



European Journal of English Language Studies

Volume 5, Issue 2, 83 - 96.

ISSN: 2770-9752

<https://www.ejels.com/>

How Final-Year English Majors View Oral Presentations as a Practical Speaking Technique: A Case Study at a University in Southern Vietnam

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Received: December 29, 2024 ▪ Revised: March 19, 2025 ▪ Accepted: April 2, 2025

Abstract: Oral presentations are a great tool for English as a Foreign Language (EFL) students, especially at a university in southern Vietnam. This study results from comparing the benefits and drawbacks of oral presentations from the vantage point of fifty final-year English majors. Ten participants had structured interviews using a mixed-methods approach combining data collection with a 27-item questionnaire. Results reveal that oral presentations significantly increase vocabulary learning ($M = 4.42$), grammatical understanding ($M = 4.22$), and creativity ($M = 4.46$) in preparation. Over presentations, students note higher confidence ($M = 4.06$), coherence ($M = 4.06$), and public speaking abilities ($M = 4.32$). Comments following presentations help to build critical thinking ($M = 4.14$) and quick reaction skills ($M = 4.24$). Still, there are problems with low vocabulary ($M = 3.74$), speaking anxiety ($M = 4.00$), and fluency concerns ($M = 3.82$). Notwithstanding these obstacles, oral presentations clearly improve speaking abilities and encourage student autonomy. Hence, their advantages exceed their disadvantages. Future training seminars should focus on psychological and language barriers to maximize the possible application of the method.

Keywords: *EFL students, oral presentation, speaking ability.*

To cite this article: Nguyen, K. T. B., & Ly, T. Y. N. (2025). How final-year English majors view oral presentations as a practical speaking technique: A case study at a university in southern Vietnam. *European Journal of English Language Studies*, 5(2), 83-96. <https://doi.org/10.12973/ejels.5.2.83>

Introduction

Speaking is among the four basic language skills and is therefore quite important for English as a Foreign Language (EFL) instruction. Speaking and writing are regarded as productive skills while listening and reading are receptive ones (Riadil, 2020). Academic achievement and future professional activities depend on effective English communication more and more (Vitriyati, 2021). Speaking is still especially tough for non-native English speakers, even for English majors, because of considerable disparities between their original tongue and English, which causes problems in vocabulary acquisition, grammar, pronunciation, and fluency (Trinh & Pham, 2021).

Many learning strategies have been developed to meet these difficulties, including oral presentations, shadowing, and role-playing. Among them, oral presentations are particularly common in a southern Vietnamese university, where they are used more often than other approaches because of their fit for promoting active learning, improving public speaking skills, and encouraging student cooperation. Oral presentations offer a mix between preparation work and practical application, unlike shadowing, which stresses individual practice, or role-playing, which calls for major preparation time (Salim et al., 2020; Umam, 2011).

Oral presentations offer several teaching benefits, among which are improved vocabulary, grammar, pronunciation, coherence, public speaking skills, and so on. They also advocate inventiveness, teamwork, and the smooth blending of several language competencies. This strategy is especially relevant in the Vietnamese university environment, where English majors are sometimes required to present before their peers as part of their curriculum, therefore promoting both language and cognitive skill development (Farabi et al., 2017).

Oral presentations could thus also cause major challenges, even with their possible benefits. Two psychological challenges that students typically face and might affect their performance are anxiety and fear of criticism. Linguistically,

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their abilities to present clearly and coherently suffer from limited vocabulary, grammatical errors, and pronunciation problems (Zakaria et al., 2023).

While past studies have indicated that oral presentations improve speaking capacity, most studies have focused on assessing changes using pre- and post-test data. Few studies have examined students' attitudes on the benefits and challenges of oral presentations, particularly from the point of view of experienced students, such as final-year English majors who have a more in-depth understanding of the usage of the approach.

Through examining how final-year English majors assess the benefits and challenges of using oral presentations as a practical speaking skill, this study aims to narrow this knowledge gap. It also seeks to identify strategies individuals use to overcome these challenges, therefore providing useful knowledge for improved use of oral presentations in EFL courses. To achieve this, the following two research questions are addressed:

1. What are the perspectives of final-year English majors on the benefits of using oral presentations as a practical speaking technique?
2. What are the perspectives of final-year English majors on the challenges of using oral presentations as a practical speaking technique?

