von Worde, 2003) in her research stated that teacher's evaluation of an oral skill is considered as an accurate task for students. Some students feel afraid when their teachers interrupt them and do not let them time to finish and complete their sentence and directly correct them in front of their friends, this interruption makes students lose their focus and feel depressed.

I.3. The relation between motivation and anxiety

Motivation and anxiety are linked to each other as can be noticed from the learner's outcomes (Liu and Huang, 2011). Many scholars show that motivation and anxiety are interconnected, and have an effect on each other. In order to convey a speech successfully it is important to know how these two variables affect and help the learner to transmit an appropriate oral presentation. (Gardner and Macintyre, 1993; cited in Kajima, 2007) explain that anxiety impedes motivation as a result of its high levels; whenever motivation increases, anxiety will decrease. So there is a negative connection between anxiety and motivation. (Macintyre, 1995) supports Gardner's idea stating that "Anxiety increases when students reach a point where the affective demands on cognitive processing become high". In short words, when motivation increases and reach its high level 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 related to extrinsic motivation rather than the intrinsic one. (Dobson, 2012) concluded that as long as student's levels of academic achievement increase, their levels of anxiety decrease; this idea also held by (Khodadady, 2013) et al. Who come up with

the conclusion that lack of anxiety predicts a good motivation in foreign language learner. As a conclusion, high levels of anxiety delete motivation efforts and do not give good results for learners when presenting a speech. Also, it is so important for students to know the way to reach a high level of motivation but at the same time to keep anxiety at its lowest level.

I.4.Oral presentations

Oral presentations represent an important tool to increase student's foreign language development. A learner can experience several effects that will face him/her during an oral presentation. The most common variables in these situations are motivation and anxiety. In order to be prepared for their effects, it is crucial to define oral presentations (OPs) and determine the effects that motivation and anxiety have on oral presentations.

I.4.1.Definition of oral presentations

An essential characteristic of the EFL classroom in different parts of the world today is oral presentations. Oral presentations means conveying an address to a public audience, it is a short discussion of a certain topic to a public in order to transmit knowledge. This variable was defined by (Ming, 2005, P. 118) as "(...) typically and partly spoken, partly visual form of communication", it takes place in organizational settings. (Kaul ,2005) adds to this definition that it does not matter the style, the sort of audience or the medium used. The most important thing in giving an oral presentation is to attract the audience in order to transmit the message clearly.

I.5.Effect of motivation on oral presentations

An important variable for the oral proficiency advancement is motivation. Therefore, students who experience lack of motivation are those who feel anxious during their oral presentations (Brown et al, 1996), because motivation has no relation with anxiety. This point of view is supported by (Noels et al, 1999) who declare that

learners with high level of motivation will feel less anxious and do less psychological efforts; which create a positive effect on them. Because being motivated has a relation with some characteristics like: enthusiasm, concentration, and hard work. In addition to that, they are dependable and do not need praising (Al Othmani and Shuqair, 2013). However, many other scholars hold that a high level of motivation is not always necessary because students can obtain positive results even with a reasonable motivation. This claim is reinforced by (Flemens ,2009) who reveals that a reasonable level of motivation is good for students to realize good performance. To sum up, motivation has a positive impact on oral presentations, unlike anxiety which plays a negative role in this performance.

I.6.Effect of anxiety on oral presentations

Anxiety is considered as an obstacle for the learning process. It makes students acquire less information than what they have, this will prevent them from showing things that they have learned, this will decrease their foreign language production and task fulfillment (Worde,2003).In these terms ,(Oxford and Crookall ,1991 in Kojma 2007) declare that "Language anxiety may cause problems such as low self-esteem and low self-confidence ".Thus, (Ely, 1986) says that little dangers are taken by students who are suffering from language anxiety. Moreover, these students participate less in their classes in comparison with motivated ones. On the other hand, (Miguel,2012) reports that students who have low anxiety are more motivated and achieve better results compared with those who have a high anxiety. Furthermore, the relation between motivation and anxiety is reinforced by (Spielberger ,1966 in Miguel 2012) stating that anxiety affects an individual's behaviors either positively or negatively. While high motivation can be beneficial for students, high anxiety is inadequate. Research made by (Steven, 1986) has proved that students, who suffer from anxiety, have disorder of ideas, and difficulties in saying words. Consequently, there are many reasons behind

this feeling of anxiety like: shyness, the audience, lack of language competence, lack of knowledge about the topic (Rosnah et al, 2011).

Conclusion

This chapter highlighted the review of literature which addressed firstly with motivation and anxiety as separate variable, in addition to the types related to each one. The next chapter will deal with data analysis and interpretation.

Chapter Two:

Data Analysis and Interpretation

II.1.The analysis of the student's questionnaire

Introduction

We have chosen the descriptive method because; it is the most suitable approach for our topic. We depend on the questionnaire for both students and teachers as a data gathering tool.

The analysis

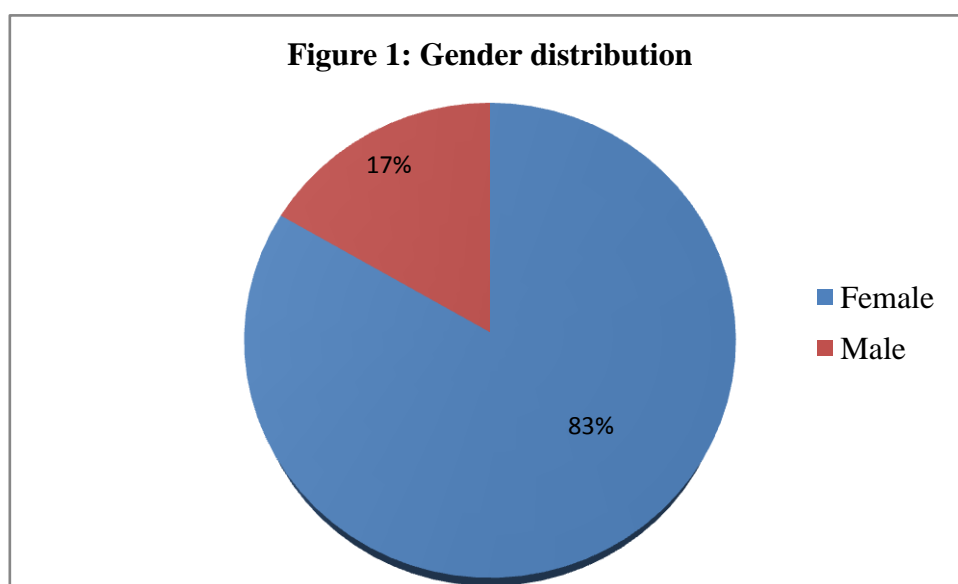
Section One: Background information

Question 01: Gender

The aim of this question is to reveal the student's gender in our questionnaire.

Options	Participants	Percentage%
Female	25	83,33%
Male	05	16,66%

Table 01: Gender distribution



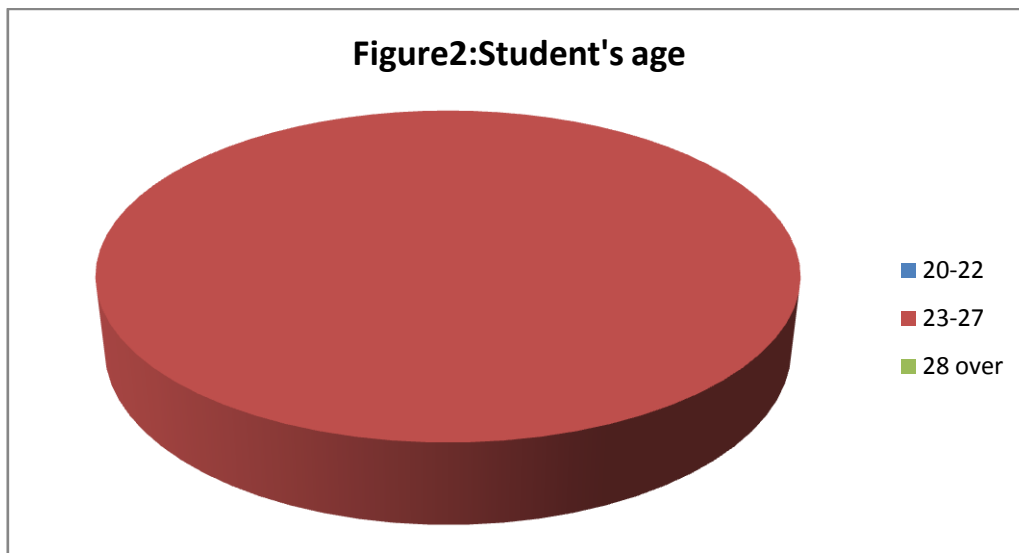
In the above figure, it is seen that the majority of the sample are girls; out of thirty participants, twenty five (83.33) in opposition of only five boys (16.66) .It can be noticed that females are expected to be more interested in studying a foreign language than boys.

Question 02: Age

The aim of this question is to find out the age of students who are concerned with this questionnaire.

Options	Participants	Percentage%
20-22	0	0%
23-27	30	100%
28-over	0	0%

Table 2: Student's age



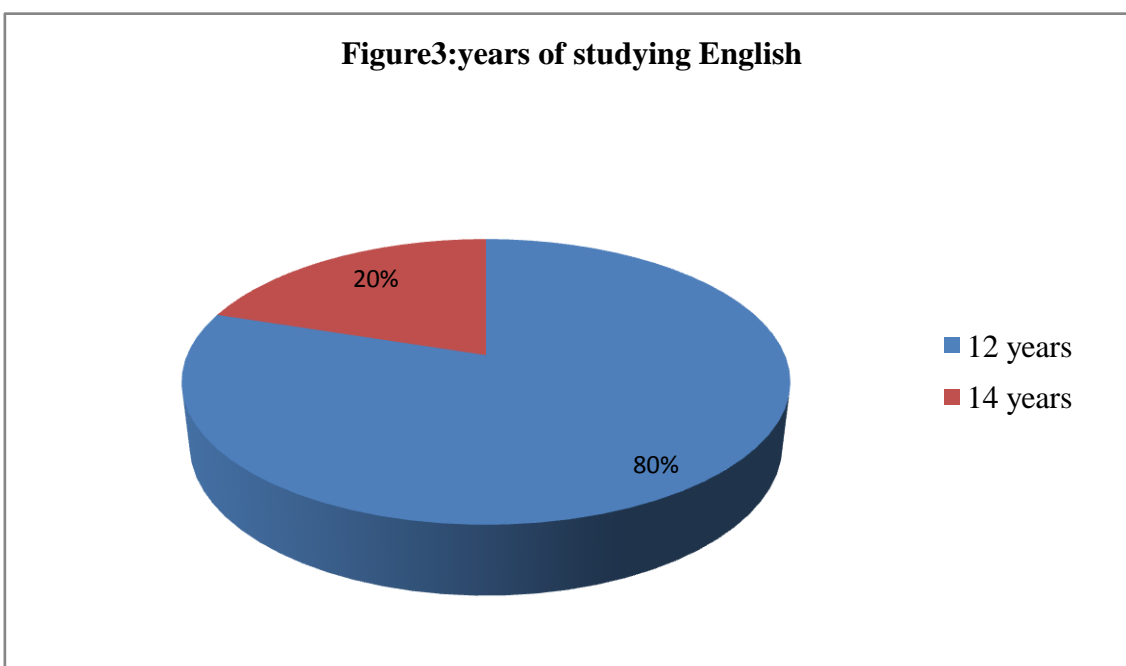
According to the result shown in the above figure, we can notice that all learners are between the age of 23-27. This indicates that all of them are young learners.

