

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH- NHẬT

Sinh viên : Nguyễn Thị Thu

Giảng viên hướng dẫn: ThS. Phạm Thị Thúy

HẢI PHÒNG 01– 2021

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**A STUDY ON
THE EXTRA- ACTIVITIES ON IMPROVING THE
FIRST YEAR ENGLISH MAJORED STUDENTS' ORAL
PRESENTATION SKILL AT HAI PHONG
MANAGEMENT AND TECHNOLOGY UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH- NHẬT**

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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Đã nhận nhiệm vụ ĐTTN

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm

TRƯỞNG KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thúy
Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng.
Họ và tên sinh viên: Nguyễn Thị Thu Chuyên ngành: Anh- Nhật
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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng.

Họ và tên sinh viên: Nguyễn Thị Thu Chuyên ngành: Anh- Nhật

Đề tài tốt nghiệp: A study on the extra- activities on improving the first year English majored students' oral presentation skill at Hai Phong Management and Technology University.

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viênchấm phản biện

(Ký và ghi rõ họ tên)

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Nguyễn Thị Thu

PART I: INTRODUCTION

I. Rationale

Nowadays, English is the most popular language in the world. As an effective means of international communication, it is used as the official language in many fields of life such as economics, politics, science, technology, sports and many others. This leads to an increasing demand of learning English. There are more and more people who learn English and consider it as an inevitable factor in their work and life. In Vietnam, English has been brought into the school curriculum as a compulsory subject, and the teaching and learning of that international language has been recently paid great attention to. When teaching English, the teacher teaches his students not only the English language but also its usage. And under the right guidance, right help of the teacher, the students have to try their best to master four language skills: reading, writing, listening and speaking in order to communicate in English successfully. Thanks to it, learners can master and use this foreign language well. In all of four skills, speaking can be considered to be a skill which requires learners to spend very much time learning and practicing and most students have difficulties in making oral presentation. In fact, learning how to make a good oral presentation is one of the key which helps learners discover this interesting language step by step. Students' oral presentation accounts for a major part of many lessons in universities because they are one of the communicative goals. The potential benefits of developing students' oral presentations include greater class interaction and participation, increase interest in learning, new perspectives, and improvement in communication and presentation skill. Students can gain knowledge not only from the work they and other students perform, but also by observing other presenters' strengths and weaknesses to develop better communication and presentation skills. Despite the positive aspects of using student presentations in the classroom, some students may show resistance to do extra work, having fear in public speaking, or displaying boredom while sitting

through others' oral presentations. Therefore, there are still some problems today about the teaching and learning English oral presentation, particularly at Hai Phong Management and Technology University, there is a fact that the first year English majors at Hai Phong Management and Technology University have a poor oral presentation skill. The majority of the first year English majors are really passive in making oral presentation. Therefore, their oral presentation skill is often low and very few of them can make oral presentation well.

Deriving from the above mentioned reasons, “A study on the extra- activities on improving the first year English majored students’ oral presentation skill at Hai Phong Management and Technology University.” is made.

II. Aims of the study

My study is about to help the first year English majored students at Hai Phong Management and Technology University with extra- activities to improve their oral presentation skill and to prepare for them to the basic knowledge of oral presentation skill. To summarize the above, my study is aimed at:

- Cover background knowledge of oral presentation skill.
- Find out reality of teaching and learning oral presentation skill at Hai Phong Management and Technology University.
- Find out extra- activities for improving students’ oral presentation skill, which help students feel interested, enjoyable and more motivated when they come into the oral presentation lesson or when they make oral presentation. In fact, the fundamental concepts and result of this paper can be a reference to most English learners.

III. Scope of the study

There are so many different material resources and researchers that require a lot of time and efforts while my personal experience is limited. Therefore, this study can only focus on studying some extra- activities in studying English oral presentation skill for the first year English majored students at Hai Phong Management and Technology University. I hope that this study is a good

reference material for the English majored as well as all students who wish to get better oral presentation skill.

IV. Method of the study

To finish this study, I myself carry out some following methods.

- Researching on reference books and websites.
- To consult ideas and opinions from my supervisor, peers, teachers at Hai Phong Management and Technology University.
- Informal Interviewing and conducting the survey questionnaires for the first year English majored students at Hai Phong Management and Technology University with a point to find out their recognition, attitudes of the matter and the difficulties they encounter when practicing English oral presentation skill.
- Basing on my personal experience from my under graduating time in the university through oral presentation skill at class.

V. Design of the study

This study consists of three parts:

Part I: Introduction, includes the rationale to the study. It also includes the aims of the study, the research questions, the scope of the study. Next the design of the study is also presented.

Part II: The study consists of three chapters:

Chapter 1, Literature review, presents a review of related literature that provides the concept, how to plan an oral presentation, the problems students may have in making English oral presentation, the importance of using extra activities for teaching oral presentation, and the main factors affecting students' English oral presentation skill.

the most difficulties in making oral presentation.....

Chapter 2, The study on learning and teaching English oral presentation skill, focuses on English learning and teaching environment at Hai Phong Management and Technology University, the survey in which the objectives of

the survey, the subjects, and the methods of the study are studied. The analysis consists of the results about students' learning time, students' attitude with oral presentation skill, students' perceived importance of English oral presentation skill, students' favorite oral presentation activities, students' difficulties in making oral presentation, the result from students' advantages when making oral presentation in class and students' opinion about current teaching method, students' expectations on the extra- activities. Chapter 2 also studies on the findings and data analysis, the findings and discussion of findings as well as the recommendations for improving students' learning English oral presentation skill in class.

Chapter 3, Some suggested extra activities in learning English oral presentation skill for the first year English majors at Hai Phong Management and Technology University. Furthermore, the study also talk about the extra activities on improving the first year English majored students' oral presentation skill at Hai Phong Management and Technology University.

Part III: Conclusion Learning English oral presentation skill through extra activities are made; some limitations and suggestions for further research are stated. The last are references, the appendixes that include all the documents relating to the study.

PART II: THE STUDY

Chapter 1: Literature review

I. Speaking skill

1. What is speaking, speaking skill?

1.1 What is speaking?

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence"). It has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes these skills and knowledge to succeed in a given speech act.

(Extracted from: http://www.cal.org/caela/esl_resources/digests/Speak.html)

1.2 What is speaking skill?

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

- ✓ Interactive
- ✓ Partially interactive, and
- ✓ Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a

chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Here are some of the micro-skills involved in speaking. The speaker has to:

- ✓ Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- ✓ Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- ✓ Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- ✓ Put words together in correct word order.
- ✓ Use vocabulary appropriately.
- ✓ Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- ✓ Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- ✓ Make the main ideas stand out from supporting ideas or information.
- ✓ Make the discourse hang together so that people can follow what you are saying.

(Extracted from website:

<https://sites.google.com/site/kifleeamingenglishedu/speaking-skill/speakingkills>)

2. Oral presentation

2.1 What is a presentation?

Each day people spend a lot of time talking to other people and employ a wide range of skills while talking to them, such as, organizing thoughts carefully, tailoring the message to the audience, telling a story for maximum impact and adapting to listener feedback. These are some of the most important communication skills people will need for a presentation.

Communication involves the exchange of information, ideas, and feelings among people. In this exchange, the process consists of a speaker, a message, and a listener. People need to understand three important words, communication, message and context, in order to improve skills and develop the ability to communicate (Annigian, 1993).

What is communication and how can we create good communication in class in order to help students develop their ideas into a presentation?

The word *communication* is derived from the Latin "communicare", which means, "to share " Sharing should be interpreted as the exchange of information (or messages) with objectivity, positive attitudes, and responses with empathy.

A *message* is information sent out in some form: spoken, written, pictorial, or symbolic. It generally has a purpose and can be prepared carefully for an audience (receiver) in suitable language. If the sender fails to prepare the message adequately, or fails to adapt it for the receiver's understanding, the response will not be as intended. When preparing a written or spoken message, the receiver's capacity to understand and his/her attitude or willingness to accept it must also be considered. *Context* relates to the subject discussed or the environment that establishes the specific meaning of a word to make sense for its use in a situation. Context is derived from Latin "contexera", meaning "to join together or weave". When you know the time, place, circumstance, and purpose of an event, that is, the context, you can have a clear notion of its meaning. We are not clear about the meaning of a word until it has been defined or introduced in relation to the subject matter presented (Annigian, 1993).

