



Exploring Public Speaking Preparation: Insights from Vietnamese EFL Students

Long Viet Le^{a,*}, Anh-Thi Tran Ho^b

^a longvietle.0510@gmail.com, Faculty of English, Hue University, Vietnam

^b htathi2612@gmail.com, Faculty of English, Hue University, Vietnam

* Corresponding author, longvietle.0510@gmail.com

APA Citation:

Le, L.V., & Tran Ho, A.-T. (2025). Exploring public speaking preparation: insights from Vietnamese EFL students. *LEARN Journal: Language Education and Acquisition Research Network*, 18(2), 655-683.
<https://doi.org/10.70730/ZSYX4192>

Received
05/01/2025

Received in
revised form
15/06/2025

Accepted
02/07/2025

ABSTRACT

Public speaking (PS) is an important skill for English as a Foreign Language (EFL) students, yet it often presents significant challenges to these learners. This study sets out to explore PS preparation among Vietnamese EFL students enrolled in an advanced speaking course at a university in Vietnam. Adopting a mixed-methods approach, data were collected from 100 students via questionnaires, followed by in-depth interviews with 10 volunteer participants. The research reveals that while students demonstrate a strong understanding of PS competencies, including topic development and organization skills, they face considerable hurdles such as language anxiety, idea generation, and audience engagement. Most preparation activities in which students engaged focused on self-directed practices like rehearsals and visual aid creation, with limited reliance on collaborative feedback and audience analysis. These findings highlight the need for targeted interventions, such as structured peer reviews, instructor-led guidance, and technology-driven tools, to foster confidence and competence. This study not only deepens our understanding of EFL students' experiences but also offers

	<p>insights for educators to bridge gaps in PS instruction and empower students to excel.</p> <p>Keywords: public speaking, public speaking preparation, Vietnamese EFL students, EFL university students</p>
--	--

Introduction

Public speaking (PS), within the broad spectrum of English communication, has risen to be an indispensable skill, particularly for EFL students who strive for academic and professional excellence. This common practice deals with the act of speech delivery in public settings. In order to speak with confidence and effectiveness before a great number of people, it does not merely revolve around linguistic competence but also entails mastering critical thinking, structuring ideas, and engaging with audiences (Yusuf et al., 2024). However, for many EFL students, PS is tantamount to an, if not the most, anxiety-inducing language activity, and often the cause of apprehension and performance challenges (Chen, 2022). Such an obstacle is further exacerbated by the traditional lecture-based classroom setting. Due to large class sizes and time constraints, EFL students are deprived of consistent practice and interaction opportunities on a frequent basis (Caingal et al., 2024). As a result, they often find themselves struggling to develop necessary skills such as creating clear introductions, logical transitions, and cohesive conclusions for their speeches (Gallego et al., 2021). This would in turn limit their ability to effectively convey ideas, maintain a logical flow, and connect with audiences, all of which are essential components of successful PS (Li et al., 2016).

Given the status quo of highly demanding real-world communication, the fostering of speaking proficiency at higher education levels should be given greater emphasis (Irianti et al., 2024). In Vietnam, where English proficiency is a growing priority, universities have long emphasized English language education for all students. According to the standards, English majors are expected to achieve a C1 level based on the Common European Framework of Reference (CEFR), and non-English majors should attain at least a B1 level upon graduation (Hoai, 2021). Amidst such innovation, integrating PS into EFL curricula has also emerged as a promising strategy for enhancing students' confidence, creativity, and communicative competence. However, these efforts aside, it remains common to find students with strong grammatical knowledge but much more difficult to find those who can speak English fluently and confidently in public settings (Nguyen & Thai, 2021).

Despite the recognized importance of PS, little attention has been paid to the understanding of how EFL students perceive and prepare for PS tasks, and the challenges they encounter. This motivated the present study to investigate the PS preparation practices, particularly of Vietnamese EFL students. Specifically, we aim to explore their perceptions of PS, the activities they undertake, and the difficulties they face during the preparation for the task. We believe that addressing these aspects will provide actionable insights for EFL educators and ultimately better their teaching practices. To this end, the following research questions are to be answered:

1. What are Vietnamese EFL students' perceptions of PS in English?
2. What activities do Vietnamese EFL students engage in when preparing for PS tasks in English?
3. What challenges do Vietnamese EFL students face during the preparation for PS tasks?

Literature Review

An Overview of Public Speaking

PS has always been an effective mode of communication by which politicians express their views. To date, important occasions such as thesis defense, job interviews, or business pitching assume the form of PS, requiring strong skill sets related to such a mode (Li et al., 2016). In this sense, learning PS skills is of great benefit in a myriad of communicative contexts.

Verderber et al. (2011) define PS as a formal form of human communication conducted by an individual in front of a specific audience. Building upon this, Li et al. (2016) suggests that it is an advanced form of communication and one of the most effective ways to convey ideas. This mode of communication is more formal than everyday interactions, where critical thinking, persuasive skills, emotional appeal, and audience engagement play crucial roles. In other words, PS is rhetorical in nature within the context of social communication (Zhang et al., 2019).

Plus, PS as a communicative activity aims at informing, inspiring, persuading, educating, or entertaining (Nikitina, 2011). It is also regarded as an artsy form of communication, where learning PS not only aids in everyday interactions but also enhances understanding of speech, oratory, and the ability to think critically about social and cultural life (Ryan, 1919). In all, PS can be comprehensively understood as a formal and purposeful act of communication aimed at informing, inspiring, persuading, educating, or entertaining an audience. It combines critical thinking, persuasion, emotional appeal, and audience engagement, serving as both a rhetorical and artistic

form of interaction that enhances understanding, oratory, and cultural awareness.

Public Speaking in EFL Contexts

Since the 1960s, courses on PS have become more popular than those on intrapersonal, interpersonal, or group communication (Gibson et al., 1985). At present, PS has grown even more critical, particularly in the context of teaching and learning foreign languages at the university level. In fact, higher education institutions across the globe have integrated PS into their curricular (Boromisza-Habashi et al., 2016). The aims of these courses, among many, often are to prepare students for business presentations they may undertake after graduation and in the workplace (Utami, 2019).

PS in English, or thereafter EPS, defined by Lucas (2009) as a strategic communication act, requires not only English proficiency but also critical thinking, creativity, and a logical structure for the speech. EPS demands that speakers present ideas clearly, systematically, and persuasively. Therefore, it is an effective approach to help students develop communication awareness, build confidence, use English comprehensively, and, importantly, enhance their critical thinking skills (Zhang, 2009). PS tasks are therefore a practical way to promote language learning. By engaging in these tasks, students get to interact with materials, learning to access and gather information from various sources – skills they can apply in both academic and professional contexts in the future.

In the classroom setting, PS is defined as an individual presentation where students stand before the class and deliver information within a specified timeframe. They are at the same time evaluated and graded on their presentation, making the preparation essential for students (Utami, 2019). Unlike everyday spoken English, EPS depends on several factors: specialized language, persuasive and emotive delivery, a clear and coherent structure with critical analysis, and effective audience interaction. The purpose of this task is not only to convey information and ideas but also to elicit audience response and engagement (Zhang et al., 2019).

