

ASSESSING ORAL COMMUNICATION PROFICIENCY: INSIGHTS FROM ENGLISH MAJOR STUDENTS AT THAI NGUYEN UNIVERSITY, VIETNAM

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ABSTRACT

This study examines the proficiency levels of second-year students at the School of Foreign Languages, Thai Nguyen University, in various aspects of oral communication, including voice projection, delivery, diction, intonation, pronunciation, and classroom presentation performance. Data collected from student responses reveal a moderately observable level of proficiency in voice projection, with students demonstrating adeptness in articulating terms accurately and pronouncing words correctly in front of their peers. However, challenges arise in modulating their voices, particularly in knowing when to raise and lower it. These findings align with recommendations emphasizing the importance of voice control in presentations. Moreover, significant relationships exist between students' ratings on determinants of Good Oral Communication and their classroom presentation performance, underscoring the relevance of these factors in assessing oral communication proficiency.

Key words: *determinants, oral communication, School of Foreign Languages*

1. INTRODUCTION

Currently, oral presentation skills are recognized as fundamental and crucial in students' academic endeavors. This significance is particularly pronounced for students majoring in English, as well as those pursuing foreign languages, as proficiency in a second language demands confidence and initiative (McDonald, 2014). Moreover, these skills hold substantial value in various professional settings and everyday interactions, given the widespread use of English as a global language. Essentially, effective oral communication serves as a conduit for cross-cultural understanding and idea exchange, fulfilling the primary purpose of language.

The importance of presentation skills extends beyond academic contexts; they are indispensable in fields such as job interviews, teaching, and general communication (King, 2002). Proficiency in oral presentation is increasingly recognized as a key soft skill essential for career success (Tuleja & Greenhalgh, 2008). Mastering this skill implies not only fluency in verbal expression but also confidence in addressing audiences and adept use of language in diverse situations.

However, despite the acknowledged importance of presentation skills, many second-year English major students encounter challenges in delivering effective presentations (McDonald, 2014). Achieving proficiency in this area requires significant time and practice, yet many students lack the foundational skills and fail to grasp its significance (Hai, 2014). Furthermore, there is a prevailing lack of awareness among students regarding the relevance of presentation skills both in their current academic pursuits and future career endeavors.

In Vietnam, this issue is compounded by additional challenges that students face when delivering oral presentations. While Vietnamese students typically excel in theoretical aspects of English, such as grammar and vocabulary, they often struggle to employ these skills effectively in oral presentations (Hai, 2014). Thus, the root of the problem lies not in a deficiency of language knowledge but rather in the inability to utilize it proficiently in classroom presentations.

This study seeks to identify the primary determinants influencing students' oral presentation skills, aiming to address these challenges and enhance students' proficiency in this crucial area.

2. SUBJECT AND METHODOLOGY

This study employed a descriptive research design coupled with documentary analysis, utilizing advanced research methodologies to gather pertinent data. Descriptive research was chosen as it aims to comprehensively describe,

interpret, and analyze the factors influencing Good Oral Communication Skills, specifically focusing on the enhancement of classroom Oral Presentation Performance among second-year English major students. These factors include self-confidence, mastery, grammar and vocabulary proficiency, passion for English, and exposure to the English language.

The study's participants comprised second-year English major students at the School of Foreign Languages, Thai Nguyen University. Specifically, students from four classes—English Language K37A, English Language K37B, English Language K37C, and English Language K37D—were selected as the study's subjects, with each class consisting of twenty students.

