

Factors affecting oral presentations of the second-year English major students at Hanoi University of Industry = Những yếu tố ảnh hưởng kỹ năng thuyết trình của sinh viên chuyên Anh năm thứ hai trường Đại học Công nghiệp Hà Nội. M.A Thesis Linguistics: 60 14 10 \ Nguyễn Thị Phương Nhung ; Supervisor. : M.A. Nguyễn Thị Vượng

SURVEY QUESTIONNAIRE

This survey questionnaire is designed for my M.A thesis: **“Factors affecting oral presentations of Second-Year English Major Students at Hanoi University of Industry”**.

It is highly appreciated if you could spend your time completing truthfully the questionnaire.

Data collected will remain confidential and be used for the research only. Thank you for your cooperation.

I. Personal information

Please circle the most appropriate to you or answer the questions

1. Your gender:

A. male

B. female

2. Place where you lived before university:

A. Urban

B. Rural

3. How long have you learnt English? years

4. Your final mark in speaking in the third semester:

5. How important are oral presentation skills? (You can answer either in English or in Vietnamese)

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6. Have you ever made an oral presentation in English in class?

A. Yes

B. No

7. If your answer to the question 5 is Yes, how successful would you rate your presentation(s)?

A. very successful

B. successful

C. average

D. unsuccessful

E. very unsuccessful

II. Factors affecting your oral presentations

Here is the list of the most common aspects of difficulties in terms of language proficiency that students normally encounter when giving oral presentations. Please tick (✓) the appropriate box: Very Difficult (VD), Difficult (D), Easy (E), and Very Easy (VE)

Items	VD	D	E	VE
1. Having appropriate usage of vocabulary and structures				
2. Using signposting language to organize your presentation (for example, saying "I'll begin by.../ My next point is .../ Now, turning to ...)				
3. Having almost no grammatical errors in your presentation				
4. Delivering the presentation clearly with correct pronunciation				
5. Delivering the presentation fluently				
6. Grouping words to have proper pausing while delivering the presentation (Pausing is defined as slowing down or coming to a complete stop at a particular point. Example: John is studying business // at the University of Michigan. //// His area of interest // is managing				

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nonprofit corporations.)				
7. Deciding which word(s) to be stressed or unstressed				
8. Delivering the presentation with proper intonation pattern (Intonation is the rise or fall of the pitch of your voices as we speak)				

In the list that follows, tick (✓) the columns that is the most appropriate to you

Items	Agree	Disagree
9. I always feel nervous when speaking in front of a group.		
10. I can deliver the presentation confidently.		
11. I feel my heart pounding when speaking in front of a group.		
12. I don't worry at all that my presentation is worse than others.		
13. I'm worried that others students won't understand me because of my pronunciation.		
14. I am afraid that I will not be able to express myself clearly.		
15. I think the other students will be bored because I speak slowly in English.		

Please tick (✓) the appropriate box(es) to your case or give your answers where necessary

Does you teacher do the following?

Activities	Yes	No
16. Suggesting students some themes		
17. Helping students to choose the suitable topics		
18. Providing students with language for a presentation		
19. Providing students with model presentations		
20. Giving you the evaluation form		

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21. Having serious facial expression when students are delivering the presentation		
22. Showing some encouraging signs such as nodding, friendly – smiling ...		
23. Praising students for some good points when they finish the presentation		
24. Giving comments on presenting manner, language style, body language, slide display, and timing...		
25. Giving marks		

III. Suggestions

What do you think should be done on the part of teacher(s) and student(s) to help student(s) make better presentations? (You can write your answer either in Vietnamese or in English)

a. Teacher(s):

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b. Student(s):

