

## ***A Study on Oral Presentation Anxiety and Confidence: A Comparison between L1 and L2 Presentations***

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The purpose of the present study is to learn about students' presentation anxiety and confidence when facing oral presentation tasks in L1 (Korean) and L2 (English). In particular, this study attempts to identify the differences in sources of presentation anxiety and confidence when the presentation is made in Korean and English. An open-ended questionnaire was first administered to students in order to find out factors related to presentation anxiety and confidence. The factors identified through content analysis were further categorized into English language skills, presentation skills, and other related variables. A structured survey was then constructed based on these categories and administered to one-hundred-thirty-seven students. The results of the study demonstrated that there are some differences and similarities in the sources of anxiety and confidence in both presentations. For example, while factors such as 'time management' and 'ability to adjust to changes' were related to Korean presentation anxiety, 'English language skills' and 'ability to summarize the main points' were related to English presentation anxiety. On the basis of the study, implications are discussed.

The ability to create and deliver an effective oral presentation is a vital skill in today's workplace. Speaking to an audience is not an easy task. Even speakers with years of experience in giving oral presentations have some anxiety about standing and talking in front of an audience; making oral presentations in L2 would thus add extra pressure on presenters. The ability

to communicate effectively is becoming more critical than ever for career success, especially in the field of education. Therefore, teachers and education professionals have focused on promoting communication ability including oral presentation skills. Giving oral presentations is also one of the important skills in English medium lectures at universities. Ferris and Tagg (1996a, 1996b) pinpoint that most studies on academic skills of ESL students mainly looked at reading and writing skills, and stressed the need for studies on oral interaction in academic settings. Ferris (1998) conducted a comparative study on students' and professors' views on academic oral skills requirements in subject-matter courses at universities. She found that the students considered formal speaking and pronunciation very important skills, while the professors viewed communication with professors and note-taking as such. In addition, Ferris claims that there is paucity in examining the needs of students for promoting academic listening and speaking skills required in content-based courses at universities. Considering the recent increase of English-medium lectures at Korean universities, it seems essential to provide some useful information on how to succeed as well as participate actively in such courses. In order to excel in the content-based courses, students would need to have a good command of spoken and written English. For example, they should be able to understand a lecture given in English and interact effectively with others through group discussion and tasks. Therefore, the ability to give an effective oral presentation is one of the important skills that students should master. Despite its importance, the ability to give an effective and clear oral presentation has been dealt with in a very limited number of courses at universities. Furthermore, professional courses geared to promoting effective oral presentation skills or studies on academic oral presentations are almost nonexistent.

In order to provide some insight and future directions for fostering the ability to give a successful academic oral presentation in content-based courses, the present study investigates factors affecting presentation anxiety and confidence in terms of English language skills, presentation ability, experience with living in English-speaking countries, and previous experiences

with presentation. Regardless of the language or the purpose of presentation, one can be more effective if one understands the sources of presentation anxiety and confidence, overcomes stage fright, and builds confidence. The purpose of the present study is to learn about students' presentation anxiety and confidence when they face oral presentation tasks in L1 (Korean) and L2 (English). In particular, this study attempts to find out the differences in sources of presentation anxiety and confidence when the presentation is made in Korean and in English.

## **BACKGROUNDS OF THE STUDY**

### **Oral Presentations in L2**

There have been many studies on L1 and L2 learning in terms of the four skills of language. In listening and speaking, Rost (2002) reviews studies on adjustments made in child-directed speech and foreigner talk. He reports that adults and native speakers tend to make modifications in terms of phonological, morphological, and semantic aspects in the interaction with children and non-native speakers. Rost (2002) also claims that first language learners have a fair amount of automatized skills to process their L1, while second language learners lack such skills and knowledge of phonotactic rules including assimilation, reduction, and elision. For example, first language learners can employ lexical segmentation strategies almost automatically and naturally in order to mark word boundaries which are most problematic for L2 learners.

Regarding oral presentation skills in academic contexts, Boyle (1996) claims that skills and strategies for effective oral presentations are important goals in many EAP (English for Academic Purposes) courses. According to Price (1977), an effective oral presentation about a topic involves five stages: general introduction, statement of intention, specific information, conclusion, and invitation for discussion. Jordan (1997) and Boyle (1996) argue that the ability to organize the content of presentation clearly and coherently is

critical for successful presentation. For example, presenters should develop their presentations coherently by creating logical sequence relations and matching relations appropriately. In her study of oral academic presentations by native and non-native English-speaking students at universities, Morita (2000) observed that such academic discourse socialization is a potentially complex cognitive and sociolinguistic event. She also found that academic presentations were challenging to not only non-native English-speaking students but also native English-speaking students. Williams (1992) compared the planned and unplanned oral production of international teaching assistants at universities and found significant differences in the two types of production in terms of discourse marking. The results demonstrated that the planned oral production contained more explicit marking than the unplanned one. The use of discourse markers to indicate speaker intention and functions of discourse enhanced the comprehensibility of oral production made by the assistants. The examples of such markers were definitions, examples, restatements, identifications, introductions, and summaries. Williams further suggests that nonnative-speaking students need to be trained to utilize a variety of discourse markers to overcome other comprehensibility problems such as pronunciation.

