The International Journal of Language Studies
2025, Vol. 2, No. 4, pp. 15–23
Journal page: https://ijlangstudies.org/index.php/home
DOI: https://doi.org/10.60087/ijls.v2.n4.002
ISSN 3078-2244

Research Article

Motivational Strategies for Reducing Oral Presentation Anxiety among EFL University Students: A Mixed-Methods Study

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Abstract

One of the major factors that negatively influences the learning output of English as a Foreign Language (EFL) students, particularly in the case of public universities with restricted communicative practice opportunities, is still the anxiety connected with oral presentations. The combined qualitative and quantitative investigation investigates the causes of oral presentation anxiety in Vietnamese EFL learners and, at the same time, studies the role of motivational techniques in anxiety reduction and boosting of students' confidence. Quantitative information was generated using questionnaires given to 187 undergraduate students at a public university, and qualitative information was obtained with the help of semi-structured interviews with 10 EFL teachers and observations made in the classroom. Based on these results, it shows that presentation anxiety in students is mainly connected with language limitations and fear of being negatively evaluated, and there are few available practice opportunities in large-group situations. As the research suggests, a number of motivational factors, including cooperative learning, positive reinforcement, and purposeful practice, are critical to reducing anxiety and increasing confidence in speaking. The research draws attention to ped-agogical matters that can support positive class climates, as well as the promotion of student-centred pedagogy to improve oral presentation performance in EFL.

Keywords

EFL learners, mixed methods, motivational strategies, oral presentation anxiety, Vietnamese higher education

1. Introduction

1.1 Background of the Study

Oral presentation abilities are a crucial factor in the education of academic English as they allow students to convey academic content in an effective and confident manner. However, in the context of EFL, oral presentations can be interpreted to be quite anxiety-provoking tasks because of the integration of linguistic precision, content planning, and oral performance in the public domain. In Vietnamese public

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Received: 05/10/2025; **Accepted:** 15/11/2025; **Published:** 25/12/2025

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universities, the challenges are exacerbated by relatively lower oral proficiency-training op-portunities and assessment-oriented teaching practices. Despite the emergence of research on foreign language speaking anxiety, anxiety directly associated with oral presentations is not very well-researched, especially in Vietnamese universities, among other settings. A majority of the studies available in the field have addressed levels and factors associated with anxiety and relatively unexplored interventions in a classroom setting, which could assist students with their anxiety levels in oral presentations. The gap emphasizes the requirement of empir-ical work not only on the reasons behind oral presentation anxiety but also on pedagogical interventions to alleviate it.

1.2 Statement of the Problem

The current mixed research is intended to analyze the predictors of oral presentation anxiety and its extent amongst Vietnamese EFL university students, as well as to show the impact of motivational interventions on anxiety reduction and im-proving students' confidence in speaking. The study aims to integrate both quantitative data, through student question-naires, and qualitative observations from teacher interviews and classroom observations to establish the experiences and practices of both learners and teachers.

1.3 Significance of the Study

The study offers new findings to EFL education on the role of motivation in reducing anxiety in the oral presentation process. The results are supposed to give information to teachers and the designers of curricula about effective strategies tailored to support students. The present article is organized in an orderly progression. The latter section considers relevant papers con-cerning oral presentation anxiety and means of motivation in EFL situations. Next, a discussion of the research method-ology and data analysis procedure is presented. The following section presents the results, which are then discussed with other works. The article concludes by including pedagogical implications, limitations, and recommendations for future research

2. Literature review

2.1 Oral Presentations in EFL Contexts

Oral presentations are considered to be critical academic competencies in academic institutions, and they are especially important in EFL settings, which require students to show linguistic proficiency and communicative competence. Scholarly definitions of oral presentations refer to "structured forms of academic oral discourse that must be coherent in the context of accuracy, organization, and engagement of the audience" (Brown & Yule, 1983 [1]; Joughin, 2007 [2]). Oral presentation activities in the instruction of languages offer students the chance to rehearse extended speech, think critically, and put language learning to work in a context that is intel-lectually stimulating (King, 2002 [3]; Brooks & Wilson, 2014 [4]).