Given all these demands, an English public speaker should focus on many important skills such as planning or organizing a topic. In what follows are the four core competencies for EPS proposed by Lucas (2013):

Topic competence

Topic competence is the ability to select, develop, and clarify a topic with supporting evidence (Zhang et al., 2019). Choosing a topic means the speaker must determine the specific objective of their speech – whether to

persuade, inform, or serve another purpose (Lucas, 2009). This step allows the speaker to select an appropriate presentation style. Additionally, the chosen topic could be one in which the speaker is well-versed or one they wish to explore further:

On one hand, having in-depth knowledge of a topic aids the speaker in developing and clarifying it, increasing their ability to communicate and answer audience questions. Broad knowledge helps avoid vague statements, low-value points, and awkward moments during the speech or Q&A (Utami, 2019). On the other hand, if the speaker lacks such knowledge, since a significant aspect of PS lies in conveying information (Nikitina, 2011), they need substantial time to research and find concrete evidence. For topics that the speaker wants to learn more about, they will need more preparation time for research to fully develop and clarify the topic.

Before choosing a topic, speakers should consider their own motivations for speaking and the audience's motivations for listening. Moreover, analyzing the audience enables the speaker to make sound decisions regarding topic, purpose, supporting material, organization, and delivery (Lucas, 2009). If the speaker is unsure about the topic's viewpoint or fails to connect with the audience, the speech will leave little impression. Audience analysis, although more complex than in casual conversations (Lucas, 2009), plays a crucial role in the initial stages. It influences decisions about idea development, language choice, and delivery style, which ultimately affect the speaker's credibility in the audience's eyes.

Organization competence

After selecting and researching a topic, the speaker needs organization competence – the ability to structure a cohesive and logical speech (Zhang et al., 2019). Starting with ideas and materials, the speaker then organizes them into a coherent presentation. Prepared content should be logically arranged, easy to understand, and engaging for the audience. According to Lucas (2009), audiences are most attentive when the speaker addresses messages relevant to their beliefs, values, and well-being. Therefore, the introduction should capture interest, leading into the main topic, while the body and conclusion should be concise and beneficial for the audience.

However, some speakers struggle to manage speech duration, often going over time or failing to conclude punctually (Moore, 2011). This can cause the audience to lose focus and find it difficult to absorb the speaker's messages fully. Therefore, time management is an essential aspect of organizing a speech (Lucas, 2013).

Language competence

Language competence is the ability to use language accurately, fluently, and vividly (Zhang et al., 2019). In addition to meeting five criteria for English speaking skills, careful word choice is part of this competence.

English vocabulary has two layers of meaning: denotative and connotative (Brydon & Scott, 2006; Lucas & Stob, 2020). While denotative meaning is literal, clear, and objective, connotative meaning is figurative, subjective, and changeable. Lucas and Stob (2020) illustrate this difference with the word “school”, which denotes a place or institution for learning, but may connote maturity, childhood friends, or a memorable teacher for some people; for others, it may signify annoyance, discipline, or tedious assignments.

PS authors like Brydon and Scott (2006) and Lucas (2009) advise speakers to carefully analyze the audience before selecting specific words. Not all audience members will grasp a word’s meaning or have the patience to interpret the speaker’s language. Therefore, word choice should be optimized so that speakers can guide their presentation, help the audience understand the message, and avoid neglecting any listeners (Brydon & Scott, 2006).

Additional elements like formal and informal language, as well as the use of metaphors, contrasts, alliteration, and rhetorical devices combined with body language, also add vibrancy to the speech, reflective of the speaker’s style.

Delivery competence

Delivery competence is the ability to present within a specific context, including the capacity to evoke emotions and regulate one’s behavior (Zhang et al., 2019). Yee and Adibin (2014) suggest that a skilled speaker, who shares and expresses genuine commitment to their message, can engage the audience emotionally. With confidence, a speaker can use techniques to create an engaging atmosphere for the audience, thereby enhancing message effectiveness.

EPS requires the speaker to present ideas clearly, systematically, and, most importantly, persuasively (Lucas, 2009). Whether or not they are experienced with the topic, the speaker’s delivery must be comprehensive enough for the audience to learn something new and should emphasize key points without underestimating the audience’s knowledge (Dale & Wolf, 2000). Such humble, friendly, and logical communication not only helps the audience receive the message enthusiastically but also boosts the speaker’s credibility.

Furthermore, Brydon and Scott (2006) emphasize that PS is a transaction between the speaker and the audience. A skilled speaker, in addition to organized language, uses non-verbal skills like eye contact, facial expressions, gestures, and posture to engage with and respond to audience questions (Li et al., 2016). Thus, the speaker should carefully tailor their interaction style to suit the audience (Brydon & Scott, 2006). In short, a speaker with delivery competence knows how to communicate non-verbally, using eye contact, gestures, and voice to convey their message to the audience (Lucas & Stob, 2020).

Related Studies in EFL contexts

Students' Perceptions of Public Speaking

Numerous studies on PS have been conducted in EFL contexts (e.g., Nguyen & Thai, 2021; Utami, 2019; Zhang et al., 2019). Research has examined students' perceptions of PS, with a highlight to its significance and challenges. However, most prior studies have foregrounded scholars' perspectives, while students' voices remain underrepresented. Among the rare studies on students' perceptions of PS, Nguyen and Thai (2021) conducted a study with 100 English majors at Can Tho University and noted that many learners view English PS as a vital skill in today's competitive job market. As a result, they express a strong desire to improve their PS through various means and hope for greater support and pedagogical adjustments from both their institutions and instructors. Key obstacles reported included limited vocabulary, lack of English-speaking environments, and low self-confidence. Nguyen and Tong (2024) found that while most students acknowledged the importance of PS for their future careers, they also viewed it as the most challenging skill compared to writing, listening, and reading. Despite recognizing its value, students dedicated minimal time to improving their PS skills, often citing busy schedules as a primary barrier. Most participants in their study reported that the total time they spent working on PS skills was less than one hour.

Students' Challenges when Engaging in Public Speaking

The literature has identified many difficulties that EFL learners encounter when engaging in PS. In reality, many EFL students face various challenges when delivering speeches in front of an audience. One of the biggest issues is psychological – specifically, the fear of PS. In fact, nearly 90% of participants in McCain's (2012) survey reported feeling nervous or uncomfortable when speaking in front of others at some point. Even people

who can speak comfortably in various situations may feel anxious when standing before a group to deliver a speech (Lucas, 2009). Kalra and Siribud's (2020) study also observed that high-performing students did not necessarily report lower anxiety, suggesting that anxiety and performance are not linearly related. Therefore, it is not unusual for students to feel nervous about PS. Ayres (1996) found that students with high communication apprehension spend more time developing and writing their speech than practicing delivery, often to avoid communication. As a result, no matter how much they prepare, their scores tend to be lower than those with lower anxiety. Communication anxiety also affects speech preparation and delivery (Daly et al., 1995), often leading to difficulties managing time, speaking too long, or failing to finish on time (Moore, 2011). In addition to facing common fears, language students must conduct their speeches entirely in a foreign language, acknowledged by Macintyre (2007) as a challenge for any language learner. Nguyen and Tong's (2024) study highlights the pervasive fear of making linguistic mistakes, including concerns about vocabulary limitations, pronunciation errors, and grammatical inaccuracies. These anxieties hinder students' ability to express themselves confidently and effectively. Other challenges identified in their study include pressure from instructors, as students report stress when unexpectedly called upon or unable to answer questions, and knowledge gaps, which arise from limited familiarity with presentation topics and inadequate preparation for audience inquiries. Furthermore, subjective factors such as lack of motivation, seriousness in learning, and active participation contribute to their struggles in PS.

