

FOREIGN LANGUAGES AND VIETNAMESE

A STUDY OF ANXIETY FACTORS ON ORAL RESENTATION PERFORMANCE OF SECOND-YEAR ENGLISH MAJOR STUDENTS AT HANOI UNIVERSITY OF INDUSTRY

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ABSTRACT: This study investigates the factors contributing to oral presentation anxiety among second-year English major students at a university in Vietnam during oral presentations. Oral presentations are integral to language learning, yet many students experience significant anxiety that can impede their performance. Utilizing a mixed-methods approach, data were collected through questionnaires and interviews involving 73 participants. The findings reveal that students experience the highest anxiety during the performance stage, followed by the preparation stage. Pronunciation, grammar, personality traits, and vocabulary limitations were identified as the primary factors contributing to anxiety, with pronunciation being the most influential at all stages. These results contribute valuable insights for educators in designing effective learning environments for language learners to better their English oral presentations.

KEY WORDS: oral presentation; anxiety; English major students; factors; mixed-method.

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1. Introduction

Oral presentations serve as a vital component of English language learning, especially for students pursuing an English major. These skills are indispensable not only for academic assessments but also for professional engagements such as conferences, proposal defenses, and thesis presentations (Nguyen Truong Giang, 2024; Živković, 2014). The ability to convey information persuasively and confidently is a key determinant of success in these contexts. They enhance students' knowledge base, public speaking abilities, and prepare them for future careers (Pham et al., 2022; Živković, 2014).

Despite the recognized importance of oral presentation skills, anxiety remains a significant barrier for many students. The studies conducted across various universities in Vietnam, Indonesia, Thailand, and Taiwan have extensively examined the challenges faced by English-major students during oral presentations, highlighting common issues such as anxiety, inadequate preparation, and linguistic difficulties. The study conducted in 2022 by a group of students, with the leader Pham Manh Tri at Van Lang University in Vietnam examined the English presentation skills of English-majored students. Findings revealed that students often lacked confidence due to vocabulary misuse, grammatical errors, and fluency challenges, with limited feedback hindering self-correction and mastery of speaking skills. Similarly, to investigate this issue, the study conducted by three students majoring in Faculty of Linguistics and Literature, with the leader Phan Thi Minh Uyen at Tay Do University in Vietnam in 2022 found that students encountered challenges related to background knowledge, linguistic proficiency, psychological factors, preparation, and the role of teachers in the presentation process.

Similar challenges were observed globally. Suwimon Viwattanabunchong from Thammasat University in Thailand conducted a study in 2017, focusing on the levels and factors of anxiety of public speaking among graduate EFL students. The findings revealed that key factors contributing to anxiety included English oral proficiency, personality, topic familiarity, and teacher's scoring criteria. The results emphasized the need for tailored strategies to help students reduce anxiety and

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improve public speaking skills. Shiauping Tian and Masykur Mahmud conducted a study in 2018, exploring the factors contributing to anxiety during academic oral presentations, the differences in strategy use between English majors and non-English majors, and the relationship between anxiety and strategy employment. Results showed that the primary sources of anxiety were related to the content of the presentation, oral proficiency, and delivery skills. The study emphasized the need for targeted training to help students overcome anxiety and improve their academic presentation skills. In 2022, the study conducted in Indonesia at the Universitas Islam Negeri Ar-Raniry Banda Aceh, by Hesti Fahira Khairul, identified several key factors causing anxiety in English presentations, including worry, nervousness, fear, and shame, each affecting students differently. Kho & Ting (2023) and Riyadi et al., (2024) also found that environmental, psychological, and linguistic challenges also contribute to anxiety. Students experience high levels of anxiety during oral presentations, with factors such as negative thinking, lack of preparation, and fear of making mistakes playing crucial roles.

