Understanding Student Attitudes toward Delivering English Oral Presentations

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Abstract. Delivering English oral presentations is deemed a prevalent activity of language learning in the university setting. Given that students' attitudes have a substantial impact on the outcomes of language learning through delivering oral presentations, this study examined the attitudes of 153 third- and fourth-year students enrolled in an English major at the Department of Foreign Languages at a university in Southern Vietnam toward delivering presentations in English. The study has also focused on investigating what factors affect their attitudes toward the presentations. The study used quantitative and qualitative methods in gathering and analyzing the data. The findings revealed that most of the students had positive attitudes toward the presentations although they encountered some impediments in the course of the delivery. Student language proficiency, learning styles, and factors related to teachers and audience are the key factors that are instrumental in students' attitudes toward delivering their oral presentations; familiarity with the topic and public speaking anxiety also affected their presentations. Pedagogical implications were suggested to most benefit students of different proficiency levels and learning styles with regard to English oral presentations.

Keywords: English oral presentations; perceptions; attitudes

1. Introduction
Delivering oral presentations is a well-founded practice to enhance communication skills (Živković, 2014). As such, English oral presentations (EOPs) have become a crucial part of language learning in university environments. The

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EOPs enable students to effectively communicate in English, allowing them to express their ideas and knowledge to a wider audience, boosting their self-confidence and self-esteem and tending to have better outcomes in terms of language proficiency and academic success (Brooks & Wilson, 2014; Tsang, 2020). Besides, after completing presentations, most presenters engage in discussions with audiences and respond to questions or enter into debates with peers and teachers. In line with this, delivering EOPs is about developing the ability to use the language in a meaningful and effective way. Simply, it facilitates students' communication and oral skills.

Accepting that the combination of positive attitudes and EOPs facilitates students' English speaking proficiency and level of knowledge, lecturers at the Department of Foreign Languages have exerted effort to develop students' positive attitudes and equip students with EOPs skills. In the context of teaching English as a foreign language (EFL) in Vietnam, there has been little research on students' attitudes toward EOPs. Thus, we decided to investigate the problem of EOPs based on the data observed from the students at a university in Southern Vietnam. Given the importance of EOPs in language learning, it is necessary for the existence of a study to explore this issue.

İnal et al. (2005:39) stressed that "Discovering students' attitude about language will help both teacher and student in the teaching-learning process." Most researchers who conducted previous studies on this matter offered little discussion or a closer look into student learning styles affecting their attitudes toward delivering oral presentations. From our perspective, students' learning styles may influence their attitudes toward implementing EOPs; students with different learning styles are thought to express different attitudes. Therefore, this paper aimed to investigate students' attitudes toward delivering EOPs at a university in Southern Vietnam. The paper intended to clarify the two following questions:
1) What are English major students' attitudes toward delivering EOPs?
2) What factors influence their attitudes toward delivering EOPs?

2. Literature Review
2.1 Attitude and Oral Presentation
Attitude
According to Gardner (1986), "Attitude is an evaluative reaction to some referent or attitude object, inferred based on the individual's beliefs or opinions about the referent" (p. 9). In other words, positive or negative attitudes are likely derived from one's beliefs or opinions. Brown (2000) elaborated that:

> attitudes, like all aspects of the development of cognition and affect in
> human beings, develop early in childhood and are the result of parents'
> and peers' attitudes, contact with people who are different in any number
> of ways, and interacting affective factors in the human experience. (p.
> 180)

By way of explanation, attitudes that are fostered in the early stages keep evolving in the future. As such, many factors over the course of an individual's lifetime greatly impact attitudes. Vu (2016) suggested that an individual's behaviors and expressions toward the circumstances or objects surrounding them principally are

contingent on their attitude. Therefore, when it comes to foreign language learning, learners should be aware of nurturing a positive attitude toward the target language. In brief, attitudes refer to our feelings, beliefs, and behaviors toward the referent.

Oral Presentation
Oral presentations inculcate skills valuable for English language learners (Idrus, 2016) as they benefit learners' academic and working environments. Concerning oral presentations, there are various concepts to comprehend. According to Vu (2016:6), "Oral presentation is an extension of oral communication skills." Likewise, Idrus (2016: 438) stated that "oral communication means communicating orally in a manner which is clear, fluent, and to the point, and which holds the audience's attention, both in groups and in one-to-one situations".

In this study, the researchers focused on the EOPs by third- and four-year English majors in an FFL context. Oral presentations may be defined as brief oral performances about a topic selected by students or given by teachers. It is delivered by an individual student or a group of students, depending on specific academic courses and circumstances, speaking about an agreed-upon topic related to the course.

2.2. Oral Presentation Structure
As a means to learn by delivering an oral presentation effectively, students should take a thorough grasp of its structure. It would be advantageous for them to transform their ideas as planned without forgetting the information because Abrahams (2014) revealed that structure provides a map for both the presenter and the audience. Focusing on the structure competently assists students in remembering the content or knowledge needed to deliver and helps audiences understand effortlessly according to students' intentions.

Regarding the structure of an oral presentation, Živković (2014) drew attention to three interconnected aspects: introduction, main body, and conclusion. The introduction starts by capturing the audience's attention. greeting the audience, introducing the presenter, and stating the purpose of the speech, besides introducing the topic with its main ideas. Following this, the main body should focus on stating the main ideas clearly and presenting supporting ideas using visual aids to engage the audience's interest. These ideas are presented according to chronological order, theme, or order of importance. Finally, the conclusion summarizes the main ideas and invites questions and comments. Comparatively, an oral presentation can be likened to an essay with three clear parts, including an introduction, a body, and a conclusion. These crucial components will help the presenter and audience to follow the presentation more easily.