Duff (1995) explored the discourse of history lessons at secondary schools with English immersion programs in the light of student presentations and lectures given by a teacher. Student presentations took the form of lectures and were found to involve specific structural properties. For example, student lectures consisted of three macro-phases such as pre-lecture, lecture, and post-lecture. Each phase contained several micro-structures including discussion, negotiation, specification of audience role and lecture procedures, intervention/comments/questions by student or teacher in relation to manner of presentation, language, and content. Ferris and Tagg (1996a) examined listening and speaking tasks required by instructors at universities and found that instructors required different types of aural/oral tasks depending on majors, type of institution, and class size. According to the professors, oral presentations, leading discussions, debates, and note-taking were among the requirements. However, tasks such as debates, student-led discussion, and assignments

requiring interaction with native speakers were rare in all the academic disciplines at the universities. In the subsequent study on academic listening/speaking tasks for ESL students at universities, Ferris and Tagg (1996b) investigated professors' views on ESL students' problems with those tasks. Professors acknowledged the importance of developing communication strategies for students to participate actively in a variety of speaking tasks in a lecture.

Ferris (1998) conducted a comparative needs analysis between professors and students in terms of academic aural/oral skills. She found that formal speaking was ranked highest on the list of important aural/oral skills by students, while listening comprehension was placed highest in the ranking by professors. This result implies that there is a serious mismatch between professors and students on the views of important aural/oral skills needed in university contexts. Mason (1995) also found that graduate ESL students had difficulties with academic listening and speaking tasks, and greater requirements of oral participation in lectures were considered very challenging by these graduate students. Hendrix (2000) provides some useful suggestions for instructors teaching courses with oral presentations. She presents three instructional strategies to help ESL students with oral presentations. First, the instructors should encourage students to engage in oral practice, monitoring, and viewing videotapes of other students' presentations. In this process, the focus should be put on pronunciation, comprehensibility, and listening. Second, the instructors can encourage students to think rhetorically. Specifically, this can be achieved by asking them to view videotapes of student presentations with a focus on the purpose and organizational patterns of the presentation and the way to appeal to the audience. Finally, enough oral practice, the use of visual aids, and active interaction with the audience should be facilitated. As more and more emphasis has been placed upon student participation in student-centered classrooms, studies on features of student participation in classes might be needed to better understand the nature and sources of difficulties of students with the participation tasks. Student oral presentation, one form of student participation in classes, would be one of the requirements in many

disciplines in university settings.

### **The Effects of Anxiety and Confidence on L2 Performance**

There have been studies on the effects of anxiety and confidence on L2 performance. Many researchers seem to agree that anxiety is linked directly to performance in L2 and it is one of the crucial factors affecting language learning regardless of learning contexts (Dornyei, 2001; Dulay, Burt, & Krashen, 1982; Horwitz & Young, 1991; Krashen, 1982; MacIntyre & Gardner, 1991; Oxford, 1990; Young, 1991). Many studies have examined the relationships between anxiety and specific tasks in the L2. The belief that foreign language learning might induce anxiety is not a new concept. A group of scholars studied the effect of anxiety on L2 listening performance. Bacon (1989) states that listening in the foreign language can induce anxiety. Specifically, Saito, Garza, and Horwitz (1999) investigated foreign language reading anxiety in groups of students studying Spanish, Russian, and Japanese as a foreign language. Their study revealed that reading in a foreign language might invoke anxiety to some learners, and levels of reading anxiety varied according to the foreign language and different writing systems.