While these studies provide valuable insights into the challenges faced by English-major students during oral presentations, there is a noticeable gap in research focusing specifically on the impact of anxiety on the presentation performance of second-year English major students at Hanoi University of Industry. Furthermore, while anxiety during presentations is well-documented, limited research has addressed how anxiety evolves across different stages of the public speaking process, such as preparation and performance, within this specific context. Addressing these gaps could provide a more tailored understanding of the anxiety factors at play, leading to more effective strategies to enhance oral presentation performance for second-year English majors in this specific setting.

The current study aimed at conducting in-depth investigations into presentation anxiety among English as a Foreign Language (EFL) students at the School of Languages and Tourism at Hanoi University of Industry (HaUI). In order to achieve this aim, the following research question was formulated: *What factors contribute to second-year students' anxiety when giving oral presentations in English in two different stages: preparation stage and performance stage?*

2. Literature review

2.1. Theoretical Framework

To understand the complex nature of presentation anxiety, this study draws on three major interrelated theories:

Affective Filter Hypothesis (Krashen, 1982): Krashen posits that emotional variables such as anxiety, motivation, and self-confidence influence language acquisition. A high affective filter—often caused by anxiety—can block language input from being effectively processed, thus hindering learning and performance during both the preparation and presentation stages.

Communication Apprehension Theory (McCroskey, 1970s): This theory defines communication apprehension as fear or anxiety related to actual or anticipated communication. It is especially relevant to public speaking and offers insight into the physiological and psychological symptoms students may experience during oral presentations.

Cognitive Theory of Anxiety (Eysenck, 1982): This theory explains how anxiety competes for limited cognitive resources, affecting attention, working memory, and task execution. During oral presentations, especially under evaluative pressure, this can interfere with organizing thoughts, retrieving vocabulary, and maintaining fluency.

These theories collectively suggest that *oral presentation anxiety is multidimensional*, influenced by both internal (e.g., emotional and cognitive processes) and external (e.g., social dynamics and environmental factors) variables. They also support the investigation of how these factors manifest differently during preparation versus performance stages.

2.2. Definition of Presentation

It can be seen that numerous researchers state their opinions about the definitions of presentation. Ellis and Johnson (1994, p.222) described a modern presentation as a preplanned, prepared, and

structured speech, delivered either formally or informally to audiences. Its purpose can be either to inform or persuade. Joughin (2007) further elaborates, viewing oral presentations from three factors: as a transmission of others' ideas to a passive audience with low anxiety; as a delivery of studied material, where students seek to interpret the ideas of others; and as a position to be argued and defended through audience persuasion. Based on these perspectives, it can be concluded that a presentation is a time-bound speech delivered by a presenter to an audience, typically supported by visual aids.

2.3. Anxiety

2.3.1. Definition of Anxiety

According to Anthony (2011), anxiety represents a subjective phenomenon characterized by discomfort, apprehension, or concern, which entails a fear of potential adverse assessment, critique, or contempt from others. Such phenomena may frequently arise during social interactions or subsequently when an individual's performance in a specific context is evaluated or assessed. Moreover, anxiety develops as a response to specific situations and denotes a condition of psychological strain and discomfort, acting as an instinctive reaction to recognized threats.

2.3.2. Factors of Anxiety in Presentation

Public speaking anxiety has been identified as a significant challenge for learners, particularly in the context of foreign language acquisition. Various factors contribute to this anxiety, ranging from individual personality traits to external conditions such as audience familiarity and topic knowledge. The following discusses key factors that influence anxiety in oral presentations, drawing from a range of studies.

Age and Maturational Constraints: Age plays a crucial role in language proficiency, particularly in second or foreign language learning. Krashen, Long, and Scarcella (1982) suggest that adults typically achieve lower levels of proficiency in a second language compared to children who are immersed in the language early on. This age-related disadvantage, especially in pronunciation, is a key factor contributing to language anxiety (Scarcella & Oxford, 1992).

Aural Medium and Comprehension Challenges: Shumin (2002) argues that the dynamic nature of spoken communication, including its disorganized syntax and fleeting structure, poses challenges for EFL learners. As listeners, learners must quickly process and understand speech that often includes fillers, false starts, and incomplete thoughts. These aspects of spoken language can hinder comprehension and contribute to anxiety, as learners struggle to keep up with the flow of conversation or presentations (Shumin, 2002).