Question 03: Years of studying English

The aim of this question is to set the student's years of studying English

options	participants	Percentage
12 years	24	80%
14 years	6	20%

Table 03: years of studying English



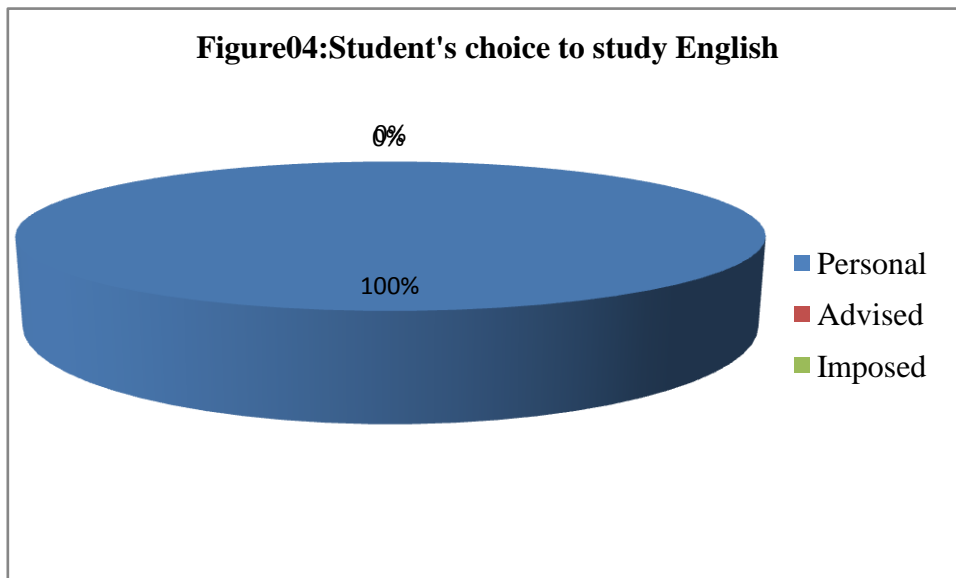
As it is shown above, the majority of students 24(80%) have been studying English for twelve (12) years; those are regular students who have started learning English from their first year in the middle school and never failed. Other six students (20%) have been studying English for 14 years; this can be explained by either a failure or a change in the field of study.

Question 04: Your choice to study English

This question aims to determine the student's choice to study English.

Options	Participants	Percentage
Personal	30	100%
Advised	0	0%
Imposed	0	0%

Table 04: Student's choice to study English



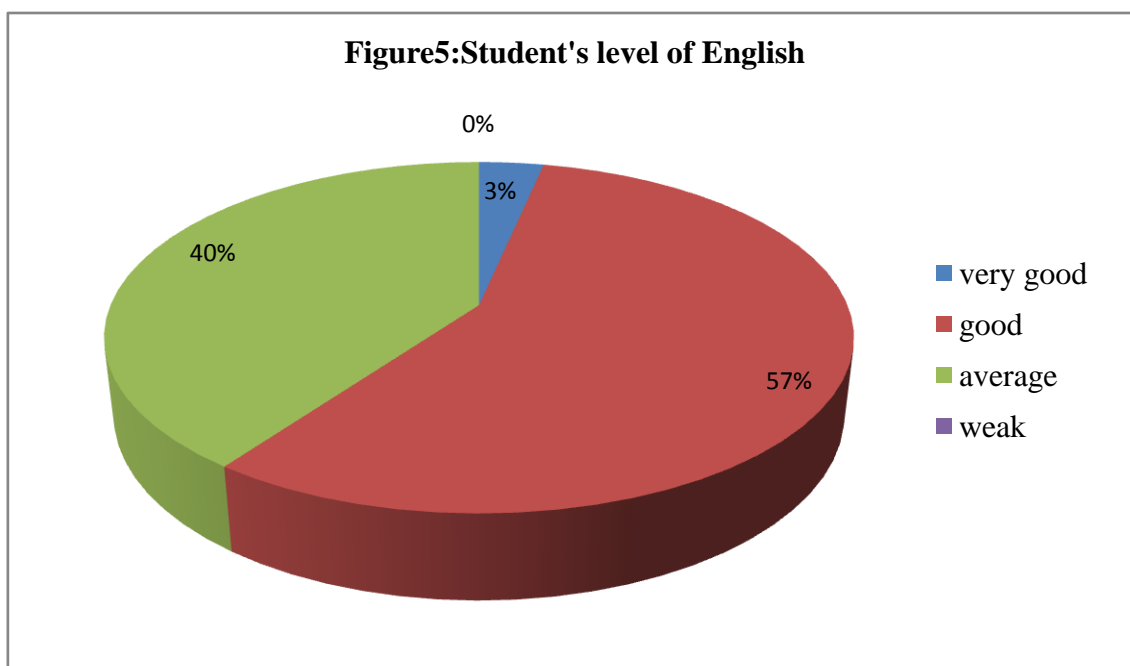
We found that all students (100%) said that: English is their personal choice. This means that, studying English is the desire of the majority of students.

Question 05: level of English

The aim of this question is to determine student's level in English language .

Options	Participants	Percentage
Very good	1	3.33%
Good	17	56.66%
Average	12	40%
Weak	0	0%

Table5: Student's level of English



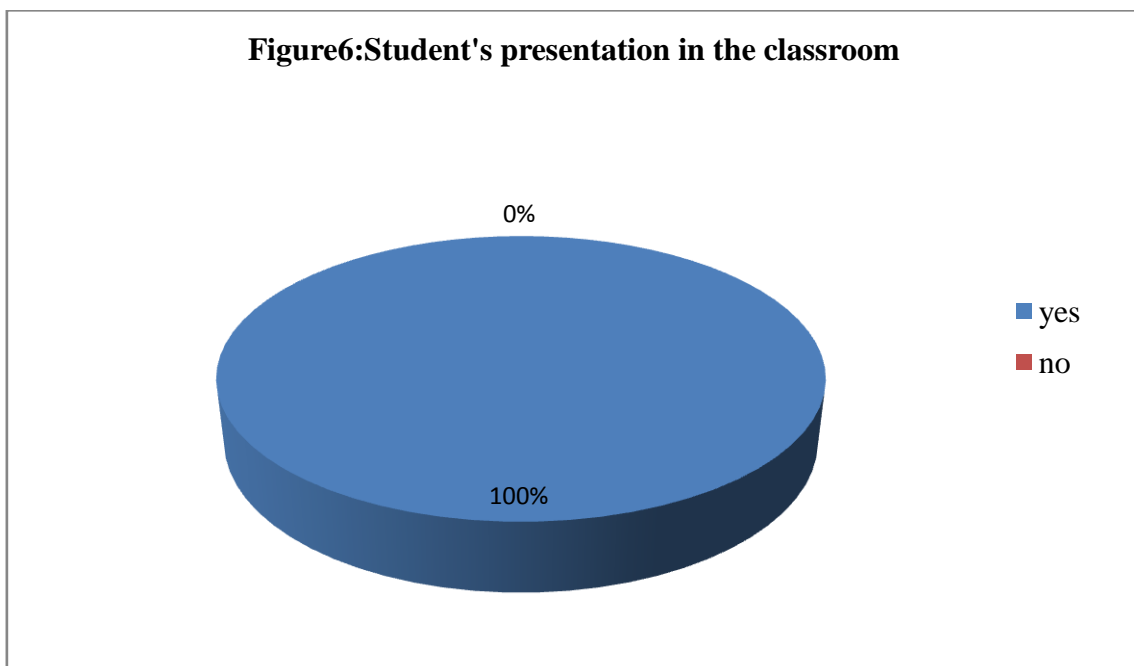
As it is shown the majority of the students (56.66%) consider their level to be good in English. while (40%) state that their level is average, and (3.33%) assume that their level is very good ,whereas, no one of the participants (0%) considers his/her level to be weak.

Question 06: Do you present orally in the classroom?

This question aims to discover whether students present orally or no.

Options	participants	Percentage
Yes	30	100%
No	0	0%

Table 06: Student's presentation in the classroom



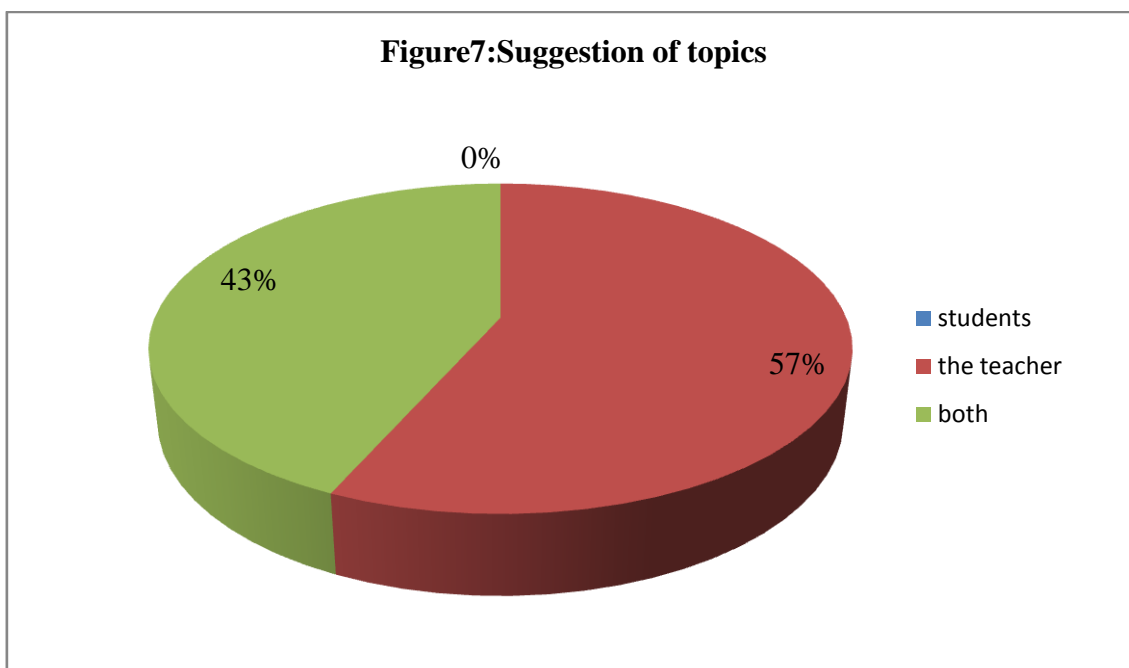
According to this chart, the entire number of students (100%) claim that they present orally in the classroom, because they think that oral presentation is the best way to learn English and decrease the feeling of anxiety.