In his comparative study of listening and reading, Lund (1991) also reports that L2 listeners had problems with identifying background information such as the speakers and role relationships between speakers. According to him, their misunderstanding can be partly due to affective factors such as anxiety. Kim (2002) examined the relationships between anxiety and foreign language listening, and attempted to determine the best predictor of listening proficiency. In her study, the lack of self-confidence in listening was found to be the best predictor of listening proficiency, and listening anxiety was significantly related to other variables such as university major, and study with tutors or in private language institutes. MacIntyre and Gardner (1994) conducted an experiment on the effects of anxiety on vocabulary acquisition by American students enrolling in French courses at a university. They used a computerized learning task in which students were asked to learn a series of English-French

noun pairs and respond orally to questions about French vocabulary items learned on the computer. By introducing a video camera during the learning task, they also attempted to examine the effect of the camera on anxiety levels. They found that the video camera provoked significant increases in state anxiety and interfered with vocabulary learning. In addition to its effects on listening and reading performance in the L2 or FL, it has been reported that anxiety is also related to second language writing performance (Cheng, 1998, quoted in Saito, Garza, & Horwitz, 1999).

More studies on anxiety have been centered on the relationships between anxiety and oral performance. Mejias, Applbaum, Applbaum, and Trotter (1991) investigated communication apprehension among Mexican American students and found that there were significant positive correlations between the students' communication apprehension in Spanish and English. They also observed that positive correlation in the level of oral communication apprehension between the L1 and L2. In other words, the students whose communication apprehension level in the L1 was high also felt more difficulties in learning a second language. Steinberg and Horwitz (1986) examined the effect of induced anxiety on the content of ESL learners' oral descriptions on pictures. They tested the hypothesis that there would be differences in the content of description made by two groups of students, one with an anxiety treatment and the other without such treatment. They found that students in the treatment group showed poor oral performance in comparison with those in a control group without an anxiety treatment. Aida (1994) explored the relationship between anxiety and language performance in FL among students of Japanese at a university. On the basis of the students' final course grades, she found significant factors affecting students' anxiety in learning Japanese. Some of those factors were speech anxiety, fear of negative evaluation, and degree of comfort when speaking with native speakers of Japanese. Phillips (1992) investigated the effects of anxiety on American university students' performance on oral tests in French as a FL. The oral tasks involved free talking about a given cultural topic and performing a role-play. She found that anxious students tended to receive

lower exam grades than less anxious students. In addition, it was found that students frightened by oral evaluation did not show positive attitudes toward their language class.

In relation to the effects of confidence on oral production, Hedge (2000) points out that the lack of confidence causes difficulties with listening and speaking in ESL/EFL learners. Tsui (1996) conducted an in-depth analysis of the reluctant second language speakers and identified several factors explaining the reluctance of students in speaking. Two of those factors were the lack of confidence and students' fear of mistakes. Thus, it can be claimed that building confidence in a second language classroom is one of the major roles of the second language teacher.

The present study aims to investigate the factors affecting a student oral presentation, one of the important academic skills required in university contexts. Specifically, the sources of anxiety are analyzed from multiple perspectives including the language skills, presentation skills, and personal variables such as overseas experience and previous presentation opportunities. In addition, the current study also examines how these variables affect student performance in L1 and L2 presentations. Specifically, the research questions were formulated as follows:

- (1) What are the sources of presentation anxiety and presentation confidence in L1(Korean) presentation situations?
- (2) What are the sources of presentation anxiety and presentation confidence in L2(English) presentation situations?
- (3) Are there any differences between English presentations and Korean presentations?

## **METHODS**

### **Participants**

The participants were 137 female university students who have taken more



than one university-level English-medium lecture. They were selected because they were taking classes that require at least one English academic presentation during the semester. These students seemed to have relevant experience to inform the researcher of their presentation anxiety and confidence both in English and in Korean. The result of the current study cannot be generalized, though, because the data is limited. Only the experiences of female students were collected; and so results could be different if the data included responses from male students. Also, only a few academic majors are involved. As such, students majoring in different fields may provide different pictures about their presentation experience. From the result of the current study, however, it is expected that we could get a glimpse of students' presentation anxiety and confidence when they deal with these tasks in English and in Korean.

**TABLE 1**  
**Participants' Overseas Experience (n=137)**

Overseas English study experience	Cases	Percentage
Inexperienced	79	57.7
Experienced	57	41.6
Missing	1	.7
Total	137	100.0

**TABLE 2**  
**Participants' Time Spent on Overseas English Study (n=137)**

Duration of overseas English study	Cases	Percentage
None	79	57.7
Less than 6 months	12	8.7
6 months-1 year	17	12.3
1 year-2 years	10	7.2
Over 2 years	13	9.7
Missing	6	4.4
Total	137	100.0

Participants included students taking major classes in International Office Management (23.4%) and in English Education (40.9%). Non-major students (35.8%) were those minoring or double-majoring in International Office Management, Business Administration, Psychology, Communication, International studies, Chinese, or English Language and Literature. The participants were all juniors and seniors, and there were more juniors (61.3%) than seniors (33.6%). Table 1 summarizes the participants' experience of studying English in English-speaking countries. There were more students who indicated that they never had studied English in English-speaking countries (57.7%) than students who had studied in English speaking countries (41.6%).

