



## Examining EFL learners' perception toward the difficulties in oral presentation

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### Abstract

This study investigated the challenges in oral presentations, strategies to improve these skills, and the influence of lecturers in enhancing students' oral presentation abilities. The researcher employed quantitative research. Descriptive and inferential statistics were applied using SPSS to analyze data from a sample of 200 EFL students out of 400 at a university in Cambodia. The questionnaire was slightly adjusted to align with the study's objectives and context. The findings indicate that EFL students face obstacles such as insufficient time to prepare for presentations, presentation nervousness, and discomfort with peer judgment. The results of an independent sample t test revealed no significant difference between genders,  $t(198) = 1.062$ ,  $p = 0.289$ , while one-way ANOVA revealed that there was a statistically significant difference in oral difficulties among the different class levels ( $f(3, 196) = 3.294$  &  $p = .022$ ). There was no statistically significant difference among the different class levels in terms of coping strategies ( $f(3, 196) = 2.220$  &  $p = .087$ ), and there was a statistically significant difference among the different class levels ( $f(3, 196) = 4.328$  &  $p = .006$ ). Additionally, EFL learners employ various strategies to enhance their oral presentation skills, including observing others, building confidence, using visual aids, and relying on concise notes rather than scripted content. Educators play a crucial role in students' improvement by allowing ample preparation time, promote supportive environments, and providing constructive feedback. Understanding these specific challenges in oral presentations enables educators to effectively adjust instructional approaches with greater precision.

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## INTRODUCTION

In Cambodia, there are 189 universities under the control of 17 ministries and one secretariat. These are spread across 20 provinces and the city of Phnom Penh and consist of 79 publics and 110 private universities. Notably, the annual registration rate in higher education in Cambodia increased by more than two times between 2003 and 2023, from 14,778 to 28,4599 (MoEYS, 2023). A bilingual instruction model that uses both Khmer and English might be more beneficial for academic programs in Cambodia (Long et al., 2024; Lan et al., 2024). Interestingly, English in Cambodia is a critical international language for widespread communication. The enhancement of English proficiency is complicatedly linked to the pedagogical approaches employed in educational settings (Setiyadi, 2020; Surkamp & Viebrock, 2018; Clement & Murugavel, 2018). This connection is driven by the diverse purposes of learners, which often center on the need for effective global communication. Consequently, the processes of teaching and learning English are vital for achieving these communicative objectives (Chan, 2018; Clement & Murugavel, 2018). EFL learners develop proficiency through the integration of four primary language skills—reading, listening, writing, and speaking—alongside grammar structuring, pronunciation, and the utilization of information and communication technology (ICT) tools (Sukarno & Latif, 2023; Pardede, 2020).

Among the mentioned skills, oral presentation holds particular significance in English language teaching, especially within higher education, where the objective is to help learners attain a high level of speaking proficiency. In the Asian educational context, including Cambodia, traditional pedagogical methods have often emphasized rote memorization and written examinations, making the shift toward oral presentations particularly challenging. These difficulties are compounded by limited exposure to English in everyday contexts, challenged performance anxiety, and cultural attitudes toward public speaking (Tareen et al., 2023). In Cambodian higher education, particularly in EFL classrooms, oral presentations are promoted across nearly all subjects. Mastery of this skill is crucial for students to effectively communicate their ideas, as English serves not only academic functions but also broader communicative purposes (Heng, 2017).

All students are offered an opportunity to practice language skills, build confidence, and enhance their communicative competence through oral presentations, which are a critical component of language learning, especially for English as a foreign language (EFL) learner. However, many EFL learners face significant challenges when delivering oral presentations. These challenges can arise from various factors, including linguistic, psychological, and pedagogical elements, lack of confidence, fear of making mistakes, shyness, and the environment (Riftriani et al., 2019). Moreover, both Sam et al. (2024) and Ekmekçi (2018) highlighted significant issues faced by EFL learners. According to Sam et al. (2024), these learners often struggle with insufficient knowledge, low self-confidence, low self-esteem, minimal class interaction, inadequate practice, and weak listening comprehension. Similarly, Ekmekçi (2018) emphasized that during oral presentations, learners frequently experience anxiety, nervousness, shyness, and even trembling, akin to a leaf.

This study aimed to investigate the perceptions of EFL learners at a university in Cambodia, concerning the difficulties they experienced during oral presentations. Although oral presentations are a crucial component of the curriculum, research specifically addressing the challenges encountered by Cambodian EFL learners is insufficient. This lack of focused research underscores the necessity for an in-depth analysis of these difficulties. By understanding the specific issues faced by these learners, this study aims to develop effective coping strategies and pedagogical interventions that can enhance their presentation skills and overall learning experience. Thus, to respond to the research objectives, this research aims to address the following questions:

1. What challenges do EFL learners perceive most in their oral presentations?
2. What strategies do EFL learners use to effectively deliver oral presentations?
3. How do EFL learners view the role of their lecturer in enhancing their oral presentation skills?
4. Is there any significant difference between males and females in EFL learners' perceptions of oral presentations?
5. Are there any significant differences among freshmen, sophomores, juniors and seniors in EFL learners' perceptions of oral presentations?

