論　　文

The Effects on Japanese Students' Motivation of L2 Presentations in Lower Intermediate and Intermediate Level College Courses

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Abstract

The aim of this paper was to examine the use of group based presentations to discover what effects it had on the motivation of students of lower intermediate and intermediate level English ability at a vocational college in Northern Japan. The study examined the differences in reported motivation levels before and after the students took a presentation skills course during which they researched, prepared and conducted presentations in English (L2). Data were collected by pre- and post-treatment questionnaires. The findings suggest that learner anxiety about conducting L2 presentations can be overcome, and that lower intermediate students' interest in and appreciation of the relevance of L2 presentations to their language learning journey can significantly increase if certain measures are taken during the course. The intermediate students maintained their reported initial levels of motivation following completion of the course. Thus L2 presentations are a useful task to include in college courses in Japan.

Introduction

Maintaining and raising language students' motivation is a key concern of language teachers when designing classroom activities. In fact, Dornyei (1998:125) states that one of the key aspects of effective L2 learning activities is

'the relevance of the instruction to the learner's personal needs, values, or goals; expectancy of success; and satisfaction in the outcome of an activity and the associated intrinsic and extrinsic rewards'.

Thus, selecting appropriate learning tasks that maintain or raise students' motivation is a priority for all effective language teachers.

There has been a wealth of research

into L2 learners' motivation, such as Ueki and Takeuchi (2012) who examined the L2 motivational self system in a Japanese context, and Yamashiro and McLaughlin (2001) who investigated Japanese university students' attitudes, anxiety and motivation to learn. However, as far as we are aware, there are no studies into Japanese university students' attitudes to performing presentations in the L2 that combine qualitative and quantitative enquiry in both pre and post treatments.

This study sought to shed light on the effect of conducting presentations in English on the attitudes and motivation of Japanese university students at lower and upper intermediate levels (CEFR A2 and B1) of English ability. Our specific focus was on students' interest in and perceived relevance of (Cookes and Schmidt, 1991) L2 presentations.

A pilot study was devised to look at the impact of presentation use in university EFL classes and its effects on two groups of students. The upper intermediate (B1) students were majoring in International Business, and the lower intermediate (A2) group were Engineering majors. The results of the pilot suggested that conducting presentations had an overall positive impact on students' motivation to study English as a second language (L2). For the current research, the same research model was expanded and used to examine whether using presentations as communicative tasks had the same effects on student motivation in groups of students with different levels of ability.

Our research questions were:

1. Was there an initial difference in motivation to study the L2 through presentations between the two classes?
2. Would those levels remain the same after the project had finished or would there be any change in reported motivation upon completing the learning task?

Literature Review

Motivation at the learning situation level

Dörnyei (1998: p117) explains that motivation is responsible for determining "human behaviour" by "energising" it and giving it "direction", but that also there are a 'great variety of accounts' put forward in the literature of 'how this happens'. Clearly, the concept of motivation left undeveloped at this basic level of description is too broad to be studied or analyzed in any meaningful way. Fortunately, in many other works, Dornyei makes clear that motivation has many facets. He laid down these principles in a set of 'Ten Commandments' co-constructed with Csizer:

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.

9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

Adapted from Dörnyei and Csizér's "Ten Commandments for Motivation" (1998).

These 'commandments' relate to motivation at the "learning situation level". Motivation at the learning situation level, is according to Dörnyei and Csizér, (1998:206), '*associated with situation-specific motives rooted in various aspects of language learning in a classroom setting.*' Dörnyei and Csizér expand this description by detailing three components that motivation at the learning situation level contains:

1) *Course-specific motivational components.* These components concern the syllabus, the teaching materials, the teaching method and the learning tasks. In fact Dörnyei based his ideas for the course-specific components on a theory put forward by Crookes and Schmidt (1991) that suggests that motivation contains four conditions when it comes to students learning in the classroom. In summary, the four points are *interest* (based on individual curiosity to know more about their environment), *relevance* (or to what extent a student feels that the instruction is connected to important personal needs or goals) *expectancy* (the chance of success) and *satisfaction* (obtaining good results, praise as well as enjoyment, etc.).

