

The Reality of English Presentation Skills of English-majored Students in Vietnam: A Case Study at Van Lang University

Pham Manh Tri^{1*}, Nguyen Duong Nhu Quynh¹, Nguyen Thi Kim Chi¹,
Nguyen Hoang Ngoc Mai¹, Hoang Tran Anh Tien¹, Pham Vu Phi Ho¹

¹ Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam

* Corresponding author's email: tripham.230901@gmail.com

*  <https://orcid.org/0000-0003-4942-7534>

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ABSTRACT

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Presentation skills play an indispensable role in undergraduates' education and developing their future careers because this skill assists college students in accomplishing a superior knowledge base and enhancing their public speaking. The study aims to measure English-majored students' reality at the Faculty of Foreign Languages of Van Lang University in Vietnam about speaking skills, especially presentation skills. The quantitative study has been carried out among 600 second-year, third-year, and four-year students at the Faculty of Foreign Languages of Van Lang University in Vietnam. The results of the research paper demonstrated that most students were not confident about their presentation skills because of making mistakes about vocabulary usage, grammar, fluency, and so on when giving presentations. EFL lecturers can consider the results to improve their teaching methods regarding speaking skills and find out more strategies to solve students' speaking challenges.

1. Introduction

The most popular speaking genre is the oral presentation for English learners in academic environments and workplaces (Chang & Huang, 2015). Presentation skills are considered successful communicative goals (Kim, 2006; Evans, 2013). Speaking skill is essential but challenging for the students when they study English (Brown, 1994; Ur, 2012). Guidelines for preparing effective presentations to attract audiences include the presenters' formal look, good intonation, and language fluency (Dung, 2021). Moreover, a good presentation is based on knowledge, preparation skills, and a good process of practicing before doing presentations.

The research indicates that speaking English-majored students at Van Lang University (VLU) in Vietnam often encounter problems. Many studies have been performed in linguistic settings to clarify how learners' speaking skills could be improved remarkably (Yashima, 2002; Nakatani, 2010; Lu & Hsu, 2008; Lam, 2007). At all faculties at VLU, English learning

programs applied to fit with learners' levels consisted of textbooks, syllabus, E-learning site, and MS Teams application. Specifically, EFL students take FOLA club's activities, international certifications, and intensive courses. Regardless of all learning aids provided, the Speaking 4 Course's Grade Point Average (GPA) declared the offensive insight gaps in their presentation ability and conversational deficiency, which Albino (2017) also concerned. Learners claimed that practicing communicating initially is the goal of oral expertise (Osterman, 2014). Because VLU's students confined connection to English, there have been more adversities to absorb it adequately than those reaching the English system easily (Chen et al., 2021).

The course, namely Speaking 4, is an essential course that helps develop EFL students' presentation skills and speaking skills. Based on the VLU's Speaking 4 GPA in the academic year 2020-2021, many undergraduates still got bad scores. Specifically, Table 1 demonstrated that 14% of the students had average marks (5 to 6.4), and 28.3% of them got high marks (8 to 10). Remarkably, 12.8% of the learners could not pass the course. Thus, the students need to be trained with more suitable methods and strategies, and instructors should focus on students' mistakes, as well as give more comments or feedback.

The study aims to analyze factors influencing EFL students' speaking skills at VLU, so survey questionnaires have been detailed for solutions to problems regarding oral communication skills and presentation skills. Students' speaking skills should be applied in working environments (Gray, 2010). English-majored students at VLU must have solid speaking skills with the ability to interact effectively with native speakers and give presentations in front of a crowd, namely, symposia, conferences, and meetings. Furthermore, students must be supplied with public speaking techniques to meet employers' requirements (Russ, 2009). Students need to advance their soft skills like communication skills to develop their future careers instead of only having their understanding of the major theories (Fallows & Steven, 2000). Nowadays, learners worry about presenting in public (Girard et al., 2011). Presentation skills will bring students benefits like lifelong learning skills and a learning experience to help them to learn effectively in their learning process if they are trained professionally (King, 2002).

In theory, research provides a reference for those to self-assess and improve presentation skills and helps educators understand learners' problems (Nguyen, 2014). In practice, research provides crucial suggestions about presentation and oral aspects, minimizes negligible mistakes, and advances essential elements for an effective presentation (Nguyen, 2014). The previous studies associated with presentation skills were successful, but they also had many limitations. The first was insufficient participants, the second was the failure to control nerves during presenting, and the third was the unsolved weaknesses related to oral and digital practice. The paper can be successful in grasping current EFL students' reality.

2. Literature review

2.1. Definition of Oral Communication

Kumar (2021) defined oral communication as using the mouth to express opinions and transfer information via virtual and actual conversation, including speeches, discussions, and presentations. To build rapport and trust, people need to exploit in-person communication such as meetings, conferences, interviews, etc. To be clear, oral communication is talking and expressing information, and it is described as speech communication. Kumar (2021) also showed ways to improve oral communication skills: clear pronunciation, brevity, precision, conviction, logical sequence, appropriate word choice, using natural voice, communicating with the right person, now getting guided by assumptions, looking for feedback, allowing to ask questions.