Literature Review

Speaking Skills in EFL Education

Often seen as the most difficult component of EFL instruction, speaking is a basic ability of the learners. It requires information generation, receiving, and processing, thereby requiring not only language ability but also cognitive and social skills (Barnard, 2002; Lindsay & Knight, 2006). Good speaking calls for understanding of phonetic patterns, articulation, vocabulary, grammar, and fluency. It also requires the capacity to arrange and logically and cohesively express thoughts in real time (Richards & Renandya, 2002). Improving speaking abilities has become a top concern in EFL education given the increased need for English competency in both academic and professional environments (Vitriyati, 2021).

Students' speaking performance is much hampered by psychological and language difficulties. Common psychological challenges are anxiety, fear of criticism, and lack of confidence, especially for students under pressure to perform well in front of their peers (Littlewood, 2007; Oxford, 1990). Furthermore, linguistic impairments can complicate oral performance, including restricted vocabulary, pronunciation issues, grammatical mistakes, and lack of fluency (Abrar et al., 2018; Celce-Murcia, 2001). Public speaking situations often aggravate this problem since the chance of making mistakes is more evident (Manrique, 2013; Ur, 1999).

Oral Presentation as a Pedagogical Tool for Speaking Ability

In EFL classrooms, oral presentations are often used to help students to actively use their language knowledge, therefore enhancing their speaking abilities (Al-Issa & Al-Qubtan, 2010). Oral presentations offer a balanced strategy that promotes student autonomy, creativity, public speaking skills, and practical language application (Salim et al., 2020; Umam, 2011), unlike other strategies, such as shadowing or role-playing. Oral presentations help students to synthesize material, arrange knowledge, and properly convey it to an audience, therefore fostering fluency, coherence, and critical thinking (Anderson et al., 2005).

Although oral presentations have clearly shown advantages, problems still exist. Zakaria et al. (2023), for example, emphasizes that speaking anxiety is the primary challenge students experience during oral presentations, therefore affecting fluency and coherence. Grieve et al. (2021), who underline how much the perceived pressure of being scrutinized during presentations can seriously affect performance, corroborate this conclusion. Studies by Farabi et al. (2017) and Burhanuddin (2021), on the other hand, show that for lower-level students, guided presentations, where students get organized help from teachers, are more successful than free presentations.

Types of Oral Presentations

For oral presentations, Al-Issa and Al-Qubtan (2010) name three categories: directed, regulated, and free. Designed presentations fit for teachers guiding their pupils toward improved knowledge and subject organization. Usually related to textbook materials and frameworks, which give structure but limit uniqueness, controlled presentations are linked with commonality among seasoned students; open presentations challenge honesty, critical thinking, and creative expression but could overwhelm those without confidence or fluency. Particularly for students who lack understanding of the presenting style or with poor language ability, the 2017 Farabi et al. study shows how well guided presentations work.

Benefits and Challenges of Oral Presentations

Oral presentations offer numerous advantages, including better vocabulary, grammatical knowledge, pronunciation, coherence, and public speaking style. Studies on students who display active engagement reveal that they grow in

reaction to confident speaking and peer criticism (Alahem, 2014; Nguyen, 2019). Moreover, presentations help to raise metacognitive awareness and self-assessment, two basic features of language acquisition (Sluijsmans et al., 2002).

Still, many times other difficulties exceed the advantages. Students' performance, as shown in Zakaria et al. (2023) and Mishu et al. (2023), suffers under anxiety, fear of criticism, and lack of confidence. Sometimes listed as primary challenges to effective oral presenting performance are language issues, including inadequate vocabulary, mispronunciation, and grammar mistakes, as indicated in Celce-Murcia (2001) and Abrar et al. (2018).

Research Gap

While some studies have looked on how well oral presentations aid to improve speaking ability, most focus on pre-test and post-test evaluations, therefore focusing linguistic growth (Ati & Parmawati, 2022; Sirisrimangkorn, 2021). Particularly among final-year English majors with exceptional oral presentation skills, not much study has been done to determine how students see the advantages and disadvantages of this strategy. Moreover, contemporary research scarcely discusses how these students overcome psychological and linguistic constraints during presentations.