2.3. The Roles of Attitudes Toward Delivering English Oral Presentations in Language Learning
Lightbrown and Spada (1999) stated that attitude is a fundamental factor in successful language learning. Likewise, Al-Tamimi and Shuib (2009) contended that attitudes affect students' English performance. Thus, it can be inferred that

attitude plays an imperative role in language learning by delivering English oral presentations.

In a study conducted at a public university in Indonesia, Amelia (2022) found that the EFL students' attitudes toward oral presentations were twofold: on one side they found it challenging, but they also found it useful to develop their skills. Oroujlou and Vahedi (2011) stated that it is "the student's good or poor attitude that makes life easy or difficult in the foreign language classroom" (p. 997).

Students, hence, should confront language learning by delivering EOPs with a favorable attitude. This is because it may assist learners in tackling their mistakes encountered during learning and motivate them to more effective presentations. It can be deduced that students with a positive attitude who do not succeed in delivering good EOPs because of grammatical or pronunciation errors will still be delighted to discover these mistakes and desire more opportunities to improve. Reaching consensus on this facet, Kara (2009:102) identified that:

> *positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life, and to engage themselves emotionally.*

To put it another way, they will endeavor to gain a deeper acquisition of the lesson and address their inaccuracies to deliver EOPs better. Conversely, "a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude" (Montaño & Kasprzyk, 2015:97). In that case, students are inclined to consider mistakes as failures. As a result, they may underestimate themselves and become afraid of language learning via delivering EOPs.

2.4. Factors Influencing Students' Attitudes Toward Delivering English Oral Presentations

There are studies about the factors affecting students' attitudes. Al-Nouh et al. (2015) revealed that personal traits, skills, audience and instructors are determinants of an oral presentation. Vu (2016) confirmed the factors of teachers and characteristics, and added the language proficiency and learning environment. Studies by Karimkhanlooei (2017) and Benraghda et al. (2017) showed similar findings, but attended to the factors of confidence and anxiety or diffidence. However, it seems as if there is an absence of determinant aspects or impacting levels of those factors. Therefore, together with investigating the factors affecting an oral presentation, this present study also aimed to closely examine determinant factors on student attitudes toward implementing EOPs.

3. Methodology

The current study examined students' attitudes toward delivering EOPs and the underlying factors affecting their attitudes. Specifically, the study focused on (1) students' feelings about delivering EOPs, (2) students' awareness of the significance of providing EOPs, (3) their preparation for English oral

presentations, and (4) factors affecting their attitudes toward delivering EOPs. To achieve this, the study used quantitative and qualitative methods.

The quantitative method employed a questionnaire consisting of 32 items divided into two parts to collect attitudes toward EOPs, and distributed hard copies of the questionnaire to the study respondents. For the qualitative inquiry, the researchers conducted interviews in English, and interviewed 21 third- and fourth-year students to gain a deeper understanding of students' attitudes toward delivering EOPs.

Participants
The study explored the attitudes toward performing EOPs of 153 third and fourth-year students enrolled at FFL. The participants were selected from five classes in the standard program, which included *Business Start-up, Business Translation,* and *Public Speaking*. These third and fourth-year students were chosen because they experienced most courses of the curriculum so that they might give the clearest viewpoints compared to other groups of students.

All of the participants satisfied the demand for having some characteristics in common, such as they had already experienced courses *Speaking 1, Speaking 2, Speaking 3, Speaking 4,* and *Career-Oriented Internship 1*. They were trained enough to speak English quite well and may know the significance of favorable attitudes when engaged in studying and working environments. More importantly, the participants were required to make at least one oral presentation per semester, and asked to put a tick in the statement that best described their opinions without being informed about this investigation.

The Questionnaire
The questionnaire contained 32 items that were divided into two parts. The first part consisted of four items involving the demographic information of the respondents, and the other 28 items were designed to explore the English major students' attitudes toward delivering EOPs and some predictive factors affecting their attitudes.

More specifically, the 28 items in the questionnaire were broken into four sections: Section A explored students' feelings toward implementing English oral presentations; Section B listed some views about the preparation procedure; Section C clarified how students perceive the importance of delivering EOPs; and Section D investigated factors influencing student attitudes. The items about factors affecting students' attitudes in Section D were divided into (1) students' language proficiency affects their attitudes pertaining to English oral presentations (items 13 to 16); (2) students' learning styles (items 17 to 20); (3) students' attitudes toward delivering EOPs involving their teachers (items 21 to 24); and (4) classmate-related issue (items 25 to 28). A five-point Likert scale format was utilized, ranging from "*strongly disagree*" to "*disagree*", "*neutral*", "*agree*" and "*strongly agree*".

The Interviews

Along with the questionnaire, we decided to conduct interviews in English with third and fourth-year students studying at FFL to delve deeply into this issue from different angles. The researchers selected semi-structured interviews to conduct this study because this type of interview enabled the interviewers to elicit varied information from new questions based on the interviewees' responses during the interview (Harrell & Bradley, 2009). More precisely, 21 third- and fourth-year English major students (n=21) were chosen at random from the total number of the study respondents. They were asked to respond to (1) their feelings toward delivering EOPs, (2) factors that affect their attitudes, and (3) the manner of doing EOPs, individually or collectively.

With the object of collecting and analyzing data conveniently, the participants' responses were recorded during the interviews with the participants' permission. The location and time for the interviews were arranged appropriately and conveniently for the interviewers and interviewees. In some specific circumstances, students were allowed to express their viewpoints in Vietnamese when they felt more comfortable and to avoid unexpected misunderstandings.