Sociocultural Factors: The sociocultural context of language learning significantly impacts the anxiety experienced by learners. Dimitracopoulou (1990) suggests that language is inherently social, and learners' struggles with unfamiliar cultural norms or nonverbal cues can exacerbate anxiety. Misinterpretation of social signals can result in discomfort, particularly for learners unfamiliar with the cultural context of the target language.

Affective Factors: The affective domain—encompassing emotions, self-esteem, motivation, and anxiety—has a substantial influence on language learning success. Oxford (1990) highlights that emotional factors, including anxiety, can either facilitate or hinder language acquisition. Shumin (2002) notes that adult learners, in particular, are more sensitive to social judgment, which may increase their fear of making mistakes and thereby raise anxiety levels.

Personality Factors: Personality traits significantly influence language learning outcomes, with extroversion and introversion being key determinants of speaking anxiety. Brown (1987) describes extroversion as an attribute that fosters social interaction, leading to greater confidence in oral communication. Conversely, introverted learners may experience heightened anxiety due to their preference for solitude and less frequent engagement in public speaking situations. MacIntyre and Thivierge (1995) further demonstrate that extroverts tend to experience less anxiety in public speaking contexts, as they are more comfortable with social interaction and external validation.

Language Proficiency: Proficiency in the target language is a central factor influencing language learners' anxiety. Kondo (2006) found a strong relationship between low proficiency levels and increased anxiety in second language learners. In particular, struggles with grammar, vocabulary, and pronunciation contribute to anxiety. Tanveer (2007) highlights that learners often feel anxious when they struggle with grammar, such as using incorrect verb tenses. Similarly, Liu (2007) argues that limited vocabulary reduces learners' ability to express ideas fluently, which further compounds anxiety in oral presentations. Pronunciation issues, as noted by Tanveer (2007), can be particularly stressful, especially when learners face negative feedback on their speaking abilities.

Audience Familiarity: Audience familiarity plays a significant role in determining the level of anxiety experienced during oral presentations. Beatty (1988) asserts that speakers tend to feel less anxious when presenting to a familiar or supportive audience. However, Ayres (1986) suggests that speakers may still experience anxiety, especially if they fear that their performance will not meet audience expectations. MacIntyre and Thivierge (1995) also found that, while familiarity with the audience generally reduces anxiety, the relationship is not always straightforward, and anxiety may still arise in seemingly comfortable situations.

Teacher's Scoring Criteria: The evaluation process itself can be a source of anxiety for learners. Beatty (1988), as cited in Plangkham (2012) points out that students often feel subordinate to teachers, which can increase their anxiety about oral presentations. Concerns over scoring, coupled with fear of failure, are major contributors to stress (Chinpakdee, 2015). Research by Von Worde (2003) and Chinpakdee (2015) also emphasizes that teacher-related factors, such as personality and emotional state, influence the classroom environment and contribute to students' anxiety.

Preparedness: Lack of preparation is a common source of anxiety in public speaking, particularly in the context of language learning. Chen (2009) found that students who were inadequately prepared for oral presentations often experienced significant anxiety. Similarly, Whai and Mei (2016) found that insufficient practice and preparation were key contributors to anxiety in oral presentations. Mak (2011) highlighted that learners, particularly those speaking in a second or foreign language, are more likely to experience anxiety when speaking in front of an audience without adequate preparation.

Topic Familiarity: The degree of familiarity with the presentation topic significantly impacts the level of anxiety experienced by speakers. Kazemi and Zarei (2015) discovered that unfamiliar topics contributed substantially to anxiety in EFL learners' oral presentations. Lederman (1983) and Daly et al. (1989) also found that speakers with limited knowledge of the topic experienced greater anxiety. Speakers who were less familiar with their topics reported spending more time preparing, but often still felt anxious and struggled with effective delivery.

