

MINISTRY OF NATURAL RESOURCES AND ENVIRONMENT
HANOI UNIVERSITY OF NATURAL RESOURCES AND ENVIRONMENT

FINAL REPORT
SOCIAL SCIENCE AND HUMANITIES PROJECT IN 2024

**DIFFICULTIES FACED BY THE SECOND YEAR ENGLISH-
MAJORED STUDENTS AT HANOI UNIVERSITY OF NATURAL
RESOURCES AND ENVIRONMENT IN LEARNING ENGLISH
PRESENTATION SKILLS.**

(Khó khăn của sinh viên năm thứ hai ngành Ngôn Ngữ Anh trường Đại học Tài nguyên và Môi trường Hà Nội trong việc học kỹ năng thuyết trình bằng Tiếng Anh.)

Code number: 13.01.24.L.03

Implementing institution: Ha Noi University of Natural Resources and Environment

Coordinator: Lam Thi Thu Phuong

HANOI - 2024

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RESOURCES AND ENVIRONMENT
VICE-RECTOR



Lê Thị Trinh

HA NOI - 2024

INFORMATION ON RESEARCH RESULTS

1. General information:

- Project title: Difficulties faced by the second year English-majored students at Hanoi University of Natural Resources and Environment in learning English presentation skills. (*Khó khăn của sinh viên năm thứ hai ngành Ngôn Ngữ Anh trường Đại học Tài nguyên và Môi trường Hà Nội trong việc học kỹ năng thuyết trình bằng Tiếng Anh.*)

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- Coordinator: Lam Thi Thu Phuong

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- Duration: 2024

2. Objective(s):

The objective of the research is to identify the difficulties faced by the second-year English-major students at Hanoi University of Natural Resources and Environment (HUNRE) in learning English presentation skills, investigate the factors affecting their learning English presentation skills and propose some solutions to help the second-year English-majored students at HUNRE improve their English presentation skills.

3. Creativeness and innovativeness:

The research on " Difficulties faced by the second year English-majored students at Hanoi University of Natural Resources and Environment in learning English presentation skills " demonstrates creativeness and innovativeness by providing a comprehensive analysis of the specific challenges faced by English-majored students in a non-traditional setting. Unlike many studies that focus solely on language proficiency, this research creatively integrates a wide range of factors such as linguistic challenges, psychological barriers, and non-

verbal communication difficulties to offer a holistic view of the obstacles students encounter.

The innovative aspect of the research lies in its mixed-methods approach, utilizing both qualitative interviews and quantitative data from questionnaires to ensure a well-rounded understanding of students' difficulties. By examining a variety of interconnected issues—such as anxiety, limited vocabulary, and time management—the research offers new insights into how these factors collectively impact students' ability to present effectively in English. Moreover, the study's focus on second-year students at a specific university context – Hanoi University of Natural Resources and Environment provides valuable localized knowledge, allowing for targeted solutions that address the unique needs of this student group. This creative approach to identifying and addressing the real-world difficulties faced by language learners sets the research apart as an innovative contribution to the field of English language education.

4. Research results:

The study revealed several key difficulties encountered by the second year English majors at Hanoi University of Natural Resources and Environment in learning English presentation skills. The findings, based on data collected from questionnaires and interviews, identified the following main difficulties: linguistic challenges, psychological barriers, non-verbal communication issues, limited background knowledge. The study also suggested that targeted interventions, such as additional language support, psychological training, and practice with presentation techniques, could help alleviate these challenges and improve student performance.

5. Products:

- A summary report
- A final report

- An article: Difficulties in learning English presentation skills of the second-year English majors at Hanoi University of Natural Resources and Environment, published: 26/6/2024 on Journal of Educational Equipment: Applied research, Volume 1, Issue 316 (July 2024) ISSN 1859 – 0810.

6. Transfer alternatives, application institutions, impacts and benefits of research results:

6.1 Benefits

a) Impacts to society

This research is expected to contribute to the theoretical foundation of English presentation skills of learners in general and English-majored students in particular.

b) Improving the research capacity of HUNRE, person through doing this research; training undergraduted & graduated

In practical terms, the research results contribute to improving the research capacity of HUNRE. The results can be used as a reference for English lecturers at Hanoi University of Natural Resources and Environment as well as lecturers at other universities to better understand the difficulties of second-year English majored students when learning the English presentation skills, and help them enhance their teaching methodology. Moreover, it can be a reference for HUNRE students to improve their English presentation skills through acknowledging the difficulties they may have when delivering presentations.

6.2 Transfer alternatives of research results; Application institutions

- The results of the project will be transferred entirely to the Department of Foreign Languages at Hanoi University of Natural Resources and Environment to serve training tasks.

- The products of the project will be transferred entirely to Center for Library and Information Technology of Hanoi University of Natural Resources and Environment for storage and reference materials for lecturers and students.

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LIST OF ABBREVIATIONS

1. HUNRE: Hanoi University of Natural Resources and Environment
2. DFL: Department of Foreign Languages
3. EFL : English as a Foreign Language
4. ESL: English as a Second Language
5. TESL: Teaching English as a Second Language
6. ESP: English for Specific Purposes

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INTRODUCTION

Communication is crucial for personal and professional success, and English presentation skills are one of the courses offered to English majors at universities. Mastering presentation skills can encourage learners to speak English fluently, think critically and creatively, and enhance their confidence. However, many English majors struggle with English presentation performance due to various factors, such as lack of English linguistic competence, lack of background knowledge, essential presentation skills, and psychological factors like fear of speaking in front of large audiences. Hedge (2000) recommended that learners simultaneously enhance their understanding of grammar, vocabulary, and essential communication skills to enhance their language competency, especially in the context of presentations.

This study aimed to help students, particularly sophomores in the Department of Foreign Languages at Hanoi University of Natural Resources and Environment, understand the challenges they face when learning English presentation skills and suggest solutions to improve these skills.

The research used questionnaire surveys and interviews to collect data from students and teachers. The quantitative data was analyzed using Google Forms and SPSS software programmers to identify the difficulties encountered in learning English presentation skills. The qualitative data obtained from the interviews was used to get deeper into students' difficulties and suggest solutions. The study focused on identifying the challenges faced by second-year English majors at Hanoi University of Natural Resources and Environment in learning English presentation skills and proposing solutions to help them improve these skills. The mixed-method approach involved quantitative data collected from a structured questionnaire distributed to 107 second-year

English-majored students and qualitative data gathered from in-depth interviews with students and lecturers at the Department of Foreign Languages.

Theoretical significance of the research is that investigating difficulties in learning English presentation skills can contribute to communication theories by providing insights into how language proficiency, psychological factors, and communication strategies intersect in the context of presentations. Findings from the research may inform pedagogical theories, helping educators design language instruction methods that better address the unique challenges associated with developing presentation skills in English as a second language. Practical significance of the research is that educators and language trainers can use the research's insights to design targeted training programs that address specific challenges faced by students in learning English presentation skills, especially second-year English majors from the DFL at HUNRE. Teachers from the DFL of HUNRE can benefit from the research by acknowledging their students' difficulties and having strategies to improve these skills for their students.

CHAPTER 1

LITERATURE REVIEW

1.1 Review of previous studies

Many researchers have conducted studies on the topic of presentations and learning English presentation skills, including the challenges faced by students majoring in English. However, the subjects and the scope are not entirely the same, and the participants may come from varying proficiency levels.

1.1.1 Studies conducted by foreign scientists

There are a lot of studies exploring the challenges students face in oral presentations. Firstly, we could not mention about the study - “An Insight to Attitudes and Challenges in Oral Presentations Among University Students” of Zakaria et al. (2015), which explored attitudes and challenges that university students face in oral presentations at the University Malaysia Pahang. The result of the study showed four aspects of challenges students face in presentations, which are general presentation challenges, linguistic, background knowledge, and psychological challenges. In terms of general presentation challenges, students said they lacked time for preparation and practice. Linguistic challenges refer to lacking vocabulary and poor English pronunciation. The study also showed that unfamiliar topics are difficult for students to present. Last but not least, for psychological factors, this study found that the biggest challenge that students have is fear of making mistakes. Students have anxiety when speaking in front of others, and fear of criticism and evaluation by others. These aspects of challenges will be a direction for the researcher to conduct this study in the context of the selected university.

Secondly, Afshar and Asakereh (2016) conducted a study in the context of Iran to find out the difficulties encountered by Iranian EFL freshmen and senior students in public speaking in “Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English

Instructors' Perspectives.” 238 Iranian EFL students (138 freshmen and 100 seniors) who participated in the study commonly agreed that there were some socially-related and instructor-related difficulties in giving presentations. The lack of teaching facilities and the curricula of the education system of the country are also the main reasons leading to failure in giving presentations.

Thirdly, the thesis titled "Strategies for Overcoming Difficulties in Oral Presentations: A Case Study" by Sivadjati (2016) examined how students at Satya Wacana University handle challenges during presentations. The researcher used interviews to determine the students' challenges in delivering presentations. The study found that the students faced problems such as grammar mistakes, misunderstanding the topic, poorly organizing their ideas, and speaking slowly. To deal with these issues, the students suggested spending more time on grammar, doing online research, becoming more knowledgeable about their topics, adjusting their speaking speed, practicing regularly, and managing their time better.

In 2019, Imron and Hantari conducted a study, “EFL students' attitudes toward public speaking and anxiety in speaking impromptu speech” to examine possible challenges that students face that lead to their high anxiety when they make oral presentations and public speaking. In-depth semi-structured interviews were carried out with 23 students at a boarding school, which showed some causes of anxiety, lack of self-confidence, and motivation when making presentations. They are self-value (confidence level), discomposure (fear of failing, embarrassment, or making mistakes), lack of preparation time, and unfamiliarity with the topics. The author also suggested that creating a supportive environment can give the students a more positive attitude in learning public speaking and English presentations.

In addition, Soomro et al. (2019) conducted a study called “An Investigation of Anxiety Factors During English Oral Presentation Skills of

Engineering Undergraduates in Pakistan.” They investigated the challenges 100 first-year engineering students in Pakistan face during presentations. The study used a questionnaire and found six main issues: stress and nervousness (71%), lack of motivation (63%), poor speaking skills (55%), fear and anxiety (52%), shyness (51%), and low self-confidence (51%). The study suggested that schools should help students by raising awareness of the importance of presentation skills and giving them more opportunities to develop good presentation skills.

Later, Hamad and Seyyedi (2020) did a more in-depth study of the difficulties students at Soran University in Iraq have when they learn English presentation skills. Based on a quantitative study of 121 college students, the main reason for English presentation problems was linguistic factors (language proficiency) with 36.42%, followed by affective factors (fear of making mistakes and being judged, anxiety, low self-confidence, and shyness) and sociocultural factors (environment and opportunities) at 35.63% and 27.95%, respectively. Additionally, the research found that the difficulties are caused by a combination of psychological, linguistic, and social factors.

Before that, Tanveer (2007) in “Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language.” demonstrated that when learning to speak a second or foreign language, second and foreign language, learners frequently have feelings of anxiety, nervousness, and stress. The research explored the factors contributing to language anxiety both within the classroom and in broader social settings, offering various strategies to manage it. Using qualitative methods, including semi-structured interviews and focus-group discussions, the study found that anxiety and language difficulties may arise from learners' self-perception, self-related thoughts, language challenges, cultural differences between the learner's and target language, and

variations in social status between speakers. The study advised that teachers should identify and address the factors causing anxiety in order to improve learners' oral communication skills in the target language.

Next, Ootshi and Heffernan (2008) did a research, namely, "Factors predicting effective oral presentations in EFL classrooms." This study looked at the factors English as a Foreign Language (EFL) learners find important when giving presentations. A questionnaire was used to find out which elements learners consider key for making effective English presentations. The results show that participants see three main factors as crucial: clear speech and voice quality, correct language use, and interaction with the audience. The researchers focus on what aspects of presentations Japanese university students think are most effective. The study highlights that including students' ideas when setting presentation criteria is important for a learner-centered approach in EFL classes. It offers specific suggestions on how to organize presentation activities using criteria set by students. One recommendation is to use these criteria to improve peer assessment during presentations. The researchers also suggest that peer evaluation can help EFL learners structure better English presentations. By involving students in creating the evaluation rubrics, the study encourages teachers to give learners more independence and help them better understand what makes a presentation successful.

The research of Zhou (2005), "How English as a second language affects Chinese students giving presentations during class in US", also looked at Chinese students who speak English as a second language but are not yet fluent enough to meet college standards. The study revealed that these students often feel frustrated and anxious during presentations. Through interviews and data collected from 30 students enrolled in an "English as a Second Language" course at Marietta College, the study highlighted key challenges such as pronunciation issues, unfamiliar cultural content, strong accents, and anxiety

from speaking in a second language. The researcher noted that learning English as a second language is a major hurdle for these students, especially for those studying Business and Marketing. The study suggested using strategies like simulations, role play, academic presentations, and dialogues to improve their oral communication skills, particularly for presentations. It emphasized that students should practice these techniques to become better at giving presentations in class.

The research titled "Presentation Anxiety and International Students" conducted by Elliott and Chong (2004) at Curtin University of Technology investigated the issue of presentation anxiety among university students, particularly focusing on international students. The study found that anxiety related to giving oral presentations is a common challenge for many students, with international students experiencing even higher levels of anxiety due to language barriers and cultural differences. The study identified various factors contributing to this anxiety, such as fear of making mistakes, self-perception, and unfamiliarity with the cultural context. The research also explored gender differences and found that female students reported higher levels of anxiety compared to males. A two-session intervention was introduced to help students manage their anxiety, focusing on cognitive-behavioral strategies, relaxation techniques, and presentation skills training. The results showed a decrease in anxiety levels after the intervention, highlighting the effectiveness of targeted support in reducing presentation anxiety among students. The study emphasized the importance of addressing presentation anxiety to improve students' academic performance and well-being.

Recently, Grieve et al. (2021) in "Student fears of oral presentations and public speaking in higher education" identified the specific fears students have in public speaking including six types of fear, namely: fear of being judged, physical symptoms, uncertainty about the topic, negative effect on university

experience, practice and preparation, which provides evidence of the overall negative effect on their presentation effectiveness.