Pedagogical Innovations towards Public Speaking Tasks

In terms of aiding students in dealing with PS tasks, researchers have examined a variety of pedagogical innovations aimed at reducing anxiety, enhancing performance, and fostering independent learning. Nguyen (2025) explored the role of teacher scaffolding in collaborative PS tasks and found that instructional support – such as clarifying tasks, offering feedback, and facilitating group dynamics – was crucial in enhancing student engagement and confidence. Factors such as teacher approachability, subject expertise, and group composition significantly influenced outcomes. Another promising intervention is the use of PS workshops. Nguyen et al. (2024) evaluated the impact of such workshops on university students in Can Tho City, Vietnam and reported positive results. The workshops helped reduce PS anxiety and improved students' confidence, with fear of negative evaluation cited as the most common cause of anxiety. Other triggers included social comparison, physiological symptoms, and overestimating consequences of mistakes. Incorporating media-based learning, Tran and Nguyen (2024)

investigated how EFL students at Van Lang University utilized the TED Talks platform to enhance their PS. Using mixed methods, the study revealed that students frequently turned to TED Talks not only as a model for language and delivery but also as a motivational tool to boost their performance. The study suggested that TED Talks supported skill acquisition by offering authentic, real-world examples of effective PS. Students perceived TED Talks as crucial in refining their vocabulary, pronunciation, structure, and presentation style. A more structured pedagogical model was tested by Irianti et al. (2024), who examined the impact of the flipped classroom approach on PS performance among Indonesian university students. The study adopted a quasi-experimental design to assess the interaction between critical thinking levels and instructional format. Findings indicated that the flipped classroom was a highly effective approach for enhancing PS skills, particularly for students with higher levels of critical thinking. The authors concluded that flipped classrooms not only helped students better prepare for presentations but also fostered active learning. They emphasized the importance of well-designed lesson plans and the integration of accessible digital tools to optimize the method's effectiveness. Yusuf et al. (2024) introduced the concept of self-anchoring in live PS classes, which refers to students forming their speaking identity through lived classroom experiences. Drawing on thematic analysis of qualitative data from EFL students at State Makassar University, the study found that self-anchoring was developed through a combination of practice, instructor feedback, communication challenges, and social interactions. Enhanced self-confidence, motivation, and focus emerged as key psychological outcomes. The study proposed that teaching strategies in PS classes should emphasize personalized feedback, confidence-building activities, and peer support to help students internalize their speaking identity and improve their PS performance. Similarly, Mbato (2020) investigated the use of multiple learning strategies to empower EFL students in Indonesia. Drawing from mixed-methods research, the study revealed that integrating self-, peer-, and teacher-assessments, along with independent learning plans and reflections, significantly improved students' sense of responsibility and confidence. Importantly, the study emphasized that PS instruction must address intercultural challenges faced by non-native speakers, advocating for curricula that incorporate cultural awareness and diverse learning strategies.

Research Gaps

While significant progress has been made in understanding PS in EFL contexts, several gaps remain unaddressed. First, relatively few studies have provided an in-depth exploration of EFL students' own perceptions of PS;

much of the existing literature prioritizes scholars' or instructors' viewpoints. Second, there is a notable absence of research focusing on the specific activities that students engage in during the preparation phase for PS tasks. While outcomes and general challenges are frequently addressed, little attention has been paid to what students actually do to prepare for their speeches. Third, although difficulties associated with PS have been widely documented, most studies tend to concentrate on anxiety and performance issues during the delivery stage. In contrast, challenges faced during the preparation – such as managing time, understanding the topic, or seeking feedback – have been largely overlooked. This study therefore is set out to fill such gaps by exploring the perceptions, preparation activities, and difficulties Vietnamese EFL students face, with the view to providing actionable insights to improve teaching practices and better support students in mastering PS skills.

Methodology

Research Design

The present study employed a mixed-methods research design, a combination of quantitative and qualitative approaches to provide a comprehensive understanding of the research topic. The survey questionnaire allowed for the collection of broad, numerical data from a large sample, while semi-structured interviews provided deeper insights into participants' perceptions, experiences, and challenges.

Research Participants

The participants were 100 third-year English-major students (21% male and 79% female) from five different advanced speaking classes at a university in Vietnam. All participants had previously completed a B2-level speaking course, and thus were estimated to be at a B2 level of English proficiency based on the CEFR. The research team employed random sampling to select students from different classes to ensure objectivity and representation across the cohort. To protect participants' privacy, numerical identifiers were assigned instead of using real names during data collection and analysis.

Research Instruments

Questionnaires

Since the use of questionnaires has allowed many researchers to reach a large number of respondents, facilitates data comparison, and maintains participant anonymity, we designed a survey questionnaire to collect quantitative data relevant to the research objectives. The questionnaire was provided in Vietnamese to prevent language misunderstandings and distributed through Google Forms via the university's course portal. This format ensured accessibility and convenience for participants.

To assess the internal consistency of the questionnaire, the 31 Likert-scale items were subjected to a reliability test using SPSS software. The Cronbach's Alpha coefficient was calculated at 0.853, indicating a high level of reliability according to Nunnally's (1975) criteria. This suggests that the questionnaire items were consistently measuring the intended constructs and were appropriate for further quantitative analysis.

Interviews

To gain deeper insights into students' perceptions, preparation practices, and challenges in PS, semi-structured interviews were conducted with 10 participants who voluntarily agreed to be interviewed after completing the questionnaire. Each interview in this study lasted approximately 15 minutes, conducted via the Zoom platform. To ensure privacy, the ten interviewees were assigned to different identifiers (S1 to S10).

The interview protocol consisted of 10 open-ended questions designed to explore students' perceptions, preparation activities, and difficulties related to PS tasks. The quality and relevance of the questions were evaluated and refined with input from an experienced lecturer to ensure clarity and alignment with the research objectives.

Data Analysis

Analysis of Survey Data

The research team received 100 valid survey responses, with no instances of incomplete or randomly selected answers. The data were analyzed using SPSS version 20.0 and Microsoft Excel to generate descriptive statistics, tables, and charts.

Analysis of Interview Data

The interview recordings were transcribed to facilitate thematic analysis, identifying common themes and patterns related to participants'

perceptions, preparation practices, and challenges. The qualitative findings were compared with quantitative data for triangulation and enhanced validity.