2.2. Definition of Presentations

Rosenzweig (2021) described presentations as the tool to relay topics to audiences through a slide show, a demonstration, a lecture, or speech where presenters use words and pictures. In the technological era, presenters use PowerPoint to communicate information or media via slides with flexible presentation styles (Donohoe, 2020). Donohoe also mentioned that the slides could include various kinds of content like tables, images, drawings, charts, links, word art, videos, audio, and even embedded add-ins. Therefore, presenters can utilize essential things to make their presentations more creative thanks to modern technologies.

2.3. Linguistic and nonlinguistic factors were influencing oral and presentation skills.

Compared to other primary skills, speaking skill is the most challenging due to students' language anxiety (Horwitz et al., 1986). Pabro-Maquidato (2021) asserted that students tend to be afraid of using English to express themselves. Additionally, anxious learners are unwilling to participate in speaking activities (Tsiplakides & Keramida, 2009). Due to speaking anxiety, students cannot enhance their speaking performance (Pabro-Maquidato, 2021). One of the biggest challenges for EFL learners is speaking in front of a crowd (Rumiyati & Seftika, 2018). Other factors influencing learners' speaking skills are pronunciation, fear of making mistakes, unattractive evaluation, lack of vocabulary and grammar knowledge, lack of preparedness, and even teachers' attitude (Dornyei & Clement, 2001; Mukminin et al., 2015). Regarding vocabulary usage, collocations play an important part in speaking performance because successful speakers have to know how to use collocations correctly. However, Bui (2021) asserted that Vietnamese students are more likely to use wrong collocations. In other words, they usually translate Vietnamese collocations into English collocations, although the collocations that they create look unnatural compared with the English language. As a result, most Vietnamese learners fail to master speaking skills if they are not well-trained.

2.4. Previous studies

Nguyen (2019) claimed that most students' presentation skills were not good due to their unawareness of this skill's importance. Melvina and Alicia (2016) believed presentations are the method of speaking practice. It

was demonstrated that they had difficulties in providing presentations content for audiences, so teachers should spend more time introducing students to a wide variety of skills that students must have when giving presentations. Nevertheless, the case study has not solved some students' anxiety in front of a crowd and their bad delivery of presentations.

Whai and Mei (2015) pointed out that though most students have high grades in their studies, they are unable to effectively convey their thoughts in English. Psychological factors, a lack of practice, and the roles of the teachers led to the problem statement regarding the disparities between Engineering and Commerce students. Salem (2019) described presentation skills as a technique of obtaining academic and professional success. The study involved forty-nine 23 to 24-year-old business students from two entire classes, who were placed into two groups (experimental group and control group). There were weaknesses in students' presentations regarding preparation and presenters themselves. The outcomes were well-displayed and understandable in the three tables. The comparison and explanations between two treatment conditions (TED Talks and traditional teaching classroom) answered the research questions.

According to Al-Nouh et al. (2015), this study proved that oral presentation is essential for students in their studies and future. The researcher used the quantitative method to find out that all of them are not good at presentation skills because they cannot face the fears that make them uncomfortable when giving presentations. Furthermore, this study showed that the Ministry of Education and Training should have some enhancements to improve presentation skills, especially for English as a Foreign Language (EFL) students. Therefore, traditional teaching methods should be abandoned instead of focusing on developing communication skills and motivating them to speak a language fluently.

Riadil (2020) confirmed that communication is a very important skill in our lives. It is a tool for communicating with other people to express opinions, ideas, and feelings through language. So, in Indonesia, they study English as a foreign language, and it becomes a subject in the curriculum with four skills: reading, listening, writing, and speaking. The researcher applied the qualitative method to discover the influences of presentations on EFL students' speaking skills and their challenges of giving presentations in higher education. As Riadil said, speaking is a difficult skill because it is connected to vocabulary, grammar, many ideas, pronunciation, and listening. Therefore, the teacher should choose the appropriate methods that help the students in their studies, encourage them to speak as much as possible in class, and make them feel no shame when they use English to communicate or give a presentation.

Radzuan and Kaur (2011) conducted a research paper using the qualitative method with 44 students at Universiti Malaysia Pahang, Malaysia. The study demonstrated that students had limited technical knowledge and barriers in their English language skills, and they felt anxious when doing English presentations. According to Vitasari et al. (2010), the researcher conducted the study with the quantitative method to find out students' experiences, feelings, and opinions regarding anxiety during their learning process. The results showed that learners faced class presentation anxiety, language anxiety, and social anxiety.