2) *Teacher-specific motivational components.*

These components pertain to the teacher's behaviour, personality and teaching style. Included in this are authoritarian or democratic teaching styles, the teacher's ability in areas such as modelling, task presentation and levels of feedback as well as students' *affiliative motive* to please the teacher. (Affiliative motive is described by Hill and Werner (2006: p233) as a 'stable tendency to want to form and sustain close relationships with others' that must be considered on multiple levels, from a fundamental, 'biological base' to an 'evolutionarily adaptive need'.)

3) *Group-specific motivational components,* These components are related to the group dynamics of the class. Dörnyei and Malderez, (1997:p73) describe group dynamics as having two facets: (1) A group has a life of its own and that individuals within the group behave differently than they would outside that group. (2) Even very different groups contain certain fundamental common features, which make it possible to study groups in general. Key issues for this study include "group structure and composition, norms. Roles and interaction patterns, group cohesion and climate, group formation and development".

Motivation at the 'learning situation level' was chosen to be the basis of this research, due to our focus on in-class presentations. Specifically, our research focussed on course specific motivational components, and within that, Crookes and Schmidt's (1991) conditions of *interest* and *relevance.*

Criticism of Dornyei's model tends to focus on the tenth commandment: "Familiarize learners with the target language culture". Multiple scholars have discussed this point, including Crystal who notes that in today's globalized society, where only one fifth of two billion English speakers communicate in English as their L1, the speaker's nationality becomes non-connected to the uses and functions of English (Crystal 1985). Wasrchauer (2000, p.512) also highlights that "globalization has brought English to a new paradigm where it is shared amongst a group of non-native speakers and [is] no longer dominated by British or Americans". On a Japan specific level, Yashima (2002) details how Japanese university students, rather than associating English as part of a British or American culture, identified it as a global communication tool and were motivated to learn English as it was symbolised as "a language of the world". Yashima therefore raises the question 'is the term *integrative motivation* untenable for World Englishes speakers?'

However, according to Federation of Education and Language Consulting Association (FELCA), in 2019 the choice of destination of 80.1% of Japanese students studying abroad was an "inner circle" (Kachru, 1985) country (in descending order: the USA, Canada, Australia, Great Britain and New Zealand) (FELCA, 2021). So in Japan at least, it seems that tasks that familiarize learners with the target language culture, such as L2 presentations may be useful in increasing students' motivation.

Other relevant studies that look into presentations and motivation at the learner situation level include Miles (2009:103) who explains that there has not been much research on needs analysis in presentation classes. He expands on the subject using evidence from Yuan & Ellis, (2003) claiming "Most research (on presentations in L2) has focused on what constitutes a good presentation or on language output, such as pre-task planning and the positive effects it can have on accuracy". Miles (2008:103) elaborates by describing how few researchers have actually "looked at the role or purpose of presentations in the language classroom" and that those who have often come to view them in a negative light.

Miles continues to offer several critical reviews on the subject of presentations, by other researchers including Ross (2007), Pineda, (1999) and King (2002). According to him, their observations on presentations in L2 included negative comments such as "how much time they take up" and how "they can produce apathy and even poor behaviour from the rest of the class". They also claimed presentation classes produce "excessively passive audiences" who are doing little "but sitting in class, and only half listening".

In contrast to this, Apple and Kikuchi (2007:105) argue that presentation tasks help students to notice their use of language and to "scaffold from each other in a manner that is student-centered, self-directed, and motivating". They also state that "noticing and co-construction of knowledge" develops over the period of time '"necessary to create

group projects; thus, the process of learning is more important than the product".

So while there is a dearth of research into the effect of presentations on students' motivation there is some evidence that presentations can have a positive impact. Our primary objective in this paper is to investigate whether conducting presentations in English has a positive effect on learner motivation in the Japanese university setting, with a specific focus on Crookes and Schmidt's (1991) *interest* and *relevance* conditions of course-specific components.