4. Results and Discussions
4.1. Students' Attitudes Toward Delivering EOPs

There were 153 third- and fourth-year respondents (24 males and 129 females) at FFL. In the event of frequency to deliver EOPs in a semester, the option "3–4 times" was by far the answer most chosen by the respondents (41.2%), and the options "1–2 times" and "more 4 times" were slightly lower, at 23.5% and 35.3% respectively. This could be because there are about four or five subjects involving students' majors per semester under the training program.
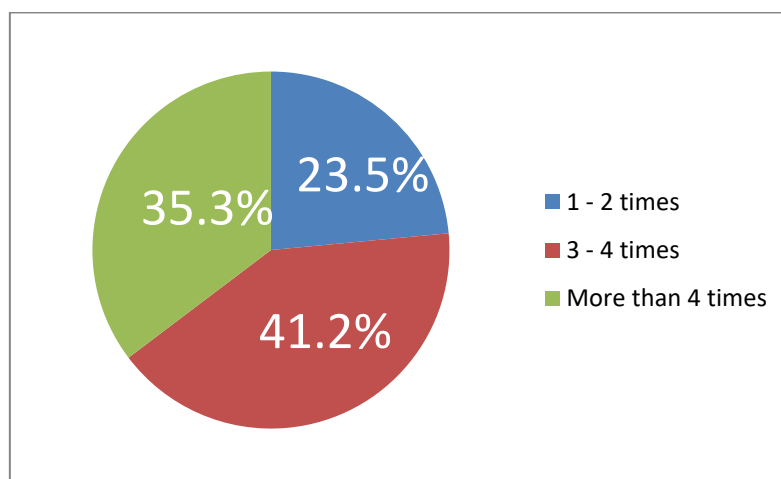

Figure 1: Frequency of delivering EOPs among students

a. Students' Feelings Toward Delivering EOPs

To analyze the data collected conveniently, the researcher put the evaluations having levels of agreement, such as "*strongly agree*" and "*agree*," in the same category. Similarly, the responses showing "*disagree*" and "*strongly disagree*" are also put together in the same category.

Table 1: Students' feelings toward delivering EOPs

Evaluation Items	Strongly disagree → Disagree →Neutral →Agree →Strongly agree				
	1	**2**	**3**	**4**	**5**
1) I found EOP interesting.	$0 \approx 0\%$	$2 \approx 1.3\%$	$61 \approx 39.9\%$	$72 \approx 47.1\%$	$18 \approx 11.8\%$
2) I found EOP boring.	$20 \approx 13.1\%$	$76 \approx 49.7\%$	$51 \approx 33.3\%$	$6 \approx 3.9\%$	$0 \approx 0\%$
3) I found EOP relaxing.	$10 \approx 6.5\%$	$41 \approx 26.8\%$	$81 \approx 52.9\%$	$13 \approx 8.5\%$	$8 \approx 5.2\%$
4) I found EOP stressful.	$10 \approx 6.5\%$	$18 \approx 11.8\%$	$60 \approx 39.2\%$	$49 \approx 32.0\%$	$16 \approx 10.5\%$

Table 1 presents the information about how students feel about delivering EOPs in the classroom. The findings reflected that students' feelings about EOPs sound rather positive. In particular, while 58.9% claimed that delivering EOPs is interesting, only 3.9 % did not perceive it similarly. It means that more than half of the students enjoy imparting knowledge, expressing concepts, and learning through implementing oral presentations in English. However, as depicted in the table, many students (33.6%) do not hold clear attitudes about whether delivering EOPs is interesting or boring. Furthermore, it is worth mentioning that although most students found EOPs interesting, many of them (42.5%) admitted finding EOPs stressful, and very few of them (13.7%) found it relaxing. Regarding items 3 and 4, 46% continued expressing neutrality.

Overall, even though many students felt stressed about the presentation, a greater number of students gave favorable responses. Therefore, it can be inferred that some factors led to the diverse feelings discussed above.

b. Students' Awareness of the Importance of Delivering EOPs
Table 2 shows four statements to clarify how well students viewed the importance of delivering EOPs. It is noticeable that although only 90 out of 153 students (58.9%) found EOP interesting, most of the students were completely aware of the significance of delivering EOP. More precisely, of all the participants, about 91.5% agreed that delivering EOP helped enhance their ability to express themselves and communicate. This reflects students' positive attitudes toward the importance of EOPs, which is in line with the studies by Živković (2014) and Karimkhanlooei (2017).

It is believed that a good grasp of expressing ideas and communicating promotes students' development in studying and working contexts. Therefore, it may be optimistic when students perceive doing EOPs positively. Likewise, more than 92.8% of students strongly believed that implementing EOPs helped them enhance their confidence in speaking English. Only 0.7% disagreed with this item. Students' confidence plays a key role in language learning and performing an effective EOPs.

Table 2: Students' awareness about the importance of delivering EOPs

Evaluation / Items	Strongly disagree → Disagree→Neutral→Agree→Strongly agree				
	1	2	3	4	5
5) Delivering EOPs helped me enhance my ability to express and communicate.	0 ≈ 0%	2 ≈ 1.3%	11 ≈ 7.2%	81 ≈ 52.9%	59 ≈ 38.6%
6) Delivering EOPs helped me enhance my confidence to speak English.	0 ≈ 0%	1 ≈ 0.7%	10 ≈ 6.5%	68 ≈ 44.4%	74 ≈ 48.4%
7) Delivering EOPs helped me understand lessons easier, deeper, and faster.	1 ≈ 0.7%	10 ≈ 6.5%	55 ≈ 35.9%	58 ≈ 37.9%	29 ≈ 19.0%
8) Having EOP skills partially helped me obtain better job opportunities.	0 ≈ 0%	1 ≈ 0.7%	17 ≈ 11.1%	73 ≈ 47.7%	62 ≈ 40.5%

This result showed that if students approached language learning through delivering EOPs in the classroom, this could stimulate students' confidence to speak English. This finding is in line with the studies by Živković (2014) and Karimkhanlooei (2017), in which students reported that they thought highly of oral presentations because of the increased confidence to speak English. In addition, Karimkhanlooei inferred that students could overcome fear by speaking in front of a crowd. For item 7 (*Delivering EOPs helped me understand lessons easier, deeper, and faster*), the number of students who showed agreement was 87 out of 153 students (56.9%). Even though more than half of the students agreed with item 7, there was a much lower proportion of agreement than the agreement of the two items above.

