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**Using Oral Presentation to Promote Speaking English in  
EFL/ESL Context**  
A Case Study at BELTEI International University, Phnom Penh,  
Cambodia

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**ABSTRACT**

*Every university session includes an oral presentation to help students acquire confidence in their speaking skills. However, these are still challenging that university students and lecturers encounter while fostering speaking abilities in an EFL/ESL environment. This study looks at the obstacles that EFL/ESL lecturers experience when utilizing oral presentations to enhance speaking abilities, as well as techniques for increasing student confidence. The qualitative technique was utilized to collect interview data, and the quantitative approach was used to investigate the frequency and proportion of existing issues and practices by utilizing oral presentations to improve speaking abilities. The study discovered that student-related constraints are the most important impediments, with presentation-related concerns, teacher-related factors, language-related limits, and fluency challenges all contributing. To boost student confidence and increase oral presentation efficacy, the study suggests tactics such as establishing the presenting class, organizing the presentation, using visual aids, self-reflection, and offering positive feedback. While instructors who encouraged questions and held post-presentation Q&A sessions were found to be useful, there was more diversity in replies when lecturers wrote questions and provided more time or technological knowledge. Overall, the study underlines the significance of addressing both student and instructor characteristics in order to establish a supportive learning environment in EFL/ESL classrooms that promotes good oral communication.*

**Keywords:** *EFL, ESL, Oral Presentation, Speaking Skills*

## INTRODUCTION

Globalization has changed the globe into a global village, demanding the use of a common language for international communication. English is widely spoken across the world and is utilized in a variety of industries including science, technology, engineering, travel, tourism, software, commerce, education, entertainment, and the internet. Learning English is vital for greater job opportunities, international commerce, and higher education. The majority of higher education texts are accessible in English, making it the most widely used language in education (Parupalli Srinivas Rao, 2019).

According to Hammad (2020), speaking requires grammar, pronunciation, and accurate phrases so that the audience understands. Unfortunately, although speaking ability is vital in language abilities, it is typically underutilized in the language learning process. Teachers should discover ways to instruct pupils to use more components of speaking. One way for improving students' speaking abilities when studying English is to give an oral presentation. Oral presentations allow students to demonstrate their knowledge and serve as a reference instructor based on their understanding (Tsang, 2020).

Several research that discussed how to improve students' speaking skills via oral presentations of different competency levels Putri et al., (2019), Riadil (2020), Hammad (2020), Parmis et al., (2020), and Rahmat et al., (2019). Overall, research has indicated that oral presenting is useful in improving student speaking abilities, but it has not revealed other criteria such as students' language competency level. As a result, the purpose of this study is to assess students' oral presentations with the goal of helping them improve their speaking abilities. Furthermore, the purpose of this study is to identify the challenges that students have when giving oral presentations.

Oral presentations in class are one of the most effective ways for students to enhance their speaking abilities. The oral presentation may be characterized as formal communication, involving actions that impart information to the group. Use oral presentations in class to allow students to effortlessly communicate with others using a second language (Salem, 2019). Students must actively employ parts of language when delivering oral presentations. These exercises are typically carried out when the teacher requests that students explain a topic in front of the class. Additionally, students are requested to create intriguing PowerPoint slides when preparing a presentation, which is frequently done in groups.

This study challenge emphasizes the need for effective techniques to improve students' English language abilities through oral presentations at Japanese institutions, given the rising relevance of clear communication in academic and professional contexts. It recognizes the potential advantages of oral presentations as a learner-centered activity while simultaneously addressing the barriers that students frequently face (Gavin Brooks & John Wilson, 2014).

Speech anxiety is widespread among English as a Second Language (ESL) and English as a Foreign Language (EFL) students at HITEC University in Pakistan. This fear is caused by a variety of factors, including educational, psychological, socioeconomic, linguistic, and cultural variables. His research proposes a communicative strategy in the classroom to offset its negative impacts and enhance successful language acquisition, which may yield significant insights for both educators and students while also establishing a supportive learning environment said Muhammad Khan (2015).

