

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



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH-NHẬT

Sinh viên : Trần Thị Kim Nhung
Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền

HẢI PHÒNG - 2019

**MINISTRY OF EDUCATION AND TRAINING
HAIPHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY**

HOW TO MAKE A SUCCUSSFUL ORAL PRESENTATION?

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

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Trần Thị Kim Nhung

Mã SV: 1512753003

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Ngành: Ngôn ngữ Anh-Nhật

Tên đề tài: How to make a successful oral presentation

NHIỆM VỤ ĐỀ TÀI

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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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày ... tháng năm

Yêu cầu phải hoàn thành xong trước ngày tháng năm

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 20..

Hiệu trưởng

GS.TS.NGUT *Trần Hữu Nghị*

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:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

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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 đề 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:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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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 viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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Haiphong, June, 2019

Student

Tran Thi Kim Nhung

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PART 1: INTRODUCTION

1. Rationale

Until now, English has been considered very important in every field of each society such as: diplomacy, business, education and science and technology. Because of its globalization, English has become the crucial medium in communication.

In Vietnam, since 1986, English has become very popular because there have been English-speaking people coming to, visit or work in Viet Nam. They come to Vietnam not only because they want to do business with the Vietnamese but also they want to get to know about the people, the cultures and explore the beauty of Vietnam. Specially, with the open-door policy, many foreigners have been attracted by Vietnam. Thus, English has been the key to Vietnam's regional and global integration. English is used not only between the Vietnamese and foreigners but also between the Vietnamese and the Vietnamese. Vietnamese people need to be able to communicate in English successfully and effectively. The lack of communicative ability in oral and other language skills in using English can put Vietnamese regionally and internationally in an inferior position both in politics and economics.

In Haiphong Private University, English is a compulsory subject and certainly, every student knows that it will be important for their future job. They will use English at work. The students here opt for English due to their realization that a high proficiency in English will give them more opportunities for employment. Among the four languages skills, most students think that speaking is the most important in the first year of studying in Haiphong Private University. Furthermore, after graduation the students will have to do business, negotiate with the partners in English to sell their products to them. To make these successfully, they must have a good ability of English especially communicating orally in it.

As a first- year English major at Haiphong Private University, during English speaking period, I realize that my-self and my friends still get some difficulties when making a presentation. This is actually a problem when we

have to present in many occasions such final internship report or graduation paper. It becomes more serious when we are going to graduate and having to find jobs in the real life.

For such reasons, I hope that the study will help me and the freshman English majors at HPU improve our presentation skill remarkably, meeting the reality demand.

2. Aims of the thesis

This study is aimed at making a successful presentation for the 1st year students at Haiphong Private University. It includes the participation of 60 the first year English majors who are in their second semester at Haiphong Private University. Some possible solutions are given to help my students overcome those difficulties so as to make a successful a presentation. To be specific, the aims of the study are finding the factors that causes the difficulties for the student in their presentation in order to clarify how to solve difficulties and give some tips for a successful presentation of the 1st year students at Haiphong Private University. To investigate the students' perceptions about the importance of presentation skills in their future work.

3. Scope of the thesis

This study mainly focuses on presentation skills in English in the classroom setting. It involves the participation of 60 the first year English majors who are in their second semester at Haiphong Private University. The findings and suggested solutions most appropriately applied to the student. That is, the student will be able to find ways to improve their process of learning oral presentation skills. Specifically, the students will be able to attain better oral presentation skills and have quite a good preparation for the future. I hope that my study will be a reference for the English major at HPU who want to get improvements in making a presentation.

4. Methods of the thesis

The study has been conducted in the form of survey research with its technique of questionnaire with informants of two classes of 60 1st year majors of English at Haiphong Private University. In addition to the questionnaire, discussions with the informants and personal observation were also conducted. In order to examine the situation of the study, this research used the following methods: In NA2201N and NA2201 classes, after observing two practical lessons, all students who received the questionnaire included 21 questions. Students completed the questionnaire very positively and answer specifically. When interviewed, students present their opinions extremely specifically and responsibly. Based on the survey, the data collected from the questionnaire and class observation will then be analyzed and generalized. Moreover, research is conducted based on documents, books, magazines, in libraries and websites. Important factors are the references from my teachers in foreign language department.

5. Organization of the thesis

The thesis consists of three main parts:

- **Part one** is the introduction, presents the rationale for the study, the aims, scope, methods and organization of the thesis.
- **Part two** is the development, the most essential part, including three chapters:
 - + Chapter 1: Literature review
 - + Chapter 2: Difficulties face by the first year English major at HPU when making a presentation
 - + Chapter 3: How to make a successful presentation.
- **Part three** is the conclusion of my thesis.

PART 2: THE STUDY

CHAPTER 1: LITERATURE REVIEW

1. Presentation understanding

1.1 What is a presentation?

In order to have successful presentations, we must understand exactly what the presentation is? According to website skillsyouneed.com, the definition from webpage:

“Presentation is the practice of showing and explaining the content of the topic to an audience or learner.

Presentation is also the means of communication which can be adapted to various speaking situation, such as talking to a group, addressing a meeting or briefing a team.

A presentation can also be used as a broad term that encompasses other ‘speaking engagement’ such as making a speech at a wedding, or getting a point across in a video conference.

A presentation requires you to get a message across to the listeners and will often contain a persuasive element.”

Based on this definition, presenting information clearly and effectively is a key skill to get your opinion across, and today, presentation skills are required in almost every field.

According to the literature on oral presentations, one more definition comes from Morrissey & Sechrest (1987:2): “A presentation involves the preparation and delivery of critical subject matter in a logical and condensed form, leading to effective communication”.

Finally, the researcher gives out a definition that is considered the most comprehensive. “Presentation is an even at which preplanned material is shown to audience for a specific purpose. Although a presentation is a verbal form of communication, it is often supported by other media, such as a computer software, slides, printed handouts, and so on and to be successful, appropriate

body language and good interpersonal communication skills are prepared. A presentation is normally intended to introduce something new to the audience, to persuade them of a viewpoint, or to inform them of something. Sale representatives use presentations when introducing a product to a potential customer. Presentations are also used in team briefing and other business contexts”.

In conclusion, we can see from definitions mentioned above, a presentation is understood according to a lot of its meanings, depending on certain circumstances. But simply, it can be said that presentations are used by all people every day. It may be a short talk, a formal talk or a speaking even but in general, it is made for the purpose of communicating among people.

1.2 Distribution of presentation

Presentation skills are one of the soft skills needed to succeed, or in other words successful people are those who have very good presentation skills.

A presentation that provides information can be used for many purposes and topics.

The main purpose of the presentation is to share a person's understanding of a topic, content, knowledge with the audience, or persuade people to agree with the speaker's opinions.