Findings

This section presents the key findings of the study, organized into three main sub-sections: (1) students' perceptions of PS, (2) activities students engaged in during their preparation, and (3) the difficulties they faced while preparing for PS tasks.

Students' Perceptions of Public Speaking

Students demonstrated a clear and consistent awareness of the significance of PS, viewing it as a purposeful, structured, and intellectually demanding form of communication. They recognized its value in both native and English-speaking contexts, acknowledging its contributions to confidence, critical thinking, and communication competence. However, PS was also perceived as an anxiety-inducing and challenging skill, requiring time, expertise, and instructor support.

Table 1

Students' Perceptions of Public Speaking

Statements	Mean	Standard Deviation
1. Public speaking is a communicative activity aimed at conveying information, inspiring, persuading, educating, or entertaining a specific audience.	4.57	.714
2. Public speaking is an art of communication.	4.50	.745
3. Public speaking is one of the language skills that plays an important role in communication.	4.42	.843
4. Public speaking is a challenging skill that requires a long time to learn, practice, and apply.	4.47	.758
5. Public speaking is an activity that causes a lot of anxiety and pressure.	3.98	.829

The students' perceptions of PS reveal a strong recognition of its importance and complexity, as indicated by the data presented in Table 1. Statement 1 (M = 4.57) received the highest level of agreement, reflecting students' awareness of the multifaceted purposes of PS, such as conveying information, inspiring, persuading, educating, or entertaining an audience. Statement 2 (M = 4.50) also scored highly, underscoring students' appreciation of PS as an artistic and structured form of expression.

The importance of PS as a critical skill for communication was further confirmed by Statement 3 (M = 4.42), which emphasizes its role in facilitating effective interaction. Despite recognizing its value, students acknowledged the challenges associated with PS. Statement 4 (M = 4.47) highlights the perception that PS is a challenging skill that requires significant time and effort to master. Meanwhile, Statement 5 (M = 3.98) indicates a moderate level of agreement regarding the anxiety and pressure associated with PS, suggesting that students view anxiety as a common, though not overwhelming, factor in PS.

The relatively low standard deviations across all statements (ranging from .714 to .843) suggest consistency in students' perceptions, reinforcing the view that PS is both an essential and demanding skill.

The qualitative data from interviews provide deeper insights into students' perceptions of PS. One student shared:

“The speaker will present their opinions and views to the audience and the content is prepared in advance. While presenting, the listeners pay attention without interrupting the speaker. The language used in public speaking is formal and polite. Essentially, I would say this is an organized activity.” [S2]

This response reflects the students' understanding of PS as a formal, structured, and purpose-driven activity, resonating with the emphasis in Statement 1 and Statement 2. Other students noted:

“I think public speaking requires deeper expertise than general speaking skills.” [S4]

“Public speaking requires a high level of competence and knowledge from the speaker.” [S6]

These comments align with the high agreement in Statement 4, emphasizing the advanced preparation, mastery of content, and expertise required for successful PS.

Table 2

Students' Perceptions of English Public Speaking

Statements	Mean	Standard Deviation
1. Public speaking in English helps me develop communication awareness, build confidence, and use English comprehensively.	4.43	.700

2. Public speaking in English enhances my critical thinking skills.	4.35	.757
3. To deliver a public speech in English, in addition to practice, students need guidance and direction from instructors.	4.20	.765
4. Public speaking in English is not just about linguistic aspects (pronunciation, vocabulary, and grammar, etc.) but also about ideas, content, and skills.	4.76	.452

The students' perceptions of EPS highlight their understanding of its multifaceted benefits and requirements, as shown in Table 2. Statement 4 (M = 4.76) received the highest level of agreement, emphasizing that EPS goes beyond linguistic aspects, involving ideas, content, and skills. This reflects a comprehensive awareness among students that successful PS requires a holistic approach, combining technical language proficiency with broader communicative and critical skills.

Statement 1 (M = 4.43) and Statement 2 (M = 4.35) further underline the importance of EPS in enhancing communication awareness, building confidence, and developing critical thinking abilities. These findings align with the view that EPS is a valuable tool for personal and academic growth. Statement 3 (M = 4.20) indicates that students recognize the necessity of guidance and direction from instructors in mastering EPS, highlighting the importance of structured support in their learning process.

The standard deviations across all statements are relatively low (ranging from .452 to .765), suggesting consistency in students' responses and a shared understanding of the key aspects of EPS.

One student noted:

“To do public speaking in English, I think pronunciation and intonation are very essential to captivate the audience. If your pronunciation is poor, no one will listen.” [S5]

This response aligns with the emphasis in Statement 4 on the multifaceted nature of EPS, where linguistic elements like pronunciation play a crucial role alongside content and delivery skills. During interviews, S2, S3, S5, S7, S9, and S10 also mentioned that speaking alone in front of an audience helped them become more confident. Additionally, S4, S5, and S8 reported that they learned discipline by conducting independent research and writing their speech scripts.

Table 3

Students' Perceptions of the Determinants of Public Speaking Success

Statements	Mean	Standard Deviation
1. The speaker must have a clear perspective on their topic.	4.70	.503
2. The speaker must be able to express their views clearly, logically, and in an organized manner.	4.73	.446
3. The speaker must overcome their anxiety.	4.62	.616
4. The speaker must understand their audience well.	4.60	.569
5. The speaker must thoroughly research their topic.	4.80	.426
6. The speaker must engage with the audience during their speech.	4.45	.672
7. The speaker must practice regularly to deliver an effective speech.	4.46	.717
8. The speaker must manage their speech timing appropriately.	4.58	.572

Table 3 highlights students' perceptions of the key factors determining the success of PS. Among the statements, Statement 5 ($M = 4.80$) received the highest agreement, indicating that thorough topic research is perceived as the most critical determinant of PS success. This reflects students' emphasis on preparation as a fundamental aspect of delivering an effective speech.

Statement 2 ($M = 4.73$) also received strong agreement, highlighting the importance of expressing views clearly, logically, and in an organized manner. Similarly, Statement 1 ($M = 4.70$) emphasizes having a clear perspective on the topic, while Statement 3 ($M = 4.62$) and Statement 4 (Mean = 4.60, $SD = .569$) underline the necessity of overcoming anxiety and understanding the audience.

Statements related to delivery and interaction – such as Statement 6 ($M = 4.45$), Statement 7 ($M = 4.46$), and Statement 8 ($M = 4.58$) – received slightly lower agreement. These findings suggest that while students value engagement, timing, and practice, they prioritize preparation and clarity of content over these aspects.

The relatively low standard deviations (ranging from .426 to .717) across all statements indicate a consensus among students regarding the critical factors for PS success.