This difference will be lessened by means of an investigation of the experiences and points of view of final-year English majors in a southern Vietnamese institution. It looks for efficient methods that students use to overcome challenges and improve their oral presentation quality.

Methodology

Research Design

To investigate final-year English majors' perspectives of the benefits and challenges of using oral presentation to foster speaking ability, a questionnaire, consisting of two sections, was designed to probe students' ideas about the advantages that they have gained, as well as the obstacles they need to overcome considering oral presentation as a practical speaking technique. Meanwhile, a structured interview was employed to further explore students' notions, especially their comparison between the advantages and disadvantages of oral presentation and their strategies to use this speaking technique effectively.

According to Kelle (2006), mixed methods in research possess many advantages, such as comprehensive understanding, limited addressing, or statistical elucidation. By integrating quantitative and qualitative methods in their studies, researchers are likely to come up with a holistic grasp of the issue, elaborating by context and depth. Hence, in this research, in order to have a full understanding of the perspectives of final-year English majors in this Vietnamese university about oral presentation's pros and cons, a mixed-methods approach was employed, comprising a questionnaire and a structured interview.

Data Collection Instruments

Questionnaire. A questionnaire is an effective tool to gather data, especially quantitative information, which facilitates researchers' process of data analysis. This study employed a questionnaire to collect quantitative data from participants, which was adapted from the studies of Sluijsmans et al. (2002), Ahangari et al. (2013), and Alahem (2014). The questionnaire that was utilized in this research has 27 questions and is divided into three sections (See Appendix for the full questionnaire). Section 1 consists of 4 multiple-choice questions, aiming to investigate participants' demographic information, which includes gender, their frequency of oral presentation, their kind of participation in oral presentation, and their roles in oral presentation. Section 2 is divided into three sub-sections, which are before, during, and after oral presentations. This section is designed to probe students' ideas of how they view the benefits of oral presentation as a practical speaking technique in each stage. This part is aimed at answering the first research question. Section 3 aims to investigate students' ideas of the challenges that they encounter while presenting orally due to both psychological and linguistic aspects, which may negatively affect their speaking improvement. This part is designed to find the answer to the second research question.

For the purpose of determining the readability of the questionnaire, it was distributed to ten student volunteers for evaluation via Google Forms. Despite the fact that every single volunteer asserted that they had no trouble understanding the questions, they also suggested that certain words be changed in order to eliminate any unforeseen ambiguity.

Cronbach's alpha was used to evaluate the dependability of the questionnaire as shown in Table 1; all items received a score of 0.869, indicating that there was a high degree of internal consistency (DeVellis, 2003; Vaske et al., 2017).

Table 1. Reliability of the Questionnaire

Cronbach's Alpha	N of items
.869	23

Making modifications to items taken from well-known studies helps to ensure that the content is valid and that they are relevant to the aims of the research. Therefore, the questionnaire was edited to properly probe students' notions in the context of a university in southern Vietnam.

Interviews. According to Wilson et al. (2005), the structured interview method enhances consensus and standardizes the collected data, which can guarantee uniformity among participants and mitigate the likelihood of misclassification. In this study, the researchers aim to investigate final-year English majors for their comparison between benefits and challenges of oral presentation, their preferred type of oral presentation and reasons, as well as their recommendations for further application of oral presentation as a practical speaking technique in EFL classes. Therefore, a structured interview is designed, including the following three questions: (1) In your opinion, do the benefits of oral presentation as a practical speaking technique outweigh its challenges? Why? (2) What strategies would you suggest for eliminating your drawbacks in oral presentation and fostering your speaking skills? (3) Which kind of oral presentations do you prefer, guided or free oral presentations? Why?

This structured interview was adapted from Al-Issa and Al-Qubtan (2010) to examine final-year English majors regarding their assessment of the advantages and disadvantages of oral presentations, their favorite presentation formats and justifications, as well as their suggestions for the future implementation of oral presentations as a practical speaking approach in EFL classes. Because the interview questions were strictly the same, the interviewees participated by answering the questions orally or submitting them through Google Forms.