There are many types of presentation depend on audience you are going to present to, as well as the type of ideas and information you want to share and expectations of the assignment will all impact on the choice you make.

** The chart below lists some of the types of presentation:*

University Audience	Type of Presentation	
	Written	Speak
One person	Book, manual, document, report, newspaper article, magazine article, letter	Report, interview, telephone call
Small group	Survey, scrapbook, questionnaire	Debate, discussion, workshop
Large group	Survey, questionnaire, chart	Talk show, speech, lesson

(According to the data from Thames Valley District School Board, 2000 on website research presentations)

This is one way to classify presentations. Another division of presentation comes from **Randall P. Whatley, President, Cypress Media Group** who suggests that the first step in preparing a presentation is to define the purpose of your presentation and figures out an overview of several common types of presentations and their purpose. Each presentation type requires a specific organization technique to assure they are understood and remembered by the audience. The suggested organizational structure is also provided.

Informative

Keep an informative presentation brief and to the point. Stick to the facts and avoid complicated information. Choose one of the following organizational structures for an informative presentation.

Time

- Explains when things should happen.
- Works best with visual people or people who can see the overall organization or sequence of events.

Place

- Explains where things should happen
- Works best with people who understand the group or area you are talking about.

Cause and Effect

- Explains how things should happen.
- Works best with people who understand the relationship between events.
- Use phrases like “Because of _____, we now have to _____”

Logical Order

- Simply list items in their order of importance.
- Works best with people who are accustomed to breaking down complex data into components in order to digest the material.

Instructional

Your purpose in an instructional presentation is to give specific directions or orders. Your presentation will probably be a bit longer, because it has to cover your topic thoroughly. In an instructional presentation, your listeners should come away with new knowledge or a new skill.

- Explain why the information or skill is valuable to the audience.
- Explain the learning objectives of the instructional program.
- Demonstrate the process if it involves something in which the audience will later participate using the following method.
- Demonstrate it first without comment.
- Demonstrate it again with a brief explanation.
- Demonstrate it a third time, step-by-step, with an explanation.
- Have the participants practice the skill.

- Provide participants the opportunity to ask questions, give, and receive feedback from you and their peers.

- Connect the learning to actual use.

- Have participants verbally state how they will use

Arousing

Your purpose in an arousing presentation is to make people think about a certain problem or situation. You want to arouse the audience's emotions and intellect so that they will be receptive to your point of view. Use vivid language in an arousing presentation-- project sincerity and enthusiasm.

- Gain attention with a story that illustrates (and sometimes exaggerates) the problem.

- Show the need to solve the problem and illustrate it with an example that is general or commonplace.

- Describe your solution for a satisfactory resolution to the problem.

- Compare/contrast the two worlds with the problem solved and unsolved.

- Call the audience to action to help solve the problem.

- Give the audience a directive that is clear, easy, and immediate.

Persuasive

Your purpose in a persuasive presentation is to convince your listeners to accept your proposal. A convincing persuasive presentation offers a solution to a controversy, dispute, or problem. To succeed with a persuasive presentation, you must present sufficient logic, evidence, and emotion to sway the audience to your viewpoint.

- Create a great introduction because a persuasive presentation introduction must accomplish the following: Seize the audience's attention; disclose the problem or needs that your product or service will satisfy; tantalize the audience by describing the advantages of solving the problem or need.

- Create a desire for the audience to agree with you by describing exactly how your product or service with fills their real needs.
- Close your persuasive presentation with a call to action.
- Ask for the order.
- Ask for the decision that you want to be made.
- Ask for the course of action that you want to be followed.

Decision-making

Your purpose in a decision-making presentation is to move your audience to take your suggested action. A decision-making presentation presents ideas, suggestions, and arguments strongly enough to persuade an audience to carry out your requests. In a decision-making presentation, you must tell the audience what to do and how to do it. You should also let them know what will happen if they don't do what you ask.

- Gain attention with a story that illustrates the problem.
- Show the need to solve the problem and illustrate it with an example that is general or commonplace.
- Describe your solution to bring a satisfactory resolution to the problem.
- Compare the two worlds with the problem solved and unsolved.
- Call the audience to action to help solve the problem and give them a way to be part of the solution.

2. Oral preparation

2.1 Definition

Ohio Wesleyan University, in their "Guidelines for Oral Presentations" define oral presentations as "brief discussions of a focused topic delivered to a group of listeners in order to impart knowledge or to stimulate discussion. They are similar to short papers with an introduction, main body and conclusion. The ability to give brief presentations is a learned skill and the one that is called on frequently in the workplace".

According to Clark, D in *nwlink.com website*, a good presentation, firstly, has content, that is it contains information that people need. But unlike reports, which are read at the reader's own pace, presentations must account for how much information the audience can absorb. Secondly, it has structure with a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. While reports have appendices and footnotes to guide the reader, the speaker must be careful not to lose the audience when wandering from the main point of the presentation. Thirdly, a presentation is characterized by packaging: It must be well-prepared. A report can be reread and portions skipped over, but with a presentation, the audience has to depend on the presenter. Finally, a good presentation has human element in it. It will be remembered much more than a good report because it has a person attached to it.

2.2 The importance of oral presentation

In the literature on oral presentations, there are a number of reasons why oral presentation skills should be developed. Emden & Becker (2004: 1) hold the idea that the “ability to speak well enough to interest, influence or persuade other people is a major asset for whatever they want to do in the future and it may change them in ways that they did not expect”. That idea is true as oral presentation skills can bring many benefits for the learners.

The very first reason is that oral presentations often provide practice in speaking for the presenter and they develop the ability to speak to an audience. While making a presentation may seem to be a more limited activity than other tasks, such as role play, information-gap activity, it can in fact involve all the language skills. People will need to develop and use this skill throughout their life, for example, when they attend job interviews, or present a paper to a group of colleagues in a meeting.

What is more, through the mastery of speech, individuals come to be fully effective in organization, in the management and expression of ideas and arguments, especially when they write a report or even write an essay. (Powell, 2003)

Finally, when people can speak clearly, concisely, and convincingly, they will gain enormous confidence, which as Emden and Becker (2004: 2) put it “will result in an even better presentation next time” and “the newfound confidence may affect other areas of your work”. People are more ready to ask questions, respond to a challenge and organize themselves and their work more effectively.

For all reasons, giving oral presentations is one of the necessary skills that students have to acquire in learning a foreign language. In the context of HPU, it seems to be the most important skill to majors of English as it helps the students improve their own academic performance, communicate, exchange information with their peers and thereby develop personal confidence.