2.2 What are some skills students need to learn in order to deliver a presentation?

Learning about communication and developing communication skills is not the only skill students need to learn in order to give a presentation, for a presentation is not a casual conversation (Matthews, 1994). It is more highly structured, requires more formal language and a different method of delivery. With study and practice, it will be possible to master these differences and expand one's conversational skills into speech making. The text intended for the study, contains a lot of interactive activities to involve learners in practicing things they can apply to real-life situations. In his book 'Speaking Solutions: Interaction, Presentation, Listening and Pronunciation Skills', Matthews (1994) states that teachers can help students to do the following things:

- a) Participate successfully in conversations and small group discussions
- b) Plan, organize and deliver effective presentations by following clear, specific guidelines
- c) Improve listening and pronunciation skills by doing activities based on an accompanying audiotape
- d) Strengthen critical thinking skills by brainstorming, supporting opinions, considering values, making decisions, solving problems, and analyzing issues
 - Analyze the effectiveness of discussions and presentations by using a variety of self, peer, and group observation forms
 - Gain sensitivity to basic cross-cultural issues
 - Take responsibility for their own learning by doing a variety of learner-training activities (Matthews, 1994).

However, before students work through everything, they need to think about how to give a good presentation- from planning what to say, to visual aids, staging and delivery, they need to establish first of all what they want to achieve with the presentation. Why are they giving it? To inform? To influence? To impress?

A presentation is an exercise in persuasion. Of course, there are other ingredients, such as communication of information and ideas, for example, but a presentation takes place in order to persuade a person or a group of people to adopt or revise an attitude, accept or modify an opinion, take or refrain from taking an action or decision. Surely, teachers and lecturers have the same need to persuade, but in a presentation, this is more overt. Therefore, a presentation is different from a lesson or a lecture (Jay & Jay, 2004). A presentation is a form of communication that is usually a prelude to further discussion and exposition. If it fails, the further discussion will not take place, but if it succeeds, the audience to whom it was given will want to study the subject in more detail. Usually a presentation is successful if it arouses curiosity and stimulates a desire for more information (Jay & Jay, 2004).

The main idea of teaching presentation skills is to teach people how to start planning their presentation and go through several stages to achieve success at the end.

2.3 How to plan a presentation?

Before starting to plan a presentation, it is necessary to be clear about its purpose. Once a precise objective has been set and it has been worked out exactly who the audience is, what they know already and what they want to learn, the plan of the p can be started. The planning stage involves working out who is going to say what, for how long and in what order. This process is vital and worth putting thought and effort into. It will give the presentation a strong skeletal structure which will render all the later fleshing out far easier and quicker. If there is a misconception, an omission or an error of intent built into the beginning of a presentation, then all the subsequent time, thought and work are doomed (Jay & Jay, 2004). For this reason, there should be some exploratory discussion with people at the very beginning to help the speaker decide on what must be done. It is necessary that the presenter start from the first principle: to formulate a precise objective of why he/she is giving the presentation. The

answer initially might be vague and general, but the aim is eventually to narrow it down to a single sentence defining a precise and limited objective.

The second principle is to learn to structure the presentation. All good presentations have the same structure. It is a simple, three-part structure, the same as a symphony or a play: exposition, development, recapitulation; first movement, second movement, third movement; Act I, Act II, Act III, order demonstrated, order challenged, order re-established (Jay & Jay).

2.4 Some problems people may have in delivering presentations

A very important aspect to consider in developing presentation skills is dealing with stage fright. It is the major concern of students, and they need to build confidence while speaking in front of others. Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech. According to a recent study, researchers concentrated on social situations and asked their subjects to list their greatest fears, and speech making ranked near the top in provoking anxiety (Lucas, 1998).

2.4.1 Dealing with Stage Fright

Most people tend to be anxious before doing something important in public, and it is normal, even desirable to be nervous at the start of a speech or presentation. The human body is responding to any stressful situation by producing extra *adrenaline*. This sudden shot of adrenaline is what makes people's heart race, hands shake, knees knock, and skin perspire. Every presenter, every public speaker experiences all these reactions to some extent. The question is: How can nervousness be controlled and be made to work for us rather than against us? (Lucas, 1998).

2.4.2 Controlling Nervousness

There are four ways in which the presenter can encourage self confidence:

1. Know the subject extremely well
2. Have a positive attitude
3. Speak clearly

4. Be confident and look confident (Laws, 2005).

Rather than trying to eliminate every trace of stage fright, a presenter should aim at transforming it from a negative force into what one expert calls positive nervousness- "a zesty, enthusiastic, lively feeling with a slight edge to it. ... It's still nervousness, but it feels different. You are no longer victimized by it; instead, you are vitalized by it. You are in control of it" (Lucas, 1998). Here are six time-tested ways you can turn your nervousness from a negative force into a positive one.

- Acquire speaking experience
- Prepare, prepare, prepare
- Think positively
- Use the power of visualization
- Know that most nervousness is not visible
- Don't expect perfection

2.4.3 Critical thinking

Another important aspect to consider in developing presentation skills is critical thinking. What is critical thinking? To some extent, it's a matter of logic - of being able to spot weaknesses in other people's arguments and to avoid them in your own. It also involves related skills such as distinguishing fact from opinion, judging the credibility of statements, and assessing the soundness of evidence. In the broad sense, critical thinking is focused, organized thinking, the ability to see clearly the relationships among ideas. It has often been said that there are few new ideas in the world, only recognized ideas. The greatest thinkers, scientists and inventors have often taken information that was readily available and put it together differently to produce new insights. However, organizing a speech is not just a matter of arranging the ideas you already have. Rather, it is an important part of shaping the ideas themselves. What is true of organization is true of many aspects of public speaking. The skills people learn in their speech class can help them become more effective thinkers in a number of ways. As

they work on expressing their ideas in clear, accurate language, they will enhance their ability to think clearly and accurately. As they study the role of evidence and reasoning in speech making, they will see how these can be used in other forms of communication as well. As people learn to listen critically to speeches in class, they will be better able to assess the ideas of speakers in a variety of situations. If they take full advantage of their speech class, they will be able to enhance their skills as a critical thinker in many circumstances. This is one reason public speaking has been regarded as a vital part of education since the days of ancient Greece (Lucas, 1998).

To make a good impression on the audience, it is not just what is said that is important. The way it is said is important, too. The audience will notice the way a presenter uses his/her voice and body language. When giving a presentation, he/she will have to speak more loudly than in a normal conversation, more clearly and more slowly. English is a language in which the tone of the voice and the stress that is placed on words and sentences is important. Getting the stress and intonation wrong can affect people's understanding of the message.

When people give presentations, they speak more slowly than usual, but if they slow down too much, the audience may get bored and stop listening. On the other hand, if they speak too quickly, it can be difficult for people to understand what they are saying. Pausing is also important in giving a presentation. A presenter should use pauses to emphasize the important points of a presentation. Most people giving a presentation think a lot about the words they are going to use. What they often forget is that presenters also communicate without speaking. They transmit their feelings and attitudes through body language and non-verbal signals such as gestures and facial expressions, eye contact, posture, and movement. audience will read their body language and make judgments about them.

Timing is also needed to plan a presentation. Most audiences become restless and impatient if a speaker talks for too long.

Good visuals will help the audience to understand what presenters are trying to tell them. They can also make their presentation more 'professional' and will help to give the audience confidence in them and their subject. However, presenters should keep the content and design of the visuals simple. If the visuals are too complicated, they will confuse the audience.