Methods

Subjects

To answer the research questions, two third-year classes in a vocational college were chosen for a comparative study. One was part of an international business course (CEFR B1). This class is referred to as "K4" and comprised a cohort of 36 students. The other was part of an information and technology engineering course (CEFR A2). This class is referred to as "I3" and comprised a cohort of 41 students. Both classes took English courses as a mandatory element of their diploma courses. However, the K4 students had more language-learning experience in English and other languages, too.

The instrument

The two sample classes were issued with pre- and post-presentation course questionnaires that focused on their feelings about doing presentations in English and perceived L2 improvement.

Although 77 students took the pre-presentation course questionnaire, due to absences, only 71 took the post-presentation questionnaire. The pre- and post-presentation questionnaires can be seen in Appendices A and B below.

The questions were divided into two categories: the first focused on students' interest in doing presentations (Crookes and Schmidt's (ibid) *interest*). The second focused on the relevance of doing presentations to students (Crookes and Schmidt's (1991) *relevance*). In other words, the questions were designed to measure two things:

- To what extent did the students find doing presentations stimulating (Likert-scale Questions 1-4)?
- To what extent did the students rate doing presentations as educationally beneficial (Likert-scale Questions 5-8)?

Responses were recorded on a Likert scale. Respondents could choose from four options, two "positive" and two "negative". The decision was taken to remove any neutral option. This was done to try and elicit either a negative or positive response from the students and to ameliorate Japanese students' tendencies to choose the neutral option so as not to cause perceived offence, as noted by Newfields (2011:39) who commentates on "Central tendency bias" (also known as end-aversion bias). Newfields claims that this occurs when "respondents hesitate to select responses at either end of a response scale, safely opting for mid-scale responses". Newfields adds that Japanese respondents

are "especially susceptible" to this type of bias due to being raised in a culture with "strong pressures towards conformity". Other commentators on Japanese cultural traits in learning provide supporting evidence of this (see Harumi (2001), for example).

Students were also encouraged to offer further comments on the effects of doing presentations in a comments section on the questionnaire.

The Presentation course context and content

The course consisted of 12 weekly 30-minute research and presentation skills sessions. The students were assigned to groups of 4-5 at random. Each group researched and created presentations on a war monument from around the world. This topic was chosen because problems had been encountered in the pilot study where students had used translation software to script their presentations after researching topics on Japanese-language websites. The esoteric nature of the topic was chosen to avoid this problem (Japanese-language websites on the war monuments either did not exist, or were not easily found).

All members of the group were required to present for two minutes, using powerpoint. Wherever possible, decisions regarding content, organisation and language were left up to the students to encourage stimulation and group engagement, with the aim, as discussed by King (2002) and Wilson and Brooks (2014), of enhancing teamwork to help the students become more independent learners. However before starting the project, students were given an example demonstration of a presentation that was deemed appropriate for their levels, and was thus achievable. This was done to give the students a clear understanding of what was expected and to counteract student anxiety, as noted by Miles (2009). This was also in accordance with what Cheung (2008:p2) described when using presentations in L2, that "The first step is teaching macro organization" and also the organization of academic presentations "should consist of purpose, objectives, outline, introduction, and conclusion". Cheung also concludes that the purpose should be "a statement that suggests the general goal of the presentation". The students were made aware that their objectives were the specific goals that they needed to achieve (in this case, being able to present information clearly in English within a two-minute time frame and do so effectively as a group). The students were required to give regular updates of their progress throughout the classes.

The supervision of the presentation preparation also followed the guidelines for reluctant speakers in the L2 classroom, as introduced by Tsui (1996), in McDonough and Shaw (2011:142). The five given reasons and counter measures taken to reduce speaker reluctance were:

1. *Students perceive themselves to be at a low proficiency level.*
   This was countered by showing students examples of previous years' presentations and stressing that the language required to complete that task was not above their capabilities.

2. *Speakers worry about mistakes and derision from their peers.*

   To counter this possibility, students were reminded that they were part of a group and could work together as well as being able to confer with the teacher at any point they wished.