Students' experiences of studying English in English-speaking countries were further analyzed according to their length of stay. Among the students who had overseas study experience, as presented in Table 2, 17% of the students stayed in English-speaking countries for more than 6 months and less than 1 year; 14% for 3 weeks to 6 months; 8% for over 2 years; 3.4% for more than 1 year and less than 2 years.

## **Instrument**

Information on students' presentation experiences was first collected through an open-ended survey after students' presentations from three different classes (N=120) in order to find out variables related to oral presentations. In an open-ended survey, students were asked to write at least three responses to the question, "What would make a good oral presentation in class?" The students' answers were analyzed according to the frequency of mentions. The emerging variables (mentioned by more than 5 students) were then analytically categorized into personal variables, presentation experience, presentation skills, and English language skills. The variables included in the structured survey used for the present study are as follows:

### **1) Personal Variables**

Students frequently mentioned that senior students are better in giving oral

presentations in class. Overseas experience was also often mentioned. Thus, for the personal variables, 'year of study' and 'overseas experience' were included.

#### 2) Presentation Experience

More than five students mentioned presentation experience. They commented that students who have more presentation experience would give better presentations. Students' responses on Korean/ English presentation experiences involved such factors as number of presentation opportunities throughout a course ('presentation opportunities'), length of presentation ('time limit for each presentation'), number of opportunities for individual presentation ('individual presentation'), and number of opportunities for group presentation ('group presentation').

#### 3) Class Experience

Students' comments related to class experience were collated. The comments conspicuously appearing on students' responses are presented in Table 3.

**TABLE 3**  
**Items on Class Experience**

Item Number	Content	Abbreviation used in the analysis
KCE1/ECE1	I actively participate in class.	Class participation
KCE2/ECE2	I received good grades	Good grades
KCE3/ECE3	I am interested in the content of the lecture	Interest
KCE4/ECE4	I am motivated to do well in class	Motivation

(\*KCE: Korean Class Experience, ECE: English Class Experience. The numbers indicate the item numbers in the questionnaire.)

#### 4) Presentation Skills and Affective Factors

Presentation skills frequently mentioned and thus included in the structured survey are indicated in Table 4. In addition, affective factors such as anxiety and confidence were included.

**TABLE 4**  
**Items on Presentation Skills**

Item Number	Content	Abbreviation used in the analysis
KP1/EP1	I understand the content of my presentation.	Understanding the content
KP2/EP2	I can provide a summary that covers the main points.	Summarizing
KP3/EP3	I can speak in a natural style.	Natural Talk
KP4/EP4	I can relate my presentation to the audience members' experience, needs, and situations.	Establishing relevance
KP5/EP5	I can provide sufficient evidence to my arguments.	Providing evidence
KP6/EP6	I can connect ideas with logical and smooth transitions.	Logical transition
KP7/EP7	I can make audience members interested and participate in my presentation.	Motivating audience
KP8/EP8	I can speak with appropriate volume and speed.	Appropriate volume and speed
KP9/EP9	I can avoid speaking in a monotone.	Avoiding monotonous tone
KP10/EP10	I can perceive audience reaction.	Responding to the audience
KP11/EP11	I can use presentation materials (handouts, visual aids) appropriately.	Appropriate use of visuals
KP12/EP12	I can make my presentation length to the allotted time.	Time management
KP13/EP13	I have presentation anxiety.	Presentation anxiety
KP14/EP14	I can be flexible with an unexpected time change or limitation.	Adjusting to changes
KP15/EP15	I am confident in my presentation.	Presentation confidence

(\*KP: Korean Presentations, EP: English Presentations. The numbers indicate the item numbers in the questionnaire.)

#### 5) English skills

Students frequently mentioned that their lack of confidence in using English affects their oral presentations. English skills emerging from students' responses were listening, speaking, reading, writing, pronunciation, rhythm and intonation, and grammar skills.

## **Analysis**

In order to detect differences in students' Korean and English presentation experiences, paired t-tests were employed. Sources of presentation anxiety and presentation confidence were then analyzed conducting a multiple stepwise regression method. All statistical analyses were done using SPSS (v.10.0) for Windows.

## **RESULTS AND DISCUSSION**

### **Overall Comparison between English (L2) Presentations and Korean (L1) Presentations**

First of all, it was expected that there are differences in students' perceptions in giving English presentations and Korean presentations. To detect the differences, paired t-tests were conducted.