Planning the content is an important part of the preparation for giving a presentation. The content of a presentation must be suitable for the purpose or objective presenters are trying to achieve. Thus, they should take into consideration the following:

- what to include in the presentation
- structuring the content
- the type of language and vocabulary they will need
- how to prepare 'lecture notes'
- ways of making the presentation interesting to the audience

The purpose of a presentation is to put forward a solution to a problem. It might be reasonable to structure a presentation in the same way as one structures a report. This is a common approach in the commercial, technical and scientific world (Laws, 2005).

3. The importance of using extra activities

Success in speaking skill through extra activities can open a whole world of opportunities for all of us. It can help our students conquer new frontiers. Especially, the first year English majored students can broaden horizons through personal development influence, and influence the social behavior of students.

3.1 Using extra activities to improve the personal development

The extra activities help the beginners, especially the first year English majored students realize self-worth through the personal satisfaction he experiences whenever take part in the extra activities.

The extra activities are building the confidence in students for speaking skill and strategies. These starting small will help the the students a lot in the professional

years in the future. That way, students don't feel the pressure and burden when it comes their term to present a presentation, speak out their ideas, feeling... The extra activities also reduce the anxiety and rising the interesting and the exciting as well when they practicing English speaking skill. Through the extra activities, the shiest students will get more opportunities to express their opinion and feeling.

3.2 Extra activities influence the social behaviour

As we know, extra activities require the solid ration, the knowledge/ understanding among the member in group. The extra activities really have the effectiveness only when the members know how to interact, encourage and support to each other. So, it can be said that the extra activities directly and indirectly influence the social behaviour of students. The extra- activities improve the atmosphere in the classroom, group dynamic and help build a rapport among students, between the teachers and students. It also is a good-indicator of student' s strength and weakness.

4. Main factors affecting students' English oral presentation

4.1 Psychological factor

4.1.1 Fear of Mistake

Robby (2010) argued that the fear of mistake becomes one of the main factors of students' English oral presentation in English in the classroom. With respect to the fear of making mistake issue, and this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

4.1.2 Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to make English oral presentation in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of English oral presentation. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their English oral presentation performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the oral presentation performance at their best. As they say, their inability to show their ability in making oral presentation is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in oral presentation performance made by the students.

4.1.3 Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. Therefore, teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

4.2 Vocabulary

Learning vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. Rich vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English.

4.3 Pronunciation

It is quite common for non-native speakers of English to mispronounce English words. This can lead to misunderstand or even some more serious consequences. What we should do is to try our best to learn more and practice more to improve our pronunciation.

4.4 Listening comprehension

Listening comprehension is a very basic skill one must have in order to be a good English speaker. However, many of students try to improve their English speaking skill without practicing their English listening comprehension skills. Most of them spend a lot of time on studying grammar and vocabulary but they can not hear when talking with foreigners.

4.5 Organization of Ideas

Every speech should be made in order. This makes the speech not only more scientific but also easier to understand. A person who can arrange a good order can make the shortest and most emotional speech. No one wants to talk with a person if they have to listen stressfully but do not understand what the speaker mean.

4.6 The Rooted Habit of "Inert"

"Inert" here means "inactiveness" in the class. In the traditional teaching class, the teacher likes to ask students questions and the students should hand up to answer. However, when being asked, most of students lower down their heads and pretend not to hear what the teacher said. Therefore, they always miss this

chance to stand up and say something in English, which is a better way to practice English. When groups of student are chosen to discuss something, they often reject it. Such kind of shyness has been rooted in the students' heart for a long time. What students need to do is to change their shyness and try to accept new challenges bravely in their life, which is an important factor affecting their mental quality to speak perfect English.

Chapter 2: The study on learning and teaching English oral presentation skill at Hai Phong Management and Technology University.

I. The reality of learning and teaching English oral presentation skill at Hai Phong Management and Technology University.

In my opinion, teaching is interdependent relationship between the teacher, the aids that he/ she uses and the students. In addition, learning and teaching conditions are also very important. All these are the factors that decide the success of the lecture.

1. The teaching staff

Hai Phong Management and Technology University has a large teaching staff with lots of experience and enthusiasm. All of them are graduated from University, most of them are M.A. They are interested in teaching profession and always define clearly the importance of education for the human development and get to know student's expectations. Therefore, they are all enthusiastic, responsible in their work and try their best to give the most effective lectures to students. Furthermore, they have modern professional teaching style, they understand the students and they are very friendly. Talking to the students and sharing their experiences help both teachers and students understand one others deeply and enhance the quality of the lectures.

2. The researcher

The study was carried out by a student who has been the last year student at Hai Phong Management and Technology University. She is very interested in learning English and always tries to find out the most suitable learning method which can help all of students to learn better. So, the researcher here keeps thinking to make this study applicable to make learning more interesting. The author can have some more methods to strengthen their passion on studying English oral presentation, make students love making oral presentation more.

3. The students

A total of 32 students in the class NA23 who are in the first year of English Department at Hai Phong Management and Technology University are selected for this study. That is not mention the fact that they have just left the high school and they come from different places and experienced different learning condition. There still have many passive students with the lessons, that is the most difficult problem when they learn at the new environment. They appear to be used to listening to the lectures and writing down what the teachers read aloud or copying what is written on the board. Particularly, for English majors a big number of them are really reluctant in their learning English speaking proven by the fact that they only focus on trying to understand words and grammar structures in the given text book. Consequently, a number of students cannot make oral presentation.

fluently. Therefore, a question raised here is what we should do now to enhance students' interests and motivation in making oral presentation.

4. The textbook

The material for English speaking in the first year English majors is the "Speaking Extra" textbook. It is designed following communicative approach. The content of the new textbook is arranged according to themes and each unit mentions one theme relating to everyday life, which is very useful and practical to students' needs for example: the family, food and drink, describing people or daily activities....For speaking skill, its aim is to develop students' speaking competence beginning with a range of the specific information to a complete theme. In short, the English textbook has proved to be realistic, relevant and appropriate to the context of teaching and learning English.

5. English teaching and learning condition at Hai Phong Management and Technology University.

At Hai Phong Private University, each classroom of the first year English majored students have been equipped with projectors, camera, air -conditioners,

computers with internet connection and wireless internet connection. The teachers often use projectors to make English lessons more interesting and effective. Besides, the school library is an "electronic library system", which has been equipped with many modern thing. This is really a big advantage for students learning.

Beside, teachers often organize English contests encourage students to express their abilities. Moreover, there are many useful activities such as organizing some small festivals such as: Christmas, Valentine'...to play together, exchange knowledge and relax. Sometimes, they have many chances to talk and study with foreigners. This is an outstanding advantage and a good condition to help them improve their English speaking skill.

It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have great influence on the results of the students in general and the first year English majored students in particular.

In fact, they have just graduated form high school to study in a brand new-condition, it is at university. Certainly, their English is very common. they do not have much knowledge about any specific fields, especially the speaking skill with the textbook interact with some funny activities, they are taught according to specific topics in order to practice and improve the speaking skill. Therefore, they have more opportunities to widen and improve English speaking skill.

II. The survey questionnaires

Nunan (1992) points out that "A questionnaire is an instrument for the collection of data, usually in written form, consisting of open and closed questions and other probes requiring a response from subjects". Richards et.al (1994) also defines questionnaires as an effective way of collecting information about "affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences, and enable a teacher to collect a large amount of information relatively quickly". In addition, having the same idea with Richards, Seliger and Shohany (1995) also state that questionnaire is an attractive means

of collecting data on phenomena, which are not easily observed, such as motivation, attitude, language learning strategy use, etc.

1. The design of the survey questionnaires

The survey questionnaires consists of 8 questions are given to students to study the reality of teaching and learning speaking skill at Hai Phong Management and Technology University. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaires are designed as below: *Question 1* gives information on students' English learning time. The author wants to have further understanding about students' bonding time with English. Basing on this understanding, the author can get right information and give appropriate method to them.

Question 2 focus on students' attitude with making oral presentation.

Question 3 is about how they think about the difficulties in making oral presentation which can bring more information and help everyone to study better.

Question 4 is about the students' perceived importance of making oral presentation.

