

Assessing the Strengths and Weaknesses in English Language Students' Presentation Skills

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ABSTRACT

Keywords:

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strengths, weaknesses

Students' presentation skills have recently received greater attention from educators and researchers. Much research has been done, focusing on the challenges without analysing both the strengths and weaknesses. This study addresses this issue by examining the presentation performance of 114 English-major students at a university in Vietnam. Students' actual presentations were rated by ten lecturers using a detailed rubric that captured linguistic and nonlinguistic dimensions. Data from observation were analyzed across pronunciation, intonation, vocabulary, grammar, fluency, content organization, visual design, and nonverbal communication. Findings reveal that students generally perform well in pronunciation, vocabulary use, visual slide design, and nonverbal communication, but they struggle with fluency, grammatical accuracy, and the structuring of introductions and conclusions. The present study identifies implications for educators and policymakers in developing presentation pedagogy and refining ESL curriculum design in Vietnam.

Introduction

It is commonly known that public speaking, as a foundational ability, deals primarily with the verbal and non-verbal delivery of a message—factors such as pronunciation, fluency, body language, and voice projection while presentation skills require the mastery of these foundational skills alongside the strategic use of visual aids (e.g., slides and charts), content organization, and technology management (Duarte, 2008; Gallo, 2014). According to Dance, F. E. X. (1987), there is, nevertheless, no real difference between public speaking and presentation skills, unless situational differences are considered. Therefore, considering public speaking as a super skill of presentation is quite appropriate.

Shyam and Elizabeth Joy (2016) define public speaking as the art of giving speeches to live audiences, aiming to provide information, convince, entertain, and inspire. It involves conferences, lectures, meetings, workshops, or social gatherings. Public speaking has become

increasingly crucial in the era of globalization, as people need to exchange information and express ideas clearly (Yee & Abidin, 2014). At school, students are required to complete projects in teams, and many will be assessed through public speaking. These students face various challenges in presentations due to poor language skills, anxiety, and a lack of confidence (Abdullah et al., 2024). By identifying students' strengths and weaknesses in public speaking, the study aims to help them improve their performance. It aims not only to enhance individual growth in this area but also to contribute to the refinement of public speaking curricula, thereby improving teaching and learning. Therefore, the study is conducted to explore whether non-linguistic factors (physical factors, visual presentation, and presentation content) and linguistic factors (including pronunciation, intonation, vocabulary range and accuracy, grammatical accuracy, fluency, and appropriateness of language choice) are strengths or weaknesses for participants.

The study will provide information on students' strengths and weaknesses in public speaking, based on assessments by 10 IUH English Language instructors. Based on students' responses and practical experiences, the research will identify appropriate solutions for public speaking skills. The assembled data will serve as a valuable resource for students to develop their strengths and overcome their weaknesses in their public speaking learning process.

Literature review

Definitions of key terms/concepts:

Public speaking: presenting messages to a live audience with purpose, clarity, and confidence. It is not only about speaking to an audience but also about overcoming the fear of being on stage and engaging one's listeners effectively. Successful public speaking integrates verbal, physical, and visual communication to ensure the message is delivered accurately, with proper use of grammar, vocabulary, and pronunciation. According to Amelia et al. (2022), this requires not just technical accuracy in presenting information but the emotional and atmospheric influence to elicit audience thought and action.

According to Shyam and Elizabeth Joy (2016), public speaking is an imperative skill because it helps the speaker reach listeners and inform, influence, and entertain them. Also, it is important to be well-prepared to enhance personality development and career opportunities, particularly for young people entering the workforce in the near future (Ambarwati et al., 2022). Public speaking at the Industrial University of Ho Chi Minh City is intended to convey information and ideas and to establish communication in academic and professional life. Moreover, public speaking allows students to get well acquainted with themselves, overcome their fear of public speaking, become more confident, and acquire critical thinking and other competencies.

Nikitina (2011) highlights that public speaking is not only about presenting information but also about shaping perceptions and inspiring change by telling stories and presenting enthusiastically. Furthermore, Harrington et al. (2009) breaks down effective public speaking into three components: (1) the physical message, through body language and voice inflection; (2) the visual message, through the use of PowerPoint presentation, charts, or other aids; and (3) the story message, through a distinct integration of introduction, body, and conclusion. Together, these components can create an engaging public speaking experience.