3. What make a successful presentation?

In my opinion, an effective presentation is the one that can attract the audience’s attention and their involvement as well as express completely the speaker’s ideas to them. However, to do this effectively we have the form of a presentation and so there are some criterions of an effective presentation. According to Big Dog’s Leadership Page they are:

- ❖ **Content:** It contains information that people need.
- ❖ **Structure:** It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it.
- ❖ **Human element:** A good presentation will be remembered much more than a report because it has a person attached to it. According to Lenny Laskowski, an international professional speaker and the author of the book, *10 Days to More Confident Public peaking* and several other publications, there are 6 elements of an effective speech.
- ❖ **Give of Yourself** - Use personal examples and stories in your speech whenever possible. Make sure your stories help to emphasize or support your point. The stories must match your message. Use examples from your personal and professional life to make your point. In either case be willing to give of yourself by sharing some of yourself with the audience.

Oral presentations are one of the most common assignments in college courses. Students always present by delivering oral presentations in class.

Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors.

Oral presentations typically involve three important steps: planning, practicing, and presenting.

❖ **Planning**

Oral presentations require a good deal of planning. Researchers estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage, or lack of a planning stage. Make sure to address the following issues, focus your presentation on the audience. Your presentation is about how much your audience can understand. Organize your information into three to five point. Audiences can only easily remember a maximum of three to five points. Listening is much different than reading. Build repetition through summaries, transitions, and stories.

❖ **Practicing**

Practicing your presentation is essential. Record your presentation and review it in order to know how you sound and appear to your audience. You may notice that you talking too fast. Practice in front of friends and suggest feedback. Ask your friends to comment on your delivery and content. Remember that the more you practice, the more comfortable you will become with the material. As a result of repeated practice, you will appear far more polished and professional while delivering your presentation.

❖ **Presenting**

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable with both you and the material of the presentation.

Maintain eye contact. Only look at notes or slides very briefly. Be aware of your body posture. Be enthusiastic about your topic. Slow down your

speech. We naturally talk faster when we are nervous. Include pauses to allow your listeners to keep up and time for you to think ahead.

In short, an effective presentation depends on a lot of elements such as preparation, content, structure, body language, natural humor, visual aids, etc. Each element provides a necessary criterion that helps us carry out presentation.

On the other hand, this part also presents the steps to make an effective presentation.

All above is general viewpoint about presentation; however, this research focuses more on oral presentations that will be applied for the first year English majors at Haiphong Private University. Therefore, from the next part the word “presentation” means “oral presentation”. It is going to be introduced in detail in following parts.

Making a good oral presentation is an art that involves attention to the needs of your audience, careful planning, and attention to delivery. An oral presentation is more than just reading a paper or set of slides to an audience. How you deliver your presentation is at least as important in effectively communicating your message as what you say.

CHAPTER 2: DIFFICULTIES FACED BY THE FIRST YEAR ENGLISH MAJOR AT HAIPHONG PRIVATE UNIVERSITY WHEN MAKING PRESENTATIONS.

1. Description of data collection

The data collection instrument used in this study is survey questionnaires.

1.1 Explanation

There is a number ways to gather information for the study such as questionnaires, interview, observation, document analysis. Questionnaires are one of the most effective and convenient methods for collecting information because “they are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze” (Richards, 2001:60). They can be seen as a useful tool for “providing participants’ personal details, educational background, and previous language learning experience” (Ellis, 1994:73).

Questionnaires were chosen as a data collection in this study because of the above-mentioned reasons.

1.2 Description of data collection

The questionnaires were designed for students with 21 questions.

The survey can be divided into two main parts:

Part I consists of the first seven questions (1 to 7) focusing on the students’ attitudes toward speaking skills especially presentation skill.

This part is further divided into two smaller ones.

- ❖ Part 1 consists of the two questions (1 and 2) which identify the informants.

- ❖ Part 2 consists of the five questions (3 to 7) which find out the students’ attitudes toward speaking skills especially presentation skill.

Part II consists of the other 14 questions which test the presentation skill of the students.

Part II is also further divided into 5 smaller ones.

❖ Part 1 which consists of three question (8,9,10) is students' appearance and psychology during making presentations.

❖ Part 2 consists of four questions (11,12,13) finding out students' preparation before making presentations.

❖ Part 3 is four questions (14,15,16,17) which check the students' problems when making presentations

❖ Part 4 is question 18,19 and 20 used to the students' listeners controlling when presenting a presentation

❖ Part 5, the last question 21 is average marks of students in their final speaking tests.

2. Description of the subject

In this study, 60 students of the first -year English majors are involved in the research.

At this time, they could meet the partial or entire demand of high standard with all four skills listening, speaking, reading, and writing. Especially in the process of study, the first year English majors at Haiphong Private University must prepare for themselves comprehensive knowledge about English skills to complete well the exam or to apply what they have studied in real life as well.

The first year English majors studied speaking in two terms.

Each term consists of 45 periods divided into 2-3 periods a week. Therefore, after two terms studying speaking, the first year English majors at HPU studied to 2050 hours and passed two final speaking tests.

During speaking periods, students are worked in pairs or in group to discuss general issues or argue controversial problems in social life, for and

against opposite opinion of friends. This is to improve students' speaking ability as well as group-working skill.

In addition, these students are also taught all basic subjects in the curriculum which support a lot for speaking such as grammar pronunciation, phonetic and phonology, lexicology, semantic.

After these two terms, students have to achieve these standards:

- The level of advanced students
- Rich vocabulary and accurate pronunciation to express their ideas
- Flexible English using
- Technique achievements to enhance effectiveness and persuasiveness of what they express.

The 60 first-year students English majors are studying in 2 class (namely NA2201N and NA2201). They finished the last term studying speaking skills.

Together with studying speaking, they have already studied some other subjects supporting for speaking such as grammar, phonetic and phonology, pronunciation.

Therefore, at this time they can meet partially the demand of upper students. However, from the observation and personal experience of the researcher, the first-year English majors at HPU often cope with certain challengers when speaking English especially making a presentation in English.

3. Procedures

The following steps are worked through to plan and conduct the study:

Initially, the situation of speaking skills the first-year English majors at HPU was identified and the research problem was formulated and come from the researcher's experience.

Secondly, the researcher selected the instrument to be used and outlined the procedures of data collection. The researcher first tried out to draw the questionnaire development. Then, the actual questionnaires are developed.

The questionnaires will be divided into two sections. Section 1 will reveal the behavior and attitudes of the subjects toward speaking skills especially presentation one and section 2 will find out their difficulties when making a presentation. All questionnaires will be studied in detail in order to check if they are needed to expand or strengthen in some ways. After that, they will be sent to the supervisor to check whether they are clear or not before they are delivered.