Question 07: Who chooses the topics for the presentations?

The aim of this question is to find out the responsible for choosing the topics for presentations.

Options	Participants	Percentage
Students	0	0%
Teacher	17	56.66%
Both	13	43.33%

Table 07: Suggestion of topics



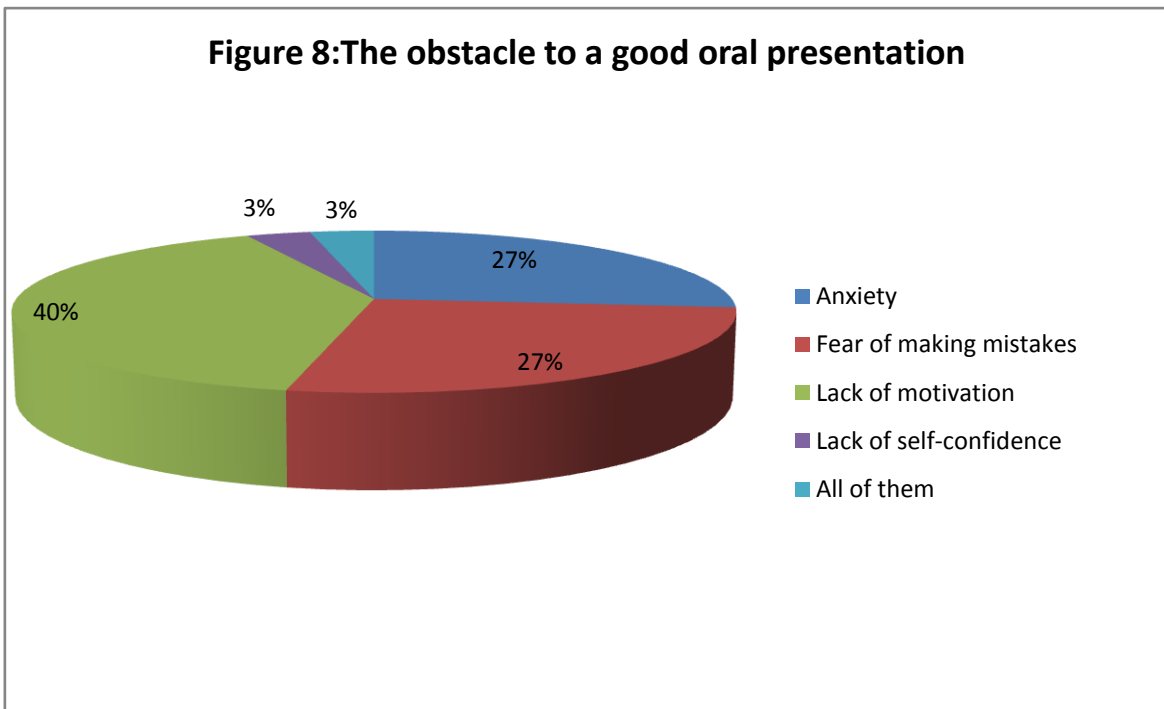
As it is shown in the figure above, 17 students (56.66%) say that it is the teacher who chooses topics for presentations; other 13 students (43.33%) claim that the topics are suggested by both teacher and students, whereas no one of the participants (0%) says that they are not responsible for choosing the topics.

Question 08: Which of the following you think is an obstacle to a good oral presentation?

This question aims to find the main obstacles to a good oral presentation

Options	Participants	Percentage
Anxiety	8	26.66%
Fear of making mistakes	8	26.66%
Lack of motivation	12	40%
Lack of self-confidence	1	3.33%
All of them	1	3.33%

Table 08: The obstacle to a good oral presentation



From the statistics we found that the students who said that lack of motivation is an obstacle to a good oral presentation are 12 (40%), 8 (26.66%) of the students who claimed that fear of making mistakes is the obstacle for a good oral presentation, 8

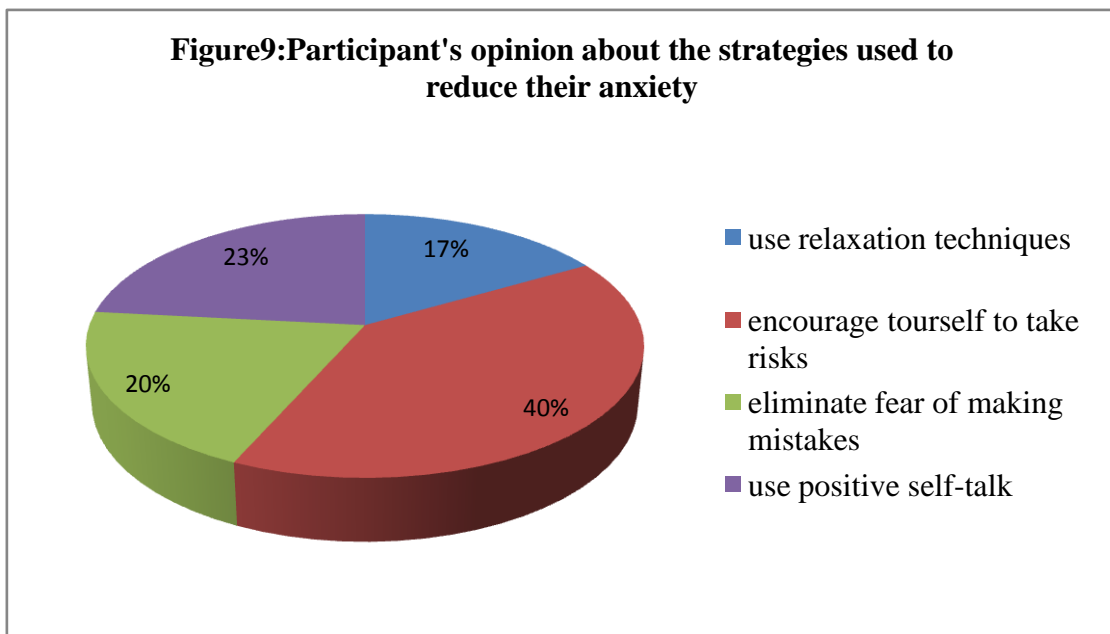
(26.66%) of them who referred it to anxiety. And only,1 (3.33%) of the participants assume that it is due to the lack of self-confidence. And 1 (3.33%) choose all of them.

Question 09: Which of the following reduce anxiety?

The aim of this question is to determine the strategies used by students to reduce their anxiety

Options	Participants	Percentage
Use relaxation techniques	5	16.66%
Encourage yourself to take risks	12	40%
Eliminate fear of making mistakes	6	20%
Use positive self-talk	7	23.33%

Table 09: Participants’ opinion about the strategies used to reduce their anxiety.



The results display that the number of students who reported that they encourage their selves to take risks is 12 (40%), the number of students who use positive self talk is 7 (23.33%),and 6 (20%) of students who chooses to eliminate fear of making mistakes, use relaxation techniques is chosen by 5 students (16.66%). We have noticed

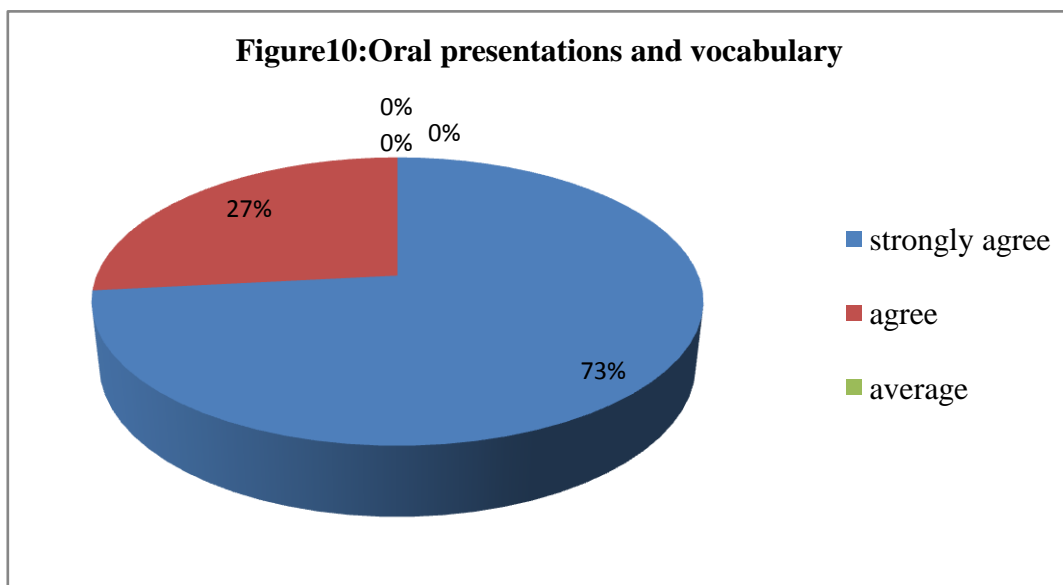
that the mostly used strategies by the learners are: encourage themselves to take risks (40%) and use positive self talk (23.33%).

Question 10: Oral presentation helps you to enrich your English vocabulary:

This question aims to know whether students are agreeing that oral presentation helps them to enrich their English vocabulary or no.

Options	Participants	Percentage
Strongly agree	22	73.33%
Agree	8	26.66%
Average	0	0%
Disagree	0	0%
Strongly disagree	0	0%

Table 10: Oral Presentations and Vocabulary



The results show that most students 22 (73.33 %) strongly agree that OPs help them a lot in developing a great deal of vocabulary in the English language. In addition,

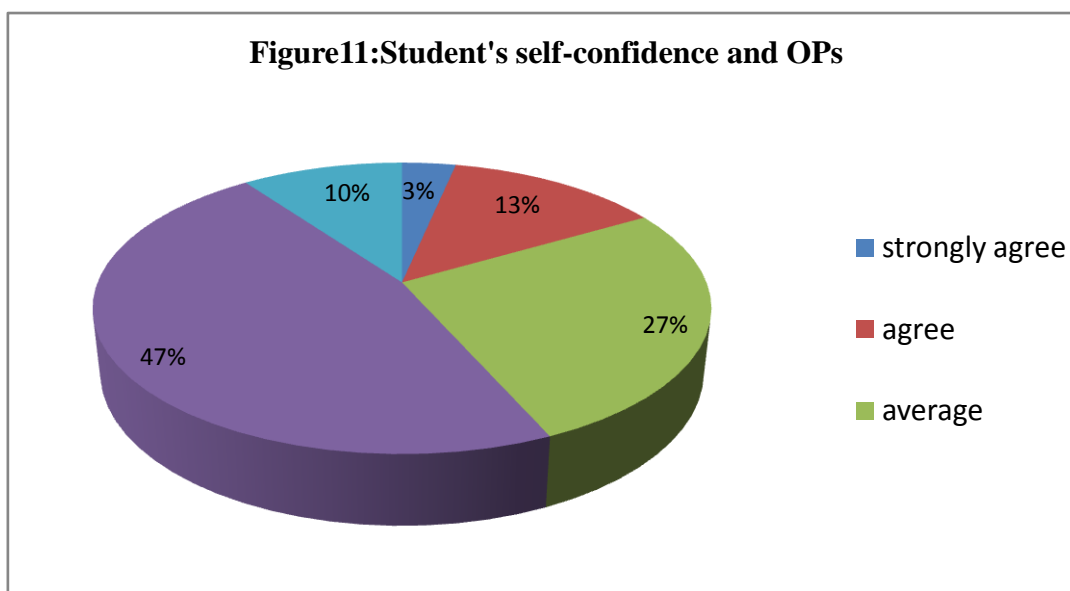
8 (26.66%) of the population agree with this claiming that OPs give them an opportunity to enlarge and widen their linguistic repertoire

Question11: You never feel sure of your-self when you are speaking in your oral presentation:

This question aims to determine whether students feel quite sure of themselves when they are speaking in their oral presentation.