A negligible amount of students (7.2%) thought delivering EOPs was not beneficial for understanding the lesson effectively, and 35.9% of students remained neutral. Asked whether having EOP skills partially helped them obtain better job opportunities, more than 88.2% of respondents strongly concurred, whereas only 0.7% did not believe in this item.

In short, the results from the table showed that most students have a great consciousness of the significance of EOPs. Thus, this could be considered another finding about positive attitudes toward delivering EOPs. Moreover, there might be some reasons that lowered the number of students convinced by item 7 compared to other things in Table 2.

c. Students' Preparation for Delivering EOPs
Most students considered themselves relatively well-prepared for their presentation, as can be seen from their responses in Table 3. This may be because the students appreciated the significance of EOPs. Among the respondents, 81.1%

of students claimed that they spent a great deal of time researching their topic, while the minority of the students (0.7%) said they did not. Furthermore, most students endeavored to enhance their knowledge acquisition and pay attention to their learning outcomes. Accordingly, students understood explicitly what they expressed to their teachers and friends.

Table 3: Students' preparation for delivering EOPs

Evaluation / Items	Strongly disagree → Disagree →Neutral →Agree →Strongly agree				
	1	**2**	**3**	**4**	**5**
9) I spent a lot of time researching my topic.	0 ≈ 0%	1 ≈ 0.7%	28 ≈ 18.3%	72 ≈47.1 %	52 ≈ 34.0%
10) I arranged meetings with my classmates to discuss our topic.	0 ≈ 0%	15 ≈ 9.8%	55 ≈ 35.9%	67 ≈ 43.8%	16 ≈ 10.5%
11) I spent a lot of time designing PowerPoint presentations.	1 ≈ 0.7%	4 ≈ 2.6%	24 ≈ 15.7%	66 ≈ 43.1%	58 ≈ 37.9%
12) I spent less time doing presentation rehearsal.	19 ≈ 12.4%	49 ≈ 32.0%	49 ≈ 32.0%	32 ≈ 20.9%	4 ≈ 2.6%

Concerning item 10, the percentage of students arranging meetings with their classmates to discuss the topic together was 54.3%, whereas only a few students (9.8%) reported that they did not. Therefore, it can be inferred that more than half of the respondents were more proactive in the preparation procedure for delivering EOPs.

Regarding item 11, a great proportion of the students (81%) claimed that they spent a lot of time designing PowerPoint presentations. By contrast, only 3.3% of students disagreed with this item. The reason may be that visual aids, such as presentation slides with sufficient and impressive information, help students attract classmates' attention and illustrate their effort to deliver an effective oral presentation in English.

Item 12 reflected slightly negative activity among students. Doing presentation rehearsals helps students decrease some unexpected mistakes and improve students' fluency throughout the presentation. However, less than half of the students (44.4%) reported that they spent an amount of time doing presentation rehearsal. The figures of students reporting that they spent less time practising presentation beforehand and students holding neutral viewpoints were quite considerable, with 23.5% and 32%, respectively.

Students' preparation plays a vital part in delivering EOPs. The results showed that most students equipped themselves with thorough preparation for their presentation, from seeking out knowledge, setting meetings for discussing the topic, designing presentation slides, to practising the presentation. However,

approximately a quarter of students do not enjoy presentation rehearsals, which entails the success of students' EOPs. A possible explanation might be due to students' time management or perhaps a short deadline given for presentation preparation. Similarly, El Enein (2011) reported significant difficulty with time management among participants.

4.2. Factors Affecting Students' Attitudes Toward Delivering EOPs

Based on the findings of students' feelings in Table 4, most students showed a high interest in delivering EOPs. Nevertheless, many students felt anxious for the presentation due to factors including the time spent on researching the presentation topic, meeting group members, designing PowerPoint slides, and rehearsing the presentation. The factors that affect students' attitudes toward delivering EOPs are expressed in items categorized in the numbered items 13–28. As shown in the table, these factors include language proficiency (items 13, 14, 15, and 16), learning styles (items 17, 18, 19, and 20), teachers (items 21, 22, 23, and 24), and classmates (items 25, 26, 27, and 28).

