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TITLE:

Stress in oral presentation among students

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Abstract

One of the skills deemed important in the academic programs of any teaching institute is the skill to give oral presentations. Since each teaching institutions has their main language of teaching from English, French, German just to mention but a few, all the students in the institution have an obligation to learn and use the dialect as their second or third language. Public speaking anxiety, as a part of social tension, while not constituting a social anxiety disorder (S.A.D.) is far spread in the within the general public. This paper considers the unspoken value issue of presentation stress commonly experienced through oral presentation anxiety, its predominance, symptomology and potential ramifications for students in advanced education and what's to come in the future. A little pilot investigation was embraced as a preparatory stride to comprehend local conditions and open up a space for continuous and broad research in the global setting. The preliminary discoveries recommend the social anxiety and public speaking tension may affect adversely on student engagement with oral correspondence assessments and that further research is expected to grow better support and training. We recommend that to help students to move, accomplish, succeed and persist we have to hold fast to the idea of constructive arrangement that assesses individual skills and mitigates psychological pain.

Background

From the starting point of cutting edge civilization, many individuals have been tormented with a variety of frequently incapacitating feelings of dread and nerves about speaking with others particularly in a public performance setting. The Roman speaker Cicero, for instance, listed a portion of the physical and mental appearances of these performance stresses. He also admitted that he turns pale at the start of a speech and shudder in each limb and his entire soul (De Oratore, p. XXVI). In spite of this ancient delineation of the additional Contemporary Public Speaking Anxiety (PSA), the past half-century has had analysts in the orders of psychology, education, and correspondence started to investigate the perplexing causes, stress impacts, and potential remediation of the phenomena (Lomas, 1937, 1944).

In addition, just within the most recent two decades have communication researchers gained ground in creating conceptualizations, estimations, and hypothetical clarifications for these feelings of fears. As indicated by Daly, Vangelisti, Neel, and Cavanaugh (1989), the significant endeavors of Public Speaking Anxiety exploration have concentrated on a large number of various theoretic clarifications (Cahn, 1983). Observational trial of those clarifications, and the effect of Public Speaking Anxiety on subjective exercises, for example, the choices concerning regardless of whether to make a speech. Such factors as a gathering of people size, speaker impression of audience sensitivity, and general, dispositional tension have been examined against the scenery of Public Speaking Anxiety. In spite of these examination endeavors and the way that numerous original speech courses incorporate endeavors to decrease the effect of Public Speaking Anxiety. PSA has gotten far less consideration from researchers than having interpersonal related sorts of shyness (Daly, et al. 1989, p.39).

Much, like this stays darkened about what the Burskin Report (1973) recognizes as a noteworthy socio-psychological worry of many individuals; the dread of public speaking. In spite of the fact that a plenty of causal elements or noticeable effects could be analyzed, the real thrust of this review is coordinated toward lighting up one aspect of Public Speaking Anxiety that has, up to this point, been moved only indirectly. With the Booth-Butterfield et al. (1990) considers as the beginning, this examination is intended to inspect the relationship between stress about vocal performance and knowledge concerning the components and systems connected with public speaking. Using a pre-course or post-course testing plan, information were gathered so as to allow the examination of student levels of presentation stress. At the start and the end of a course in broad daylight talking or presentation making, and the level of scholarly learning about the procedure of open talking both at the start and toward the end of formal guideline out in the public presentation making. This arrangement was proposed to give solid empirical information helpful in assessing what different impact levels of presentation stress have on the subjective assimilation of formal scholarly guideline about public presentation.

Overview of student presentation stress

Review of Communication Anxiety As a discrete phenomenon, presentation stress should first be drawn nearer from inside the greater, more summed up develop of communication apprehension (CA). In spite of the fact that the essential worry of this review is presentation stress, it is vital to

review the construct of communication apprehension so that the relationship of the two ideas and a reasonable qualification between them might be drawn. At first depicted as an extensively based tension identified with oral correspondence, communication apprehension has been examined under an assortment of labels including stage fright, sensitivity, reticence, unwillingness to communicate, audience shyness, and even public speaking anxiety.