Question 5 gets information on the activities students prefer when making oral presentation. The researcher wants to know about students' opinions on this matter.

Questions 6 is about students' advantages of making oral presentation in classroom .

The questions 7 and 8 are about the students' opinions on the current teaching method and the necessity of extra activities which can help teachers to satisfy their students' requirements and make them love making oral presentation more.

2. The data analysis

After the survey was implemented, the statistics were totaled up and indicated thought out the following eleven charts. Each chart shows us the number of students who choose the most suitable answer for them in each question. This

number is countered in percentage unit and the kinds of chart are bar chart. The data can be easily seen in the chart, and in the right of chart are the explanations.

2.1 The result from the students' English learning time

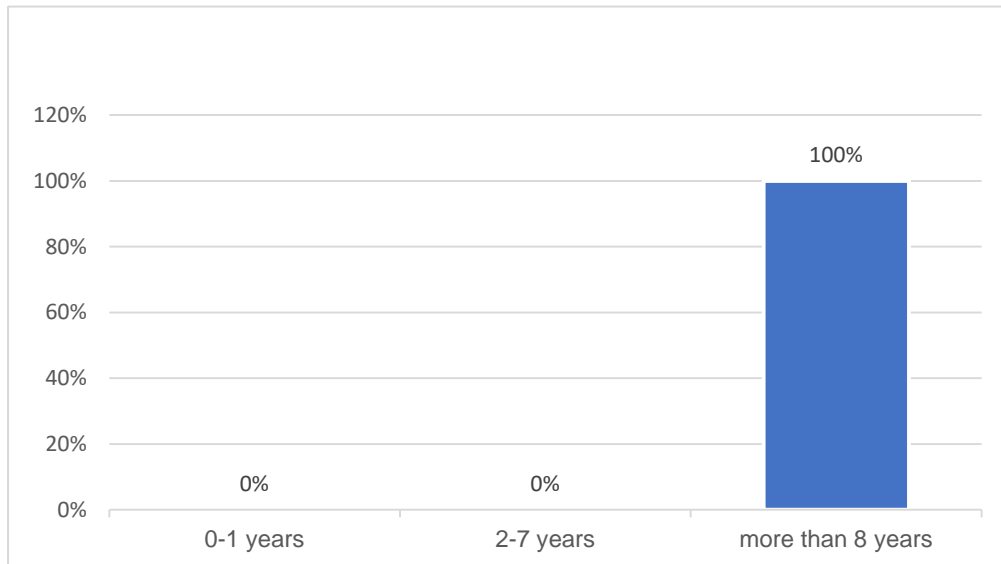


Chart 1: Students' English learning time

The chart above shows that 100% of students responded that they had learnt English for more than 8 years which is quite a long time for students, which proves that learning English has become a very important task and a great concern of everyone and attracts a great number of students. Moreover, it is a compulsory subject in most of schools from primary schools to universities as well. Thus, they are fully aware of the fact that English is really important and necessary for them.

2.2 The result from students' attitude with oral presentation skill.

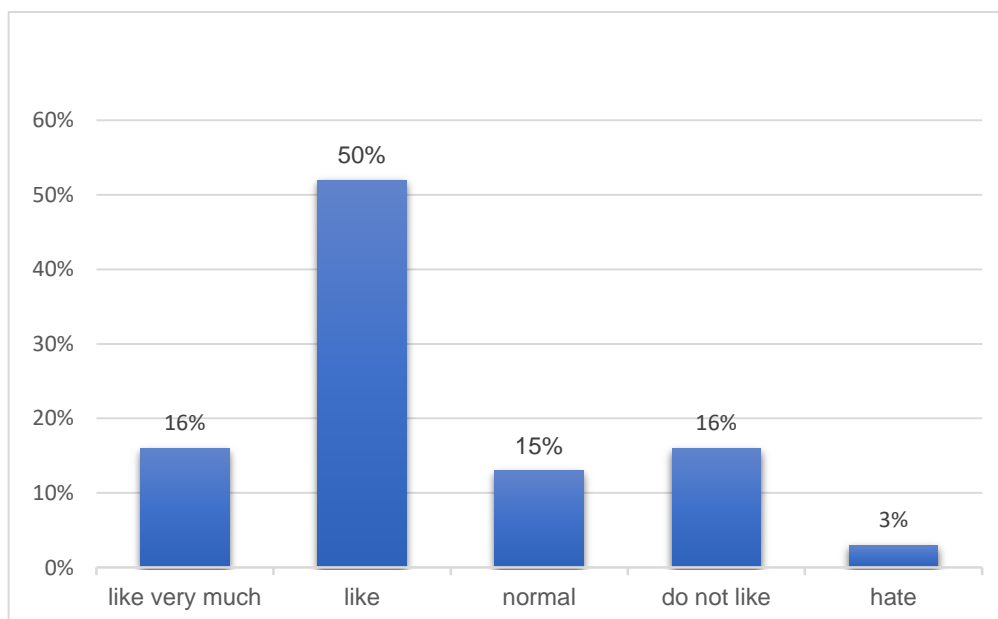


Chart 2: Students' attitude with oral presentation skill.

The chart above show us the differences among students in the interest of learning oral presentation skill. From the chart, we can see that the amount students who choose "like"(50%) is about three times as much as ones who choose "like very much" (16%), and the ones who choose "normal", over three times as much as ones who choose "do not like"(16%) and very few students(3%) hate learning oral presentation skill. This result is not surprising, which proved that they are surely aware of how making English oral presentation is interesting and important to them. There are many different reasons which can be expressed like this English oral presentation is an obligatory skill which is used in many aspects of life because of the advancement of society. The better you make oral presentation, the more chances you have. In other words, it means that better English, better life.

However, the number of students who do not like and hate oral presentation skill are still at the high rate because it occupied 19% (16%: Do not like; 3%: Hate) in out of 100% or we can say in another way that one fourth of the students do not pay attention to English. To the question "Why do not you like making oral presentation skill?", many students said that English oral presentation skill is difficult skill which is not easy to study and practice. It is a difficult subject for students with poor English background knowledge because it is rather strange to

them so they did not know how to learn it, especially when they meet difficult topic. Therefore, they not only hate it but also afraid of it. Thus, the question is that how to take advantage of the interest of learning English oral presentation skill how to make the learning process easier to understand so as to attract students to this subject. If we can give the answer for these problems, students will learn English better.

Meanwhile, there are 13% students are somewhere do not like and do not hate English. Although it is only a small amount, it shows us that they only consider oral presentation skill as other skills and there are may be nothing special in oral presentation skill at school.

