The Correlation between Self-Confidence and Achievement
in an Oral Presentation Course

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Abstract

This paper explores the correlation between students' self-confidence in making oral presentations in English and their achievements in English coursework. I studied a one-term course for two second-grade classes at Fukuyama City University, which teaches presentation skills. The survey was conducted with class observation, students' writing and questionnaires. In this paper, I will show how the coursework activities and in particular the writing skills component have helped to increase students' confidence in oral presentations.

Keywords：oral presentation, self-confidence, achievement, writing

1 Introduction

The purpose of this paper is to explore the correlation between students' self-confidence in making oral presentations in English and their achievements in English coursework. The participants were second-grade undergraduate students at Fukuyama City University(FCU). In the first lesson, almost all the students said in a survey that they felt English presentations were difficult.[i] Additionally, most of them had little experience with speaking in front of people, even in Japanese, and did not know any strategies for writing a speech or a presentation. I wanted to investigate whether these students could gain self-confidence in making presentations in a one-term course, and if so, what methods would increase their confidence. At the same time, if they did not feel confident, I wanted to obtain feedback for future studies.

The participants are comprised of two groups of second-grade students, containing 53 students in total, at the Faculty of Urban Management at FCU. This one-term English course is compulsory, and aims at improving their English oral presentation skills.[ii] The students have a decent level of vocabulary and grammar understanding. These advantages can be a starting point for improving their language output. Therefore, I presumed that giving them a concrete idea of what a speech or presentation script is and opportunities for language output would be effective ways to give them a sense of achievement. Furthermore, this might lead them to develop self-confidence in public speaking.

The need for communication competence in English has been highly publicized in Japan. In 2003, the Ministry of Education, Culture, Sports, Science, and Technology(MEXT) announced an Action Plan to Cultivate "Japanese with English Abilities"(2003), known as "'Eigo ga tsukaeru nihonjin' no ikusei no tame no kodo keikaku," responding to increased globalization. Following that, education guidelines for public schools put more emphasis on communication than before. English education has started to change gradually, even though these changes will take time.

The circumstances surrounding English use in Japanese society aren't simple either. Terasawa (2015) reported that few Japanese people use English in business and that, surprisingly enough, English use decreased during 2006-2010(pp.181-7). On the other hand, another study shows a different picture. According to Koike and Terauchi(2010), the number of local subsidiaries and Japanese employees living overseas increased constantly in the years 1979-2007 (pp.6-7). The study also surveyed people who were seemingly interested in English and business about the demand for English education. More than 70% of the respondents felt the necessity of "University English education for practical use" and most of them thought "an education system to assert opinions and persuade others seeking development in debate and speech" was requisite for Japanese English education(pp.93-5). From these, I gather that English is not essential for many Japanese people at the moment. Yet in specific businesses, English is a necessary tool.

Observing the situation of FCU graduates and the businesses in Fukuyama, the need for English does not seem so low. Fukuyama is a physical distribution base including international trade. Industry has developed by taking advantage of it. At the same time, most students there are from around the city and are expected to contribute regional development because FCU is funded by the city. Most graduates will be in lead positions in local companies, so will likely need to use English in overseas transactions. If so, learning presentation skills is valuable.

2 Literature

A presentation is a method of communication and a kind of output. It has been a long time since Swain (1995) argued for the importance of output in second language learning, which is well-known as the output hypothesis, but English education in Japan has not paid much attention to output such as writing and speaking.

As most of the current university students have few experiences expressing their ideas or opinions in English, they tend to struggle with output. They are not good at short conversations, much less speaking in public. Moreover, presentations usually need a script. Such students must have difficulty writing in English. A lack of experience also means that they do not know the logical way of thinking that is distinct to English writing. Presentation can be a difficult task for these students.

Researchers have actively discussed oral presentation courses in universities in recent decades, responding to the government policy emphasizing English communication skills. The oral presentations discussed come in several forms. In terms of the audience size, it ranges from "one-on-one presentations" to "presentation contests with a large audience." As for the procedures, we can find various approaches. Kusanagi(2015), for example, investigated the effect of nonverbal communication ability in a course with one presentation toward an audience of 34-35 students. Nomura(2015) observed that his students held three poster presentations for an audience of three classmates. This class was conducted with a learning cycle: reading comprehension, essay writing and oral presentation. Iwai(2014) examined one-on-one presentations with the teacher several times to observe how the participants perform a one- or two-minute speech with and without taking notes beforehand. The researchers explored effective teaching methods and introduced their course materials.

