

## An Investigation into Presentation Apprehension among Non-English Major Students at a University in Hanoi



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**ABSTRACT:** The study was carried out at Dai Nam University to measure the levels of presentation apprehension among non-English major students. The participants were 137 students of different disciplines. The study employs quantitative research design to obtain the answers for research questions. The first finding of the study shows that levels of presentation apprehension among non-English major students at Dai Nam University was  $M=3.06$  which was at the medium level. In terms of variation of presentation apprehension by years of study, the findings reveal that there were significant differences. Year 1 ( $M = 3.82, SD = 0.25$ ) was significantly larger than for Year 2 ( $M = 3.01, SD = 0.41$ ),  $p < .001$ . For the main effect of year of study, the mean of presentation apprehension for Year 1 ( $M = 3.82, SD = 0.25$ ) was significantly larger than for Year 3 ( $M = 2.29, SD = 0.39$ ),  $p < .001$ . For the main effect of years of study, the mean of presentation apprehension for Year 2 ( $M = 3.01, SD = 0.41$ ) was significantly larger than for Year 3 ( $M = 2.29, SD = 0.39$ ),  $p < .001$ . The second finding of the study revealed that among the factors that lead to presentation apprehension, *fear of being judged or criticized* (Ft5), and *lack of self-confidence* (Ft6) were the main causes of anxiety  $M=3.05$  and  $M=3.04$  respectively. The finding also indicated that the factors of presentation apprehension varied by years of study.

**KEY WORDS:** presentation apprehension, non-English major students, factors affect presentation apprehension.

### I. INTRODUCTION

#### 1.1. Background and context to the study

Effective communication skills are crucial in today's world for a variety of reasons, as they play a fundamental role in personal, professional, and societal contexts. It is a cornerstone of success in the workplace. It's also vital for conveying ideas, collaborating with colleagues, and building strong professional relationships. Poor communication can lead to misunderstandings, conflicts, and hinder career growth. Presentation skills are a crucial component of effective communication, as they encompass the ability to convey information, ideas, and messages to an audience in a clear, engaging, and persuasive manner. Effective presentations require individuals to organize their thoughts logically and express them clearly. This process enhances overall communication skills by promoting clarity and coherence in verbal and visual communication (Munter, & Russell, 2016). In addition, one of the key component of effective communication is confidence, developing presentation skills requires individuals to practice speaking in front of others, which can boost their confidence in all forms of communication (Wiederhold, & Riva, 2019). However, presentation apprehension, often referred to as public speaking anxiety or glossophobia, is a common issue among students. It refers to the fear or anxiety that individuals experience when speaking in front of an audience. This apprehension can manifest in various ways, including physical symptoms such as sweating, trembling, and a racing heart, as well as cognitive symptoms like fear of embarrassment or forgetting one's lines.

Unfortunately, presentation skills are often assessed in educational settings, and students with presentation apprehension may underperform in their coursework. This anxiety can negatively affect grades and academic success (McCroskey, 1992). McCroskey's (1984) early study in Japan indicated that three-fourths of the students were classified as having high levels of communication apprehension in both Japanese and English. In the United Kingdom, students were more nervous in oral assessments than in paper-based assessments (Huxham et al., 2012; Simper, 2010). In Mexico, students with poor English language ability reported having higher levels of anxiety (Pappamihel, 2002). In Malaysia, where English is taught as a second language in schools, Mustapha et al. (2010) found that a majority of university students experienced moderate to high levels of communication apprehension. In Vietnam, Van, T.T (2021) conducted a study to measure the level of presentation apprehension among 374 students of varieties of disciplines. The main findings reveal that a large number of pedagogy freshmen suffered fear of public speaking. Findings from previous studies towards presentation apprehension reveal negative impacts to students'

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academic achievements. It is crucial to investigate the multifaceted impacts of the issues in the professional development of students in general and language students in particular.

### **1.2. Significance of the Study**

A thorough investigation on presentation apprehension can provide insights into how this anxiety affects students' academic performance. Understanding the relationship between anxiety and performance can lead to the development of strategies and interventions to help students succeed academically. Research in this area can inform educators about effective teaching methods to reduce presentation apprehension. This knowledge can lead to the development of instructional practices that create a supportive and less anxiety-inducing learning environment (Schenk, & Cruce, 2014). Besides, presentation apprehension can have a significant impact on students' mental health and overall well-being. Investigating this issue can shed light on the psychological effects of anxiety and lead to the development of interventions to support students' mental health. It is also a perfect preparation for students to enter their world of work in their career after graduation. Gardner, (2012) recommend that effective presentation skills are highly valued in the workplace. Research on presentation apprehension can help educators and career counsellors prepare students for future career success by addressing and mitigating this anxiety. In addition, studies on presentation apprehension can explore how anxiety might affect students from diverse backgrounds differently. This knowledge can guide efforts to create inclusive and equitable learning environments (Higgins, & Upton, 2016).