2.3 The result from students' difficulties in making oral presentation skill

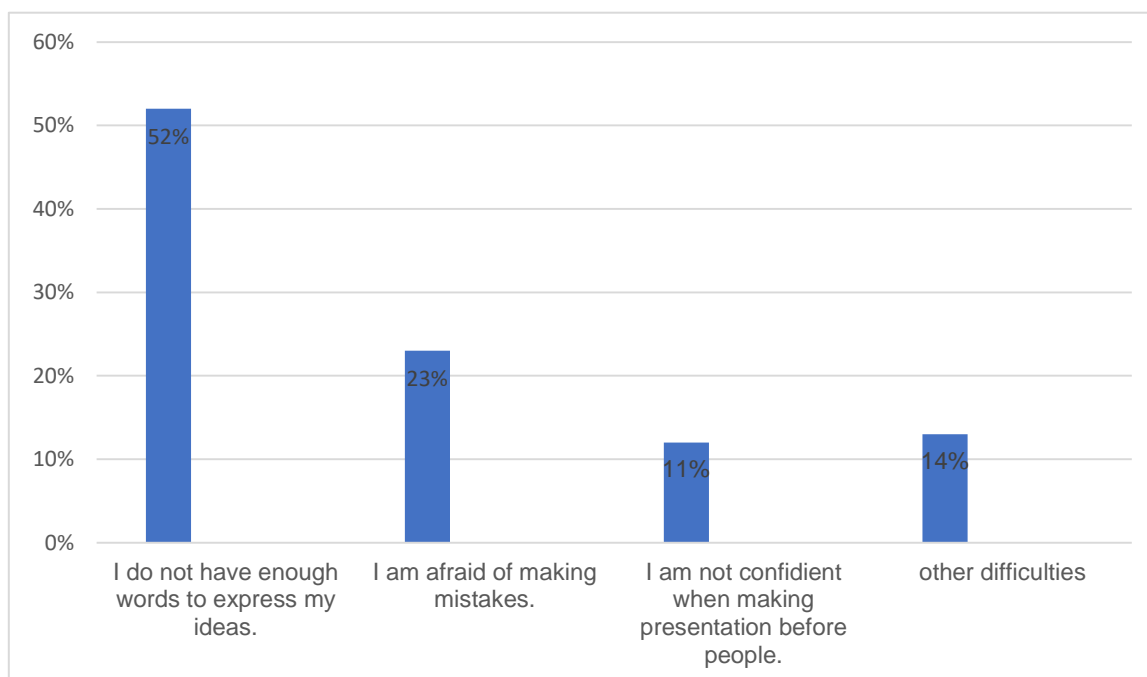


Chart 3: students' difficulties in making oral presentation skill

As you can see from the chart 3 it shows some difficulties that students often cope with such as vocabulary, shyness... To be more specific, the biggest difficulty for students is do not have enough words to express their ideas 52%, 23% students are afraid of making mistakes, 11% feel not confident when making presentation before people, 14% of other difficulties (lack of experience, use of body language, organization of the oral presentation...). Actually, these difficulties are popular for learners. It is suggested that they can use simple

words instead of thinking about complicated ones which are new or they don't know. Grammar mistakes are unavoidable in making oral presentation and it takes time to overcome it. For most, they have to get over their own shyness and inactiveness by the help of teachers and friends especially themselves. When we know what our problem is, we certainly find the ways to overcome it. With the guidance of teachers and the efforts of students, they will be more interested and involved in making presentation.

2.4 The result from students' perceived importance of English oral presentation skill

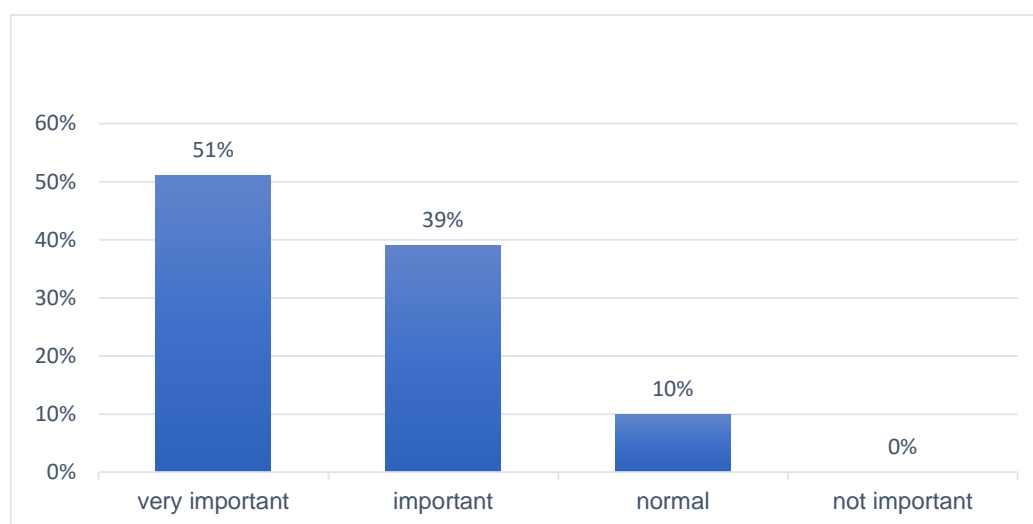


Chart 4: Students' perceived importance of English oral presentation skill

As can be seen from chart 4, the high percentage of the respondents (51%) considered English oral presentation skill very important to them while 10% stated it was normal. 39% of the respondents mentioned English oral presentation skill was important. In general, most of students were aware of the importance of English oral presentation skill in their studying. However, some of them did not admit this. Thus, the teacher's role is to find ways to change the students' attitude toward English oral presentation skill so they can take part in the learning in the class more actively.

2.5 The result about activities which students prefer when talking part in English oral presentation skill.

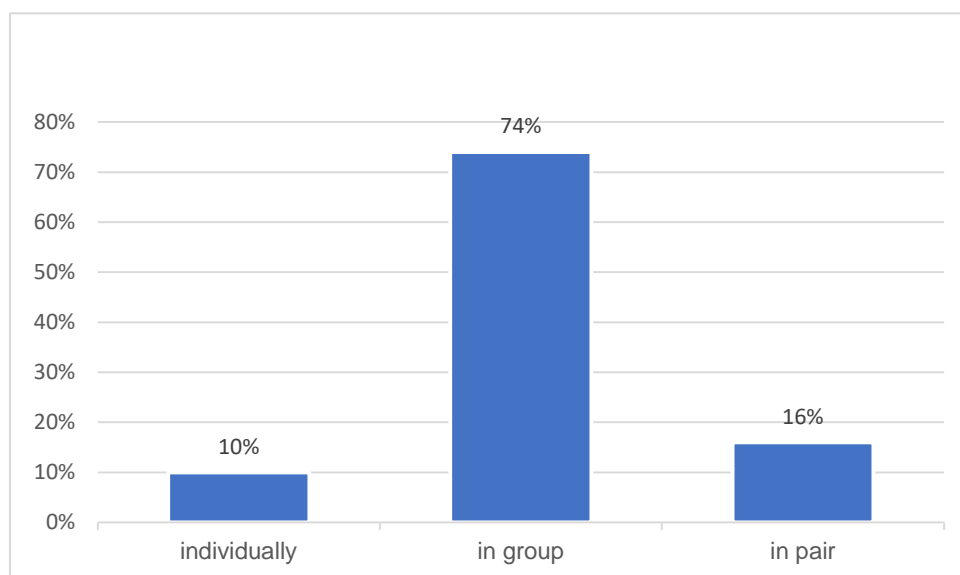


Chart 5: The activity which students prefer when talking part in English oral presentation skill

The work arrangement does play role in English classroom management, since it expresses the effectiveness of doing English oral presentation skill activities. According to the chart 5, 16% students preferred to working in pairs, while 74% is for working in groups, and 10% is for working in individual. It proves that students come to realize that with working in groups, they would have more opportunities and motivation to practice English oral presentation skill. Moreover, when working in groups or pairs with their friends, students feel not as under pressured of making mistakes as when making English oral presentation skill. It will encourage students to present more. Thus, that is the reason why most students choose working in group as their favorites. To sum up, teacher can apply group work and pair work in English oral presentation skill lessons to make those lessons become more attractive and effective.