Giving a presentation makes less-experienced learners anxious and nervous. I was curious about whether the students could acquire self-confidence in doing unpleasant work with which they have no experience. Two studies about students' attitudes, Kawachi(2012) and Fujita, Yamagata, and Takenaka (2009) showed how students' opinions toward giving a presentation were changed by completing presentation courses. The results showed most of the students came

to have a positive attitude. The researchers also asked about the improvement in skills like reading, writing and physical performance. There was no correlation found between the change in learners' attitude and the skills they procured.

In this paper, I would like to find out what course materials could build students' self-confidence in giving oral presentations in English. The priority in most coursework is writing scripts focusing on structure, not grammar or spelling. In addition to writing, students learn the necessary skills to speak in front of an audience. The correlation between self-confidence and achievement in coursework is examined through observation and the students' questionnaire answers.

3. Method

3.1 Course Introduction

The course I studied is a compulsory course named "English Communication B" that teaches presentation skills. There are 15 lessons in the course. The students have two lessons a week for about two months because FCU uses the quarter system.

As explained in the syllabus, they have two presentations: one individual presentation about themselves and one group presentation about academic issues. This means that the students are supposed to give one presentation a month, learning the necessary skills before each presentation.

3.2 Participants

The participants were 53 students from two second-grade classes in the Faculty of Urban Management. Their TOEIC-IP test score ranges from 400 to 770, with an average of 518. They seem to have learned a basic level of English. Their demeanors are relatively modest, and they do not like speaking out or expressing themselves a lot.

In regard to their output skills, they have

had few opportunities to speak even in their native language. 11 students had given presentations in English: 10 in small groups as in English classes in high school and 1 in the Presentation Contest at FCU the previous year. They seldom learned in high school how to write passages in English although I found they had a high likelihood of being able to do that when they wrote the first course assignment.

3.3 Materials and Overview of the Coursework

Students have two presentations in this course. As this course length is about two months, students have one presentation a month. The first presentation is an individual presentation on their hobbies, favorite things or the people in their lives. They get to know the basic rules of making a presentation in the first half of the course. The second presentation is a group presentation on social issues or a trend with objective data. They improve their skills to make a more persuasive presentation in the second half. This course was conducted with articles, original handouts about useful books, and some audiovisual materials.[iii]

Each 90-minute lesson contains several elements: a warm-up conversation, learning new skills or phrases and students' writing a script. Writing is the main material in this course. In the orientation by the instructor, students were told that the core of presentation was WHAT to tell and they need to learn HOW to tell it to convey their message.

3.4 Survey

The survey was conducted with class observation, students' writing and questionnaires. The starting point of this study is whether the students could gain self-confidence in giving a presentation compared to before taking the course. To show they could gain confidence, I will examine the questionnaire and the other materials.

The first question on the questionnaire was, "Are you feeling more confident in making an oral

presentation in English compared to before taking this course?" The students were asked to answer the question with a Likert-type scale from 1 to 4（1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree）. The students who answered 3 or 4 in this question went on answering the following questions, inquiring how much they think each element of classwork helped them gain self-confidence. The items were what they have learned or what they experienced in the course such as "writing a script with paragraph writing," "considering the order of three main points,"

or "making gestures"（see Figure 1）. As this course set writing as the main skill to develop their presentation skill, most items are related to writing. Here again, Likert-type scales are used. What we can expect here is that the students feel that they achieved a specific goal and they are convinced that led to their gain in self-confidence. Since they have no experience in writing a script for a presentation or a speech, asking about the different items is important to investigate their effectiveness.

Moreover, I investigated the students'