One student emphasized the importance of preparing logical content and visual aids, stating:

“They can present the prepared content fluently and coherently. Adding logical visuals to support the speech makes it more effective. Content is critical, but pronunciation matters most; if pronunciation is good, people will want to listen to the whole speech. Ultimately, success lies in reaching the ears and hearts of the audience.” [S1]

Another student highlighted the role of linguistic proficiency:

“Using language effectively is crucial since we are English majors. Grammar, fluency, and accuracy are top priorities. Regarding the audience, a successful speech will gain their support, positive feedback, and attention while providing them with useful information.” [S3]

Similarly, another student focused on confidence and interaction:

“The presenter must be confident, use body language effectively, and engage the audience to maintain their focus and interest. Interaction is key to drawing in the audience and making the speech easy to follow.” [S8]

These perspectives emphasize that the success of PS hinges on a combination of well-prepared content, linguistic precision, confident delivery, and effective audience engagement, highlighting the interconnected nature of preparation and presentation skills.

Students’ Activities during the Preparation for the Public Speaking Task

Preparation for PS tasks was largely self-directed, with students prioritizing content-related activities such as organizing ideas, drafting outlines, writing full scripts, and rehearsing alone. Visual aids also played a significant role in their preparation routines. However, less emphasis was placed on collaborative strategies such as practicing with peers, analyzing audiences, or seeking feedback from instructors. This trend indicates that while students are methodical in individual planning, they may lack engagement with more interactive and reflective elements of preparation.

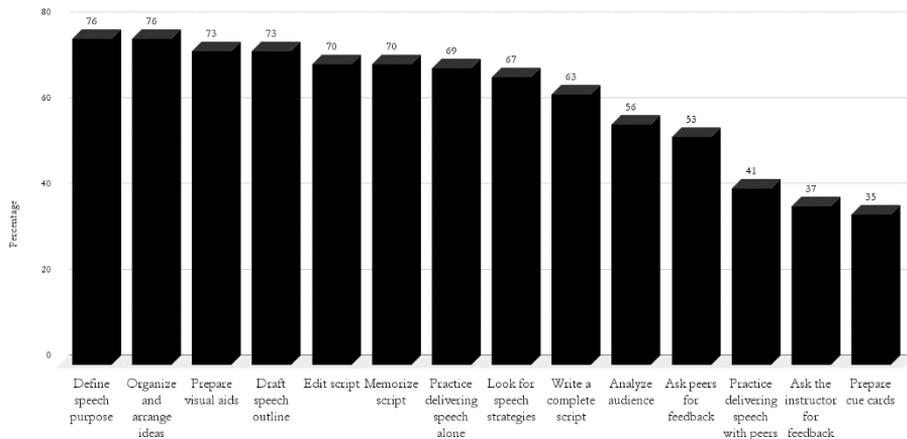
Figure 1*Activities Students Engaged in during Their Preparation for the Public Speaking Task*

Figure 1 illustrates the range of activities students undertook while preparing for their PS tasks, with the percentages referring to the proportion of students engaging in each activity. Among the most common activities, 76% of students reported *defining the speech purpose* and *organizing or arranging ideas*. This indicates that most students recognized the importance of clarifying the goals of their speech and logically structuring their ideas, aligning with the critical need for effective speech organization and purpose-driven communication.

Similarly, 73% of students reported *preparing visual aids* and *drafting speech outlines*, highlighting their reliance on visual elements and structured outlines to enhance their speech delivery. In addition, 70% of students reported *editing scripts* and *memorizing scripts*, suggesting a focus on polishing content and ensuring delivery readiness.

Rehearsal-related activities were also common, with 69% of students *practicing speeches alone* and 67% *looking for speech strategies*, demonstrating the emphasis students placed on individual practice and preparation for effective speech execution. This is echoed in interviews, where one student shared:

“In this course, I had to practice a lot, day after day, around 4–5 times before actually delivering the speech.” [S4]

Another added:

“I prepared more in terms of both content and rehearsal, for example, practicing in front of the mirror or recording myself on the phone to review my language use and body language. I also watched some TED Talk videos to see how the speakers

interacted with the audience, and most importantly, to practice.” [S7]

Meanwhile, *writing a complete script* was undertaken by 63% of students, indicating that many students relied on fully scripted speeches to organize their content. Less common activities included *analyzing the audience* and *asking peers for feedback*, reported by 56% and 53% of students respectively, showing that while some students considered audience analysis and peer input, these were not as widely practiced. One student noted:

“Understanding the audience is quite important because no one wants to sit through a topic they’re not interested in.” [S2]

Another participant elaborated:

“It’s necessary to analyze the audience in order to prepare language that matches the message, making it easy to understand and accessible.” [S6]

Notably, fewer students engaged in *practicing delivering speeches with peers*, *asking instructors for feedback*, and *preparing cue cards*, with only 41%, 37%, and 35% of students reporting these activities, respectively, suggesting a lack of collaborative or instructor-guided preparation.

Figure 2

Activities Students Dedicated Most Time to during Their Preparation for the Public Speaking Task

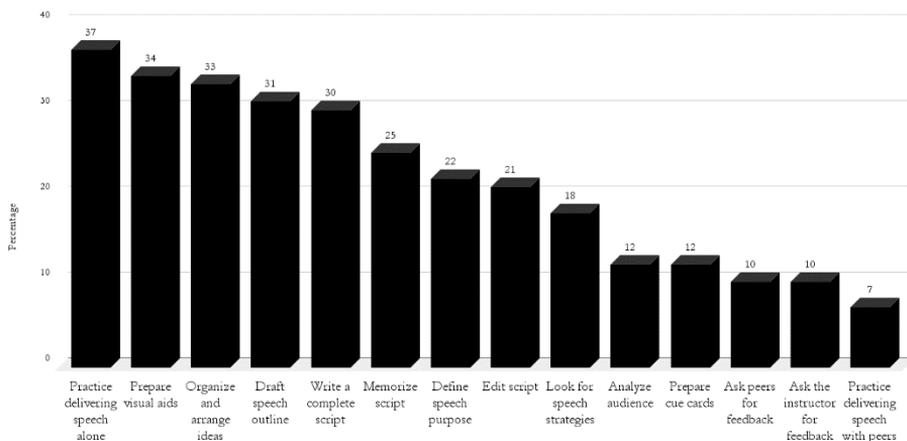


Figure 2, on the other hand, presents the activities students reported dedicating the most time to during their preparation, with the percentages

referring to the proportion of students who prioritized each activity. The activity most frequently prioritized by students was *practicing delivering speeches alone*, reported by 37% of students. This finding suggests that students focused heavily on individual rehearsal to enhance their delivery skills and overcome anxiety associated with PS.

Preparing visual aids and *organizing ideas* also received considerable attention, with 34% and 33% of students, respectively, reporting that they spent significant time on these tasks, indicating that students recognized the importance of visual elements and structured content in supporting their speeches. *Drafting speech outlines* and *writing complete scripts* followed closely, prioritized by 31% and 30% of students, highlighting the emphasis on preparing coherent and comprehensive content.

Activities such as *memorizing scripts*, *defining the speech purpose*, and *editing scripts* were moderately prioritized, with 25%, 22%, and 21% of students dedicating substantial time to them, respectively. Conversely, fewer students dedicated significant time to *analyzing the audience*, *preparing cue cards*, and *asking feedback from peers or from instructors*, reported by 18%, 12%, 10% and 10% of students in respective order. Notably, *practicing delivering speeches with peers* was the least prioritized activity, reported by only 7% of students.