Oral presentations are not only linguistically valuable but also provide a necessary experience that is essential for learners to conduct themselves in other contexts besides the classroom when it comes to communicating in the workplace (profes-sional and academic areas). By rehearsing presentations, stu-dents develop essential communication skills, including how to structure ideas, attend to the audience, and self-regulate, that can be used when communicating effectively at an academic and job level (Lucas, 2012) [5]. Oral presentations also have a learner-driven effect, as they are not only required in relation to the development and implementation of the content but also to make the students responsible for preparing and conducting themselves.

However, oral presentations are challenging tasks for many EFL learners, despite the pedagogical benefits. Unlike in-formal speaking activities, presentations entail sustained speech production (under time pressure and evaluative condi-tions), leading to higher cognitive and emotional demands (Lucas, 2012) [5]. Due to limited access to English beyond the classroom, these demands often lead to increased anxiety, decreased fluency, and avoidance behaviors during presentation tasks. These obstacles emphasize the importance of analyzing oral presentations not just as pedagogical skills but also as affective experiences, in which the learners' confidence and performance will be significantly affected in EFL environ-ments.

2.2 Oral Presentation Anxiety and Foreign Language Anxiety (FLA)

Foreign language learning anxiety in general has been studied in the context of FLA. Horwitz, Horwitz, and Cope (1986) [6] represented FLA as a situation-based concept including communication apprehension, fear of negative evaluation, and test anxiety. Oral presentations in EFL classrooms are one of the most anxiety-provoking speaking tasks because they in-volve speaking in a public performance setting, with an ex-tended speech delivered to an audience under evaluation (Gregersen & Horwitz, 2002 [7]; Woodrow, 2006 [8]). These features of oral presentation anxiety are what separate the worry from that around speaking, and which help us determine why, many times with presentations, the stress level is reported to be higher than that during other classroom activities.

Previous studies have also found that oral presentation

stress negatively influences language learners' cognitive abilities and ability to produce communication at face value. Anxious learners are reported to struggle with organizing their work, retrieving vocabulary, and sustaining fluency when presenting in a foreign language (MacIntyre & Gardner, 1994 [9]; Hewitt & Stephenson, 2012 [10]). Increased anxiety may also decrease students' desire to speak and exacerbate avoidance behaviors like eye contact reduction or reduced engagement in tasks of presenting (Gregersen & Horwitz, 2002) [7]. Eventually, these habits can get in the way of oral proficiency and academic confidence.

Hence, oral presenting anxiety is not solely an individual psychological or cognitive issue but one that is greatly in-fluenced by classroom conditions and assessment practices. When presentations are viewed as high-stakes assessments, the students' fear of negative evaluation increases, thus amplifying anxiety and self-doubt (Young, 1990 [11]; Liu & Jackson, 2008 [12]). On the other hand, the instructional contexts with more formative feedback and supportive interaction might be able to assist the learners in coping with the anxiety better. This line of reasoning indicates more research on oral presentation anxiety as a dynamic product that is not only affected by psychological factors but also by the teaching environment in EFL learning contexts.

2.3 Factors Contributing to Oral Presentation Anxiety

Previous research shows that EFL students may experience oral presentation anxiety from different sources. Limited vocabu-lary, grammatical insecurity, and pronunciation difficulties are among the linguistic factors that have often been cited as major sources of anxiety (Brooks & Wilson, 2014 [4]; MacIntyre & Gregersen, 2012 [14]). When learners get the sense that there is a disparity between the message they intend to convey and their own ability in the language, anxiety increases and disrupts the cognitive processing they perform when giving presentations.