While early reviews gave an establishment to the investigation of communication apprehension, the build contrasts from that of the other informative anxiety in that CA assumes just fear or anxiety as the focal causal agent. McCroskey (1977, 1982) differentiates amongst CA and hesitance, for instance, declaring that communication apprehension is viewed as a subset of the much more great idea of hesitance. While reticence speaks to an expansive scope of untalented informative practices, CA concerns itself just with that communication trouble coming from fear or anxiety about the communication exchange. At the end of the day, while reticence may come about because of ignorance about how to prepare and present a public presentation, communication apprehension is a subordinate of fear or nervousness about making the presentation despite the fact that the speaker might be completely educated about the components of preparing and presenting an address. Despite the fact that the unwillingness to convey idea concentrates on a broad inclination to keep avoid communication, it additionally recognizes a variety of potential causes, other than anxiety, for example, distance, low self-esteem, or introspection. While shyness and audience sensitivity are comparable in nature to CA, both ideas emerge from research in the field of psychology, as per Buss (1984), both are subcategories of the more broad idea of social anxiety. The construct of communication apprehension also created from prior research in speech correspondence.

While the audience sensitivity may incorporate oral performance circumstances, the anxieties connected with the phenomena is likewise experienced by such quiet entertainers as dancers, musicians, and athletes. Shyness is not quite the same as both audience sensitivity and communication apprehension in that; shyness happens just with regards to little conversational or other social gatherings in which there is a give and takes of connection; there is no performance, no audience or even less evaluation. Other than separating communication apprehension from other informative incapacities, for example, physical dysfunctions or basic absence of language aptitudes, extensive research has endeavored to recognize the particular sort of anxiety of fear

Traitlike apprehension is described as fear and anxiety in regards to a broad scope of communicative acts, from giving a formal discourse before a vast audience to talking inside a little gathering or even in dyadic discussions (McCroskey, 1977). In actuality, people encountering traitlike communication apprehension have anxiety or fear around speaking with any given individual in any given circumstance. Traitlike communication apprehension is at present seen as a moderately persevering, identity sort introduction toward a given method of correspondence over a wide variety of settings. Setting based communication apprehension is best depicted as fear or nervousness about conveying in one kind of setting or circumstance while having almost no dread or uneasiness about different settings or conditions. For instance, people may encounter moderately high fear or anxiety about public presentation circumstances and practically no anxiety about dyadic or little gathering situations. While survey demonstrates that the oral presentation circumstance, by and large, produces great nervousness in a large number of people in different circumstances, for instance, meeting new people, interviews, and social groups can be similarly traumatic for specific students.

Attesting that setting based CA identifies with generalized sorts of circumstances; McCroskey (1984) characterizes context-based CA as a moderately persisting, identity sort orientation toward communication in a given kind of context. It is presentation stress now of the communication apprehension continuum that is of interest for the present review; in that, this review concentrates on nervousness in the generalized setting of oral presentation before a crowd of people. Audience-based CA is seen as a continuing orientation towards correspondence with a given individual or gathering of individuals. Such worry is not thought to be an identity trademark like traitlike, yet rather an aftereffect of the environment made by the presence of a crowd of people. As McCroskey (1984) points out, this sort of CA is attempted to be increasingly a component of the situational limitations presented by the other individual or gathering than by the identity of the individual. Situational CA, the most "statelike" type, is prompted in a person when speaking with another particular individual or gathering at a particular time. McCroskey depicts situational CA as a fleeting introduction toward correspondence with a given individual or gathering of individuals. For instance, a representative may encounter practically zero worries when getting some information about work methods however then experience high situational nervousness when speaking with that superior about employment performance. In summary, traitlike CA is viewed

as nervousness that happens in essentially all specific circumstances, with about all receivers constantly.

Context based CA is best depicted as fear connected with a single sort of communication context like public presentation, regardless of the audience or time. Audience-based CA identifies with anxiety experienced when speaking with a given individual or gathering without sympathy toward communication format, for instance, dyadic, small gathering, and so forth. At long last, situational CA is characterized as fear connected with speaking with a given individual or gathering in a solitary, particular circumstance. The present examination is concerned with context based CA as presentation stress on students. All through the present review, the expressions public speaking and presentation stress are utilized to separate oral presentation and the related anxieties about such presentation from those informative demonstrations and tensions connected with oral understanding, reader's theater or theatrical performances. Oral presentation or public speaking, in this manner, are seen in the present review as the type of communication which a speaker addresses a moderately huge group of audience with a constant talk, typically in an eye to eye circumstance" (DeVito, 1986, p. 244). Such a definition, regardless of whether named public speaking or oral presentation, incorporates those open presentations experienced by students in typical university or college speech courses like professional communication, Public Speaking, Business, Introduction to Speech Communication, and so forth.