## LITERATURE REVIEW

### Challenges and benefits of oral presentations for EFL learners in higher education

Effective oral practice, particularly through oral presentations, is crucial for developing speaking abilities in EFL learners in higher education, influenced by global English proficiency standards and various cultural and linguistic challenges faced by students. Oral practice is highly effective in developing speaking abilities among language learners, especially those studying English as a foreign language (EFL), in higher education. Within this practice, oral presentations are particularly beneficial (Riadil, 2020). English's global status as the international language of communication reinforces its importance at all educational levels. According to Al Asmari (2015), preparatory year students in Saudi Arabia identify oral presentations as significant obstacles, primarily due to their fear of making mistakes and limited practice opportunities with peers or teachers. Anxiety originating from presentation content, oral proficiency, and delivery skills is further influenced by students' cultural backgrounds (Tian & Mahmud, 2018). In the investigated settings, students often struggle with accuracy, vocabulary, and fluency, frequently experiencing long pauses (Perera & Castro, 2024). Indonesian students in international programs face communication breakdowns in English due to inadequate linguistic competence and challenges in sociolinguistics, strategy, and discourse, including issues with literal translation (Fitriani, 2019).

### Role of oral presentations in enhancing EFL learners' speaking abilities

Oral presentations profoundly impact students' speaking abilities, aiding in the development of grammar systems, vocabulary, suprasegmental features, response skills in various situations, language selection, discourse strategies, and overall communication strategies (Riadil, 2020). In Bangladesh, higher education EFL learners who use English for presentations exhibit better pronunciation competence than those who rely on their mother tongue or dialect (Noor, 2021). Students with lower English proficiency experience greater speech communication apprehension due to limited use of social affective, fluency-oriented, meaning-negotiation, and message reduction strategies (Liu, 2018). Comparative studies show that learners engaging in oral presentations outperform those participating in free discussions, despite each group's unique strengths and weaknesses (Sotoudehnama & Hashamdar, 2016). Turkish freshman students find improving EFL skills through oral presentations challenging due to limited practical opportunities and classroom-only English usage. Nonetheless, student-created oral presentations can enhance fluency, self-confidence, cooperation, interaction, and motivation in learning English (Ekmekçi, 2018).

### Factors influencing EFL learners' oral performance and proficiency

Familiarity with speaking tasks improves performance, engagement, and error reduction. Students perform better on familiar topics, utilizing more words, making fewer errors, and employing self-repairs more efficiently (Kazemi & Zarei, 2015; Nazemi & Rezvani, 2019). The content of speaking tasks significantly influences Iranian EFL learners' engagement in L2 oral performance, with familiar tasks leading to more elaborative responses in shorter amounts of time and fewer errors (Nazemi & Rezvani, 2019). Al-Hassaani and Al-Saalmi (2022) assert that Saudi EFL learners require ample classroom time to practice speaking skills and should be encouraged to use English both within and outside the classroom to enhance their proficiency. According to Alshammari (2022), low English proficiency adversely affects EFL learners' oral presentations, which can be attributed to factors such as educational objectives, student characteristics, teacher effectiveness, curriculum design, assessment methods, and practicality. Sahriana (2018) examined the alignment of grammatical sequencing in four textbook series with the process ability theory (PT) learning sequence proposed by Pienemann (1998, 2005). The findings indicate that while the textbooks generally adhere to PT guidelines at the initial stages, they show inconsistencies at later stages, particularly in the sequencing of morphological elements.

### Anxiety in oral presentations for higher education EFL learners

Higher education EFL learners often face significant challenges in performing oral presentations due to anxiety and lack of confidence (Sam et al., 2024). Fear of making mistakes, being observed by large audiences, and interruptions by lecturers are primary sources of anxiety (Amini, 2019). Young Egyptian learners also experience high levels of anxiety in EFL classrooms, mainly due to a lack of daily speaking practice, insufficient support from lecturers, and inadequate exposure to comprehensible input through speaking activities (Farouk Abdel Samie, 2020). Students with lower

anxiety tend to perform better in oral presentations, whereas higher anxiety correlates with poorer performance (Wu, 2022). Common issues during presentations include nervousness, lack of self-control, insufficient vocabulary, limited exposure to the target language, and inadequate practice opportunities outside the classroom (Kheryadi & Hilmiyati, 2021; Alrasheedi, 2020; Al Nakhalah, 2016).