Psychological factors also play a significant role. The fear of committing errors, poor self-image as a learner, and worry about receiving negative feedback from both teachers and fellow students have always been recognized as the main factors causing anxiety (Young, 1990 [11]; Liu & Jackson, 2008 [12]). These mental strains are most severe in the form of academic settings that are formal and have presentations graded and being judged in public.

Some contextual and environmental factors have also been found to further increase oral presentation anxiety, such as large class sizes, limited instructional time, and assessment-oriented teaching practices (Mezrigui, 2011) [13]. In some EFL classroom settings, that is, in particular in public universities, the chance for guided practice as well as individualized feed-back is slight, resulting in students being ill-prepared to perform presentation tasks (Le, 2013) [15].

2.4 Oral Presentation Anxiety in Vietnamese EFL Uni-versity

In university environments of Vietnam, where students have to learn EFL, higher-education research has consistently found that university students experience moderate to high levels of speaking and oral presentation anxiety. Most of them (Dung, 2020 [16]; Yen et al., 2025 [17]) also describe linguistic in-security, little communication practice, and fear of negative evaluation in formal academic settings; these are all primary reasons behind the anxiety level that surrounds English in such a medium. While students show satisfactory reading and writing ability, it is not usually forthcoming with the confi-dence to present a presentation orally when it comes time to present in front of peers and teachers.

Oral presentation anxiety is a strong phenomenon in Viet-namese public universities, and its persistence remains asso-ciated with instructional and assessment practices. English education in many higher education institutions is still pri-marily based on grammar, vocabulary, and written exams, while opportunities for prolonged speaking are sparse (Le, 2013) [15]. As a result, students are not provided enough preparation when doing presentation tasks and experience anxiety in high-stakes speaking tests. Big classes restrict individualized feedback and opportunity for significant prac-tice, further reinforcing the anxiety towards oral presentations in students.

Oral presentation anxiety in Vietnamese EFL learners is also highly influenced by cultural factors. The combination of saving one's face, the fear of being embarrassed in public, and the desire not to be different from others in the workplace (Yen et al., 2025) [17] pushes the students even further to refrain from speaking out in class. All these sociocultural factors, together with linguistic and psychological variables, create a complicated picture of anxiety that is very much evident in the presentation situations. Although the existing studies shed light on these issues, most are descriptive and have little in the way of explaining pedagogical means for decreasing oral presentation anxiety in Vietnamese university classrooms.

2.5 Motivational Strategies in Reducing Oral Presentation Anxiety

Motivation has been established as a significant factor affecting language learning performance, as well as learners' emotional reactions toward speaking activities. Motivational strategies are instructional techniques designed to generate, maintain, and protect a learner's motivation during the learning process (Dörnyei, 2001) [18]. According to

Guilloteaux and Dörnyei's (2007) [19] motivational framework, students are motivated to do well in classes with favorable learning conditions, strong self-evaluation of learners, and involvement from active stu-dents.

Research conducted provides insights into how motivational techniques, supportive teacher feedback, peer collaboration, structured practice, and confidence-building exercises may improve learners' motivation to engage in communication (Kondo & Ying-Ling, 2004 [20]; Rafieyan & Yamanashi, 2016 [21]). In oral presentation settings, they may serve as anxiety-reducing approaches, facilitating psychological safety and alleviating fear about negative evaluation.

Although motivational strategies are gaining popularity, little research has been conducted into their efficacy in the management of oral presentation anxiety, especially in the context of mixed-method approaches and studies conducted in Vietnamese public universities. The gap that has been identified demonstrates the need for empirical research that mixes both quantitative and qualitative data in order to find out what the best motivational strategies are for EFL learners' oral presentation skills improvement through practical application.

3. Methodology

3.1 Research Design:

In order to carry out a study on the problem of anxiety in oral presentations among EFL university students and the role of motivation strategies in the interaction of anxiety and speaking confidence, a mixed-methods research design was utilized. The mixed-methods design was chosen in order to capture not only quantitative data to measure the patterns of student anxiety but also qualitative data for insights into teachers' practices and classroom dynamics. These two strands of evidence together led to a more holistic analysis of oral presentation anxiety than would have been possible through a single-method design.