2.6 The result from students' advantages

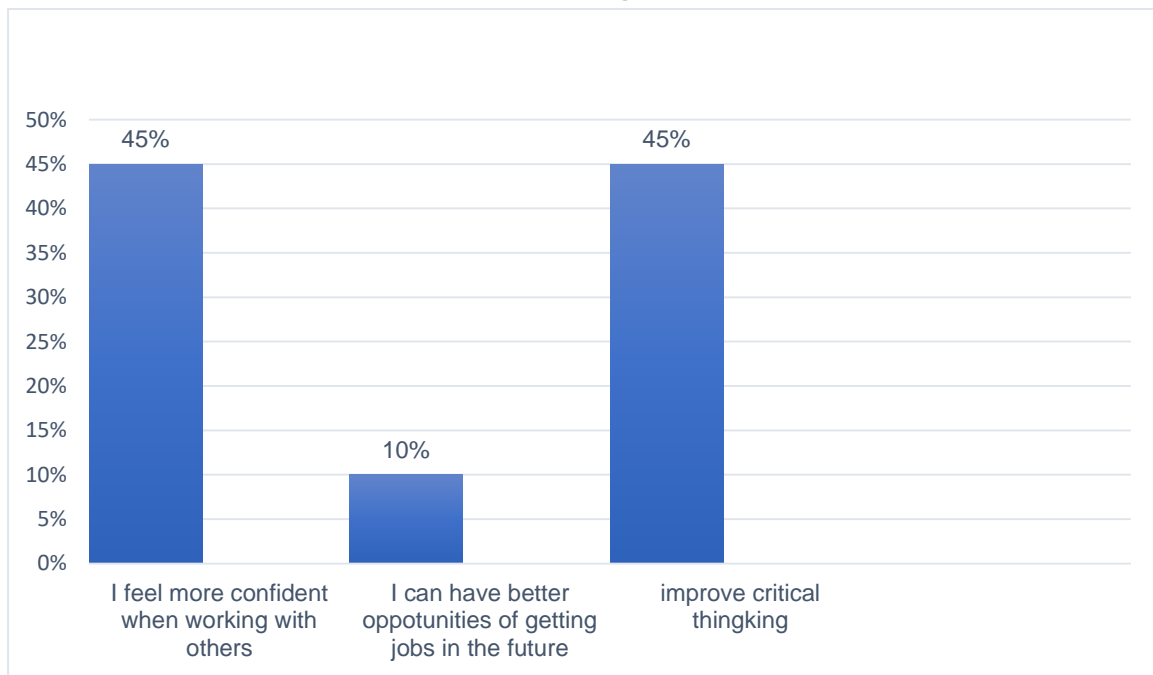


Chart 6: Students' advantages when making oral presentation

Along with the difficulties, it is necessary to emphasize and account to the advantages that students have when making oral presentation in class. As you can see from the chart 6, it shows some advantages that students often have. According to the analysis in question above, most students adore working in group. This gives them effectiveness in making oral presentation, as they feel more confident when working with others(45%). Also 45% other students said that making oral presentation improve their critical thinking. However, they are in the first year university. 10% students said that they would have better opportunities of getting jobs in the future.

2.7 The result from students' opinions on the current teaching method

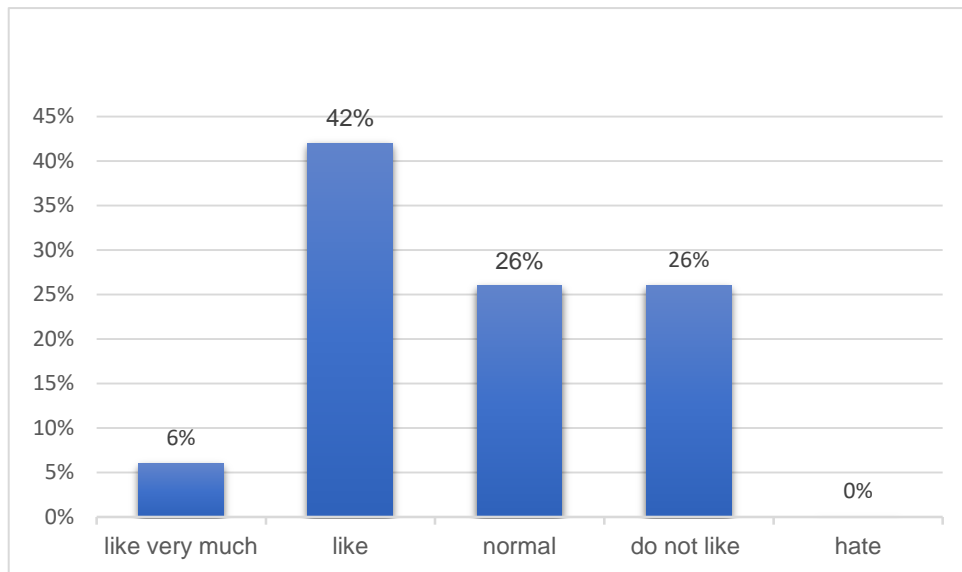


Chart 7: The result from students' opinions on the current teaching method

Chart 7 reveals that the number of students who do not like the current methods is different. 26% of students think the current methods are not satisfied. And the number of student agrees with the current methods is 48% (6%: like very much, 42%: like).

2.8 The result from students' ideas on the necessity of the extra activities

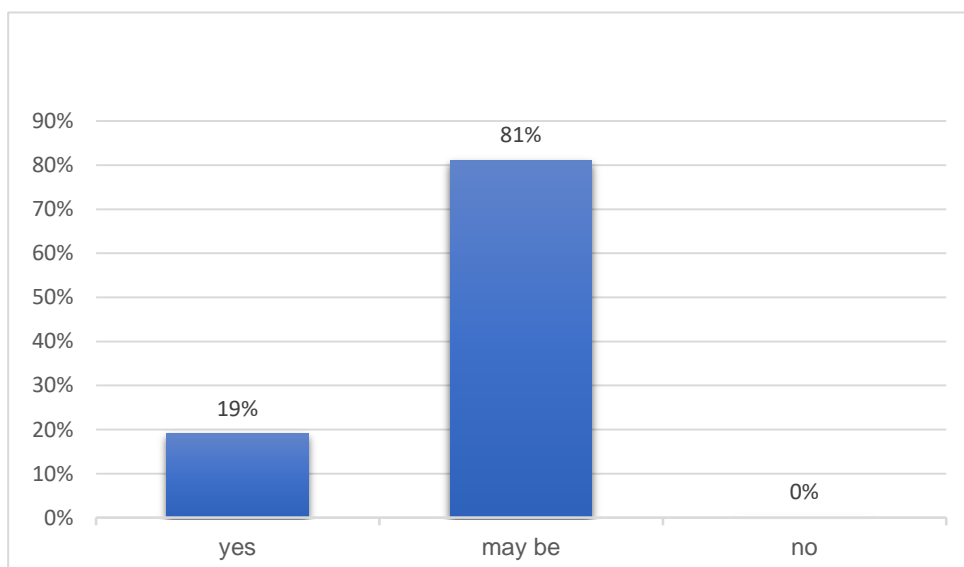


Chart 8: The result from students' ideas on the necessity of extra activities

Look at the chart above with the question: “Do you want to have more activities to learn English oral presentation more effectively?”. 81% of students said “Yes” while 19% of them say “ May be”. So, I decided to have an informal interview with these students who say “ May be” with this question and they said to me that: “ I think I like this method.” But, after a while, they said to me: “ But, if the new activities make us feel excited and pleasant I think I should try!”, which means students hope to have new ways to learn English oral presentation better. So, I think, applying more activities in teaching English oral presentation for students is very necessary, especially for the first year English major students. Students will like English oral presentation periods more and more.

3.Findings and discussions of findings

As the survey was answered by only 32 students, the result cannot reflect the whole situation of teaching and learning English oral presentation at Hai Phong Management and Technology University. However, it is partially useful to give some suggestions on using interesting activities. All of the students (100%) have been learning English for over 8 years. This is an advantage of the teachers in teaching because the time of learning is long enough for the students to achieve a certain level of English. Many of them agree that they like learning English oral presentation.

It means that teachers will have many advantages in teaching. Most of them (more than 90%) also admit the importance and the necessity of learning English oral presentation. Moreover, they all think that learning English oral presentation skill is an essential part of learning English, and learning oral presentation is an indispensable part of becoming more independent. This means the students are seriously learning English oral presentation with a full understanding of their importance and necessity.

However, many of them think that many difficulties that they often cope with such as vocabulary (52%), there are also students who are afraid of making mistakes(23%), many students feel not confident when making presentation

before people. Actually, these difficulties are popular for learners. It is suggested that they can use simple words instead of thinking about complicated ones which are new or they don't know. Teacher should find appropriate activities to help students feel more relaxed with interesting topics and manage the frequency of students' oral presentation in the class.

In addition, on students' opinions, working in pair and in group as well as is also the way to motivate them to join in learning activities and reduce stress and It is also a good opportunity for them to work in collaborative learning environment. Students(81%) also hope to have more extra activities to learn oral presentation skill and this shows that many of students take more interests in learning oral presentation skill.