Students may face a variety of problems when delivering oral presentations. Common challenges include poor pronunciation, which can impede efficient communication, and a lack of confidence, which can impair performance and motivation. Furthermore, a limited vocabulary may impede pupils' ability to express themselves effectively and convincingly (Asih Ati & Aseptiana Parmawati, 2022). Despite current studies investigating the benefits and problems of presenting skills for students and instructors, there is a huge research deficit in this area. This gap provides a chance to improve our understanding of how presenting abilities affect learning and teacher effectiveness (Thi Minh Uyen Phani, 2022). The study seeks to investigate how EFL/ESL lecturers may effectively incorporate oral presentations into their instruction in order to improve students' English-speaking abilities. By investigating the factors that influence the efficacy of this approach, identifying associated challenges, and reviewing existing strategies, the study hopes to propose innovative techniques that can improve the impact of oral presentations on students' language learning while taking into account the various contexts and limitations involved.

## **LITERATURE REVIEW**

There have been several studies on oral presentation research. Riadil (2020) concluded that students' appearance in oral presentations influences language development, including grammar, vocabulary, answers, and word choice in communication. Hammad (2020) described the three steps of oral presenting as planning, preparation, and practice. Parmis et al., (2020) concluded that oral presentations can assist students in managing their fear and uneasiness during presentations.

Putri (2019) discovered that oral presentations encourage students to speak more, allowing them to gain effective speaking experience. According to Rahmat et al., (2019), oral presentations focused on pedagogical application in ESL courses. Overall, research has indicated that oral presenting is useful in improving student speaking abilities, but it has not revealed other criteria such as students' language competency level. In this scenario, oral presentations are effective in encouraging students to utilize language, strengthening student language skills, particularly speaking abilities, requiring students to think critically while papering content, and exercising self-confidence since they must talk in front of the class.

Students frequently confront a variety of problems when giving oral presentations. These issues may be divided into three categories: student-related, teacher-related, and presentation-related. Student-related issues include a lack of desire, insufficient target language competency, inadequate preparation, shyness, limited native language knowledge, and grammatical and vocabulary difficulties. Ineffective classroom management, passive audiences as a result of inadequate teaching methods, and a failure to consider key factors such as vocabulary, grammar, pronunciation, student age, motivation, difficulty levels, teaching methods, class composition, language proficiency, speaking types, topic choice, and natural talent are all examples of teacher-related challenges. Finally, presenting issues include boring themes, badly given presentations, and the use of unnecessarily complicated terminology in visual aids Thi Minh Uyen Phani (2022) as shown in Table 1.

**Table 1.** Factors of Causing Challenges to Use Oral Presentation for Speaking English

<b>Student-Related Challenges</b>
<ul style="list-style-type: none"> <li>• Motivation: Students lack of motivation; Students lose their interests of conducting oral presentation.</li> </ul>
<ul style="list-style-type: none"> <li>• Proficiency: Students' target language proficiency, Lack the core fluency which required to give an effective oral presentation, Students make a lot of mistakes.</li> </ul>
<ul style="list-style-type: none"> <li>• Preparation: Students are not well-prepared.</li> </ul>
<ul style="list-style-type: none"> <li>• Shyness: Students are shy.</li> </ul>
<ul style="list-style-type: none"> <li>• Language Knowledge: Students L1 knowledge is limited.</li> </ul>
<ul style="list-style-type: none"> <li>• Grammar and Vocabulary: Long and complicated words on slide.</li> </ul>
<b>Teacher-Related Challenges</b>
<ul style="list-style-type: none"> <li>• Classroom Management: Classroom management, Presentations are not properly implemented in the class.</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching Methods: Audiences are passive which lead to boredom, Teachers' role (vocabulary, grammar, pronunciation, students' age, motivation, level of difficulties, teaching method, mixed ability class, low-level of language, proficiency, types of the speaking, topic (interesting), Natural Talent).</li> </ul>
<b>Presentation-Related Challenges</b>
<ul style="list-style-type: none"> <li>• Content: Topic (interesting).</li> </ul>
<ul style="list-style-type: none"> <li>• Delivery: Oral presentations are well-feedbacked and commented, Presentations are hard for students to be aware of lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• Visual Aids: Long and complicated words on slide.</li> </ul>