The study was carried out based on an explanatory sequential design, where quantitative data were recorded and processed before any qualitative data collection. The sequential design allowed us to isolate important trends in student anxiety and perceptions of motivational strategies, which were then closely examined using teacher interviews and classroom observations. This triangulation of quantitative with qualitative findings, by which data was triangulated, further reinforced the validity of the study findings, so that they could be cross-validated among the multiple data sources.

3.2 Research Context and Participants

The research to which this study refers was carried out at a public university situated in Ho Chi Minh City. The qualita-tive data were obtained from 187 undergraduate language students who took part in the compulsory English language courses. The whole student population consists of both Eng-lish and non-English majors, who are coming from various academic sectors like business, engineering, IT, and tourism. The level of English proficiency of the students was from A2 to B1 according to the CEFR. All of the students had previous experiences of giving at least one oral presentation in English while doing their academic work. The qualitative data were obtained from 10 EFL teachers who had a minimum of three years of experience in teaching at the tertiary level. Teachers were directly involved in teaching oral presentation skills, and purposive sampling was used where the teachers were chosen to ensure their familiarity with motivational strategies and classroom practices related to presentation tasks.

3.3 Data Collection Instruments

Quantitative and qualitative data were gathered through three research tools: a student survey, semi-structured interviews with teachers, and observations conducted in the classroom. To investigate learners' oral presentation anxiety levels, the stu-dent instrument was created to identify factors contributing to the anxiety, as well as the extent to which motivational strategies worked. The questionnaire, made up of Likert-scale items, was adjusted from existing frameworks of foreign language anxiety and motivational strategy studies. Particular sections of the instrument covered linguistic, psychological, and contextual sources of anxiety, as well as students' confi-dence levels and experiences with anxiety-reduction strategies.

Semi-structured interviews were carried out with EFL teachers in order to gain a deeper understanding of both their perceptions of students' oral presentation anxiety and the motivational strategies applied in classroom practice. All the interview questions were open-ended, covering a range of topics such as anxiety-related difficulties, different teaching methods, and the strategies that were regarded as most effective for supporting students during oral presentations. The interviews were conducted with the approval of all participants and were transcribed word-for-word for subsequent analysis.

Classroom observations were done during presentation-related activities to note how students responded behaviorally to anxiety and the instructional support from teachers. An observation checklist monitored for signs of avoidance, nervousness, levels of student engagement, and the use of motivational strategies in oral presentation activities.

3.4 Data Collection Procedures

Quantitative data were collected in the first part of the study in the form of an online questionnaire given to an undergraduate sample of EFL learners. The survey was administered through a secure medium to facilitate easy access and response. Stu-dents were informed about the study and the voluntary nature of the research, and the confidentiality of their responses, before embarking on the process of collecting the data. In the dataset, only those who consented to participate were included in the online format provided for efficient data gathering from both a large sample and a short timeline.

After the quantitative phase was achieved, we gathered qual-itative data to further examine and contextualize the survey data. Semi-structured interviews were conducted with EFL teachers to draw out more about their thoughts on the anxiety students present orally and the motivational schemes employed in their classroom practice. Interviews were convenient for them and were organized as time-sensitive for interview participation, and were held either face-to-face or computer-based according to schedules. Interviews were conducted with the participants' permission to ensure precise transcription and analysis of data.

Furthermore, along with the interviews, classroom observations were made inside the context of the presentation work to capture the students' behavior to handle anxiety and how the actual teachers were aiding students during the activities in class to observe the support in terms of instruction, but also the reactions toward that. Observations in terms of indicators for student engagement, nervousness, interaction, and motivation were conducted in the oral presentation tasks. Field notes were written regularly on a structured observation checklist to guarantee regularity between observed sessions.