2.4. Student Anxiety in Oral Presentation Performance

Oral presentation anxiety is a well-documented phenomenon in English language learning, particularly among EFL and ESL learners. Anxiety in this context has been shown to negatively affect both language performance and overall communication effectiveness (Horwitz et al., 1986). Recent research has emphasized the need to differentiate between anxiety experienced during different phases of oral presentations, especially the preparation stage and the performance stage, as each involves distinct psychological and linguistic demands (Tian & Mahmud, 2018).

Anxiety in the Preparation Stage

The preparation stage is often marked by cognitive and affective stressors. Students report anxiety stemming from lack of topic familiarity (Kazemi & Zarei, 2015), difficulty organizing ideas, and time pressure (Chen, 2009). Language-related concerns also contribute heavily; learners often feel unprepared due to limited vocabulary, poor grammar control, and inadequate pronunciation skills (Tanveer, 2007; Kondo, 2006). According to Tian and Mahmud (2018), low self-confidence and fear of negative evaluation during preparation lead many students to overprepare, resulting in further stress and diminished spontaneity.

Teacher expectations and unclear assessment criteria also heighten anxiety in this stage. As Beatty (1988) and Chinpakdee (2015) argue, the pressure to meet perceived standards often undermines students' motivation and confidence. Additionally, students may face emotional challenges such as perfectionism and self-doubt, particularly if they have previously received negative feedback on their speaking abilities (Oxford, 1990).

Anxiety in the Performance Stage

Anxiety during the performance stage often manifests more acutely, triggered by real-time social exposure and fear of failure. Students frequently report symptoms such as shaking, rapid heartbeat, and mental blocks (MacIntyre & Gardner, 1991). Core factors include audience presence, fear of judgment, and unpredictability of real-time interaction (Ayres, 1986; Beatty, 1988). Viwattanabunchong (2017) identified that oral proficiency, audience familiarity, and personality traits like introversion significantly influence anxiety levels during actual presentations.

Moreover, classmate reactions—whether supportive or critical—can amplify or reduce anxiety. According to Von Worde (2003), a competitive or indifferent peer environment may increase apprehension, whereas a collaborative atmosphere helps students manage stress. Similarly, unfamiliar or rigid teacher behavior can contribute to heightened nervousness (Chinpakdee, 2015). Preparedness remains a crucial buffer; students who practice adequately tend to report lower anxiety, though some still struggle with spontaneous delivery or unexpected questions (Mak, 2011).

By distinguishing between the preparation and performance stages, researchers can better understand how anxiety evolves throughout the presentation process and develop more targeted strategies to support students in both phases.

3. Research methodology

3.1. Research setting and participants

In the current study, the research site selected is at a public university in Vietnam. Research participants were 73 English-majored students, of which 60 were female and 13 were male. All of them are in the age of twenty regarded as second-year students. These students have experienced four semesters in which they were trained four subjects of language skills including listening, speaking, reading and writing. The level of these students has increased considerably since the first semester with all students gaining the intermediate level. In the third semester, they had an opportunity to study Presentation Skill as a compulsory subject which trains students how to produce a successful presentation with specific exercises to practice.

Participant recruitment followed a voluntary, purposive sampling strategy. An online announcement was posted on a university-affiliated social media group, inviting interested students to participate. Ethical approval was first obtained from the researcher's home institution, and informed consent was secured from all participants after they were provided with detailed information about the study's aims, procedures, and confidentiality measures.

3.2. Research instruments

In this present study, data were gathered through questionnaire survey and in-depth interview. The questionnaire consisted of 28 items covering students' background, their anxiety levels during the preparation and performance stages of English presentations, and the contributing factors at each stage. This questionnaire was adapted from previous validated tools, primarily from Plangkham's (2012) study, which employed the PRPSA (Personal Report of Public Speaking Anxiety) framework developed by McCroskey (1970) and Nakatani (2010), which focuses on communication strategy use in EFL contexts. The questionnaire was structured on five likert scales (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

The interview, which consists of 3 questions and adapted from Khairul, H. F. (2022), was used to investigate in-depth things causing students' anxiety when making presentations and strategies they use to get over their difficulties.