Interviews revealed additional perspectives on time dedication during preparation. Many students, including S2, S3, S5, S8, S9, and S10, identified idea generation, topic selection, and content preparation as the most critical and time-consuming preparation activities, therefore spent most time engaging in these activities. For instance, one student elaborated:

“The most important activity for me is finding ideas, topics, and content to present. The topic must align with my interests, preferences, and understanding, as well as the amount of information I can gather to provide to the audience. The topic should also be novel and creative.” [S3]

Another emphasized the importance of visual aids, stating:

“Regarding the speech content, my ability to remember content is already quite good, so I don’t worry much about that. I’m more concerned about the PowerPoint presentation because the content is quite similar to others, so I need to think of new ways to visually support my speech. That’s why I think this is the most important part.” [S1]

These interview responses support the survey results. They show that students mostly focused on idea generation and visual presentation, which further highlights their preference for working on their own instead of asking others for help or feedback.

Difficulties Faced by Students during the Preparation

Students encountered a range of difficulties, with anxiety persisting as the most prominent even after repeated practice. Other key challenges included generating ideas, selecting suitable topics, and navigating limitations in English proficiency – especially when dealing with unfamiliar content. Feedback-seeking behaviors were minimal, and students expressed hesitation in consulting peers or instructors. Overall, students' preparation phase for the PS task is marked by internal struggles and limited use of external support resources.

Table 4

Difficulties Faced by Students during the Preparation

Statements	Mean	Standard Deviation
1. I was not thoroughly guided by the instructor on how to prepare a speech.	2.74	1.160
2. I did not have enough time to practice and rehearse my speech in class.	3.18	1.158
3. I spent a lot of time finding a suitable topic.	3.48	.979
4. I had difficulty generating ideas for my speech.	3.62	.930
5. I did not know how to research my topic.	2.97	1.010
6. I found it difficult to analyze the audience.	3.35	1.077
7. I felt hesitant to ask for feedback from friends.	2.48	1.141
8. I felt hesitant to ask for feedback from the instructor.	2.81	1.220
9. I felt nervous about delivering the speech alone in front of the class.	3.84	1.117
10. I worried that my arguments were not convincing enough.	3.49	.980
11. I felt anxious knowing that my classmates would evaluate and question my speech.	3.39	1.180
12. I felt anxious about my English proficiency level.	3.67	1.129
13. I had to spend a lot of time practicing my speech.	3.73	1.053
14. I still felt anxious despite practicing my speech multiple times.	3.96	.974

Table 4 outlines the difficulties faced by students during the preparation for PS. Statement 14 ($M = 3.96$) received the highest agreement, indicating that residual anxiety remained a major challenge for students even after multiple practice sessions. Similarly, Statement 9 ($M = 3.84$) highlights significant nervousness about delivering speeches alone in front of the class.

Statement 12 ($M = 3.67$) emphasizes concerns about English proficiency, which emerged as another prominent barrier.

Challenges related to idea generation and finding suitable topics were also substantial, as reflected in Statement 4 ($M = 3.62$) and Statement 3 ($M = 3.48$). Difficulties in analyzing the audience (Statement 6, $M = 3.35$) and insufficient time for practice and rehearsals (Statement 2, $M = 3.18$) also featured prominently. On the other hand, hesitance to seek feedback from peers or instructors received relatively lower agreement (Statements 7 and 8, $M = 2.48$ and 2.81 , respectively).

The standard deviations across statements, ranging from .930 to 1.220, suggest varying levels of agreement among students. Statements with higher standard deviations, such as Statement 9 ($SD = 1.117$) and Statement 8 ($SD = 1.220$), indicate greater diversity in students' experiences, particularly regarding PS anxiety and hesitance to seek feedback.

Qualitative data from the interviews align with these findings. Several students, including S2, S3, S4, S5, S7, and S8, identified idea generation as a significant obstacle. A student commented:

“I struggled with generating ideas and ensuring the content fit within the time limit set by the instructor.” [S7]

Another highlighted difficulty with unfamiliar topics, stating:

“The difficulty lies in the presentation topic assigned by the instructor, which is unfamiliar to me.” [S6]

Language proficiency also emerged as a challenge, as noted by another student:

“My limited language proficiency made it very challenging to read English materials, especially technical terms, and required significant time to understand them.” [S9]

Further, one student found content retention to be difficult:

“The hardest part for me is remembering the content to avoid stumbling during the presentation.” [S10]

These responses emphasize that students face a wide array of challenges during the preparation, including anxiety, idea generation, language proficiency, and content retention.

Discussion

The findings of the present study have so far shed light on the multifaceted nature of PS for Vietnamese EFL students, especially during their preparation for the PS task.

Students in this study recognized PS as a vital yet challenging communication skill, emphasizing its role in informing, inspiring, persuading, and engaging audiences. This view is shared by participants in Nguyen and Thai's (2021) and Nguyen and Tong's (2024) studies, where they also attach importance to PS due to its relevance in the future competitive job market or career prospects. Noticeably, whereas Nguyen and Thai (2021) emphasized students' desire for institutional adjustments through extracurricular means – such as more English-speaking activities or English rhetoric competitions, the students in this study focused more on the in-class expectations, particularly the need for instructors' guidance. The contrast in emphasis between the two groups is particularly noteworthy given that participants in both studies were English majors in their junior and senior years, who presumably have more frequent exposure to English use and higher expectations regarding their communicative competence. This shared academic background suggests that the differing concerns may not be rooted in disciplinary differences but rather in institutional context, instructional design, or student experience with the speaking curriculum. The present study further reveals that students viewed PS as an art requiring linguistic precision, critical thinking, and audience interaction. They also particularly appreciated EPS for fostering confidence, critical thinking, and comprehensive language use. However, students also acknowledged the anxiety and effort involved in mastering EPS, highlighting expertise, pronunciation, and structured content as elements towards success in EPS.

Turning to activities students engaged in during the preparation for their PS, the findings address a key research gap identified in earlier literature – specifically the lack of attention to what students actually do during the preparation phase. This study contributes to filling that void by mapping student behaviors across four PS competencies – topic competence, organization competence, language competence, and delivery competence. Among these, findings indicate that students placed the highest emphasis on delivery competence. This is reflected by their frequent practice of creating visual aids and rehearsal. Additionally, students also demonstrated strong attention to organization competence as they mostly engaged in defining speech purposes and organizing ideas. Students' preparation activities on the whole reveal a strong focus on self-directed activities. While this approach fosters independence, it also highlights a missed opportunity for collaborative learning and constructive feedback. Despite growing recognition of the value

of teacher scaffolding, peer feedback, and group learning (Nguyen, 2025; Mbato, 2020), few students in this study reported practicing with peers or seeking feedback from instructors. This may point to cultural reluctance, a lack of structured opportunities, or limited awareness of the pedagogical benefits of collaboration, which necessitates further empirical investigation in future research.