Besides identifying the difficulties in learning presentation skills, many studies have also proposed and researched solutions to improve these skills. Firstly, in the study “Peer assessment of language proficiency” of Cheng and Warren (2005) focused on using a combined feedback method to help students improve their academic presentations. First, students write an outline, then evaluate each other’s work, and finally, give presentations based on the corrections from their peers. The study showed that students present in class while the teacher and other students evaluate them using rubrics. The researchers suggested that teachers should teach important presentation skills like making eye contact, organizing ideas, using body language, managing time, and creating effective PowerPoints. The study also highlighted the growing popularity of peer evaluation in EFL classes, emphasizing that peer assessment encourages learner independence and helps students understand what they are learning. The researchers recommended peer evaluation as a valuable tool for students to learn from each other and improve their academic presentation skills.

Secondly, Csikosova et al. (2012) in the research titled "Improving Communication and Presentation Skills of Universities' Students Through E-Learning" investigated the effectiveness of using e-learning to enhance students' communication and presentation skills. Conducted at the Technical University, the study highlighted the growing importance of integrating e-learning tools in higher education due to their flexibility and accessibility. The researchers demonstrated how e-learning platforms, such as U-Lern, provide multimedia support, allowing students to engage with study materials like videos, animations, and electronic texts. The findings emphasize that e-learning enhances student motivation and learning outcomes by providing the

opportunity to practice and improve communication skills in an interactive environment. Despite some challenges like limited internet access or resistance to electronic testing, the study concludes that e-learning significantly boosts students' ability to improve their presentation skills. It recommends further integration of digital learning tools to create more dynamic and effective educational experiences for students.

Furthermore, in 2016, Widyaningrum wrote "Pecha Kucha: A way to develop presentation skill" explored the effectiveness of using the Pecha Kucha technique to improve students' presentation and explaining skills at UIN Walisongo Semarang. The study employed a quasi-experimental design, comparing two groups: one using the Pecha Kucha method and the other using traditional PowerPoint presentations. The findings suggest that Pecha Kucha, with its fast-paced, image-based presentation style, helps students become more organized, creative, and concise in their explanations. While the technique requires more preparation time and effort, it resulted in better performance and comprehension among students compared to traditional PowerPoint presentations. The study emphasizes the potential of Pecha Kucha to enhance speaking skills, especially in the context of teaching English, and recommends its adoption despite its challenges due to its effectiveness in fostering students' creativity and focus.

Next, the research titled "Enhancing Oral Presentation Skills through Video Presentation" by Ahmad and Lidadun (2017) explored the impact of using video presentations to improve oral presentation skills among ESL students at Universiti Teknologi MARA, Sabah, Malaysia. The study involved 111 diploma students who created video presentations as part of their coursework, specifically on movie reviews. The findings show that video presentations helped students enhance their oral presentation skills, strategic planning, and creativity. Most students reported feeling more confident and

prepared when using video, as it gave them the flexibility to practice and improve at their own pace. The study highlights how video presentations engage students more effectively compared to traditional methods, fostering active learning, creativity, and self-evaluation. Additionally, the research suggests that integrating video presentations into ESL classrooms could help students develop autonomy and improve both their language skills and presentation abilities. This study emphasizes the potential of video as a powerful tool for enhancing communication skills in educational settings.

Later, in the research titled "Investigate the Use of Visual Aids to Enhance Speaking Skills in Oral Presentations" of Ahlem (2022) aimed to explore the impact of visual aids on the speaking performance of second-year English students at Mohammed El Bachir El Ibrahimi University. The researchers found that using visual aids, such as PowerPoint slides, charts, and handouts, helped students improve their oral presentations by reducing anxiety, enhancing focus, and boosting engagement. Visual aids also made it easier for students to organize their presentations, leading to clearer and more effective communication. Through a questionnaire administered to 136 students, the study confirmed that visual aids significantly contribute to the improvement of speaking skills by making students more comfortable and motivated during presentations. This research highlighted the importance of integrating visual aids into language learning to improve students' presentation and speaking abilities. It also emphasized how visuals could help reduce nervousness and support learners in conveying their messages more effectively.

In summary, these foreign studies on the difficulties in learning English presentation skills have primarily focused on linguistic challenges, such as vocabulary, grammar, and pronunciation issues, and psychological barriers, including anxiety and lack of self-confidence. Additionally, sociocultural factors, such as unfamiliarity with presentation norms, are also highlighted.

Additionally, most of these studies have been conducted in Asian universities, where English is taught as a foreign language, making them valuable reference materials for the researcher in carrying out this study.

1.1.2. Studies conducted by Vietnamese researchers

In Vietnam, there have also been many studies on presentation skills, the difficulties in learning these skills, and solutions to improve them, with various research subjects. Firstly, in the study “Assessing the perceptions and difficulties of students at College of Technology, Vietnam National University in making ESP presentations” conducted at the College of Technology, Tong (2009) explored the perceptions and difficulties of second-year students in making English for Specific Purposes (ESP) presentations. The study utilized both quantitative and qualitative methods, gathering data from 100 students through questionnaires and conducting semi-structured interviews with two ESP teachers. The findings revealed that while some students recognize the benefits of ESP presentations, many face challenges related to linguistic proficiency, presentation skills, and content organization. Key difficulties identified include searching for relevant materials, selecting appropriate topics, and handling ESP-specific vocabulary. Additionally, students struggled with technical aspects like using PowerPoint and dividing workload within groups. The research emphasized the need for better preparation, more practice, and enhanced guidance from instructors to help students overcome these obstacles. The study's findings aligned with previous research on public speaking anxiety and language learning challenges, and it provided useful recommendations for improving ESP presentation skills in a Vietnamese EFL context.

Ngo (2011) in the research titled "A Study on the Difficulties in Learning Speaking English of the First-Year Students at the Faculty of Information Technology, Thai Nguyen University," examined the challenges faced by first-year students in developing their English speaking skills in Thai Nguyen

University. The study identified key difficulties such as lack of vocabulary, poor pronunciation, and grammar issues, which hinder students' ability to communicate effectively in English. Additionally, psychological factors such as anxiety and lack of confidence were found to significantly affect their speaking performance. The thesis also discusses possible solutions, such as increasing practice opportunities, improving linguistic knowledge, and creating a more supportive learning environment to help students overcome these difficulties.

In 2018, the research titled "Factors Affecting Oral Presentations of the Second-Year English Major Students at Hanoi University of Industry" by Nguyen also examined the factors influencing the oral presentation abilities of second-year English majors. The study identified key issues such as students' language proficiency, personality traits (e.g., anxiety and lack of confidence), and the role of teachers in guiding students through the process. Based on these findings, the research provided several recommendations for both students and teachers to improve presentation skills. These include better preparation, practicing presentation techniques, and teachers offering more detailed feedback and encouragement. The study is valuable for understanding the difficulties faced by students in oral presentations and offers practical solutions to enhance their performance.

Additionally, Pham (2018) also discussed in the article "The use of videotaping in improving students' presentation skills in English" published in *Tạp chí Khoa học*, that several factors can impact students' learning English presentation skills. The topics being discussed are speaking anxiety, students' proficiency, anxiety, group boredom, and limited performance.

In a study by Vo (2018), he investigated challenges of speaking skills faced by English-majored freshmen in a Vietnamese university. The data obtained from the survey questionnaires with 131 students, individual interviews with

lecturers, and class observation. The findings show that English freshmen faced both internal and external challenges, especially the latter ones regarding the limitation of English speaking environment and extracurricular activities.

This research conducted by Le (2019) investigated the factors that hinder students' participation in speaking and presentation activities at Ba Ria – Vung Tau University. The research's subjects were the teachers and the second – major students of English from Ba Ria – Vung Tau University. The results from the questionnaires, the class observations and the interview reports showed that the factors coming from teachers, students and classroom have been regarded as important factors affecting remarkably students' participation in speaking lessons. Also, the findings of the research demonstrate that teachers should pay adequate attention to their teaching techniques to increase students' involvement in teaching speaking English.

Next, Nguyen et al. (2020) discussed the use of Ted Talks to improve English presentation skills among first-year English majors at Thai Nguyen University of Education in the paper titled "Using Ted Talks to enhance presentation skills for the first-year English majors at Thai Nguyen University of Education.", which indicated that junior individuals encounter multiple challenges in learning English presentation skills. Specifically, they struggle with accurate pronunciation and possess a restricted vocabulary. In addition, students may experience confusion, anxiety, embarrassment, shyness, and a lack of confidence when speaking in front of the class or a crowd. In addition, the author also regards TED Talks as valuable resources for teaching and learning English presentation skills. in "Understanding Student Attitudes towards Delivering English Oral Presentations", Ho et al. (2023) demonstrated that students' language proficiency, learning styles, and factors associated with teachers and audience pose obstacles to learning English presentation skills.

Additionally, the students' familiarity with the topic and their anxiety toward public speaking significantly affected their presentations.

Nguyen (2021) in a research, namely “Difficulties encountered by EFL students in giving an academic oral presentation: A case study at Hanoi Law University The research conducted at Hanoi Law University”, investigated the challenges faced by EFL students during academic oral presentations. Focusing on 50 students majoring in Legal English, the study employed a five-point Likert Scale questionnaire and structured interviews to assess both general and specific difficulties related to psychological, linguistic, and presentation skills. The findings revealed that the primary obstacles for students were a lack of presentation skills and linguistic competence. The study further indicated that anxiety, fear of making mistakes, and weak language proficiency negatively impacted students’ presentation performance. Based on these results, the researcher proposed several pedagogical strategies to help students improve their oral presentation skills. This study highlighted the need for better preparation and support for students, emphasizing the importance of enhancing both language proficiency and presentation techniques to improve academic outcomes.

In addition, the study by Ly (2021) titled "Factors Influencing English-Majored Freshmen’s Speaking Performance at Ho Chi Minh City University of Food Industry" explores the key factors affecting the speaking abilities of first-year English majors at Ho Chi Minh City University of Food Industry. Through a combination of quantitative and qualitative methods, including surveys and interviews, the research identifies several factors that significantly impact students' speaking performance. These factors include: Linguistic challenges: difficulties with vocabulary, grammar, and pronunciation. Psychological factors: anxiety, lack of confidence, and fear of making mistakes. Motivational and environmental aspects: the influence of classroom activities, teacher

feedback, and peer interactions. The study concludes that addressing these issues through better support, targeted teaching strategies, and practice opportunities can help improve the students' speaking skills.

In 2022, a group of authors from the Faculty of Foreign Languages at Van Lang University conducted a quantitative study among 600 second-year, third-year, and fourth-year students. The study aimed to showcase the challenges faced by English-majored students in Vietnam when learning English presentation skills. The findings of the study were presented in the research paper titled "The reality of English presentation skills of English - majored students in Vietnam: a case study at Van Lang University." The survey indicated that a majority of students lacked confidence in their presentation skills due to errors in word usage, grammar, fluency, and other aspects throughout their English presentations.

Later, in "Understanding Student Attitudes towards Delivering English Oral Presentations", Ho et al. (2023) demonstrated that students' language proficiency, learning styles, and factors associated with teachers and audience pose obstacles to learning English presentation skills. Additionally, the students' familiarity with the topic and their anxiety toward public speaking significantly affected their presentations.

In conclusion, Vietnamese studies on the difficulties in learning English presentation skills have consistently highlighted challenges related to linguistic proficiency (vocabulary, pronunciation, grammar), psychological barriers (anxiety, lack of confidence, fear of public speaking), knowledge background and other aspects (use of visual aids, content structure). Although many studies have been conducted in Vietnamese universities with similar research subjects, none have focused on Hanoi University of Natural Resources and Environment, where unique results are expected. This gap prompted the researcher to carry

out this study to find out difficulties that second-year English majors at HUNRE face in learning English presentation skills.

1.2 Theoretical background

1.2.1 Definition of presentation

Many studies show that there are different ways to define a presentation. The Learning Centre at The University of New South Wales (2010) stated “An oral presentation is a short talk on a set topic given to a tutorial or seminar group. In an oral presentation, one (or more) students give a talk to a tutorial group and present views on a topic based on their readings or research. The rest of the group then joins in a discussion of the topic.” Cook (2018) said that an oral presentation is like delivering a speech but usually involves more than one person talking. It often includes tools like slides, audio recordings, and videos to support what is being said. According to Hedge (2000), a presentation is a speech given to targeted listeners, such as in a business meeting where a boss or colleague presents information or when pitching products or services to a company. Ohio Wesleyan University described oral presentations as short talks on a focused topic meant to share knowledge or start a discussion, similar to a brief essay with an introduction, body, and conclusion. Moreover, according to Schmidt (2018), oral presentations are a common requirement in many courses. They may be short or long, include slides or other visual aids, and be done individually or in a group. In the view of Heather Burdo (2019), the definition of an oral presentation is the delivery of a speech to an audience; for example, in a business meeting, employees sit around a table while either the boss or another co-workers give a speech or displays a presentation. That is one of the types of presentations in the workforce. Another is when you own a business and you want to pitch your product or service to another business owner or a large company. You would use an oral presentation to successfully pitch to that company.

Overall, while definitions vary, most researchers agree that a presentation involves giving a speech on a topic to an audience, either alone or with others. It is a great way to mix nonverbal cues with strong speaking skills, helping people share their ideas confidently and improve their communication abilities.

1.2.2 The importance of presentation skills

Like many other skills, presentation skills are very important. Good presentation skills help us share our ideas clearly in everyday conversations. Whether we're talking about weekend plans or sharing our thoughts on a topic, being a good communicator helps people understand and join in better. According to Emden and Becker (2004:1), "Being able to speak well enough to interest, influence, or persuade others is a valuable skill for the future and can lead to unexpected changes."

Good presentation skills also boost our confidence in social situations. Many people feel nervous or anxious in social settings. Emden and Becker (2004:2) said that being confident in presentations leads to better results at work. It makes people more likely to ask questions, handle challenges, and organize their work well. Learning to present well can help overcome social anxiety, improve confidence, and create new opportunities for making connections.