Options	Participants	Percentage
Strongly agree	1	3.33%
Agree	4	13.33%
Average	8	26.66%
Disagree	14	46.66%
Strongly disagree	3	10%

Table 11: Student's self-confidence and OPs



As it is shown 46.66% (i.e. 14 students) disagreed that they never felt quite sure of themselves when they are presenting a work orally. 26.66% (8 students) are neutral,

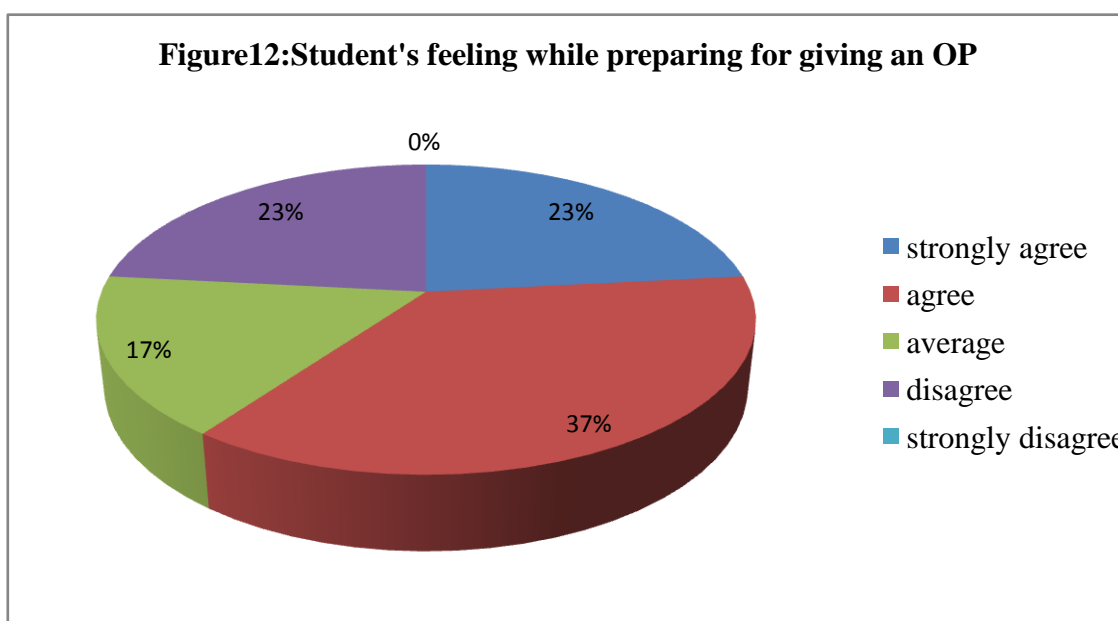
13.33% (4 students) are agree.10% (3 students) is strongly disagreeing with the item, and only 3.33% (1 student) is strongly agreed with it.

Question 12: While preparing for giving an oral presentation, you feel nervous and tense.

The aim of this question is to determine the student's feeling while preparing for giving an oral presentation.

Options	Participants	Percentage
Strongly agree	7	23.33%
Agree	11	36.66%
Average	5	16.66%
Disagree	7	23.33%
Strongly disagree	0	0%

Table 12: student's feeling while preparing for giving an OP.



As it is shown,36.66% (11 students) are agree with that idea .23.33% (7 students) are strongly agree and they feel so nervous when they are preparing for giving an oral

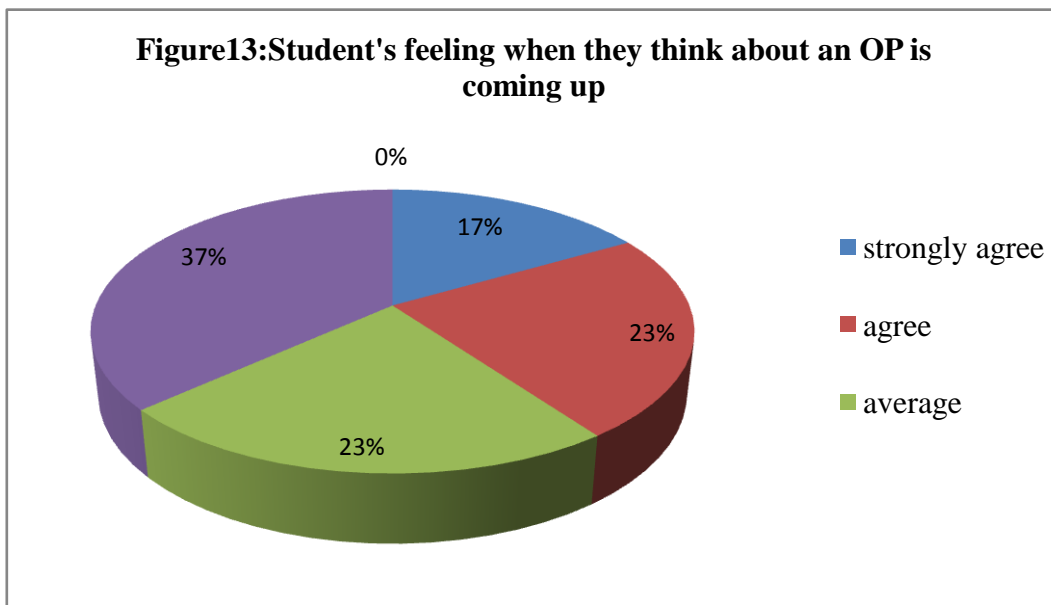
presentation and 23.33% others (7 students) are totally disagree. While 16.66% (5 students) said that they are neutral with this item.

Question 13: You feel anxious when you think about an oral presentation coming up.

This question aims to identify if students feel anxious when they think about an oral presentation is coming up.

Options	Participants	Percentage
Strongly agree	5	16.66%
Agree	7	23.33%
Average	7	23.33%
Disagree	11	36.66%
Strongly disagree	0	0%

Table 13: Student’s feeling when they think about an OP is coming up.



The figure above shows that 36.66% (11 students) of the participants claim that they are disagree, and 23.33% (7 students) of them are agree and they said that they

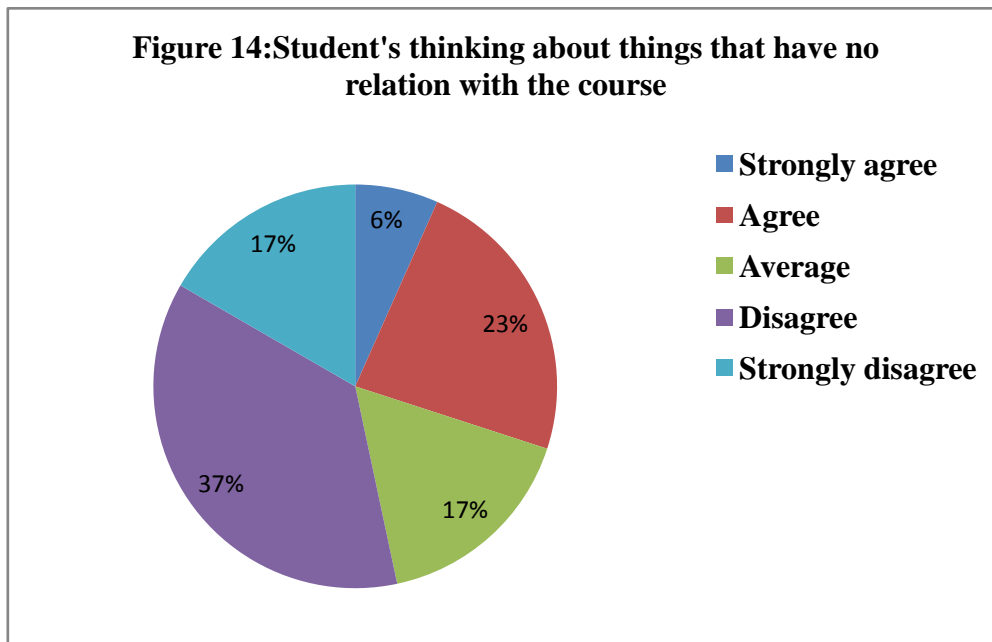
feel nervous and tense. 23.33% (7 students) are neutral. While 16.66% (5 students) are strongly agree with this item.

Question 14: During an oral presentation, you find yourself thinking about things that have nothing to do with the course.

The aim of this question is to see whether students think about things that have no relation with the course or not.

Options	Participants	Percentage
Strongly agree	2	6.66%
Agree	7	23.33%
Average	5	16.66%
Disagree	11	36.66%
Strongly disagree	5	16.66%

Table 14: Student’s thinking about things that have no relation with the course.



The figure above shows that 6.66%(2 students) are strongly agree , 23.33% of the participants (7 students) are agree .While 36.66% (11 students)say that they are

disagreeing and 16.66% (5 students) are strongly disagree. However, 16.66% (5 students) stay neutral.

Question 15: When you make a mistake in your oral presentation, you find it hard to concentrate on the parts that follow.

This question aims to know whether students find it hard to concentrate on the topic after making mistakes or not.

Options	Participants	Percentage
Strongly agree	5	16.66%
Agree	12	40%
Average	10	33.33%
Disagree	3	10%
Strongly disagree	0	0%

Table 15: Making mistakes and concentration's difficulty when delivering an OP.