Presentation skills, rooted in public speaking, are a more formalized way of communicating information to a specific audience.

As mentioned by Setiawan (2021), presentations in public speaking are considered a kind of speech, debate, or conference. When one stands in front of a large audience - maybe a few or thousands of people - they are supposed to give a well-prepared and organized speech. In this way, one can present information, ideas, and arguments to the audience in an understandable and convincing way. Moreover, when speaking to the audience, they often use supporting tools such as slides and visual aids.

Results of previous study:

Phan and Bui (2022) investigated the challenges and solutions to improve public speaking skills at a university in southern Vietnam. This study employed both quantitative and qualitative methods, using questionnaires and interviews. The study's results showed that students learning English as a foreign language faced several challenges in public speaking, including a lack of confidence.

Seli and Santosa (2023) examined the difficulties English students at MNC University face in public speaking. This study employed a qualitative research method, using a questionnaire with both closed- and open-ended questions. The questionnaire was sent to 28 participants through Google Forms. The participants were invited from the English Education Research Program at MNC University, Jakarta, Indonesia. The study found that participants had difficulty communicating effectively due to limited vocabulary. Additionally, the fear of making mistakes in front of a crowd is another challenge in public speaking.

Another study by Astriani et al. (2023) investigated students' public speaking skills in the fourth and sixth semesters at STKIP Insan Madani Airmolek. A descriptive qualitative research method was employed. The data were collected from the observation sheet to identify the types of speech and the method of speech to be used. Then the author conducted interviews to understand students' difficulties and document their findings. As a result, the research revealed that students' speech ability was satisfactory, with fourth-semester and sixth-semester students scoring 71% and 70.5%, respectively. Moreover, they face difficulties with pronunciation, grammar, vocabulary, fluency, and comprehension, as well as a lack of self-confidence and difficulty mastering the materials.

Nguyen and Tong (2024) investigated the challenges English majors at Phan Thiet University face when engaging in public speaking. This study aims to identify the difficulties in public speaking among English majors at Phan Thiet University. A total of 60 students were asked to participate in the study. The results indicate that students have a clear understanding of the essential roles and a high level of difficulty in developing public speaking skills. The research offers several suggestions for improving students' speaking skills, as well as benefits for teachers, educators, and schools in enhancing students' learning experiences in courses.

Abdullah et al. (2024) investigated problems encountered by undergraduate students in public speaking in English at a Malaysian university. In this study, a qualitative approach was used to gather data from semi-structured face-to-face interviews with a carefully selected sample of 44 undergraduates. This study found that undergraduate students struggle with public speaking in English due to insufficient linguistic skills in grammar, vocabulary, pronunciation, and fluency. In addition, there are various psychological and situational factors, such as dislike of the English language, nervousness, low self-esteem, lack of confidence, shyness, poor eye contact, gender variation, and lack of preparation and practice. The findings from this study provide educators with practical advice to help them tackle and overcome certain problems in English-speaking among undergraduate students, ultimately improving their learning outcomes.

Previous research, both domestically and globally, has identified the difficulties that students

commonly experience with public speaking in two main areas: the language system, which involves pronunciation, grammar, and vocabulary, and psychological factors, including fear, anxiety, and confidence. These studies generally identify the difficulties and offer solutions for overcoming them, but they often emphasize the problems rather than the students' strengths. In addition, few studies used observation as the primary tool to identify the issues. This research shifts the focus toward a comprehensive evaluation of strengths and weaknesses, hence filling an important gap in the literature. Moreover, this research adds objective data by including external evaluations from 10 experienced lecturers holding Master's Degrees, rather than self-assessments or those from a single evaluator. These lecturers observed each performance separately and evaluated it using a rich scoring rubric with 10 criteria across four categories: visual message, story message, physical message, and language usage. Based on the weaknesses, the authors suggest which field students should focus on across four categories: visual message, physical message, story message, and language usage. Moreover, the authors refer to previous studies to suggest more reliable and effective approaches.