Presentations are a common part of classes and workplaces, according to Powell (2003). Many college courses use presentations to assess students and perform lessons for students. For all these reasons, learning presentation skills is crucial for students.

1.2.3 The factors affecting student's learning English presentation skills

Students majoring in English encounter many challenges in learning English presentation skills, including challenges with the English language as English is their second language and topic background knowledge as well as

traditional presentation skills. For this reason, learning English presentation skills is far more difficult for English-majored students. According to the summary of reviewing the previous studies, student's difficulties in learning English presentation skills can be affected by four main factors: linguistic factors (vocabulary, grammar, pronunciation), knowledge background, psychological factors, and other factors (non-verbal communication, using visual aids, managing time). This theoretical background will focus on these factors.

1.2.3.1 Linguistic factors

One of the key factors in helping students learn English presentation skills well is their English proficiency. This refers to vocabulary, grammar, and pronunciation when speaking English. This is also one of the most common difficulties students face. According to a study by Juhana (2012), students find it difficult to deliver presentations in English due to linguistic issues including a lack of vocabulary, incorrect grammar, and pronunciation. Therefore, improving English presentation skills means improving English proficiency.

a. Vocabulary

Learning a wide range of vocabulary is crucial for people who are learning the skill of delivering presentations in the English language. Learning vocabulary is crucial for learning foreign and second languages as well as for academic performance, according to Tozcu and Coady (2004). It has a big impact on improving speaking and reading comprehension. One of the most important aspects of learning a foreign language is expanding one's vocabulary (Schmitt & Carter, 2000). According to Schmitt (2008), vocabulary learning is important in speaking because it serves as a significant indicator of language skills. Similarly, vocabulary is a key part of learning any foreign language, and not having enough words can slow down the learning process. Chastain (1998) said that the main reason students cannot express themselves during

communication activities is because they do not have the right words. Folse and Bologna (2003) added that “without syntax, meaning is hindered; but without vocabulary meaning is impossible”. Wilkins (1972) also noted, “Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.”

In fact, students face many difficulties in learning vocabulary for specific presentations, which is grounded in several theories of second language learning and Cognitive Load Theory (Plass, 2010). According to Schmitt (2008), vocabulary is a fundamental component of language proficiency, but learners often find it challenging to learn and recall words in specialized contexts. Presentations, in particular, require the mastery of topic-specific vocabulary, which is often technical or less familiar to learners. Schmitt (2008) also explained that productive vocabulary—being able to use words appropriately in speech—presents a greater challenge than receptive vocabulary (understanding words in reading or listening). Therefore, many students often repeat the sentences or struggle to find the right words in different situations because they do not have enough English vocabulary to express their ideas and feelings during the presentations. When preparing a presentation, it is important to choose words carefully since different words can have different meanings depending on the context. Richard and Schmitt (1997) mentioned the use of a word can be influenced by its context, grammatical use, word forms, relationships with other words, and semantic features. Due to vocabulary limitations, people may find it hard to express their ideas clearly, which affects their confidence in communication. Furthermore, Thornbury (2004) identified several challenges learners face, including pronunciation, spelling, word length, grammar, meaning, range, connotation, and idioms. Difficult words, especially those with complex sounds like “health” or “crisps,”

are harder to learn. Students often get confused between words with similar meanings, which can further complicate their learning.

In short, vocabulary is essential for good presentation skills. Students may not have enough vocabulary to express their ideas and feelings during presentations and they can find it challenging to learn English vocabulary for specific a presentation. Students need to work on building their vocabulary to better express their ideas, feelings, and emotions. Pikulski and Temleton (2004) believed that having a wide range of vocabulary and using it well is crucial for successful presentations. Therefore, learning vocabulary is one of the most important steps in mastering English presentation skills. Without enough vocabulary, presentations can be less engaging and effective. A rich vocabulary is key to making a presentation interesting.

b. Pronunciation

Pronunciation is crucial in speaking. It is one of the hardest parts of learning English and giving presentations because it involves many things, such as intonation, stress, linking, accent, etc. Pronunciation can change the meaning of a sentence by changing how words are stressed or intoned. Cook (1998) described pronunciation as how English sounds are made. When students start learning pronunciation, they have to adjust their habits and get past challenges from their native language. Celce-Murcia et al. (1996) stressed that teaching pronunciation is key to effective communication. Hoge (2016) agreed that "English pronunciation is more important than grammar, especially when giving a speech or presentation in English."

Moreover, practicing and correcting pronunciation helps improve English speaking skills. Communication breakdowns occur frequently in acoustic signals (Harper, 2004). More than 80% of the trainees in Horwitz's (2001) study on the attitudes of Malaysian ESL teacher candidates about correct English pronunciation revealed that pronunciation is a crucial aspect of spoken

English. It is one of the most difficult abilities to improve in English learning, according to Aliaga (2007). Students should put a lot of effort into learning to pronounce words correctly. Proper pronunciation is one of the most important parts of learning a language and a fundamental prerequisite for learners' proficiency. Pronunciation matters when learning a language; mispronounced words make learning a language difficult (Gilakjani, 2012).

When it came to presenting, students experienced many difficulties. First, students often mispronounce English words during presentations. Students learn that pronouncing words correctly in English depends on their mother tongue. Harper (2004) stated that "the native language affects both the ability to hear sounds and the ability to produce English sounds". In addition, learners often pronounce specific English words and sentences incorrectly. Jahan (2011) noted in her paper that mispronouncing words in English could often lead to listeners misinterpreting the speaker. They consequently have much trouble pronouncing words in English correctly. Secondly, students suffer from vowel and consonant blends, intonation, and stress. Placing stress on the wrong syllables is also a pronunciation challenge that is influenced by language learners and the complexities of English word stress patterns. According to Cook (1998), English is a stress-timed language, meaning that the placement of stress on specific syllables can change the meaning of a word or phrase. For learners whose native languages do not have stress-timed features, such as syllable-timed languages (e.g., French or Vietnamese), mastering word stress can be particularly difficult. Furthermore, intonation can also cause misunderstandings during a presentation. Intonation, or the rise and fall in pitch during speech, is critical for conveying meaning, emotion, and emphasis during a presentation, and learners often struggle with achieving the correct intonation patterns in English. According to Gilakjani (2012), learners tend to transfer intonation patterns from their native language when speaking a second

language, leading to intonation errors that can confuse listeners or distort the intended meaning. In short, pronunciation is more than just saying words correctly; it is a key part of a presentation and should be included in classroom practice.

c. Grammar

Grammar is also crucial to help learners improve their English presentation skills. According to James (2005), “grammar is the study of language structure and how to put words together to form coherent sentences”. According to Ur (1999), grammar is how words are arranged to form meaningful sentences. Furthermore, being proficient in English grammar helps students comprehend and retain basic linguistic concepts, which improves their ability to understand various phrase components. Students who use grammar are better writers and readers. Studying the language will not be fruitful if grammar is not mastered. The core value of all languages is grammar. One must adhere to its unique protocols and structure to effectively and accurately comprehend and acquire the language rather than disregarding it. Every language is known to have its distinct lexicon, sounds, and structures. Finding the essence of the language is more important than simply learning its syntax (Azar, 2002). Harmer (1991) asserted that understanding grammar is essential for learners as it enables them to communicate English clearly and concisely.

In fact, students usually make grammatical mistakes in their presentations, including misarranging words, phrases, tenses, parts of speech, and prepositions, because grammar rules are hard to remember. They have no idea how to use properly constructed sentences. Grammar is a problem for EFL students, according to Hu (2011). First, word order is a challenge for many children. They typically employ the wrong word order to create sentences. Second, students struggle with verbs, nouns, and prepositions. According to Thornbury and Slade (2007), the students' presenting issues resulted from the

manual conversion of verbs, nouns, and prepositions of the mother tongue into the second language. This means that the presenter will have to consider the grammatical rules more carefully, making it harder for them to construct a strong phrase using proper grammar and vocabulary. According to Rajoo (2010), grammar plays a crucial role in students' errors. This is because students sometimes form phrases without taking grammar into account. Additionally, Haryanto (2007) said that learning grammar helps people understand sentence structure better, which helps them improve more smoothly (Hinkel and Fotos, 2002). Someone who has learned grammar is less likely to forget grammatical rules, and they can organize and share ideas more easily. This makes them better at speaking, reading, and writing, especially presenting. Students learning a new language often struggle with choosing the right grammar for their presentations because the new language's structure is different from their native language. They may make mistakes by using their native language's rules instead. For example, Vietnamese students often translate English sentences into Vietnamese word order.

In summary, learning grammar knowledge is important in the English learning process. It helps with understanding and using English correctly, and knowing grammar well helps us speak the language more accurately in presentations.

1.2.3.2 Background knowledge

Knowledge of vocabulary and grammar is important, but it is not enough. Turner et al. (2002) emphasized that a person's background knowledge, built from life experiences, is crucial for understanding and presenting information effectively. Stevens (1982) said that "basic knowledge is what we already know about a topic.", while Dochy et al. (1995) described it as all the information a person has, including explicit and implicit knowledge. Background knowledge affects how well students listen and speak. It comes from their education,

reading, and life experiences. Many research has shown that previous knowledge plays a big role in language learning, particularly in understanding and using language effectively. Brown and Yule (1983) said that “schemata, or organized background knowledge, help us predict and understand what we hear.”

Dimitracopoulou (2002) noted that language and social behavior are connected because we use language in our interactions. Frake (1980, 2009) explained that our speech shows and creates social structures and cultural contexts. To communicate well, we need to understand the social context of the language. Communities are tied together by shared traditions and social norms, which are reflected in their language (Neuman et al., 1994). Knowing how to present appropriately in different social settings is important. Bartlet (1932) noted that background knowledge significantly impacts how well people understand what they hear. Without this knowledge, understanding can be very difficult.

Besides learning the language, we need to study background knowledge in various areas such as the economy, geography, history, and local customs. Samovar and Porter (2004) described culture as a system that includes language, social structures, history, religion, and values. Having background knowledge helps make discussions in presentations more engaging and effective. Educators can use different methods to build on students' prior knowledge (Fisher & Frey, 2009).

According to Bartlet (1932), students may struggle to learn about the new topics in presentations. When learners lack background knowledge about the topic of their English presentations, they struggle to connect new information to existing schemas, leading to difficulties in understanding and processing the topic. Without sufficient prior knowledge, students cannot draw on familiar concepts to facilitate learning and comprehension, resulting in a gap that makes

it challenging to grasp the subject matter. Furthermore, students often struggle to present unfamiliar topics. Cognitive Load Theory (Plass, 2010) said that when learners are faced with unfamiliar topics, they experience a higher cognitive load because they must simultaneously focus on understanding the content and formulating language to express their ideas. The increased mental effort required to process unfamiliar information can overwhelm the learner's working memory, leading to difficulties in articulating their thoughts clearly during presentations. Thirdly, the challenge of finding relevant background knowledge stems from both linguistic and cognitive factors. Krashen's Input Hypothesis (1992) highlighted that comprehensible input is essential for language acquisition. When students encounter difficulties in finding reliable and understandable information, they cannot effectively encode new knowledge, making it hard to recall and use this information in their presentations. This issue is compounded by the limited availability of accessible resources that match learners' current proficiency levels, leading to gaps in their knowledge base. Consequently, learners may feel unprepared to present on unfamiliar topics due to their inability to gather and process the necessary background information efficiently.

In summary, background knowledge is crucial for learning English and giving effective presentations because it helps students understand and communicate new ideas.

1.2.3.3 Psychology factors

Human psychology plays a big role in learning and performing in different settings. It significantly affects the English learning process. Miles and Huberman (1994) found that psychological factors can hurt students' ability to speak English. Even if students know a lot of vocabulary and grammar, they might still feel unsure about speaking English. Ariyanti (2016) found that speaking public speaking anxiety, fear of making mistakes, and nervous

controlling are three key psychological factors that affect how well students present. These factors can make students feel anxious and unsure about presenting in English.

Zaremba (2006) also mentioned that fear of public speaking is one of the biggest fears for many people, making them nervous when speaking in front of other people. The experience of nervousness during public speaking is often linked to communication apprehension, a type of social anxiety specific to oral communication (Horwitz, 1991). This apprehension stems from the fear of negative evaluation, which can inhibit one's ability to effectively express ideas in front of an audience. According to Daly et al. (1989), individuals feel nervous when they anticipate judgment or criticism, especially in situations where they must perform, such as giving presentations. This anxiety is heightened in second language learners, where concerns about language proficiency amplify the fear of making mistakes, which often leads to avoidance behaviors, hesitations, and speech disfluency (Spielberger, 1983). Furthermore, Stansfeld and Rasul (2007) explained that emotional factors like fear of making mistakes can act as barriers to language learning and communication. When learners are afraid of making errors, especially in public, this fear can create a psychological block that inhibits language output and reduces fluency during presentations. The fear of failure or embarrassment leads to increased self-consciousness, limiting the speaker's ability to communicate effectively (Pappamihiel, 2002). Next, when learners focus too much on the potential for failure or mistakes, their anxiety escalates, making it difficult to regulate emotions during public speaking. Elliott and Chong (2004) emphasized the importance of managing one's emotions to maintain effective performance. In the context of presentations, learners who lack strategies to control their nerves may experience a cognitive overload, reducing their ability

to concentrate on the content of their speech, which leads to poorer performance.

Overall, psychological factors such as anxiety, fear of mistakes, and difficulty managing nervousness are significant barriers to effective English presentations, particularly for learners lacking confidence in their language abilities

1.2.3.4 Other Presentation Skills

a. Non-verbal communication

In the communication process, we not only communicate with words but also communicate much more than words. According to Fujishin (2009), communication has two forms: verbal and nonverbal. Verbal communication refers to employing a specific society's language and grammar. It is based on language and encompasses speaking, writing, and sign language. Besides, Fujishin (2009) also defined nonverbal communication as any communication that is not spoken or written. This includes your body language, hand gestures, eye contact, and voice inflection. Teachers may assess student comprehension through nonverbal communication, including facial expressions (Fujishin, 2009). The significance of these skills in enhancing the overall effectiveness of a presentation has been extensively discussed in the literature. The use of gestures lessens the workload of both teacher and students in a classroom situation. Along with that, teachers who use fewer gestures in the classroom get less productive work from their students. Bull and Frederikson (2019) famously posited that non-verbal cues account for a significant portion of communication, highlighting the importance of body language, facial expressions, and tone of voice in the perception of the speaker's message.