Source: Thi Minh Uyen Phani (2022)

To improve oral presenting abilities, a diverse strategy is required. Student-centered practices, such as self-reflection and peer learning, can help students take control of their own growth. Teacher-centered tactics, such as creating a favorable climate, providing clear instructions, teaching fundamental skills, and providing constructive feedback, are critical in promoting student achievement. Furthermore, curricular and resource-related methods, such as setting aside enough time for practice and investing in sophisticated technology, may improve the entire learning experience and provide students with the skills they need to flourish in oral presentations. Budi Waluyo (2021), Mehrdad Moradi Yousef Abadi (2023), Riza Amelia (2022), and Juliza S. Tiu (2023), as seen in Table 2.

**Table 2.** Current Strategies in Building Confidence to Learn English Language

<b>Student-Centered Strategies</b>
<ul style="list-style-type: none"> <li>• Self-Reflection: Performing self-reflections (e.g., reflective journals, peer feedback) can help students identify their strengths and weaknesses, leading to improved performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Peer Learning: Setting up a good example from classmates and letting students learn from each other can foster a collaborative and supportive learning environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Questioning: Lecturers encouraging, guiding, and teaching students to ask questions about the presentation can promote critical thinking and deeper understanding.</li> </ul>
<b>Teacher-Centered Strategies</b>
<ul style="list-style-type: none"> <li>• Setting Up the Presentation Class: Creating a conducive environment for presentations (e.g., appropriate seating arrangement, technology setup) can enhance student confidence and engagement.</li> </ul>
<ul style="list-style-type: none"> <li>• Organization of the Presentation: Providing clear guidelines and expectations for the organization of presentations (e.g., introduction, body, conclusion) can help students structure their thoughts effectively.</li> </ul>
<ul style="list-style-type: none"> <li>• Presentation Skills: Teaching essential presentation skills (e.g., eye contact, body language, voice modulation) can improve students' delivery and audience engagement.</li> </ul>
<ul style="list-style-type: none"> <li>• Use of Visual Aids: Guiding students on the effective use of visual aids (e.g., PowerPoint, props) can enhance their presentations and make them more engaging.</li> </ul>
<ul style="list-style-type: none"> <li>• Feedback: Providing positive and constructive feedback after each presentation can help students identify areas for improvement and boost their confidence.</li> </ul>
<ul style="list-style-type: none"> <li>• Modeling: Setting a good example for students by conducting a well-prepared and engaging presentation can inspire them to strive for excellence.</li> </ul>
<b>Curriculum and Resource-Related Strategies</b>
<ul style="list-style-type: none"> <li>• Time Allocation: Providing more time for oral presentations in the national curriculum, especially for large classes, can ensure adequate practice and feedback opportunities.</li> </ul>

- Technological Facilities: Investing in advanced technological facilities (e.g., multimedia equipment, online platforms) can support students' presentations and enhance the overall learning experience.

Source: Budi Waluyo (2021), Mehrdad Moradi Yousef Abadi (2023), Riza Amelia (2022), and Juliza S. Tiu (2023)

## **RESEARCH METHODOLOGY**

The study employed an action research and thematic analysis technique (Mohajan, Haradhan 2018). This qualitative design enabled the discovery, recognition, and interpretation of themes and patterns in qualitative data. The quantitative technique is also used for descriptive data such as frequency and percentage (By Loeung, 2024). Convenience sampling and an interview instrument were used to ensure that individuals discovered at their workplaces were included in the study Ugwu, Chinyere. N. & Eze Val, H. U. 2023). The semi-structured surveys were distributed to university teachers and students pursuing higher education .