Table 5 present items on students' motivation (1 item), presentation opportunity (1 item), presentation skills (14 items) and anxiety/ confidence (2 items). As shown in Table 5, as expected, students reported that they have more opportunities giving Korean presentations ( $M=2.37$ ) than giving English presentations ( $M=3.45$ ) in class. Students' motivation to do well was higher in English-medium class ( $M= 1.72$ ) than in Korean-medium class ( $M=1.90$ ). Even though students are more motivated to do well in English-medium class, students seem to have more anxiety in English presentations ( $M=1.94$ ) than in Korean presentations ( $M=2.59$ ). In addition, students are more confident in Korean presentations ( $2.45$ ) than in English presentations ( $2.95$ ). In all other variables, however, the mean scores were higher in Korean presentations than in English presentations. Students believe that they are better in Korean presentations to 1) understand the content of their presentation; 2) provide a summary that covers the main points; 3) speak in a natural style; 4) relate their presentations to the audience members' experience, needs, and situations;

**TABLE 5**  
**Paired T-test Results on the Differences in Students’**  
**English Presentations and Korean Presentations**

Items	Mean		SD		t-value	Sig
	English	Korean	English	Korean		
Motivation	1.72	1.90	.71	.80	-2.348	.020
Presentation opportunities*	3.45	2.37	2.95	1.34	4.271	.000
Individual presentation*	2.12	.92	2.02	1.04	5.381	.000
Understanding the content	1.7	1.55	.55	.60	2.974	.004
Summarizing main points	2.20	1.64	.69	.59	7.926	.000
Natural talk	2.82	1.94	.75	.76	10.485	.000
Establishing relevance	2.85	2.05	.75	.75	9.612	.000
Providing evidence	2.88	2.11	.69	.76	9.184	.000
Logical transition	2.79	2.05	.70	.69	9.635	.000
Motivating audience	2.87	2.34	.77	.75	7.077	.000
Appropriate volume and speed	2.41	1.88	.80	.65	8.114	.000
Avoiding monotonous tone	2.84	2.31	.80	.77	6.655	.000
Responding to the audience	2.48	1.99	.84	.81	6.379	.000
Appropriate use of visuals	2.18	1.84	.69	.64	5.509	.000
Time management	2.24	1.98	.65	.63	4.093	.000
Presentation anxiety	1.94	2.59	.92	.85	-6.904	.000
Adjusting to changes	2.85	2.27	.70	.69	7.700	.000
Presentation confidence	2.95	2.45	.89	.82	5.151	.000

(\*Estimated number of opportunity: 1- highest, 4 – lowest, Presentation opportunity means all the chances for making presentations either in a group or individually in a course, while individual presentation only the chances for individual presentations.)

5) provide sufficient evidence to their arguments; 6) connect ideas logically and smoothly; 7) make audience interested; 8) speak with appropriate volume and speed; 8) avoid monotonous tone; 9) respond to the audience; 10) use presentation materials appropriately; 11) manage the allotted time; and 12) adjust to unexpected changes.

### Results on Presentation Anxiety

After finding out the differences in students' experiences in Korean presentations and English presentations, analyses were conducted to find out sources of presentation anxiety.

#### *English Presentation Anxiety*

Groups of variables—English skills, presentation skills, other personal variables—related to English presentation anxiety were analyzed using a multiple stepwise regression method.

##### (1) English Skills Predicting English Presentation Anxiety

In order to find the best predictors of the students' confidence in doing English presentations, a forward stepwise regression analysis was performed. The first variable entered to the regression equation was 'speaking,' which accounted for 86.1% of the total variance. The second variable entered was 'appropriate rhythm and intonation.' The scores of students' self assessment of speaking ability together with the score of students' self-assessment of rhythm and intonation explained 87.4% of the total variability. Table 6 displays the results.

**TABLE 6**  
**English Skill Variables Affecting Students' English Presentation Anxiety (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Speaking ability	.862	.861	.000
2	Appropriate rhythm and intonation	.872	.874	.000

(2) Presentation Skills Predicting English Presentation Anxiety

The best predictors of the students' presentation anxiety were found to be 'understanding the content' and 'summarizing the main points.' The first variable entered to the regression equation was 'understanding the content,' which accounted for 74.1% of the total variance. The second variable entered was 'summarizing the main points,' which, together with 'understanding the content,' explained 76.0% of the total variability. The result is demonstrated in Table 7.