3. *Teachers' may be intolerant of silence.*

   Students were reminded that ample support would be provided, that and the teacher was aware of their nervousness and would be making adjustments in evaluation for it, however they were expected to try to work diligently on their presentations.

4. *Turn taking is uneven across the class.*

   Students were informed of a two-minute time limit per student. If the speaker went beyond two-minutes they would be cut off and if more than 10 seconds or so under the limit then it might result in a points deduction in their evaluation. Thus turn taking was balanced.

5. *Input is incomprehensible.*

   The students were informed that whilst they had to research and construct their own presentations, the teacher would be willing to offer help when needed on identifying and correcting errors in grammar, vocabulary or pronunciation. Thus an environment conducive to the propagation of Language Related Episodes (LRE)s (Clayton, 2021) was fostered.

As well as following these five points, teacher supervision was also conscious and aware of observing the methods given by Guilloteaux and Dörnyei (2008) in supporting student motivation.

With the aim of encouraging the students to see English as a working language with practical functions, intra-group communication was strongly encouraged to be in L2 during the preparation, this was also in accordance with what Wilson and Brooks (2014: p153) discussed in the literature review. The requirement for learners to use the L2 as the working language was not strictly enforced in the lower level I3 class so long as when L1 was used it was on-task. This policy was influenced by the work of Clayton (2021) who found that in task-based language instruction, lower level students benefited from being able to prepare and research prior to task completion in their L1. In addition, this helped to reduce student anxiety, such that struggling students within each presentation group would not feel too much pressure and consequently lose interest in participation if they were unable to communicate effectively in L2. The students in the K4 class, due to their relatively advanced progress in learning English, were however expected to follow the guidelines that intra-group communication be in L2 only.
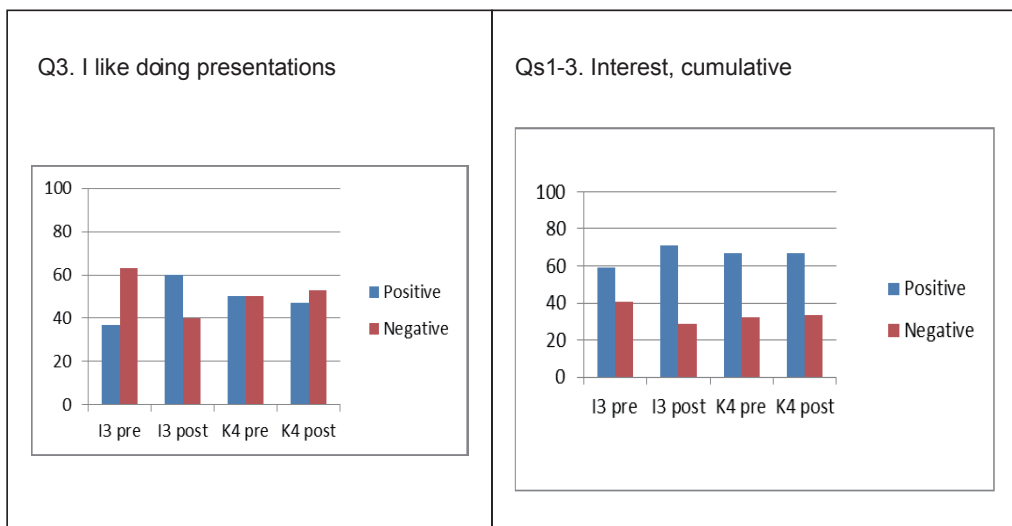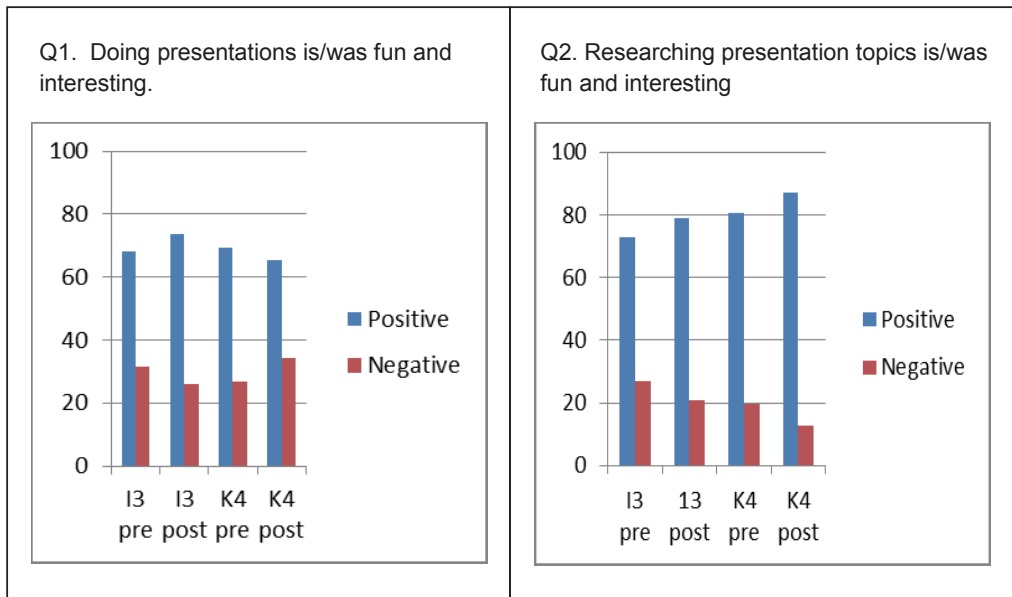
Results