Figure 1: The Course Schedule

|	(A) Warm-up	(B)Writing Theme	(C)New Skill	(D)AV Materials
1	Self-Introduction	Self-Introduction	-	-
2	What do you want to do this summer?	One Topic from Self-Introduction	Brainstorming	A Native Speaker's Speech
3	What are your favorite topics in Fukuyama?	Two Favorite Topics in Fukuyama	Organization, Paragraph Writing, Gestures	Presentation About Your Hometown
4	What do you do when you are stressed out?	Three People's Stress Release Methods	Topic Sentence & Supporting Sentences, Eye Contact, Posture	-
5	What are you going to talk about in your presentation?	Preparation for Individual Presentation	Effective Slides	-
6	Individual Presentation 1			
7	Individual Presentation 2			
8	Are you interested in numbers? Why?	Explain a Graph	Effective Ways to Use Visual Materials	Good and Bad Presentation
9	Do you compare things?	Explain a Graph, a Table or a Flow Chart	Various Ways of Using Visuals	Presentation Showing Data
10	-	(Group Work) Make a Presentation with Assigned Slides	Effective Order of Three Main Points	-
11	Share Previous Script	(Group Work) Preparation 1: Outline	-	-
12	-	(Group Work) Preparation 2: Write	-	Important Points in Body & Conclusion
13	-	(Group Work) Preparation 3: Revise and Rehearse	-	Important Points in Introduction
14	Group Presentation 1			
15	Group Presentation 2			

achievement through class observation and by looking at their writing to verify how well they worked on the tasks. These important materials proved the validity of the results of their questionnaires. All the writing materials were stored to examine them later, except some which students failed to submit.

4 Result and Analysis

4.1 Self-Confidence

The result shows that 88 percent of the respondents gained self-confidence in making a presentation after taking the course. At the end of the course, the students answered the question "Are you feeling more confident in making a presentation in English compared to before taking this course?" in the questionnaire. They chose an answer from the Likert-type scale from 1 to 4（1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree）. 51 students out of 53 students answered the questionnaire（see Figure 2）.

Figure2: The Students' Change in Self-Confidence
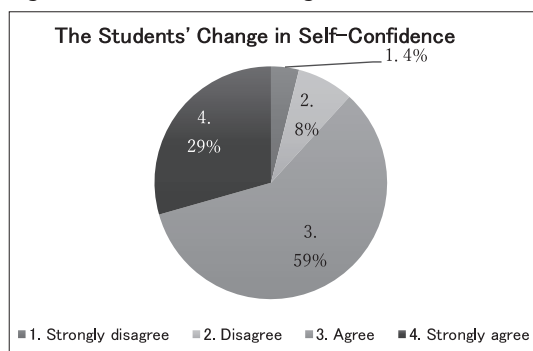
Some comments by the students with positive answers included "I felt making a presentation is not so difficult after the course," "I gained self-confidence because the audience looked as if they were enjoying my presentation and gave me nice comments after that," and "I felt reluctant about making a presentation at first, but it turned out to be fun after experiencing it. I realized that speaking about what I like was fun." [iv] This shows that there was an obvious change in their self-confidence.

On the contrary, two people answered that they did not improve their self-confidence at all and four answered that they did not feel much increase in self-confidence. Their performance and attitudes in class were as good as those of the other students, and according to the survey they enjoyed the class. [v] Why did they answer this way? I asked them to write down what would be effective to make them feel confident. The answers are below.

a. Acquiring good pronunciation
b. Gaining grammar knowledge
c. Making an effort to practice by myself
d. Using English in daily life
e. Improving Japanese writing skill and then trying English writing
f. Experiencing public speaking more
g. Cooperating with friends

Judging from these answers and their behavior in class, they seem to set higher goals than the other students. It is true that the two-month course is not enough to acquire a very high level of presentation skills. To them, their improvement was not good enough to give them confidence in making presentations.

Taking a close look at the responses above, we did not take much time for answers a. and b., and students need to spend time on these outside the course as well. Answers c. and d. are obviously extracurricular and answer e. seems to take much time. Answer f. poses a dilemma. The more time we take for in-class presentations, the less time we have for composition processes such as writing a logical script. What answer g. means is not clear, but it can be assumed that the respondent wanted to discuss the second presentation more, judging by her enthusiastic attitude in the preparation. She said "I don't generally

have a lot of self-confidence. I was worried about what level I should have reached and what my classmates thought about me. I could not get enough confidence before the presentations, so, I chose option 1(Strongly disagree)."

Thus, a large majority of the students obtained more self-confidence by taking the course. It seems that people attain a certain level of self-efficacy after a period of English training. Yet, is this true? The things I want to clarify here is why they might gain self-confidence. I would like to seek the causes of the change in awareness by relating their opinions about the relation between their achievement in the course and their confidence.

4.2 Achievement in Classwork

The students with positive attitudes answered the following questions in the questionnaire. In order to clarify the reasons why they felt more confident, I asked the questions "Do you think the coursework helped you gain confidence in making a presentation in English?" This questionnaire again used a Likert-style scale from 1 to 4(1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree). (see Figure 3).