Psychological factors significantly influence language anxiety and oral presentation performance, affecting EFL learners' confidence and attitudes toward English, while classroom dynamics and personal traits also play crucial roles in shaping presentation experiences and outcomes. Psychological factors such as self-esteem, language learning difficulties, cultural differences, and social status significantly influence language anxiety and oral presentation performance (Altun, 2022; Alharbi, 2021; ALGhazo, 2023; Hadi et al., 2020). Discomfort and anxiety during presentations often stem from the classroom environment and the learning process itself (Utari et al., 2022). High classroom anxiety is linked to lower self-efficacy, intrinsic value perception, and positive attitudes toward English, resulting in reduced confidence and negative learning attitudes (Bademcioglu et al., 2017). Demotivating factors from teachers' and students' perspectives include teacher-related issues, time constraints, and classroom utility (Xie et al., 2021; Xie, 2020; Han et al., 2019). Al-Nouh (2015) found that students continue to face various challenges primarily linked to "personal traits," such as fear of being evaluated, avoiding eye contact with the instructor, and forgetting their intended speech. According to Amoah and Yeboah (2021), Chinese EFL learners encounter speaking difficulties that are more often due to psychological factors such as anxiety, fear of making mistakes, unwillingness to speak, and fear of negative evaluation rather than linguistic factors such as limited vocabulary, pronunciation issues, inadequate grammar knowledge, reading, and oral presentation skills. Nur and Sakkir (2022) identify both linguistic and nonlinguistic factors, including psychological, environmental, and individual factors, as causes of student anxiety. Solmaz (2019) indicated that employing a presentation style can provide numerous advantages, such as enhancing speaking abilities, boosting self-confidence, improving time management, and developing presentation skills.

### **Instructional methods for enhancing EFL learners' speaking skills**

Effective instructional methods and support systems are vital for improving EFL learners' speaking skills. According to Vireak & Bunrosy (2024), examining every teaching method makes it evident that no single approach is all-inclusive or suitable in every circumstance. Each methodology has unique features and techniques designed to fit specific environments and educational objectives. More intriguingly, according to Vireak et al. (2024), integrating technology into language instruction, particularly in the speaking section, will improve teaching and learning outcomes while creating a more inclusive, dynamic, and successful learning environment that gets students ready for a digital future. Teachers' motivational practices have a significant impact on students' oral communicative abilities (Larsari et al., 2023). Methods such as communicative language teaching (CLT), the audio-lingual method (ALM), cooperative language learning (CLL), and corrective feedback are crucial for developing speaking skills (Williyan, 2019). Maintaining a positive attitude toward oral presentations in EFL classes can reduce speaking anxiety and enhance performance in speaking tests and methodology courses (Hammad, 2020). Classroom activities that integrate students into academic discourse, such as class oral academic representations (COAPs), are essential for professional development, as seen in Thai undergraduate student-teachers (Dumlao, 2020).

### **Enhancing EFL learners' academic discourse through oral presentations and self-image training**

Students' gradual integration into academic discourse through oral presentations is crucial. Engaging with instructors and peers during the preparation, observation, performance, and review of class oral academic presentations helps students learn and practice necessary academic discourse (Dumlao, 2020). Self-image training can also be an effective intervention for improving speaking skills, enhancing both complexity and fluency (Zahra & Shiva, 2020). Jubier (2019) noted that EFL Arab learners struggle with pronunciation because they do not receive adequate instruction or exposure to correct English pronunciation in school, creating obstacles for effective oral presentations in both classroom and public settings. Sahib (2016) discovered that EFL learners use strategies such as seeking assistance and making educated guesses to compensate for their speaking and listening skills during oral exam interviews.

### **Enhancing EFL learners' oral presentations through technology and intervention strategies**

Integrating technology into oral presentations significantly enhances their effectiveness. Similarly, a study by Vireak & Bunrosy (2024) revealed that teachers should integrate technology, communicative teaching methods, and a learner-centered environment to increase effectiveness. More intriguingly, according to Keo et al. (2024), integrating technology into language instruction, particularly in the speaking section, will improve teaching and learning outcomes while creating a more inclusive, dynamic, and successful learning environment that will prepare students for a digital future. PowerPoint presentations, for example, can be an effective method for teaching speaking skills in the classroom (Fauzi & Hanifah, 2018). However, casual conversation often results in pauses, repetition, false starts, and backtracking, underscoring the need for structured practice (Williyan, 2020). Thematic usefulness in textbook compilations must balance communicative needs with structured grammar teaching to enhance learnability (Tang, 2018). Content and language integrated learning (CLIL) approaches, which use English to teach specific topics, have been shown to improve oral presentation skills (Mamdouh Makhayoun, 2022).