A sequential combination of quantitative and qualitative data collection served to provide triangulation and to increase the credibility of the findings. Through this combination of the survey answers, interviews, and classroom observation, it was possible to explore oral presentation anxiety and motivational practices through the eyes of both the students and the teachers.

3.5 Data Analysis

The quantitative data from students' questionnaires were analyzed with SPSS. The data was ensured to remain complete and accurate before statistical analysis to examine its reliability. Descriptive statistics (means, standard deviations, frequency distributions) were calculated to characterize the students' levels of oral presentation anxiety and perceived effectiveness of motivational strategies. These descriptive measures paint a panoramic view of anxiety patterns and strategy usage among the sample. Statistical inferential analyses were performed to see whether the students were equally or differently anxious and perceived the tactics offered by the strategies to be effective or not.

A one-way ANOVA was performed to discover any existing significant differences depending on English proficiency and previous experience with presentations. After that, post hoc comparisons were conducted to examine the differences between the two groups, where significant differences were observed. The statistical significance was set at the traditional alpha level of .05.

Qualitative data from semi-structured teacher interviews and classroom observations were analysed using thematic analysis for Braun and Clarke's (2006) [22] six-phase model. Analysis was carried out by the researcher through familiarity with the data by reviewing interview transcripts, observation notes, multiple times, and then by first coding them in order to find valuable units about oral presentation anxiety and motivational strategies. The codes were subsequently organized into broad categories, and they underwent examination and refinement to formulate cohesive themes that represented prevalent ideas across the dataset.

Quantitative and qualitative evidence were synthesized at the interpretation phase of the study. General trends and relationships were identified as quantitative results, while contextual explanations, as well as examples of specific patterns, were given from qualitative evidence. Triangulating across multiple data sources gave credibility and trustworthiness to the findings by validating the results with others' views.

Factors contributing to presentation anxiety	Mean	SD
AF1 = Lack of confidence in my English speaking skills	4.25	0.870
AF2 = Fear of making mistakes in grammar or pronunciation	4.14	1.028
AF3 = Lack of preparation or practice before the presentation	4.21	0.902
AF4 = Limited vocabulary to express my ideas	4.05	1.096
AF5 = Fear of negative evaluation from peers or teachers	4.27	0.851
AF6 = Speaking in front of a large audience	4.25	0.982
AF7 = Time pressure to complete the presentation	4.29	0.837
AF8 = Previous negative experiences with presentations	4.05	1.133
AF9 = Uncertainty about the presentation topic	4.16	0.998
AF10 = Difficulty in organizing my thoughts clearly	4.29	0.831
AF11 = Fear of forgetting what to say during the presentation	4.30	0.931
AF12 = Anxiety about using visual aids effectively	4.11	1.118
AF13 = Concerns about my body language and eye contact	4.30	0.854
AF14 = Pressure to meet high expectations from teachers or clas	4.03	1.062
AF15 = Lack of familiarity with the presentation format or requirements	4.10	1.011

4. Results

4.1 Students' Levels of Oral Presentation Anxiety

The EFL university learners had high oral presentation anxiety, as revealed by questionnaire data analysis. The overall de-scriptive statistics showed high scores across anxiety items to indicate that oral presentations were widely considered to be stressful and difficult. Subjects had a lot of anxiety, such as fear of forgetting the information or difficulty organizing it, and concerns about language accuracy, especially pronunciation and grammatical correctness. Pressure from a time limitation and audience evaluation during presentations had also inflated anxiety.

Descriptive statistics of individual anxiety items are reported in the table below, which provides the average scores and standard deviations of factors related to students' anxiety level for oral presentation. Results suggest that anxiety was strongest in cognitive and controlling performance tasks, such as recalling prepared information, being fluent, and controlling body language and eye contact for presentations. These findings indicate that students' anxiety was not only limited to the linguistic level but also generalized towards overall presentation performance. Levels of anxiety were also higher among the proficiency groups.