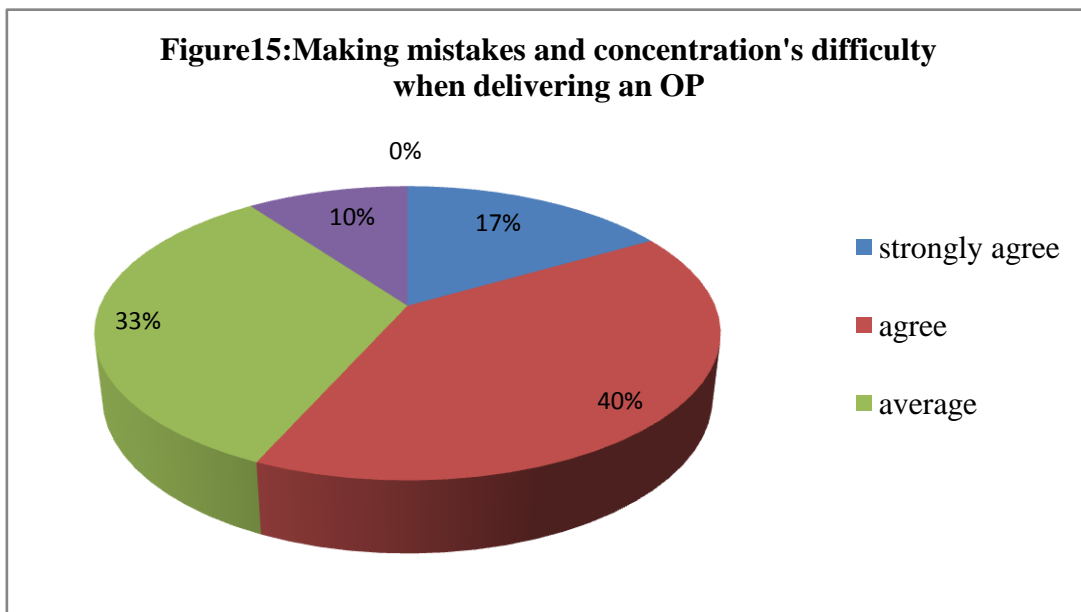


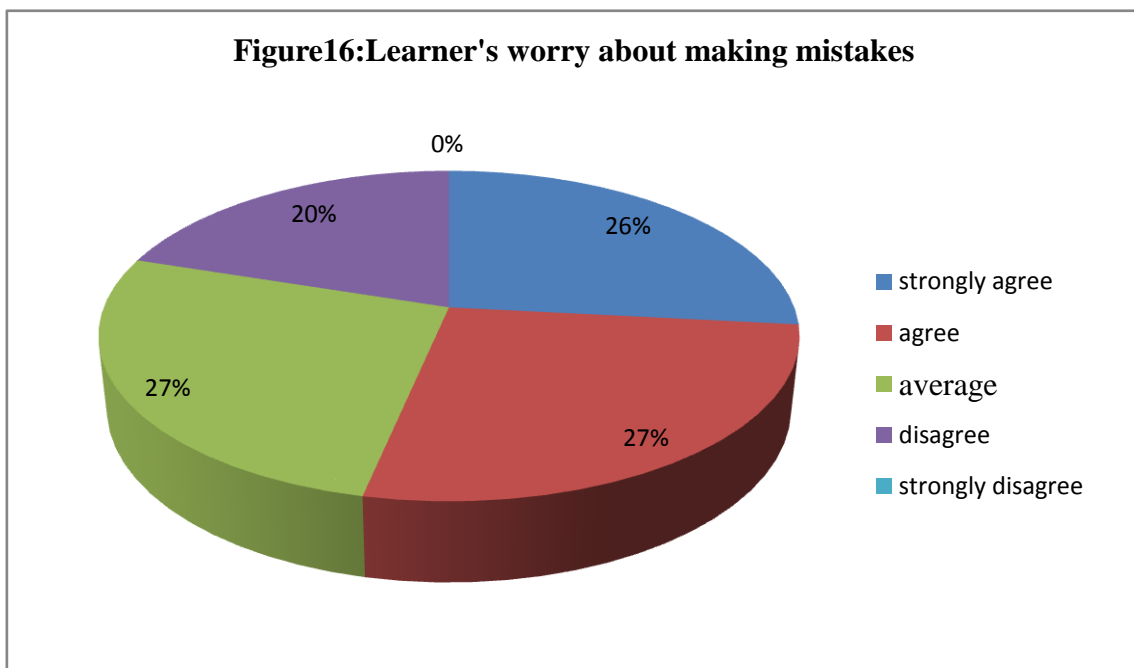
Figure 15 shows that 16.66% (5 students) are strongly agree and 40% (12 students) are agreeing. While the students who are disagree with this idea are 10% (3 students). However, 33.33% (10 students) are neutral.

Question 16: You don't worry about making mistakes in your oral presentation.

This question aims to determine whether students worry about making mistakes during their oral presentation or no.

Options	Participants	Percentage
Strongly agree	8	26.66%
Agree	8	26.66%
Average	8	26.66%
Disagree	6	20%
Strongly disagree	0	0%

Table 16: Learner's worry about making mistakes.



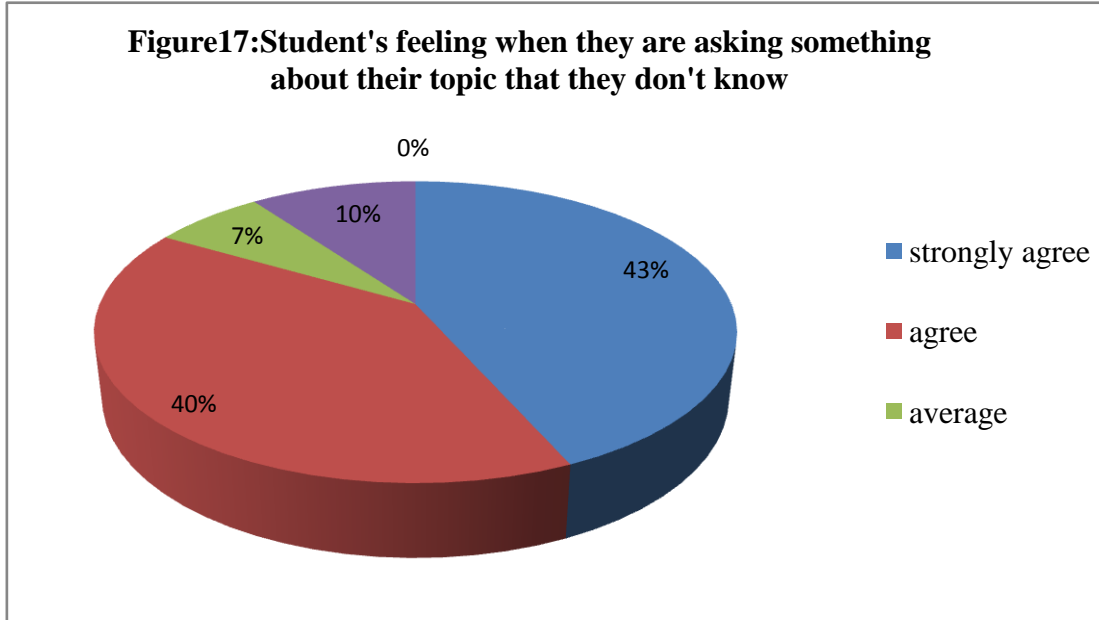
Students who feel anxious are the ones who are afraid of making mistakes in their oral presentations.26.66% (8 students) strongly agree and so expressed that they really do not have the fear of making mistakes .The same number of students are disagree. However 26.66% (8 students) prefer to stay neutral.

Question 17: You get anxious if someone asks you something about your topic that you don't know.

This question aims to determine the student's feeling if someone asks him something about his topic that he don't know.

Options	Participants	Percentage
Strongly agree	13	43.33%
Agree	12	40%
Average	2	6.66%
Disagree	3	10%
Strongly disagree	0	0%

Table 17: Student's feeling when they are asking something about their topic that they don't know.



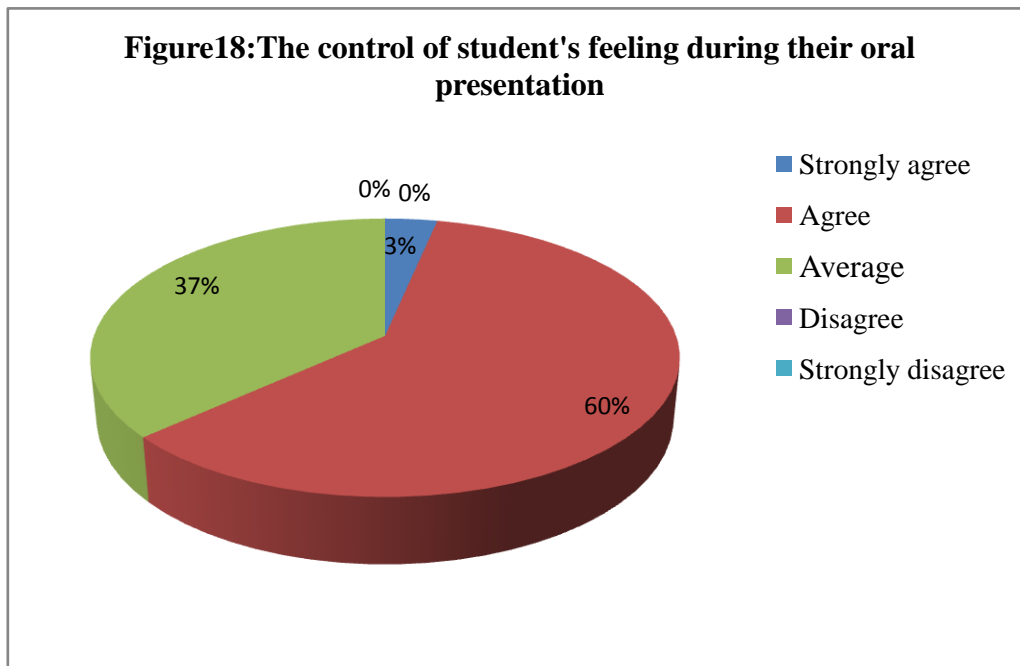
From the statistics above 43.33% (13 students) said that they are strongly agree and 40% of the participants (12 students)are agree . However, 10% of the students (3) are disagree whereas, 6.66% (2 students) choose to stay neutral.

Question 18: While delivering an oral presentation, you can control your feelings of anxious.

This question aims to see whether students can control their feeling of tension and anxious during their oral presentation.

Options	Participants	Percentage
Strongly agree	1	3.33%
Agree	18	60%
Average	11	36.66%
Disagree	0	0%
Strongly disagree	0	0%

Table 18: The control of student’s feeling during their OP.



The majority of participants 60% (18 students) are presenting orally. And only 3.33% (1 student) is strongly agreeing .whereas, 36.66% (11 students) prefer to stay neutral.

II.1.1.Discussion of the results

From the collected answers of the student's questionnaire, we found that motivation plays a crucial role on student's oral presentation. It gives the student self-confidence and makes him feel comfortable. Moreover student's lack of motivation influences their success in the learning process; it is a barrier which stops them to achieve their goals. Consequently, when students exaggerate the difficulties they will face under estimate their probability of success especially in the speaking skill.

However, anxiety has a negative impact on student's oral presentations as it is stated by (Horwitz ,2001,P.113) declaring that "negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education".