**TABLE 7**  
**Presentation Skill Variables Affecting Students' English Presentation Anxiety (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Understanding the content	.743	.741	.000
2	Summarizing the main points	.764	.760	.000

(3) Personal Variables Predicting English Presentation Anxiety

As Table 8 shows, the first variable entered to the regression equation was 'academic year,' which accounted for 81.5% of the total variance. The second variable entered was 'total length of overseas experience in an English speaking country,' which, together with 'academic year,' explained 82.9% of the total variability.

**TABLE 8**  
**Background Variables Affecting Students' English Presentation Anxiety (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Academic year	.817	.815	.000
2	Total length of overseas experience in an English speaking country	.833	.829	.000

*Korean Presentation Anxiety*

Groups of variables—presentation skill and, other personal variables—related to Korean presentation anxiety were analyzed adopting a multiple



stepwise regression method.

(1) Presentation Skills Predicting Korean Presentation Anxiety

A forward multiple stepwise regression analysis was performed. As Table 9 exhibits, the first variable entered to the regression equation was 'time management,' which accounted for 79.1% of the total variance. The second variable entered was 'understanding the content,' which together with 'time management' explained 81.3% of the total variance. The third variable entered was 'adjusting to changes.' The third variable, together with the first and the second variable, accounted for 81.8% of the total variability. The fourth variable entered was 'natural talk,' which, with the other three variables, explained 83% of the total variability.

**TABLE 9**  
**Presentation Skill Variables Affecting Students' Korean Presentation Anxiety (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Time management	.793	.791	.000
2	Understanding the content	.816	.813	.000
3	Adjusting to changes	.822	.818	.000
4	Natural talk	.835	.830	.000

(2) Personal Variables Related to Korean Presentation Anxiety

As displayed in Table 10, the first variable entered to the regression equation was 'academic year,' which accounted for 89.3% of the total variance. The second variable entered was 'total length of presentation time,' which, together with 'academic year,' explained 89.8% of the total variability.

**TABLE 10**  
**Background Variables Affecting Students' Korean Presentation Anxiety (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Academic year	.894	.893	.000
2	Total length of presentation time	.900	.898	.000

## Results on Confidence in Making Presentations

After examining the differences in students' experiences in Korean presentations and English presentations, analyses were carried out to find out sources of confidence in making presentations.

### *Confidence in English Presentations*

Groups of variables—English skills, presentation skills, other personal variables— related to English presentation confidence were again analyzed adopting a multiple stepwise regression method.

#### (1) English Skills Predicting Confidence in English Presentation

A stepwise multiple regression was performed to find out predictors of students' confidence in English presentations. The only variable entered was the score of students' self-assessment of reading comprehension, which accounted for 87.1% of the total variance. Table 11 shows the results.

**TABLE 11**  
**English Skill Variables Affecting Students' Confidence**  
**in English Presentations (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Reading ability	.872	.871	.000

#### (2) Presentation Skills Predicting Confidence in English Presentations

In order to identify the best predictors, among presentation skills, of the students' confidence in making English presentations, a forward stepwise regression analysis was performed. The first variable entered to the regression equation was 'providing evidence,' which accounted for 93.9% of the total variance. The second variable entered was 'appropriate use of visuals,' which, together with 'providing evidence,' explained 94.9% of the total variability. The third variable entered was 'appropriate volume and

speed,' which together with 'providing evidence' and 'appropriate use of visuals,' explained 95.2% of the total variance. Table 12 displays the results.

**TABLE 12**  
**Presentation Variables Affecting Students' Confidence**  
**in English Presentations (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Providing evidence	.939	.939	.000
2	Appropriate use of visuals	.950	.949	.000
3	Appropriate volume and speed	.953	.952	.000

### (3) Personal Variables Predicting Confidence in English Presentations

The first variable entered to the regression equation was 'good grades,' which accounted for 92.2% of the total variance. The second variable entered was 'class participation,' which, together with 'good grades,' explained 92.8% of the total variability.

**TABLE 13**  
**Background Variables Affecting Students' Confidence in English Presentation (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P- value
1	Good grades	.923	.922	.000
2	Class participation	.930	.928	.000

### *Confidence in Korean Presentations*

Groups of variables—presentation skills and other personal variables—related to confidence in making Korean presentations were again analyzed adopting a multiple stepwise regression method.

### (1) Presentation Skills Predicting Confidence in Korean Presentations

In order to find the best predictors among presentation skills of the students' confidence in making Korean presentations, a forward stepwise regression analysis was performed. The first variable entered to the regression equation

was ‘logical and smooth transitions,’ which accounted for 91.4% of the total variance. The second variable entered was ‘adjusting to changes,’ which together with ‘logical and smooth transitions’ explained 93.5% of the total variance. The third variable entered was ‘natural talk.’ The third variable, together with the first and the second variable, accounted for 94.2% of the total variability. The fourth variable entered was ‘appropriate use of visuals,’ which, with other 3 variables explained 94.7% of the total variability. The fifth variable entered was ‘avoiding monotonous tone,’ which, with other 4 variables explained 94.8% of the total variability. Table 14 summarizes the results.