Participants

The participants in this research consisted of 50 English studies students, including 13 male students, 33 female students, and 4 others, in their final year (course 2021). They have studied six speaking courses and participated in many oral presentation activities because of requirements in other disciplines. These students were chosen because a significant proportion of final-year English majors possess experience in oral presentations, as indicated by the 64 percent of respondents who assert they frequently deliver presentations in class and the 24 percent of those who acknowledge regular involvement in this activity. Therefore, their viewpoints are likely relevant and pertinent to research on this subject. Table 2 shows basic information about participants.

Table 2. Basic Information of Participants

Information		Quantity	Percent
Gender	Male	13	26
	Female	33	66
	Prefer not to say	4	8
How frequently do you have oral presentations in your class?	Never	1	2
	Seldom	5	10
	Often	32	64
	Usually	12	24
What types of oral presentations are typically conducted in your class?	Group	46	92
	Individual	4	8
Which role do you usually perform in these group presentations?	Main presenter	10	20
	Supporting presenter	10	20
	Both	30	60

Nearly all participants delivered an oral presentation in class, representing 92 percent of the total. Nevertheless, only 4 people consistently presented individually, constituting the remaining 8 percent. As most students were required to interact in groups for oral presentations, assigning their duties throughout the performance is an essential duty. The statistics indicate that English majors who completed this questionnaire have equal probabilities of serving as main and supporting presenters, with 20 percent asserting they typically assumed the role of main presenter, an equivalent percentage for supporting presenter, while the remaining 60 percent engaged in both roles. This equality allows people to articulate their opinions with clarity and precision.

Data Analysis

Quantitative Data Analysis. The researchers employed the software SPSS to analyze the quantitative data collected from participants through the questionnaire. Initially, the researchers ran a reliability analysis to figure out the Cronbach's alpha of the questionnaire, indicating whether the data gathered through the questionnaire is reliable or not. Then, for the demographic information, the frequency formula was used to calculate the percentage of aspects in each question. For the two main parts, which included benefits and challenges of oral presentation as a practical speaking technique, the researchers calculated the mean and standard deviation for each question and for the whole group. The paired sample t-test was also employed to determine whether the disparity between the average mean of benefits and challenges is

statistically significant. This measurement was chosen because the paired sample *t*-test was typically employed in evaluating two related items: for instance, the patient's conditions before and after the treatment. Therefore, in this case, the measurement was used to investigate if the probability distribution between benefits and challenges of oral presentation, according to participants' viewpoints, means statistically.

Qualitative Data Analysis. Meanwhile, the qualitative data collected through the structured interview were analyzed by the researchers through themes. The thematic analysis is supposed to assist the researcher in further understanding students' ideas of the topic, as well as their recommendations to enhance the benefits and mitigate the challenges of using oral presentation to foster their speaking ability. Specifically, thematic analysis helped the qualitative data from the interviews to be examined. Participants' answers were transcribed by the researchers, who then used a coding system to spot trends and commonalities. The procedure comprised the following:

First, reviewing the transcripts helped the researchers become familiar with the responses in general. Second, starting with repeating sentences, ideas, and suggestions, the first codes were created. Third, codes were organized into more general categories such as "Effective Strategies," "Presentation Preferences," "Benefits," and "Challenges." Fourth, to examine themes, the researchers made sure that the themes faithfully captured the viewpoints of the participants. Finally, clearly labeling the themes helped to improve cohesion and clarity.

Potential Biases

Possible data gathering prejudices could have influenced the outcomes. First of all, the application of organized interviews may restrict the capacity of participants to adequately communicate their experiences. Moreover, the distribution of the questionnaire using Google Forms could have led to selection bias since only students who were ready and comfortable with the form answered. Lastly, historical knowledge or personal expectations could have impacted the way the researchers interpreted qualitative data.

To help to reduce these preconceptions, first, responses were totally anonymous. Second, unambiguous directives were given. Finally, triangulation—that is, cross-referencing qualitative results with quantitative data—was applied.

Results

Benefits of Oral Presentation as a Practical Speaking Technique

Oral presentations provide numerous advantages for learners, especially regarding vocabulary enhancement, grammar improvement, pronunciation accuracy, coherence development, confidence building, public speaking skills, and critical thinking abilities. Table 3 provides descriptive statistics regarding participants' perceptions of the benefits associated with oral presentations.