4.2 Factors Contributing to Oral Presentation Anxiety

One-way ANOVA revealed statistically significant differences in oral presentation anxiety as a function of level of English proficiency. In regard to proficiency levels, students with lower proficiency levels manifested more anxiety than students with higher proficiency levels, which underlined the role of lin-guistic competence in measuring students' emotional reactions to oral presentations.

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	0.155	2	0.078	0.940	0.393
Within Groups	15.203	184	0.083		
Total	15.359	186			

The data collected through the questionnaire pointed out that the factors affecting the oral presentation anxiety of EFL university students were a mixture of linguistic, psychological, and contextual ones. Among the factors that caused anxiety, linguistic ones were also pointed out as the main ones; in the research, many students mentioned being concerned about their limited vocabulary, reviewing grammar, and their pronunciation while giving oral presentations. Some students were also reported to have difficulties in organizing information clearly and remaining fluent, reflecting that anxiety was closely related to both language ability and cognitive function in relation to presenting tasks.

Psychological factors also add to heightened anxiety levels. Students frequently cited fear of making mistakes, worry that teachers and classmates would judge harshly, and pressure to do well in graded presentations. The anxiety of forgetting what was prepared and how time management during presentations played a role also indicated students' fear of performance control and public scrutiny. Such psychological pressures were heightened in formal settings of public presentations, where students saw even higher standards and expectations for evaluation.

Contextual factors also influenced the perception of oral presentation anxiety of students. Anxiety-provoking conditions were speaking in the presence of a large audience, lack of rehearsal opportunities, and lack of familiarity with formats and requirements for presentations. Concerns associated with non-verbal components of presentations (i.e., body language, eye contact) and the appropriate use of visual aids also served to show the multifaceted aspect of presentational anxiety. The overall findings imply that oral presentation anxiety is more than just a display of language weakness; instead, it is coming out of the interplay of personal, teaching, and environmental factors.

4.3 Effectiveness of motivational strategies in reducing anxiety

By examining students' responses via the questionnaire, motivational strategies were found to be significantly effective in lowering the level of oral presentation anxiety and increasing speaking confidence. A number of teaching strategies appeared especially useful, such as supportive teacher feedback, chances for systematic practice, and cooperative learning activities. Students reported lower anxiety levels when presentations were introduced gradually, with the expectation of being coached and practiced before a formal assessment.

Such peer-relational motivational techniques also proved to be helpful modalities for reducing anxiety. In particular, group discussions, pair practice, and peer support were found to be beneficial in creating a less threatening learning environment, especially for students who had low confidence using English. The supportive environment in the classroom lessened students' fear of negative evaluation and allowed them to be part of the task when presenting.

Motivational practices related to teachers contributed again to anxiety reduction. Students also reported that in the presence of teachers who provided constructive and

encouraging feedback, as opposed to simply criticism of mistakes, they felt more confident. Allowing flexibility in presentation formats and emphasizing improvement over performance outcomes were identified with less anxiety. The results indicate that motivational strategies served not only as pedagogical strategies but also as affective support strategies that enabled students to regulate their anxiety and perform more confidently during oral presentations. The table below summarises the perceptions of students regarding the effectiveness of motivational strategies, including descriptive statistics for strategies associated with supporting oral presentation performance.

Anxiety-related statements	Mean	SD
CF1 = I feel uncertain about my ability to express my ideas clearly in English.	4.14	0.963
CF2 = I worry about making grammatical errors while presenting.	4.18	0.909
CF3 = I feel anxious when I think about being judged by my classmates.	4.09	0.977
CF4 = I believe that my pronunciation affects how others perceive my speaking ability.	4.09	1.009
CF5 = I feel overwhelmed by the complexity of the English language during presentations.	4.15	1.077
CF6 = I am concerned about my vocabulary limitations when presenting.	4.30	0.827
CF7 = I feel nervous when I have to present in front of a large audience.	4.25	0.924
CF8 = I fear that I will forget what I want to say during my presentation.	4.32	0.875
CF9 = I feel self-conscious about my body language while presenting.	4.05	1.130
CF10 = I get anxious when I have to present without sufficient preparation.	4.26	0.810