Research Questions

This research is to answer the following research questions.

1. What are the student's strengths and weaknesses when doing public speaking?
2. What are the suggestions for improving the weakness?

Methods

Pedagogical Setting & Participants

The participants in this study were 114 English-major seniors from IUH, selected through random sampling, and 10 English Language lecturers from the same institution. All the lecturers hold Master's degrees and have extensive experience teaching and evaluating public speaking performance. These participants were expected to have developed foundational communication skills, particularly in public speaking, through courses such as Speaking, Listening, Reading, and Writing I, II, and III. Additionally, these students have given multiple presentations, which likely helped them develop strategies to manage challenges and enhance their public speaking skills.

Design of the Study

The study employed a quantitative methodology, with a public speaking evaluation rubric as the research instrument. English Language lecturers from IUH, who are believed to have experience, are expected to play an active role in assessing students' public speaking performances. These observations are conducted during various lessons, allowing for real-time evaluation of student public speaking skills based on a designed rubric that includes 10 criteria which were referred to the book of public speaking in the curriculum, divided into four distinct categories: Visual Message, Physical Message, Story Message (Harrington, D., LeBeau, C., & Semeca, T., 2009) and Language Usage. Each category targets a specific aspect of public speaking:

- Visual Message: This includes using appropriate visual aids and an effective PowerPoint presentation.
- Physical Message: This refers to the body language, posture, gestures, and voice inflection.

- **Story Message:** This category concentrates on the introduction, body, and conclusion of the speech.
- **Language Usage:** This includes the performers' use of pronunciation, vocabulary, grammar, and fluency.

Data collection & analysis

10 experienced lecturers observed the presentations of 114 participants during several public speaking lessons. Each lecturer evaluated at least 10 participants using a rubric form designed by the IUH Faculty of Foreign Language lecturers (see appendix). The rubric's criteria are organized into four main categories: Physical Message, Visual Message, Story Message, and Language Usage. There are 10 criteria in total. Specifically, the Physical Message has 3 criteria, the Visual Message has 2, the Story Message has 3, and finally, the Language Usage has 2. All of these criteria are to serve the two research questions.

The observation is translated into scores using the rubric. The maximum score for each criterion is 10. The scores of each criterion are then converted into data using Microsoft Excel. That data is eventually turned into a chart. The researchers will examine each chart to observe and analyze the score's variation, then the authors will base their evaluation on the College/University grading systems of the Vietnam Ministry of Education and Training (VMET) on a scale of 10 to evaluate:

Table 1.

Table of the grading system of VMET on the scale of 10

Grade	Score	Range
A	From 8.5 to 10.	Positive
B	From 7.0 to 8.4.	
C	From 5.5 to 6.9.	Negative
D	From 4.0 to 5.4.	
F	Below 4.0.	

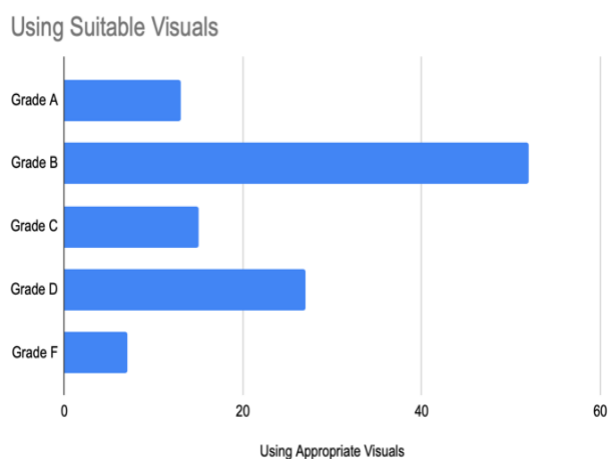
The criteria that most participants scored in the negative range (grades C, D, F) are considered their common weaknesses; in contrast, the criteria that most performers scored in the positive range (grades A, B) are considered their general strengths.

Results/Findings

Students' Visual Presentation:

Figure 1.