Chuyen et al. (2020) described TED Talks as a new classroom learning technique. They highlighted several aspects of students' presentation skills, such as experience, self-evaluation, obstacles, and characteristics, in-depth in the findings and discussions. Students lacked soft presentation skills, their strength was still the theory, and they did not have many chances to practice. Listing TED Talks beneficial strategies, the recommendations for individuals (TED Talks users, Department, teaching staff) are quite objective. In addition, Panggabean & Triassanti (2020) and Chandren & Yaacob (2016) suggested learners have skills including thoughtful minds, strategies, following tasks, and appraising the quality that provides them feelings reflection and self-assessment.

Although they had an impressive command of other subjects, there was a psychological obstruction from grasping a foreign language. Yu et al. (2021) found that although many consistent foreign speech examinations were conducted, few could explore which assessment activities or kind of speaking teaching method were advantageous for active English application. Twenty-four learners cooperated with five linguistic educators in a hundred days of observation. They confirmed that learners' products based on standard points in textbooks were replaced for individual requirements. However, all admitted that the indoor English system was different from their daily correspondence, so students attempted to speak English in many situations as academic performance or real communication, and teachers adapted their English evaluation activities to support students' specific tasks complement. Educators should separate the difference from actual conversation in English to the classroom speaking ability evaluation.

In 2016, a study of Nakhlah analyzed some burning speaking issues and their cause that attract foreign language students at the Al Quds Open University attention. The first one was fluency, about 72.5%, the next one was grammar, and the final one was pronunciation. The contrast errors were comparatively rated as in pronunciation, grammar, and fluency at the end. Those following high influences on their low oral performance listed: fear of imperfection, objection, lack motivation and confidence, being unfamiliar with the new language system, being short of topical knowledge, vocabulary box, and actual practice. The teachers tried to correct all the verbal and non-verbal students' mistakes, but they were not supposed to correct all the common students' errors who were stocked in the meaning translation. In case they had, it was better for teachers to contribute the comments in private for embarrassing avoidance.

The study of Indriani (2020) looked into the usage of recorded video to assess students' speaking and presentation skills in language learning and how they perceive the benefit of incorporating technology into the learning process. By surveying 34 students who learned fundamental grammar in English class and employed a qualitative research style, the information was acquired via the students' recording videos, e-google form responses, etc. Thanks to video recordings, students can replay video lots of times, so they can appraise what they have planned and accomplished well, and their friends give them a lot of advice. Students become passionate about using the video camera to express their thoughts. Presentation qualities like eye contact, body posture, and voice were discovered to be further characteristics that aided the pre-service teachers' English speaking abilities. However, judging student presentations properly is difficult,

especially regarding practical assessment administration. Sometimes students still catch basic mistakes, including grammar, vocabulary, etc.

2.5. Research Questions

Research question 1: *What are English-majored students' attitudes towards speaking courses and presentation skills?*

Research question 2: *What are the difficulties that English-majored students encounter when speaking and presenting in English?*

3. Methods

3.1. Pedagogical Setting & Participants

Van Lang University, set up in 1995, is described as a private university with awesome success. Based on Decision No.109/QĐ/VL-HĐT 18th, August 2020 of Chairman of the Van Lang University's Council about Educational Philosophy, the educational institution's philosophy of education consists of a holistic, lifelong, ethical, and impactful learning experience. Students must pass speaking courses at the Faculty of Foreign Languages, including *Speaking 4*. In *Speaking 4* courses, students use a book called *Speaking 4. Selected and Compiled. For Internal Use Only. 2019*. The course provides students with skills to analyze their audience and critical thinking to provide the audience with information tailored to their current needs as well as to persuade the audience to change their orientation, thoughts, and behaviors in a positive way that is beneficial.

The research examined about 600 English-majored undergraduates in the academic year 2021-2022 at VLU who were between the ages of 20 and 22 (second-year to four-year). At the time of the study, they were in the first semester of their new school year and had previously approached the surface or studied the presentation course (*Speaking 4*). The students who took the course to learn theoretically and practically about presentation abilities were required to give oral presentations in the midterm and final examinations to evaluate the ability to apply what they learned in class into their speeches. A questionnaire about several aspects of academic oral presentation skills was provided to second years, third years, and four years to get an overview of their ability on presentation skills.

3.2. Design of the Study

This research paper was built by the quantitative research method so that it was easy to find the core of the problem in the current student presentation and come up with the most appropriate measures. By creating a question list based on Google Forms and presenting it to 600 students aged 20 to 22, specifically students currently in their second year to four years of the Faculty of Foreign Languages at VLU, this study helped to clarify the main difficulties that most students were facing, helping students realize their problems. Taking students' answers via a list of survey questions and synthesizing key difficulties helped results be more realistic, stick to

the problem, give appropriate measures that are best for students, help students have a more practical view to avoid difficulties, and develop soft skills.