### **1.3. Purposes of the study**

The primary purpose of the current paper was to understand the level of presentation apprehension among non-English major students at Dai Nam University in Vietnam. These students are following courses of multidiscipline such as Finance and Banking, Business Administration and E-commerce, the professions that require many presentations at work. The secondary purpose of the study was to identify factors contributing to presentation apprehension that they are facing during their education.

### **1.4. Research questions**

In order to fulfil the propose purposes, the present paper addresses the following research questions;

1. *What is the level of presentation apprehension among non-English major students?*
2. *What factors mostly contribute to presentation apprehension of the students by years of study?*

## **II. LITERATURE REVIEW**

### **2.1. Theoretical framework**

#### **2.1.1. The role of communication apprehension in public speaking.**

Communication apprehension refers to the fear or anxiety associated with real or anticipated communication with others. In the context of public speaking, this apprehension can significantly influence an individual's ability to effectively convey their message. Communication apprehension can influence public speaking in several ways; firstly, physical symptoms: Those experiencing communication apprehension might face physical manifestations like sweating, trembling, increased heart rate, or even nausea. These symptoms can hinder the speaker's ability to concentrate and deliver their message confidently. Secondly, impaired performance, apprehension often leads to a decline in the quality of speech delivery. It might result in stuttering, stumbling over words, or forgetting key points, impacting the overall coherence of the presentation. Thirdly, reduced confidence, apprehensive speakers may doubt their ability to engage the audience, resulting in a lack of confidence. This can make them appear less credible and impactful, affecting how the audience perceives the message. Finally, avoidance behaviors, severe communication apprehension might lead individuals to avoid public speaking situations altogether. This avoidance can limit opportunities for professional growth and hinder career advancement in fields where effective communication is essential (Greene, 2008).

#### **2.1.2. Factors contributing to presentation apprehension**

Presentation anxiety, a form of communication apprehension, can stem from various factors, and understanding them can help individuals address and manage their anxiety. In the first place, presenters might suffer from fear of evaluation: Anxiety often arises from the fear of being judged negatively by the audience. The fear of making mistakes, being ridiculed or receiving criticism can significantly impact one's anxiety levels during presentations (Levine & Schweitzer, 2015). In the second place, many presenters lack of experience or skill. Inexperienced presenters or those lacking confidence in their presentation skills may experience heightened anxiety. This can include insufficient preparation, inadequate public speaking training, or limited exposure to presenting in front of an audience (Dwyer, 2016). In the third place, presenting in front of an audience might trigger the body's stress response due to the perceived threat, leading to physical symptoms like increased heart rate, sweating, and trembling (Beatty et al., 2019). Many students with low self-esteem or negative self-perception might anticipate failure or negative outcomes during presentations, which exacerbates their anxiety levels (Huang, 2019). Finally, striving for perfection in presentations can create immense pressure, leading to anxiety. Individuals setting unrealistically high standards for themselves often experience heightened anxiety during presentations (Cox, 2019). Understanding these contributing factors can help in developing strategies

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and interventions to alleviate presentation anxiety among individuals, such as providing adequate training, fostering a supportive environment, and offering techniques to manage stress and anxiety during presentations.