Intervention strategies such as technology-enhanced teaching, improved assessment techniques, and student-centered approaches can reduce oral presentation anxiety by addressing environmental, psychological, linguistic, and resource-related challenges (Kho & Ting, 2023). Task repetition (TR) practices in task-based language teaching (TBLT) procedures also improve oral production in EFL classrooms (Fang, 2021). Computer-assisted language learning methods can enhance EFL students' English-speaking skills (Tang, 2023). The use of a support vector machine (SVM) for testing has shown high accuracy in improving speaking skills (Ali & Mulhum, 2022). Seraj and Hadina (2021) reported that environmental factors play a crucial role in developing EFL learners' oral English communication skills, significantly contributing to their poor performance in this area. Amine (2016) examined the effects of EFL development on learners, emphasizing the importance of English as a critical language for global communication.

### **Enhancing EFL learners' oral presentation skills through feedback and assessment**

Feedback and assessment are critical for developing effective oral presentation skills. Peer and teacher assessments significantly impact young EFL learners' oral presentation skills (Hung et al., 2016). Teachers' motivational practices have a strong influence on students' oral communicative abilities (Larsari et al., 2023). Methods such as communicative language teaching (CLT), the audioingual method (ALM), cooperative language learning (CLL), and corrective feedback play essential roles in developing speaking skills (Williyan, 2019). Peer feedback has been shown to enhance EFL students' oral communication performance, although it may not always improve their use of communication strategies (Fang, 2018). Students often face issues such as mispronunciation and lack of fluency during oral presentations (Sahan et al., 2022). Conductive formative peer assessment during presentation activities has positive effects, although students sometimes face difficulties with scoring and feedback, anxiety about scoring, and understanding peers' presentations (Widodo & Chakim, 2023). EFL students are particularly concerned with feedback on gestures, eye contact, tone of voice, and pronunciation (Khonamri et al., 2021). Mabrouk (2023) found that EFL learners view oral presentation assessment positively, seeing it as beneficial for enhancing their speaking abilities, self-reflection, and self-assessment skills. They appreciate teacher feedback and show a high awareness of the purposes of oral presentation assessment.

### **Theories to enhance the effective oral presentation**

#### ***Monroe Motivated Sequence (MMS)***

This brief activity can be completed in an hour class to provide background information, prepare time and provide feedback to audiences (Haugen & Lucas, 2019). The following are the steps in the practice MMS. Students are informed about the importance of improving team consistency and presentation skills. Common issues such as poor positioning, ineffective nonverbal communication, and problematic transitions should be addressed. This can be done through a lecture outlining these problems or a discussion using examples of good and bad presentations. Encourage students to consider inconsistencies in content, voice, and style. If time is limited, the lecture can be delivered in a prior class or online.

The next step is to create a list of positive team-based delivery skills, focusing on those unique to team presentations. This list can serve as a checklist for practicing students. Key points include

the following: first, physical position, where team members should stand or sit in an orderly manner, avoid disorganized huddling, and not block visual aids. The speaker should step forward and center and then move back to the next speaker. Second, for nonverbal communication, team members should show interest throughout the presentation, use confident body language, use attentive facial expressions, and avoid negative signals such as crossed arms or fidgeting. Third, in terms of introductions and transitions, team members should practice seamless transitions between speakers, ensuring that they acknowledge the previous speaker's material and properly introduce the next speaker.

Then, Monroe's Motivated Sequence (MMS) is explained to students by outlining its five steps—Attention (engaging the audience), Need (demonstrating the audience's want or need), Satisfaction (explaining how the need will be fulfilled), Visualization (describing positive outcomes), and Action (persuading the audience to act). Show a complete example using a quick video, pausing to indicate each step. After students understand MMS, they start the activity by explaining that they have 10 minutes to create a marketing campaign and develop a persuasive team presentation using the MMS format. Each team member will be responsible for one MMS step, and the team will be evaluated for content consistency and delivery skills.

Finally, the students are divided into teams of five, and each team is given an MMS planning worksheet outlining each step. Teams will assign each member to one MMS step. If teams cannot be evenly divided, smaller groups are formed, and some members are assigned multiple steps. Two sets of pre-prepared cards are provided: one with local businesses or national brands and another with random words. Teams select one business/brand card and two or three random word cards. Allow teams 10 minutes to create a marketing campaign for the chosen business/brand using one of the random words and develop their presentation. Each team member will prepare their assigned MMS step individually, aiming for a total presentation length of two-and-a-half minutes. Afterward, teams present their pitches to the class in a supportive environment. Feedback should focus on team consistency and cohesion rather than on individual delivery. Facilitate hands-on practice and immediate feedback, such as adjusting positions or practicing transitions between speakers.

#### ***Dual Coding Theory (DCT) and education***

Dual coding theory (DCT) explains human behavior and experience through dynamic associative processes that work on a complex network of modality-specific verbal and nonverbal (or imagery) depictions (Damayanti, 2023; Luo, 2022; Wong & Samudra, 2021). Dual coding theory (DCT) posits that mental structures are associative networks of verbal and imaginal representations, and the processes involve the development and activation of these structures, influenced by context.