The course provided them with some basic strategies. The course takers learned new skills to write a draft(see Figure 1). Once they learned, they were reminded to use them in the following lessons. They were provided with about 30 minutes for writing, including brainstorming and organizing the outline. One of the reasons why I designated writing time in class instead of as homework is that I wanted them to concentrate on one thing for this period of time. Additionally, using the skill as soon as they learn it is essential in this fast-paced, information-oriented society.

4.2.1 The Most Relevant Materials

Most students seemed to recognize the relevance of skills related to writing to self-confidence. I listed the top four materials which had an average of over 3.5. They were "instructor's advice and correction," "paragraph writing," "the order of main points" and "organization." "Watching audiovisual materials" was also indicated as an important factor. We can see that they could acquire self-confidence through experience using these skills. The full ranking is below.

Figure 3: Ranking of the Most Relevant Materials (above 3.5 in Average)

1	Instructor's Advice and Correction	3.7(3.71)
2	Paragraph Writing	3.5(3.53)
	Watching Audiovisual Materials	3.5(3.53)
3	The Order of Main Points	3.5(3.51)
	How to Make Presentation Slides	3.5(3.51)
4	Organization	3.5(3.49)
	Listening to Classmates' English	3.5(3.49)
	Making a Presentation in Class	3.5(3.49)

4.2.1.1 Instructor's Advice and Correction

"Instructor's advice and correction" was at the top of the ranking. The students had seven practice writings and wrote two presentations. They wrote and submitted a draft in class. I checked it after class and returned it in the next lesson. I basically looked at cohesion and coherence and gave advice and correction focusing on the learned skill because I believe that makes their speeches comprehensive and audience-based. I agree with the idea of Goldstein(2005). She said that "where a student's meaning is not clear, either at the sentence or text level, is where we need to begin our commentary" (p.74). Teachers should tell what to clarify to students through their comments since it is difficult for students to notice the vagueness in their writing.

According to the questionnaire, a student said that she felt confident when she got a comment like "this expression is good" and she was really happy about it. Another student said that "It was good that I could understand what was wrong with my writing by reviewing the checked points." The fact that instructor's

advice and correction was at the top of the ranking was caused by the students' anxiety about correctness. Their self-efficacy in writing was low, and their admitting this meant a lot. That could assure them of their competence. As they were good learners, they could use what they learned in their next writing task. I understand that they gained their self-confidence through trial and error.

4.2.1.2 Organization and Paragraph Writing

Learning the "organization" of a speech and "writing paragraphs" had a huge impact on the students, which was reflected in the ranking. Having a complete plan for the speech can make writing easier for them.

They learned organization in the early stage of the course. A speech has three main parts: the introduction, the body and the conclusion. In the introduction, they explain what they are going to talk about and why, as well as give an overview. In the body, they provide three main points that clearly support the topic. In the conclusion, they give a brief overview of the three main points and close the speech with a short message.

Getting to know the rough structure of a speech reduced their emotional burden. Before learning that, they did not know where to start; after that, they had a better outlook on writing a script. A student made a comment that thinking about composition was useful to plan the script. This skill was the most understandable for students and the most effective to build self-confidence.

After they have a grasp of the structure, the writers need to focus on the paragraph. It consists of two main elements: the topic sentence and supporting sentences. The topic sentence states what the writer wants to say in the paragraph. The supporting sentences, which follow the topic sentence, explain the details in a logical order. In my teaching experience, getting the idea of these two elements seems difficult for Japanese students. They sometimes write more than one topic sentence per paragraph. In the lesson, I showed bad examples and good examples so that they could learn by comparing the two.

This technique sounds easy, but is difficult to master. They were good at obtaining the concept of the topic sentence. After practicing, they could make a pithy sentence for the first line of a paragraph. Unfortunately, supporting sentences did not show similar improvement.

I'll show you a typical example in Figure4-1.[vi] This is a paragraph from a student's practice script about Fukuyama's good points. This was written during the first lesson that paragraph writing was introduced to them. Sentence①seems like a good start and the combination with sentence⑥ is good. Yet, the writer fails to stick to one topic. Sentences ② and ③ are well connected, as are④ and⑤,but the paragraph lacks a logical progression.