Anxiety is considered as an obstacle that impedes the learning process in general and oral presentations in particular, because it makes students participate less in their classes in comparison with motivated ones. This view was reinforced by (Ely, 1986) saying that little dangers are taken by students who are suffering from language anxiety. Consequently, there are many reasons behind student's feeling of anxiety among them: shyness, fear of making mistakes, fear of negative evaluation, and lack of the knowledge about the topic (Rosnah et al, 2011).The findings results are in relation to our research questions that, teachers need Through our data gathering we found that motivation needs to be present in all classes and for all levels. We end up this study by some suggestions, that we hope, will help both students and teachers especially teachers to increase their student's motivation through interesting topics and make a discussion about them to create a competition between them, which lead students to give a successful oral presentation and obtain confidence in themselves.

II.2. The Analysis of the teachers' questionnaire

Introduction

In addition to students questionnaire we found it necessary to administer another one for teachers. The main objective of this study is to determine the reason behind student's successful oral presentation and investigating the impact of both motivation and anxiety on student's oral presentation.

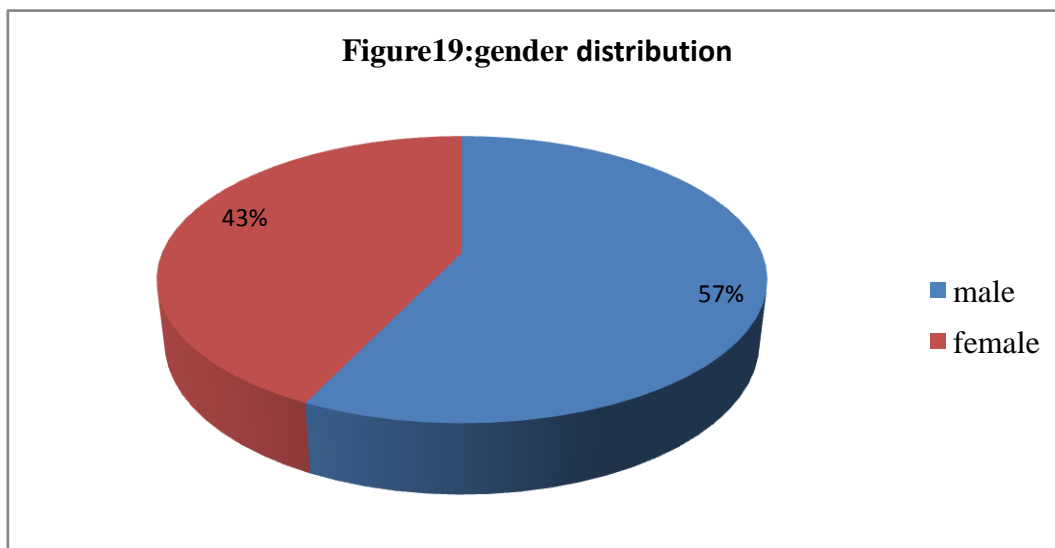
The analysis

Question 01: Gender

The aim of this question is to locate the gender of teachers who are teaching second year Master Degree.

Options	Participants	Percentage
Male	4	57.14%
Female	3	42.85%

Table19: Gender distribution



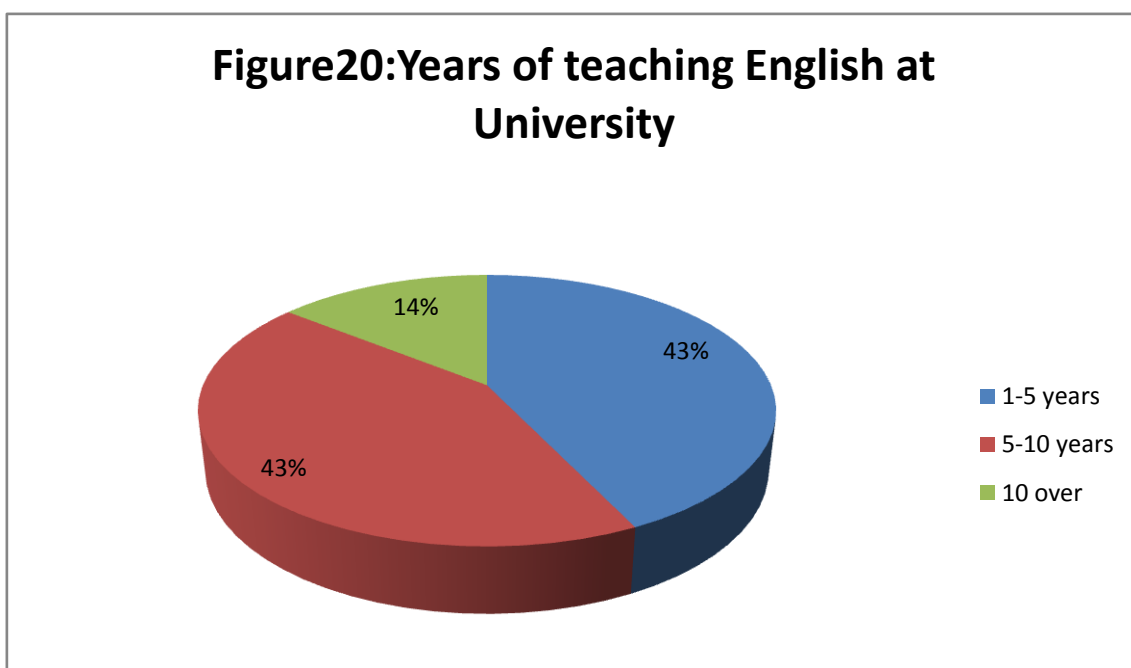
In the above figure it is shown that 57.14% (4 teachers) are male. While 42.85% (3 teachers) present female.

Question 2 : How long have you been teaching English at University?

This question aims to know how many years teachers have been teaching English at University.

Options	Participants	Percentage
1-5 years	3	42.85%
5-10 years	3	42.85%
10-over	1	14.28

Table 20: Years of teaching English at University



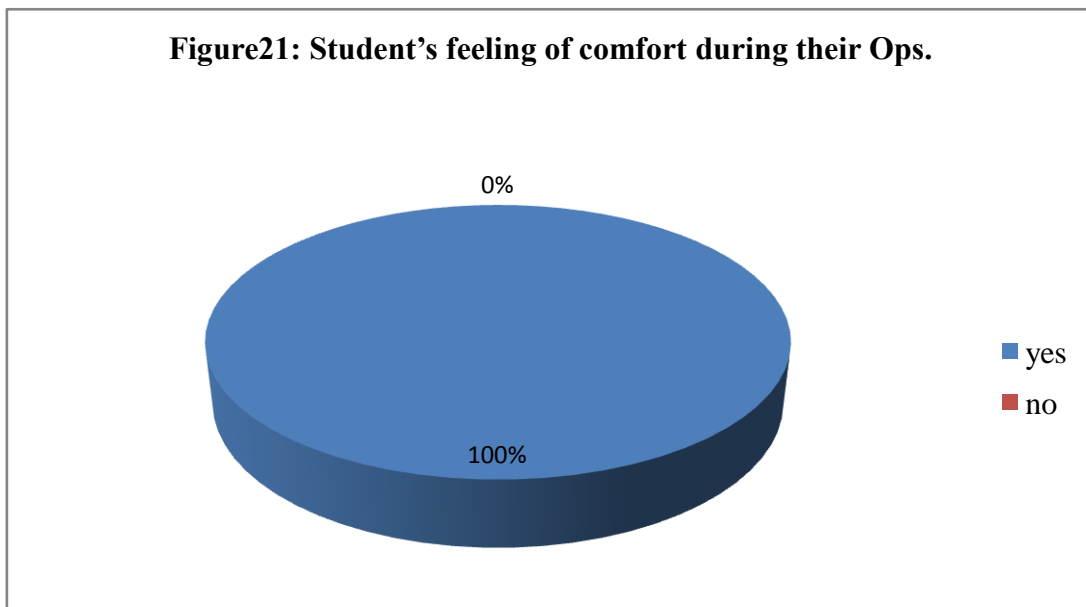
As it is shown in the graph above, 42.85% (3 teachers) have been teaching English from 1 to 5 years and 42.85% (3 teachers of the participants have been teaching English from 5 to 10 years .While only 14.28% (1 teacher) has been teaching English from 10 and over.

Question 3: Do your students feel comfortable during their oral presentations?

The main aim of this question is to determine whether students feel comfortable during their oral presentation or not.

Options	Participants	Percentage
Yes	7	100%
No	0	0%

Table 21: Student’s feeling of comfort during their Ops.



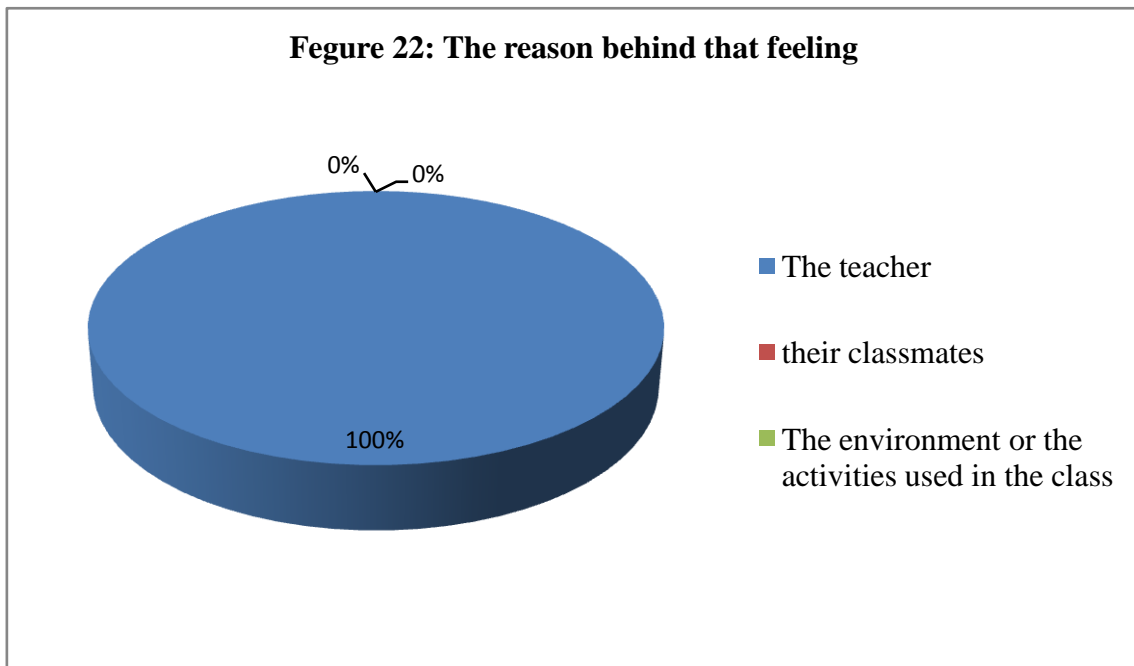
According to the result shown in the above figure, We can notice that all teachers are agree that the majority students feel so comfortable during their oral presentation (OPS).

Question 4: What makes them feel so?

This question aims to find the main reason behind the student’s feeling of comfort.