The surveys included 38 questions with the five-point Likert scale from “totally disagree” to “totally agree” (1 = totally disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = totally agree) and 4 multiple-choice questions regarding students’ self-assessment of speaking proficiency. The online questionnaire list posted on Facebook groups of the Faculty of Foreign Languages of VLU took participants five minutes to fill in and three weeks to collect them all. Regarding the advantages of the quantitative method, Wright (2005) reported that using questionnaire surveys saves efforts and time owing to providing automated data collection. In the technological development, the survey was conducted via the internet, which permitted researchers to collect data simultaneously

3.3. Data collection & analysis

A quantitative method was chosen by doing a survey. This method helped students find strengths and weaknesses in their abilities. The third phase tended to be a survey for participants using the quantitative method with approximately 600 English-majored students who were between the ages of 20 and 22 (second-year to four-year). The last part was an expectant phase, including procedure and data analysis.

4. Results/Findings and discussion

4.1. Results/Findings

Research question 1: *What are English-majored students’ attitudes towards speaking courses and presentation skills?*

Collected data in the following table and figure will be analyzed for percentages to respond to the first research question to explore the students’ attitudes.

Table 1. English-majored students’ attitudes towards speaking courses and presentation skills

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
1	Presentation skills play a vital role in your future careers.	1.9%	1.3%	7.1%	34.6%	55.1%
2	Having superior abilities to give a presentation is necessary for EFL students.	3.2%	1.3%	5.1%	34%	56.4%
3	Presenting assists you in improving communication skills	2.6%	3.8%	4.5%	41.7%	47.4%
4	Giving a presentation in front of a crowd helps master your thoughts and improve your speaking ability comprehensively.	2.6%	0.6%	6.4%	38.5%	51.9%
5	Presentation skills bring you confidence in studies and work.	2.6%	2.6%	6.4%	46.2%	42.3%
6	Presentation skills bring you a great creative mind	3.2%	5.8%	18.6%	42.9%	29.5%
7	Presentation skills help you connect with	3.8%	1.3%	13.5%	50.6%	30.8%

	success.					
8	To prepare well for your presentation, you have to spend a large amount of time practicing.	1.3%	4.5%	6.4%	55.1%	32.7%
9	Most students prefer to learn by presentation methods	5.1%	26.9%	45.5%	13.5%	9%
10	It is very difficult to have good presentation skills	1.9%	9.6%	11.5%	49.4%	27.6%
11	In your opinion, we just need to look at the slides of the PowerPoint and prepare content on the paper, then read out loud without using body language	41.7%	42.3%	5.8%	7.1%	3.2%
12	In order to present a topic, we need to have its solid knowledge	1.3%	4.5%	4.5%	44.9%	44.9%
13	During presentations, we need to have interaction between speakers and listeners	1.9%	3.2%	9.6%	39.1%	46.2%
14	A presentation needs to be creative to attract listeners.	1.3%	3.2%	5.1%	44.2%	46.2%
15	Presentation skills are only appropriate for those who believe in their ability to interpret in front of a crowd.	4.5%	29.5%	23.7%	30.1%	12.2%
16	A presentation is appealing when audiences discuss and express their opinions about it.	1.3%	3.2%	16%	51.3%	28.2%
17	To have a perfect presentation, we should practice regularly.	1.9%	2.6%	9.6%	49.4%	36.5%
18	Presentation skills are just one of the skills, so we do not need to be excellent or focus too much on the skill.	8.3%	28.8%	26.9%	26.3%	9.6%
19	A good presentation should focus on the main content	2.6%	16.7%	22.4%	42.9%	15.4%
20	Body Language is a special skill that helps your presentation skills in catching listeners' attention.	0.6%	2.6%	5.1%	49.4%	42.3%
21	Your attitude or reaction is a very significant matter when listeners question your presentation.	1.9%	0.6%	13.5%	56.4%	27.6%
22	Rhythm, voice, accent, volume, and speed decide the attraction of your presentation.	0%	1.9%	7.1%	42.9%	48.1%
23	Creativity and patience help your presentation become perfect.	0.6%	0%	10.3%	47.4%	41.7%
24	You should insert many visual aids in your presentation.	3.8%	15.4%	37.2%	30.1%	13.5%
25	Your presentations are good or bad, which depends on your favorite subjects or topics.	3.8%	26.9%	34%	23.7%	11.5%

Most students believe that presentation skill plays a vital role in various aspects of life because it brings numerous advantages. Most participants agreed that presentation skills could influence their future performance. In item 8, 32.7% to 55.1% of people agree they take plenty of time to prepare their presentation well. Some students may struggle to get ready what they need for their presentation, such as the material, slides, scripts, and so on. In item 10, 49.4% believed that good presentation abilities are challenging. This is logical because presentation is a skill that most students struggle with, and it is not trained in schools or by middle or high school teachers. As a result, practically every student considers presentation skills to be difficult when

they enter the university. Presenting is considered the communication and interpretation of content to the listeners, so failing to use nonverbal language throughout the speaking process is an omission causing boredom, inattentiveness, and failure to impart material to the listener. In item 12, 89.8% of students believe that a good presentation requires the presenter to understand what they deliver to the audience thoroughly. The presenter must take the time to research, prepare, and have a broad understanding of the issue before doing presentations and attracting the audience. It is because their ultimate focus is to convey information to the audience in a way that is both sufficient and concise.