This student, who could not understand the concept at first, showed improvement in the individual presentation. A paragraph from that can be seen in Figure 4-2. Sentence①is clear and sentences②and ③ support the first sentence well. Sentences④and⑤ introduce the writer's experience to show surprise. The story after sentence⑥adds an additional viewpoint. The audience can understand the prefecture's specialty well with the PowerPoint slides. Most of the students struggled with paragraph writing until they wrote a coherent and consistent draft.

Figure 4-1: Writing Example1

① Second, Fukuyama has many sunny days. ② We can go out on the weekend. ③ It is quite refreshing. ④ Near my house, there are a lot of parks. ⑤ It is a nice environment for me. ⑥ Sunny days help people to live easily.

Figure 4-2: Writing Example2

① Second, explanation for food , " food ." ②
That looks special. ③ Prefecture 's food is spiral
shape. ④ I was surprised when I first saw food in
Fukuyama. ⑤ It's totally different from ours. ⑥ In
addition, prefecture 's food is "a work of art." ⑦
That looks beautiful. ⑧ Of course, its taste is good. ⑨
In prefecture , we use it as a present for weddings.

<div align="right">The squared words are concealed for privacy.</div>

4.2.1.3 The Order of Main Points

The result on thinking about "the order of main points" was 3.51 on average. It is comparable to basic writing skills like "organization" and "paragraph writing". The students started to consider the effective order and had a group activity for it in the tenth lesson. We might understand this when we look at their improvement in the skill.

In the first presentation, most students' organization started with an introduction telling the topic of the presentation, such as "my hometown." In the following three paragraphs, they showed three features or famous things respectively. The conclusion then followed. The three main points were just lined up and they did not correlate with each other(see Figure 5-1).

In the second presentation, however, there was no group which put the three points in parallel

(see Figure 5-2). For example, the team talked about "disaster." They started by narrowing the topic down to a specific natural disaster that occurred a few years ago in the introduction. The three main points were well-arranged. First, they described the "outline" of the disaster showing unusual rainfall with a graph. Then, they explained the "physical damages" caused by the rainfall in the area. Lastly, they suggested the "countermeasures." The three points organically correlated each other to support their main message in the presentation. This kind of change made the students' presentation more logical and persuasive.

4.2.1.4 Watching Audiovisual Materials

"Watching audiovisual materials" ranked second. The students watched them in six lessons. This activity was done to grasp a clear image of the presentation, and each material also has a specific purpose in the learning phases. For instance, the first video clip of a native speaker's speech indicated that the speaker did not use complicated words or grammar structures and spoke relatively slowly. After watching the materials, we discussed what we found or learned from them.

The students liked watching visual materials. They saw English speeches or presentations. After each one, we discussed what we could. They were impressed the most at a presentation given by a Swedish doctor,

Examples of "The Order of Main Points"
Figure 5-1: First Presentation

Topic	Words	Main Point 1	Main Point 2	Main Point 3
Hometown	197	Famous Food 1	Famous Food 2	Famous Food 3
A Baseball Team	235	History	Fan	Player
How to Make an Accessory	231	Step 1	Step 2	Step 3

Figure 5-2: Second Presentation

Topic	Words	Main Point 1	Main Point 2	Main Point 3
Disaster	474	Outline	Physical Damages	Countermeasures
A Flea Market Application	395	Trade System	Features	Personal Experience
Heat Stroke	377	High Risk Condition	Time Zone	Countermeasures

which explained the animated data. They learned how to visualize data and demonstrate it to persuade an audience.

4.2.1.5 How to Make Presentation Slides

Presentation slides are useful materials to help convey the content of a presentation. We used Microsoft PowerPoint in the course. The time when we thought about effective slides was just before the first presentation. I did not explain how to operate the software. The important thing here was to make the slides as simple as possible. I demonstrated both bad and good slides and the students discussed which were appropriate to help the audience understand.

Most of them could understand the idea and prepared slides with clear pictures and large letters. After the first presentation, many of them reflected that they should re-think their slides for the next time. They noticed the better style of their classmates' slides. Some students were interested in making more elaborate presentation slides. A student made an interesting point. She said, "I rather made an effort to prepare PowerPoint slides compared to writing a script. That is because I realized that visual information was more impressive than aural information when I watched the others' performances. That was great that I could notice the fact in class."