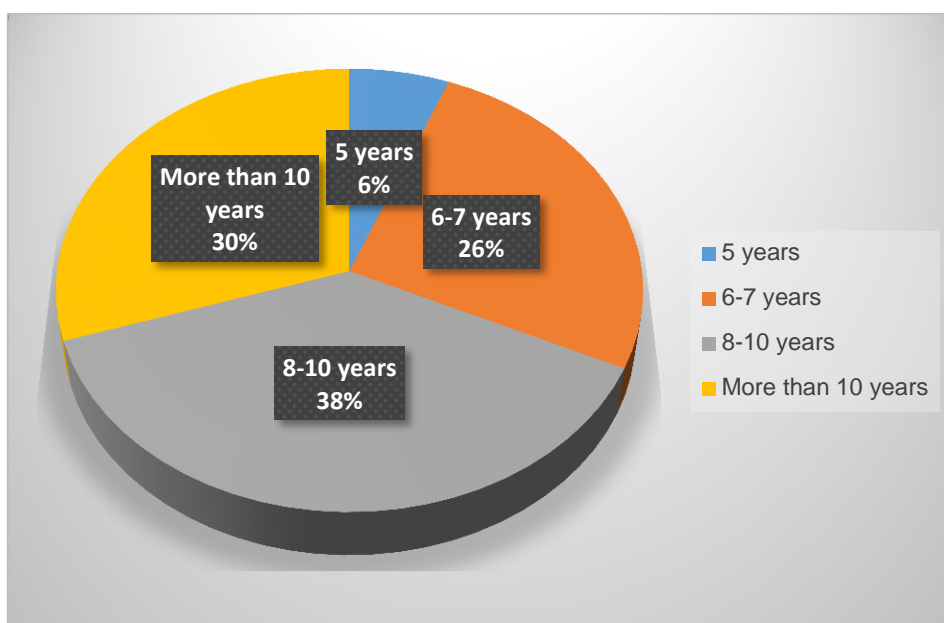
Next, the researcher identified the subjects involved in the study and delivered the questionnaires. With the cooperation of the students in HPU, the questions were sent back the researcher after an hour's delivery.

Finally, questionnaires were collected and the data obtained were in process of analysis.

4. Results collected from analysis.

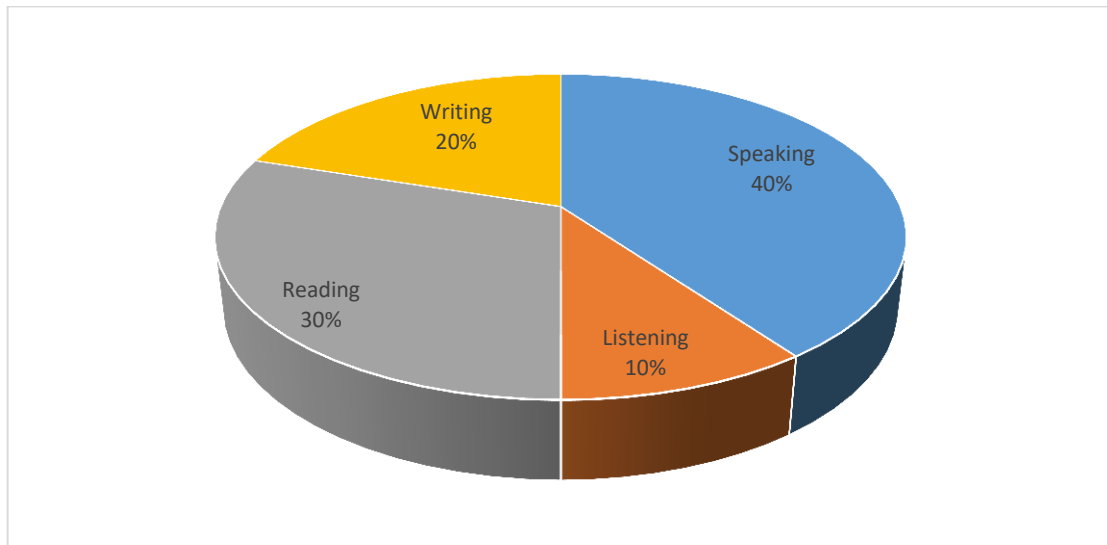
4.1 The students' attitudes toward studying speaking skills especially presentation.

4.1.1. Participants identification



Pie chart 1: The students' studying English time (See Appendix)

As can be seen from the pie chart1, 6% of students have been studying English for only 5 years. 26% of students have been studying English for 6 to 7 years, 38% of them have been studying English for 8-10 years, and 30% of them have been studying English more than 10 years. It means that they have a long time studying English in schools at different levels. It is a pre-condition to have better opportunities to master English.



Pie chart2: The students' favorite English skill (See Appendix)

According to the statistic above, among four English skills, students are interested in Speaking skill with 40%, the lower in reading with 30%, the much lower in writing skill with 20%, and the lowest in listening with 10%. It shows that students are fond of studying speaking skill a bit more than the others.

4.1.2. The students' attitudes toward studying speaking skills, particularly presentation skill.

Options Questions		a	b	c	d
3	a. English speaking is compulsory at Haiphong Private University. b. You just want to pass the oral exam. c. Speaking is necessary for your future job. d. You are interested in the speaking skill.	16	10	60	54
4	a. Very important b. Rather important c. Little important d. Not at all	54	6	0	0
5	a. Very much b. Rather c. Little d. Not at all	54	6	0	0

Table 1: Student' opinions on speaking skill (See Appendix)

The statistics in table 1 shows the students' opinions on speaking skill. It can clearly be seen that all the students asked (100 %) say that Speaking is necessary for their future job and 90 % of them are interested in speaking skill while a small amount of them (26 %) says they learn Speaking skill because English is compulsory at their university. They find English really interesting

while there are only a few students (17 %) who want to learn speaking skill just to pass the oral test. 90 % of them stated that English is so important for them.

Question 6	Not at all	Little	Rather	Very
1. Individually		60		
2. In a small group	0	1	23	36
3. With the whole class		60		

Table 2: Students' opinions on learning speaking skills in the class

(See Appendix)

In the table 2, all of the students asked (100%) said that they had very little favor for working individually, 38 % of them rather like working in a small group, and 60 % (more than half of the students asked) really like working in group in the speaking skill. And no student reported that they did not like working on their own. From this, it can be understood that most of the students see the importance of working in group for the better speaking skill. In addition to that, the group work is very suitable for the speaking skill. This also means that group work is surely the most suitable activity for the speaking skill.

Question 7	Not at all	Little	Rather	Very
a. Speak more in English				58
b. feel more confident				60
c. Give you more opportunities for exchanging ideas				60
d. Learn from each other		18	41	

Table 3: Students' appreciation of group work for the benefit of speaking skill (See Appendix)

It can be surely said from the table that almost all the students (97 %: 58 out of 60) found that group was so beneficial for their speaking skill that they can speak more in English, they can be much more confident and they also have chance to exchange their ideas with their friends. Regarding the benefit of learning from each other of group work, 68% (41 out of 60) the students stated that it was rather beneficial but only 30 % (18 out of 60) think it is a little beneficial

4.2. The situation of speaking skills among the first year English majors at HPU

4.2.1 Students' appearance and psychology in their presentations.

Questions	Responses (%)			
	a(always)	b (usually)	c(sometimes)	d (never)
8	7	26	60	7
9	16	22	63	5
10	7	38	45	10

Table 4: The students' appearance and psychology during their presentations (See Appendix)

Answering about the appearance and psychology of presenters when giving a talk, students' choices are different. With the question 8 asking about how they usually dress when making presentation, there is 7 % of students said that they always dressed appropriately for their presentations. There is 60 % of students who sometimes and even never (7%) dress appropriately for each presentation. It means that these students don't realize the importance of good appearance in creating the first impression with the audience. It is a problem that we should consider.