3. FINDINGS

3.1. Level of the Determinant of Good Oral Communication of Second Year Students

Tables 1 to 4 display the respondents' proficiency levels in various aspects, including exposure to the English language, grammar and vocabulary, mastery, passion for English, and self-confidence. Specifically, Table 4 illustrates the extent of exposure to the English language, which is considered a crucial determinant of Good Oral Communication among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 1. Level of Exposure to English language as one of the Determinants of Good Oral Communication of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I
1. I read English newspapers, magazines.	3.20	1.04	ME
2. I listen to English programs on radio.	3.43	1.00	E
3. I watch English TV programs.	3.38	0.97	ME
4. I visit English web pages on the internet.	3.13	0.93	ME
Overall	3.28	0.75	ME

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly exposed (HE)
3.41-4.20	Much/Often	Exposed (E)
2.61-3.40	Moderate/Sometimes	Moderately exposed (ME)
1.81-2.60	Little/Seldom	Less exposed (LE)
1.00-1.80	Not at all/Never	Not exposed (NE)

As indicated in Table 1, learners exhibit a higher level of exposure to English programs through radio and TV, with a notable mean score of 3.43. It appears that students prefer watching English programs over reading English newspapers and magazines. Conversely, the lowest mean score of 3.13 pertains to English web pages on the internet, suggesting a moderate level of exposure, as supported by a standard deviation of 0.75. This observation aligns with the understanding that a learner's social background significantly influences language skill development (Wilkins, 1974). For the purpose of this study, the learner's social background encompasses both linguistic and parental factors.

Table 2, on the other hand, delineates the proficiency level in grammar and vocabulary, deemed pivotal in fostering Good Oral Communication among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 2. Level of Grammar and Vocabulary as determinants of Good Oral Communication of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I.
1. It takes too much time to make every sentence grammatically and accurately correct.	3.38	1.07	MK
2. My English vocabulary knowledge is enough for me to express all	3.10	0.77	MK

what I want to say.			
3. I can manage to pay attention on grammar and vocabulary at the same time.	3.15	0.83	MK
4. I know grammar patterns and vocabulary items which have some things in common.	3.33	0.69	MK
Overall	3.24	0.56	MK

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly knowledgeable (HK)
3.41-4.20	Much/Often	Knowledgeable (K)
2.61-3.40	Moderate/Sometimes	Moderately knowledgeable (MK)
1.81-2.60	Little/Seldom	Less knowledgeable (LK)
1.00-1.80	Not at all/Never	Not knowledgeable (NK)

As depicted in Table 2, respondents' proficiency in grammar and vocabulary garnered mean scores of 3.38, 3.10, 3.15, and 3.33, respectively, accompanied by standard deviations of 1.07, 0.77, 0.83, and 0.69. Their collective mean of 3.24 suggests a moderate/sometimes level of competence, with a verbal interpretation of being moderately knowledgeable.

Savage, Bitterlin, and Price (2010) assert the indispensability of mastering grammar for achieving proficiency in language skills. Incorrect usage or inadequate comprehension of grammar can impede communication in speaking, writing, listening, or reading, as grammar represents one of the most challenging aspects of learning a foreign language. Thornbury (2000) defines grammar as "the rules governing how a language's sentences are formed," emphasizing its fundamental role in language structure. Furthermore, Swan (1998) posits that familiarity with constructing and utilizing certain structures enables successful communication of common types.

Moreover, Quian (2002) highlights the significance of possessing an extensive vocabulary, as it provides learners with a vast database for inferring the meaning of unfamiliar words and comprehending the behavior of newly acquired vocabulary. Deeper vocabulary knowledge enhances the accuracy of word inference, thereby bolstering learners' confidence. However, Ballard (1996, cited in JIN Yan-hua, 2007) notes that students' vocabulary deficiencies and fear of errors inhibit their participation in English discussions, ultimately hindering their oral communication proficiency.

Table 3, meanwhile, illustrates the level of mastery as a determinant of Good Oral Communication among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 3. Level of Mastery as one of the determinants of Good Oral Communication of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I.
1. I am determined to what I'm about to say to avoid mistake during presentation.	3.08	0.76	MO
2. I see to it that I remember the corrections that my teacher checked to avoid the same mistakes.	3.45	0.84	O
3. I keep in mind the important information that I'm about to share in my oral presentation.	3.33	1.06	MO
4. I am determined to what I will present from the most important to the least important so that others may understand what I mean to say.	3.23	0.89	MO
Overall	3.27	0.51	MO

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly observable (HO)

3.41-4.20	Much/Often	Observable (O)
2.61-3.40	Moderate/Sometimes	Moderately observable (MO)
1.81-2.60	Little/Seldom	Less observable (LO)
1.00-1.80	Not at all/Never	Not observable (NO)

As evident from Table 3, respondents' mastery exhibited an overall computed mean of 3.27, with a standard deviation of 0.51, indicating a moderately observable level.