Students learning English as a foreign language often face specific challenges related to non-verbal communication and presentation techniques. One major challenge in using non-verbal communication is the influence of

cultural differences. Collins et al. (2011) also noted that non-verbal behaviors could vary significantly across cultures, potentially leading to student misunderstandings or discomfort. According to Archer and Akert (1977), non-verbal communication contributes substantially to how messages are interpreted, with approximately 55% of communication being non-verbal. However, learners of English as a foreign language may struggle to adopt or understand the non-verbal cues common in English-speaking cultures. Studies have shown that mismatches in cultural expectations regarding gestures or eye contact can lead to misunderstandings or misinterpretation of the speaker's message (Hinner, 2017). For example, while maintaining eye contact is a sign of confidence in many Western cultures, it can be perceived as impolite or overly confrontational in some Asian cultures. These cultural disparities make it difficult for English learners to apply non-verbal communication effectively in presentations. Another significant challenge is the lack of awareness and formal training in non-verbal communication skills. While many curricula focus on developing linguistic aspects such as vocabulary and grammar, there is often limited emphasis on teaching non-verbal communication skills. As highlighted by Bower et al. (2013), non-verbal communication is essential for conveying confidence, clarity, and engagement in a presentation. However, students are rarely trained in body language, facial expressions, or the appropriate use of gestures during presentations. This lack of awareness prevents students from using these skills naturally, resulting in less effective communication. Furthermore, non-verbal communication is closely tied to the speaker's ability to manage stress and anxiety, especially in public speaking settings. Wright (2005) suggested that nervousness often affects posture and movement, making students appear less confident or overly stiff during presentations. This lack of fluidity in movement or the inappropriate use of

gestures can create a barrier between the speaker and the audience, ultimately diminishing the impact of the presentation.

In conclusion, the challenges of using non-verbal communication such as body language, hand gestures, eye contact, and voice inflection in English presentations are multifaceted, involving cultural factors, lack of training, and psychological barriers. By improving their non-verbal communication skills, learners can enhance their overall presentation effectiveness and confidently express their ideas in English.

b. Time Management

Time management is an essential skill in delivering effective presentations, particularly in an academic context. It involves the ability to allocate adequate time to each section of a presentation, ensuring a coherent flow of information while staying within set time limits. However, learners often face challenges in this area due to various cognitive and linguistic factors.

Cognitive Load Theory (Plass, 2010) explained that the human brain has limited cognitive resources available for processing information. When presenting in a second language like English, learners are simultaneously focusing on language use (grammar, vocabulary, pronunciation) and presentation content (ideas, structure). This dual demand increases cognitive load, making it difficult for learners to monitor time and manage the pacing of their speech effectively. The additional effort needed to communicate in a non-native language often causes learners to either rush through sections or spend too much time on certain points, resulting in poor time management.

Moreover, Izawa (2000) added that the set of cognitive skills required to plan, monitor, and regulate behavior, which includes time management. For second-language learners, these functions are often strained during presentations due to the added pressure of performing in front of an audience.

As a result, they may lose track of time or fail to adjust their pacing as needed, ultimately affecting the overall effectiveness of their presentation.

In summary, difficulties in controlling time during English presentations can be attributed to cognitive overload, unfamiliarity with content, anxiety, and limitations in executive functioning skills, all of which impact learners' ability to effectively manage and allocate time across various sections of their presentations.

c. Use of Visual Aids

Visual aids are an essential component of effective presentations. They can help clarify complex information, maintain audience interest, and reinforce the speaker's message (Johnson, 1989). However, in the context of English language learners, effectively integrating visual aids into presentations presents several challenges. A primary theoretical framework that explains the challenges faced by EFL learners in using visual aids is the theory of Cooper (1990), which shows that when learners use visual aids in presentations, they must simultaneously manage multiple elements—such as slides, images, and data—while also focusing on verbal communication. For non-native English speakers, this increases the cognitive load because they are already processing language in a less familiar linguistic system. Besides, many students struggle with designing and using visual aids effectively. Research by Swathi (2015) emphasized the importance of simplicity and clarity in visual design, but students often overcomplicate their slides with excessive text and poorly chosen graphics. Moreover, improper use of visual aids, such as reading directly from slides, can detract from the speaker's engagement with the audience (Kano et al., 2011).

In conclusion, non-verbal communication and other presentation techniques, such as the use of visual aids and time management, are critical components of effective English presentation skills. The literature highlights

the importance of these skills and the challenges faced by EFL students. By learning to address these aspects, teachers can help students enhance their English presentation effectiveness, leading to more confident and competent public speakers.

1.2.4 Research approaches

The method used in this research is Explanatory Sequential Mixed Methods of Creswell (2021), which combines elements of quantitative research and qualitative research.

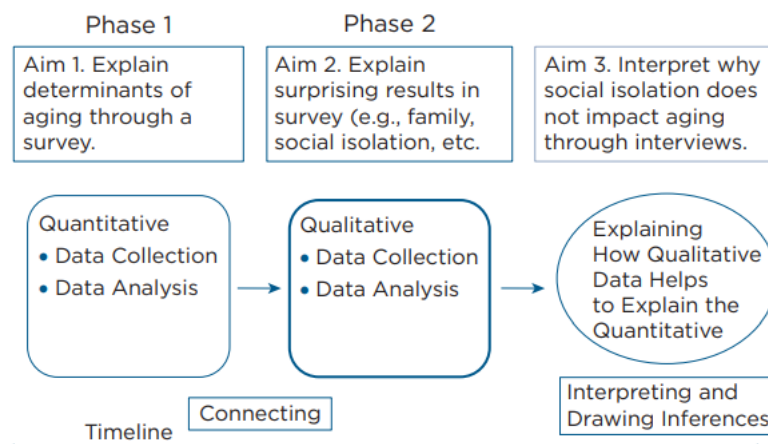


Figure 2.1. An Explanatory Sequential

Mixed Methods Design (Adopted from Creswell 2021)

This diagram follows Creswell’s methodology by highlighting the sequential nature of the design, focusing on the two-phase approach of first conducting quantitative research and then using qualitative research to explain and interpret the results. Phase 1: Quantitative Data Collection and Analysis. The process begins with collecting and analyzing quantitative data (e.g., surveys) to explain determinants of aging. After analyzing the quantitative data, researchers examine surprising results or areas that need further exploration. This leads to phase 2, which involves qualitative data. The arrows between the quantitative and qualitative boxes represent the sequence from the first phase to the second. Phase 2: Qualitative Data Collection and Analysis – In this phase, qualitative data (e.g., interviews) is collected and analyzed to explain or explore

further the findings from the quantitative phase, particularly the surprising results like family influences or social isolation. After qualitative data collection, a circle is added for the interpretation, where researchers explain how the qualitative findings help to understand and explain the quantitative results.

1.3 Chapter summary

This chapter investigated several previous studies on learning English presentation skills. They comprehensively examined the multifaceted difficulties students encounter while learning English presentation skills. It can be categorized into four primary factors in common: 1. Linguistic Factors: Many students struggle with linguistic components such as vocabulary, pronunciation, and grammar. 2. Background Knowledge: Students often find it difficult to gather and utilize background knowledge relevant to their presentation topics. 3. Psychological Factors: Psychological barriers, such as anxiety, fear of making mistakes, and nervousness, significantly impact students' presentation skills. 4. Other Presentation Skills: Difficulties with non-verbal communication skills, the use of visual aids, and time management are common among students. Besides, the theory of research approach of Creswel (2021) is introduced as an fundamental approach of the study. In the next chapters, the researcher will investigate the difficulties students face in learning English presentation skills based on these four factors, which are applied in the context of second-year English majors at Hanoi University of Natural Resources and Environment.

CHAPTER 2

SCOPE, OBJECTS AND METHODOLOGY

The previous chapter has established the theoretical background from which the theory of difficulties in learning English presentation skills related to this study has been introduced. This chapter focuses on scope, objects and methodology of the study in detail. Furthermore, it also comprises the technique of data collection, data analysis as well as the procedure of data analysis.

2.1 Scope of the study

This study is conducted at Hanoi University of Natural Resources and Environment, located at No. 41A Phu Dien Street, Phu Dien Ward, Bac Tu Liem district, Hanoi. The focus of this research is to explore the challenges faced by second-year English-majored students at the Department of Foreign Languages during the first semester, 2023-2024 academic year. Specifically, the study involves students from class DH12NA1 and DH12NA2, comprising a total of 107 students. These students have currently enrolled in the English Presentation Skills course at the semester 1, which provides an ideal opportunity for the researcher to collect data and track the outcomes of the study effectively. The course content is directly relevant to the research, making it convenient to examine and analyze the students' difficulties in learning English presentation skills at HUNRE.

2.2 Objects

The study focuses on second-year English majors from the Department of Foreign Languages. The survey involves all 107 English majors from two classes: DH12NA1 (57 students) and DH12NA2 (50 students). These students, aged 19 to 21, are native Vietnamese speakers who have studied English for at least 9 years. They come from both urban and rural areas and they have practiced English presentations on various topics given by their teachers since their first year. The reason behind choosing the whole students for the second

year is that although they are studying a course in English Presentation Skills in semester 1, 2023-2024 academic year. To gain deeper insights into improving English presentation skills, interviews were conducted with 10 randomly selected students (10% of those who completed the survey) and five teachers who teach English Presentation Skills and English Speaking Skills courses.

2.3 Methodology

2.3.1 Research Approaches

As presented in chapter 1, this study applied the Mixed Method of Creswell (2021), which follows these following steps: Phase 1: Quantitative Data Collection and Analysis. The first phase involves conducting a survey among second-year English majors at HUNRE. This survey is used to identify the primary difficulties students face in learning presentation skills of 107 participants of DH12NA1 and DH12NA2. After collecting the data, quantitative analysis would highlight the most common or severe challenges. Once the quantitative results are analyzed, there might be unexpected findings or areas that need deeper understanding, which leads to the second phase.

The second phase involves qualitative research, typically through interviews with 10 randomly selected students from 107 students taking part in the survey, and 5 teachers from DFL who directly teach these students in the course English Presentation Skills and English Speaking Skills to explore the findings in more depth. This phase aims to explain the results from the first phase and provide a richer, more detailed understanding of the issues identified and then propose solutions to help students improve these skills.

After completing both phases, the researcher would integrate the findings to form a comprehensive explanation of the difficulties students face. The qualitative data also help the researcher get solutions to improve student's English presentation skills.

In conclusion, in this study, both quantitative and qualitative approaches were applied. The quantitative approach was employed by a questionnaire to investigate difficulties faced by second-year English majors at HUNRE in learning English presentation skills. Besides, the qualitative approach was used in the form of interviews to understand better students' difficulties when learning English presentation skills and to get suggestions from both students and teachers to improve students' English presentation skills.

2.3.2 Instruments

The instruments of this research were a questionnaire (quantitative approach), and interviews (qualitative approach).

2.3.2.1 Questionnaire

a. Aims of the Students' Questionnaire

The aim of this questionnaire is to identify difficulties faced by second-year English major students at Hanoi University of Natural Resources and Environment in learning English presentation skills.

b. Participants

The survey involves all 107 English majors from two classes: ĐH12NA1 (57 students) and ĐH12NA2 (50 students). They are at the age of 19 to 21 and have at least 9 years in learning English.

c. Description of the Students' Questionnaire

The questionnaire was designed based on the 5-point Likert scale questionnaire to explore the difficulties in learning English presentation skills encountered by English major sophomores at HUNRE. The researcher designed a close questionnaire with four main factors of difficulties. Each difficulty included two to four items. Each item had five levels for the students to choose. 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

The questionnaire included 3 parts, in which, parts II and III are the main research. Part I collected some personal information about students, including name, gender, age, and English learning duration. Part II consisted of 4 questions (numbered 1 to 4), which investigated general information about students' learning English presentation skills. In this part, students were required to choose the answer that best suits their opinion. In Part III, there were 18 statements (numbered from 1 to 18) designed in the form of the five-degree Likert-type scale (strongly agree, agree, neutral, disagree, and strongly disagree). Students could click the number (or the circle in the Google Form) on their questionnaire. Statements 1 to 9 demonstrated the difficulties of linguistic factors. Then, the statements from 10 to 12 were employed to get more insights into students' difficulties in background knowledge. Statements from 13 to 15 mentioned the influences of students' psychological factors. The three final statements showed other difficulties in learning English presentation skills. All the information was collected by Google Form and then analyzed carefully by SPSS software.

d. Validating and Piloting the Questionnaire

Before being administered to the students, the questionnaire underwent a pilot phase to assess the validity of its questions. During this phase, a total of thirty (30) questionnaires were distributed to 30 random students from both DH12NA1 and DH12NA2. The outcomes of the questionnaire's pilot study revealed that the majority of the questions were well comprehended by the students and elicited typical responses.

e. Administering the Questionnaire

The questionnaire was given to 107 English majors from the Department of Foreign Languages at Hanoi University of Natural Resources and Environment. The questionnaire was created with Google Forms with a link and distributed to participants at the end of the semester (04/2024). The survey

link was posted in the Zalo groups for two classes DH12NA1 and DH12NA2. As a result of these measures, the data was collected for nearly a three-week period.

f. Collecting Data

The researcher received completed responses from all 107 students (100%) from two classes: DH12NA1 and DH12NA2, with every question answered, and all responses deemed valid.