Using Suitable Visuals

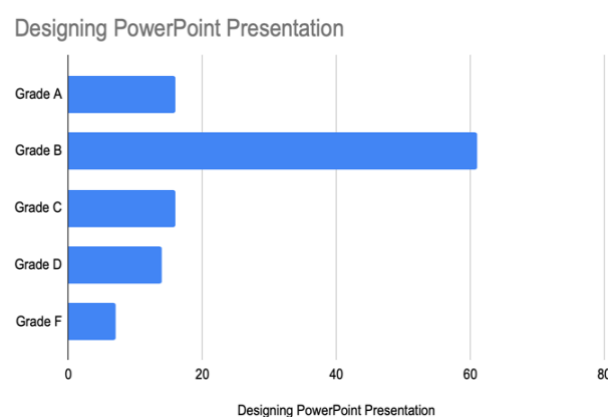


The above figures are being examined to identify students' strengths and weaknesses in applying visuals when speaking in public. On average, Grade B is the most prominent grade, with 46% of students (52 students). This suggests that more than half of the students have strong knowledge of selecting effective visuals. Additionally, 13 students achieved a Grade A (11%), indicating excellent proficiency with visuals. Grade D, at 24% (27 students), was the second most common grade, indicating a dominant area of weakness in low performance. Concurrently, 15 students (13%) received

Grade C and 7 students (6%) received Grade F, indicating that some students showed moderate achievement, while a small minority struggled in this area. In addition, it reveals the need for more work in the usage of each type of graph (vertical bar graph, horizontal bar graph, pie graph, and line graph), as well as images (photograph, illustration, map, and diagram), and charts (title, overview, bullet, and flow). These will help raise their band scores. Overall, the results reveal an acceptable use of visuals, yet also identify areas for improvement.

Figure 2.

Designing a PowerPoint Presentation



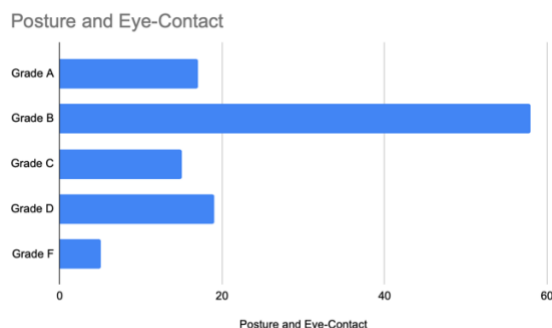
The "Designing PowerPoint Presentation" figure shows the distribution of students' mastery of PowerPoint presentation skills. Grade B is the most frequent, shared by 54% (61 students), indicating that these students have shown a high degree of proficiency in presenting a design. Such a dispersion suggests that the vast majority of participants understand the basics well enough to apply and meet the requirements set out in the scoring rubric. The second most frequent grade is Grade A, with 16 students (14%). This even distribution of

results across both high and moderate frequencies shows that most students were very competent, with a high percentage rated as either very good or good. On the other hand, 16 and 14 students received grades C and D (14% and 12%), respectively, and 7 students received grade F (6%). This means that, even though most students did well, a small number struggled to prepare for the presentation.

Students' Physical Presentation

Figure 3.

Posture and Eye Contact

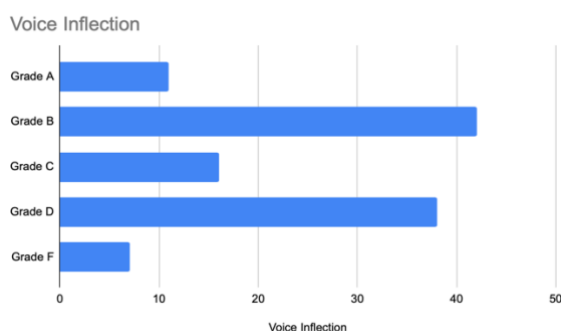


The "Posture and Eye Contact" figure shows that, overall, the most common grade is B, with 58 students, or 51%. Although the students in grade B put in time to practice posture and eye contact, once their requirements were met, they also found it just a little effort to sustain their body reactions. 17 students (15%) scored an A, demonstrating their physical skills. Those who possess grade A are confident and at ease presenting in front of an audience, which is essential for fluent public speaking. Grade D is