Table 3 delineates the mastery demonstrated by students during presentations. The mean score of 3.08 for the first item suggests students' ability to avoid mistakes during their presentations. Following this, a mean score of 3.45 indicates that students retain and apply corrections provided by the teacher to avoid repeating the same errors. Additionally, a mean score of 3.33 reflects students' capability to retain essential information and effectively convey it during their oral presentations. Lastly, a mean score of 3.23 indicates students' proficiency in organizing their presentations from most to least important content, with standard deviations of 0.76, 0.84, 1.06, and 0.89, respectively.

Similar to any academic endeavor, thorough preparation and planning are essential prerequisites for oral presentations. Educational resources such as study guides and skill packs emphasize the importance of this preparation. Scholars like Young (1998) and Drew and Bingham (2001) underscore the significance of identifying the presentation's objectives, facilitating reflection on its purpose, aim, and anticipated outcomes.

Research by Kim et al. (1999) highlights the positive impact of peer and teacher interaction on students' attitudes towards learning, fostering increased classroom engagement and discussion. Additionally, Brown (1996) has demonstrated how oral presentations promote collaborative work among students, facilitating focused exploration of specific topics relevant to future endeavors.

Meanwhile, Table 4 elucidates the level of passion for English as a determinant of Good Oral Communication among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 4. Level of Passion in English as one of the determinants of Good Oral Communication of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I.
1. I attend all my English classes.	3.68	1.04	I
2. I volunteer to answer all the questions of my teachers.	2.93	0.96	MI
3. I practice actively in all activities in classrooms.	3.50	0.90	I
4. I ask my teacher for help whenever I have any question in classroom.	3.23	1.14	MI
Overall	3.33	0.71	MI

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly interested (HI)
3.41-4.20	Much/Often	Interested (I)
2.61-3.40	Moderate/Sometimes	Moderately interested (MI)
1.81-2.60	Little/Seldom	Less interested (LI)
1.00-1.80	Not at all/Never	Not interested (NI)

As indicated in Table 4, respondents' passion for English garnered an overall mean of 3.33, with a standard deviation of 0.71, suggesting a moderately interested level. Notably, the highest mean scores of 3.68 and 3.50 among the items underscore the significance of motivation in learning, as highlighted by Spolsky (1990). Motivated students tend to exhibit enhanced learning capabilities and quicker acquisition of knowledge compared to their less motivated counterparts. Conversely, students with lower levels of motivation may struggle to maintain attention and may even exhibit disruptive behavior, as noted by Wimolmas (2013). Conversely, highly motivated students are more likely to actively engage in learning tasks and demonstrate heightened attention and participation.

Table 5, on the other hand, delineates the level of self-confidence as a determinant of Good Oral Communication among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 5. Level of Self-confidence as one of the determinants of Good Oral Communication of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I.
1. I feel relaxed when giving presentation in front of my classmates.	3.38	0.97	MC
2. I am free from worries when giving presentation in front of my teacher in the classroom because she is approachable.	3.23	0.76	MC
3. I am optimistic that I will succeed in my oral presentations.	3.20	0.75	MC
4. I feel that my classmates think that I am trying to show that I am better than them.	2.85	1.09	MC
Overall	3.16	0.57	M C

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly Confident (HC)
3.41-4.20	Much/Often	Confident (C)
2.61-3.40	Moderate/Sometimes	Moderately Confident (MC)
1.81-2.60	Little/Seldom	Less Confident (LC)
1.00-1.80	Not at all/Never	Not Confident (NC)

As observed in Table 5, respondents demonstrated a self-confidence level with an overall mean of 3.16 and a standard deviation of 0.57, indicating a moderately confident disposition.

