

The actual English presentation capabilities of non-English majored students in Vietnam: A case study at Dong Nai Technology University

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Abstract: Presentation abilities are crucial to undergraduate education and the advancement of future employment because they help college students build a stronger foundation of knowledge and improve their presentation skills. The purpose of the study is to gauge the speaking abilities, particularly presenting abilities of non-English majors at Dong Nai Technology University. 600 non-English majored students participated in the quantitative study. The results of the study revealed that most students were insecure about their abilities to present since they regularly made mistakes with grammar, vocabulary, fluency, and other presentation-related issues. Lecturers in EFL can use the findings to enhance their presentation teaching approach and suggest some solutions for learners' communication barriers.

Keywords: Presentation capabilities, non-English majors, Dong Nai Technology University (DNTU).

1. Introduction

For English language learners in professional and academic settings, oral presentations are the most common speaking type (Chang & Huang, 2015). Effective communication objectives include having strong presentation abilities. Speaking fluency is necessary, but difficult for the pupils to learn English. Presenters should dress professionally, have clear tone, and speak fluently in order to provide engaging presentations that draw in audiences (Dung, 2021). Additionally, knowledge, effective preparation methods, and a structured practice process before presenting presentations are the cornerstones of a powerful presentation. According to the study, English majors at Dong Nai Technology University (DNTU) in Vietnam frequently run into issues. Numerous language research have been conducted to determine how learners' speaking abilities may be noticeably enhanced. With the following research questions, the article has an opportunity to assist upcoming modifications made by the educators:

How do non-English majors feel about their presentation class?

What challenges do students majoring in English have when it comes to speaking and presenting in English?

2. Literature review

2.1. The concept of presentation

Albino (2017) defines presentation as a

technique used by presenters to communicate ideas to audiences through a speech, lecture, slide show, or demonstration that combines words and images. Presenters utilize PowerPoint in the modern era of technology to convey media or information through slides with customizable presentation styles (Donohoe, 2020). Donohoe said that a variety of content types, including tables, graphics, charts, links, word art, music, video, and even embedded add-ins, may be included in the slides. Thus, due to contemporary technologies, presenters might use necessary items to add creativity to their presentations.

2.2. The difficulties non-English majored learners encounter when presenting in public:

According to Gray (2010) most students' poor presenting abilities were caused by their ignorance of the significance of this ability. Presentations, according to Gray (2010), are the means of practicing public speaking which should dedicate more time to teach students to the vast range of abilities that they must possess while making presentations, since it was shown that they struggled to provide material for audiences. However, the case study hasn't been able to address certain students' stage fright and poor presentation skills. According to Chuyen et al. (2020), TED Talks are a novel approach to teaching in the classroom. In-depth results and discussions focused on a number of facets of students'

presentation abilities, including experience, self-evaluation, challenges, and traits. Learners had little opportunities to practice, had little experience with soft presenting abilities, and their area of strength remained theoretical. Enumerating the useful tactics from TED Talks, the suggestions for specific people (TED Talks viewers, departments, and faculty) are quite impartial. Furthermore, learners should possess the following abilities, according to Panggabean & Triassanti (2020) intelligent minds, methods, task completion, and the ability to evaluate the qualities that lead to introspection and self-evaluation. Moreover, the study of Indriani (2020) looked into the usage of recorded video to assess students' presentation skills in language learning and how they perceive the benefit of incorporating technology into the learning process. Students may evaluate what they have planned and completed properly by watching videos several times, and their friends can offer valuable advise. Students take a strong interest in expressing themselves via the video camera. Further traits that were shown to help the pre-service teachers' English speaking abilities were presentation elements including body posture, voice, and eye contact. It can be challenging to accurately evaluate student presentations, particularly when it comes to administering assessments in real-world scenarios. Basic errors in grammar, vocabulary, and other areas are occasionally still caught by pupils.

3. Research methodology

The data will be collected from 600 non-majored students at Dong Nai Technology university by using a quantitative data, with the results being interpreted based on the questionnaire to cover several facets of academic oral presentation abilities and suggest the best possible solutions. Wright (2005) highlighted the benefits of the quantitative approach, stating that the automated data gathering offered by questionnaire surveys saves time and labor. Due to technology advancements, the survey was completed online, allowing researchers to gather data concurrently.

4. Findings of the study

4.1. Results of questionnaire

To study the perspectives of the students and answer the first research question, percentages will be calculated from the data collected in the table and figure that go with it.