### ***2.2. Presentation apprehension and academic performance***

#### ***2.2.1. Impact on learning outcomes***

Presentation apprehension can have significant impacts on learning outcomes. High levels of presentation apprehension can hinder academic performance. Students who are anxious about presenting may struggle to effectively communicate their ideas, leading to lower grades and academic achievements (MacIntyre & Gardner, 1991). Anxiety during presentations can impair cognitive functions, including memory and information recall. Students may find it challenging to remember key points or articulate their thoughts coherently under the pressure of presentation anxiety (Corcoran & Tormey, 2015). Individuals with presentation apprehension may avoid participating in class discussions, group activities, or oral presentations. This avoidance can limit their engagement in interactive learning experiences, hindering the development of important communication skills (Levine & Fitzpatrick, 1994). Overcoming presentation apprehension is essential for the development of effective communication skills. Students who avoid public speaking opportunities may miss out on valuable experiences that contribute to the enhancement of their verbal and nonverbal communication abilities (Gibbs, 2017). The ability to present confidently is a valuable skill in many professional settings. Persistent presentation apprehension can impact future career opportunities, as employers often value strong communication skills and the ability to articulate ideas effectively (Purdie & Oliver, 2014). Presentation apprehension can contribute to decreased self-efficacy, impacting students' belief in their ability to successfully perform tasks. This reduction in self-confidence may extend beyond presentations and affect various aspects of academic and personal life (Woodrow, 2006). Prolonged presentation apprehension can lead to increased stress, anxiety, and negative emotional experiences. These emotional states can, in turn, affect overall well-being and contribute to a negative cycle of avoidance and heightened anxiety (Kearney, Draper, & Barreto, 2018). Addressing presentation apprehension early on and providing support and resources for students to improve their public speaking skills can help mitigate these negative impacts on learning outcomes.

#### ***2.2.2. Correlation between anxiety and performance***

The correlation between anxiety and performance is a complex and widely studied area across various fields, including psychology, education, and sports science. The relationship between anxiety and performance is known as the Yerkes-Dodson law. According to this theory, performance initially improves with arousal or anxiety up to an optimal level, beyond which further increases in anxiety lead to a decline in performance. The impact of anxiety on performance can vary based on the nature of the task. Studies suggest that for simple or well-learned tasks, moderate levels of anxiety might enhance performance by increasing arousal and motivation. However, for complex tasks or tasks requiring higher cognitive processing, excessive anxiety can impair performance. High anxiety levels can lead to a narrowed focus of attention, which may impair performance. Individuals experiencing anxiety might become overly self-conscious, leading to rumination or distraction from the task at hand, thereby affecting their performance (Eysenck & Calvo, 1992). The relationship between anxiety and performance is influenced by individual differences in how individuals perceive and cope with anxiety. Some individuals may thrive under pressure, while others may experience debilitating effects on their performance (Zeidner, 1998). Studies across different domains, such as academic, sports, and professional settings, have consistently demonstrated a nuanced relationship between anxiety and performance. The relationship can vary based on the specific demands and expectations within each domain (Woodman & Hardy, 2003). Understanding the complexities of the anxiety-performance relationship is crucial for designing interventions to optimize performance in various contexts. Strategies like cognitive-behavioral techniques, stress management, and mindfulness have been employed to help individuals manage anxiety and enhance performance.

### ***2.3. The intersection of language anxiety and presentation apprehension***

The intersection of language anxiety and presentation apprehension is a significant aspect, particularly for individuals who need to present in a language that is not their native language. Language anxiety refers to the fear or apprehension associated with language learning and use, while presentation apprehension involves anxiety specifically related to public speaking situations. Language anxiety can contribute to difficulties in expressing oneself clearly and accurately in a non-native language. When combined with presentation apprehension, individuals may face challenges in delivering their message effectively, impacting overall communication competence (Horwitz, Horwitz, & Cope, 1986). Speaking in a non-native language requires additional cognitive resources. When individuals experience presentation apprehension, the added stress can further increase cognitive load, making it more challenging to organize thoughts, choose appropriate language, and maintain fluency (Young, 1991). Language anxiety coupled with presentation apprehension may result in pronunciation difficulties and reduced fluency. The fear of making mistakes or being judged may lead to hesitations, pauses, and altered speech patterns (Phillips, 1992). Language anxiety and presentation apprehension can be influenced by cultural factors. The fear of not conforming to cultural norms or the pressure to meet certain expectations in communication style may exacerbate anxiety in public speaking situations. Individuals facing the intersection of language anxiety and presentation apprehension may be overly concerned about how they are perceived by the audience. This self-consciousness can contribute to heightened anxiety and impact their self-efficacy in communication (Liu &

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Jackson, 2008). Teaching effective coping mechanisms and strategies for managing both language anxiety and presentation apprehension is crucial. This includes techniques for relaxation, mindfulness, and cognitive restructuring to help individuals navigate the challenges of public speaking in a non-native language (Baker & MacIntyre, 2000). Understanding the intersection of language anxiety and presentation apprehension is essential for educators, language instructors, and communication trainers to develop tailored interventions that address both linguistic and public speaking concerns.