The results for the likert scale questions relating to "interest" and "relevance" were divided into "positive" and "negative" comments. Although this sacrificed some granularity, it made the results easier to analyse.

Pre-and post-treatment Likert scale

question results: Interest

In response to Question 1, 68.2% of I3 students answered positively before the presentation course, and this increased to 73.6% after the presentations. 69.3% of K4 students responded positively, declining to 65.5% post-presentations.

The data from question 2 shows that there was an increase in positive perceptions of presentations being fun and interesting between pre and post surveys. I3's positive feedback went from 73% pre to 78% post and similarly K3 rose from 80.5% pre to 87.2% post.

Q1. Doing presentations is/was fun and interesting.

Q2. Researching presentation topics is/was fun and interesting

Q3. I like doing presentations

Qs1-3. Interest, cumulative

In questions one and two we saw I3 and K4 following similar patterns in the pre and post replies, but on question three, I3 had a significant increase in positive answers, going from 36.6% pre to 60.4% post, and a corresponding drop in negative answers. However K4 saw a slight drop in positive responses, dropping from 50% in the pre to 46.8% post.

Overall, positive responses related to interest in doing presentations increased in I3 (59.4% pre- and 70.9% post-treatment). In K4 positive responses were exactly the same (66.6%) in both pre- and post-treatments.

The "interest" section concluded with an open ended question:

> 4. How do you feel about doing this presentation? Answer in English or 日本語 (Japanese)

We decided to split the open ended response into three categories. We classed responses such as, "I am sure it will improve my English" as 'Positive', answers such as "I am nervous or busy, but I will try my best" as 'Neutral' and phrases such as "I don't like doing presentations!" as 'Negative'. The majority of respondents answered with a positive opinion on doing presentations, though K4 students had a slightly higher positive response of 66.7% compared to I3's 63.6%. The remainder of the responses were both equally split between neutral and negative responses.

Post treatment showed a large downward shift for positive responses. Whilst still the single largest category of responses chosen by students, I3's positive response was down to 47% and K4's down to 40%. An interesting observation from the pos-treatment responses was that I3 students now offered a comparatively higher positive response than the K4 students, a reverse of the pre=treatment results.