Question 9 asks students about how they attract the first interest of the audience. There are 63% of students chose "sometimes"; 5% of them chose "never"; 22% of them chose "usually" and the 10% left chose "always".

The last question in this part is question number 10. It asks informants whether they still keep calm when there is someone disagreeing with them during their presentations or not. "Sometimes" is the choice of 45% of students and "usually" is for 38% of them. It seems to be happy because there are 7% of

students who always keep calm and a bit sad for 10% of them said “never”. It figures out that 55% of students usually lose their calm or lack of confidence when there are opposite opinions with them. It is also one thing that students need to improve to make their presentations better.

4.2.2. Students’ preparation before making presentations.

Question	Responses (%)			
	a(always)	b (usually)	c(sometimes)	d (never)
11	7	34	41	8
12	12 (watch TV)	28 (reading document)	55 (search website)	5 (based on their knowledge)
13	19	40	36	5

Table 5: Students’ preparation before making a presentation (See Appendix)

Question 11 asks informants about the structure of their presentations whether it is clear or not. 41% of them said that they “sometimes” had a clear structure for their presentations. 34% of them said that they “usually” had it. 7% of students answered the question with the response “always” and 8% of them with response “never”. From this data we can see that 49% of students usually don’t have a clear structure. This means nearly half of students may be in case of topic ignorance because they don’t have a clear structure to develop their presentations.

The question 12 asking about the sources that students usually get information from. There is no surprised when more than 50% of the students said that they usually searched for information on websites because it is a common and convenient way for students to get information. 28% of students chose “reading books” and 12% of other chose “watching TV” to get information. There are only 5% of student base on their own knowledge. So searching on websites, reading books or watching TV are popular way to get information for presentations of students.

Question 13 asks students about the way to arrange documents. There are 40% of students said they usually or always (19%) collected and arranged their documents according to the main points of their presentations. 36 % said that they “sometimes” or even never (5%) collected or arranged their documents according to the main points in their presentations. Nearly half of the students do not have habit of collecting and arranging documents according to the main points of their presentations. It means their collected documents are usually irrelevant to the topic. This can distract the audience and the presenters as well. Therefore, this might be a problem.

4.2.3The students’ problems when making presentations.

Questions	Responses (%)			
	a(always)	b (usually)	c(sometimes)	d (never)
14	10	35	40	15
15	7	22	56	15
16	11	45	38	6
17	47(pronunciation, vocabulary)	44(read slides, papers)	41(confused, not fluent)	68(topic ignorance)

Table 6: The students' difficulties during making a presentation (See Appendix)

Question 14 asks the students if they give speech with suitable voice and tone to their audience. More than half of the students sometimes (40%) or never (15%) could do it. There is 35% of student said they usually have suitable voice and tone and 10% confirmed that they always make a speech with suitable voice and tone to their audience. This rate shows that the majority of students has trouble with their voice and could not control it to speak out. The reason may be from the practice before presenting or lack of confidence. So we can see there is a close relation among preparation, psychology and process of making a presentation.

The result from the question 15 further proves this because up to 56% of students answered they sometimes got confidence and fluency during their talks; 15% of them have never approached these things. Only 22% of students usually and 7% of them always achieve confidence and fluency during their talks.

In the question 16 “Do you focus on the main points during your presentations”, 45% of students confirmed that they usually did it; 11% of them did it always. There are 38% of students circle the choice “sometimes” and 6% chose “never”. Their talks are not concentrated and lack of persuasiveness. This also causes topic ignorance as I mentioned above.

Question 17 in this table asks students about the mistakes that they usually make during making a presentation. 47% of the students usually make mistakes on vocabulary and pronunciation; 44 % of students usually make mistakes on always read slides or prepared papers; 41 % of them usually make mistakes on confused and speak not fluent, and the last 68 % of them usually make mistakes on topic ignorance. From this data, we can see that these all are common problems that students face when making a presentation. In addition, some students added more their difficulties in the choice “e: Others”. They said that whenever making a presentation, grammar, spelling, and body language are also their difficulties.

In general, although almost students here are the first year English majors, they still get some common problems when making presentations.

Therefore, they need to improve their speaking skills especially the presentation skill by themselves to meet the standard of advanced students.

4.2.4 The students' listeners controlling when presenting a presentation.

Questions	Responses (%)			
	a(always)	b(usually)	c(sometimes)	d (never)
18	16	30	50	14
19	18	20	56	6
20	6	35	55	4

Table 7: The students' listeners controlling when presenting presentations

(See Appendix)

This criterion is to check out whether presenters could attract and control their audience or not. The result tells that it is not much prospect.

Question 18 "Could you retain the audience's attention during your presentation" keeps the choice rate of 50% for "sometimes"; 30% for "usually". 16% of students are always able to retain the audience attention and 14% of them have "never" retained it. This proves that retaining the audience's attention is not easy and hardly surpasses some students' ability.