#### ***Imagery and verbal mental representation***

Dual coding theory (DCT) proposes that mental representations consist of distinct verbal and nonverbal symbolic modes, retaining characteristics of the sensorimotor events they represent. The verbal system contains modality-specific codes for words, which are arbitrary symbols for both concrete objects and abstract ideas and are sequentially processed. In contrast, nonverbal representations comprise modality-specific images that closely resemble the events they depict, are processed simultaneously, and are capable of integrating detailed information into complex images. DCT identifies two types of connections: referential connections linking verbal and nonverbal representations, enabling imaging to words and naming to pictures, and associative connections within each system linking related words or images. These connections form a complex associative network that enhances the understanding of experiences and concepts.

#### ***Process assumption***

For assumption, dual coding theory (DCT) proposes that mental representations are categorized into distinct verbal and nonverbal symbolic forms, with their activation levels subject to contextual variations. Verbal representations are processed in a linear manner, whereas nonverbal representations, such as images, are processed concurrently, allowing for the integration of intricate details into elaborate frameworks. DCT emphasizes two primary types of connections: referential connections linking verbal and nonverbal representations and associative connections linking related words or images within each system. The formation and activation of these mental representations and their connections are significantly influenced by prior experiences and situational context, which can either amplify or diminish their activation levels. Contextual factors, such as the environment in

which a word is encountered, can prime specific associations and affect subsequent cognitive responses. Additionally, the clarity and concreteness of instructional materials play pivotal roles in facilitating imagery processing. Variations in individuals' mental imagery capacity and educational context further determine how effectively mental representations are utilized in educational settings for tasks involving learning and memory.

In short, dual coding theory (DCT) provides robust models for understanding diverse psychological phenomena by incorporating both verbal and imaginal representations within an intricate network of referential and associative connections. This framework considers the effects of past experiences, context, and the nuances of spreading activation. DCT models, which consist of networks of mental representations and their activation patterns, illustrate how these processes mediate responses to stimuli. For instance, learning foreign vocabulary involves both verbal and nonverbal representations during study and recall.

## METHODS

In this study, the researcher aimed to investigate the perceptions of EFL learners regarding the challenges they face in oral presentations, the strategies they believe can help address these challenges, and the role of lecturers in enhancing oral presentation skills. A quantitative research approach was utilized to collect the data, which were then analyzed and interpreted using descriptive and inferential statistics via the Statistical Package for Social Sciences (SPSS). The analyses included frequencies and percentages, independent sample t tests, and ANOVA.

The respondents in this case study were EFL learners from a leading public university in Cambodia. The participants included freshman, sophomore, junior, and senior EFL learners. A random sample of 200 EFL learners (both female and male) was selected (Hossan et al., 2023; Rahman, 2022; Li, 2022). A sample size of 200 is sufficient to represent a population of 400 (Rahman, 2023; Lewis et al., 2021; Kock & Hadaya, 2018).

A cluster random sampling method, a characteristic of probability sampling, was utilized. Data collection was carried out using a questionnaire adapted from Tareen et al. (2023), with slight modifications to better fit the study's purpose and context. The questionnaire had two sections: the first section collected demographic information, while the second section was divided into three parts. The first part included 14 items to evaluate EFL learners' perceptions of difficulties in oral presentations; the second part included 10 items to gather information on strategies for improving oral presentations; and the third part included 8 items to assess the lecturer's role in enhancing oral presentation skills. All items were rated on a four-point Likert scale: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. Participants completed the questionnaires individually during class, and the researcher distributed them with the instructors' permission. Each participant took approximately 30 minutes to complete the questionnaire. To ensure full understanding, the researcher provided explanations in both Khmer and English.

Table 1. Questionnaire reliability

Categories	Number of items	Alpha
Difficulties (DROP)	14	.69
Strategies (SIOP)	10	.78
Lecturer's role (LRIOP)	8	.84

Before the questionnaire was pilot tested to establish its validity, the researchers sought feedback and comments from an expert in the field of education. This consultation focused on the context, content, and structure of the questionnaire to ensure comprehensive coverage of the research questions (Bujang, 2024; del Mar Seguí, 2015). The expert's feedback also aimed to ensure correct wording and address any grammatical errors that could impact the study's results. Data collection was treated confidentially, with only the researchers having authorized access. To examine the internal reliability of the questionnaire, the coefficient alpha method (Osburn, 2000; Streiner, 2003) was calculated using the Statistical Package for Social Sciences (SPSS). The reliability of the instrument, based on the data gathered, was calculated to be approximately .70 or higher, meeting the acceptable standard for reliability tests.

Significant ethical considerations are involved in any social research, including education studies, as they pertain to the beliefs, values, and lives of individuals (Hammer, 2017; Yip et al.,

2016). The researchers gathered data from participants through a questionnaire. Before data collection, permission was obtained from the heads of the Educational and International Foreign Language (IFL) Departments. The researchers then visited the classes, explained the research title and the purpose of the study to the participants, and assured them that the questionnaire would be used solely for research purposes. This approach allowed participants to freely express their perceptions without feeling observed or judged. Additionally, there was no strict time limit for completing the questionnaire, although it generally took approximately 30 minutes.