4.2.1.6 Listening to Classmates' English and Making a Presentation in Class

"Listening to classmates' English" and "making a presentation" scored 3.49, the same rate as "Organization." These two overlap each other. The students had chances to listen to the others' speaking English when they had warm-up conversations and shared the practice scripts in several lessons, in addition to the two presentation performances.

Overall, they were listening to their classmates earnestly, especially during presentations. They did not just enjoy the performance, but also tried

to learn effective methods from them. A student said that she could clearly feel what was missing in her performance in the second presentation. Some students paid close attention to the contents. They enjoyed getting to know something new. One of them said, "I was surprised that I tried to understand the meaning of new words spontaneously while guessing from the topic." Learning in the interaction worked well in this course.

4.2.1.7 The Other Materials
a. Warm-up Conversation

As a starting point, deciding what to write is one of the hardest points for the student. Warm-up activity is one of the solutions for that. The score was not so high at 2.96, but it is an important step. The topic for warm-up conversation changes each time, such as "What do you want to do this summer?"（see Figure 1）. This activity is similar to "Experience Task", which Nation（2009）suggested. The important thing here is "to make sure that the learners are familiar with as many parts of it as possible"（p.96）. I prepared the conversation topics that are familiar to the students. Moreover, by talking about the topics before writing, the task became easier for them.

There are some strategies to get students to concentrate on the contents more. I showed examples of possible answers and useful phrases beforehand. Usually in this kind of activity, students tend to run out of time looking for appropriate grammar forms or phrases, and end up saying almost nothing. Showing them a model helped them to think of concrete ideas about what they are going to say by focusing on the contents.

In this activity, I intended for the students to talk to someone they did not know, but this failed. They usually talked to the same friends. Talking itself looked enjoyable when they used the suggested phrases. Though it did not turn out as I hoped, it was somewhat effective. They got used to speaking English and got

more ideas from the interaction.

b. Brainstorming

Brainstorming was the first skill that students learned. They used brainstorming before writing a script in the following lessons. At first, they were given 15 minutes for this, and that gradually became shorter. When students looked like they were having difficulty continuing, the instructor encouraged them with heuristic questions.

This seemed difficult for the students. At first, most of them stopped writing after less than ten words. Some had difficulty coming up with ideas. They hesitated to write things down because they were afraid the ideas were too trivial. They needed time to fill in the blank space on the handout at first. However, after writing a script or two they gradually recognized the importance of writing down every little thing and got used to producing ideas. They could organize their story more easily, with more words. One student said, "Brainstorming was so useful for making a script." After practicing it more, they could write more ideas on the paper.

4.2.2 The Less Relevant Materials

Next, let us look at the lowest-ranked materials. The only items that had an average under 3.0 were "gestures" and "eye contact"(see Figure 6). These skills, which are related to physical techniques, got the lowest scores.

Figure 6: Ranking of the Least Relevant Materials (under 3.0 in Average)

| 1 | Gestures | 2.9(2.87) |
| 2 | Eye contact | 2.9(2.93) |

4.2.2.1 Gestures and Eye Contact

The low score of these items could be caused by three reasons. First, we did not spend much time on these skills in class. Second, as the students had had few experiences speaking in public, they could not get used to doing it in only two months. These skills seem difficult for beginners. Third, they did not have to use these skills because of the visual aids. In their presentations, the slides were helpful enough to make up for their unclear oral explanations, and the animation effects enabled them to refrain from using gestures. Some people tried to point at the presentation slides from time to time. As for eye contact, most students tried to look at the audience only in the greeting and introduction.

The other physical performance skill, posture, had a higher average of 3.2. Posture in this course meant that the students kept their feet and hands still. Many of them could achieve this skill in the first presentation. Even if they commented after the performance that they got nervous, their posture was good enough.

4.3 Possible Coursework

To the students with positive answers, I asked, "What could be effective to develop your self-confidence other than the things we have done?" Their responses fell into the categories below. The numbers next to the items are how many responses fit each category.