**TABLE 14**  
**Presentation Skill Variables Affecting Students’ Confidence**  
**in Korean Presentations (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Logical and smooth transitions	.914	.914	.000
2	Adjusting to changes	.936	.935	.000
3	Natural talk	.944	.942	.000
4	Appropriate use of visuals	.948	.947	.000
5	Avoiding monotonous tone	.950	.948	.000

(2) Personal Variables Related to Confidence in Korean Presentations

As displayed in Table 15, the first variable entered to the regression equation was ‘good grades,’ which accounted for 84.3% of the total variance. The second variable entered was ‘class participation,’ which together with ‘good grades’ explained 86.7% of the total variance. The third variable

**TABLE 15**  
**Background Variables Affecting Students’ Confidence**  
**in Korean Presentations (N=137)**

Step	Variables Entered	R squared	Adjusted R-square	P-value
1	Good grades	.844	.843	.000
2	Class participation	.869	.867	.000
3	Academic year	.877	.873	.000
4	Total length of presentation time	.883	.878	.000

entered was 'academic year.' The third variable, together with the first and the second variable, accounted for 87.3% of the total variability. The fourth variable entered was 'total length of presentation time,' which, with other three variables explained 87.8% of the total variability.

### **Sources of Presentation Anxiety and Confidence: A Comparison of the Results between English Presentations and Korean Presentations**

The sources of presentation anxiety and presentation confidence are summarized in Tables 16 and 17. As presented in Tables 16 and 17, there were some similarities and differences in the sources of the students' anxiety and confidence in Korean and English presentations. The variables such as 'understanding the content' and 'academic year' were the sources of anxiety in both Korean and English presentations. However, such variables as 'English speaking ability' and 'appropriate rhythm and intonation' were the sources of anxiety only in English presentations. In relation to the sources of confidence in making presentations, 'appropriate use of visuals,' 'good grades,' and 'class participation' were found to be the sources of confidence in both Korean and English presentations. On the other hand, variables including 'English reading ability,' 'providing evidence,' and 'appropriate volume and speed' were the sources of confidence only in English presentations.

**TABLE 16**  
**Sources of Presentation Anxiety: A Comparison of the Results**  
**between English Presentations and Korean Presentations (N=137)**

	Korean	English
English skills	N/A	<ul style="list-style-type: none"> <li>•Speaking ability</li> <li>•Appropriate rhythm and intonation</li> </ul>
Presentation skills	<ul style="list-style-type: none"> <li>•Time management</li> <li>•Understanding the content</li> <li>•Adjusting to changes</li> <li>•Natural talk</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding the content</li> <li>•Summarizing the main points</li> </ul>
Background variables	<ul style="list-style-type: none"> <li>•Academic year</li> <li>•Total length of presentation time</li> </ul>	<ul style="list-style-type: none"> <li>•Academic year</li> <li>•Total length of overseas experience in English speaking country</li> </ul>

**TABLE 17**  
**Sources of Confidence in Making Presentations: A Comparison of the Results**  
**between English Presentations and Korean Presentations (N=137)**

	Korean	English
English skills	N/A	•Reading comprehension
Presentation skills	<ul style="list-style-type: none"> <li>• Logical and smooth transitions</li> <li>•Adjusting to changes</li> <li>•Natural talk</li> <li>•Appropriate use of visuals</li> <li>•Avoiding monotonous tone</li> </ul>	<ul style="list-style-type: none"> <li>•Providing evidence</li> <li>•Appropriate use of visuals</li> <li>•Appropriate volume and speed</li> </ul>
Personal variables	<ul style="list-style-type: none"> <li>•Good grades</li> <li>•Class participation</li> <li>•Academic year</li> <li>•Total length of presentation time</li> </ul>	<ul style="list-style-type: none"> <li>•Good grades</li> <li>•Class participation</li> </ul>

## CONCLUSION AND SUGGESTIONS

The purpose of the study was to examine students' presentation anxiety and confidence when they make oral presentations in L1 (Korean) and L2 (English). Specifically, this study aimed to identify the differences in sources of presentation anxiety and confidence when the presentation was made in Korean and in English. A comparison of the results between English presentations and Korean presentations yielded some significant differences in the sources of anxiety and confidence. First, it was found that while the opportunity to give a Korean presentation was higher than giving an English presentation in class, students tended to display higher motivation to do well in the class when they were allowed English presentation opportunities than Korean presentation opportunities.