The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were employed to display the frequencies and percentages of each questionnaire item (Gevisa & Kurniati, 2024). Additionally, inferential statistics, including ANOVA and independent sample t tests, were used for further analysis (Sutanapong & Louangrath, 2015). The results are interpreted through mean rank interpretation.

Table 2. Mean rank interpretation

3.01-4.00	High degree of significance of oral presentation
2.01-3.00	Moderate degree of significance of oral presentation
1.00-2.00	Low degree of significance of oral presentation

Table 3. Demographic profile of the participants

Characteristic		Frequency	Percentage
Gender	Male	46	23.0
	Female	154	77.0
Level of Education	Freshmen	28	14.0
	Sophomores	77	38.5
	Junior	64	32.0
	Senior	31	15.5
Age	18-21	141	70.5
	22-26	52	26.0
	27-30	7	3.5

## FINDINGS AND DISCUSSION

### The challenges that EFL learners perceive as most significant in oral presentations

The data in Table 4 (see below) highlight various aspects of students' perceptions and challenges related to oral presentations. The mean scores (M) range from 2.08 to 3.08. The highest mean score of 3.08 corresponds to DROP5, suggesting that most students gain confidence from thorough preparation. In contrast, DROP1 had a mean score of 2.62, indicating a moderate level of agreement. A mean score of 2.90 for DROP3 indicated that many students experienced nervousness before presenting. The lowest mean score of 2.08 was for DROP12. This indicates that most students are uncomfortable with peer judgment.

Table 4. Difficulties related to oral presentation

Items	Statements	Level of Agreement %				M	SD
		SD	D	A	SA		
DROP1	I like giving oral presentations because I'm good at them.	3.5	38.5	51.0	7.0	2.62	.670
DROP2	I find presentations easy because I have a lot of confidence.	4.0	42.0	47.0	7.0	2.57	.684
DROP3	I shake when I know I'm next to give a presentation.	1.5	20.0	66.0	12.5	2.90	.613
DROP4	Even if I prepare well, I forget things during the presentation.	3.0	49.0	36.0	12.0	2.57	.740
DROP5	I feel sure of myself when I've prepared enough for the presentation.	1.0	12.5	64.0	22.5	3.08	.621



DROP6	When the instructor interrupts with questions or criticism, it affects how well I do.	7.0	33.0	40.5	19.5	2.73	.856
DROP7	I'm scared my teachers will correct my mistakes during the presentation.	9.5	32.0	49.0	9.5	2.59	.791
DROP8	I'm okay with giving a presentation and being graded by the teacher.	2.5	22.5	55.5	19.5	2.92	.718
DROP9	I don't worry about getting an unfair grade for my presentation.	8.0	32.0	47.0	13.0	2.65	.807
DROP10	I still feel confident when lots of people are watching me.	8.5	37.5	45.5	8.5	2.54	.769
DROP11	Maintaining eye contact with the audience during an oral presentation doesn't matter to me.	7.0	26.5	56.0	10.5	2.70	.750
DROP12	I like being judged by my classmates in front of the class.	17.0	61.5	18.5	3.0	2.08	.687
DROP13	I can speak clearly and correctly during a presentation.	4.5	60.5	32.0	3.0	2.34	.612
DROP14	I can organize my ideas well during a presentation.	.5	20.0	74.0	5.5	2.85	.502

\*Level of Agreement: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

### The strategies that EFL learners use to effectively deliver oral presentations

The mean (M) values in Table 5 (see below) range from 2.75 to 3.30, reflecting different levels of agreement with various strategies for improving oral presentations among students. The highest mean value of 3.30 is for SIOP8, indicating strong agreement that observing others is a beneficial strategy. Following closely, SIOP10, with a mean of 3.22, reflecting a common consensus on the importance of quality visual aids and effective time management. SIOP6 has a mean of 3.21, highlighting that most students recognize the necessity of building confidence for effective presentations. Similarly, SIOP3 has a mean of 3.19, showing that many students prefer using small notes to engage more naturally with their audience. Lastly, SIOP1 has a mean of 2.75, indicating a moderate level of agreement and suggesting that while some students see the value in understanding their audience, it may not be a widely adopted practice.