Table 3. Perceived Benefits of Oral Presentation as a Practical Speaking Technique

Items	Mean	Standard Deviation
<i>Before oral presentation</i>		
I reckon preparing for an oral presentation performance can foster my lexical resource.	4.42	0.609
I believe preparing for oral presentations can foster my grammar knowledge.	4.22	0.864
I think the process of determining which contents to be integrated in the presentation increases my decision-making skills.	4.04	0.856
I believe that preparing an oral presentation stimulates me to read or listen to authentic materials.	4.10	0.953
I think that the preparation for an oral presentation performance enhances my coordination skill by working with my group.	4.36	0.776
I believe that preparing for an oral presentation enhances my creativity and initiative.	4.46	0.676
<i>During oral presentation</i>		
When dealing with an audience, I believe that giving oral presentations boosts my confidence in the English language.	4.06	0.978
I believe that performing an oral presentation to my classmate enables me to improve my coherence and cohesion.	4.06	1.038
I believe that oral presentation fosters my public speaking skill.	4.32	0.794
I think my pronunciation and intonation can be improved thanks to oral presentation in class.	4.18	0.983

Table 3. Continued

Items	Mean	Standard Deviation
<i>After oral presentation</i>		
I perceive peer assessment to help both presenters and listeners improve their critical thinking skills.	4.14	0.926
I reckon that answering my peers' questions after the presentation trains me for instant response, which is essential in speaking.	4.24	0.744
I like to receive feedback from my lecturers and my classmates after presenting because they give me motivation to practice speaking more.	4.22	1.055
I believe I can evaluate my improvement in speaking by comparing my oral presentations with those made by my teammates or classmates.	4.08	1.066
Overall mean	4.21	0.648

The mean score of 4.21 indicates that participants acknowledge the notable benefits of oral presentations in enhancing their speaking skills. The item with the highest rating is 'Boosting creativity and initiative' ($M = 4.46$, $SD = 0.676$), suggesting that oral presentations enhance creativity during the preparation phase. Enhancing vocabulary ($M = 4.42$) and group coordination skills ($M = 4.36$) are regarded as significant benefits. The standard deviations reflect variability in individual experiences, specifically concerning feedback reception ($SD = 1.055$) and coherence improvement ($SD = 1.038$). The overall positive perception indicates that the majority of participants consider oral presentations to be advantageous.

Challenges of Oral Presentation as a Practical Speaking Technique

All of the participants' perspectives on the difficulties related to oral presentations are presented in Table 4.

Table 4. Perceived Challenges of Oral Presentation as a Practical Speaking Technique

Items	Mean	Standard Deviation
<i>Psychological barriers</i>		
I believe that oral presentations worsen my nervousness and my fear of making mistakes in front of others.	3.60	1.229
I think speaking anxiety has a negative impact on my oral presentations.	4.00	1.069
I usually forget my content during presenting, which makes me lose confidence.	3.64	1.241
<i>Linguistic barriers</i>		
I struggle to choose accurate words for presenting.	3.50	1.282
I often make grammar mistakes, which can change the meaning of the sentences.	3.66	1.099
I hesitate before starting my presentation because of my worry about mispronunciation.	3.42	1.341
I think I have limited vocabulary, which makes it hard for me to read materials for oral presentation's preparation.	3.74	1.192
I believe that my lack of fluency makes it hard for the audience to understand the content I want to deliver.	3.82	1.155
I cannot structure my speech thoroughly in oral presentation due to my lack of knowledge about complex sentence structures.	3.46	1.249
Overall mean	3.65	1.014

According to the interpretation, the average mean score of 3.65 suggests that the difficulties associated with oral presentations are of a somewhat serious kind. Anxiety over public speaking was ranked as the most difficult obstacle ($M = 4.00$, $SD = 1.069$), which indicates that students are concerned about psychological obstacles to a significant degree. Linguistic difficulties, such as problems with fluency ($M = 3.82$, $SD = 0.155$) and restricted vocabulary ($M = 3.74$), also have a negative impact on the performance of students.