### **2.4. Coping mechanisms and interventions**

Public speaking is a skill that is often dreaded by many, with the fear of presenting in front of an audience, commonly known as presentation apprehension or public speaking anxiety, ranking among the top fears experienced by individuals (McCroskey, 1997). However, the ability to communicate effectively is a valuable asset in both personal and professional contexts. Reducing presentation apprehension is essential for individuals to unlock their potential and convey their ideas with confidence.

#### *Preparation and Knowledge*

One of the fundamental ways to reduce presentation apprehension is thorough preparation. Researching the topic extensively and organizing the content logically are crucial steps (Lucas, 2018). When speakers have a deep understanding of their subject matter, it significantly boosts their confidence. A well-structured presentation with a clear introduction, main points, and conclusion helps maintain focus and coherence (Lucas, 2018). Practice is another essential element of preparation. Rehearsing the presentation multiple times helps speakers become familiar with the material, anticipate potential questions, and refine their delivery (Lucas, 2018). Thoroughly research the topic and become an expert in the subject matter. Being well-prepared can boost confidence (Jansen & Westhuis, 2019).

#### *Visualization and Mental Techniques*

Visualization is a powerful technique for reducing presentation apprehension. By imagining a successful presentation in their minds, speakers can build confidence and alleviate anxiety (Levchak, 2009). This positive mental imagery helps create a self-fulfilling prophecy, as individuals who visualize success often perform better during actual presentations. Incorporating deep breathing and relaxation techniques can also help manage anxiety (Lucas, 2018). Deep breathing exercises before and during the presentation can calm nerves and enhance composure.

#### *Mindfulness and Meditation*

Practicing mindfulness and meditation can be effective in reducing presentation apprehension. Mindfulness techniques help individuals stay in the present moment and prevent their minds from wandering to anxious thoughts (Rabstajnek & Reddick, 2019). By focusing on their breathing and letting go of distracting thoughts, speakers can maintain their composure and perform more confidently. Regular meditation sessions outside of presentations can help manage overall stress and anxiety, making it easier to cope with the pressure of public speaking (Rabstajnek & Reddick, 2019).

#### *Desensitization and Gradual Exposure*

Desensitization is a gradual process of exposure to public speaking, starting with smaller, less intimidating audiences and gradually working up to larger groups (McCroskey, 1997). This approach helps individuals become more comfortable with the experience over time, reducing their fear and apprehension. Toastmasters International, a well-known public speaking organization, employs this method in their training programs, enabling members to improve their presentation skills through regular practice and constructive feedback (Toastmasters International).

#### *Positive Self-Talk and Audience Engagement*

Positive self-talk is essential in combating negative thoughts and beliefs associated with public speaking (McCroskey, 1997). Replacing self-doubt with affirmations of competence can boost confidence and self-assuredness. Additionally, engaging the audience through questions, polls, or anecdotes can create a more relaxed and interactive atmosphere, reducing the feeling of being exposed (Lucas, 2018).

Presentation apprehension is a common fear, but it can be managed and reduced through a combination of strategies. Thorough preparation, visualization, mindfulness, desensitization, positive self-talk, and audience engagement are all valuable tools to help individuals overcome their fear of public speaking.

## **III. METHODOLOGY**

### **3.1. Research design**

This research aims to assess the levels of presentation apprehension and identify the key contributing factors among students at Dai Nam University. Presentation apprehension, also known as public speaking anxiety, is a common issue that can significantly impact academic and professional success. Understanding the factors that contribute to this apprehension is crucial for developing effective strategies to help students overcome their fear of public speaking. In order to gain convincing findings for the study, a mixed method of research was employed to triangulate the finding from each method, i.e. quantitative and qualitative.

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## 3.2. Participants

The study will involve a sample of students from various levels (Year 1, Year 2 and Year 3) within Đai Nam University. A diverse participant pool will be sought to ensure a representative sample. Participants will be recruited voluntarily, and their participation will be confidential. Frequencies and percentages are presented in Table 1.

**Table 1: Frequency Table for Nominal Variables**

| Variable | <i>n</i> | %     |
|----------|----------|-------|
| Year     |          |       |
| Year 1   | 46       | 33.58 |
| Year 2   | 48       | 35.04 |
| Year 3   | 43       | 31.39 |
| Missing  | 0        | 0.00  |

*Note.* Due to rounding errors, percentages may not equal 100%.