（Communication）
・Communicating with people from English speaking countries more(5)
・Using English on a regular basis(4)
・Learning from the others' presentations(4)
・Being proactive in communication(1)
・Becoming good friends with classmates(1)
（English Competence）
・Studying English(including grammar, listening and reading)(4)
・Improving pronunciation(4)
（Experience）
・Speaking in public more(5)
・Making a presentation in Japanese(3)

・Making more presentations（2）

・Joining a speech contest（2）

・Making a presentation in Japanese , then do the same one in English（1）

（Others）

・Researching the topic well（3）

・Practicing for presentations more（2）

・Recognizing that even native speakers do not speak English perfectly（1）

・Stopping feeling I am bad at English（1）

The students believed that they needed to learn English over a long period to become more self-confident. In order to respond to this, we need to change other English courses too. If the need for English in society grows, the curriculum will need to be modified. What I can do is suggest effective ways of studying at home. At any rate, I was assured by the results that the students' confidence did not come from self-conceit.

Looking at the "others" category, some students were interested in the speech content. This kind of comment appeared after the first presentation. They understood that they needed some amount of information. In the next step, they focused on the quality of the information. This is a good trend. Beginners tend to focus on the form, or what words they use and how to express certain sentences in English. Accordingly, it is understandable that they acquired a certain level of presentation skills.

Two students reflected that they needed "practicing for presentations more" in the questionnaire, but I could also hear the same sort of comments from the other students during the course. As Carnegie（1926, p.12）insisted the importance of practice in the four essential things in becoming a good speaker in public, the students keenly realized the necessity for making presentations.

5 Conclusion

The results of the study showed that most students raised their self-confidence during the course and they felt that the coursework had generated this change of attitude. This survey was based on the assumption that the students did well in the coursework. On this point, it is fair to say that all the course takers, who had known nothing of the strategies for presentations, obtained the basic skills for oral presentations. That is apparent from their writing materials and their presentations, in which they could organize an understandable script and convey the story to the audience.

Their answers about the correlation between their self-confidence and the coursework showed that the students felt the activities related to writing helped a lot. Writing was one of their weak points at first, because they had not been trained well in the previous learning stages. So, I took a lot of time for it in class. I introduced writing skills and gave them time to write a script in class. This task, for which they had limited time, prompted them to concentrate on their work. The advantage of doing it in class was that they could instantly ask a teacher any questions they had. In addition, in the following lesson they can receive the teacher's advice and corrections on their work. As a result, the students felt a sense of achievement that led to self-confidence.

The result also revealed some problems in the coursework. I needed to pay attention to how much time I spent on the teaching materials. I took much more time for writing but not for speaking. On top of that, when focusing on the check system, while writing materials were always censored by the instructor, speaking materials were not. The study showed that many students feel anxious about their pronunciation. I heard them speaking English in class, but did not make any corrections. My intention was to let them talk freely, but I should have at least listened to their English carefully before the presentations.

To improve their presentation skills, learners need experience. The students in this study overcame the fear of speaking in public because they went through the necessary steps. The students' attitudes became more positive after the first presentation. They were more enthusiastic about preparing for the second one. The study provided insight into students' processes for gaining self-confidence; of course, it has room to improve, and the results are still not enough. I would like to conduct further research on this topic.

Notes

i 94% of the course takers chose the negative answers out of four options in a Likert-style scale. The question was "Are you confident in making a presentation?"

ii The university has offered this course since it was established in 2011. In the second year, they started to hold a presentation contest once a year at the School Festival.

iii Here are major sources of reference: Harrington & LeBeau(2009), Nakano(2012), Reynolds(2012), Ueda & Tsumatori(2004), and *TED* Talks video clips retrieved from https://www.ted.com/talks?language=ja

iv The students wrote comments in Japanese, so I translated them into English.

v For the question "Did you enjoy taking the course?", the average response of the students with negative answers was 3.17 and that of all respondents was 3.53. Both show positive attitudes toward taking the course.

vi I corrected major grammar mistakes for the sake of readability. It does not affect what I want to demonstrate. Please look at the coherence between sentences.

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英語プレゼンテーションの授業における学生の意識変化と
授業内容達成度の相互関係

山 本 由 実

要旨

　本論文は，英語プレゼンテーションスキルの講義において，これまで十分に検証されてこなかったプレゼンテーションに対する学生の意識変化と学生自身が感じる学習内容達成度の関係について考察するものである。そのために筆者は，福山市立大学都市経営学部２年生を対象とし，行動観察，アンケート調査等をもとに検証をおこなった。本論文では，調査の結果にもとづき，学生たちの英語プレゼンテーションに対する自信と，講義内で特に重点を置いたライティングに関する学習内容との関係を明らかにする。

キーワード：プレゼンテーション，自信，達成度，ライティング