Regarding challenges, anxiety is reported to be of great dominance. Despite repeated rehearsal, many students continued to experience apprehension, suggesting that emotional barriers persist well before the actual delivery phase. This finding supports the works of Kalra and Siribud (2020) and Tran et al. (2021), who noted that fear of PS is widespread even among high-performing and pedagogy students, and expands on it by showing that such fear is not limited to performance but is also deeply embedded in the preparation. This contrasts with Ayres (1996), who found that students with high communication apprehension tend to spend more time developing and writing their speech than practicing delivery, often as a way to avoid actual communication. In contrast, students in the present study engaged frequently in rehearsals, indicating that anxiety was not a deterrent to practice itself, but rather a persistent psychological state that remained despite repeated attempts at preparation. Also, anxiety is known to affect speech preparation and delivery, often causing time management issues such as overrun speeches or incomplete delivery (Daly et al., 1995; Moore, 2011). Nguyen and Tong (2024) also found that students spent minimal time on PS preparation due to busy schedules. In contrast, students in this study did not cite personal time constraints as a challenge, but rather pointed to insufficient class time for rehearsal. This suggests the issue lies more in instructional design than in students' willingness to practice. In addition, language anxiety emerged as one of the most significant challenges, with students expressing concerns about vocabulary, grammar, and pronunciation. This is echoed in previous studies (e.g., Nguyen & Thai, 2021; Nguyen & Tong, 2024; Yusuf et al., 2024), where students face difficulties finding the right words, constructing lexicographically accurate sentences, and maintaining proper pronunciation. Challenges related to idea generation and topic selection also emerged prominently, especially when students were assigned unfamiliar topics by lecturers. This finding resonates with Utami (2019) and Nguyen and Tong (2024), who highlighted similar struggles among students, particularly in knowing that their teachers and classmates would evaluate and question their presentation. The anxiety associated with instructor-assigned topics can be explained by Li et al. (2016), who observed that students prefer exploring topics of personal interest to improve engagement and motivation. In this sense, allowing students to explore topics of personal interest could help alleviate such cognitive and emotional barriers.

Conclusion and Implications

The present study has examined Vietnamese EFL students' perceptions, preparation activities, and challenges when engaging in PS. Students recognize PS as a vital yet challenging skill, emphasizing its manifold nature that integrates linguistic accuracy, critical thinking, and audience engagement. While students are diligent in self-directed preparation, they often underutilize feedback, audience analysis, and collaborative practices, which are essential for refining content and delivery. Notable among the challenges reported are persistent anxiety, idea generation, and limitations in language proficiency.

Findings from this research have entailed several implications for enhancing PS skills among EFL students. First, in response to challenges in the ideational stage, and given that most students engaged in individual preparation but seldom practiced with peers or sought feedback, structured peer-review sessions and instructor-guided feedback should be integrated into the curriculum. Teachers should serve as both role models and facilitators – offering modeling, scaffolding, and reliable formative feedback (Nguyen, 2025). Teacher responsiveness, approachability, and attentiveness to student affect have also been shown to significantly influence classroom confidence and willingness to speak (Chau, 2022). These supports help students refine their speeches and build confidence within a supportive, non-judgmental environment (Caingal et al., 2024), normalizing feedback-seeking behaviours and reducing students' hesitance to engage with peers and instructors. Second, instructional approaches should shift from product-oriented and teacher-dominated models to process-based, learner-centered pedagogies (Fulcher, 2014). Group-based speaking tasks and low-stakes environments allow students to take an active role, rely more on peer interaction, and gradually build communicative competence (Nguyen & Thai, 2021). This shift is especially important given that students in this study prioritized content clarity and structure but often struggled with unfamiliar, assigned topics. A process-based approach that includes guided topic selection and opportunities for co-construction of content could help alleviate these difficulties and better support students in organizing and articulating their ideas. Third, as students consistently reported high levels of PS-related anxiety despite repeated rehearsals, targeted training in pronunciation, body language, and especially anxiety-reduction techniques (e.g., gradual exposure, movement-based activities, and praise-based motivation) can prepare students for real-world presentations while mitigating glossophobia (Tran et al., 2021). Explicitly discussing the normality of PS anxiety may foster a more supportive classroom climate, helping

students regulate their emotions during preparation and performance. Finally, leveraging technology – such as speech analysis apps, video recordings, and platforms like TED Talks – offers self-paced practice and models of effective delivery, which can be particularly useful for visual and auditory learners (Irianti et al., 2024). Such platforms not only helped students visualize effective speaking techniques but also motivated them to improve their own performance. This in turn supports autonomy, reflection, and repeated exposure, potentially contributing to greater fluency and reduced anxiety. These implications together affirm the significance of designing PS instruction that is socially interactive, learner-centered, psychologically supportive, and digitally enhanced.

This study is not without limitations. First, the sample was limited to English majors from a single university in Vietnam, which may constrain the generalizability of the findings to broader EFL populations, including non-English majors or students from different institutions and regions. Second, while the mixed-methods design provided both breadth and depth, the reliance on self-reported data in surveys and interviews may be subject to social desirability bias or memory inaccuracies. Third, the study focused primarily on the preparation phase of PS tasks, thus overlooking aspects related to in-task performance and post-task reflection, which could offer a more holistic understanding of the PS experience. Future research may address these limitations by including a more diverse sample, employing observational methods, and exploring longitudinal impacts of instructional interventions on PS competence.

Acknowledgements

We would like to thank the anonymous reviewers for their constructive comments and insightful suggestions. We are also grateful to the editorial team of LEARN Journal for their professional support. Special thanks are extended to Ms. Ros Phillips for her kind assistance in proofreading the manuscript for language accuracy.

About the Authors

Long Viet Le: A lecturer at Faculty of English, Hue University, Vietnam. His research interests include Linguistics and TESOL, with a recent focus on corpus linguistics and the emerging trend of Discursive News Values Analysis.

Anh-Thi Tran Ho: A Master of Arts student at the Faculty of English, Hue University, Vietnam. Her research interests include TESOL and pragmatics,

with a focus on the practical application of linguistic principles in communication.

References

- Ayres, J. (1996). Speech preparation processes and speech apprehension. *Communication Education, 45*, 228–235. <https://doi.org/10.1080/03634529609379051>
- Boromisza-Habashi, D., Hughes, J. M. F., & Malkowski, J. A. (2016). Public speaking as cultural ideal: Internationalizing the public speaking curriculum. *Journal of International and Intercultural Communication, 9*(1), 20–34. <https://doi.org/10.1080/17513057.2016.1120847>
- Brydon, S. R., & Scott, M. D. (2006). *Between one and many: The art and science of public speaking*. McGraw-Hill.
- Caingal, C. A., Alla, E. R. N., Bulan, W. J., Marcial, M. B., & Asio, J. M. R. (2024). English public speaking anxiety of third-year students from a tertiary education institution. *Journal of Educational Analytics, 3*(1), 9–22. <https://doi.org/10.55927/jeda.v3i1.6056>
- Chau, C., Thanh, V., Duy, K., Nghia, H., & Nhan, D. T. (2022). The research of factors affecting public speaking of high-quality English studied student at Can Tho University, Vietnam. *European Journal of Education Studies, 9*(11), 321–336. <http://dx.doi.org/10.46827/ejes.v9i11.4550>
- Chen, Y. (2022). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning, 37*(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Dale, P., & Wolf, J. C. (2000). *Speech communication made simple: A multicultural perspective*. Addison Wesley Longman.
- Daly, J. A., Vangelisti, A. L., & Weber, D. J. (1995). Speech anxiety affects how people prepare speeches: A protocol analysis of the preparation processes of speakers. *Communication Monographs, 62*, 383–397. <https://doi.org/10.1080/03637759509376368>
- Fulcher, G. (2014). *Testing second language speaking*. Routledge.
- Gallego, A., McHugh, L., Penttonen, M., & Lappalainen, R. (2021). Measuring public speaking anxiety: Self-report, behavioral, and physiological. *Behavior Modification, 46*(4), 782–798. <https://doi.org/10.1177/0145445521994308>
- Gibson, J. W., Hanna, M. S., & Huddleston, B. M. (1985). The basic speech course at U.S. colleges and universities: IV. *Communication Education, 34*(4), 281–291. <https://doi.org/10.1080/03634528509378620>