Table 5. Strategies for improving oral presentation

Items	Statements	Level of Agreement %				M	SD
		SD	D	A	SA		
SIOP1	I carefully study my audience.	4.0 %	23.5%	66.0 %	6.5%	2.75	.632
SIOP2	I get myself ready properly before giving a presentation.	1.0 %	7.0%	72.0 %	20.0%	3.11	.547
SIOP3	I make small notes as guides to avoid reading from a script.	1.0 %	9.5%	58.5 %	31.0%	3.19	.640
SIOP4	I practice so I can focus more on the audience and less on my notes.	2.0 %	18.5%	64.0 %	15.5%	2.93	.646
SIOP5	I prepare answers for expected questions and practice answering them.	2.0 %	17.0%	64.5 %	16.5%	2.95	.644
SIOP6	I need to build my confidence to present well.	1.5 %	5.5%	64.0 %	29.0%	3.21	.604
SIOP7	I need to focus more on the sounds and pronunciation of the language.	3.5 %	15.0%	57.0 %	24.5%	3.02	.733
SIOP8	I watch other presentations to help me improve my own.	3.5 %	4.5%	51.0 %	41.0%	3.30	.715
SIOP9	I need to use gestures and keep good eye contact with the audience.	4.0 %	14.0%	54.0 %	28.0%	3.06	.761
SIOP10	I need to use good slides and manage my time well.	3.0 %	5.5%	57.5 %	34.0%	3.22	.683

\*Level of Agreement: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

### How EFL learners view the role of their lecturer in enhancing their oral presentation skills

Table 6. The lecturer's role in improving oral presentation

Items	Statements	Level of Agreement %				M	SD
		SD	D	A	SA		
LRIOP1	The lecturer should give students enough time to prepare well.	3.0%	3.5%	47.5%	46.0%	3.37	.696
LRIOP2	The lecturer should create a fun learning environment and use positive reinforcement.	2.5%	6.0%	49.0%	42.5%	3.32	.699
LRIOP3	The lecturer should share grading rubrics with EFL students before the presentations.	1.5%	11.0%	62.5%	25.0%	3.11	.640
LRIOP4	The lecturer should show students videos of good speakers to improve their presentation skills.	3.0%	8.0%	59.0%	30.0%	3.16	.690
LRIOP5	The lecturer should provide convincing and useful feedback after the presentation.	2.0%	4.0%	58.0%	36.0%	3.28	.635
LRIOP6	The lecturer should encourage peers to be more supportive.	2.0%	7.5%	63.0%	27.5%	3.16	.638
LRIOP7	The lecturer should let students choose their own topics to reduce anxiety.	3.0%	18.0%	51.5%	27.5%	3.04	.759
LRIOP8	The lecturer should design a course specifically for teaching oral presentation skills to EFL students.	2.5%	4.0%	63.0%	30.5%	3.22	.633

\*Level of Agreement: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

The mean values in Table 6, which range from 3.04 to 3.37, indicate varying degrees of agreement with statements regarding the lecturer's role in enhancing oral presentation skills. The highest mean value of 3.37 is for LRIOP1, signifying strong agreement among students on the importance of ample preparation time. LRIOP2 follows with a mean of 3.32, reflecting a strong consensus on the need for a positive and engaging learning atmosphere. Similarly, LRIOP5 has a mean of 3.28, indicating that students highly value detailed feedback from lecturers. Although LRIOP7 has the lowest mean (3.04), it still shows a general agreement that this strategy can help reduce presentation-related anxiety.

### The difference between males and females in EFL learners' perceptions of oral presentations

Table 7. Independent sample t-test between genders

	Gender	N	Mean	SD	t	df	Sig
Oral Difficulties	Male	46	2.69	.289	1.062	198	.289
	Female	154	2.64	.327			
Coping Strategies	Male	46	3.12	.291	.933	198	.352
	Female	154	3.06	.411			
Lecturer's Role	Male	46	3.2527	.52074	.786	198	.433
	Female	154	3.1907	.45311			

The results in Table 7, based on p-values, show no statistically significant differences between male and female participants regarding oral difficulties, coping strategies, and the lecturer's role. For oral difficulties, the p-value is 0.289, which is greater than the significance threshold of 0.05, indicating no significant gender difference. Similarly, for coping strategies, the p-value is 0.352, suggesting no statistically significant difference between males and females. Lastly, the lecturer's role has a p-value of 0.433, further confirming no significant variation based on gender. Overall, the p-values indicate that gender does not significantly influence students' perceptions of these variables.

### The differences among freshmen, sophomores, juniors and seniors in terms of EFL learners' perceptions of oral presentations

Table 8. One-way ANOVA among freshmen, sophomores, juniors and seniors

		Sum of Squares	df	Mean Square	F	Sig.
Oral Difficulties	Between Groups	.968	3	.323	3.294	.022
	Within Groups	19.209	196	.098		
	Total	20.178	199			
Coping Strategies	Between Groups	.980	3	.327	2.220	.087
	Within Groups	28.835	196	.147		
	Total	29.815	199			
Lecturer's Role	Between Groups	2.718	3	.906	4.328	.006
	Within Groups	41.033	196	.209		
	Total	43.751	199			

Table 8 presents the results of a one-way ANOVA test conducted to compare the means of oral difficulties, coping strategies, and lecturer's role among freshman, sophomore, junior, and senior students. For oral difficulties, there was a statistically significant difference in oral difficulties among the different classes ( $f(3, 196) = 3.294$  &  $p=.022$ ). In contrast, there was no statistically significant difference among the different class levels in terms of coping strategies ( $f(3, 196) = 2.220$  &  $p=.087$ ). Finally, regarding lecturers' role, there is a statistically significant difference among the different class levels ( $f(3, 196) = 4.328$  &  $p=.006$ ).