The researcher utilized Excel to store the collected raw data and employed SPSS software for the analysis.

g. Analysing data

After collecting the data through questionnaires, the researcher used SPSS software for the data analysis. In that case, the five-points scale was transferred into five values as demonstrated: Strongly agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly disagree = 1. And the researcher analyzed the data based on the rules of mathematical rounding, according to mathematical principles, if the rounded average value is closest to any of the integer values on the Likert scale, the researcher evaluated it at that value as the following value ranges:

+ Range: 1.00 - 1.49 (rounded to 1): Strongly disagree.

+ Range: 1.50 - 2.49 (rounded to 2): Disagree.

+ Range: 2.50 - 3.49 (rounded to 3): Neutral.

+ Range: 3.50 - 4.49 (rounded to 4): Agree.

+ Range: 4.50 - 5.00 (rounded to 5): Strongly agree.

With SPSS, it runs DESCRIPTIVE STATISTICS and shows the results, in which:

Valid N (listwise) – This is the number of non-missing values.

N – This is the number of valid observations for the variable. The total number of observations is the sum of N and the number of missing values.

Min – This is the minimum, or smallest, value of the variable.

Max – This is the maximum, or largest, value of the variable.

Mean – This is the arithmetic mean across the observations. It is the most widely used measure of central tendency. It is commonly called the average. The mean is sensitive to extremely large or small values.

Std. Deviation: Standard deviation is the square root of the variance. It measures the spread of a set of observations. The larger the standard deviation is, the more spread out the observations are.

2.3.4.2 Interview

a. Students' interview

The interview was designed based on a questionnaire to ask randomly 10 students (10% the numbers of DH12 students) from both class DH12NA1 and DH12NA2 to get deeper understanding about the difficulties of learning English presentation skills encountered by English major sophomores at HUNRE to develop the analysis of the quantitative data.

The interview consists of 7 semi-opened questions, which deeply explore the difficulties in learning English presentation skills of HUNRE students. The first question is “*Do you like presenting in English? Why or why not?*”. This question explores whether students enjoy presenting in English and the reasons behind their preference or dislike.. The second question is “*What difficulties do you face when learning English presentation skills?*”, which identifies the overall challenges students face when learning English presentation skills. The third question is “*Which linguistic factor is the most difficult for you to learn (vocabulary, grammar, pronunciation)?*” which focuses on which aspect of language (vocabulary, grammar, pronunciation) is the hardest for students to master. The fourth question is “*Do you face difficulties in learning knowledge background for English presentations?*”, which investigates whether students struggle with gathering and understanding background knowledge for presentations. The fifth question is “*Do you have any psychological problems*

when you make English presentations?”, which examines whether students experience issues like anxiety, nervousness, or lack of confidence during presentations. The sixth question is *“Do you face any other difficulties in learning English presentation skills?”*, which encourages students to share any other challenges they face in learning English presentation skills. And the last question is *“What strategies or techniques do you suggest to improve your English presentation skills?”* which asks students to suggest techniques or strategies that they believe would help improve their English presentation skills. The interview responses were carefully take-noted.

b. Teachers’ interview

Five teachers of English at DFL were selected for an interview, with the aim of gaining a confirm of the challenges faced by English major sophomores at HUNRE when it comes to learning English presentation skills and suggesting solutions. The reason why researcher choose them because they are teaching the course English Presentation Skills and English Speaking Skills and they have more experience and chances to examine and judge student’s English presentation skills.

The interview consisted of 7 semi-opened questions that were designed to delve deeply into the difficulties encountered by these students and give suggestions to their students to improve their English presentation skills. Question 1: *How often do you ask your students to make an English presentation in class?*, this question looks at how often teachers assign English presentations in class, providing insight into students' opportunities for practice. Question 2 *What difficulties do your students usually have in learning English presentation skills?*, this question identifies the common challenges students encounter when learning English presentation skills. Question 3: *What are your suggestions to help your students improve their linguistic ability (vocabulary, grammar, pronunciation)?*, this question seeks suggestions on

how to help students enhance their vocabulary, grammar, and pronunciation for better presentations. Question 4 *What are your suggestions to help your students broaden their background knowledge for English presentations?*, this question asks for strategies to assist students in expanding their understanding of topics for presentations.. Question 5: *What are your suggestions to help your students feel more confident when they make English presentations?*, this question focuses on how teachers can support students in overcoming nervousness and building confidence during presentations. Question 6. *What are your suggestions to help your students better use visual aids in English presentations?*, this question explores ways to help students improve their use of visual aids to enhance their presentations. The last question is “*Do you have any other advice for your students to help them better their English presentation skills?*”, which Invites teachers to provide further recommendations for improving students' overall English presentation skills. The interview outcomes were carefully take-noted.

2.4 Chapter summary

This chapter outlined how the research was conducted, illustrated the method used to collect data, and described the approach that was used to analyze the data. In research design, two main approaches, namely the qualitative and quantitative approaches, were applied. Data and illustration examples for the study were selected from reliable sources to make the study reliable and valid. In the next chapter, the results of the study would be presented.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the research results based on the reliable data collected. The results indicated difficulties in learning English presentation skills of the second-year English majors at HUNRE and solutions to improve these skills.

3.1 Difficulties in learning English presentation skills of the second year English-majored students at HUNRE

3.1.1 Results from the questionnaire

The questionnaire enabled the researcher to collect valuable and reliable information from students. The questionnaire findings were divided into 4 small sections, corresponding to 4 factors stated in Chapter 2: linguistic factors, background knowledge, psychological factors, and other factors.

3.1.1.1 Linguistic factors

a. Vocabulary

Table 3.1: English-majored sophomores' difficulties in learning vocabulary in learning English presentation skills.

Statement	N	Min	Max	Mean	Std. Deviation
1- Learning English vocabulary for a specific presentation is hard for me.	107	1	5	3.78	0.839
2- I do not have enough English vocabulary to express my opinions and feelings during the presentations.	107	1	5	3.82	0.867
Valid N (listwise)	107				

Statement 1: "Learning English vocabulary for a specific presentation is hard for me". The average response of 3.78 suggests that participants generally find learning English vocabulary for specific presentations somewhat difficult. This score is closer to the higher end of the scale, indicating a significant

challenge for many participants. This implies that learners may struggle with learning the specific English vocabulary needed for effective presentations, which could hinder their overall performance and confidence. The standard deviation of 0.839 indicates some variation in responses.

In statement 2: “I do not have enough English vocabulary to express my opinions and feelings during the presentations”. The average response of 3.82 indicates that participants lack sufficient English vocabulary to effectively express their opinions and feelings during presentations. This is slightly higher than the mean response for the first statement, suggesting an even greater perceived difficulty in this area. This indicates that not only is learning new vocabulary challenging but there is also a broader issue with having an adequate vocabulary to express their ideas in English presentations. The standard deviation of 0.867 indicates a moderate amount of variation in responses.

To sum up, both mean scores are quite similar (3.78 and 3.82), suggesting a consistent perception of vocabulary-related difficulties in learning English presentation skills among the students. The slight difference between the two means suggests that while learning new vocabulary for specific presentations is challenging, there is an even greater challenge in having enough vocabulary to express oneself effectively in presentations. This indicates that the issue is not only with learning new vocabulary but also with the existing vocabulary base. This difficulty implies a significant area for improvement in learning English vocabulary to better English presentation abilities.

b. Pronunciation

The table presents the survey results about the difficulty in learning English pronunciation, which affects presentation abilities.

Table 3.2: English-majored sophomores’ difficulties in learning pronunciation in learning English presentation skills.

Statement	N	Min	Max	Mean	Std. Deviation
3- I find it hard to learn English pronunciation.	107	1	5	3.63	1.086
4- I often mispronounce the words during the presentations.	107	1	5	3.71	1.099
5- I often place stress on the wrong syllables.	107	1	5	3.69	1.050
6- It is difficult to have the right intonation during the presentations.	107	1	5	3.73	0.996
Valid N (listwise)	107				

Statement 3: “I find it hard to learn English pronunciation”. The mean score of 3.63 on a 5-point Likert scale suggests that students generally agree that they struggle to learn English pronunciation. This score is above the neutral midpoint of 3, indicating a moderate level of agreement with the statement. This implies that learning English pronunciation is perceived as a challenge by many students in terms of learning English presentation skills. A standard deviation of 1.086 indicates a moderate spread of responses around the mean.

Statement 4: “I often mispronounce the words during the presentations.” With a mean score of 3.71, students generally agree that they often mispronounce words during presentations. This implies that many participants experience frequent

mispronunciation issues when presenting in English. The standard deviation of 1.099 indicates a moderate amount of variation in responses.

Statement 5: “I often mispronounce the words during the presentations”. The mean score of 3.69 suggests that, on average, they often place stress on the wrong syllables. This implies that many students experience frequent problems with syllable stress, which is crucial for correct pronunciation and comprehension. A standard deviation of 1.050 indicates a moderate spread of responses around the mean.

Statement 6: “It is difficult to have the right intonation during the presentations”. The mean score of 3.73 on a 5-point Likert scale indicates that participants generally agree that it is challenging to have the right intonation during presentations. This score is above the neutral midpoint of 3, suggesting a significant level of difficulty with intonation. This implies that many participants struggle with maintaining correct intonation, which is crucial for conveying meaning and engaging the audience effectively during presentations. A standard deviation of 0.996 indicates a moderate spread of responses around the mean.

In conclusion, all the mean scores are relatively close, ranging from 3.63 to 3.73, indicating that participants generally perceive pronunciation as a challenging aspect of learning English for presentations. This information can be valuable for HUNRE teachers aiming to improve students' pronunciation and overall confidence in their English presentation skills.

c. Grammar

Table 3.3: English-majored sophomores’ difficulties in grammar in learning English presentation skills.

Statement	N	Min	Max	Mean	Std. Deviation
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7- I find it challenging to learn English grammar.	107	1	5	3.73	0.967
8- I usually make grammatical mistakes in my English presentations.	107	1	5	3.68	1.069
9- I have difficulties in choosing appropriate English grammar structures in the presentations.	107	1	5	3.74	0.975
Valid N (listwise)	107				

Statement 7: “I find it challenging to learn English grammar”. The mean score of 3.73 on a 5-point Likert scale suggests that participants generally agree that they find it challenging to learn English grammar. This implies that many participants perceive learning English grammar as a challenging task, which can impact their overall proficiency and confidence in using the language effectively, especially in presentations. A standard deviation of 0.967 indicates a moderate spread of responses around the mean.

Statement 8: “I usually make grammatical mistakes in my English presentations”. The mean score of 3.68 indicates that participants generally agree that they usually make grammatical mistakes in their English presentations. This implies that many students frequently encounter challenges with grammar, which can affect the clarity and professionalism of their presentations. Therefore, making grammatical mistakes is a common issue in English presentations.

Statement 9: “I have difficulties in choosing appropriate English grammar structures in the presentations.” The data (mean=3.74) indicates a significant challenge with choosing appropriate grammar structures during presentations among students, with a moderate variance in individual experiences (standard deviation = 0.975).

In conclusion, the data indicates significant challenges with learning and applying English grammar among participants, with moderate variability in individual experiences. It is the teacher’s responsibility to find solutions to help students improve their grammar skills and overall effectiveness in English presentations.

3.1.1.2 Background knowledge

Table 3.4: English-majored sophomores’ difficulties in background knowledge in learning English presentation skills.

Statement	N	Min	Max	Mean	Std. Deviation
10- It is difficult for me to learn about the topic of the English presentations.	107	1	5	3.68	0.967
11- I have difficulties showing my ideas with unfamiliar topics.	107	1	5	3.77	0.987
12- I find it challenging to find background knowledge about the topic.	107	1	5	3.69	0.985
Valid N (listwise)	107				

Statement 10: “It is difficult for me to learn about the topic of the English presentations.” The mean score (3.68) indicates that students, on average, agree that it is challenging for them to learn background knowledge about the topic of English presentations. This suggests that many students struggle to gather information about their presentation topics.

Statement 11: “I have difficulties showing my ideas with unfamiliar topics.” The mean score (3.77) indicates that students, on average, agree that they have difficulties expressing their ideas when dealing with unfamiliar topics. This implies that presenting on unfamiliar subjects poses challenges in articulating thoughts effectively.

Statement 12: “I find it challenging to find background knowledge about the topic.”. The mean score suggests that students, on average, find it challenging to find background knowledge about the topic of their presentations. This indicates that accessing relevant information for presentation topics is perceived as difficult by many respondents.

To sum up, the data suggests that sophomores encounter challenges in learning and presenting background knowledge in English presentations, mainly when dealing with unfamiliar topics. These difficulties may impact the effectiveness and confidence of English presentations.

3.1.1.3 Psychology factors

Table 3.5: English-majored sophomores’ difficulties in psychology factors in learning English presentation skills.

Statement	N	Min	Max	Mean	Std. Deviation
13- I feel nervous when speaking in front of other people.	107	1	5	3.86	0.946
14- I am afraid of making mistakes in public.	107	1	5	3.83	0.986
15- I do not know how to control my nerves during the presentations.	107	1	5	3.76	0.960
Valid N (listwise)	107				

Statement 13: “I feel nervous when speaking in front of other people.” The mean score of 3.86 on a 5-point Likert scale indicates that participants generally agree that they feel nervous when speaking in front of other people. This score is well above the neutral midpoint of 3, suggesting that nervousness is a significant issue for most students. The high mean score reflects a common

experience of anxiety and nervousness during English presentations, which can negatively impact performance and confidence.

Statement 14: “I am afraid of making mistakes in public.” The mean score of 3.83 indicates that participants, on average, agree that they are afraid of making mistakes in public. This fear contributes significantly to their anxiety and impacts their confidence during presentations.

Statement 15: “I do not know how to control my nerves during the presentations.” The mean score of 3.76 suggests that participants generally agree that they do not know how to control their nerves during presentations. This highlights a common issue of managing anxiety effectively in presentation scenarios, pointing to a need for strategies and skills to help students control their nervousness during English presentations.

In conclusion, the findings indicate significant psychological challenges students face in learning English presentation skills, including nervousness, fear of making mistakes, and difficulty controlling nerves. Teachers must teach strategies and skills to help students improve their confidence and performance in English presentation situations.