## 3.3. Data collection

### Survey Questionnaires

137 participants will be asked to complete a Likert Scale survey consisting of 20 items. This survey will assess their levels of presentation apprehension and measure their agreement with statements related to factors contributing to presentation apprehension. The Likert Scale responses will range from 1 (Strongly Disagree) to 5 (Strongly Agree). The levels of apprehension were accounted by the means of the responses, i.e. from 1.0 to 1.99 relate to low level of apprehension; from 2.0 to 3.99 is accounted for medium level of apprehension; finally, from 4.0 to 5.0 means high level of apprehension.

## 3.4. Data analysis

Quantitative Analysis: Likert Scale survey responses will be analyzed using descriptive statistics, such as means and standard deviations, to determine the overall levels of presentation apprehension. Inferential statistics, such as t-tests or ANOVA, may be used to compare apprehension levels across different groups (e.g., gender, year of study).

Qualitative Analysis: Transcripts from interviews will be analyzed thematically to identify common themes and patterns related to factors contributing to presentation apprehension. These qualitative findings will complement the quantitative data and provide deeper insights.

## IV. FINDINGS

### 4.1. Overview of presentation apprehension levels

#### Reliability analysis

A Cronbach alpha coefficient was calculated for the presentation apprehension scale, consisting of Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, and Q20. The Cronbach's alpha coefficient was evaluated using the guidelines suggested by George and Mallery (2018) where  $> .9$  excellent,  $> .8$  good,  $> .7$  acceptable,  $> .6$  questionable,  $> .5$  poor, and  $\leq .5$  unacceptable. The items for presentation apprehension had a Cronbach's alpha coefficient of .94, indicating excellent reliability. Table 2 presents the results of the reliability analysis.

**Table 2: Reliability Table for Presentation Apprehension**

| Scale                     | No. of Items | $\alpha$ | Lower Bound | Upper Bound |
|---------------------------|--------------|----------|-------------|-------------|
| Presentation Apprehension | 20           | .94      | .93         | .95         |

*Note.* The lower and upper bounds of Cronbach's  $\alpha$  were calculated using a 95.00% confidence interval.

#### Summary statistics were calculated for means of presentation apprehension (MPA)

The observations for MPA had an average of 3.06 ( $SD = 0.71$ ,  $SE_M = 0.06$ ,  $Min = 1.75$ ,  $Max = 4.55$ ,  $Skewness = -0.05$ ,  $Kurtosis = -1.25$ ). When the skewness is greater than 2 in absolute value, the variable is considered to be asymmetrical about its mean. When the kurtosis is greater than or equal to 3, then the variable's distribution is markedly different than a normal distribution in its tendency to produce outliers (Westfall & Henning, 2013). The summary statistics can be found in Table 3.

**Table 3: Summary Statistics Table for Interval and Ratio Variables**

| Variable | <i>M</i>    | <i>SD</i> | <i>n</i> | <i>SE<sub>M</sub></i> | Min  | Max  | Skewness | Kurtosis |
|----------|-------------|-----------|----------|-----------------------|------|------|----------|----------|
| MPA      | <b>3.06</b> | 0.71      | 137      | 0.06                  | 1.75 | 4.55 | -0.05    | -1.25    |

*Note.* '-' indicates the statistic is undefined due to constant data or an insufficient sample size.

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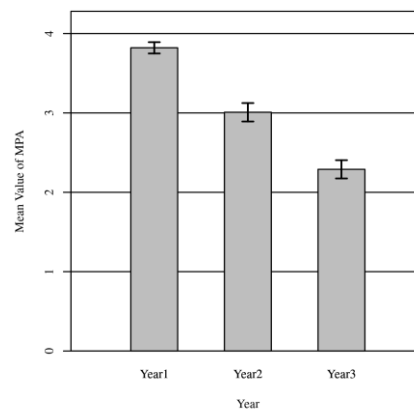
### Differences in the levels of presentation apprehension among students

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 207.18, p < .001$ , indicating there were significant differences in MPA among the levels of Year (Table 4). The eta squared was 0.76 indicating Year explains approximately 76% of the variance in MPA. The means and standard deviations are presented in Table 4.

**Table 4: Mean, Standard Deviation, and Sample Size for MPA by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 3.82     | 0.25      | 46       |
| Year2       | 3.01     | 0.41      | 48       |
| Year3       | 2.29     | 0.39      | 43       |

Note. A '-' indicates the sample size was too small for the statistic to be calculated.