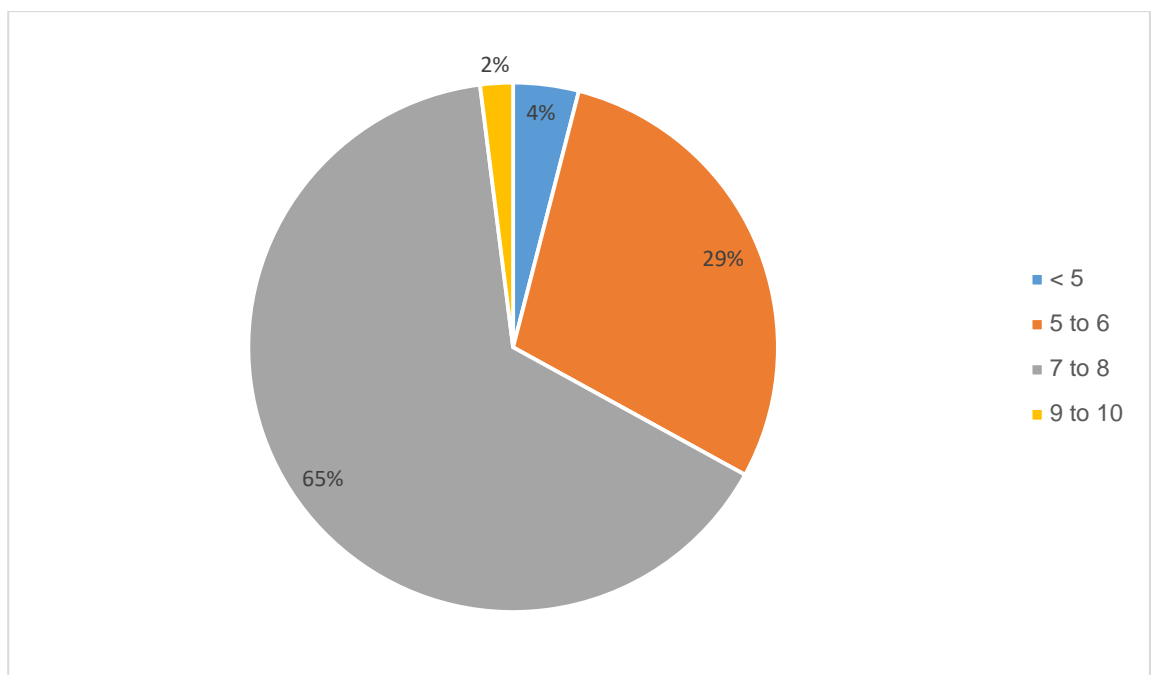
Question 19 checks the audience's interest with presenters and their presentations. Only 18% of the students thought that their audiences were "always" interested in their presentations and 20% of them thought their audiences were "usually". Up to 56 % of the students could not confirm and chose the choice "sometimes" and 6% left confirmed that their audiences have "never" been interested in their presentations. This may be due to their presentation is not interesting, not attractive, unclear, unconvinced, and hardly to follow up.

The last question in this criterion is about the way that presenters answer the questions from audiences. 55% of them said that their answers were “sometimes” on the track, focusing on the main points and made the audiences satisfied. 4% of them had the answer that they have “never” focused on the main points and, of course, could not make their audiences satisfied. Other students usually (35%) or always (6%) have the answers that satisfy their audiences.

All statistics above reveals the failure of the majority of the students in attracting and controlling their audiences during delivering their presentations.

In short, controlling the audience is also very important in the presentation skills. It is one of criteria to evaluate the degree of the presenters’ success. So how to control our listeners well and how the first year English majors at HPU could obtain this ability. The answer will be revealed in the next chapter.

4.2.5. The students’ average marks in final tests



Pie chart 3: The students’ average marks in final speaking tests

(See Appendix)

As researcher mentioned previously, students’ average marks in final speaking tests are an important base to evaluate their situation of speaking because they are delivered by lectures who are also these presenters during a

year of studying speaking. Let us have a look on the table above to have a clear conclusion about the students' speaking situation. There are 65% of students used to get the average marks of 7 – 8 in their final speaking tests; 29% of them used to get the average marks of 5 – 6; 4% of them used to get the average marks under 5. There are only 2% of the students who used to get marks of 9 or 10. From this data we can have a conclusion as follow:

* 33% of students who used to get the average marks under 5 or from 5 to 6 do not actually know how to make a good presentation. It may be caused by poor vocabulary and pronunciation, grammar, body language, or problem of confidence.... These students need to study and practice more to improve their speaking skills and to make effective presentations as well.

* 65% of the students who used to get the average marks from 7 to 8 could make presentations but not effective enough to persuade their lecturers. It means that some their problems need to be solved and some techniques need to be applied to help them improve their speaking skill and presenting skill.

* 2% of the students usually make effective presentations with marks 9 and 10. It is a very low rate and it proves that the first year English majors at HPU still get limitation in speaking.

5. Critical findings

After analyzing the data of the survey questionnaires on student in English department at HPU together, some key majors are drawn out as follows:

- Most of the students realize the importance of studying speaking skills especially presentation skill
- Speaking is a favorite skill of students at HPU among English skills; however, almost students speak English actively and enthusiastically.

Although students understand the importance of preparation for presentations, they usually make mistakes and cope difficulties during giving presentations:

- ❖ Lack of confidence

- ❖ Poor vocabulary and pronunciation
- ❖ Inability to attract the audiences and keep their interest.

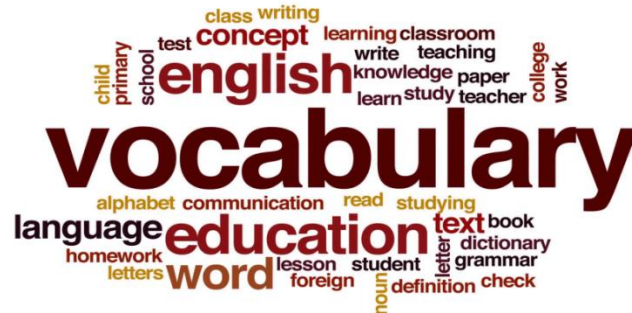
To sum up, finding out the students' difficulties in order to give useful solutions and improve their ability in presentation skill is very necessary. This can help students overcome personal challenges and have effective presentations in compared with their knowledge and level of advanced students. All the solutions will be presented fully in the next chapter "How to make a successful presentation for the first year English majors at Haiphong Private University".

CHAPTER 3: HOW TO MAKE A SUCCESSFUL ORAL PRESENTATION

1. Resolution for students to avoid mistakes.

1.1. How to cope with vocabulary, pronunciation and structure

❖ Vocabulary



Poor vocabulary may be a critical problem in making a presentation. To avoid it, students should:

- Always check the dictionary to have suitable vocabulary for your topic so that you will not be afraid of not knowing what to say.
- Search all information in your topic to complete the presentation.
- Try to guess or paraphrase words that you don't know based on the certain context

❖ Structure

- Most presentations will consist of an introduction, the body of the talk and a conclusion. The introduction prepares the audience for what you will say in the body of the talk and the conclusion reminds them of your key points.
- The most important criterion for a presentation structure is clearness. It makes sure that your audience can easily follow what you are saying, helps them recognize where they are in your presentation and avoids the problem of topic ignorance.

❖ Pronunciation

An important key point to make your pronunciation better is practice, practice, and practice because “practice makes perfect”. It’s time for you to practice pronoun when having clear structure and vocabularies.

- Practice pronunciation by yourself first, then practice pronunciation with your friends. Make it again and again, you will find differences after each time.
- Let check your pronunciation with a dictionary.



1.2. How to become confident

Confident is the first priority element to make an effective oral presentation. Even though you have a good structure, various vocabulary and excellent pronunciation you cannot control yourself, you become confuse and nervous, you cannot say anything. You should:

- Prepare well all things related to your presentation such as vocabulary, pronunciation, structure, etc. These things will help you more confident because all information and elements for your success presentation are available.
- Begin with a slow, well-prepared introduction; deliver a persuasive body; have a confident and clear conclusion.