Pre-and post-treatment Likert scale question results: relevance

Q5. Researching presentation topics is/was educationally beneficial.
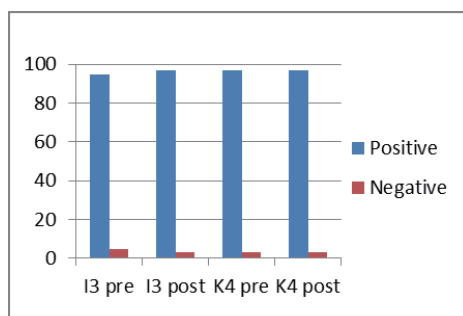
Q6. Researching presentation topics is/was a good way to learn English.
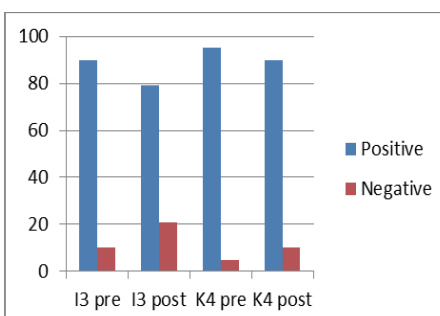
Looking at the results for question five, there were only minor changes in positive responses for both classes. I3 went from 95.1% pre to 97.3% post and K3 went from 97.3% pre- to 96.8% post-treatment.

For question six, both I3 and K4 saw a drop in positive responses, but with I3 showing a larger drop from 90.2% in the pre- to 79% in the post-treatment. The decrease from K4 results was considerably smaller, going from 95.5% pre- to 90.5% post-treatment.
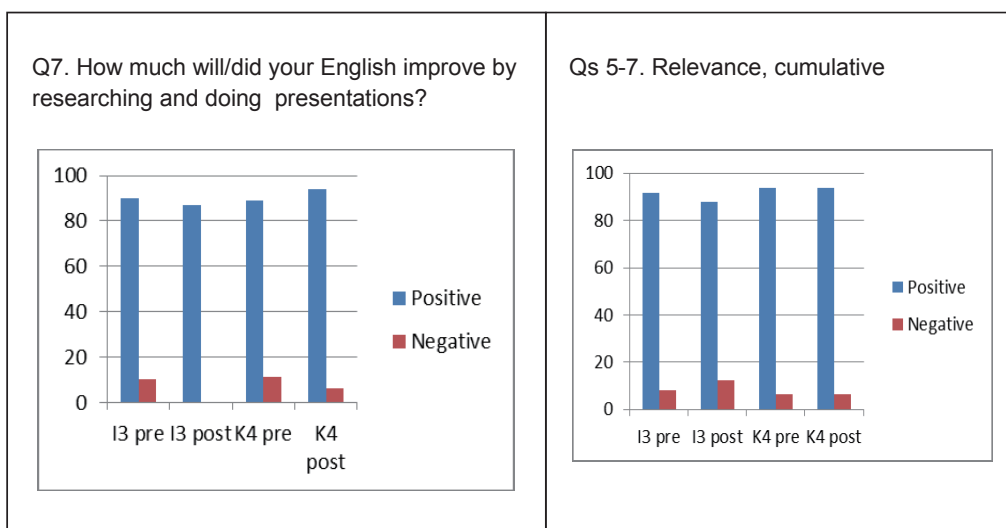
The responses for question seven showed a small decrease in I3 positive answers post treatment, changing from 90.2% pre to 86.8% post. The responses from K4 presented a mirror image, rising from 88.9% pre to 93.7% post.

The cumulative responses related to the relevance of doing presentations show a drop in positive responses for I3 in the post-treatment questionnaire (91.7% to 87.7%). K4 were again unchanged overall (93.7% positive in both pre-and post-treatments).

The "relevance" section concluded with the question:

8. What can you improve by doing presentations? Choose as many as you like from:	
English ability	Gestures
Knowledge of grammar	Teamwork/collaboration skills
Communication skills	Powerpoint skills
Research ability	Motivation to study English

K4 and I3 had the same top 2 answers on the pre questionnaire, which was to improve 'English ability', followed by 'teamwork'.. However, I3 and K4 differed on the least popular responses with I3 offering 'powerpoint skills' as the least likely, whilst K4 responded with 'gestures'

In the post survey, English ability and teamwork still remained the two most popular answers, but whereas I3"s responses for English ability remained almost the same at around the 30% mark, K4 responses dropped by over 10%, down to 18%. For the least popular responses post treatment, K4 still recorded gestures as theirs, whilst I3 saw a shift from powerpoint skills in the pre-, to Motivation to study English in the post-treatment responses.