3.1.1.4 Other factors

Table 3.6: English-majored sophomores’ other difficulties in learning English presentation skills.

Statement	N	Min	Max	Mean	Std. Deviation
16- I find using body language, hand gestures, eye contact, and voice inflection difficult during the presentations.	107	1	5	3.73	1.087

17- I can not control the time for each section of your presentations.	107	1	5	3.64	1.161
18- I find it hard to design and use slides or other visual aids in my English presentations.	107	1	5	3.62	1.113
Valid N (listwise)	107				

Statement 16: “I find using body language, hand gestures, eye contact, and voice inflection difficult during the presentations.” The data (mean=3.73) indicates a significant challenge among students in using non-verbal communication skills during presentations, including body language, gestures, eye contact, and voice inflection. This indicates that these non-verbal communication skills are challenging for many students during presentations.

Statement 17: “I can not control the time for each section of your presentations.” The mean score of 3.64 indicates that participants, on average, agree that they struggle to control the time for each section of their presentations. Time management is a significant concern for many students.

Statement 18: “I find it hard to design and use slides or other visual aids in my English presentations”. The mean score of 3.62 suggests that participants generally agree that they find it hard to design and use slides or other visual aids in their English presentations. This highlights challenges in effectively utilizing visual aids to support their presentations.

To sum up, the data suggests that besides three main difficulties related to linguistics, background knowledge, and psychology factors, students commonly face difficulties with non-verbal communication, time management, and the use of visual aids during English presentations. These challenges can impact the overall effectiveness and engagement of their presentations.

3.1.2 Results of the interview

3.1.2.1 Students' interview results

A group of ten students, consisting of five boys and five girls, were selected randomly for an interview session.

In question 1 “Do you like presenting in English? Why or why not?”, the majority of students (60%) expressed a positive attitude towards presenting in English, citing reasons such as language improvement, confidence building, and the opportunity to communicate globally. They find the challenge rewarding and see it as beneficial for their future. However, a significant minority (40%) expressed negative feelings due to nervousness, lack of confidence, and difficulties with vocabulary and expression. This indicates that while many students appreciate the benefits of presenting in English, there is a need for support and strategies to help those who feel anxious and less confident.

Moving on to the second question, "What difficulties do you face when learning English presentation skills?" the students identified a wide range of difficulties in learning English presentation skills. The most common issues include vocabulary selection, anxiety, pronunciation issues, and grammatical mistakes. Organisational skills, time management, effective use of visual aids, non-verbal communication, and handling audience questions also pose significant challenges. This indicates a need for comprehensive support in multiple areas, including language proficiency, presentation techniques, and confidence-building strategies.

In question 3, “Which linguistic factor is the most difficult for you to learn (vocabulary, grammar, pronunciation)?”, the interview results reveal that pronunciation is the most challenging linguistic factor for the majority of students, with 4 out of 10 citing it as their primary difficulty. Vocabulary and grammar are equally challenging for the remaining students, with 3 students

each finding these areas the most difficult. This distribution indicates that while pronunciation issues are more prevalent, vocabulary and grammar also significantly impact students' ability to effectively learn and use English presentation skills. The difficulty with pronunciation may stem from the nuances of English sounds, stress patterns, and intonation, which can be particularly daunting for non-native speakers.

The result of question 4 “Do you face difficulties in learning knowledge background for English presentations?” indicates that the majority of students face difficulties in learning background knowledge for their English presentations. Common challenges include finding reliable and relevant information, understanding complex topics, synthesizing large amounts of data, and dealing with language barriers when resources are in English. Only one student expressed that they do not find this aspect particularly difficult, highlighting that individual experiences can vary greatly. These insights suggest a need for improved research skills training and better access to comprehensible and relevant resources to support students in preparing their presentations effectively.

In question 5 “Do you have any psychological problems when you make English presentations?”, the majority of students experience psychological problems when making English presentations, primarily anxiety and nervousness. Common issues include fear of public speaking, worry about making mistakes, self-doubt about English proficiency, and stress from performance pressure. Only one student mentioned not having significant psychological problems due to increased comfort with practice, and another indicated occasional nervousness. These responses highlight the need for support strategies to help students manage their anxiety and build confidence in their presentation skills.

The result of question 6 “Do you face any other difficulties in learning English presentation skills?” shows that students face a variety of additional difficulties in learning English presentation skills beyond linguistic and psychological challenges. Key issues include content organization, time management, effective use of visual aids, maintaining eye contact, appropriate body language, audience engagement, technical terminology, handling Q&A sessions, varying tone and pace, and lack of practice opportunities. These responses indicate that comprehensive training in presentation skills should address these areas, providing students with tools and strategies to improve their overall effectiveness as presenters.

In the last question “What strategies or techniques do you use to improve your English presentation skills?” the students employ various strategies and techniques to enhance their English presentation skills. These include self-recording, workshop participation, language practice with partners, rehearsal, time management, grammar review, non-verbal communication practice, visual aid experimentation, and Q&A preparation. The diversity of approaches reflects the students' proactive efforts to address their specific challenges and improve their overall English presentation proficiency. Incorporating a combination of these strategies into their learning process can contribute to more effective skill development and increased confidence in English presentations.

In conclusion, the interviews reveal that while students generally value and enjoy the opportunity to present in English and learn English presentation skills, they face significant challenges, particularly with linguistic and psychological factors. Students actively employ strategies to improve, and many have seen progress through practice and feedback. To further support their development, it is essential to provide targeted assistance in language proficiency and psychological resilience, along with structured practice

opportunities and constructive feedback mechanisms. This comprehensive approach can help students overcome difficulties and improve their English presentation skills.

3.1.2.2 Teachers' interview results

Five teachers who taught English speaking skills and English presentation skills to second-year English majors at HUNRE were selected for an interview session.

Regarding the first question: “How often do you ask your students to make an English presentation in class?” The responses from the lecturers indicate a range of frequencies for English presentations, from bi-weekly to twice a semester. More frequent presentations, such as those every two weeks or monthly, offer students regular practice, which is essential for building confidence and improving presentation skills. On the other hand, less frequent presentations, like twice a semester, might need to be supplemented with other activities to ensure students still get sufficient practice in speaking and presenting.

Moving on to the second question: “What difficulties do your students usually have in learning English presentation skills?” The lecturers gave a variety of difficulties their students face in learning English presentation skills, which can be categorised into three main areas:

Linguistic Challenges: Pronunciation, fluency, grammar, and vocabulary issues are common. These linguistic barriers can hinder students' ability to communicate their ideas clearly and professionally.

Psychological Barriers: Anxiety and lack of confidence are significant obstacles. These psychological factors can negatively impact students' performance, making it difficult for them to present effectively and engage with their audience.

Other Presentation Skills: Students often struggle to organise content coherently and use non-verbal communication effectively. These skills are crucial for delivering a compelling and understandable presentation.

In question 3 “What are your suggestions to help your students improve their linguistic ability (vocabulary, grammar, pronunciation)?”, the teachers' suggestions highlight the importance of interactive and practical approaches to improving linguistic abilities. Common recommendations include using interactive activities, encouraging extensive reading, and integrating multimedia resources to enhance vocabulary, grammar, and pronunciation. Teachers emphasize the need for regular practice and exposure to natural language use, suggesting methods such as group discussions, language learning apps, and participation in language clubs. These varied approaches can cater to different learning styles and help students improve their linguistic skills more effectively. By implementing these strategies, students can build a stronger foundation in vocabulary, grammar, and pronunciation, which are crucial for their overall language proficiency and presentation skills.

In question 4 “What are your suggestions to help your students broaden their background knowledge for English presentations?”, the teachers' suggestions emphasize the importance of diverse and engaging methods to broaden students' background knowledge for English presentations. Common recommendations include reading a wide range of sources, conducting in-depth research projects, and participating in group discussions and debates. These activities not only expand knowledge but also enhance critical thinking and public speaking skills. Teachers also highlight the value of multimedia resources, such as documentaries and educational videos, which can make learning more engaging and memorable. Additionally, attending seminars, workshops, and lectures by experts can provide students with new perspectives and an in-depth understanding of various topics. By adopting these strategies,

students can develop a richer background knowledge base, enabling them to deliver more informed and compelling presentations.

The result of question 5 “What are your suggestions to help your students feel more confident when they make English presentations?” shows that the lecturers' suggestions for boosting students' confidence in English presentations focus on practice, feedback, a supportive environment, anxiety management techniques, and incremental exposure to speaking opportunities. Regular practice helps students become more familiar with their material, reducing anxiety and increasing confidence. Constructive feedback is essential for guiding improvement while reinforcing students' strengths. Creating a supportive classroom environment where mistakes are seen as learning opportunities fosters a sense of safety and encouragement among students. Teaching relaxation and breathing techniques provides practical tools for managing presentation anxiety. Finally, incorporating informal speaking opportunities allows students to gradually build their confidence, making them more comfortable with public speaking. By implementing these strategies, lecturers can help students develop the confidence needed to deliver effective and engaging presentations in English.

In question 6 “What are your suggestions to help your students better use visual aids in English presentations?”, the lecturers suggest some methods to improve students' use of visual aids in English presentations, which cover several key areas: design simplicity, integration with spoken content, example analysis, software training, and balance between visuals and speech. By implementing these strategies, lecturers can significantly enhance their students' ability to use visual aids effectively, making their presentations more engaging and informative.

With the last question “Do you have any other suggestions for your students to help them better their English presentation skills?” the lecturers

provide some other suggestions to help students improve their English presentation skills. Firstly, it is regular practice, and lecturers said consistent practice in a supportive environment is essential. Regular low-pressure presentations can help students build confidence and improve their skills over time. The second strategy is peer review and group work. Peer reviews and group presentations offer students the opportunity to learn from each other and reduce the anxiety associated with solo presentations. This collaborative approach can enhance learning and provide valuable feedback. The third is the use of technology. Incorporating multimedia tools can make presentations more engaging and dynamic. Recording presentations allow students to self-evaluate and identify areas for improvement. Next, skill-specific workshops can also be a good strategy. Targeted workshops focusing on pronunciation, grammar, and body language can address specific weaknesses and provide practical techniques to improve these areas. Last but not least, curriculum integration and feedback are also recommended by teachers. Making presentations a regular part of the curriculum ensures that students get consistent practice. Constructive feedback from lecturers is crucial for helping students understand their strengths and areas that need improvement.

In conclusion, the interview with five lecturers provided insightful perspectives on the challenges and solutions related to students learning English presentation skills. It highlights that a multifaceted approach is necessary to effectively address the difficulties students face in learning English presentation skills. By implementing these suggestions, lecturers can help students overcome linguistic, psychological, and presentation challenges, leading to more confident and proficient English presenters.

3.2.3 Discussion

The information analysis process concluded that the findings supported the hypothesis. Many sophomore English majors at Hanoi University of Natural

Resources and Environment struggled with learning English presentation skills. This part delves into the difficulties faced by students in learning English presentation skills, drawing on data from both questionnaires and interviews. It provides a comprehensive analysis of these challenges, integrating quantitative results with qualitative insights, and offers comments on the implications for teaching strategies.

3.2.3.1 Linguistic Challenges

The questionnaire data revealed that linguistic factors pose a substantial challenge for students. Pronunciation difficulties were prominent, with a mean score of 3.63 for the statement "I find it hard to learn English pronunciation," and 3.71 for "I often mispronounce the words during the presentations." Grammar issues were similarly problematic, as evidenced by scores ranging from 3.68 to 3.74 for making grammatical mistakes and choosing appropriate structures.

Interviews with lecturers reinforced these findings. Lecturers observed that students frequently struggle with pronunciation, grammar, and vocabulary. These linguistic barriers hinder their ability to communicate effectively and confidently during presentations. One lecturer noted, "Students often know what they want to say, but the inability to pronounce words correctly or use the right grammar structures makes it difficult for them to convey their messages clearly."

3.2.3.2 Background Knowledge

Another significant challenge identified is the lack of background knowledge. The questionnaire results indicate that students find it difficult to acquire and integrate background knowledge relevant to their presentation topics. This difficulty is particularly pronounced when dealing with unfamiliar topics. Interviews with students confirmed that the lack of background

knowledge makes it challenging to construct coherent and persuasive arguments, leading to presentations that lack depth and critical insights.

Students expressed frustration over the time and effort required to gather sufficient background information, especially when working within tight deadlines. This issue is exacerbated by the lack of access to high-quality resources and reference materials, which limits their ability to perform thorough research.

3.2.3.3 Psychological Barriers

Psychological factors emerged as another significant area of difficulty. The questionnaire indicated high levels of anxiety and lack of confidence among students, with a mean score of 3.86 for "I feel nervous when speaking in front of other people" and 3.76 for "I do not know how to control my nerves during the presentations."

Interviews provided further context, revealing that many students experience fear of making mistakes and a lack of self-assurance when presenting in English. This nervousness often results in poor performance and reluctance to engage fully with the audience. One student shared, "Even though I practice a lot, I still feel extremely anxious before and during the presentation. I'm always afraid I'll mess up." Lecturers also highlighted that psychological barriers are a major hurdle, suggesting that confidence-building exercises and creating a supportive learning environment could mitigate these issues.

3.2.3.4 Other Presentation Skills

Beyond linguistic and psychological challenges, students also struggle with core presentation skills. The questionnaire responses indicated difficulties in using body language, hand gestures, eye contact, and voice inflection, with a mean score of 3.73. Time management and designing effective visual aids also posed challenges, reflected in mean scores of 3.64 and 3.62, respectively.

Lecturers emphasized the importance of these skills, noting that students often lack the ability to organize their content coherently and engage their audience through non-verbal communication. One lecturer suggested, "Students need more guidance on how to structure their presentations and use visual aids effectively. Workshops on these specific skills could be very beneficial."

Lecturers recommended several strategies to help students overcome these difficulties such as regular practice, peer review and group work, use of technology, skill-specific workshops, constructive feedback.