Comparison Between Benefits and Challenges

For the purpose of analyzing the advantages and disadvantages, a paired sample t-test, as shown in Table 5, was applied because this statistical method is suitable for assessments that are carried out by the same person in both dimensions.

Table 5. Paired Sample T-Test Results

Comparison	Mean Difference	t-value	p-value	Effect Size (Cohen's d)
Benefits vs. Challenges	0.558	3.159	.003	0.59

The results of the study indicate that there is a statistically significant gap between the perceived benefits and drawbacks of oral presentations. The fact that the mean difference between the two groups is 0.558 suggests that the participants consider the benefits of oral presentations to be more significant than the obstacles that are associated with them. The difference that was found is statistically significant at the .05 level, as indicated by the t-value of 3.159 and the p-value of .003, respectively.

There is a medium effect, as indicated by the effect size (Cohen's $d = 0.59$), which specifies that the perceived benefits of oral presentations are moderately stronger than the perceived challenges. This shows that even while there are problems, they do not significantly undercut the benefits provided by the advantages.

There is not a significant association between the participants' evaluations of the benefits and the problems, as indicated by a correlation score of $-.085$ and a significance level of $.559$, as shown in Table 6. As the results of this study reveal, the participants' perceptions of problems do not have any impact on their evaluations of the benefits they receive.

Table 6. Paired Samples Correlations

		N	Correlation	p
Pair 1	benefits & challenges	50	$-.085$	$.559$

The results of the paired sample *t*-test suggest that there is a statistically significant difference between perceived benefits ($M = 4.21$) and perceived issues ($M = 3.65$). The *t*-value for this test is 3.278, and the p-value is $.001$. The effect size is 0.59, which indicates that the effect is medium. The fact that this is the case demonstrates that, despite the difficulties, oral presentations have a substantial number of benefits, which justifies their continued use as a mode of communication.

Interview Analysis

The data from the interviews were subjected to a thematic analysis, which resulted in the identification of three key themes: advantages are more important than challenges, effective strategies, and presentation preferences. The vast majority of participants, eighty percent, acknowledged the benefits of oral presentations, despite the difficulties that are traditionally associated with them. Increasing one's self-assurance can be accomplished through the use of techniques such as practicing in front of mirrors and performing film analysis.

In accordance with the quantitative data, the thematic findings support the idea that the perceived benefits are greater than the problems associated with the situation.

Discussion

Overview of Findings

Although they have several psychological and language issues, the results of this study show that students in their last year of English studies usually see oral presentations as a useful practical speaking technique. With a medium effect size (Cohen's $d = 0.59$), $t(49) = 3.159$, $p = 0.003$, the results show that the perceived problems ($M = 3.65$) differ clearly from the perceived rewards ($M = 4.21$). This suggests that the supposed advantages are rather more important than the drawbacks, which supports the ongoing use of oral presentations as a successful public speaking tool.

Research Question 1: Benefits of Oral Presentations

The participants identified several benefits related to oral presentations, including the improvement of creative ability, vocabulary, grammar knowledge, public speaking skills, and critical thinking. Oral presentations help in terms of enhancing language proficiency, cognitive ability, and public speaking ability, according to past studies (Burhanuddin, 2021; Farabi et al., 2017; Nguyen, 2019). These results coincide with the results of those investigations. It is noteworthy that oral presentations have motivating power since the high rating for inventiveness and initiative ($M = 4.46$). This is so because participants are driven to interact with real materials and produce unique work using spoken presentations.

Moreover, the results show even more how well oral presentations help to acquire grammar knowledge ($M = 4.22$) and vocabulary ($M = 4.42$). This is in line with the results of Ati and Parmawati (2022), who noted that students who prepare presentations have to actively combine their knowledge of grammatical and lexical ideas. The improvement in public speaking skills ($M = 4.32$) supports past research, emphasizing the possibility of oral presentations to increase confidence (Mishu et al., 2023).