Discussion

In this paper we have investigated the effects on motivation of researching and conducting presentations in the L2 (English) on two groups of Japanese vocational college students; lower intermediate (A2) and intermediate (B1). We focussed specifically on the *interest* and *relevance* aspects of learner motivation, as identified by Crookes and Schmidt (1991).

The lower-intermediate group (I3).

Our results showed that, overall, the lower intermediate cohort reported more interest in L2 presentations in the post-treatment than the pre-treatment. This could have been a result of anxiety prior to taking the presentation skills course; public speaking is a common cause of

anxiety even in the L1 (Gallego et al, 2020), and the task of presenting in the L2 is clearly challenging. Furthermore, the students in this group were IT majors, and it is unlikely that they had experienced doing L2 presentations prior to this study. In addition, the IT majors were required to spend large amounts of time working alone on computer programming and were unused to group work.

We believe that the increase in interest indicated in the post-treatment questionnaire results shows that the support and guidance provided by the teachers (i.e. providing a model, encouraging group work, and providing language input in the event of the occurrence of LREs) was effective in lowering the students' anxiety levels to the point that many of them reported that doing L2 presentations was fun and interesting. In fact, the numbers of positive responses clearly exceeded the negative responses to Q3. "I like doing presentations" in the post-treatment questionnaire responses, whereas in the pre-treatment questionnaire responses the opposite was true. We recommend that a similar model of support is provided when teaching L2 presentation skills courses. It should be borne in mind that Japanese language education still tends to be heavily based on rote learning with a large amount of instruction in Japanese (Koby, 2015), (Clayton and McCollum, 2021), so perhaps the students felt more enjoyment in participating in a the novel learning dynamic of group work.

In terms of reported relevance of L2 presentations, the results showed a slight

drop in positive responses in the post-compared to the pre-treatment questionnaire responses. There are two possible explanations for this. Firstly, the benefits of doing research in the L2 were not explained explicitly. As a result, it is possible that the students focussed wholly on the result of their research i.e. gathering enough information to create a 2-minute section of a presentation and did not make the connection between this process and L2 acquisition. Thus Apple and Kikuchi's (2007:105) contention that presentation tasks help students to notice their use of language seems not to have applied with this group. Secondly, the students may have had difficulties engaging with the subject matter: war memorials in foreign countries. As outlined above, this subject was chosen to try to prevent plagiarism (translating from a Japanese website). However, there are other ways to achieve the same goal, while having students focus on more engaging topics. For example, teachers could have students choose their own topics − or provide a list of appealing topics − then restrict students to use only English language sources provided by the teacher. Another method that we have found effective is to provide training on research skills, including paraphrasing and referencing. A third option would be to have students research topics of their choice, and submit their presentation scripts via a plagiarism-checking service e.g. Turnitin. Perhaps a combination of these methods would work best.

The intermediate group (K4).

Remarkably, the intermediate cohort showed no changes in pre- and post-treatment responses in terms of either interest or relevance. When the two cohorts are compared, K4 initially had more interest in L2 presentations (and maintained that interest) than I3. It is highly likely that the students in K4 had some experience researching and conducting L2 presentations, and indeed working in small groups using L2. As outlined above, I3 very likely had none, so were initially wary of the task ahead of them. This supports Ur 's (2011) assertion that L2 learners' prior experiences of success at a certain task positively influences their motivation to complete future tasks.

K4 maintained their pre-treatment evaluation of the process in terms of relevance in the post-treatment, and in both cases evaluated the process as more relevant than the students in I3 did. We believe that the internal characteristics of the cohort explain this best: the K4 students majored in International Business, so most likely had an initial interest in foreign countries and foreign languages. In fact, these students also studied another Pacific Rim language as part of their diploma course, and upon graduation may enter employment in jobs that require the use of foreign languages. Furthermore, their higher English ability quite probably reflects an interest in English and communication. All these factors may have contributed to a higher awareness of the linguistic advantages of the L2 presentation process, without the need for explicit

instruction.