4.4 Teachers' Perspectives on Anxiety and Motivational Practices

Research conducted by semi-structured teacher interviews and classroom observations shed light on oral presentation anxiety and the impact of motivational strategies in EFL classrooms. Teachers consistently reported that oral presentation anxiety was an ongoing and constant fear of university students, particularly for those who had low English language proficiency and presentation experience. Hesitation, lack of eye contact, dependence on memorized scripts, and avoidance of voluntary participation in the presentation activities were some of the common anxiety symptoms.

Teachers indicated both linguistic and psychological aspects as the main reasons for students' anxiety. Limited vocabulary, lack of fluency, and fear of making grammatical or pronunciation errors have been the most frequently cited factors that negatively influenced students' confidence. Teachers also described high levels of fear of negative evaluation, particularly in graded presentation tasks, and this fear increased the stress of performance and was detrimental in that regard. When presentations were seen as high-stakes assessments instead of opportunities to learn, several teachers mentioned that anxiety was much greater.

In terms of instruction, teachers indicated the role of motivational strategies in alleviating oral presentation anxiety. Constructive and positive feedback, sufficient preparation and rehearsal time, and creating a positive classroom atmosphere were essential practices. Besides, teachers mentioned that the division of presentations into smaller, more manageable tasks and the encouragement of collaboration among peers were factors that lessened student anxiety and increased their participation. Classroom observations revealed that students seemed much more assured and ready to share when teachers were supportive and non-judgmental in such a supportive and non-threatening manner.

Overall, teachers' views were in line with what students reported themselves and confirmed this: that oral presentation anxiety is a multifaceted phenomenon that is influenced by all three dimensions – language, psychology, and context. The qualitative results suggest that motivational teaching methods are effective in lowering anxiety levels and creating a more positive learning climate for EFL oral presentations.

5. Discussion

The results of this study validate that oral presentation anxiety is a common issue among Vietnamese EFL students in uni-versity settings. The high levels of anxiety reported in the descriptive results indicate that oral presentation is indeed a demanding task that requires language accuracy, cognitive organization, and presenting to a public. The outcomes cor-roborate the foreign language anxiety model that was intro-duced by Horwitz, Horwitz, and Cope (1986) [6] and identified communication apprehension and the fear of negative evalua-tion as the main contributors to the anxiety experienced in the language learning process. Verbal presentations, which are highly evaluative speaking activities, serve to heighten these affective pressures more than those of routine classroom speaking tasks.

The study also indicates that linguistic, psychological, and contextual influences were jointly contributing to the oral presentation anxiety of students. Vocabulary-related, grammar, and pronunciation-related linguistic difficulties were con-sistently found to be leading sources of anxiety, corroborating what previous research has found about the association between language competence and anxiety in speaking as well (Mac-Intyre & Gardner, 1994 [9]; Brooks & Wilson, 2014 [4]). Psychological aspects such as fear of

making mistakes and anxiety about peer and teacher evaluation were also heavily influential. These results are in line with data from Asian foreign language learners in EFL contexts, where learners often associate public errors with loss of face, and the self-confidence that is associated with them is lost (Liu & Jackson, 2008 [12]; Yen et al., 2025 [17]). Contextual factors, including large class sizes and assessment methodologies that favor teachers' as-sessment-oriented methods, exacerbated anxiety by restricting guided practice and supportive feedback.