In item 13, 85.3% agreed that speakers must interact with listeners during the presentation by using eye contact, asking questions, and taking opinions from the audience. It not only makes the presentation more interesting, but it also makes it easier for the audience to absorb the information, allowing them to retain it for a longer period of time. According to item 15, 42.3% believed they had to have confidence in their presentations to provide a better and more fluid presentation than others. This is because poor presentations will lead to failure if there is simply belief and vice versa. In item 20, most of the participants (91.7%) agreed that body language is eye captivating and can attract every bit of attention through a simple movement; it can make a significant difference when giving a presentation. According to item 22, almost every participant agrees with the statement because when a person with great flow and amazing accent does a presentation. It is bound to captivate the audience's attention. Compared to the one who disagrees, imagine if a person with a low voice, disrupting speed, and bad accent does a presentation, it will always be plain and guaranteed to lose their audiences. In fact, everyone is fond of having a presentation with carefulness and investment, so they are really concerned about their performance.

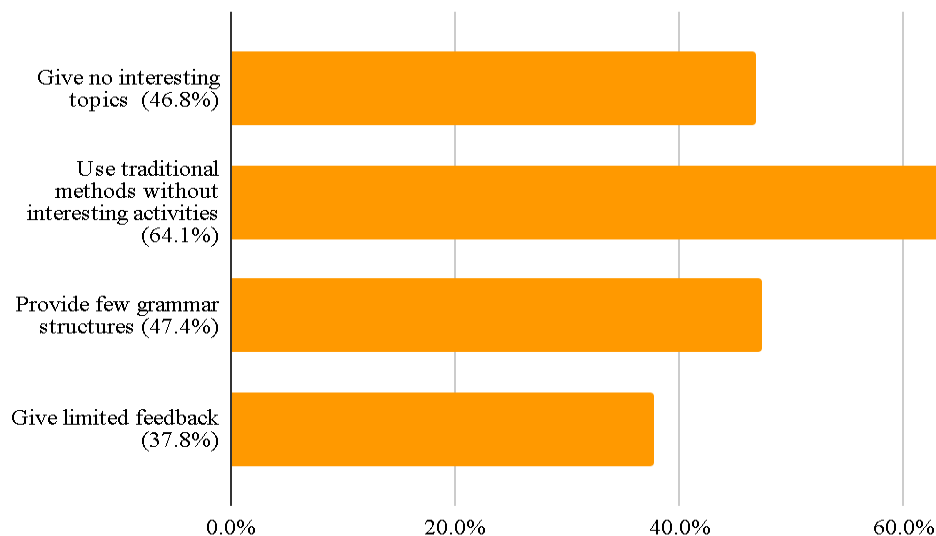


Figure 1. English-major students' attitudes towards lecturers' teaching methods in speaking courses

Based on fig. 1, the use of traditional methods without organizing interesting activities was the highest percentage, specifically at 64.1%. The generally definitely same figure of teachers'

provision of few grammatical rules was high next at 47.4%, which is contrary to popular belief. The third rate of methods with no exciting topics that have bad influences on their learning process is about 46.8%. The percentage of support that new correct feedback would adversely impact was the lowest at 37.8%, which literally is significant.

Research question 2: *What are the difficulties that English-majored students encounter when speaking and presenting in English?*

In order to respond to the 2nd research question, data from Table 2 and figures 2,3, & 4 will be analyzed.

Table 2. The difficulties that English-majored students encounter when speaking and presenting in English

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
1	You present in Vietnamese better than in English	1.8%	9%	24.4%	40.4%	24.4%
2	Your computer skills are not good, which has a negative impact on your presentations	6.4%	17.9%	23.7%	44.9%	7.1%
3	You are afraid of presenting upon standing in front of a crowd	4.5%	14.7%	23.7%	34%	23.1%
4	You do not know how to make a presentation interesting	3.8%	9.6%	25%	41.7%	19.9%
5	You have difficulty in conveying content to the audience	3.2%	16.7%	25%	39.7%	15.4%
6	After finishing “Speaking 4”, you feel more confident about presenting, especially in English	17.9%	3.3%	33.3%	34.6%	10.9%
7	“Speaking 4” gives you enough basic knowledge about presentation skills	17.9%	3.9%	22.4%	44.3%	11.5%
8	After having finished the subject “Speaking 4”, the lecturer brought you very valuable experiences to have a perfect and great presentation	19.2%	2.6%	21.8%	41.7%	14.7%
9	Thanks to “Speaking 4” courses, your presentation skills are improved, which helps you not only with your speaking skills but also with many other subjects - the subjects that require presentations	3.8%	1.9%	14.7%	51.4%	28.2%