We didn't measure L2 improvement. Would an objective assessment showing language improvement improve motivation? Did they get their grades as they went along? Did they improve?

Limitations and future research

This research did not measure differences in linguistic ability before and after the presentation skills course. It would have been interesting to compare this with the reported interest and relevance ratings of the groups to see if there was a correlation. Future studies might explore this potential source of motivation.

Some of the questions were similar to each other. This was intentional, to make sure that we effectively captured interest and relevance. Combining the results into cumulative tables made sure that they reflected interest and relevance validly.

The sample size was limited. Due to finite resources, a larger-scale study was not possible at this time. We hope that future studies can replicate our studies with a larger sample size.

The groups were fairly close in terms of English ability. More striking results might in future be obtained by comparing groups with a wider ability gap between them.

Future research might profitably focus on the effects on student motivation of different types of tasks with students of different levels.

The gender compositions of the two classes were not balanced, yet this study paid no attention to the responses of students on a gender basis. It might be interesting to observe if group based learning tasks, such as presentations, affect the motivation for L2 learning differently within the gender groups. Therefore sampling male and female students of a similar L2 level may provide some insight into this.

Conclusion

As we have seen, both sets of learners retained high levels of motivation to keep on improving their English ability as well as retaining motivation to further improve on researching and doing presentations. Therefore, in conclusion it could be said that at the learning situation level, L2 presentations appeared to have an overall positive effect on the motivation of both the higher and lower level classes. This in turn suggests that a task-based learning project such as this is beneficial for L2 learning and, if applied to high school English lessons, may also help teachers to meet the Ministry of Education, Culture, Sports, Science and Technology (MEXT) requirements of increasing the use of spoken English in class (MEXT, 2009).

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Appendix A − Pre Questionnaire
Pre presentation questionnaire table

1. *Doing presentations is fun and interesting*			
Completely agree	Agree	Disagree	Completely disagree
2. *Researching presentation topics is fun and interesting.*			
Completely agree	Agree	Disagree	Completely disagree
3. *I like doing presentations*			
Completely agree	Agree	Disagree	Completely disagree
4. How do you feel about doing this presentation? Answer in English or 日本語 (Japanese)			
5. *Researching presentation topics is educationally beneficial.*			
Completely agree	Agree	Disagree	Completely disagree
6. *Researching presentation topics is a good way to learn English.*			
Completely agree	Agree	Disagree	Completely disagree
7. *How much will your English improve by researching and doing presentations?*			
Will greatly improve	Will improve	Will not improve	Will greatly not improve
8. *What can you improve by doing presentations? Choose as many as you like from:*			
English ability Knowledge of grammar Communication skills Research ability		Gestures Teamwork/ collaboration skills Powerpoint skills Motivation to study English	

Appendix B − Post-treatment Questionnaire
Post presentation questionnaire table

1. *Doing presentations was fun and interesting*			
Completely agree	Agree	Disagree	Completely disagree
2. *Researching presentation topics was fun and interesting.*			
Completely agree	Agree	Disagree	Completely disagree
3. *I liked doing presentations*			
Completely agree	Agree	Disagree	Completely disagree
4. How did you feel about doing this presentation? Answer in English or 日本語 (Japanese)			
5. *Researching presentation topics was educationally beneficial.*			
Completely agree	Agree	Disagree	Completely disagree
6. *Researching presentation topics was a good way to learn English.*			
Completely agree	Agree	Disagree	Completely disagree
7. *How did your English improve by researching and doing presentations?*			
It greatly improved	It improved	Did not improve	Absolutely did not improve
8. *What did you improve by doing presentations? Choose as many as you like from:*			
English ability Knowledge of grammar Communication skills Research ability		Gestures Teamwork/ collaboration skills Powerpoint skills Motivation to study English	