3.3. Data collection and data analysis

The questionnaire was distributed to 73 participants via Google Docs. The responses were then consolidated, coded, and analyzed using SPSS and Excel. The Statistical Package for the Social Sciences (SPSS) was employed to calculate the mean, standard deviation, frequency, and percentage of the data. The questionnaire was divided into two main categories: levels of anxiety and causes of anxiety during the preparation and performance stages. Within the causes of anxiety, three subcategories were identified: (1) linguistic factors such as pronunciation, grammar, oral proficiency, and vocabulary; (2) psychological and personal traits including personality, preparedness, and audience familiarity; and (3) external influences such as unfamiliar topics, classmates' reactions, and teachers' scoring criteria.. The mean value of the data presented for each statement was analyzed to represent the corresponding level of anxiety as follows:

Table 1. Five ranges of scale values for the level of anxiety and level of agreement

Level of anxiety	Scale value
Very low	1.00 - 1.80
Low	1.81 - 2.60
Moderately high	2.61 - 3.4
High	3.41 - 4.20
Very high	4.21 - 5.00

Interview data were manually transcribed by the researcher and saved as separate Word documents. The transcripts were then manually coded to identify themes related to the research questions, particularly the levels and causes of anxiety during the preparation and performance stages of classroom presentations. The findings were quantified as percentages and presented in tables for clarity and comparison.

4. Findings and discussion

4.1. Comparison of Anxiety levels at two important stages in English oral presentation

Table 2 presents a comparison of anxiety levels across the two distinct stages of English oral presentations. The data indicates that the performance stage caused more students' anxiety than preparation stage. With a mean of 3.44, this was a high level of anxiety, followed by the preparation stage with a mean score of 3.03, both of which have a moderately high level of anxiety. This outcome is in line with Plangkham's (2012) findings, which identified the performance stage as the most anxiety-inducing for students.

Table 2. Comparative level of anxiety at two important stages in English oral presentations

	N	Minimum	Maximum	Mean	SD
Performance anxiety	73	1.00	5.00	3.44	0.09
Preparation anxiety	73	1.00	5.00	3.03	0.1

4.2. Anxiety at the preparation stage

According to O'Hair, Rubenstein, and Steward (2007), preparation anxiety arises when speakers begin preparing for a speech.

Table 3 presents the levels of agreement concerning preparation anxiety in English oral presentations. The findings indicate that students experienced anxiety and struggled to concentrate during the preparation process and felt nervous while preparing for oral presentations, as reflected in a mean core of 3.27 and 3.23 respectively, indicating a moderately high level of anxiety. In contrast, students generally disagreed with the statement that they felt unhappy during the preparation stage, although this item still resulted in a mean core of 2.60, indicating a low level of anxiety. Overall, the mean score for anxiety during the preparation stage was 3.03, reflecting a moderately high level of anxiety.

Table 3. *Level of agreement towards preparation anxiety in English oral presentations*

Statement	Agreement level					Mean	SD
	1	2	3	4	5		
While preparing to give an oral presentation, I feel tense and nervous.	2	16	18	37	0	3.23	0.890
I am unhappy when preparing an oral presentation.	2	30	24	16	1	2.60	0.870
I have trouble falling asleep the night before an oral presentation.	5	23	14	27	4	3.03	1.093
When preparing an oral presentation, I feel anxious and have trouble concentrating on what I am doing.	2	16	19	32	4	3.27	0.961
Total	N		Mean		SD		
Performance anxiety	73		3.03		0.10		

These findings align with interview responses from participants. One student shared “*I get really anxious trying to organize my thoughts and prepare everything, it’s hard to focus*” (Student1), showing her struggling with concentration. Another interviewee explained “*Even before the presentation, I feel nervous and worried about how I will perform*” (Student 3), also indicating nervousness during preparation. However, in contrast, one participant mentioned “*I don’t really feel unhappy preparing for the speech, but I do feel stressed*” (Student 2), which resonates with the lower mean score of 2.60 for unhappiness during the preparation stage. These interview results provide qualitative insights that confirm the moderate levels of anxiety reflected in the questionnaire data, highlighting how preparation anxiety manifests similarly in both the questionnaire and interview responses.