Table 5 illustrates that students experience a sense of ease and freedom when presenting in front of familiar individuals, such as classmates and teachers, as evidenced by mean scores of 3.38 and 3.23, respectively. Moreover, they express optimism regarding the success of their presentations, with a mean score of 3.20. Conversely, the lowest mean score of 2.85 suggests that students may feel apprehensive about their peers perceiving them as attempting to assert superiority during presentations.

This finding resonates with McCarthy and Hatcher (2002), who emphasized the potential nervousness students may experience when speaking in front of larger groups. Additionally, it underscores the inherent variability in individuals' levels of self-confidence, self-esteem, and belief in their abilities, which develop through experiences with themselves, others, and their environment.

3.2. Level of Students' Classroom Oral Presentation Performance

Tables 6 to 10 provide an overview of the respondents' performance in various aspects of oral presentation, including delivery, diction, intonation, pronunciation, and voice projection.

Table 6 specifically focuses on the level of classroom Oral Presentation Performance in Delivery among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 6. Level of students' classroom Oral Presentation Performance in Delivery of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I.
1. I usually give presentation with eye contact for them to know that I know what I want to say.	3.25	0.89	A
2. I use eye contact because I'm communicating to the class.	3.15	0.86	A
3. I maintain eye contact most of time in my presentation but frequently return to notes.	3.15	0.73	A
4. I use gestures to convey meaning.	3.10	0.87	A
Overall	3.16	0.52	A

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Excellent (E)
3.41-4.20	Much/Often	Satisfactory (S)
2.61-3.40	Moderate/Sometimes	Average (A)
1.81-2.60	Little/Seldom	Fair (F)
1.00-1.80	Not at all/Never	Poor (P)

As depicted in Table 6, respondents' delivery achieved an overall computed mean of 3.16, with a standard deviation of 0.52, indicating an average performance level. Notably, the highest mean score of 3.25 was attributed to students employing eye contact during their presentations, facilitating effective communication of their ideas. While students generally maintained eye contact with their audience, they occasionally reverted to their notes, as reflected by mean scores of 3.15 for both aspects. The lowest mean score of 3.10 pertained to students' utilization of gestures to convey meaning, with standard deviations of 0.89, 0.86, 0.73, and 0.87, all interpreted as average.

In accordance with this finding, Aldag and Kuzuhara (2005) emphasized in "Mastering Management Skills" the significance of physical delivery, including eye contact and other non-verbal cues, in determining the success of presentations. The manner in which students speak not only reflects their intelligence and ability to think but also their organizational skills, which are highly valued in both business and society. Such skills can prove pivotal in fostering successful social relationships and seizing job opportunities.

Meanwhile, Table 7 provides insights into the level of classroom Oral Presentation Performance in Diction among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 7. Level of students' classroom Oral Presentation Performance in Diction of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I
1. I choose correct words in my presentation.	3.28	0.93	MO
2. I use variety of words in my presentation	3.10	0.77	MO
3. I can use a wide range of vocabulary in my presentation but still very few minor mistakes.	3.20	0.91	MO
4. I can use a wide range of vocabulary without any mistakes.	2.73	1.01	MO
Overall	3.08	0.59	MO

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly observable (H.O)
3.41-4.20	Much/Often	Observable (O)
2.61-3.40	Moderate/Sometimes	Moderately observable (M.O)
1.81-2.60	Little/Seldom	Less observable (L.O)
1.00-1.80	Not at all/Never	Not observable (N.O)

As observed in Table 7, respondents' diction garnered an overall mean of 3.08, with a standard deviation of 0.59, indicating a moderately observable level of performance. Notably, the highest mean score of 3.28, with a standard deviation of 0.93, was attributed to students' ability to select appropriate words for their presentations. Similarly, item number two, with a mean score of 3.10, suggests that students demonstrate proficiency in using a variety of words. Despite occasional minor errors, students exhibit a wide vocabulary range in their presentations, as indicated by the third item's mean score of 3.20. Conversely, the lowest mean score of 2.73 pertains to students' ability to utilize vocabulary without errors.