**Figure 1: Means of MPA by Year with 95.00% CI Error Bars**

### Post-hoc

A *t*-test was calculated between each group combination to further examine the differences among the variables based on an alpha of .05. The Tukey HSD *p*-value adjustment was used to correct for the effect of multiple comparisons on the familywise error rate. For the main effect of Year, the mean of MPA for Year1 ( $M = 3.82, SD = 0.25$ ) was significantly larger than for Year2 ( $M = 3.01, SD = 0.41$ ),  $p < .001$ . For the main effect of Year, the mean of MPA for Year1 ( $M = 3.82, SD = 0.25$ ) was significantly larger than for Year3 ( $M = 2.29, SD = 0.39$ ),  $p < .001$ . For the main effect of Year, the mean of MPA for Year2 ( $M = 3.01, SD = 0.41$ ) was significantly larger than for Year3 ( $M = 2.29, SD = 0.39$ ),  $p < .001$ .

### 4.2. Factors mostly contribute to presentation apprehension by years of study

In order to figure out the factors which mostly contribute to the presentation apprehension a survey was conducted among the participants. Factors related to presentation apprehension include; *Fear of public speaking* (Ft1), *Lack of preparation time* (Ft2), *Concerns about forgetting what to say* (Ft3), *Anxiety related to audience reactions* (Ft4), *Fear of being judged or criticized* (Ft5), *Lack of self-confidence* (Ft6), and *Previous negative experiences with presentations* (Ft7). Table 5 shows the descriptive statistics of factors mostly contribute to the presentation apprehension.

**Table 5: Factors mostly contribute to the presentation apprehension.**

| Descriptive Statistics |  | N   | Min | Max | Mean | SD    |
|------------------------|--|-----|-----|-----|------|-------|
| Ft5                    | Fear of being judged or criticized               | 137 | 1   | 5   | 3.05 | 1.045 |
| Ft6                    | Lack of self-confidence                          | 137 | 1   | 5   | 3.04 | 1.108 |
| Ft4                    | Anxiety related to audience reactions            | 137 | 1   | 5   | 2.99 | 1.328 |
| Ft7                    | Previous negative experiences with presentations | 137 | 1   | 5   | 2.98 | 1.046 |
| Ft1                    | Fear of public speaking                          | 137 | 1   | 5   | 2.96 | 1.314 |
| Ft3                    | Concerns about forgetting what to say            | 137 | 1   | 5   | 2.72 | 1.137 |
| Ft2                    | Lack of preparation time                         | 137 | 1   | 3   | 1.98 | .256  |
|                        | Valid N (listwise)                               | 137 |     |     |      |       |

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An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *Fear of public speaking* (Ft1) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 47.28, p < .001$ , indicating there were significant differences in Ft1 among the levels of Year. The means and standard deviations are presented in Table 6

**Table 6: Mean, Standard Deviation, and Sample Size for Ft1 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 3.90     | 1.16      | 50       |
| Year2       | 2.94     | 0.98      | 48       |
| Year3       | 1.79     | 0.83      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *Lack of preparation time* (Ft2) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were not significant,  $F(2, 134) = 0.87, p = .422$ , indicating the differences in Ft2 among the levels of Year were all similar. The main effect, Year was not significant,  $F(2, 134) = 0.87, p = .422$ , indicating there were no significant differences of Ft2 by Year levels. The means and standard deviations are presented in Table 7.

**Table 7: Mean, Standard Deviation, and Sample Size for Ft2 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 1.94     | 0.42      | 50       |
| Year2       | 2.00     | 0.00      | 48       |
| Year3       | 2.00     | 0.00      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *Concerns about forgetting what to say* (Ft3) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 151.57, p < .001$ , indicating there were significant differences in Ft3 among the levels of Year. The eta squared was 0.69 indicating Year explains approximately 69% of the variance in Ft3. The means and standard deviations are presented in Table 8.

**Table 8: Mean, Standard Deviation, and Sample Size for Ft3 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 3.96     | 0.83      | 50       |
| Year2       | 2.00     | 0.00      | 48       |
| Year3       | 2.00     | 0.73      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *Anxiety related to audience reactions* (Ft4) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 78.67, p < .001$ , indicating there were significant differences in Ft4 among the levels of Year. The eta squared was 0.54 indicating Year explains approximately 54% of the variance in Ft4. The means and standard deviations are presented in Table 9.