As can be seen in Table 2, Item 1 demonstrated that the participants had the ability to present in their first language (the Vietnamese language) better than in their second language (the English language), although they are English-majored students. This reality also appeared in many different countries where the English language is not the primary language. Regarding Item 3, most students (57.1%) are worried about standing in front of a large crowd. A speaker may not be good at presenting topics, but a successful speaker must be confident and get on well with their audience. For this reason, students need to be trained to be more confident. Item 6, 7, 8, and 9 focused on English-majored students’ feelings and opinions about the Speaking 4

courses they have passed. In particular, item 6 revealed that 45.5% of the participants described "Speaking 4" courses as ideal courses which make them more confident when presenting in English in front of a crowd.

On the other hand, 21.1% of the learners still faced anxiety, depression, and shyness in giving English presentations despite passing Speaking 4 courses. Item 7, 8, and 9 demonstrated that some learners had yet to enhance the quality of their presentations in courses. However, a large number of the students had good presentation skills after having completed the Speaking 4 courses. Moreover, they had awesome learning experiences in the courses. It was proved that Speaking 4 courses play a crucial role in providing sufficient basic knowledge about presentation skills for EFL students. The knowledge that lecturers convey is useful for most students to develop their presentation skills and oral communication skills. In contrast, most of the participants might not apply the knowledge to their presentations. Perhaps EFL instructors were less likely to give students helpful information and necessary feedback for their mistakes upon doing presentations. Other factors influencing students' learning experience in Speaking 4 courses might be limited time, the classroom with a large number of learners, etc.

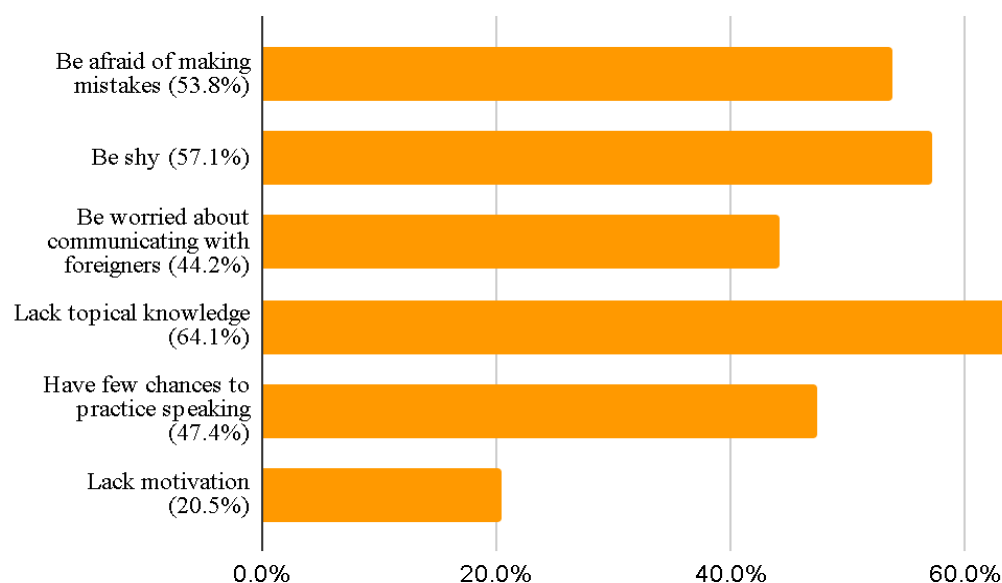


Figure 2. Problems faced by English-majored students when they learn speaking skills

According to fig. 2, most participants faced some challenges, such as the fear of making mistakes (53.8%), shyness (57.1%), and the lack of topical knowledge (64.1%). These are three types of difficulties English-majored students sometimes have during their learning process. Making many mistakes always happens when students practice speaking or using the language in daily conversation. However, they might think that they had to make everything perfect. They should learn from their past mistakes to improve their speaking performance. Another challenge is related to topical knowledge for speech topics. For example, students feel more excited about their favorite topics because they know many things about the topics. Therefore, there is no doubt that their speaking performance will become smooth with their confidence. On the other hand, their speaking performance may be worse if they are given some weird or

boring topics. To have good speaking performance for the strange topics. Students need to familiarize themselves with new things about the topics, namely new words, new knowledge, etc. Finally, students have many different characteristics. In particular, there are two main kinds of characteristics: confidence and shyness. Perhaps shyness negatively impacts students' speaking performance because they are less likely to speak English or participate in speaking activities. Conversely, confident learners are more likely to speak the second language in spite of their bad speaking skills.