the next higher grade, followed by A and C. While grade B is the majority on the positive side, grade D is the majority on the negative side. To be exact, 19 students (17%) were in grade D. Additionally, grade C, with 13% (15 students), also showed good results. Only grade F was awarded to 4% of students (5 students), a negligible minority. These learners can exhibit poor posture habits, such as slouching, the pendulum, the Leaning Tower of Pisa, the stargazer, washing hands, and standing like a soldier. These are poor postures in terms of presentation because they indicate you care about bad preparation, psychological issues, and poor presentation capacity. Regarding eye contact, the majority were observed looking up at the ceiling or at parts of the room, and some even gazed at the screen to avoid eye contact with instructors. Instead, they achieved a better equilibrium between looking directly at the instructors and at the screen, which helped them avoid losing their train of thought. Perhaps, these punishments are initiated by self-doubt and endless practicing.

Figure 4.

Voice Inflection



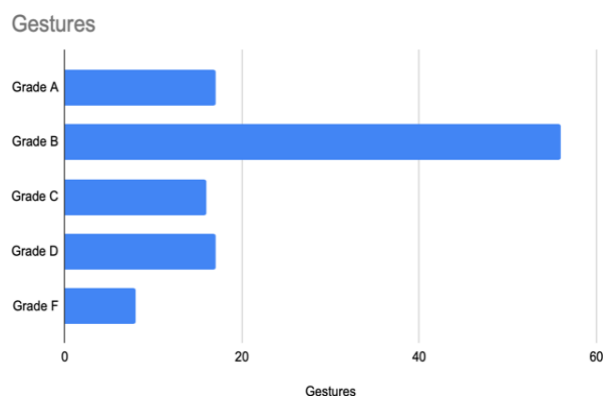
The chart "Voice Inflection" displays the grade distribution for vocal variation in communication, showing the most variable results to date. With 42 students, or 37%, Grade B is the most dominant grade. Grade B is dominant, with 42 students (37%) demonstrating strong competencies in using appropriate voice inflection to make their presentations more attractive and maintain the audience's interest. Conversely, a number of

students are in the negative range. Grade D with 38 students (33%) and grade C with 16 students (14%) could use voice inflection to emphasize their messages, but it seems forced to achieve a high score in this aspect and tedious, as they perform it by heart. Therefore, their verbal message is quite flat, with no variation, color, or emphasis. Taking more time to practice and following the teacher's guidance may be the best way to deal with this situation. Grade F, at 6% (7 students), shows moderate ability; they rarely use voice inflection throughout their presentations, and their speeches become monotonous and unengaging. They need to comprehend the use of voice inflection with numbers, action words, descriptive words,

comparison words, and negative words by stressing, stretching, and pausing at the appropriate points.

Figure 5.

Gestures



The "Gestures" chart has revealed details of the distribution of grades for using gestures in public speaking. It can be seen that 56 students (49%) mastered the use of gestures in their presentation. These students used gestures to emphasize points, appeal to the audience, and complement their verbal message. Moreover, they appeared confident and had a good understanding of how to naturally integrate their body language into their presentation, resulting in effective presentation performance. However, they sometimes showed

inconsistent performance, leading to this grade. Notably, audiences were thoroughly engaged by the 11th-grade A students' attractive gestures. Following Grade B, Grade D emerged as the second most frequent category, with 38 students (33%) falling into this range. They performed moderately throughout the presentation, which did not meet the exam goals. Additionally, 16 students (14%) are in grade C, and 8 students (7%) are in grade F.

Content presentation (Story message)

The presentation content was analyzed into 3 sections: introduction, body, and conclusion.

Figure 6.