Table 4: Factors affecting students' attitudes toward delivering EOPs

Evaluation / Items	Strongly disagree → Disagree→Neutral→Agree→Strongly agree				
	1	2	3	4	5
13) My English pronunciation is poor.	18 ≈ 11.8%	32 ≈ 20.9%	60 ≈ 39.2%	36 ≈ 23.5%	7 ≈ 4.6%
14) I feel scared when I make grammatical mistakes during EOPs.	6 ≈ 3.9%	27 ≈ 17.6%	47 ≈ 30.7%	58 ≈ 37.9%	15 ≈ 9.8%
15) I have a problem with oral fluency during EOPs.	6 ≈ 3.9%	27 ≈ 17.6%	45 ≈ 29.4%	64 ≈ 41.8%	11 ≈ 7.2%
16) I find it difficult to have the right words to show ideas in English.	6 ≈ 3.9%	19 ≈ 12.4%	51 ≈ 33.3%	65 ≈ 42.5%	12 ≈ 7.8%
17) I desire to have more opportunities to deliver EOPs.	0 ≈ 0%	11 ≈ 7.2%	53 ≈ 34.6%	71 ≈ 46.4%	18 ≈ 11.8%
18) I prefer giving an individual presentation to delivering an in-group presentation.	4 ≈ 2.6%	23 ≈ 15.0%	42 ≈ 27.5%	54 ≈ 35.3%	30 ≈ 19.6%
19) I like listening to teachers' presentations to explain everything about the lesson.	1 ≈ 0.7%	8 ≈ 5.2%	34 ≈ 22.2%	67 ≈ 43.8%	43 ≈ 28.1%
20) I like delivering EOPs in pairs.	7 ≈ 4.6%	19 ≈ 12.4%	72 ≈ 47.1%	52 ≈ 34.0%	3 ≈ 2.0%
21) My teachers supply a few instructions.	16 ≈ 10.5%	32 ≈ 20.9%	62 ≈ 40.5%	36 ≈ 23.5%	7 ≈ 4.6%
22) My teachers give me little encouragement.	26 ≈ 17.0%	43 ≈ 28.1%	49 ≈ 32.0%	31 ≈ 20.3%	4 ≈ 2.6%
23) My teachers clarify the evaluation criteria.	0 ≈ 0%	3 ≈ 2.0%	41 ≈ 26.8%	81 ≈ 52.9%	28 ≈ 18.3%
24) My teachers are willing to explain when I have problems with presentations.	1 ≈ 0.7%	2 ≈ 1.3%	19 ≈ 12.4%	75 ≈ 49.0%	56 ≈ 36.6%

25) I enjoy discussing with my classmates to design EOPs.	6 ≈ 3.9%	7 ≈ 4.6%	53 ≈ 34.6%	70 ≈ 45.8%	17 ≈ 11.1%
26) I learn a lot from the EOPs of my classmates' groups.	1 ≈ 0.7%	7 ≈ 4.6%	30 ≈ 19.6%	71 ≈ 46.4%	44 ≈ 28.8%
27) I feel embarrassed when my classmates do not pay attention to my presentation.	3 ≈ 2.0%	14 ≈ 9.2%	49 ≈ 32.0%	56 ≈ 36.6%	31 ≈ 20.3%
28) Engaging in a group presentation with unfamiliar classmates makes me nervous.	9 ≈ 5.9%	25 ≈ 16.3%	47 ≈ 30.7%	56 ≈ 36.6%	17 ≈ 11.1%

Concerning language proficiency, despite thorough preparation, the participants gave a wide range of different views. Instead of five categories as shown in Table 4, for convenience in this data discussion, the views are grouped into three main categories, namely "*disagree*", "*neutral*", and "*agree*". While students of category '*disagree*' (32.7%) believed that their English pronunciation is accurate, more than a quarter of students in the category of '*agree*' (28.1%) reported that they had poor English pronunciation. Thus, some students' anxiety about giving a presentation can be partially derived from inaccuracies in pronunciation, although there was a larger percentage of students confident with their pronunciation.

Almost half of the students (47.7%) responded: "*I feel scared when I make grammatical mistakes during EOPs*", whereas some (21.5%) disagreed with this item. The results showed that many students focused on grammar during the presentation. Yet, it can be inferred that they have strived to memorize the grammar rules without combining them into practicing speaking frequently.
Item 15 is another assertion for the influence of language proficiency. More precisely, a large proportion of students, which accounted for 49%, signified that they lacked fluency in expressing ideas in English during the presentation. Only 21.5% of the students confidently believed that they did not have any problems with oral fluency. A possible explanation for why most students encountered impediments to fluency may be the lack of presentation rehearsals, as shown in item 12 of Table 3.

Similarly, 50.3% of the students responded that they found it hard to use appropriate vocabulary to show their ideas in English, whereas only 13.9% disagreed with item 16. It may be that they lacked vocabulary use involving the aspects discussed and did not practice presenting much. In general, some students' low level of language proficiency contributed to their stress in presentation, as inferred from Table 1 and Table 4. Especially, grammatical errors, lack of fluency, and difficulty in using the right words were striking reasons that made some students anxious. This finding is consistent with the research by Barrett et al. (2020), in which students explained their anxiety was the shortage of vocabulary for expressing ideas and the high frequency of grammatical mistakes. Many students consider grammatical and lexical accuracy the most significant aspects of English learning (Amirian & Tavakoli, 2016).

Regarding learning styles, the results reflected an influence of learning styles on students' attitudes. In particular, 58.2% of the students said they desired more opportunities to deliver EOPs, and only 7.2% disagreed. It means that students need to learn and show their English knowledge is rather high. This finding is similar to Živković's (2014)'s research that students demand a number of opportunities to practice the language in circumstances that encourage them to show their abilities, ideas, and opinions. It can be inferred that students like to show not only English proficiency but also a level of acquisition of the topics or the lessons.

Even though many students felt stressed and some had a low level of language proficiency, most students still enjoyed delivering EOPs and yearned for more chances to give presentations in the classroom, expecting to improve their next EOPs. Thus, those students tended to be communicative learners, which was another cause for why the majority showed favorable attitudes toward delivering EOPs.

An important finding from item 18 is that more than half of the students (54.9%) preferred giving individual presentations to delivering group presentations, while doing presentations together with a group of students is more popular at FFL from the researcher's experience. Only 15.6% of the students disagreed with this item. Most students tend to work alone because that is their learning style. This result is supported by previous research that showed that students' acceptance of working in groups may be influenced by the "social nature which reflects a language learning style undergraduate students are starting to adopt" (Jurkovič, 2019). The proportion of the students who claimed that they liked listening to teachers' presentations to explain everything about the lesson was high compared to the percentage of the students who disagreed with this item, which accounted for 71.9% and 5.9% respectively. This result emphasized the importance of teachers in the classroom.