Generally, the most important and effective way to overcome lack of confidence is preparing and practicing.

1.3. How to keep listeners' attention?

One of problems in making a presentation is losing the audience's attention and consider some techniques below to keep their attention.



- Create the first impression by showing that you are believable. Make it with novelty and uniqueness because they can increase the impact.

- Alternative moving and standing still, speaking and listening, doing and thinking. This proves that you are very active and willingly to listen which make the audience not feel boring and be attracted. Besides use physical space and body movement to enhance your message.

- Try to add stories, anecdotes, testimonials, analogies, demonstrations to make your presentation more lively, more persuasive, and especially more attractive.

- Use humor appropriately and make it in good taste.

- Try to position yourself to enhance rapport with the audience.

- Eye contact is your primary tool for establishing audience involvement; look at your audience in random rotating order.

- Use gestures naturally and do what natural to you. Don't do what unfamiliar because it makes you strained and can cause opposite impacts to your audience.

Remember that once you obtain attention, you must retain it.

2. Some tips for a successful presentation.

An effective presentation is the one that can attract audience's attention and express completely speaker's ideas to them. To do this well we should divide the process of making a presentation into smaller one namely preparation, presentation delivery, and after presentation.

2.1. Preparation

If a presentation is well prepared, it is half successful. In this stage, presenters must prepare all things related to the presentation.

Presenters should consider some points below when preparing:

❖ Purpose

Your purpose should be clear in your mind. Your presentation is to inform, to instruct, to arouse, to persuade, or to make decision. Clarify the purpose will give you judicious orientation for your presentation.

❖ Content

Base on your purpose when making the presentation to have suitable content. All information is relevant and linked together. Presenters should create titles for presentations to help themselves and their audience focus on the subject.

❖ Structure

Organize your presentation in a clear and logical structure. Most presentations are organized in three parts including introduction, body, and presentation.

Introduction:

- Welcome your audience
- Introduce yourself and your subject

- Explain the structure of the presentation
- Explain the rules for questions

Body:

- Present the subject itself

Conclusion:

- Summarize your presentation
- Thank your audience
- Invite questions and answer them

After preparing all related things above, form your complete presentation and rehearsal. Practice your presentation two or three times so that you will:

- Become more familiar with what you want to say
- Identify weakness in your presentation
- Practice difficult pronunciations
- Check the time your presentation takes and make any necessary modifications.

2.2 Perform presentations

2.2.1 Use an effective introduction

A good presentation starts out with introductions and an icebreaker such as story, interesting statement, fact, joke, quotation, or an activity to get the group warmed up.

The introduction also needs an objective that is the purpose or goal of the presentation. This not only tells what you will talk about but it also informs the audience the purpose of the presentation.

In your introduction, let welcome your audience:

“Good morning/ afternoon, ladies and gentlemen”

“Hello/ Hi, everybody”

“First of all, let me thank you all for coming here today”

“I’m happy that all of you can make it today”

Introduce yourself:

“Let me introduce myself. I’m...”

“For those of you who don’t know me, my name’s...”

“As you probably know, I’m...”

“I’m here today in my function as...”

Introduce your topic:

“As you can see on the screens, our topic today is...”

“Today’s topic is...”

“What I want to present you today is...”

“The subject of my presentation is...”

Outline the structure:

“The first point is...”

“The next is...”

“Then is...”

“Finally, ...”

2.2.2 Use simple words, simple sentences

In your presentation, you should use simple words and sentences to make sure that all listeners can follow and understand you easily. You should also use markers to emphasize your ideas and make it unforgettable in the audience mind.

Personal language is especially important because it shows the audience who you are and whether they can believe you.

2.2.3 Good appearance

Your appearance gives the audience different impressions. If you appear with a good one you will create a good impression with the audience. Your appearance helps you more confident and creditable.



In your presentation speaker should:

- Dress with appropriate clothes. In an informal talk, speaker can freely dress casual clothes that make him comfortable but in a formal talk, presenter must dress formal clothes such as suit. Dressing appropriately shows that you respect your audience and yourself as well.

2.2.4 Use body language



Your body communicates different impressions to the audience. People not only listen to you; they also watch you.

On the other hand, displaying good posture tells your audience that you know what you are doing and you care deeply about it.

Also, a good posture helps you to speak more clearly and effectively.

2.2.5 Use visual aids to enhance the message

Visual aids significantly improve the interest of a presentation.

You can use a projector, handouts or blackboard to support your presentation.

- **Projector:** is one of the most effective visual aids that support well for your presentation. You can insert here videos, films, diagrams, or charts to illustrate your presentation.

- **Handouts:** are documents or samples that you hand out for your audience. But it is not a good idea to distribute handout before presentation because your audience will read the handouts instead of listening to you.

- **Black board:** you can write down your ideas to makes your presentation clearer to your audience.

Thanks to the development of technology, projectors become more and more popular equipment as effective supporting tools in various aspects of human's social life. Considered as the leading university in applying technology into teaching and studying, Haiphong Private University always tried to bring students the most effective visual aids. Now, most classrooms at Haiphong Private University are equipped projectors. Lecturers teach with projectors and students study through projectors. Therefore, using projectors become familiar with all students at Haiphong Private University. English majors here are more skilled in using them because almost their presentations are done with projector. However, there are some common mistakes that not only students at HPU but also people who usually use projectors often cope with when making a presentation with a projector that we call PowerPoint presentation.

❖ **Using wrong background**

A poor background choice results in poor visibility. When design slides, avoid using too many colors and limit color on each slide. Too-many colored slides can cause negative visibility and distract the audiences.

❖ **Using the wrong fonts**

Presenters may design slides with too large or small fonts. When using PowerPoint, presenters should use large font (35 – 45 points); use 6 - 8 words a line and 6 lines or less in a slide.

❖ **Poor color or too colorful**

A slide with poor text color cannot attract audiences. Presenters should choose the right text contrast and use high contrast so that it is easy to read the text.

❖ **Using bullet points**

When presenting with PowerPoint, presenters should use bullet point for key ideas but avoid using too many bullets; use full sentences only when there is a quote.

❖ **Spelling and Grammar**

Many presenters usually make mistakes on spelling and grammar. It is especially negative when they appear on slides. Therefore, checking spelling and grammar before presenting is very important.

❖ **Annoying Animations and Sound effect**

It is very boring if your PowerPoint presentation is done without animations and sound effect. However, annoying animations and sound effect can distract the audiences. We should avoid flashy, flying and twirling animation. Use less annoying animations such as appear effect and dissolve effect. Avoid using too much sound effect.

❖ **Remember your audiences**

Many presenters forget that they are talking to audiences in their presentations. Instead, they talk to the screens. Therefore, during the presentation, presenters must take full control of the audiences; do not speak to yourself but speak out; speak to your audiences not to the screen and control your voice.