Introduction presentation

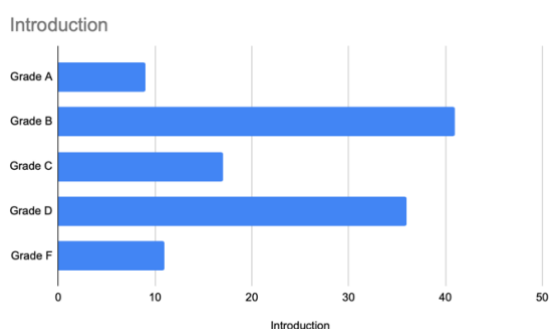


Figure 6 shows how students introduce their presentations. One interesting finding is that Grade B was the most frequent category, representing 36% (41 students) of participants. Those students demonstrated a good grasp of introductory techniques; however, fewer than 9 students (8%) achieved a Grade A for excellent introductory skills. Generally, students with good grades clearly understand the introduction session, so they introduce themselves properly

and inform the audience of the points discussed during their presentations. A relatively high percentage of 36 students (31%) received a grade of D. Meanwhile, 17 students (15%) received a grade of C, indicating a relatively good start for some. Most notably, grade F includes 11 students (10%), suggesting that a subset found introductions especially challenging. They tended to include a short summary of the presentation but failed to capture the audience's attention through storytelling, quotes, jokes, or even thought-provoking questions. In addition, their introductions were not well-organized, contained grammar mistakes, and had an uneven balance between the synopsis and the general idea. These results show that even though almost half of the participants did well in starting their speech, 56% performed poorly in this section

Figure 7.

Body presentation

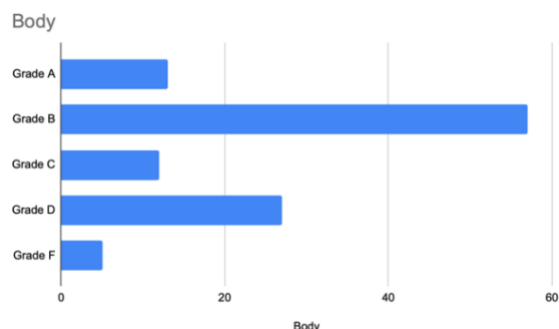
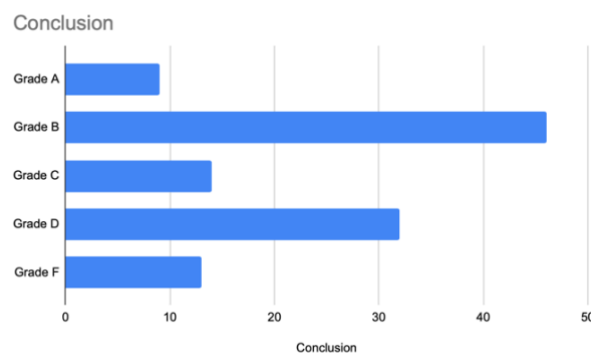


Figure 7 shows how students perform in the main section of their speech: the body of the speech. What is clear in this figure is that 57 students (50%) achieved Grade B, while 13 students (11%) achieved Grade A, indicating that these students were very good at conveying their message. The high scores indicated strong skills in conveying their message through their body of speech. All the points are clearly clarified, which shows their solid critical

strengths. Students also maintain the coherence, which appeals to the audience. Moreover, we can conclude that they are good at logically organizing the main points, which is one of the most important skills in public speaking. Besides, 27 students (24%) received grade D; 12 students (10%) earned grade C, indicating generally competent delivery, while only 5 students (5%) received grade F, indicating poor performance in the body section. Students in lower grades often struggled with coherence, relying on fragmented points with little to no clear connections. They lacked the ability to use transitional phrase techniques such as "after we talked about" and "we will come to." and how sequencing (after we talked about, we will come to) guides the audience through. Furthermore, their explanations were often vague, lacking specific examples or data to support their claims.

Figure 8.

Conclusion presentation



The "Conclusion" diagram provides clues about students' abilities to conclude their speeches. Again, grade B dominates in the good range; 46 students, or 49%, obtained this level. While it means satisfactory knowledge in the art of concluding, only 9 students, or 8%, did well, earning Grade A and being outstandingly proficient in the conclusion part. They effectively conclude their presentation by focusing on the verifiable data. Thirty-two students, or 28%,

were assigned a Grade D, reflecting difficulties in drawing good conclusions. That 14 students, or 12%, got a grade C is a good number to begin with. In particular, grade F, with 13 students (13%), shows that some students had the most difficulty with the end of their speech, most likely because they ran out of time or abruptly stopped. Such students tended to have extremely long or abrupt endings that did not stress the key points. Moreover, they failed to use persuasive language, such as imperatives, to drive home their message. Generally, the results are good, for the majority are doing well, though they do identify areas for improvement.