The researcher interviewed 50 people who are active in using oral presentations to develop speaking abilities in an ESL/EFL environment in higher education. The researcher has taken five major steps to ensure that valid questionnaires are understandable and answerable, including clearly defining interview questions, having questions reviewed by experts, selecting participants who will participate in an oral presentation to promote speaking skills in an ESL/EFL context in higher education, piloting the interviews, and modifying the modes (Mohd Aliff Abdul Majid, 2017).

## RESULT AND DISCUSSION

The table 3 depicts the demographics of the study's participants. A total of 170 people attended, including 28 lecturers and 142 students from the BELTEI International University (BIU) 1 and 2 campuses. Among these individuals, 98 were females. This information is critical for understanding the study's background and evaluating the results.

**Table 3.** Demographic Information of Participants

Participant	Campus		
	BIU 1 and 2	Total	Female
Lecturers	28	28	8
Students	142	142	90
Total	170	170	98

Source: Processed Data by Researchers

The table 4 depicts the primary criteria influencing oral presentation, as perceived by EFL/ESL professors. Vocabulary, pronunciation, grammar, motivation, and a poor degree of language skill are regarded as the most important influences on oral presentation. Other elements, such as mixed ability classes, types of speaking, student age, level of difficulty, teaching technique, topic, and inherent talent, are also taken into account, but are less usually mentioned. Understanding these variables can help educators create methods for improving oral presenting abilities and promoting successful communication in EFL/ESL courses as shown in Table 4.

**Table 4.** Result of Main Factors Affecting Oral Presentation to Promote Speaking at EFL/ESL Context

Main Factors Affecting Oral Presentation to Promote Speaking at EFL/ESL Context	Percentage	Frequency
Vocabulary	46.4%	13
Grammar	39.3%	11
Pronunciation	46.4%	13
Students' Age	3.6%	1
Motivation	35.7%	13
Level of Difficulties	10.7%	3

Teaching Method	14.3%	4
Mixed Ability Class	28.6%	8
Low-Level of Language Proficiency	39.3%	11
Types of the Speaking Topic (Interesting)	25%	7
Natural Talent	3.6%	1

Source: Processed Data by Researchers

The chart depicts the primary problems that lecturers experience when utilizing oral presentations to enhance speaking in EFL/ESL situations. The most often reported problems are student-related, such as a lack of desire, low language ability, shyness, and unpreparedness. Furthermore, presenting concerns, instructor factors, language restrictions, and fluency obstacles are recognized. Understanding these issues can assist educators in developing techniques to increase the quality of oral presentations and encourage speaking abilities in EFL/ESL classes, as seen in Table 5.

**Table 5.** Result of Current Problems of Oral Presentation to Promote Speaking at EFL/ESL Context

<b>Current Problems of Oral Presentation to Promote Speaking at EFL/ESL Context</b>	<b>Percentage</b>	<b>Frequency</b>
Students Lack of Motivation	55.6%	15
Students' Target Language Proficiency	29.6%	8
Classroom Management	14.8%	4
Audiences are Passive which Lead to Boredom	11.1%	3
Students L1 Knowledge is Limited	29.6%	8
Students are Not Well-Prepared	44.4%	12
Students are Shy	51.9%	14



Presentations are Not Properly Implemented in the Class	29.6%	8
Long and Complicated Words on Slide	18.5%	5
Presentations are Hard for Students to be Aware of Lesson	18.5%	5
Students Dislike The Oral Presentation	26.9%	7
Students Lose Their Interests of Conducting Oral Presentation	11.1%	3
Lack the Core Fluency which Required to Give an Effective Oral Presentation	18.5%	5