Second, some similar patterns were found in both English presentations and Korean presentations. For both English and Korean presentations, 'understanding the content' and 'academic year' was found to be among the best predictors of presentation anxiety. However, both English presentations and Korean presentations showed somewhat different trends in terms of the

sources of anxiety. For example, in English presentations, the sources of anxiety were predicted by variables such as 'English speaking ability,' 'the ability to speak with appropriate rhythm/intonation,' 'the ability to summarize the main points,' and 'total length of overseas experience in English-speaking countries.' On the other hand, in Korean presentations, 'total length of presentation time' and 'the ability to speak in a natural style' were among the best predictors.

Third, with regard to the sources of confidence in making presentations, variables affecting both English and Korean presentations were found to be 'appropriate use of presentation materials,' 'good grades,' and 'class participation.' However, for presentation anxiety, both presentation contexts showed somewhat different patterns in the sources of presentation confidence. In the case of English presentations, the sources of presentation confidence were observed to be 'English reading skills,' 'the ability to provide sufficient evidence to arguments,' and 'the ability to speak with appropriate volume and speed.' On the other hand, in Korean presentations, variables such as 'the ability to connect ideas,' 'speaking styles,' and 'time management' were among the best predictors of presentation confidence.

From the results of the present study, it is suggested that teachers can help students to perform well in oral presentations by encouraging them to be concerned about variables affecting success in oral presentations. In this study, a number of variables were identified as the sources of anxiety and confidence in presentations. For a successful oral presentation, students need to be aware of these variables and need to learn presentation skills and English skills closely related to successful presentations. In this regard, several suggestions for preparing students for effective and confident presentations can be made.

First, teachers need to understand sources of students' anxiety and confidence in doing oral presentations. Thus, teachers should make an effort to reduce presentation anxiety and promote presentation confidence in students by providing specific guidance. For instance, teachers need to provide enough and appropriate information about the content and organization of the

oral presentations in advance. According to Nesi and Skelton (1987, cited in Jordan, 1997), students should be able to organize information and ideas in an orderly manner, and this ability is regarded as a communication skill rather than a language skill. They also claim that skills and strategies for effective presentations should be taught explicitly. Such instruction would involve helping students with the selection of the presentation topic, teaching about the manner of presentation, the organization of presentation by the use of appropriate signaling devices, and the use of visual materials. Dudley-Evans and St. John (1998) also present key features of oral presentations such as structuring, visuals, voice, and advance signaling in addition to language itself.

Second, teachers can help students to have confidence in making oral presentations by adopting specific techniques. For example, Nation (1990) presents 'repeatedly giving shorter talks' as a technique for developing confidence and improving fluency in oral presentations. In other words, as students repeatedly give a talk about the same topic to a different audience, they can gain some confidence and oral fluency over time.

Third, systematic feedback from teachers can also contribute to better performance in oral presentations. The rubric for evaluation of oral presentations can help students to prepare before presentations and to reflect on their own strengths and weaknesses after presentations. In addition, peer feedback would also help students to see their own presentations from a wide variety of perspectives. When providing feedback for students on their oral presentations, it is desirable for teachers to make positive comments and point out strengths first and then deal with areas for improvement. As a means to evaluate students' oral presentations, Dudley-Evans and St. John (1998) suggest the use of a checklist with features such as voice, body language, use of visuals, structures of information, language, and overall impact. Fourth, in order to help students to reduce presentation anxiety, teachers can encourage students to employ some techniques such as 'visualization,' 'systematic desensitization,' and 'restructuring of one's self-image and the appreciation of one's abilities (Arnold, 1999).' According to



Ayres and Hopf (1993), speech anxiety can be overcome by the use of 'flooding' in which students are asked to imagine giving speeches in frightful contexts but are not exposed to any harmful consequences. Since students do not experience any harmful consequences from imagined situations, they are not fearful about public speaking. Finally, teachers can provide students with useful tips for anxiety reduction at different stages of presentations. Some examples of such techniques might be encouraging students to take a public speaking course, to be prepared, to be flexible, and to utilize notes and visual aids (Ayres & Miller, 1983).

According to Dudley-Evans and St. John (1998), an effective oral presentation requires language, skills, and confidence. By teaching the skills of presentation and providing the optimal level of affective and cognitive feedback on the content, language, and manner of student presentations, teachers can help students to reduce anxiety and foster confidence and fluency in oral presentation.

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