Linguistic features

Figure 9.

Pronunciation and Vocabulary

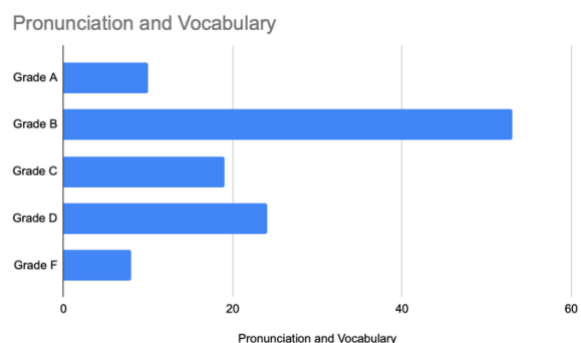
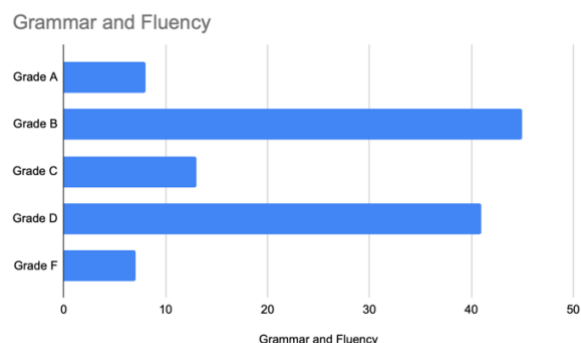


Figure 9 shows the students' language use, revealing their pronunciation accuracy and the variety of lexis they employ. Overall, grade B is the majority. Precisely, 53 students, or 46%, have reached a grade of B, indicating good proficiency. Ten students, or 9%, attained grade A, a minute fraction indicating that only a few excelled in this parameter. They seldom made any mispronunciations and used other vocabulary easily in different contexts. On the contrary, there are so many students who fall

into grades D and C, with 24 students (21%) and 19 students (17%), respectively. Grade F comprises only 8 students, or 7%, which is a very small percentage. These results indicate that a greater proportion of students have difficulty with correct pronunciation and a relatively narrow vocabulary, while others are at a disadvantage. Unfortunately, some F grades mispronounce words incorrectly but do not have the urge to correct them. Secondly, it is tiring when they only use similar words to describe in speech.

Figure 10

Grammar and Fluency



The chart, "Grammar and Fluency," shows students' competence in language use. Generally speaking, Grade B dominates the chart, with 45 students (39%) being the highest. Grade A is relatively low, as only 8 students (7%) excel in this category. They could use different grammar structures and effectively build the flow of the speech. Another high proportion is the grade D group, which includes 41 students (36%) not doing well in this area. Overall, these results show a

clear difference between students who used grammar correctly and fluently and those who didn't.

Discussion

Looking at how well the students performed in the four areas of Visual Presentation, Physical Presentation, Content Presentation, and Linguistic features shows they did best in Visual Presentation, especially when creating PowerPoint slides. In this part, 68% of those who participated were in the positive range. This means that most students know how to give a speech. This finding aligns with the growing emphasis on visual literacy in education.

Our study, unlike those by Astriani et al. (2023) and Abdullah et al. (2024), showed that the main concern was Content Presentation, specifically the start and end of the speech. While a low number of students obtained Grade A for this category, more than half of them were in the

negative range of 56% and 53%, respectively. This suggests that students need special training in properly initiating and ending a speech.

Our research meets the challenges identified above by proposing specific strategies, informed by past research, to support teachers and learners. For example, to improve Visuals, students can be encouraged to choose carefully the types of visual aids that best describe their data. For example, pie charts for percentages, column charts for comparisons. Bateman et al.'s (2010) research confirms the need to match chart types to the data for understanding. The effective use of bullet points to highlight points, as suggested by Alley, M. (2006), can be optimized. Content and Fluency: Because of the difficulty of introductions and conclusions, students need to focus on the first and last five minutes of their presentations. Friman (2017) stresses that these are the places where confidence and delivery of the key message are established. He advises that repeating the tasks and rehearsing at home significantly improve fluency and confidence.