Table 1: Attitudes of non-English majors about presenting skills

Given its many benefits, the majority of students think that presenting skills are essential in all facets of life. The majority of participants concurred that future performance may be impacted by their presentation abilities. Regarding item 8, 32.7% to 55.1% of respondents concur that they take their time and carefully prepare their presentations. Some students can find it difficult to prepare the materials, slides, scripts, and other items they'll need for their presentation. In item 10, 49.4% of respondents said that having strong presenting skills is difficult. This makes sense because most students find it difficult to present, and neither middle school nor high school instructors ever receive training in it. Because of this, almost all students believe that presenting abilities are challenging.

To answer the second research question, information from Table 2 and figures 2, 3, and 4 will be

Table 2: The challenges that non-English majors face in their public speaking skills

It can be seen from the table 2 that concerns of appearing in front of a sizable crowd are shared by the majority of students (57.1%). Even if a speaker lacks topic expertise, a successful speech requires self-assurance and a solid rapport with the audience. Students must so be taught how to be more self-assured. They passed thirty-seven classes. Specifically, item 6 showed that 45.5% of participants thought the "presentation" courses were the best because they gave them greater confidence to speak in front of an audience in English. However, even after presentation classes, 21.1% of the students still experienced worry, despair, and shyness when making English presentations. Items 7, 8, and 9 showed that some students still needed to improve the caliber of their in-class presentations. Nonetheless, after finishing the presentation classes, a sizable portion of the students possessed strong presentation abilities. They also got fantastic learning opportunities in the classes. It has been demonstrated that presentation classes are essential for giving EFL students the necessary foundational knowledge regarding presentation techniques. The majority of students may improve their oral communication and presenting abilities by using the information that lecturers provide. However, it's possible that the majority of participants won't use the information in their presentations.

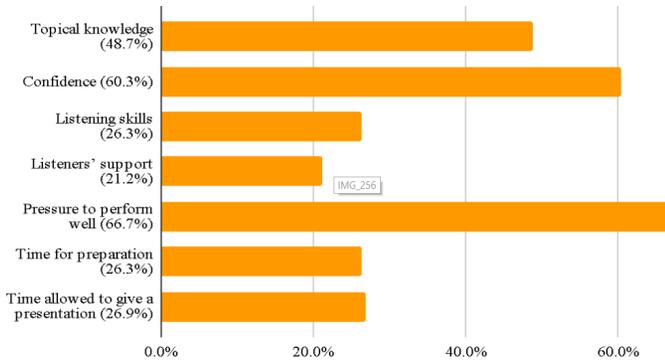


Figure 4.1. Elements affecting the oral skills of non-English majors

Figure 4.1 makes it especially evident that the highest rates of demand for coherent speech—that is, for coherence and cohesiveness, grammar, spelling, and accuracy were at 66.7%, while the confidence level came in second at 60.3%. Lack of relevant expertise for knowledge exchange during the presentation accounts for the third rate, with most presenters speaking in a formal style unusual subjects, typically remains at 48.7%. Specifically, the completion time is 26.9%. Comparatively, the percentages for listening comprehension and preparation time were both about 26.3%.

5. Conclusion and recommendations

Teachers gave students little feedback and remarks on their mistakes. They have not yet made an effort to self-correct their errors. The pupils' weak presentation abilities resulted from their lack of proficiency in speaking. They need to put in more time getting ready for their speeches. It's possible that they won't improve this ability while learning. Students' computing abilities were lacking. The ability facilitates the creation of effective visual assistance presentations. Due to their lack of confidence, poor explanations, and poor examples, students found it difficult to connect with a crowd and hold their attention during presentations. The majority of students' experience worry and mistake-related dread. Pupils had poor listening skills, lacked vocabulary, occasionally used incorrect collocations, made grammatical errors, and were unable to hear others properly.

Interviews should be used in future research to get the most accurate and practical findings. Conducting teacher interviews is crucial in order to ascertain their pedagogical approaches for speaking courses. Inquiries concerning students' emotions and aspirations to improve their presenting abilities have to be comprised. Because several papers' results indicated

that gender has an effect on speaking patterns, future researchers might interview both male and female participants to learn more about gender-related problems. In order to obtain better findings while viewing students' speaking performance, future researchers should conduct their studies in speaking courses. They should enroll in speaking classes to study students' presentations and their challenges in presentations. Teachers should assign additional practice exercises, foster a community of support where students may seek assistance from one another in times of need and instruct them on how to properly utilize body language, which includes posture, gestures, and eye contact.

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