In general, the preparation stage plays a role in causing anxiety among students. This is evidenced by several physical manifestations of anxiety, such as nervousness, difficulty falling asleep the night before a presentation, and an inability to concentrate on their tasks. As can be seen, students had much of physical reactions of anxiety; for example, unhappiness, not sleeping at night before a speech or anxiousness and not being able to focus on task, which was in the line with Viwattanabunchong, S. (2017). This anxiety may come from a lack of confidence in their language proficiency, fear of making mistakes, or concerns about meeting expectations. Besides, students’ negative emotions may stem from a lack of interest in the topic, and inadequate preparation time. It can be seen that their anxiety about the upcoming presentation can lead to trouble falling asleep the night before, indicating worry and mental preoccupation with the task. Furthermore, students may be overwhelmed or unsure about how to effectively prepare for their presentations, leading to their difficulty focusing during preparation.

4.3. Anxiety at the performance stage

At this stage, performance anxiety refers to the time of nervousness when the speaker actually gives the public speech (O’Hair, Rubenstein & Steward, 2007).

Table 4 reveals that performance anxiety is prevalent in English public speaking classes, with respondents showing high levels of anxiety across several indicators. The majority of participants agreed that nervousness caused them to forget information they knew well, as reflected by a mean score of 3.53. Rapid heartbeats during presentations were also commonly experienced, with a mean score of 3.51. Additionally, making mistakes disrupted concentration on subsequent parts of the speech (mean score 3.44), and physical symptoms like trembling hands and bodily tension were

reported with a mean score of 3.29. Overall, the mean score of 3.44 confirms a high level of performance anxiety among the respondents during their English public speaking experiences.

Table 4. *Level of agreement towards performance anxiety in English oral presentations*

Statement	Agreement level					Mean	SD
	1	2	3	4	5		
My hands shake, and some part of my body feels very tense when I am giving an oral presentation.	3	13	21	32	4	3.29	0.964
My heart beats very fast when I am giving a an oral presentation.	0	10	24	31	8	3.51	0.868
While giving an oral presentation, I get so nervous that I forgot facts I really know.	1	8	20	39	5	3.53	0.835
When I make a mistake while giving an oral presentation, I find it hard to concentrate on the parts that follow.	1	7	25	39	1	3.44	0.745
Total	N		Mean		SD		
Performance anxiety	73		3.44		0.09		

In line with these findings, interview responses also revealed similar experiences. One participant stated “*I often freeze and forget everything I had prepared for when I’m up there, even though I knew the material well*” (Student1) while Student 4 added “*I often forget what I wanted to say, and my hands shake uncontrollably when I speak in front of others*”. These responses reflect a high level of performance anxiety, further supporting the quantitative data of a mean score of 3.29 for physical symptoms. Concerning disrupted concentration, one participant (Student 3) mentioned “*Whenever I make a mistake, I get distracted, and it’s hard to focus on what comes next in the speech.*” This is reflected in the 3.44 mean score related to disrupted concentration.

Based on four figures of the mean score from table 4 and interview results, it is likely that in oral presentation, the performance stage was the anxious stage for most of the students. The result is similar to the results of Viwattanabunchong, S. (2017), which revealed that students experienced the highest level of anxiety in the performance stage. Respondents agreed that some physical reactions occurred when they felt anxious; for example, hearts beat very fast, hands shook, and some body parts felt tense. This anxiety may come from the fear of being judged or scrutinized during presentations. Besides, the fear of forgetting the content of the presentation reflects a fear of failure and self-doubt, which can disrupt the flow of the presentation that students suffer from. Nervousness directly impacts performance, causing students to lose confidence, focus, and composure. In addition, their emotional reactions to mistakes disrupted their focus, as they struggled to concentrate on the remaining parts of their presentation. As a result, they might forget their script or even the whole speech content.