Chapter 3: Some suggested extra-activities to improve oral presentation skill for the first year English majored students at Hai Phong Management and Technology University.

Teaching oral presentation can be challenging, problems seem to arise from all directions. However, this challenge can be overcome. The following are ideas and activities to spice up English oral presentation and make oral presentation more interesting and effective.

1. Tell stories and tell stories



This is the secret to creating the highlight of the presentation, not all the book knowledge can be found on google, but the real stories, vivid examples, specific characters will create. inspire and enter the listener's subconscious. If you tell a joke that makes the audience laugh or tell a touching story that makes them cry, you have succeeded.

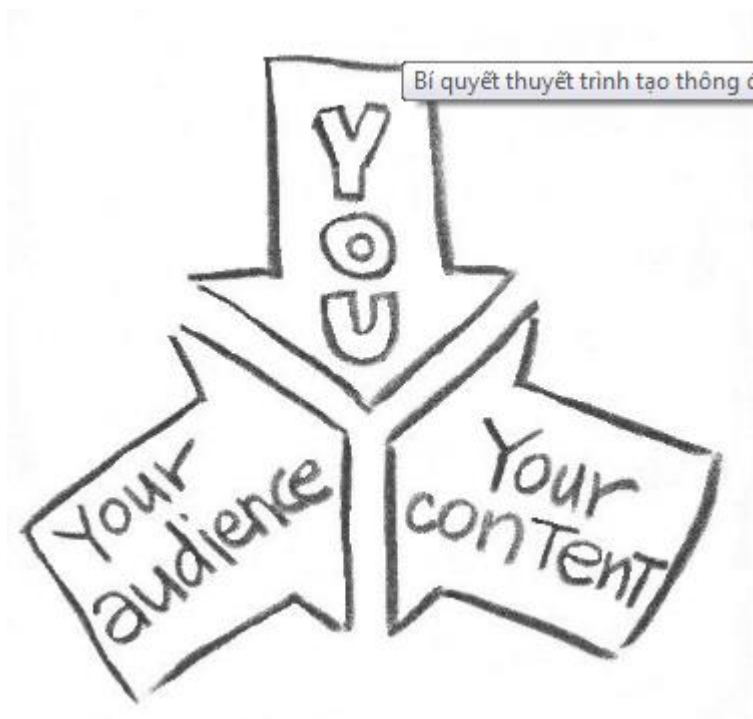
2.Practice and practice



If you don't have a lot of presentation experience, it's best to practice as much as possible. This will help you feel confident and know how to master your presentation. If you want to practice over and over for your presentation but you don't always have the required amount of practice time, but you can really make use of all the space to practice, and one of the ways to make your practice more effective is. Please say and record what you say, then listen again you will see where you need to adjust, what information to add, what data you can remove

Record your training and identify your weaknesses and strengths. Although it can be difficult to see yourself on video, it's a great way to perceive your weaknesses and strengths. You'll notice anxiety-expressing behaviors (moving from leg to foot, hand in your hair) and you can find ways to minimize or eliminate them.

3. Measures to improve student group learning knowledge and skills



4.

In addition to finding out information related to the presentation topic, students actively, actively explore and equip knowledge of teamwork through books, newspapers, the internet and scientific research on group learning. . Scientific research works are to provide from theoretical bases to solutions and measures of high application. If students have access to these research products, they can shorten their search time and be able to find working methods that work for themselves and their team.

-Students regularly actively discuss with teachers about issues related to team work.

-Every month or quarter, the class can organize seminars, exchange of experiences on topics of foreign language presentations related to group learning with the participation of teachers. This is a good opportunity for students to express their thoughts, insights, perspectives, approaches to problems and share their own experiences to help each student clarify many problems, expand their understanding. and learned a lot of experiences. The teacher can intervene when there are arguments among students or answer the students' questions related to the group presentation that the students cannot solve.

- Actively participate in foreign language clubs of academies and schools. This helps students improve their oral presentation skills and improve working skills.

4. Converting nerve energy into Enthusiasm:

It sounds strange, but I will also often drink some water and listen to a song before a performance. Why? because it helps me to be restless and nervous as well as help me focus on upcoming presentation.

It's normal to be nervous before a presentation, so you don't need to put pressure on yourself. If you're nervous, there are a few things you can do to stay calm:

- Visualize your presentation going well.
- Focus on the goal of the presentation instead of the thrill.
- Take a deep breath to stay calm.
- Run in place or swing your arms above your head to relieve anxiety.

5. Participate in other presentations:



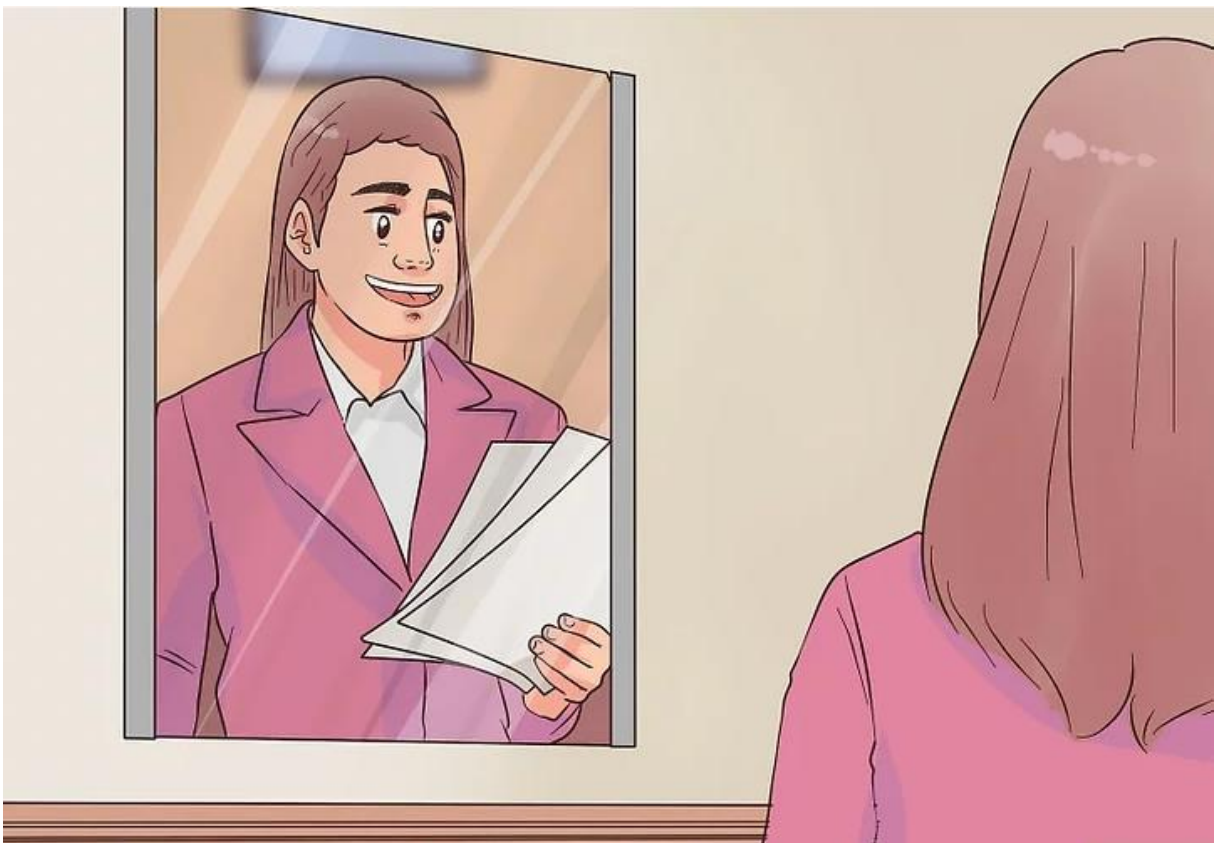
If you are giving a talk as part of a meeting, and try to attend some of the other speakers' earlier presentations. This shows your respect for the actors while also giving you an opportunity to perceive the audience. What is the mood of the crowd? Is it the presentation of strategy or strategy in nature? On the other hand you can also say something that you can shorten in your own presentation later.