Source: Processed Data by Researchers

The table shows statistics on the perceived efficiency of several approaches for boosting confidence when learning a foreign language. The majority of participants felt tactics such as preparing the presentation class, organizing the presentation, using visual aids, self-reflection, and offering positive feedback to be quite beneficial. While most participants viewed tactics such as lectures encouraging questions and post-presentation Q&A sessions to be beneficial, reactions to techniques such as lecturers drafting questions and offering extra time or technological knowledge varied greatly. Overall, the research shows that numerous strategies can help improve confidence, although their effectiveness may be influenced by individual preferences and requirements, as indicated in Table 6.

**Table 6.** Result of Current Practices Oral Presentation to Promote Speaking at EFL/ESL Context

<b>Current Practices Oral Presentation to Promote Speaking at EFL/ESL Context</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Idea</b>
Setting up the presentation class	50%	35.7%			10.7%
Organization of the presentation	46.4%	42.9%			8%
Presentation skills	50%	39.3%			

The use of visual aids	46.4%	39.3%			10.7%
Performing self-reflections	48%	44%			7.4%
Lecturers to encourage, guide, and teach students in the class to ask questions about the presentation	63%	25.9%			
Lecturers create post presentation question-and answer session 25 responses	44%	52%			
Lecturers can write the questions on separate pieces of paper and give them to some students to ask the presenter	25.9%	48.1%	18.5%	7.4%	10%
Provide more time consuming for national curriculum and large class	32.1%	46.4%	10.7%	10.7%	12%
Provide more knowledge on advanced technological facilities	39.3%	50%		7.1%	
Provide a positively commented feedback after each presentation	50%	28.6%		14.3%	
Provide a good modal for students before presentation conducted	42.9%	50%			
Set up a good example from their classmates and let	59.3%	29.6%			7.4%

Source: Processed Data by Researchers

### **Qualitative Finding from Lecturers and Students**

Focus groups were used to interview both instructors and students at BELEI International University. They discovered that in order to promote confidence in studying English, lecturers and students at university frequently adopt a variety of tactics. These include motivating students, practicing regularly to improve fluency, giving positive presentations to boost self-esteem, improving vocabulary, grammar, and pronunciation skills, providing clear instruction, and ensuring a thorough understanding of relevant topics. Lecturers understand the importance of topic understanding, as new themes might impair students' ability to speak English successfully in class. By providing fascinating and relevant subjects, lecturers help students build habitual speaking skills and gain confidence in using English in academic settings.

### **CONCLUSION**

This study looked at the issues that EFL/ESL lecturers experience when utilizing oral presentations to enhance speaking abilities, as well as ways for increasing student confidence. According to the data, the most important problems are student-related, such as a lack of desire, low language ability, shyness, and unpreparedness. Contributing variables were presenting concerns, teacher-related factors, language-related restrictions, and fluency challenges.

The study found that tactics such as setting up the presenting class, organizing the presentation, using visual aids, self-reflection, and offering positive feedback are universally seen as excellent confidence-building measures. While instructors encouraging questions and post-presentation Q&A sessions were judged to be effective, there was significant variation in replies for tactics such as lecturers preparing questions and offering additional time or expertise of technology.

### **Recommendation**

To improve the effectiveness of oral presentations and promote speaking skills in EFL/ESL classrooms, the study suggested that educators address student challenges by motivating them, supporting language proficiency development, creating an inclusive environment, and providing ample practice opportunities. Furthermore, presentations must be developed with clear language, organization, and visual assistance. Teacher methods rely heavily on effective classroom management, active student interaction, and positive feedback. To promote language competency, instructors should provide a variety of language practice activities that focus on improving students' vocabulary, grammar, and pronunciation. Finally, understanding individual student requirements and adjusting techniques to them can help to increase the efficacy of oral presentations and promote speaking skills in class.

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