**Table 9: Mean, Standard Deviation, and Sample Size for Ft4 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 2.62     | 0.95      | 50       |
| Year2       | 4.25     | 0.86      | 48       |
| Year3       | 1.90     | 0.91      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *Fear of being judged or criticized* (Ft5) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 50.58, p < .001$ , indicating there were significant differences in Ft5 among the levels of Year. The eta

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squared was 0.43 indicating Year explains approximately 43% of the variance in Ft5. The means and standard deviations are presented in Table 10.

**Table 10: Mean, Standard Deviation, and Sample Size for Ft5 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 3.66     | 0.72      | 50       |
| Year2       | 3.27     | 0.84      | 48       |
| Year3       | 2.00     | 0.83      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *Lack of self-confidence* (Ft6) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 53.19, p < .001$ , indicating there were significant differences in Ft6 among the levels of Year. The eta squared was 0.44 indicating Year explains approximately 44% of the variance in Ft6. The means and standard deviations are presented in Table 11.

**Table 11: Mean, Standard Deviation, and Sample Size for Ft6 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 3.86     | 0.97      | 50       |
| Year2       | 3.00     | 0.71      | 48       |
| Year3       | 2.03     | 0.78      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in *previous negative experiences with presentations* (Ft7) by Year. The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant,  $F(2, 134) = 17.06, p < .001$ , indicating there were significant differences in Ft7 among the levels of Year. The eta squared was 0.20 indicating Year explains approximately 20% of the variance in Ft7. The means and standard deviations are presented in Table 12.

**Table 12: Mean, Standard Deviation, and Sample Size for Ft7 by Year**

| Combination | <i>M</i> | <i>SD</i> | <i>n</i> |
|-------------|----------|-----------|----------|
| Year1       | 2.54     | 0.86      | 50       |
| Year2       | 2.85     | 0.80      | 48       |
| Year3       | 3.69     | 1.17      | 39       |

*Note.* A '-' indicates the sample size was too small for the statistic to be calculated.

## V. CONCLUSIONS

The first finding of the study shows that levels of presentation apprehension among non-English major students at Dai Nam University was  $M=3.06$  which was at the medium level. In terms of variation of presentation apprehension by years of study, the findings reveal that there were significant differences. Year 1 ( $M = 3.82, SD = 0.25$ ) was significantly larger than for Year 2 ( $M = 3.01, SD = 0.41$ ),  $p < .001$ . For the main effect of year of study, the mean of presentation apprehension for Year 1 ( $M = 3.82, SD = 0.25$ ) was significantly larger than for Year 3 ( $M = 2.29, SD = 0.39$ ),  $p < .001$ . For the main effect of years of study, the mean of presentation apprehension for Year 2 ( $M = 3.01, SD = 0.41$ ) was significantly larger than for Year 3 ( $M = 2.29, SD = 0.39$ ),  $p < .001$ .

The second finding of the study revealed that among the factors that lead to presentation apprehension, *fear of being judged or criticized* (Ft5), and *lack of self-confidence* (Ft6) were the main causes of anxiety  $M=3.05$  and  $M=3.04$  respectively. The finding also indicated that the factors of presentation apprehension varied by years of study. For *fear of public speaking* (Ft1), the levels of presentation apprehension by year1, year2 and year 3 were  $M= 3.90$ ;  $M=2.94$  and  $M=1.79$  respectively. For *lack of preparation time* (Ft2), the levels of presentation apprehension by year1, year2 and year 3 were  $M= 1.94$ ;  $M=2.00$  and  $M=2.00$  respectively. For *concerns about forgetting what to say* (Ft3), the levels of presentation apprehension by year1, year 2 and year 3 were  $M= 3.96$ ;  $M=2.00$  and  $M=2.00$  respectively. For *anxiety related to audience reactions* (Ft4), the levels of presentation apprehension by year1, year 2 and year 3 were  $M= 2.62$ ;  $M=4.25$  and  $M=1.90$  respectively. For *fear of being judged or criticized* (Ft5), the levels of presentation apprehension by year1, year 2 and year 3 were  $M= 3.66$ ;  $M=3.27$  and  $M=2.00$  respectively. For *lack of self-*



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confidence (Ft6), the levels of presentation apprehension by year1, year 2 and year 3 were M= 3.86; M=3.00 and M=2.03 respectively. Finally, for *previous negative experiences with presentations* (Ft7), the levels of presentation apprehension by year1, year 2 and year 3 were M= 2.54; M=2.85 and M=3.69 respectively.