- Hoai, V. T. L. (2021). Using group oral presentations as a formative assessment in teaching English for Vietnamese EFL students. *17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021)* (pp. 288–296). Atlantis Press. <https://doi.org/10.2991/assehr.k.210226.036>
- Irianti, L., Faridi, A., Pratama, H., & Suwandi. (2024). Flipped classroom and critical thinking on public speaking class. *Cogent Education*, *11*(1), 2315815. <https://doi.org/10.1080/2331186X.2024.2315815>
- Kalra, R., & Siribud, S. (2020). Public speaking anxiety in the Thai EFL context. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(1), 195–209. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/237845>
- Li, Y., Gao, Y., & Zhang, D. (2016). To speak like a TED speaker - A case study of TED motivated English public speaking study in EFL teaching. *Higher Education Studies*, *6*(1), 53–59. <https://eric.ed.gov/?id=EJ1087316>
- Lucas, S. E. (2009). The role of public speaking in China's English language curriculum. In L. Wang, & P. Li (Eds.), *English public speaking in global context: Challenges and innovations* (pp. 3–24). Foreign Language Teaching and Research Press.
- Lucas, S. E. (2013). English public speaking and the cultivation of talents for Chinese college students. *Chinese Journal of Applied Linguistics*, *36*(2), 163–182. <https://doi.org/10.1515/cjal-2013-0011>
- Lucas, S. E., & Stob, P. (2020). *The art of public speaking*. McGraw-Hill.
- Macintyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The modern language journal*, *91*(4), 564–576. <https://doi.org/10.1111/j.1540-4781.2007.00623.x>
- Mbato, C. L. (2020). Confronting cultural barriers in public speaking through multiple learning strategies: A case of Indonesian EFL learners. *Humaniora*, *32*(1), 51–67. <https://doi.org/10.22146/jh.v32i1.53380>
- McCain, L. (2012). *Public speaking fear? 21 secrets to succeed in front of any crowd*. Laurenzana Press.
- Moore, M. (2011). *Teach yourself public speaking from butterflies to self-confidence*. Iuniverse.
- Nguyen, T. M. T., & Thai, C. D. (2021). Obstacles and solutions to English public speaking from EFL students' voices: A case at Can Tho University, Vietnam. *The First International Conference on Government Education Management and Tourism*, *1*(1), 389–401. <https://conference.loupiasconference.org/index.php/ICoGEMT/article/view/189/177>

- Nguyen, T. T. L., Thai, P. B. H., Tieu, M. S., & Pham, T. H. (2024). Public speaking anxiety and strategies to overcome through public speaking skill training. *HNUE Journal of Science*, 69(4), 103–111.
<http://stdb.hnue.edu.vn/portal/journals.php?articleid=23157>
- Nguyen, T. T. T. (2025). Teacher scaffolding and collaborative learning in public speaking: Voices of students. *International Journal of English Language Studies*, 7(1), 1–7. <https://doi.org/10.32996/ijels.2025.7.1.1>
- Nguyen, T. T., & Tong, T. T. N. (2024). Investigation into difficulties in public speaking among English-majored students at University of Phan Thiet. *International Journal of Language Instruction*, 3(1), 17–30.
<https://doi.org/10.54855/ijli.24312>
- Nikitina, A. (2011). *Successful public speaking*. Bookboon.
<https://bookboon.com/fr/successful-public-speaking-ebook>
- Nunnally, J. C. (1975). Psychometric theory—25 years ago and now. *Educational Researcher*, 4(10), 7–21.
<https://doi.org/10.3102/0013189X004010007>
- Ryan, J. T. (1919). Recent tendencies in the teaching of public speaking in college. *The English Journal*, 8(2), 90–96.
<https://doi.org/10.2307/801288>
- Tran, N. K. C., & Nguyen, T. T. H. (2024). The use of TED Talks to enhance EFL students' public speaking skills: English-majored seniors' practices and perceptions. *International Journal of Language Instruction*, 3(1), 66–90. <https://doi.org/10.54855/ijli.24315>
- Tran, V. T., Lam, A. C. H., Duong, B. T. N., Thi, T. T. N., & Chi, V. L. T. (2021). The fear of public speaking in Vietnamese pedagogy freshmen. *Journal for Educators, Teachers and Trainers*, 12(4), 60–66.
<https://dialnet.unirioja.es/servlet/articulo?codigo=8249191>
- Utami, N. R. (2019). *English students' strategies in overcoming public speaking difficulties in public speaking class* [Doctoral dissertation, State Islamic University Ar-Raniry]. UIN Ar-Raniry Repository.
<https://repository.ar-raniry.ac.id/id/eprint/7152/>
- Verderber, R. F., Verderber, K. S., & Sellnow, D. D. (2011). *The challenge of effective speaking*. Cengage Learning.
- Yee, K. M., & Abidin, M. J. Z. (2014). The use of public speaking in motivating ESL learners to overcome speech anxiety. *International Journal on Studies in English Language and Literature*, 2(11), 127–135.
<https://www.arcjournals.org/pdfs/ijsell/v2-i11/16.pdf>
- Yusuf, F., Tati, A. D. R., Pada, A., & Pagarra, H. (2024). Self-anchoring of EFL students in live performance of public speaking class. In R. Mahmud et al. (Eds.), *Proceedings of the 2nd International Conference of Science and Technology in Elementary Education (ICSTEE 2023)* (pp. 54–70). Atlantis Press. https://doi.org/10.2991/978-2-38476-210-1_5

- Zhang, D. Y. (2009). Public speaking and the development of language competence. In L. Wang, & P. Li (Eds.), *English public speaking in global context: Challenges and innovations* (pp. 125–133). Foreign Language Teaching and Research Press.
- Zhang, X., Ardasheva, Y., Egbert, J., & Ullrich-French, S. C. (2019). Building assessments for self-efficacy in English public speaking self-efficacy in China. *The Asia-Pacific Education Researcher*, 28(5), 411–420. <https://doi.org/10.1007/s40299-019-00441-9>