Literature review

As indicated by Anxiety in Oral Presentations among ITB Students, Thulasimani Munohsamy, Hajah Mariam Rahman, Sanda Kumari Chandran, (2015), every person has nervousness, more so when the said individual is addressing an enormous gathering of people. In as much as public speaking is basic in the all-inclusive community, it is rampant within school and college students. Numerous students would feel apprehension and fear that for the most part prompts to stress when in front of a crowd of people. Stress can happen to any person when asked to give a speech before a gathering of individuals or even before a class full of fellow students.

The students at Institut Teknologi Brunei (ITB) have learned English for eleven years, all the way from primary to secondary school. In any case, there is still the need to enhance the student's English speech capability. Because of this the Center for Communication, Teaching, and Learning

(CCTL), ITB has supported different projects that aim at enhancing the students' English capability. This is because English is the gateway to worldwide market center and discovering approaches to enhance the students' English capability, as well as talking abilities, is absolutely critical (Nunan, 2003). Numerous students encounter anxiety amid oral presentation as Paalhar (2001) specified that even the most organized individual could encounter tension in an oral presentation. Along these lines, this review tried to research the tension in oral presentation among undergraduates learning English as a second dialect.

Institut Teknologi Brunei (ITB), set up in January 1986, offers HND programs in Engineering, IT and Business. These programs were intended to deliver graduates with the aptitudes required by local businesses. ITB was moved up to college status on eighteenth October 2008, and local degree programs began in August 2009. There are three local Degree programs, the Business and Information Technology, Electrical Engineering and Mechanical Engineering offered in ITB. Communication Skills is taught for a year in the whole three-degree program. It is intended to meet particular dialect needs of students in different academic subjects. It tries to prepare students' fundamental proficiency aptitudes, and as a method for evaluation they have to prevail in their picked fields of specialization, for example, lab report, report writing, negotiation, meetings, oral presentation and job interviews.

Understanding the significance of the oral presentation among the local Degree program, it is critical to know the stress level for the students as it can help the instructors to strategize their teaching and learning so as to diminish the level of students' tension. This will also help the teachers in understanding the significance of students to obtain the skills to present them and be employable. In summary, one reason for advanced education is to create employable subjects. Being a native with employable qualities has been connected with having a vocation. Employers need school graduates they employ to have certain abilities, for example, communication abilities that incorporate oral presentation aptitudes.

Public speaking is a typical nervousness among college students and the all-inclusive community. Some gauge that upwards of 20-85% of individuals experience pretty much tension when they have to speak publicly. A lot of research has been performed in second dialect tension. General stress is defined as to the subjective feeling of tension, fear, anxiety and nervousness connected with an arousal of the automatic sensory system. Besides, Chorpita and Barlow (1998) likewise

said that nervousness is a condition of theoretical or focal sensory system described by the action of the behavioral restraint framework". Indeed, everybody has nervousness, particularly when the individual is talking before a crowd of people. It is said that public speaking will get even the most arranged individual on edge (Hsu, Tsu-Chia, 2011). Beatty (1988) said that an individual might considerably experience the ill effects of trembling knees, shaking voice, talking rapidly or gradually, or some may even have a level voice when one's anxious side effect happens.

Moreover, tension can also happen to an individual who has years of public speaking background. Open talking uneasiness is an extremely basic feeling for a great number of people. In instructive research, nervousness is typically delegated being trait or state. Trait anxiety is a moderately stable identity quality. An individual who is trait anxious is probably going to feel nervous in an array of circumstances. State tension then again is a brief condition experienced at a specific minute. The third sort of nervousness is situation specific tension. This mirrors an attribute that repeats in particular. Many individuals would feel more prominent anxiety when they are on the stage and perplexed of associating with the audience. More particularly, when the crowd stays peacefully, the speakers will get more anxious, and overlook what they need to state. Inside an educational setting, public speaking aptitudes are considered very vital. For EFL learners, the circumstance in regards to speech anxiety may worsen with the association of a remote dialect. In any case, in a review with respect to Spanish college students, results demonstrate that the student's essential source of nervousness is not talking in a remote dialect, yet rather the real activity of talking before the class (Young, 1990). In this manner, knowing how to assist EFL students with dealing with speech anxiety has for quite some time been a noteworthy concern of language teachers.