PowerPoint is one of the most effective visual aids supporting presenters in making an effective presentation. Once presenters can use it wisely, benefits brought are not few.

2.2.6 Create an effective conclusion

A good conclusion does two things:

- Reminds the audience of your key points
- Reinforces your message

Your conclusion should end the presentation at a positive note and make the audience feel that they have used their time well listening to you.

You can use some useful expressions below to make your conclusion:

“In conclusion...”

“Right, let’s sum up, shall we?”

“I’d like now to recap...”

“In short...”

2.2.7 Question handling

After the conclusion is the time for collecting and answering question from your audience.



Keep cool if a questioner disagrees with you. No matter how hard you try. Questions do not mean that you did not explain the topic well enough, but that their interest is deeper than the average audience.

Always allow time at the end of the presentation for questions. After inviting questions, do not rush ahead if no one asks question. Pause for some seconds to allow the audience to gather their thoughts. When a question is asked, repeat the question to ensure that everyone heard it (and that you heard it correctly). When answering, direct your remarks to the entire audience.

That way, you keep everyone focused, not just the questioner. To reinforce your presentation, try to relate the question back to the main points.

Make sure you listen to the question being asked. If you do not understand it, ask them to clarify. Pause to think about the question as the answer you give may be correct, but ignore the main issue. If you do not know the answer, be honest, do not waffle. Tell them you will get back to them and make sure you do.

Answer questions within suitable time. If someone takes issue with something you said, try to find a way to agree with part of their argument. For example: “Yes, I understand your position...” or “I’m glad you raise that point, but...”. The idea is to praise their point and agree with them.

When all things are finished, end your presentation with a sincere thanks to all your listeners.

3. After presentation.

After each time presenting, we should consider what we gained.

Try to answer these questions by yourself:

- Were you successful with your presentation?
- Was your audience interested in your presentation?
- Did you try your best to make your presentation?
- Did you use effective techniques to support your presentation?
- What about your vocabulary and pronunciation?

All what you gain after each presentation is the most valuable experience for yourself to make a better one in the next time. Remember that never satisfy with yourself. Try and practice more.

In summary, this chapter consists of suggested solutions for the first year students of English department at HPU to overcome their difficulties when making a presentation and some useful techniques to help them make an effective presentation.

PART THREE: CONCLUSION

1. Issues and summary of the study

With the aims of suggesting solutions for the students to overcome their difficulties when making presentation as well as giving out tips for an effective presentation, the researcher has reviewed relevant literature on presentation which considered the theoretical foundation for the process of giving out tips for an effective presentation.

In order to find out the students' difficulties when making presentations, instrument used for data collection is a set of questionnaires distributed to the first-year English majors at Haiphong Private University. Then, the feedback results have been analyzed by means of questionnaires.

Based on the results of the analysis, suggested solutions to overcome the difficulties and tips for an effective presentation.

The findings of this study show that most of the students share the same opinion about the importance of speaking in general and of presentation in particular as well as the same expectation and desire to overcome difficulties for making effective presentations.

The main difficulties or problems collected after analyzing questionnaires are:

- Poor vocabulary and pronunciation
- Lack of confidence
- Inability to attract the audiences and keep their interest
- Topic ignorance

These are the base for the researcher to give out tips for an effective presentation.

2. Limitations of the study

This study limited itself to making an effective presentation for the fourth-year English majors at Haiphong Private University. Presentation is one skill among speaking skills. It means that this study focuses on speaking only. To be successful in mastering English in the future, the students need to study integrated English skills: writing, reading, and listening.

The instrument for data collection also limited itself to only one source (i.e. questionnaires). If other sources were also used (interview, document analysis), the result for analysis would be more convincing and reliable.

3. Suggestions for further study

Because of time and limited knowledge, my research study cannot be complete and inclusive. Many other issues have not been mentioned and need investing more. Students in general and students at Haiphong Private University in particular need to practice more English. Especially, focusing on speaking skills help students can master English successfully. Therefore, this study requires more research for students to develop their ability to speak English more fluently.

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APPENDIX

SURVEY QUESTIONNAIRE

This survey is conducted for the first year English majors at Haiphong Private University to collect data for “How to make a successful presentation for the first year English majors at Haiphong Private University” to learn about difficulties of students when making a presentation. All your answers in the survey have played an important role in my graduation paper. Thank you for your cooperation in order that I completed my survey question.

Please circle the answers what you find the most suitable or answer the question if necessary. In some question, more than one choice is acceptable.

Question 1: How long have you been studying English?

- a. 5 years
- b. 6-7 years
- c. 8-10 years
- d. More than 10 years

Question 2: What skills do you like most among English skills?

- a. Speaking
- b. Listening
- c. Reading
- d. Writing

Question 3: Why do you learn speaking skill? You can tick more than one answer:

- a. It's a compulsory subject at university.
- b. You just want to pass the oral exam.
- c. Speaking is necessary for your future job.
- d. You are interested in the speaking skill.

Question 4: How important is speaking skill to you?

- a. Very important
- b. Rather important
- c. Little important
- d. Not at all

Question 5: How much do you feel interested in speaking skill?

- a. Very much
- b. Rather
- c. Little
- d. Not at all

Question 6: How do you like practice speaking in class?

	Not at all	Little	Rather	Very much
1. Individually				
2. In pairs				
3. In a small group				
4. With the whole class				

Question 7: How much do the group activities organized by the teachers in the speaking class help you in the following activities?

	Not at all	Little	Rather	Very
a. Speak more in English				

b. Feel more confident				
c. Give you more opportunities for exchanging ideas				
d. Learn from each other				

Question 8: Do you dress suitably for your presentation?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question 9: Did you catch the audience attention after making the presentation?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question 10: Do you keep calm if someone disagrees with you in your presentations?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question11: Do you have obvious structures for your presentation?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question 12: What do you usually do to get information for your presentation?

- a. Basing on your own knowledge
- b. Searching on internet
- c. Reading related documents
- d. Watch TV
- e. Discussing with teachers and friends

Question 13: Do you collect and arrange documents according to the main points in your presentation before making it?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question 14: Do you give speech with a suitable voice and tone?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question 15: Do you feel confident during your presentation?

- a. Always
- b. Usually

- c. Sometimes
- d. Never

Question 16: Do you focus on the main points during your presentation?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

Question 17: Which of the following aspects do you usually have failure while making a presentation?

- a. Pronunciation, vocabulary
- b. Always read slides or prepared papers
- c. Confused, speak not fluent
- d. Topic ignorance
- e. Others (please write down).....

18. Do you maintain the audience's attention during your presentations?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

19. Did your audiences give many follow-up questions?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

20. Do your answers always focus on the main contents?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

21. Your average marks in speaking tests?

- a. < 5
- b. 5-6
- c. 7-8
- d. 9-10