In addition, to address performance anxiety, students can use methods such as diaphragmatic breathing, as Roland (1994) recommends, to minimize stress and maximize vocal control. In addition, presentation courses should incorporate not only language and technical training but also provide support for psychological readiness (Phan, 2025). For instance, listening to music or rehearsing points beforehand can also reduce anxiety, as cited in studies by Knight and Rickard (2001).

Conclusion

This paper finds that most IUH English majors excel at designing PowerPoint presentations. Students also perform well in aspects of nonverbal communication, including posture & eye contact, as well as gestures. Besides, they manage to deliver the middle part of their story smoothly. Additionally, the students possess clear pronunciation and good vocabulary. However, there is scope for improvement in fluency, grammatical accuracy, the introduction, and the conclusion in their public speaking. Although the participants are skilled at PowerPoint design, they struggle with using appropriate visual aids. They can further improve by refining their voice inflection during presentations.

With these in mind, students could focus on the scrupulous selection of visual aids, practice a number of times beforehand, especially during the all-important first and last five minutes, and learn strategies to manage anxiety while preparing and waiting. The authors conducted the research to support not only IUH English-major seniors but also lecturers teaching public speaking courses. Understanding the strengths and aspects that need further development will help students to build on and overcome difficulties in their delivery. For instructors, these findings will guide decisions about what to emphasize in teaching and inform potential syllabus adjustments to enhance performance.

This study still contains certain limitations. First, the study focuses only on English majors at IUH, which may limit the applicability of its findings to other groups or contexts. Observational methods and rubric-based standards provide valuable insights, but they do not fully capture students' internal experiences or their unique challenges with public speaking. Additionally, the focus of this research on classroom performances indicates opportunities for further investigation into student performance in various real-world contexts. Future research may be conducted on a larger sample of students from various majors or academic years, employing mixed-methods approaches, such as interviews or surveys, to better understand students' public speaking competencies and deficiencies. Also, looking at how well students perform in real-

world or professional settings would help us understand how well they can apply what they learn in the classroom in the real world.

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Biodata

Dr. Tran Kieu My An pursued higher education with a passion for languages and education, which culminated in a PhD in Applied Linguistics. With over 20 years of experience in language teaching, she has dedicated her life to promoting the discipline of English language education. She is currently the Head of the Division of Language Teaching Methodology at the Industrial University of Ho Chi Minh City (IUH). As a prolific writer, Dr. Tran Kieu My An has authored 11 articles and 2 books in the fields of language teaching and applied linguistics. Her books, Practical Guides to English Learning and Essential Practice in Social Research Writing, serve as useful resources for both students and educators in English language education.

Ms. Pham Thi Tu Nguyen graduated from the Industrial University of Ho Chi Minh City with a major in English Linguistics. Throughout her academic journey, she has taken various courses that deepened her understanding of language and teaching methodologies. Over time, she developed a strong passion for improving English instruction through research. Her goal is to explore practical solutions to help students overcome common challenges in learning English and improve their overall language proficiency.

Mr. Nguyen Nhat Binh holds a Bachelor's degree awarded with a Very Good classification in English Language, reflecting a strong foundation in linguistics and pedagogy. He is currently undertaking a full scholarship for the one-year academic program at Qufu Normal University, where he is gaining valuable experience and immersing himself in the language, culture, and academic life essential for his forthcoming advanced studies in Beijing. With a dedicated commitment to promoting both English and Chinese language education, Binh's work contributes to enhancing teaching methodologies and cross-cultural communication in these fields.

Ms. Tran Hai My is a dedicated fourth-year English major at the Industrial University of Ho Chi Minh City. She has a profound passion for educational research, specifically in teaching methodologies for young students. Building on their academic journey that has consistently explored how marginalized voices reshape historical narratives, she aims to contribute meaningfully to pedagogical advancements tailored to younger learners.