### Discussion

In addressing the first question, this discussion focuses on the primary challenges faced by EFL students during oral presentations. According to the current study, students demonstrate considerable confidence when adequately prepared, as evidenced by a high mean score ( $M= 3.08$ ) indicating assurance with sufficient preparation (DROP5). This shows the critical role of preparation in reducing anxiety and enhancing performance. However, discomfort with peer evaluation is noticeable, with a notably lower mean score ( $M= 2.08$ ) reflecting unease about being judged by classmates (DROP12). This indicates that while preparation bolsters confidence, social evaluation remains a significant concern among students.

In terms of the second research question concerning the strategies employed by EFL learners to enhance their oral presentation skills, the current study provides several key findings. Observing other presentations emerges as the most favored strategy ( $M = 3.30$ ), indicating a consensus among students regarding the value of peer learning. The emphasis on the effective use of visual aids and time management ( $M= 3.22$ ) indicates that students' recognition of these factors is crucial for delivering impactful presentations. Additionally, the study emphasized the significance of building confidence ( $M= 3.21$ ) and using concise notes ( $M= 3.19$ ), reflecting students' proactive approaches to improving their presentation abilities.

Concerning the third research question regarding EFL learners' perspectives on the lecturer's role in improving oral presentation skills, the findings highlight several key points. Students place significant emphasis on the provision of adequate preparation time by lecturers ( $M= 3.37$ ), underscoring their strong expectation for sufficient time to prepare effectively before presentations. Furthermore, there was a clear preference among students for a supportive and engaging classroom environment ( $M = 3.32$ ), indicating their desire for positive reinforcement and a conducive learning atmosphere to enhance their presentation skills. Moreover, the value attributed to detailed feedback from lecturers ( $M= 3.28$ ) underscores its pivotal role in guiding students toward improvements in their oral communication abilities. However, the option for students to choose their presentation topics to alleviate anxiety received a comparatively lower mean score ( $M = 3.04$ ), suggesting that while beneficial, this aspect is less prioritized than other factors in the enhancement of oral presentation skills.

In relation to the fourth and fifth research questions regarding potential differences in perceptions of oral presentations based on gender and class (see Table 7 and Table 8), the results revealed no significant gender disparities in perceptions of oral difficulties, coping strategies, or the

lecturer's role. This suggests that both male and female EFL learners perceive similar challenges and expectations in oral presentations. However, significant differences were observed across class levels, particularly in perceptions of oral difficulties and the lecturer's role. Freshmen, sophomores, juniors, and seniors exhibited notable variations in their perspectives on these aspects, highlighting the distinct needs and experiences influenced by academic progress.

## CONCLUSION

The objective of this study is to examine the difficulties university students face during oral presentations, strategies for enhancing these skills, and the role of instructors in improving students' abilities to present orally. Based on the findings discussed, it is evident that EFL students face specific challenges and employ various strategies to enhance their oral presentation skills. Preparation has emerged as crucial for bolstering confidence and reducing anxiety. Despite this, discomfort with peer evaluation remains a significant concern.

Strategically, students favor observing other presentations and emphasizing visual aids and time management to improve their presentation abilities. These findings emphasize a proactive approach among students toward skill enhancement, emphasizing the importance of peer learning and effective presentation techniques.

Regarding the lecturer's role, students prioritize adequate preparation time, a supportive classroom environment, and detailed feedback as critical factors contributing to their development in oral communication. This clarifies their expectation for facilitative conditions and constructive guidance from educators to foster improvement in presentation skills.

Furthermore, the study revealed that while gender does not significantly influence perceptions of oral presentations among EFL learners, notable differences exist across different academic levels. Through seniors, freshmen demonstrate varied perspectives on oral difficulties and the role of lecturers, reflecting evolving needs and experiences throughout their academic journeys.

In conclusion, these findings provide valuable insights into the challenges, strategies, and expectations of EFL students regarding the role of lecturers. They stress the importance of targeted preparation, supportive learning environments, and effective feedback in fostering confidence and skill development. Future efforts in educational settings can leverage these insights to tailor support and resources that address the diverse needs of students at different stages of their academic careers.

This study has several limitations. The researchers originally intended to use a qualitative approach, specifically conducting face-to-face interviews with the target sample to thoroughly explore challenges related to students' oral presentations. However, due to time constraints, the researchers were unable to pursue this qualitative method and instead relied on distributing questionnaires.

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