4.4. Factors affecting anxiety at different stages in giving English oral presentations.

Factors affecting anxiety at the performance stage

Table 5 illustrates the rank of factors affecting anxiety at the performance stage in English oral presentations. It is apparent from the table that pronunciation in English was the most influential factor that caused anxiety in English oral presentations at the performance stage with the percentage of 61.6% , followed by English grammar at 52.1%, and personality (50.7%). In contrast, teaching scoring criteria and preparedness were considered the least influential factor in the performance stage, making up 37%.

Table 5. *Factors affecting anxiety at the performance stage in English oral presentations*

Rank	Factor	Number of respondents	Percentage
1	Pronunciation in English	45	61.6%
2	English grammar	38	52.1%
3	Personality (i.e., shyness and nervousness)	37	50.7%
4	English oral proficiency	33	45.2%
5	Audience familiarity	33	45.2%
6	Vocabulary	30	41.1%
7	Unfamiliar speech topic	30	41.1%
8	Classmate's response during presentation	29	39.7%
9	Preparedness	28	38.4%
10	Teacher's scoring criteria	27	37%

Factors affecting anxiety at the preparation stage

Table 6 presents a ranking of factors contributing to anxiety during the preparation phase of English oral presentations. The data indicate that pronunciation in English was identified as the most influential factor by with a prevalence of 57.5%. English grammar and vocabulary were identified as secondary contributors to preparation anxiety, registering at 50.7%. In contrast, preparedness was considered the least influential factors at the preparation stage.

Table 6. *Factors affecting anxiety at the preparation stage in English oral presentations*

Rank	Factor	Number of respondents	Percentage
1	Pronunciation in English	42	57.5%
2	English grammar	37	50.7%
3	Vocabulary	37	50.7%
4	Personality	35	47.9%
5	Unfamiliar speech topic	32	43.8%
6	English oral proficiency	31	42.5%
7	Audience familiarity	29	39.7%
8	Teacher's scoring criteria	27	37%
9	Classmate's response during presentation	25	34.2%
10	Preparedness	22	30.1%

Based on the findings of this current study, it was revealed that there were a variety of factors affecting anxiety at the two different stages of English oral presentations. Therefore, the factors in each stage were ordered by frequency of occurrence.

At the performance stage, it was discovered that the most influential factor causing students' anxiety was still pronunciation in English, followed by English grammar, and personality. Besides, at the preparation stage, it was found that students felt the most anxious about pronunciation in English, followed by English grammar. Interviews with students have also highlighted specific concerns that align with the findings from the questionnaire. Regarding pronunciation factor, students remarked "I often feel nervous about my pronunciation. I worry that if I mispronounce a word, the audience won't understand me" (Student 4), or "I feel nervous when I mispronounce words; it makes me doubt my English skills" (Student 3). In addition, students expressed their inconfidence in grammar and personality leading: "I'm anxious about making grammatical errors. When I speak, I cannot control it so it feels like I might lose the audience's respect" (Student 2), or "I'm afraid of making mistakes in

front of my classmates. I fear they'll judge me if I say something wrong" (Student 1). This result was partly the same as Pham (2022), showing that pronunciation and grammar were the factors leading to their anxiety. Therefore, it can be seen that pronunciation, grammar, and vocabulary in English play an important part in students' anxiety. While clear pronunciation and grammar are needed for comprehensive communication, vocabulary is essential for conveying meaning. The reasons for this results may come from the fact that students hadn't chosen appropriate structure for their presentation, as well as having less pronunciation practice, along with being confused and lack of vocabulary to express their ideas.

Pronunciation, grammar, and personality were identified as the significant factors influencing public speaking anxiety among students at different stages of English oral presentations. Pronunciation, critical to speaking ability, caused the highest anxiety among students in these above factors because students focused on correctness, stressed by inadequate school instruction and fear of audience misunderstanding. This doesn't appear in the previous research, in which EFL students reported it as more problematic than other factors. Grammar was particularly anxiety-inducing during the preparation stage, where students struggled to apply grammatical rules correctly, leading to unease. These results corroborate Pham (2022) study on anxiety, which showed that students often make grammatical mistakes. Personality also played a significant role, particularly during the preparation and performance stages, with introverted students experiencing higher anxiety than extroverts, as supported by Khairul, H. F. (2022), including worry, nervousness, fear, and shame. This finding highlighted how linguistic and psychological factors shaped English oral presentations in various stages.