A few students may have negative knowledge that is created by the speech assessment. Horwitz and Young (1991) depicted that tension is an obstacle when we are learning foreign dialect and attempting to speak up. The survey has demonstrated that amid a remote language class, when students are talking to their teachers and colleagues, they encounter the most anxiety. Moreover, the absence of public speaking background is also a serious course of PSA (Hsu, Tsu-Chia, 2011) specified that public speaking can help students from various perspectives, for example, enhanced retention and improved learning inspiration. Thus, appropriate public speaking practice is said to help enhance relational abilities and help students to succeed in academics. All things considered, public presentations and group discussions are basic exercises in an academic context. In any case,

regardless of these many focal points that are gotten from the improvement of compelling public speaking skills, many students still see it as an anxiety provoking classroom action. In Taiwan, Wu (2004) specified the presence of a positive connection between a student's language tension and English talking capability. Other than having a decent air or a non-debilitating environment to empower students, a peer supportive atmosphere is said to have effectively decrease students' stress levels and even alleviated the students' academic accomplishment (Ghaith, 2002). Some also said that the use of group work or using an effective method for learning is a conventional approach to decrease stage fright (Hsu, Tsu-Chia, 2011). Generally, inside agreeable learning circumstances, there is a positive association among students' objective accomplishments; they see that they can achieve their learning objectives if and just if other students in the learning group also achieve their objectives (Hsu, TsuChia, 2011)

The purpose of study

The main aim of this research is to examine:

1. What causes presentation stress?
2. Anxiety and fear during presentation
3. Oral Presentation Anxiety (OPA) Levels in students
4. The ways to overcome OPA.
5. The possible causes of OPA.

Importance of the study

The research is important and helpful higher learning institutions teachers because it gives an in-depth view into the causes of presentation stress and anxiety faced by many students. It exposes the causes of oral presentation anxiety and after those creating strategies to help students overcome their stress. Moreover, the final outcomes are not only valid to students and teachers but are helpful for other individuals who are undergoing a similar problem of oral presentation.

Research Questions

This research used a questionnaire to acquire information. The sample is given below;

SAMPLE STRESS QUESTIONNAIRE FOR FIRST STUDENTS OF ABU DHABI UNIVERSITY TAKING COMMUNICATION SKILLS					
Age					
Gender	Male		Female		
Do you have a job?	Full-time		Part-time	No job	
Which college do you attend					
What class are you in?	First year	Second year	Third year	Forth yeah	Not specified
What is your major?					
RATE EACH SOURCE OF STRESS (Tick where applicable)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Does presentation give you anxiety?					
Do you participate in-group works?					
Can you talk in a classroom?					
Does familiar audience affect you during a speech?					
Does unknown audience affect you during a speech?					
Does a more audience affect you during a speech?					
Does gender difference audience affect you during a speech?					
Does an authoritative audience affect you during a speech?					
Do you have other courses of stress?					
Does stress affect your study?					
Does time affect your speech delivery?					
Do you need to prepare to give a speech?					

Scope and limitations of the study

The extent of the study incorporated 20 students of AL ANDLUS SCHOOL taking communication skills. The respondents are non-native speakers of English thus making English as their second language. Results were collected, sampled and analyzed.

Definition of terms

OPA- Oral Presentation Analysis

PSA-Public speaking anxiety

CA- Communication apprehension

ITB- Institut Teknologi Brunei

CCTL -Centre for Communication, Teaching, and Learning

PRPSA- Personal Report of Public Speaking Anxiety

Methodology

An accumulative of 20 first year's communication skills degree students of ALANDLUS SCHOOL had the chance to participate in this research. The participants comprised of 8 ladies and 12 male counterparts who enabled the full utilization of mixed method paradigm. This helped to gain insight since multiple sources of information could be used for multiple approaches. The oral presentation of the participants was measured using the Personal Report of Public Speaking Anxiety, PRPSA survey. Participants are requested to rate using a scale of five choices; 1= Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree. The results from the questionnaire were then processed and findings recorded.

Results and discussions

After a thorough analysis of the data. A series of final results obtained as indicated in the table bellow

Fig 2. Stress level of first years of Abu Dhabi University

Category of stress	Number of students	Percentage %
High	0	0
Moderate	7	35
Low	13	65
Total	20	100

The majority of the students experienced minimal levels of stress, anxiety, and nervousness of up to 65% while the students whose stress level was moderate summed up to be 35%. These results may be in an aftermath of the students being exposed to the strategies of oral presentation that helped them to develop the much-needed confidence.