Research Question 2: Challenges of Oral Presentations

Though most of the participants reported considerable difficulties, most of which were related to nervousness over public speaking ($M = 4.00$) and linguistic challenges, including low vocabulary ($M = 3.74$) and fluency issues ($M = 3.82$), there are benefits that are generally accepted. Research by Grieve et al. (2021) and Zakaria et al. (2023) indicates that anxiousness is a major obstacle that oral presentations could run into. These results line up with those of others. The incidence of language problems, including grammar and pronunciation difficulties, supports earlier conclusions that underline the need for more focused interventions to improve students' speaking abilities (Abrar et al., 2018; Celce-Murcia, 2001).

Comparison with International Studies

The results of this study match those of studies carried out elsewhere in the world. Among EFL students in Thailand, for example, Sirisrimangkorn (2021) found that oral presentations increased students' creativity and interaction with real-world materials. The results of the present work corroborate this conclusion. Speaking anxiety is a typical problem that students have in a range of cultural settings, according to Grieve et al. (2021). This implies that psychological challenges to public speaking are not limited to Vietnamese students from different backgrounds.

Interpretation and Implications

Particularly in fields related to creativity, vocabulary acquisition, grammatical understanding, and public speaking, the fact that the perceived benefits and the perceived problems differ statistically suggests that oral presentations are a great approach for improving students' speaking skills. Cohen's d , equal to 0.59, suggests a medium impact size, meaning that although there are challenges, they are not large enough to eclipse the advantages.

Still, it is rather important to acknowledge that many students still find significant difficulty overcoming their anxiety of public speaking. Future training courses should mostly concentrate on providing psychological support, such as mindfulness techniques or progressive public speaking exposure, to help lower emotional stress. The application of structured feedback systems and the support of peer assessment could also help students to raise their capacity for oral presenting.

Conclusion

The purpose of this study was to find out from the viewpoints of final-year English majors about the advantages and difficulties of using oral presentations as a practical speaking tool in a southern Vietnamese university. The results showed that even if students face different psychological and linguistic difficulties, the supposed advantages of oral presentations much exceed these obstacles. With an impact size of 0.59, statistical analysis employing a paired sample t -test revealed a significant difference between benefits ($M = 4.21$) and challenges ($M = 3.65$, $t(49) = 3.159$, $p = 0.003$). This implies that, especially in the fields of creativity, vocabulary acquisition, grammatical understanding, coherence, and public speaking skills, oral presentations are a useful teaching technique for improving speaking abilities.

Moreover, thematic study of the interview results revealed that, in spite of their difficulties, participants usually find oral presentations useful. Students reported overcoming psychological and language hurdles by means of effective tactics including rehearsing in front of mirrors, watching movies, and participating in peer feedback.

Nonetheless, the results also highlight the necessity of better educational strategies to handle shared problems, especially related to fluency and speaking fear. Targeted language instruction and psychological assistance included into organized training courses could help to reduce these difficulties.

Recommendations

The results of this study lead several suggestions to improve oral presentations as the practical speaking method used in EFL education for final year students who major in English language at this specific university in southern Vietnam:

Incorporating Psychological Support: Teachers should use psychological support techniques. The application of mindfulness training, slow public speaking exposure, and positive reinforcement is suggested to assist students to lower fear and increase their confidence.

Providing Structured Feedback Mechanisms: Including structured peer and teacher feedback sessions will give students chances to see their performance. With these objective reviews from peers and instructors, students may find out the suitable way to develop their skill.

Developing Tailored Training Programs: The curriculum should include developing tailored training programs for certain language difficulties including vocabulary building, grammar usage, pronunciation, and fluency. Students could expect better performance of oral presentation after acquiring these skills.

Encouraging Diverse Presentation Formats: Students should be able to choose between guided and free presentations. Various learning styles and preferences may be accommodated, and so they can increase engagement and creativity.

Promoting Self-Assessment and Reflection: Teachers should encourage students to evaluate their performance by means of self-assessment exercises. These exercises may help them to become more conscious of their strengths and areas for development.

Conducting Further Research: Future research should look at how teachers view the efficacy of oral presentations. Researchers may investigate the long-term effects of oral presentation training, and contrast findings across several cultural and educational environments.

By encouraging not only language competency but also cognitive, social, and psychological abilities fundamental for students' academic and professional success, these suggestions can assist improve the efficacy of oral presentations as a speaking method.