In conclusion, the analysis of questionnaire and interview results highlights that students face significant challenges in learning English presentation skills, particularly in linguistic proficiency, psychological readiness, and core presentation techniques. Addressing these difficulties requires a comprehensive, multifaceted approach that includes regular practice, peer support, technological integration, targeted workshops, and consistent feedback. By implementing these strategies, educators can help students overcome their linguistic and psychological barriers, improve their presentation skills, and become more confident and effective English presenters. This holistic approach not only enhances students' academic performance but also prepares them for professional success in a globalized world.

3.2 Suggested solutions .

To help second-year English major students at HUNRE better learn English presentation skills, it is necessary to find solutions to address their difficulties. Here are some comprehensive solutions the researcher suggests as ways to help students.

The first way is regular practice and exposure, which helps students enhance their English presentation skills through repetition and variety. Frequent practice and exposure are fundamental in honing students' English

presentation skills. By incorporating regular presentation assignments into the curriculum, students are given the opportunity to practice and refine their skills consistently. This regularity helps reduce anxiety and build confidence over time as students become more accustomed to speaking in front of an audience. Additionally, allowing students to present on a wide range of topics ensures they develop versatility and adaptability, which are crucial for effective communication. Varied topics also keep the learning process engaging and intellectually stimulating, preventing monotony and encouraging deeper understanding. This holistic approach not only improves linguistic proficiency but also enhances critical thinking and organizational skills, making students more competent and confident presenters.

The second solution is linguistic improvement, which builds a strong foundation in pronunciation, grammar, and vocabulary. Focusing on linguistic improvement is essential for students to excel in English presentation skills. Specialized pronunciation workshops can significantly aid students in articulating words correctly, reducing misunderstandings and enhancing clarity. Regular grammar and vocabulary sessions are crucial as they provide the foundational elements of effective communication, allowing students to construct coherent and compelling arguments. By using interactive activities and exercises, these sessions can be both engaging and educational, ensuring students retain and apply what they learn. Additionally, utilising language labs for listening and speaking exercises offers a practical, hands-on approach to language learning. This environment allows for personalised feedback and targeted practice, addressing individual student needs. Overall, strengthening linguistic proficiency not only boosts students' confidence but also ensures their presentations are polished and professional.

Thirdly, providing psychological support is a critical solution for overcoming students' difficulties in English presentation skills. Confidence-

building exercises, such as impromptu speaking and peer-to-peer presentations, help students become more comfortable with public speaking. These activities encourage spontaneous thinking and adaptability, essential traits for effective presenters. Positive reinforcement from instructors and peers fosters a supportive environment, motivating students to improve without fear of criticism. Teaching relaxation and stress management techniques, such as deep breathing and mindfulness, equips students with tools to manage anxiety during presentations. This holistic approach addresses the emotional and mental aspects of presenting, ensuring students are not only linguistically prepared but also psychologically resilient. By fostering a positive and encouraging atmosphere, students can develop the confidence and poise necessary to deliver impactful presentations.

Next, offering presentation skills training is essential for students to deliver effective and engaging presentations. By offering training on non-verbal communication, students learn the importance of body language, hand gestures, eye contact, and voice modulation, which are crucial for maintaining audience engagement and conveying confidence. Structured frameworks teach students how to organize their presentations logically, making their arguments clear and easy to follow. Additionally, guidance on designing and using visual aids effectively ensures that students can enhance their verbal messages with supportive visuals, making their presentations more impactful. This comprehensive training not only helps students improve their delivery but also builds their confidence as they become adept at using various presentation techniques. By mastering these skills, students can significantly enhance the overall quality and effectiveness of their English presentations, ensuring they communicate their ideas clearly and persuasively.

In addition, interactive and collaborative learning environments are also beneficial for enhancing students' English presentation skills. Group activities,

such as peer review sessions and collaborative projects, allow students to learn from one another and gain diverse perspectives on effective presentation techniques. This peer interaction encourages mutual support and constructive feedback, helping students identify areas for improvement and build on their strengths. Interactive learning also keeps students engaged, making the learning process more dynamic and enjoyable. By working together, students can share strategies and experiences, which fosters a sense of community and collective growth. Furthermore, role-playing and mock presentation scenarios provide realistic practice opportunities, allowing students to simulate real-life presentation settings in a supportive environment. This collaborative approach not only improves individual presentation skills but also builds teamwork and communication skills, which are invaluable in both academic and professional contexts.

Furthermore, leveraging technology can not be denied as a modern and effective solution for improving students' English presentation skills. Utilizing digital tools such as presentation software, online platforms, and multimedia resources can significantly enhance the learning experience. Tools like PowerPoint, Prezi, and Canva help students create visually appealing and well-organized presentations, making their content more engaging and easier to understand. Online platforms for practice, such as virtual classrooms and video conferencing tools, offer students the opportunity to present in different settings and receive instant feedback from instructors and peers. Additionally, recording presentations allows students to review their performance, identify areas for improvement, and track their progress over time. Incorporating multimedia elements, such as videos, audio clips, and interactive elements, can also enrich presentations and cater to diverse learning styles. By embracing these technological advancements, students can develop a more versatile and

polished presentation style, better preparing them for future academic and professional endeavors.

Last but not least, providing personalized feedback is an essential solution for helping students improve their English presentation skills. Tailored feedback allows instructors to address specific areas where each student may struggle, offering targeted advice and strategies for improvement. This individualized approach ensures that feedback is relevant and actionable, helping students understand their unique strengths and weaknesses. Regular one-on-one sessions between students and instructors can create an open dialogue, encouraging students to ask questions and seek clarification on challenging aspects of their presentations. Additionally, personalized feedback can boost students' confidence as they receive constructive criticism in a supportive and understanding environment. By focusing on the individual needs of each student, educators can foster more significant progress and ensure that each student receives the guidance necessary to excel in their presentation skills. This approach not only enhances learning outcomes but also motivates students to continually improve and strive for excellence in their presentations.

In conclusion, the array of solutions presented offers a comprehensive approach to addressing the challenges students face in learning English presentation skills. From leveraging technology for enhanced presentations to providing personalised feedback and fostering regular practice opportunities, each solution plays a crucial role in equipping students with the necessary tools and support. By focusing on linguistic improvement, psychological resilience and collaborative learning can effectively nurture students' confidence and competence in delivering impactful presentations. Emphasizing these strategies not only enhances students' language proficiency but also cultivates valuable communication and presentation abilities essential for academic and professional success in today's globalised world. Integrating these solutions

into educational practices ensures that students receive holistic support tailored to their individual needs, ultimately empowering them to excel in English presentations and beyond.

3.3 Chapter summary

This chapter examined difficulties in learning English presentation skills of second-year English majors at HUNRE, which revealed a complex interplay of linguistic, cognitive, psychological, and practical challenges. Firstly, linguistic factors such as grammar, vocabulary, and pronunciation pose significant barriers, preventing students from expressing their ideas clearly and confidently. The lack of sufficient background knowledge further complicates the preparation and structuring of presentations, making it difficult for students to build coherent and persuasive arguments. Psychological factors, notably anxiety and fear of public speaking, emerged as prominent obstacles. These issues often result in diminished performance and increased reluctance to participate in presentations. Students expressed a need for more support in managing these anxieties to enhance their presentation skills. Additionally, non-verbal communication skills, including body language, hand gestures, eye contact, and the use of visual aids, were identified as areas where students struggle considerably. Effective use of these elements is crucial for engaging and impactful presentations but often remains underdeveloped.

In summary, the research highlights the multifaceted nature of difficulties faced by English sophomores at HUNRE in learning English presentation skills. Addressing these challenges requires a comprehensive approach that includes intensive language instruction, strategies for effective research and knowledge acquisition, psychological support to build confidence, and practical training in non-verbal communication. Implementing these solutions can significantly enhance our English majors' ability to deliver effective and

engaging presentations, thereby improving their overall academic and professional competencies.

CONCLUSION

In the final chapter of the study, the results of the study will be reviewed, and then some conclusions from the detailed analysis of the previous chapter and some limitations and suggestions for future researchers will be given.

a. Conclusion

The research on difficulties in learning English presentation skills has illuminated critical challenges and effective strategies for students and educators alike. It has become evident that mastering English presentations goes beyond linguistic proficiency to encompass psychological resilience, effective use of non-verbal communication, and leveraging technology. Students face obstacles such as pronunciation, grammar, vocabulary, and nervousness, all of which can impede their ability to deliver confident and impactful presentations.

Through a combination of questionnaire data and insights from interviews with educators, practical solutions have emerged. These include regular practice opportunities, personalised feedback, collaborative learning environments, and access to resources and technological tools. These strategies not only address specific challenges but also foster a supportive learning environment where students can thrive and improve their presentation skills progressively.

Moving forward, it is crucial for educational institutions to integrate these findings into curriculum design and teaching methodologies. By adopting a holistic approach that emphasises both language development and presentation techniques, educators can better prepare students for academic and professional success in global contexts. Ultimately, by addressing these challenges proactively and inclusively, we can empower students to confidently articulate their ideas and engage audiences effectively through English presentations.

b. Recommendations for further research

This study only focused on learning about the general difficulties in learning English presentation skills for the second-year English major students at Hanoi University of Natural Resources and Environment in DH12 course. In the future, an in-depth study on difficulties with presentation skills and more specifically with deeper modules can be conducted with the participation of students in many courses and of teachers in the Department of Foreign Languages. For example, teachers could look into new teaching methods and strategies to help with specific issues in learning English presentation skills, like pronunciation, grammar, and nervousness. Study how using interactive technologies, peer feedback, and real-world practice can improve teaching. Secondly, it is about teacher training. Research how professional development programs for teachers can improve their skills in teaching English presentation skills. Check how workshops, seminars, and training courses help teachers teach better and support students in developing their presentation skills. Furthermore, teachers could explore effective ways students can improve their English presentation skills. Research how self-directed learning, group learning, and digital resources can help students prepare and deliver better presentations. In addition, different ways of giving feedback on students' presentations could be investigated. By exploring these research areas, teachers and students can find better strategies and interventions to improve the teaching and learning of English presentation skills. This can help students communicate more confidently and effectively in school and work, leading to greater success.

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APPENDICES

Appendix I. The Student's Questionnaire

The Student's Questionnaire

Dear students, the following questionnaire has been designed to investigate the difficulties in learning English presentation skills faced by sophomores majoring in English at Hanoi University of Natural Resources and Environment. The objective is to identify ways to enhance student's English presentation skills. The researcher requests you to kindly fill out this questionnaire. Please note that your responses will be anonymous and solely used for scientific research purposes. If you have any queries regarding this research or your role as a participant, please contact Ms Lam Thi Thu Phuong at lamphuong3103@gmail.com or via telephone at +84.328.639.944.

Thank you for your cooperation in this matter.

The Researcher.

PART I: PERSONAL BACKGROUND

1. Full name (optional):

2. Gender:

Male

Female

Other

3. Age:

Under 18 years old

18 - 19 years old

Over 19 years old

4. How long have you studied English?

Under 9 years

9 - 11 years

More than 11 years

PART II: SOME GENERAL INFORMATION

Please read the following questions carefully and choose the appropriate answer(s) for each question.

1. How often do you make English presentations in university?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

2. How are English presentations important to you?

- a) Very important
- b) Important
- c) Normal
- d) Not important
- e) Not important at all

3. How do you evaluate your English presentation skills?

- a) Very good
- b) Quite good
- c) Average
- d) Bad
- e) Very bad

4. How often do you practice your English presentation skills?

- a) Everyday
- b) Every week
- c) When I have free time
- d) Only when I have a presentation
- e) Never

PART III: CORE RESEARCH

Please click the circle to indicate your opinion to each of the following sentences.

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. Learning English vocabulary for a specific presentation is hard for me.	5	4	3	2	1
2. I do not have enough English vocabulary to express my opinions and feelings during the presentations.	5	4	3	2	1
3. I find it hard to learn English pronunciation.	5	4	3	2	1
4. I often mispronounce the words during the presentations	5	4	3	2	1
5. I often place stress on the wrong syllables.	5	4	3	2	1
6. It is difficult to have the right intonation during the presentations.	5	4	3	2	1
7. I find it challenging to learn English grammar.	5	4	3	2	1

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
8. I usually make grammatical mistakes in my English presentations.	5	4	3	2	1
9. I have difficulties in choosing appropriate English grammar structures in the presentations.	5	4	3	2	1
10. It is difficult for me to learn about the topic of the English presentations.	5	4	3	2	1
11. I have difficulties showing my ideas with unfamiliar topics.	5	4	3	2	1
12. I find it challenging to find background knowledge about the topic.	5	4	3	2	1
13. I feel nervous when speaking in front of other people.	5	4	3	2	1
14. I am afraid of making mistakes in the public.	5	4	3	2	1
15. I do not know how to control my nerves during the presentations.	5	4	3	2	1
16. I find using body language, hand gestures, eye contact, and	5	4	3	2	1

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
voice inflection difficult during the presentations.					
17. I can not control the time for each section of your presentations.	5	4	3	2	1
18. I find it hard to design and use slides or other visual aids in my English presentations.	5	4	3	2	1

INTERVIEW QUESTIONS

Appendix II. The Student's Interview Questionnaire

1. Do you like presenting in English? Why or why not?
2. What difficulties do you face when learning English presentation skills?
3. Which linguistic factor is the most difficult for you to learn (vocabulary, grammar, pronunciation)?
4. Do you face difficulties in learning knowledge background for English presentations?
5. Do you have any psychological problems when you make English presentations?
6. Do you face any other difficulties in learning English presentation skills?
7. What strategies or techniques do you suggest to improve your English presentation skills?

Appendix III. The teacher's Interview Questionnaire

1. How often do you ask your students to make an English presentation in class?
2. What difficulties do your students usually have in learning English presentation skills?
3. What are your suggestions to help your students improve their linguistic ability (vocabulary, grammar, pronunciation)?
4. What are your suggestions to help your students broaden their background knowledge for English presentations?
5. What are your suggestions to help your students feel more confident when they make English presentations?
6. What are your suggestions to help your students better use visual aids in English presentations?