This finding may be one of the reasons making students anxious since it is obvious that their preferred learning style is to listen to the teacher's explanation about the lesson. Of all participants, some (34%) agreed to like delivering EOPs in pairs, while less than one-fifth (17%) did not. The findings from item 18 and item 20 showed that most students like doing EOPs alone or in pairs, which may be because students find it easier to convey their ideas without arguing with peers and setting up meetings between only two students is faster.

Overall, students' learning styles are distinct and have a substantial impact on their attitudes. There was a contradictory circumstance in that 58.6% of students expressed liking delivering EOPs more, while 71.9% of the students liked teachers to explain the whole lesson. The researcher supposed that there might be a reason making students both want those situations. It is clear that if teachers become the sole speaker, students' opportunities to give presentations will decrease.

Regarding teachers, items 21 through 24 revealed that teachers contributed to students' unfavorable and favorable attitudes. Many students (31.4%) claimed

that teachers gave them sufficient instructions, and nearly half of the students (45.1%) were content with enthusiastic encouragement from teachers. After forming a group of students or announcing the topic for presentations, it is shown that many teachers engaged in guiding students about the issue and encouraged them throughout the EOPs. Hence, this can increase students' enjoyment in delivering EOPs. In contrast, the figures for the students who responded that their teachers supplied few instructions and gave them little encouragement were approximately one-fourth of students, 28.1% and 22.8%, respectively.

These situations are said to allow students to encounter misunderstandings about the lesson and lack motivation. Regarding whether teachers clarify the evaluation criteria clearly and are willing to explain when students have problems with presentation, 71.2% and 85.6% of the students, respectively, strongly agreed with these two items. Knowing the evaluation criteria explicitly helps students prepare and practice better to achieve great performance and teachers' appreciation. When students can receive timely explanations from teachers about the problems in presentations, it would greatly support students and positively affect their attitudes.

Apart from the three factors mentioned, items 25 to 28 in Table 4 illustrate students' opinions about the impact of classmates on their attitudes. As for item 25, more than half of the students (56.9%) said they enjoyed discussing the design of the EOPs with their classmates. This result suggests that students did not find it hard to discuss the topic with other classmates.

The results also assert that some students prefer individual presentations to group presentations (item 18) because of their learning style, even though many of them can work and interact with their classmates. Item 26 reflected students' awareness of the benefits of listening to others' presentations. While 75.2% of the students believed they learned a lot from the EOPs of their classmates' groups, only 5.3% did not perceive that. It means that most students are conscious of the advantages of listening to classmates' presentations, increasing their interest in delivering EOPs.

It is worth noting that classmates' attention to students' presentations greatly affects students. This is why many students (56.9%) claimed they felt embarrassed when their classmates did not pay attention to their presentation, whereas only a small percentage of students (11.2%) did not think so. This finding is supported by the study of Al-Nouh et al. (2015), that entering the classroom late or talking among students' classmates confuses them during oral presentations.

Almost half of the students (47.7%) believe engaging in a group presentation with unfamiliar classmates made them nervous. In contrast, nearly a quarter of students, which accounts for 21.9%, disagreed with this item. This result, together with the result of item 25, suggests that students prefer working with their familiar peers if they work in a group to deliver EOPs. Hence, although classmates greatly impact students' positive attitudes about the benefits of listening to

classmates' EOPs, classmates also lead to slightly negative attitudes owing to the lack of classmates' attention to students' oral presentation in English.

Regarding interviews with students in the present study, the interview results are consistent with the one from the questionnaire about students' attitudes and the underlying factors. Specifically, when asking about students' feelings and factors, 10 out of 21 students stated that they were interested in delivering EOPs and considered it beneficial to them due to several factors. First, some claimed that they received support from teachers and classmates to improve language proficiency, such as correcting pronunciation through delivering EOPs in the classroom. Some stated their enjoyment because of the benefits of delivering EOPs, such as enhancement of confidence and understanding of the topic. Some said there was a feeling of satisfaction when they could show their knowledge and English ability by delivering helpful information in English to their classmates and teachers.

Concerning students feeling confident to give oral presentations in English, they believed that it would be beneficial for their career development in the future because of knowing to design effective presentation slides and improving teamwork skills. In addition, an interesting topic, an adequate understanding of that topic, and a familiar audience also helped them feel confident. Some third-year and fourth-year students supposed that doing EOPs many times can gradually lower their fear and nervousness about standing in front of a crowd. Consequently, they feel more confident and can speak louder.

Their attitudes changed over the years and become positive. This is consistent with Lennartsson's study (2008), concluding that negative attitudes can reduce and turn into positive results. Some responses from the participants holding positive attitudes toward delivering EOPs are as follows:

- *S3: I think it is useful because it can help students read materials at home and study more about their topic. I can search for materials on the internet and find something interesting about my topic at that time. Plus, I can work with my friends to improve my teamwork skills.*
- *S10: I am interested in delivering EOPs because I can deliver useful knowledge to my friends. Especially, I can stand in front of a lot of people, and I can show my knowledge to my friends and my teachers.*
- *S17: In my first time delivering EOPs, I feel nervous. Now I feel more confident because studying here for four years and deliver a lot, so it helps me to have a lot of chances to stand in front of the crowd. Then I get used to it, I am able to speak louder and clearer.*
- *S18: I find it helpful because it helps me enhance my confidence and my English proficiency. Now I am a third-year student and I suppose that delivering EOPs a lot helps me less nervous in front of the crowd.*
- *S20: I find it useful. It is a chance to improve my confidence, pronunciation, and grammar mistakes because my teachers and classmates will point them out for me.*

Concerning the level of understanding of the lesson or the topic mentioned in the reason of students' interest and enjoyment, a female respondent (S20) stated, "*I understand quite well the lesson of my group presentation. However, the other lessons*

delivered by the other groups I do not understand well. Fortunately, my teachers will teach again about those lessons". Consequently, that result again emphasized the vital role of teachers in students' positive attitudes and learning outcomes, which resonated with the questionnaire.