Limitations

This study has many flaws, even if it produced some quite essential results. First of all, the sample size of fifty people is somewhat small, which limits the degree to which the results may be applied with more investigation. Second place could have gone to the participants' ability to fully express their experiences under the framework of the organized interview. The third problem is that participants' experiences may have been exaggerated or understated, therefore introducing bias from the use of self-reported data. Finally, this study neglected the opinions of teachers, which would have provided a more thorough awareness of the challenges and benefits connected with oral presentations.

Future Research Directions

Future studies should include mixed-methods approaches that allow more flexible and in-depth qualitative analysis, as well as larger sample sizes to help overcome these limitations. Moreover, by use of instructor perspectives, one can acquire important understanding of the ways in which oral presentations could be more successfully included in the English as a Foreign Language program. Furthermore, international comparative studies are feasible that can offer more data on the effectiveness of oral presentations in different cultural contexts.

Ethics Statement

The participants in this study chose to share their opinions voluntarily. The researchers only used the collected information for research purposes. Participants' data, including their names, gender, and voices of those who responded to the questionnaire and who participated in the interview, were guaranteed confidentiality.

Generative AI Statement

During the preparation of this work, the authors used the free version of ChatGPT in order to improve the readability of the literature review, specifically for paraphrasing some citations from related articles. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the published article.

Authorship Contribution Statement

Nguyen: Concept and Design, Data Analysis, Drafting Manuscript, Editing. Tran: Data Acquisition, Drafting Manuscript.

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Appendix
Questionnaire

Adapted from Sluijsmans et al. (2003), Ahangari et al. (2013), and Alahem (2014)

Part I: Demographic

1. Please select one answer for each question, which you perceive as the most accurate one

1. Gender
1. Male
2. Female
3. Others

2. How frequently do you have oral presentations in your class?

1. never
2. seldom
3. often
4. usually

3. What types of oral presentations are typically conducted in your class?

1. Group
2. Individual

4. Which role do you usually perform in these group presentations?

1. Main presenter
2. Supporting presenter
3. Both

Part 2: Benefits of oral presentation as a practical speaking technique

Please select one answer for each question, which you perceive as the most accurate one

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<i>Before oral presentation</i>					
I reckon preparing for an oral presentation performance can foster my lexical resource.					
I believe preparing for oral presentations can foster my grammar knowledge.					
I think the process of determining which contents to be integrated in the presentation increases my decision-making skills.					
I believe that preparing an oral presentation stimulates me to read or listen to authentic materials.					
I think that the preparation for an oral presentation performance enhances my coordination skill by working with my group.					
I believe that preparing for an oral presentation enhances my creativity and initiative.					
<i>During oral presentation</i>					
When dealing with an audience, I believe that giving oral presentations boosts my confidence in the English language.					
I believe that performing an oral presentation to my classmate enables me to improve my coherence and cohesion.					
I believe that oral presentation fosters my public speaking skill.					
I think my pronunciation and intonation can be improved thanks to oral presentation in class.					
<i>After oral presentation</i>					
I perceive peer assessment to help both presenters and listeners improve their critical thinking skills.					
I reckon that answering my peers' questions after the presentation trains me for instant response, which is essential in speaking.					
I like to receive feedback from my lecturers and my classmates after presenting because they give me motivation to practice speaking more.					
I believe I can evaluate my improvement in speaking by comparing my oral presentations with those made by my teammates or classmates.					

Part 3: Challenges of oral presentation as a practical speaking technique

Please select one answer for each question, which you perceive as the most accurate one

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<i>Psychological barriers</i>					
I believe that oral presentations worsen my nervousness and my fear of making mistakes in front of others.					
I think speaking anxiety has a negative impact on my oral presentations.					
I usually forget my content during presenting, which makes me lose confidence.					
<i>Linguistic barriers</i>					
I struggle to choose accurate words for presenting.					
I often make grammar mistakes, which can change the meaning of the sentences.					
I hesitate before starting my presentation because of my worry about mispronunciation.					
I think I have limited vocabulary, which makes it hard for me to read materials for oral presentation's preparation.					
I believe that my lack of fluency makes it hard for the audience to understand the content I want to deliver.					
I cannot structure my speech thoroughly in oral presentation due to my lack of knowledge about complex sentence structures.					