Options	Participants	Percentage
The teacher	7	100%
Their classmates	0	0%
The environment or the activities used in the class	0	0%

Table 22: The reason behind that feeling.



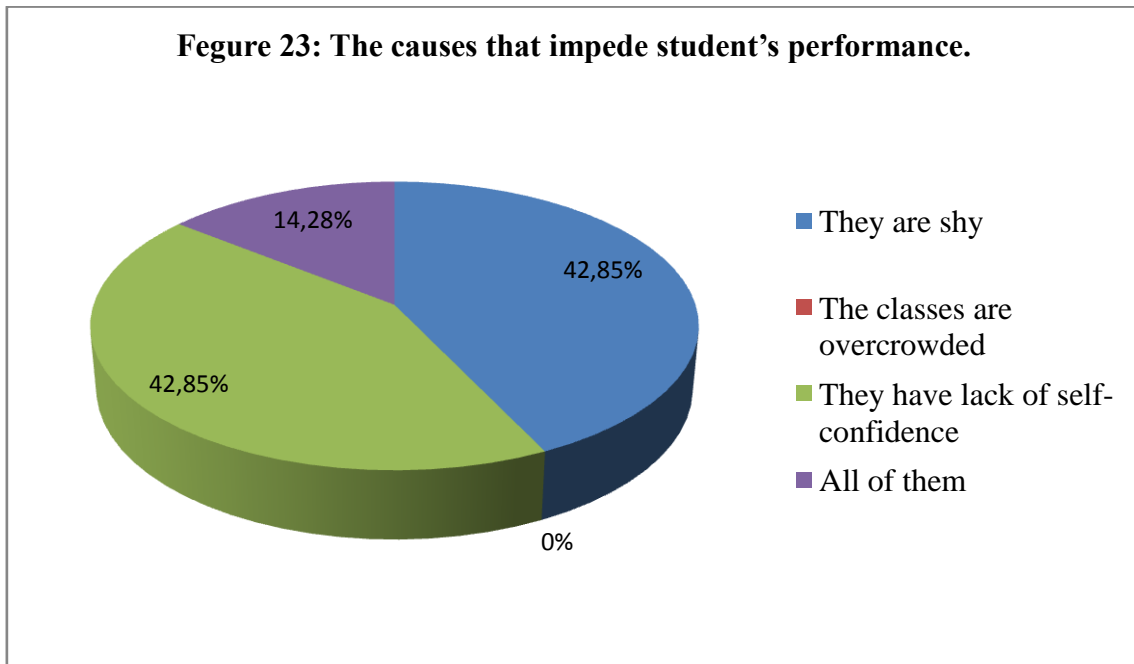
As it is shown above the entire number of teachers (100%) claim that the main reason which makes students feel comfortable during their oral presentation is the teacher ,since he gives them a positive energy and promotes self-confidence on them.

Question 5: Do you think that students do not present orally because,

The aim of this question is to determine the causes that forbid students to present orally.

Options	Participants	Percentage
They are shy	3	42.85%
The classes are overcrowded	0	0%
They have lack of self-confidence	3	42.85%
All of them	1	14.28%

Table 23: The causes that impede student’s performance.



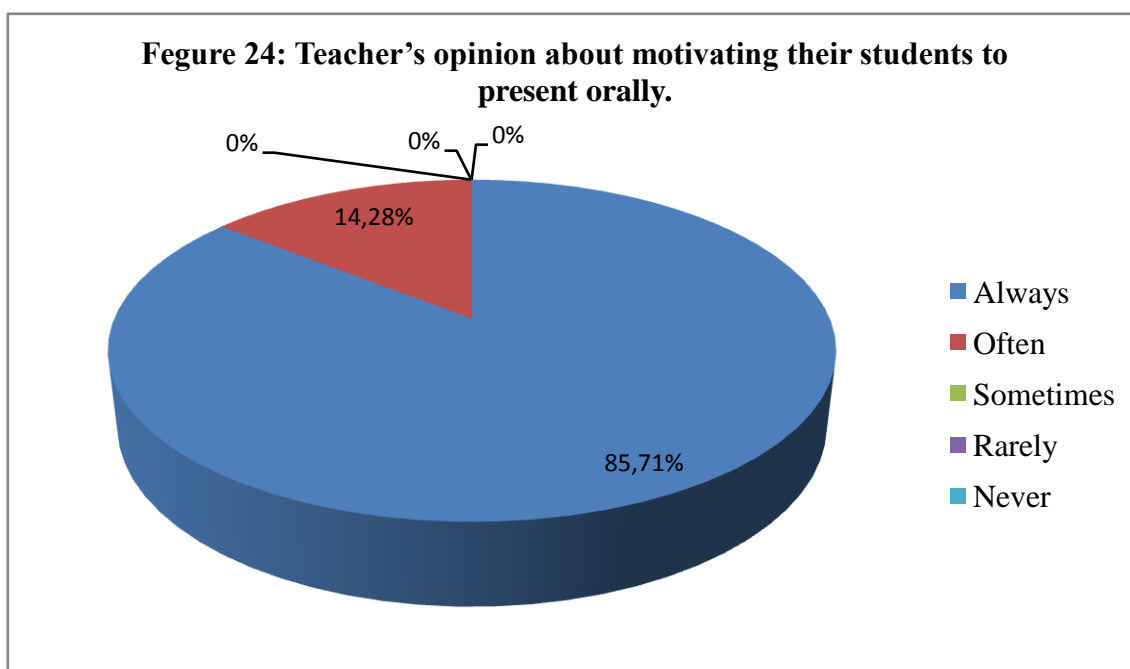
According to the statistics 42.85% (3 teachers) have chosen lack of self-confidence .While only 14.28%(1 teacher) said that they are shy .Whereas 42.85% who have all the suggestions

Question 6: Do you motivate your students to present orally?

This question aims to know whether teachers motivate their students to present orally or not.

Options	Participants	Percentage
Always	6	85.71%
Often	1	14.28
Sometimes	0	0%
Rarely	0	0%
Never	0	0%

Table 24: Teacher's opinion about motivating their students to present orally.



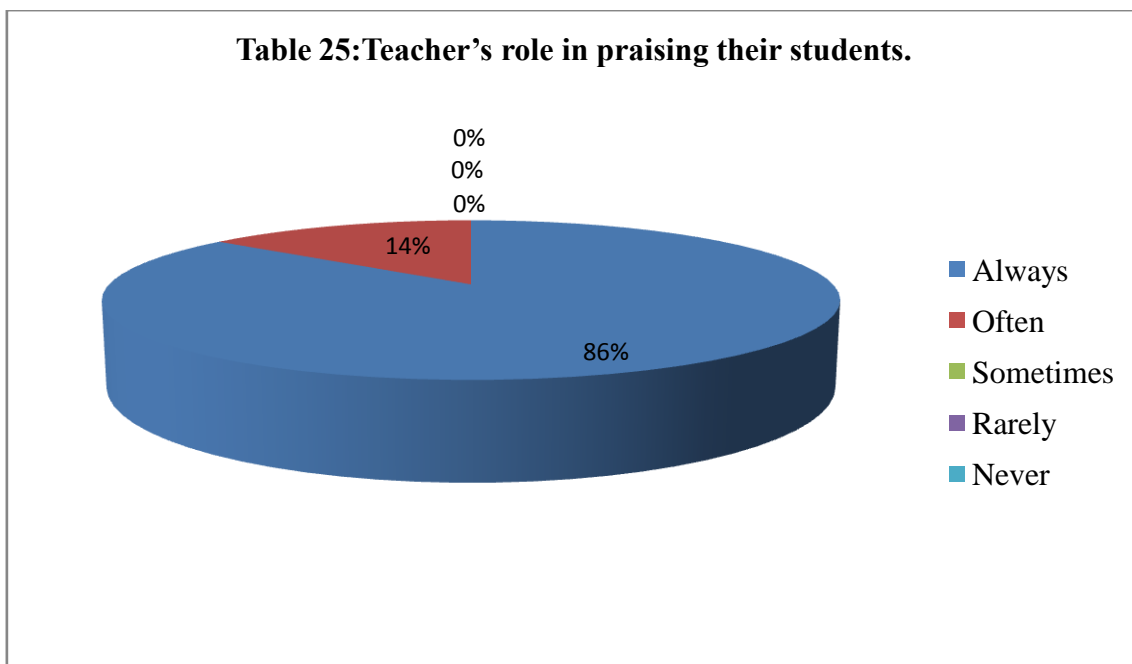
Regarding teacher's answers, the majority of teachers (85.71%) said that they always motivate their students for a good oral presentation while only 14.28% who answered with often.

Question 7: Do you praise them when they present orally?

The aim of this question is to see whether teachers praise their students when they present orally or not.

Options	Participants	Percentage
Always	6	85.71%
Often	1	14.28%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%

Table 25:Teacher’s role in praising their students.



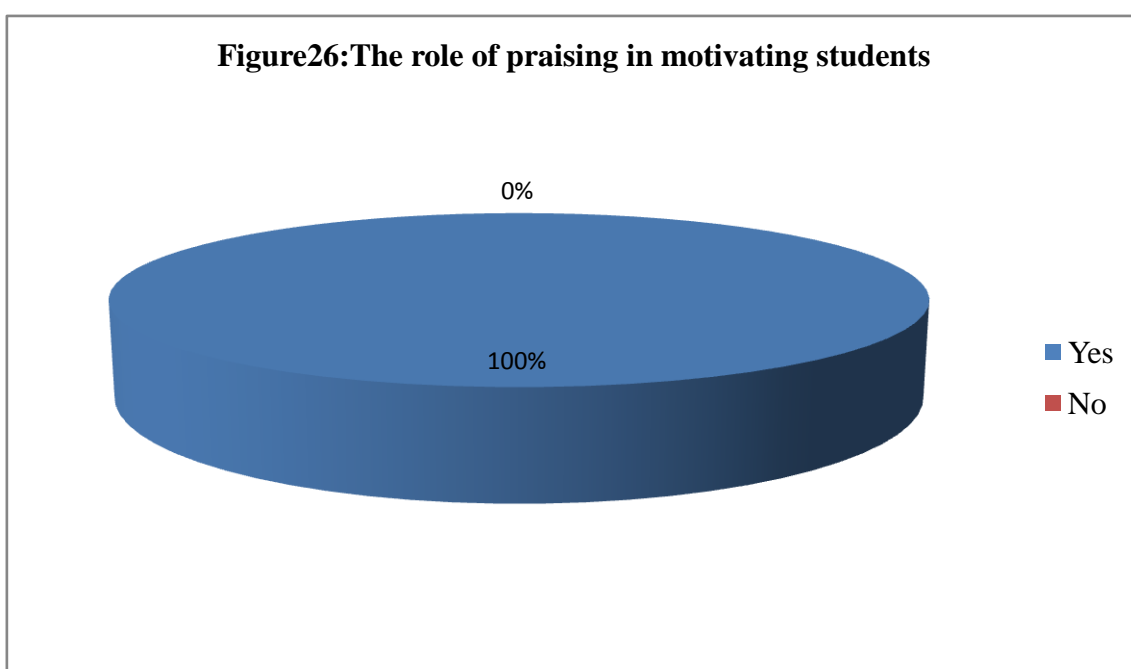
The aim of this question is to determine whether teachers praise their students when they are presenting orally or not .In the above figure the majority of the participants 85.17% said that they always praise their students during their oral presentation and only 14.28% of the participants who answered with often.