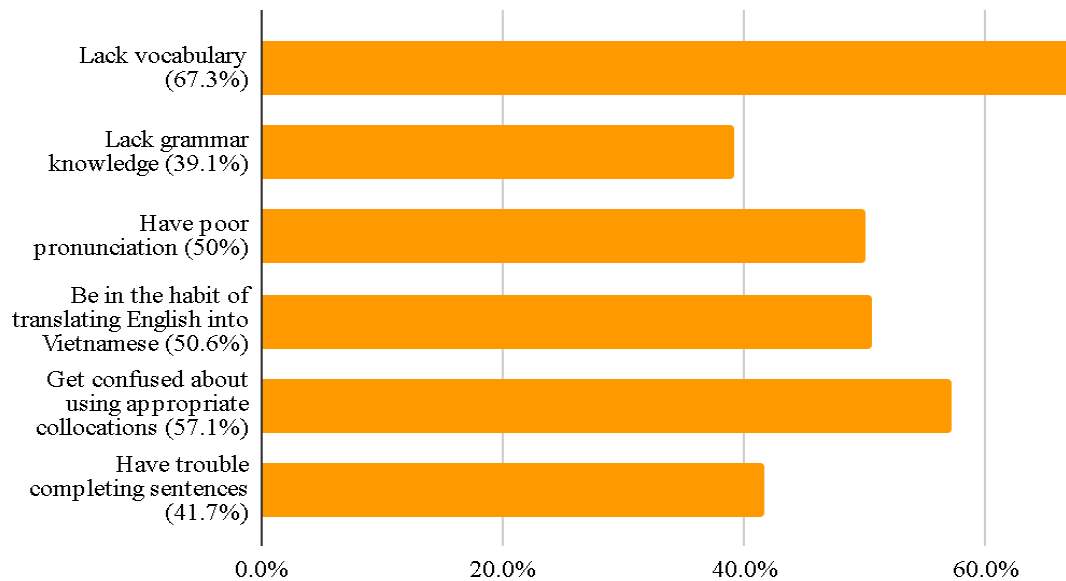


Figure 3. English-major students' self-assessment regarding their speaking skills

According to the study of Schmitt (2014), the vocabulary essence always was a complex barrier to learners and analyzers. The scientist found that the larger gaps in the vocabulary box were, the more often disturbing rate of users' understanding could get (Carver, 1994). In fig. 3, learners mainly have trouble with wordy possession for proficient speaking and communication skills (about 67.3% of people agree with this view). Over 57.1% of people claimed that they got confused about using appropriate collocation when learning Speaking classes. Up to 50.6% of people stated that their habit of translating English into Vietnamese adversely prevents them from the comfort stage in class.

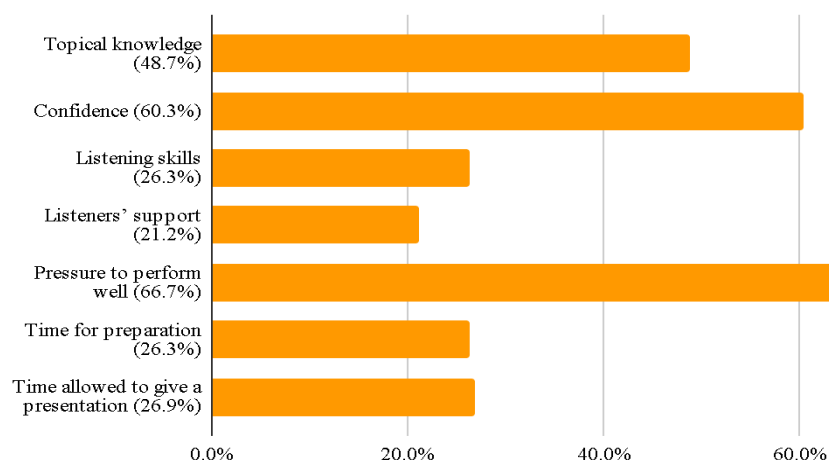


Figure 4. Factors influencing English-majored students' speaking performance

According to fig 4, it is particularly clear that the very highest rates of pressure for well-organized speech, specifically, coherence and cohesion, grammar, spelling, and accuracy, were at 66.7%, and the figure of confidence was second at 60.3%. The third rate is that lacking topical knowledge for give-and-take knowledge during the presentation, mostly speaking formal or unfamiliar topics, generally stays at 48.7%. In particular, the time for completion is 26.9%. The figure for listening skills and time for preparation was relatively about 26.3%.

4.2. Discussion

Our research results showed that most EFL students of Van Lang University's presentation skills and communication skills are still underestimated. According to the data, it is suggested that EFL students should be instructed to practice presenting in English professionally. Moreover, EFL lecturers need to take responsibility for observing and recommending EFL learners to present in English effectively.