Moreover, it may be because students do not spend much time researching other oral presentations' topics as thoroughly as their topic. Especially it can be inferred as an explanation for the contradiction discussed between item 17 and item 19 in Table 4 concerning students' favor in listening to teachers' instruction about everything in the lesson and students' desire to get more opportunities in delivering EOPs in the learning process. To be specific, the large number of students agreeing that they liked listening to teachers' explanations about the whole lesson may be due to their learning styles and low acquisition of the lesson after listening to other classmates' presentations.

Despite the truth that students learn a lot from other group presentations, which echoes the findings from the questionnaire, students in the interview rarely mentioned their understanding of the lessons from listening to classmates' presentations. Meanwhile, most of the students in the interview reported that they learned from others about the effective structure of EOPs, some aspects relevant to language proficiency, and students' styles to deliver information. For example, one said, "I learn a lot from them, *such as their pronunciation, vocabulary, and how they organize the information.*"

Nevertheless, nine of 21 students admitted that language proficiency, including mispronunciation, grammatical errors, the lack of a natural accent, and many unnecessary pauses during presentations, increase their level of nervousness and stress. This result is in line with the results from the questionnaire. Plus, many difficult questions from teachers and the shortage of classmates' respect and attention to students' presentations contribute to their unfavorable attitudes. Some new findings of students holding negative attitudes are from their fear and anxiety caused by standing in front of many people, having plenty of time for preparation, and difficult topics.

First, concerning the fear of standing and facing audiences, the findings agree with the study of Al-Nouh et al. (2015), in which students responded that standing up and talking in the presence of many individuals throughout the presentation was deemed as an anxiety-provoking situation. Similarly, Joughin (2007) agreed that students felt anxious when speaking English in front of their classmates. In particular, some students in the interview said that they sometimes forgot their content to convey because of this reason. Furthermore, the lack of classmates' attention, such as talking to each other at that time, also makes students feel nervous and unsuccessful in their presentations.

Second, in terms of the stress from preparation, several students thought they did not have enough time to prepare because of the short deadline and poor time management. Al-Nouh et al. (2015) claimed that other students' impediments

were relevant to the topic difficulty and organization of ideas, which resonates with the result about difficult topics mentioned prior.

To illustrate this point, some respondents reported as follows:

- **S1**: *In my opinion, I feel a little bit nervous, and I think that EOPs take a lot of time. I have to read a lot, prepare documents, and many other things to do. Moreover, my classmates and my teachers affect my attitudes a lot. For example, when I deliver my EOP in class, if my friends do not pay much attention to my presentation, I will feel a little bit embarrassed. At that time, I do not want to deliver anymore. Moreover, after I deliver my presentation, if my teachers ask me a lot about some aspects that I do not prepare at home, I will feel very worried and stressed.*
- **S7**: *I am always nervous before delivering EOPs because I am not good at speaking skills; I worry about making grammatical mistakes or vocabulary errors. Moreover, sometimes, I have difficulty delivering a topic that I am not familiar with like science or finance…*
- **S15**: *I feel stressed because of speaking in front of many people and I do not believe in my pronunciation.*
-

Some participants stated that they feel interested and stressed simultaneously because of the several factors discussed. Overall, students enjoyed sharing ideas with their classmates and teachers despite their low confidence level in facing audiences and some problems relating to language proficiency.

It is noticeable that about 30% of students expressed neutral attitudes about the factors, as depicted from the questionnaire. Likewise, three students in the interview discussed the same perspectives and shared similar reasons. More precisely, one said that it depends on the topic's interest. A female student believed there were no impediments to delivering EOPs, or she could still overcome it with great endeavors despite any problems. This student seems to have great qualifications in language proficiency, good presentation skills, and confidence. The last student explained that it is an opportunity for students to become a speaker about the lesson instead of just a listener all the time in the classroom.

Regarding student satisfaction toward their EOPs, students' responses reconfirmed some factors influencing students' attitudes in question number 2 about factors affecting students' attitudes. Only some (8 out of 21 students) said that their EOP was far from their satisfaction owing to different views between classmates in a group, the shortage of attention in their presentation, and the level of language proficiency under students' expectations yet most students (13 out 21) reported being satisfied with their EOPs at various levels.

That means that although there are impediments from many fields, most students still have awareness about the benefits of EOPs and strive to address their issues. More specifically, they reported as such deriving from their careful preparation, the improvement in language proficiency, and the decrease in the level of anxiety over the years. Especially, some students expressed satisfaction just because they enjoy the feeling of sharing their knowledge with everyone.

Additionally, students talked about their hope to enhance their qualifications about their language proficiency and confidence to make better EOPs. Therefore, it can be inferred that they cultivated a positive attitude toward language learning through delivering EOPs. Some students' responded to the reasons for their satisfaction:

- *S6: Currently yes. Although some of my first presentations were not qualified as my expectation in the past, now I can look at my classmates during the presentation and improve my intonation a little bit. However, I think I need to practice more.*
- *S7: Yes, I do. I believe that I have good preparation, so I have enough ideas to express and convey to my classmates and my teachers because they pay attention to my presentation*
- *S10: Yes, I do. I can show my ability and my personality. With the presentation, I not only learn from my teachers but also my friends. For example, I learn the structure and intonation, vocabulary, and their knowledge about the topic.*
- *S11: In my first year and second year, I was not satisfied with my EOPs because I did not very well at that time but now I think I am more satisfied. This is because I have delivered many presentations, I get used to it, know how to do it, and become less nervous.*

Responding to questions of delivering EOPs individually or collectively, 17 preferred to have a group presentation, while seven students responded they preferred to deliver EOPs independently. This is compatible with the results of the questionnaire. The results of the group presentation were affected by contradictions with classmates about dissimilar ideas and missing the deadlines, but some students had hope for a successful performance. Additionally, some said it depended on their learning style and preferred to work alone despite admitting the benefits of working in a group.