This finding is supported by Badillo (2015), who asserts that selecting the right words is inherently challenging in both spoken and written communication, as it is crucial for effective expression and comprehension. Additionally, Song (2008) highlights the notion that diction proficiency develops with ample opportunities to engage with language.

Moving forward, Table 8 provides insights into the level of classroom Oral Presentation Performance among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 8. Level of students' classroom Oral Presentation Performance in Intonation of 2nd year students at School of Foreign Languages at Thai Nguyen University.

Item	Mean	SD	V.I.
1. I mumble, and use monotone or highly erratic voice inflection.	3.10	0.74	MO
2. I speak with low volume with little variation in tone.	2.90	0.87	MO
3. I speak with variation to avoid monotony.	3.10	0.89	MO
4. I speak with clearly using the rising and falling of voice when necessary.	3.18	0.92	MO
	3.07	0.49	MO

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly observable (HO)
3.41-4.20	Much/Often	Observable (O)
2.61-3.40	Moderate/Sometimes	Moderately observable (MO)
1.81-2.60	Little/Seldom	Less observable (LO)
1.00-1.80	Not at all/Never	Not observable (NO)

As observed in Table 8, respondents' intonation achieved an overall computed mean of 3.07, with a standard deviation of 0.49, indicating a moderately observable level of proficiency. The analysis reveals that students exhibit tendencies towards monotone or erratic voice inflections, often speaking with low volume and minimal variation in tone. However, they also demonstrate efforts to vary their intonation to avoid monotony, speaking clearly with discernible rises and falls in their voice. The respective mean scores for these aspects are 3.10, 2.90, 3.10, and 3.18, with standard deviations of 0.74, 0.87, 0.89, and 0.97. On the scale, all scores are interpreted as moderately observable.

According to Gerald Kelly (2014), intonation refers to the pitch fluctuations in the voice during speech, playing a fundamental role in expressing one's thoughts and understanding those of others. It is a nuanced aspect of language perception and usage, often operating at an unconscious level, allowing individuals to comprehend and utilize intonation without explicit analysis.

Meanwhile, Table 9 provides insights into the level of classroom Oral Presentation Performance in Pronunciation among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 9. Level of students' classroom Oral Presentation Performance in Pronunciation of 2nd year students at School of Foreign Languages at Thai Nguyen University.

Item	Mean	SD	V.I.
1. I make clear pronunciation of the end sounds of English words.	3.33	0.99	A
2. I know exactly how to produce English sounds which do not occur in Vietnamese language sound system.	3.33	0.85	A
3. I produce English words with stress or even with no stress.	3.30	0.85	A
4. I miss some sounds in long words.	3.20	0.82	A
Overall	3.29	0.56	A

Legend:

Remarks	Verbal Interpretation
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4.21-5.00	Very much/Always	Excellent (E)
3.41-4.20	Much/Often	Satisfactory (S)
2.61-3.40	Moderate/Sometimes	Average (A)
1.81-2.60	Little/Seldom	Fair (F)
1.00-1.80	Not at all/Never	Poor (P)

As evidenced in Table 9, respondents' pronunciation exhibited an overall mean of 3.29, with a standard deviation of 0.56, indicating an average level of proficiency. The table reveals that students demonstrate clear pronunciation, particularly in ending sounds, and possess the ability to accurately produce English sounds not present in their native language phonetic system, both yielding mean scores of 3.33. Moreover, students are adept at placing stress on English words, or even using unstressed forms, as indicated by a mean score of 3.30. However, the lowest mean score of 3.20 suggests occasional omission of sounds in longer words.

The significance of pronunciation proficiency extends beyond mere linguistic competence, influencing personal and social identities, individuality, and community membership. Navarro (2015) highlights the pivotal role of pronunciation in ensuring intelligibility in communication.

Meanwhile, Table 10 provides insights into the level of classroom Oral Presentation Performance in voice projection among second-year students at the School of Foreign Languages, Thai Nguyen University.