The present study's results mentioned above have in common with the literature on difficulties in enhancing English-majored students' presentation skills, speaking skills, and attitudes towards these skills. Nguyen (2018) asserted that all students in her research described presentation skills as one of the most important skills. The students always wish to practice the skill in their classrooms because lecturers and classmates will listen to their presentations and provide feedback in order to assist them in enhancing their presentation skills. Furthermore, the students in her study lack satisfaction with their speaking performance because they frequently fail to deliver their presentations fluently (Nguyen, 2018, p. 41). Similarly, Riadil (2020) also concluded that students who tend to look nervous during activities for presentations have trouble delivering effective presentations due to individual factors, audiences, and bad presentation skills (p. 20). The study of Nguyen (2018) had the same results as our research in terms of teachers' teaching methods. The teachers of the students taking part in her paper are less likely to give detailed feedback and sufficient support to train them to be superior speakers (p. 42). Al-Nouh et al. (2015) concluded that learners of their research lacked grammar knowledge, fluency, and vocabulary. In addition, the students had limited chances to practice

speaking, which meant that speaking courses had not enhanced the students' presentation skills as well as speaking skills (p. 144). In addition to barriers in English language proficiency, students had poor technical knowledge and lacked preparation, which gave rise to nervousness and failure in doing presentations (Radzuan & Kaur, 2011; Vitasari et al., 2010).

Furthermore, Albino (2017) had exactly the same result as the present study when it comes to language proficiency. Students tend to be more confident in their excellent language, as their first language, when using it. For example, the Vietnamese can express themselves confidently in Vietnamese in front of a crowd because they have mastered their first language. EFL learners can use the second language (the English language) fluently compared to the first language. Still, sometimes they make mistakes in grammar, pronunciation, and vocabulary usage, leading to poor speaking performance. Lu & Hsu (2008) showed the same results regarding students' vocabulary usage. Specifically, students failed to express ideas because they could not expand their vocabulary. Sometimes they knew the words they wanted to use, but they forgot the word's meaning. The problem is related to the habit of translating the second language into the first language.

5. Conclusion

Students received limited comments and feedback for their errors from the teachers. As a result, they had yet to self-correct their mistakes. The students had yet to master their speaking skills, which led to poor presentation skills. They have to spend more time preparing for their presentations. They might not enhance this skill during their learning process. Learners had poor computer skills. The skill helps to make a good presentation with visual aids. Students could not adapt to a crowd and attract their audience when doing presentations due to being insecure, bad explanations, and examples. Most students face anxiety and fear of making mistakes. Students lacked vocabulary, sometimes used wrong collocations, made grammar mistakes, and could not listen clearly to others owing to bad listening skills.

Moreover, they lacked social knowledge to discuss various aspects, topical knowledge, and confidence with others. Learners became under pressure to perform well. They were not satisfied with their learning experiences because the courses could not make all students become confident about their presentations.

5.1. Limitations

A confined cluster of forecasters consisting of gender and experience for label measuring was detected in this inquiry. Many factors like private emotions, health, dilemmas, etc., probably influence the components of classifications. In that event, the coming income needs the predicting variable expansion. The interview questions electrically submitted led to inaccuracy due to a lack of in-person communication. Finally, this study did not investigate even if English speaking competence could impact self-learners skillful growth globally and locally.

5.2. Suggestions

Future studies should conduct interviews to obtain the most objective and realistic results. It is necessary to interview teachers to discover their teaching methods in speaking courses. Questions regarding learners' feelings and desires to enhance their presentation skills should be included. Future researchers can interview male and female participants to discover challenges regarding gender because some articles' results showed that gender has an impact on speech styles. Future researchers should conduct their studies in speaking courses; they join speaking classes to observe students' presentations and their difficulties in presentations, which helps get superior results when observing students' speaking performance. Lecturers should provide more activities for learners to practice, create a supportive environment where students can receive support from everyone if they face problems or make mistakes, and train students to use body language effectively, including eye contact, posture, and gestures.

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Biodata

Pham Manh Tri is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.

Nguyen Duong Nhu Quynh is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Nguyen Thi Kim Chi is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Nguyen Hoang Ngoc Mai is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Hoang Tran Anh Tien is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Associate Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam. He used to be a Vice-President of Ba Ria – Vung Tau University, and Vice-President and Dean of the Faculty of Foreign Languages of Van Hien University, Vietnam. Pham has been published 56 research articles in both local and International Journals (ISI/Scopus-indexed), and 7 books and course-books, 2 course-books were used for undergrad

students at HCMC Open University, VN, and one course-book was used for both the undergraduate and graduate level at Lourdes College, Higher Education Department, Cagayan de Oro City, Philippines. He has international experience in teaching English at Suranaree University of Technology, Thailand; especially, he worked as a Professor at Gyeongju University, South Korea, in 2014. He is the Vice President for Administrative Affairs of AsiaCALL and the managing editor of its Online Journal. He is now the Editor-in-chief of the International Journal of TESOL & Education. He is also an editor for the Asian Journal of Applied Linguistics (Scopus-indexed), An editor for the World Journal of English Language (Scopus-index in 2021), an editor for the International Journal of English Linguistics, and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage, International Journal of Instruction. His main interests include Academic Writing, peer responses, translation, Teaching methodologies, and Technology-enhanced learning.