In contrast, 10 students claimed that they favored delivering group presentations. Some believed that the more people there are, the more ideas they have. Accordingly, they can cover all the topics or lessons and make them more successful, attractive, and interesting. In addition, they can support their teammates and boost preparation progress faster by dividing tasks into small parts for their friends, and thus have a deeper understanding of the lesson. Besides, some students believed that working together helps them accumulate tips and experience in delivering EOPs. By way of illustration, some representative responses for each side pertaining to individual (*S5, S7* and *S21*) and group presentations (*S1, S6* and *S12*) are as follows:

- *S5: I prefer to deliver EOPs alone. When I work with a group, I suppose that I cannot be creative as much as I can. Some of them may work like a machine. For example, all of them work like a machine, I want to be creative, like flexible time and creative ideas, but they do not agree. They want all the ideas to be shaped in form, and I want to be out of the limit. Moreover, sometimes I find it hard to arrange the appropriate time for meetings with each individual.*
- *S7: I prefer to deliver EOPs alone. Interacting with my members may result in some contradictions. I find it difficult to continue expressing my ideas in those cases. For example, in my first year, my classmate was busy and did not have enough time to collaborate with my group. Even she did not meet the deadline to send the*

PowerPoint slide to summarize the content in time. Therefore, I think it is difficult to work with a group due to the different leisure time of teammates.

- **S21***: I prefer to deliver EOPs alone. It is my lesson, so I will exert effort to make it. It is my learning style.*
- **S1***: Because with many people and we have many different ideas, I can learn a lot from them, and we can share the ideas with others. We can make the presentation more successful, attractive, and interesting at that time. Due to those reasons, I prefer group presentations to individual presentations.*
- **S6***: I prefer to deliver EOPs with a group of classmates because it helps me feel secure when standing in front of many people. However, working with my close classmates will boost the result of the EOPs because it helps us discuss easier. I am afraid of receiving a lot of disagreement from my unfamiliar classmates during the discussion.*
- **S12***: I prefer to deliver EOPs with a group of classmates. My classmates are confident when delivering EOPs, and their pronunciation is good, so they help me improve a lot about pronunciation. Moreover, my classmates meet the deadline and encouraged me to discipline. In addition, we do rehearsals a lot.*

The other four students expressed normal viewpoints toward the question of the reason for the neutral responses of some students (27.5%) in item 18 of Table 4 concerning individual and group presentations. One stated that both had benefits, such as team-building skills, and drawbacks, such as dividing tasks for teammates fairly and having dissimilar perspectives about a topic. Still, the participants believed they could deal with these difficulties.

Another opinion from a female student was that both were the same, and she desired more opportunities to deliver EOPs to improve. Another student especially held that enjoying individual or group presentations was contingent on students' subjects.

For instance, she said that "*with a subject requiring difficult knowledge I cannot fulfill by myself like American Culture, it would be better if I have support and different points of view from my classmates. On the other hand, when the topic is simple, I can do it by myself, like IELTS in writing and speaking class.*"

The last one believed that both did not affect her much, she controlled all the problems.

5. Conclusions and recommendations

From the findings, students' attitudes at FFL toward delivering EOPs were positive. Most students showed interest in giving oral presentations in English in the classroom and were conscious of its significance. It is worth noting that most students' preparation for EOPs was quite conscientious, reflecting their positive perspectives on their learning process and outcomes. Concerning four factors, including language proficiency, learning styles, teachers, and classmates, hypothesized at the beginning of the study, the results suggest all of them have a substantial influence on students' attitudes. Some other factors were coincidently discovered through the interviews, including fear and anxiety about appearance in front of many people.

The findings of the present study provide some insights for students and teachers. Most students hold positive attitudes and have thorough preparation, in general. Nevertheless, a quarter of the students did not spend much time rehearsing presentations and this step played a crucial role in lowering students' forgetting of the content. Therefore, this could be a reason leading to the lack of fluency, and grammatical errors, which affected the success of the performance. If students continue ignoring practising the official oral presentation in English beforehand, it will be disadvantageous to their language proficiency and EOPs. Additionally, students admitted that they do not understand clearly the lessons delivered by other groups. The researcher suggests that students devote more time to presentation rehearsals and research their and classmates' lessons.

Also, the present study benefits teachers in tailoring the lessons to meet students' expectations. It helps them gain insight into the lessons. Letting students do an oral presentation depends on teachers' decisions to achieve effective teaching-learning consequences. Moreover, students' stress would decrease if teachers lengthened the deadline by at least a week for preparation because students shared that they had to study many subjects and had part-time jobs.

Furthermore, teachers should consider letting students choose the kind of presentations they prefer in terms of individual or group presentations, depending on the subjects. If group presentations must be done, the teachers should give students the right to choose their teammates instead of forming groups based on class lists; this could help them encounter fewer problems and motivate them to support each other more easily. More importantly, classmates' attention to students' presentations contributes to students' positive attitudes. As such, teachers may consider creating rules to guarantee that others will not talk to each other or do personal work during students' oral presentations in English.
Lastly, it is suggested that more studies of the same design should be made to corroborate these results. Also, future studies should be designed with items investigating students' comprehension of their peers' presentations.

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