7. Do you have any other advice for your students to help them better their English presentation skills?

Appendix IV. SPSS Analysis reports

SPSS ANALYSIS REPORTS

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/READNAMES=ON

/DATATYPEMIN PERCENTAGE=95.0

/HIDDEN IGNORE=YES.

EXECUTE.

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Descriptives

Notes

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	Cases Used	All non-missing data are used.
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	Elapsed Time	00:00:00.01

[DataSet1]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
V1	107	1	5	3.78	.839
V3	107	1	5	3.82	.867

Valid N (listwise)	107				
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RELIABILITY

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Reliability

Notes

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Cases Used		Statistics are based on all cases with valid data for all variables in the procedure.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	107	100.0
	Exclude d ^a	0	.0
	Total	107	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.812	2

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Descriptives

Notes

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	Cases Used	All non-missing data are used.

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Descriptive Statistics

	N	Minimum m	Maximum m	Mean	Std. Deviation
V1	107	1	5	3.78	.839
V3	107	1	5	3.82	.867
Valid N (listwise)	107				

DESCRIPTIVES VARIABLES=P1 P2 P3 P4
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Descriptives

Notes

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	Cases Used	All non-missing data are used.
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	Elapsed Time	00:00:00.00

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
P1	107	1	5	3.63	1.086
P2	107	1	5	3.71	1.099

P3	107	1	5	3.69	1.050
P4	107	1	5	3.73	.996
Valid N (listwise)	107				

RELIABILITY

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Descriptive Statistics

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Reliability

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Reliability Statistics

Cronbach's Alpha	N of Items
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Descriptive Statistics

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Valid N (listwise)	107				
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Reliability

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Reliability Statistics

Cronbach's Alpha	N of Items
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Appendix V. Interview transcripts

INTERVIEW TRANSCRIPTS

1. Student's interview

Question 1: "Do you like presenting in English? Why or why not?"

Student 1: "Yes, I enjoy presenting in English because it helps me improve my language skills and boosts my confidence."

Student 2: "Yes, I find it exciting to express my ideas in a global language."

Student 3: "Yes, it is a great way to prepare for future academic and professional opportunities."

Student 4: "Yes, I like the challenge and it feels rewarding when I succeed."

Student 5: "Yes, it allows me to communicate with a wider audience."

Student 6: "Yes, I appreciate the progress I see in my language abilities."

Student 7: "No, I feel very nervous and afraid of making mistakes."

Student 8: "No, I lack confidence in my English speaking skills."

Student 9: "No, I struggle with vocabulary and often feel I can't express my ideas effectively."

Student 10: "No, presenting in English makes me anxious, especially in front of others."

Question 2: "What specific difficulties do you face when you learn English presentation skills?"

Student 1: "I struggle with finding the right vocabulary to express my ideas."

Student 2: "I feel very anxious and nervous during presentations."

Student 3: "My pronunciation is not clear, which affects my confidence."

Student 4: "I have difficulty organizing my content and making it engaging."

Student 5: "Time management during the presentation is challenging for me."

Student 6: "I often make grammatical mistakes that affect my fluency."

Student 7: "Using body language and making eye contact feels uncomfortable."

Student 8: "I struggle to use visual aids effectively to support my points."

Student 9: "Maintaining a good pace and proper intonation is difficult."

Student 10: "Handling questions from the audience makes me very nervous."

Question 3: Which linguistic factor is the most difficult for you to learn (vocabulary, grammar, pronunciation)?

Student 1: "Pronunciation is the hardest for me. I often struggle with the correct pronunciation of certain words, which affects my confidence while speaking."

Student 2: "Grammar is the most challenging. There are so many rules and exceptions that I find it difficult to remember and apply them correctly."

Student 3: "I have a tough time with vocabulary. It's hard to remember and use new words accurately in my presentations."

Student 4: "Pronunciation is the biggest challenge. English sounds are tricky, and I often mispronounce words."

Student 5: "Grammar is the most difficult for me. I frequently make mistakes with tenses and sentence structures."

Student 6: "Vocabulary is my main issue. I feel limited in expressing my ideas because I don't know enough words."

Student 7: "Pronunciation is definitely the hardest part. It's frustrating to be misunderstood because of my accent."

Student 8: "Grammar challenges me the most. I find it hard to understand and use complex grammatical structures correctly."

Student 9: "Vocabulary is the most difficult for me. I need more words to clearly express my thoughts during presentations."

Student 10: "Pronunciation is the hardest. English has many sounds that don't exist in my native language, making it difficult to master."

Question 4: Do you face difficulties in learning knowledge background for English presentations?

Student 1: "Yes, I often struggle to find reliable sources and gather enough information about the topics I need to present."

Student 2: "Sometimes, yes. It's hard to understand and synthesize complex information in a short amount of time."

Student 3: "Definitely. The vast amount of information available can be overwhelming, and it's challenging to determine what's relevant."

Student 4: "Yes, especially when the topic is unfamiliar. I spend a lot of time trying to learn the basics before I can even start preparing my presentation."

Student 5: "Not really. I usually enjoy researching and learning new things, so I don't find it too difficult."

Student 6: "Yes, I find it difficult to stay focused and organize the information I find into a coherent presentation."

Student 7: "Sometimes. It depends on the topic. Some subjects are easier to research than others."

Student 8: "Yes, particularly when the resources are in English. It takes me longer to comprehend and translate the information."

Student 9: "Yes, I often have trouble finding up-to-date and relevant information for my presentations."

Student 10: "Occasionally. I usually need a lot of time to gather and understand the background knowledge, which can be challenging with tight deadlines."

Question 5: "Do you have any psychological problems when you make English presentations?"

Student 1: "Yes, I get extremely nervous and anxious before and during the presentation."

Student 2: "Definitely. I have a fear of speaking in front of people, and it gets worse when I have to present in English."

Student 3: "Yes, I often doubt my abilities and feel insecure about my English skills, which affects my confidence."

Student 4: "Yes, I worry a lot about making mistakes and how my audience will judge me."

Student 5: "Not really. I used to be nervous, but with practice, I've become more comfortable."

Student 6: "Yes, I feel a lot of pressure to perform well, and this stress makes it hard to focus and deliver my presentation smoothly."

Student 7: "Yes, I get nervous and my mind sometimes goes blank, making it hard to remember what I wanted to say."

Student 8: "Yes, I have trouble controlling my nerves, and it affects my voice and body language."

Student 9: "Yes, I feel very self-conscious about my accent and pronunciation, which makes me anxious."

Student 10: "Occasionally. I still get nervous, but it's not as bad as it used to be."

Question 6: "Do you face any other difficulties in learning English presentation skills?"

Student 1: "Yes, I find it hard to organize my content logically and keep my presentation structured."

Student 2: "Yes, managing my time during the presentation is challenging. I often run out of time or finish too quickly."

Student 3: "Yes, using visual aids effectively is difficult for me. I struggle with designing slides that complement my speech."

Student 4: "Yes, I have trouble maintaining eye contact with the audience, which makes me feel disconnected."

Student 5: "Yes, using appropriate body language and gestures feels awkward and unnatural to me."

Student 6: "Yes, I find it challenging to engage the audience and keep their attention throughout the presentation."

Student 7: "Yes, I often get confused with technical terms and jargon specific to my topic."

Student 8: "Yes, handling Q&A sessions is tough. I'm not confident in my ability to respond to unexpected questions."

Student 9: "Yes, I struggle with varying my tone and pace to make the presentation more interesting."

Student 10: "Yes, practicing my presentation alone isn't enough. I need more opportunities to practice in front of an audience."

Question 7: "What strategies or techniques do you use to improve your English presentation skills?"

Student 1: "I practice by recording myself and listening for areas of improvement."

Student 2: "I participate in public speaking workshops to build confidence."

Student 3: "I work with a language partner to practice pronunciation and receive feedback."

Student 4: "I create outlines and rehearse my presentations multiple times to improve organization and delivery."

Student 5: "I use time management techniques such as setting timers to practice pacing."

Student 6: "I review grammar rules and seek feedback from peers and instructors."

Student 7: "I practice making eye contact and using gestures in front of a mirror."

Student 8: "I experiment with different visual aids and observe their impact on audience engagement."

Student 9: "I focus on varying my intonation and speaking at a comfortable pace."

Student 10: "I practice answering potential audience questions to build confidence in handling Q&A sessions."

II. Teacher's interview

Question 1: How often do you ask your students to make an English presentation in class?

Lecturer 1: "I ask my students to make an English presentation once every two weeks. This frequent practice helps them build confidence and improve their skills over time."

Lecturer 2: "In my class, students present in English at least once a month. This schedule balances their workload and allows ample time for preparation and feedback."

Lecturer 3: "I require English presentations once every three weeks. This interval provides students with enough time to research and develop their topics thoroughly."

Lecturer 4: "My students present in English twice a semester. While this may seem infrequent, we complement it with other interactive activities to enhance their speaking skills."

Lecturer 5: "Students are expected to present in English every month. This frequency ensures they get regular practice without feeling overwhelmed."

Question 2: What difficulties do your students usually have in learning English presentation skills?

Lecturer 1: "Students often struggle with pronunciation and fluency. Many find it challenging to articulate their thoughts clearly and consistently."

Lecturer 2: "A significant number of students face anxiety and lack confidence when presenting in front of their peers. This affects their overall performance and ability to engage the audience."

Lecturer 3: "Organizing content and maintaining a coherent structure is a common challenge. Students sometimes have great ideas but struggle to present them in a logical sequence."

Lecturer 4: "Grammar and vocabulary issues are prevalent. Many students find it difficult to use appropriate language, which impacts the clarity and professionalism of their presentations."

Lecturer 5: "Engaging the audience and using non-verbal communication effectively, such as body language and eye contact, are major hurdles for students."

Question 3: What are your suggestions to help your students improve their linguistic ability (vocabulary, grammar, pronunciation)?

Lecturer 1: "I suggest incorporating more interactive activities such as vocabulary games and grammar exercises. Pronunciation can be improved through regular practice with tongue twisters and phonetic drills."

Lecturer 2: "Students should be encouraged to read more English books and articles to enhance their vocabulary and understanding of grammar in context. For pronunciation, I recommend using language learning apps that provide instant feedback."

Lecturer 3: "Group discussions and presentations can help students practice vocabulary and grammar in a natural setting. Pronunciation can be improved through listening to and mimicking native speakers."

Lecturer 4: "I recommend using multimedia resources like videos and podcasts to expose students to correct pronunciation and diverse vocabulary. Grammar can be reinforced through writing exercises with peer reviews."

Lecturer 5: "Regular speaking practice is key. I suggest students join language clubs or online forums where they can practice speaking English regularly. For vocabulary, flashcards and spaced repetition systems can be very effective."

Question 4: "What are your suggestions to help your students broaden their background knowledge for English presentations?"

Lecturer 1: "Encourage students to read a variety of sources, such as newspapers, academic journals, and reputable websites. This will expose them to different perspectives and enhance their understanding of various topics."

Lecturer 2: "Assign research projects that require students to delve deeply into specific topics. This will help them gain comprehensive knowledge and improve their ability to present on diverse subjects."

Lecturer 3: "Organize group discussions and debates on current events and important issues. This will not only broaden their knowledge but also improve their critical thinking and public speaking skills."

Lecturer 4: "Incorporate multimedia resources like documentaries and educational videos into the curriculum. Visual and auditory materials can make learning more engaging and help students retain information better."

Lecturer 5: "Encourage students to attend seminars, workshops, and lectures by experts in various fields. This exposure will provide them with

in-depth knowledge and new insights that they can use in their presentations."

Question 5: "What are your suggestions to help your students feel more confident when they make English presentations?"

Lecturer 1: "Regular practice is key. Encourage students to practice their presentations multiple times, both alone and in front of friends or family. Familiarity with their material will boost their confidence."

Lecturer 2: "Provide constructive feedback. Positive reinforcement and specific suggestions for improvement can help students understand their strengths and areas for development, making them feel more assured in their abilities."

Lecturer 3: "Create a supportive classroom environment where students feel safe to make mistakes and learn from them. Peer support and encouragement can significantly enhance a student's confidence."

Lecturer 4: "Teach relaxation and breathing techniques to help manage anxiety. Techniques such as deep breathing, visualization, and mindfulness can help students stay calm and focused during their presentations."

Lecturer 5: "Incorporate small, informal speaking opportunities into the curriculum. Gradually increasing the complexity and formality of these tasks can help students build their confidence over time."

Question 6: "What are your suggestions to help your students better use visual aids in English presentations?"

Lecturer 1: "Teach students how to design clear and simple slides. Emphasize the importance of using bullet points, images, and charts to convey their message effectively without overcrowding the slides."

Lecturer 2: "Encourage students to practice integrating their visual aids into their presentations. They should know how to smoothly transition between talking points and referring to their slides or other visual aids."

Lecturer 3: "Show students examples of good and bad visual aids. Analyzing these examples can help them understand the impact of design choices and the importance of clarity and relevance."

Lecturer 4: "Provide training on using presentation software. Familiarity with tools like PowerPoint, Prezi, or Canva can help students create more professional and engaging visual aids."

Lecturer 5: "Emphasize the need for visual aids to support, not overshadow, their spoken words. Visual aids should enhance the presentation by illustrating key points, not distract the audience."

Question 7: Do you have any other suggestions for your students to help them better their English presentation skills?

Lecturer 1: "I suggest incorporating regular practice sessions where students can present in a low-pressure environment. This helps them build confidence and improve over time."

Lecturer 2: "Encouraging peer reviews and group presentations can be beneficial. Peer feedback can provide new perspectives and reduce the pressure of individual presentations."

Lecturer 3: "Using multimedia tools and technology in presentations can make them more engaging. I also recommend students to record and review their presentations to identify areas for improvement."

Lecturer 4: "Workshops focusing on specific skills like pronunciation, grammar, and body language are very effective. These can address individual weaknesses and provide practical tips."

Lecturer 5: "Integrating presentations as a regular part of the curriculum ensures consistent practice. Additionally, providing constructive feedback after each presentation is crucial for students' development."