In contradiction to this, the ANOVA showed that overall oral presentation anxiety was statistically nonsignificant for all English proficiency levels. The result indicates that oral presentation anxiety may be retained in learners regardless of language competence and may be more sensitive to affective and situational factors. The findings are consistent with prior research that shows even advanced learners go through a lot of stress when they have to present their speech in assessment situations, which leads to more anxiety (Woodrow, 2006) [8]. The lack of any significant proficiency-based differences further emphasizes this issue of anxiety as a pedagogical one, instead of assuming that higher language levels of proficiency alone might alleviate students' emotional suffering.

Results from this study concern motivational strategies in an oral presentation, with the decrease of anxiety having important implications. According to students, using supportive teacher feedback, clear expectations, structured practice, and collaboration with peers eased anxiety and helped boost students' speaking confidence. Dörnyei (2001) [18] motivates and supports these results by arguing that positive feedback and favorable learning cultures shape the motivation and self-efficacy of learners. Motivational interventions seem to help learners deal with anxiety and perform oral presentations better by minimizing the perceived threat related to the oral performance.

Qualitative information identified in teacher interviews and observations in the classroom also provided validation for the need for motivational techniques. Teachers consistently identified oral presentation anxiety as a predominant hurdle and highlighted the importance of formative feedback, time to practice, and supportive classroom climates. Such perspectives follow the same line as previous research suggesting that anxiety reduction is mainly linked to teaching methods which promote student motivation and learning-oriented evaluation instead of evaluation based on students' errors (Gregersen & Horwitz, 2002 [7]; Kondo & Ying-Ling, 2004 [20]). It adds the potential for supporting EFL oral presentation and emphasizes the significance of employing motivational approaches to enhance performance based on a range of student and teacher perspectives.

On the whole, the results indicate that the phenomenon of oral presentation anxiety in Vietnamese EFL higher education is multifactorial and could not be exclusively treated through language training alone. Motivational methods are helpful in reducing anxiety and enabling the learners' speaking confidence by addressing affective and contextual aspects of the learning process of language proficiency. Pedagogically, the results of this study reveal the potential for the creation of supportive classroom environments and the use of formative assessments/exercises while teaching oral presentation skills in EFL contexts to enhance the teaching of oral presentation skills from the perspective of teachers and students themselves.

6. Conclusion

Using a mixed-methods methodology, this study investigated oral presentation anxiety related to the use of motivational strategies among Vietnamese EFL university students to help mitigate anxiety and enhance speaking confidence. This study reveals that oral presentation anxiety still prevails in high-er-education EFL contexts and, by design, is influenced by multiple linguistic, psychological, and contextual aspects. High anxiety levels were reported regardless of English pro-ficiency, indicating that the emotional issues surrounding oral presentations were not limited to language only.

It could therefore be said that motivational strategies were found to be effective ways of reducing anxiety in oral presentation contexts as a main contribution of the study. Students appreciated the supportive teacher feedback, practice through structure, peer collaboration, and the development of a non-threatening classroom atmosphere in decreasing anxiety. The insight of the teachers contributed to the recognition of motivational teaching strategies to resolve students' emotional problems and facilitate participation in oral presentation efforts. Using both quantitative and qualitative evidence, we also obtain insights into how motivational approaches work in Vietnamese EFL classrooms.

However, many limitations remain in the context of these contributions. This research was conducted at only one public university; therefore, there are limitations to generalizability. Also, the reliance on self-reported questionnaire responses may have influenced the accuracy of students' answers. Although classroom observations and interviews with teachers were incorporated to enable triangulation of data, more longitudinal methods, such as tracking of students' presentation performance, would be beneficial to develop within future research.

Future research directions could also build on the current findings. Rethinking the experience of these aspects through studies involving much more diverse and large sample sets in several types of universities can contribute towards providing an improved understanding of oral presentation anxiety in Vietnamese EFL higher education. For researchers who also

wish to investigate the causal effect of particular motivational interventions on anxiety management and presentation performance, experimental or intervention-based research is recommended. Moreover, longitudinal studies could look at whether there is a longer-term change in anxiety and student confidence with the gradual integration of motivational interventions into oral presentation instruction.

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