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APPENDIX 2

Interview Questions for Students

1. Bạn có nghĩ thuyết trình là một kỹ năng quan trọng không? Vì sao?
2. Bạn có muốn được rèn luyện kỹ năng thuyết trình nhiều trong các giờ ngoại ngữ không?
3. Bạn có hài lòng về những bài thuyết trình bạn đã thực hiện không?
4. Yếu tố khó nhất mà bạn gặp phải khi thuyết trình là gì? (phân chia bài thuyết trình thành các phần hợp lý, nói chính xác, chôi chảy, hay có những cử chỉ, điệu bộ thích hợp, ...)
5. Khi thực hiện bài thuyết trình bạn cảm thấy như thế nào? Tự tin hay lo lắng? Nguyên nhân của sự lo lắng đó?
6. Bạn luyện tập như thế nào để tự tin hơn khi thuyết trình trên lớp?
7. Trước khi thuyết trình, bạn có hỏi ý kiến giáo viên về bài thuyết trình của bạn không? Giáo viên cung cấp cho bạn những gì liên quan đến kỹ năng thuyết trình?
8. Sau khi bạn trình bày giáo viên có đưa ra nhận xét không? Chung chung hay chi tiết? Mức độ khen, chê như thế nào?
9. Theo bạn, giáo viên nên làm gì để giúp sinh viên có khả năng thuyết trình tốt hơn?
10. Bạn nghĩ là bạn nên làm gì để cải thiện kỹ năng thuyết trình của mình?

APPENDIX 3

Class observation

Name of the presenter:

Class:

Date:

Topic:

	Check the appropriate column			Comments
	Good	OK	Need work	
Topic information Interesting? Suitable for the audience?				
Introduction Adequate? Attention-getting?				
Organization Clear organizational strategy?				
Content Suitable?				
Conclusion Adequate?				

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Linking words (signposts) Smooth, coherent speech flow? Correct use of connectors?				
Vocabulary Simplicity? Clarity?				
Pronunciation & intonation Clear enunciation? Suitable rising or falling pitch?				
Voice Good volume? Confident? Relaxed?				
Pace Not too fast or too slow? Smooth rather than hesitant?				
Eye contact & facial expressions Focus on the audience? Contact with all members of the audience? Friendly facial expression?				
Gestures and other body movements Hands free and expressive? Body posture relaxed rather than stiff?				
Visual aids Use of equipment effectively?				

VIII

Clear slide display?				
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Audience's

reactions:

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Teacher's feedback:

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Observer's comments:

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APPENDIX 4

CHECKLISTS

I. Voice checklist

It is a good idea to think about your own voice. Ask yourself some questions:

- Is my voice loud, perhaps too loud?
- Is my voice soft, perhaps too soft?
- Do I speak too slowly?
- Do I speak too quickly?
- Is my voice monotonous?
- Do I articulate clearly, or do I mutter?
- Will my accent cause my audience any particular difficulty?
- Do I run out of breath and gasp for air as I speak?

II. Visual aids checklist

Before you give your presentations, check all your visual aids this way:

- If a colleague stands at the back of the room, can he/she see every detail on the screen?
- Is there material which is irrelevant and should be removed?
- Does the slide need to be corrected?
- Is there unnecessary punctuation on the slide?
- Has any essential punctuation been left out?
- Is the colour combination pleasing to look at?
- Has the message been distorted because of the background or layout of the slide?

- Is every diagram correctly and clearly labelled?
- Have you shown more detail than the audience can easily follow?
- Is all the lettering big enough to be easily read?
- Are there too many words on the screen?
- Have you shown long sentences or paragraphs which are difficult to read?
- Is this slide consistent in style and layout with any others that you will use?
- Overall, is your message clear and easy to understand?

(Emden, J & Becker, L, 2004)

APPENDIX 5

EVALUATION

	Poor	Satisfactory	Good	Excellent
System				
General organization				
Introduction				
Ending				
Connections				
Relevance				
Length				
Level				
Delivery				
Tempo				
Volume				
Expressiveness				
Articulation				
Language				
Sentence length				
Style				
Linkers				
Emphasizers				

Manner				
Audience contact				
Interest				
Confidence				
Body language				
Stance and posture				
Hands				
Eye contact				
Movement				
Facial expression				
Appearance				
Visual aids				
Number				
Design				
Relevance				
Use				

Overall impression:

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(Jeremy Comfort, 2004)