6. Participate in public speaking and speaking training programs:



Your clubs, team events, and groups will be a great environment for you to gradually improve your public speaking skills. The more active you are in these groups, the more uplifting you will have after each. You should consider joining a club now to become an excellent presenter.

7. Practice presenting in front of a mirror.



It's okay to feel nervous before giving a presentation, even if you get used to the activity. You can relieve stress by practicing before giving a presentation. Present your content splendidly while standing in front of a mirror. This way, you can observe yourself to adjust your posture, gestures, and posture during the presentation.

8 .Practice with audiovisual content (if any).



Audiovisual content like PowerPoint, images, and video presentations can assist your presentation, but can also distract you if you run into problems. Incorporate this content into your practice so you get used to converting it. Practice with audiovisual content so that you do not read every word on it because the audience does not like this.

There might be a technical problem that prevents you from opening PowerPoint. So, make sure you can give a presentation without using the content, if needed.

9. Making public speech



Stand confidently upright in a relaxed posture, with your feet shoulder-width apart. This pose will trick your brain into thinking you are fully confident and make it easier to speak before public

Smile as they enter the room (if you are available) or smile as you walk onto the podium in front of them. This will make you look pretty confident and help calm the atmosphere.

10. Give your listeners an opportunity to interact with you (ask questions and encourage them to ask so you can cover points you missed) before leaving the podium at the end of the presentation.



Express thanks to the audience with a smile, nod or bow if appropriate. Remember to take the time for the Q&A section. After the audience's last question, let them know "I want to share one final thought with you," and close the talk

PART III: CONCLUSION

1. Conclusion

In conclusion, learning oral presentation skill through appropriate activities for the 1st year English majored students is very important. Basing on exploring the reality of current teaching and learning English in Hai Phong Management and Technology University of the 1st year English majored students I have already had a look into their attitudes toward learning oral presentation. After the process of completing this research paper, I would like to give some suggestions to support the 1st year English majored students to make progress in learning oral presentation with the hope that this research paper will contribute some activities to study oral presentation skill better.

In fact, Vietnamese students in common and students of Hai Phong Management and Technology University in particular are better at grammar than speaking especially making oral presentation. Moreover, some of English majors at Hai Phong Management and Technology University cannot make oral presentation. In such a considerable situation, I decided to carry out this study. Besides using survey questionnaire as the major data collection instrument, I also used the observation and informal interview as extra instruments to make this study more reliable and valid. However, due to the limitation of time as well as my ability I couldn't analyse them in more details. The major aim of the study is to find extra activities to help the first year English majors at Hai Phong Management and Technology University improve their oral presentation.

To sum up, the study is the author's sincere thanks to Hai Phong Management and Technology University and my beloved teachers in Foreign Language Department here. All I want is to help the later English major student generations improve their oral presentation skill in order to help them to gain success in the future more easily.

2. Limitations and suggestions for further study

A considerable effort has been made to find out the activities which can be used to help the first year English majors in making oral presentation at Hai Phong Management and Technology University. However, due to limited time and ability, there are a number of related areas which the researcher can not cover in the study. First, subjects of the study are only the small number of student at Hai Phong Management and Technology University. Second, the researcher merely concentrates on studying students' activities in making oral presentation skill, do not focus on some related skills such as reading, writing and listening. Furthermore, in the English language teaching and learning in general, the above suggested activities are only small part which should be creatively and flexibly applied in each class. With above limitations, I hope the further research on the topic might include more students and extend to the other skills of English to help students learn English better.

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APPENDIX 1
APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS
(ENGLISH VERSION)

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning oral presentation skill. Its ultimate purpose is to improve your English oral presentation skill. Please do give your own opinions frankly!

Please, tick the answer that best described your ideas and add final comments at the bottom of the sheet if you wish. We need your frank opinions about the English lessons to make them more relevant and interesting, as well as to meet your needs. We thank you for your cooperation!

1. How long have you been learning English?

- A. 0-1 years
- B. 2-7 years
- C. More than 8 years

2. What is your attitude with making oral presentation?

- A. Like very much
- B. Like
- C. Normal
- D. Do not like
- E. Hate

3. What difficulties do you have when making oral presentation in class?

- A. I do not have enough words to express my ideas.
- B. I am afraid of making mistakes.
- C. I am not confident when making presentation before people.
- D. Other difficulties (lack of experience, use of body language, organization of the oral presentation)

4. In your opinion, oral presentation skill is:

- A. Very important
 - B. Important
 - C. Normal
 - D. Not important
5. While talking part in making oral presentation, you like working:
- A. Individually
 - B. In group
 - C. In pair
6. What advantages do you have when making oral presentation in class?
- A. I feel more confident when working with others
 - B. I can have better opportunities of getting jobs in the future
 - C. Making oral presentation helps me to improve my critical thinking and answering questions
7. Do you like the current method ?
- A. Like very much
 - B. Like
 - C. Normal
 - D. Do not like
 - E. Hate
8. Do you want to have more activities to learn how to make oral presentation more effectively?
- A. Yes
 - B. May be
 - C. No

Thank you for your co-operation!

APPENDIX 1.2 :

QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

Các bạn thân mến,

Hãy điền vào bảng câu hỏi này và gửi lại cho chúng tôi. Chúng tôi cần những ý kiến thẳng thắn của các bạn về việc học thuyết trình trên lớp để làm chúng ngày càng thú vị và phù hợp hơn cũng như để hiểu được mong muốn của các bạn. Rất cảm ơn sự hợp tác của các bạn!

Hãy đánh dấu vào câu trả lời miêu tả đúng nhất ý kiến của bạn và viết thêm một vài bình luận của bạn ở dưới.

1. Bạn đã học tiếng Anh được bao lâu?

- A. 0-1 năm
- B. 2-7 năm
- C. Hơn 8 năm

2. Thái độ của bạn với việc học thuyết trình ?

- A. Rất thích
- B. Thích
- C. Bình thường
- D. Không thích
- E. Ghét

3. Bạn gặp khó khăn gì khi thuyết trình trước lớp?

- A. Tôi không có đủ từ để diễn đạt ý tưởng của mình.
- B. Tôi sợ sai .
- C. Tôi không tự tin khi thuyết trình trước mọi người.
- D. Khó khăn khác (thiếu kinh nghiệm, sử dụng ngôn ngữ cơ thể, tổ chức bài thuyết trình)

4. Theo bạn, việc thuyết trình:

- A. Rất quan trọng
- B. Quan trọng

- C. Bình thường
 - D. Không quan trọng
5. Trong khi tham gia việc thuyết trình, bạn thích làm việc:
- A. Độc lập (một mình)
 - B. Nhóm
 - C. Cặp đôi
6. Bạn có lợi thế gì khi thuyết trình trước lớp?
- A. Tôi cảm thấy tự tin hơn khi làm việc với những người khác
 - B. Tôi có thể có cơ hội kiếm việc làm tốt hơn trong tương lai
 - C. Thuyết trình giúp tôi cải thiện tư duy phản biện và trả lời câu hỏi
7. Bạn có thích phương pháp hiện tại không?
- A. Rất thích
 - B. Thích
 - C. Bình thường
 - D. Không thích
 - E. Ghét
8. Bạn có muốn có thêm những hoạt động khác trong giờ học thuyết trình không?
- A. Có
 - B. Có thể
 - C. Không

Ý kiến đóng góp của sinh viên:

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Một lần nữa xin chân thành cảm ơn sự hợp tác của các bạn!

APPENDIX 2:
PRESENTATION FORMAT GUIDELINES

Good morning/afternoon,

My name is...

Today I'd like to introduce....

I have points to tell you.

First..

Then...

Next..

Finally...

I have three questions for you.

First.. .

Second...

Third...

Do you have any questions?

(Presenter elicits two questions from the audience)

Thank you for listening to my presentation.