5. Conclusion and recommendation

This study realized that the stage students often suffer from high anxiety was performance stage, followed by preparation stage, which was the same results with the research of Viwattanabunchong, S. (2017). Those are the times students get tense when thinking about an oral presentation, as well as their body language shows their anxiety in their performance time. There are four factors leading to English-major second-year students' anxiety in their presentation, including pronunciation, grammar, personality, and vocabulary. This finding is not the same as Khairul, H. F. (2022), identified several key factors causing anxiety in English presentations, including worry, nervousness, fear, and shame. Interestingly, pronunciation in English was identified as the first-most influential factor at all three of these stages, meaning it significantly affected students' anxiety levels at HaUI. The strategies that English major second-year students use to get over anxiety are fluency-oriented and attempts to think in English, good preparation, and use non-verbal cues.

Based on the conclusions presented above, it is advised that all English teachers are encouraged to recognize the variations in their students' anxiety levels during the preparation and performance stages and should adopt an open and supportive approach, motivating learners to seek clarification when they encounter uncertainties in their presentations. Besides, EFL teachers should create opportunities for students to practice pronunciation and grammar during learning time and pay more attention to subjects related to English grammar and pronunciation. Additionally, an encouraging classroom environment should be fostered to nurture students' willingness to take risks. Learners, particularly those who are introverted or reserved, require recognition and respect from their teachers to transform anxiety into motivation. By cultivating such an atmosphere, teachers can help students overcome fears of criticism or humiliation. Consequently, students are more likely to take risks, especially when delivering presentations or expressing their ideas.

Besides the valuable results gained from this research, it is indispensable to see its limitation, which enables to have a deeper research in the future revolving around factors causing anxiety among students and strategies used by them to overcome their anxiety. The future research is able to conduct a more diverse participant range, consisting of students from other majors and students learning other languages with a view to provide a wider understanding of students' anxiety and the way they used to

reduce anxiety. In terms of interview, participants only answer the questions which have been instructed before without more open questions to express their view or opinion. This may limit their practice in an English oral presentation, which the researcher could have observed in English presentation lessons to have more practical discussion about students' practice.

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Nghiên cứu về yếu tố lo lắng ảnh hưởng đến bài thuyết trình của sinh viên năm thứ hai chuyên ngành tiếng Anh tại Trường Đại học Công nghiệp Hà Nội

Tóm tắt: Nghiên cứu này tìm hiểu các yếu tố gây ra sự lo lắng trong các bài thuyết trình bằng tiếng Anh của sinh viên năm thứ hai chuyên ngành tiếng Anh ở một trường Đại học ở Việt Nam. Thuyết trình là một kỹ năng quan trọng trong việc học ngôn ngữ, tuy nhiên, nhiều sinh viên lại gặp phải lo âu đáng kể và điều này đã ảnh hưởng lớn đến bài thuyết trình của sinh viên. Nghiên cứu sử dụng cả phương pháp định lượng và định tính, thu thập dữ liệu thông qua bản khảo sát và phỏng vấn. Kết quả nghiên cứu cho thấy các yếu tố gây ra sự lo lắng ở sinh viên là phát âm, ngữ pháp, vốn từ vựng và tính cách của sinh viên. Kết quả nghiên cứu đã đưa ra được những đề xuất giá trị cho các nhà giáo dục trong việc thiết kế môi trường học tập hiệu quả cho người học ngôn ngữ để cải thiện các bài thuyết trình bằng tiếng Anh.

Từ khóa: thuyết trình; lo lắng; sinh viên chuyên ngành Tiếng Anh; phương pháp hỗ trợ.