Question 8: Does this motivate them to present orally?

The main aim of this question is to find whether this praise motivate students to present orally or not.

Options	Participants	Percentage
Yes	7	100%
No	0	0%

Table 26: The role of praising in motivating students



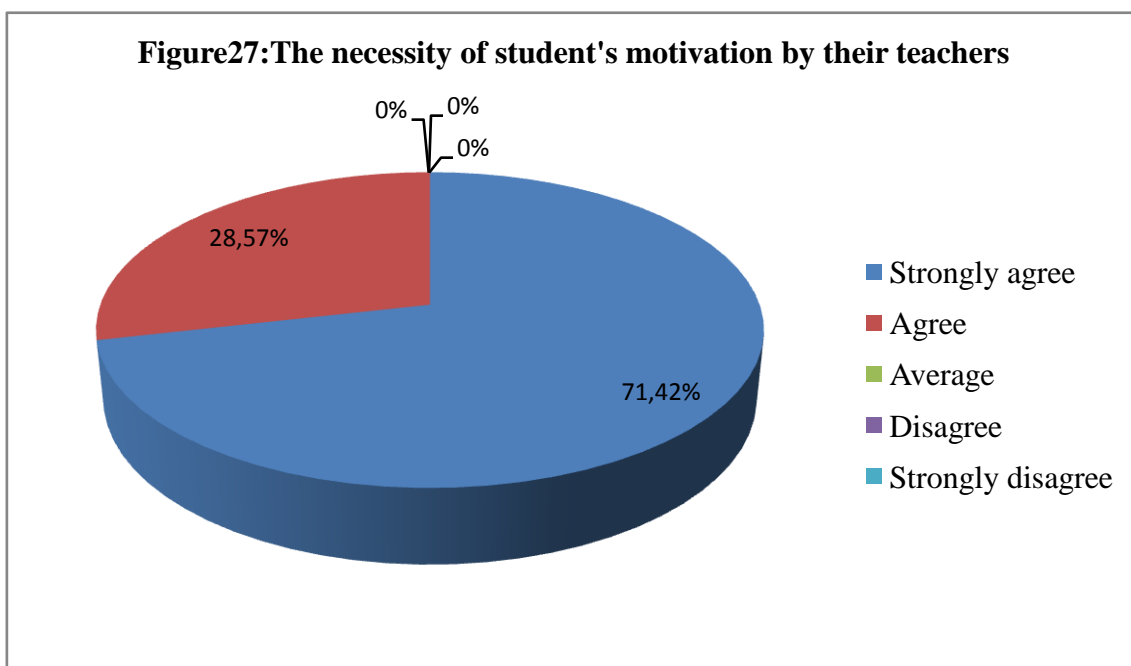
The entire number of teachers (100%) said yes and justify by saying motivation given by teachers can encourage students and give them self-confidence to do better.

Question 9: Do you agree that in order to present orally, students should be motivated by their teachers?

This question aims to determine whether teachers are agreeing or not that students should be motivated by them.

Options	Participants	Percentage
Strongly agree	5	71.42%
Agree	2	28.57%
Average	0	0%
Disagree	0	0%
Strongly disagree	0	0%

Table 27: The necessity of student's motivation by their teachers



As it is shown , 71.42% of the participants claim that they are strongly agree ,while 28.57% said that they are agree.

II.2.1.Discussion of the results

From the collected answers of the teacher's questionnaire, we arrived at several results. Teacher's motivation enhances student's self confidence during their oral presentation.

In addition to that creates good classroom atmosphere where students feel comfortable. . This claim is reinforced by (Flemens ,2009) who reveals that a reasonable level of motivation is good for students to realize good performance. However, anxiety could be an obstacle that impedes learner's ability to achieve better results during their oral presentation as it is stated by (Gardner and Macintyre, 1993) explaining that anxiety impedes motivation as a result of its high levels; whenever motivation increases, anxiety will decrease. In these terms, (Oxford and Crookall, 1991) declare that "Language anxiety may cause problems such as low self-esteem and low self-confidence ". Moreover, the relation between motivation and anxiety is reinforced by (Spielberger, 1966) stating that anxiety affects an individual's behaviors either positively or negatively. While high motivation can be beneficial for students to deliver a successful oral presentation, high anxiety is inadequate.

Conclusion

In the previous chapter we have presented the results of the study as well as the discussion of the major findings, the next section will be devoted to suggestions and recommendations.

General conclusion

The present study aims at investigating the impact of motivation and anxiety on EFL University student's oral presentation in the classroom. This work is administered to second year master degree LMD students of English as a foreign language at the department of English University of "Abbes Laghrour" Khenchela. The objective of this work is to answer the two questions set by the writers which are:

1. What is the impact of motivation on student's oral presentation in the classroom?
2. What is the impact of anxiety on student's oral presentation in the classroom?

In order to answer the following questions the researchers relied on the descriptive approach. The investigation was conducted into a form of questionnaire for both teachers and their students. The analysis of the results has shown that anxiety was negatively related to oral presentations and student with high level of anxiety are automatically going to forget their speech and also their ideas by moving from one idea to another. Then based on the findings achieved, the researcher provided some essential suggestions for students in order to be taken into consideration when presenting orally among them: raising self-esteem, use positive self-talk, and using visual aids.

II.3.Suggestions for students

Students can participate in reducing their feeling of anxiety during their oral presentation; they should know how to overcome their fear about speaking. The following are some tips that may help students deal with their anxieties.

II.3.1. Use positive self-talk

Positive self-talk is considered as an efficient strategy for students to decrease their feeling of anxiety. (Basset, 1989, P.3-1) asserted that students should think positively “To begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts”. Besides this strategy helps students to overcome their negative thoughts. Thus, they should know how to talk to themselves using positive conversations instead of negative ones.

II.3.2. Raising self-esteem

One of the most effective strategies that help students to deliver a successful oral presentation is raising self-esteem. It includes three main types: global self-esteem, situational self-esteem, and task self-esteem. (Brawn ,1977) declared that people who have a high level of self-esteem can realize great results, and can learn from their mistakes.

II.3.3.Using visual aids

Visual aids are power point scripts, diagrams or graphs. According to Brunel University, learners when presenting a work orally, should leave a clear view of the front by avoiding reading everything from the data show because this includes the presenter to stand back to the audience and have low voice. Students should have a connection between the topic that they are discussing and the graph used.

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Appendices

Appendix 1

Student's Questionnaire:

Dear student,

This questionnaire serves as a data collection tool that aims at investigating the way how students feel when giving oral presentation. Your cooperation would be deeply appreciated .Thank you very much for your help to accomplish this task.

Please have the kindness to provide us with the necessary answers to the following questions by putting a tick (√) in the appropriate box or giving full answer(s) in the space provided. The answers are anonymous and confidential. So answer as honestly as you can. Thank you.

Section one: general information

1. Gender:

A. Male B. Female

2. Age:

A. 20-22 B. 23-27 C.28-over

3. Number of years spent in English learning Years.

4. Is English yourchoice?

A. Personal B. Advised C. Imposed

-Please justify, why?.....

.....

5. How can you rank your level in English?

- A. Very good B. Good C. Average D. Weak

Section two: Anxiety

6. Do you present your work orally in the classroom?

- A. Yes B. No

If not justify?

.....
.....

7. Who chooses the topics for presentations?

- A. Students B. The teacher C. Both

8. Which of the following you think is an obstacle to a good oral presentation?

- A. Anxiety B. Fear of making mistakes C. Lack of motivation
D. Lack of self-confidence

Justify?.....
.....

9. Which of the following reduce anxiety?

- A. Use relaxation techniques B. Encourage yourself to take risks
C. Eliminate fear of making mistakes D. Use positive self-talk
E. All of them

Section three: Oral presentation

<p>*Please check (√) in the box that best reflects your opinion about each of the following statements:</p>	<p>Strongly agree</p>	<p>Agree</p>	<p>Average</p>	<p>Disagree</p>	<p>Strongly disagree</p>
<p>10. Oral presentations help you to enrich your English vocabulary.</p>					
<p>11. You never feel sure of your-self when you are speaking in your oral presentation.</p>					
<p>12. While preparing for giving an oral presentation, you feel nervous and tense.</p>					
<p>13. You feel anxious when you think about an oral presentation coming up.</p>					
<p>14. During an oral presentation, you find yourself thinking about things that have nothing to do with the course.</p>					
<p>15. When you make a mistake in your oral presentation, you find it hard to concentrate on the parts that follow.</p>					
<p>16. You don't worry about making mistakes in your oral presentation.</p>					
<p>17. You get anxious if someone asks you something about your topic that you don't know.</p>					
<p>18. While delivering an oral presentation, you can control your feelings of anxious.</p>					

Thank you!

Appendix 2

Teacher's Questionnaire

Dear teacher,

We would be very grateful if you accept answering the following questionnaire by putting a tick (√) in the corresponding box or giving a full statements whenever necessary.

Your answers will help us to accomplish our study about the impact of Motivation and Anxiety on Master II EFL University Students' Oral Presentations in the Classroom. Thank you for your cooperation.

1. Gender:

A. Male B. Female

2. How long have you been teaching English at University?

A. 1-5 years B. 5-10 years C. 10-over

3. Do your students feel comfortable during their oral presentations?.

A. Yes B. No

4. What makes them feel so?

A. The teacher B. Their classmates
C. The environment or the activities used in the class

5. Do you think that students do not present orally because,

A. They are shy B. The classes are overcrowded
C. They have lack of self-confidence D. All of them

6. Do you motivate your students to present orally?

A. Always B. Often C. Sometimes D. Rarely
E. Never

7. Do you praise them when they present orally?

- A. Always B. Often Sometimes D. Rarely
E. Never

8. Does this motivate them to present orally?

- A. Yes B. No

Justify,.....
.....

9. Do you agree that in order to present orally ,students should be motivated by their teachers?

- A. Strongly agree B. Agree Average Disagree
E. Strongly disagree

Thank you!

ملخص

تهدف هذه الدراسة إلى معرفة تأثير الحافز والتوتر على الطلبة خلال أدائهم التعبير الشفوي في القسم، وفي هذا العمل ركزنا على قسم السنة الثانية ماستر انجليزية لجامعة عباس لغرور خنشلة. بالإضافة إلى طرح بعض الأسئلة على أساتذة اللغة الإنجليزية وطلابهم أيضا. بينت المعطيات ذات الطابع الوصف الإحصائي أن للحافز تأثير إيجابي على أداء الطلبة بخلاف التوتر الذي يؤثر سلبا عليهم.