Table 10. Level of Students' Classroom Oral Presentation Performance in Voice Projection of 2nd year students at School of Foreign Languages at Thai Nguyen University

Item	Mean	SD	V.I
1. It is easy for me to say most terms correctly to be understood.	3.13	0.88	MO
2. I pronounce the words correctly in front of my classmates.	3.10	0.70	MO
3. My voice is loud and clear enough to be heard by the class.	3.08	0.91	MO
4. I know when to raise and lower my voice if necessary.	3.05	0.93	MO
Overall	3.09	0.58	MO

Legend:

	Remarks	Verbal Interpretation
4.21-5.00	Very much/Always	Highly observable (HO)
3.41-4.20	Much/Often	Observable (O)
2.61-3.40	Moderate/Sometimes	Moderately observable (MO)
1.81-2.60	Little/Seldom	Less observable (LO)
1.00-1.80	Not at all/Never	Not observable (NO)

As evidenced in Table 10, respondents' voice projection attained an overall computed mean of 3.09, with a standard deviation of 0.58, suggesting a moderately observable level of proficiency. Analysis of individual items reveals that students are generally adept at correctly articulating most terms to ensure understanding, as indicated by a mean score of 3.13 for item number one. Similarly, item number two received a mean score of 3.10, indicating that students pronounce words accurately in front of their classmates. The clarity and volume of students' voices are sufficient to be heard by the class, as reflected by a mean score of 3.08 for item number three. However, the lowest mean score of 3.05 was attributed to students' ability to modulate their voice, knowing when to raise and lower it.

This finding aligns with the recommendations of Aldag and Kuzuhara (2005), who emphasize the importance of voice control in presentations, including considerations of speech volume, pitch, and rate. They suggest practices such as avoiding mumbling and awkward pauses, self-evaluation through audiotape and videotape recordings, and seeking feedback from others to improve presentation delivery.

Furthermore, there exists a significant relationship between the ratings provided by students on the determinants of Good Oral Communication and their classroom Oral Presentation performance.

4. CONCLUSIONS

In conclusion, the study has provided a comprehensive analysis of various determinants influencing the oral communication proficiency of second-year students at the School of Foreign Languages, Thai Nguyen University.

Through a meticulous examination of Tables 1 to 4, encompassing exposure to the English language, grammar and vocabulary mastery, passion for English, and self-confidence, significant insights have emerged.

Firstly, regarding exposure to the English language (Table 1), learners exhibit a preference for auditory learning through English radio and TV programs, highlighting the importance of diverse exposure channels. This aligns with existing literature emphasizing the role of social background in language skill development. Additionally, proficiency in grammar and vocabulary (Table 2) underscores the indispensability of mastering these aspects for effective communication, as asserted by scholars in the field.

Furthermore, students demonstrate a commendable level of mastery (Table 3), indicating a proactive approach towards presentation preparation and delivery. Thorough planning and organization are essential prerequisites for successful presentations, as highlighted by educational resources and scholars alike. Moreover, passion for English (Table 4) emerges as a significant factor influencing students' motivation and engagement, echoing the sentiments of scholars emphasizing the positive correlation between motivation and learning outcomes.

Additionally, self-confidence (Table 5) emerges as a pivotal determinant, with students exhibiting varying levels of confidence in presenting before peers and teachers. This underscores the need for interventions aimed at bolstering students' self-belief and minimizing performance anxiety, as suggested by previous research.

Furthermore, Tables 6 to 10 delve into the students' classroom oral presentation performance, shedding light on critical aspects such as delivery, diction, intonation, pronunciation, and voice projection. Through meticulous analysis, it becomes evident that students exhibit varying levels of proficiency across these domains, with room for improvement in certain areas.

Overall, the findings underscore the multifaceted nature of oral communication proficiency, influenced by a myriad of factors ranging from exposure and mastery to motivation and self-confidence. Addressing these determinants through targeted interventions and pedagogical strategies holds the key to enhancing students' oral communication skills, thereby equipping them with valuable tools for academic and professional success.

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