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### Appendices

#### Appendix 1: Presentation apprehension among non-English major students

For each statement, respondents can rate their agreement on a scale from 1 to 5, with:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

| #   | Statements   | Ratings |   |   |   |   |
|-----|--|---------|---|---|---|---|
| 1.  | I feel nervous when I have to present in front of a group.                 | ①       | ② | ③ | ④ | ⑤ |
| 2.  | I worry about forgetting what I want to say during a presentation.         | ①       | ② | ③ | ④ | ⑤ |
| 3.  | Physical symptoms like sweating or shaking increase when I present.        | ①       | ② | ③ | ④ | ⑤ |
| 4.  | I fear being judged negatively by my audience during presentations.        | ①       | ② | ③ | ④ | ⑤ |
| 5.  | I often rehearse multiple times before a presentation to feel prepared.    | ①       | ② | ③ | ④ | ⑤ |
| 6.  | The thought of speaking in front of a group makes me anxious.              | ①       | ② | ③ | ④ | ⑤ |
| 7.  | I feel uncomfortable with all eyes on me during a presentation.            | ①       | ② | ③ | ④ | ⑤ |
| 8.  | I tend to avoid situations that involve public speaking.                   | ①       | ② | ③ | ④ | ⑤ |
| 9.  | I feel my heart racing when presenting in front of others.                 | ①       | ② | ③ | ④ | ⑤ |
| 10. | I am concerned about making mistakes while presenting.                     | ①       | ② | ③ | ④ | ⑤ |
| 11. | I find it challenging to maintain eye contact during presentations.        | ①       | ② | ③ | ④ | ⑤ |
| 12. | My mind goes blank when I am presenting in front of others.                | ①       | ② | ③ | ④ | ⑤ |
| 13. | I worry that others will notice my nervousness during presentations.       | ①       | ② | ③ | ④ | ⑤ |
| 14. | I feel tense or on edge before presenting.                                 | ①       | ② | ③ | ④ | ⑤ |
| 15. | I feel relieved when a presentation is over.                               | ①       | ② | ③ | ④ | ⑤ |
| 16. | I am self-conscious about my voice or speaking style during presentations. | ①       | ② | ③ | ④ | ⑤ |
| 17. | I struggle to articulate my thoughts clearly during presentations.         | ①       | ② | ③ | ④ | ⑤ |
| 18. | I feel more comfortable presenting when I am well-prepared.                | ①       | ② | ③ | ④ | ⑤ |
| 19. | I avoid volunteering for presentations whenever possible.                  | ①       | ② | ③ | ④ | ⑤ |
| 20. | I feel my confidence decreases when presenting in front of a group.        | ①       | ② | ③ | ④ | ⑤ |

#### Appendix 2: Survey on Factors Contributing to Presentation Apprehension

This survey aims to gather information on the various factors that may influence presentation anxiety among students. Please note that you can modify and adapt this questionnaire as needed for your specific research or survey purposes.

##### Introduction:

Thank you for participating in this survey on presentation apprehension among students. Your input is valuable in understanding the factors that may contribute to anxiety when giving presentations. This survey is anonymous, and your responses will be kept confidential.

##### Section 1: Demographic Information

- Age: \_\_\_\_\_
- Gender: (Please select one) Male  Female
- Year of Study: (Please select one) Year 1  Year 2  Year 3

##### Section 2: Factors Contributing to Presentation Apprehension

Please rate the following factors based on how much they contribute to your presentation apprehension. Use a scale of 1 to 5, with 1 indicating "Not a contributing factor" and 5 indicating "Strongly contributing factor."

1. Fear of public speaking (glossophobia):

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- ①      ②      ③      ④      ⑤
2. Lack of preparation time:  
①      ②      ③      ④      ⑤
3. Concerns about forgetting what to say:  
①      ②      ③      ④      ⑤
4. Anxiety related to audience reactions:  
①      ②      ③      ④      ⑤
5. Fear of being judged or criticized:  
①      ②      ③      ④      ⑤
6. Lack of self-confidence:  
①      ②      ③      ④      ⑤
7. Previous negative experiences with presentations:  
①      ②      ③      ④      ⑤

### Section 3: Additional Comments

Please share any additional comments or insights you have regarding presentation apprehension, its causes, or potential solutions:

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*Thank you for participating in this survey. Your input is valuable and will contribute to a better understanding of presentation apprehension among students.*



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