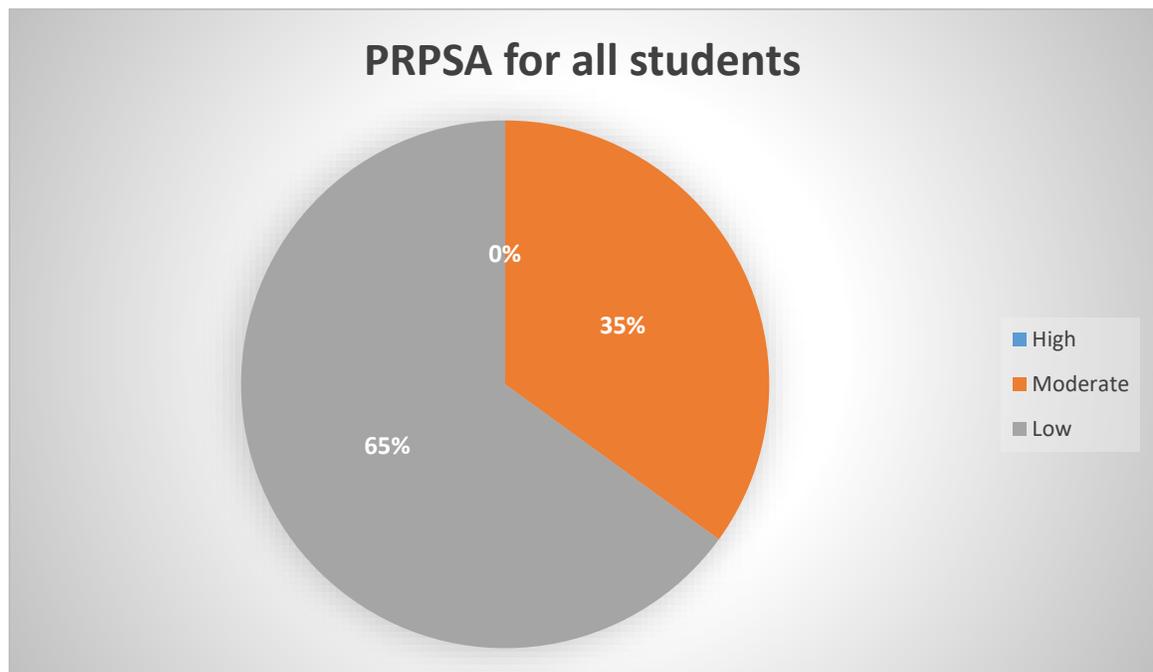


Fig 3. Graphical representation/ chart

The result also revealed that the difference in stress level between males and females was not significant. The insignificance was due to the fact that males had an average of 61% and women 67% in low stress level whereas in moderate stress level males had 39% and females had 33%. This is a small margin. However, more males had a lower stress level as compared to the female students. An average of 51% of the students admitted that the type of audience largely affects the level of OPA. The remaining students disagree that difference in types of an audience does not affect the level of OPA.

Conclusion

It can be concluded that there are distinct factors that caused stress in students, for instance, fear of making mistakes, lack of confidence, inadequate preparation, lack of confidence in language skills, and also fear of the audience. Due to the primary reason of female student not being conscious with their grades, they outnumbered their male counterparts in OPA. Generally, OPA has been and still is a very common phobia socially since it happens to individuals at one point in their lifetime. It is, therefore, imperative that teachers, lecturers, and instructors become sensitive to presentation stress during interactions in the classroom.

Recommendations

There are simple steps recommended for one to overcome presentation stress and manage OPA. The common one is mainly to develop a positive thinking skill. Having thoughts that deter a student from their main objective of the oral presentation is a clear indicator of performance anxiety. Students also need to plan and practice the presentation carefully. This gives the student confidence since they had earlier rehearsed by visualizing themselves in front of an audience. The students will also anticipate the questions he or she might be asked in an interview of presentation and try to formulate appropriate answers. Lastly one has to accept that he or she will feel some anxiety since it is the body's way as it prepares to cope with the environment. Thus they have to come up with a way to calm themselves down.

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