

A Review of Benefits, Challenges, and Strategies of Students' Oral Presentation in Higher Education

Chhayna Cheng¹

Phone number: +855 77 97 29 66

¹Chhayna Cheng, Lecturer,
BELTEI International University,
Phnom Penh, Cambodia, email:
chhaynacheng@gmail.com
 ORCID: 0009-0007-5195-8867

Corresponding Author:

Chhayna Cheng, Faculty of
Business Administration,
BELTEI International University,
Phnom Penh, Cambodia, email:
chhaynacheng@gmail.com

Submitted: 27/11/2025
1st Revised: 07/02/2026
2nd Revised: 07/02/2026
Accepted: 22/02/2026
Online Published: 26/02/2026

Citation: Cheng, Chhayna. A
Review of Benefits, Challenges,
and Strategies of Students' Oral
Presentation in Higher
Education. *International Journal
of Basic Educational
Research*, 3(1), 1-
25. <https://doi.org/10.14421/8r0xp858>

Abstract

Although a growing body of research has assessed students' oral presentations in higher education, a comprehensive and unified exploration of their benefits, challenges, and strategies remains limited. This review aims to fill this knowledge gap by integrating and analyzing these aspects into a cohesive framework. Using a literature review approach, document analysis, and specific inclusion criteria, 104 articles were gathered from reliable sources and published between 2020 and 2025. By utilizing secondary data, the review reveals that oral presentation provides relevant benefits for students, such as developing speaking skills, improving critical thinking, enhancing communication skills, and increasing academic engagement. However, several challenges go beyond these benefits, including students' anxiety, levels of students' knowledge, lack of adequate preparation, and body language issues, which can hinder students' oral presentation performance. Therefore, this review highlights effective strategies across different contexts and organizations, such as reading engagement, script preparation, sufficient preparation, peer assessment, self-assessment, building self-confidence, and fostering self-motivation, all of which are essential for addressing challenges in higher education. Overall, this review suggests that future research should rigorously examine students' oral presentations in higher education across various settings and institutions.

Keywords: Benefits, Challenges, Strategies, Oral Presentation, Higher Education

Introduction

In the context of higher education, communication, regarded as an academic competency, plays an essential role in supporting and enabling academic success and preparedness (Richards & Thompson, 2023; Putra & Kayen, 2025). Among the diverse communication skills, oral presentation is a significant competency, as it requires students to share and present their knowledge and concepts concisely, critically, and meaningfully, incorporating relevant content, and respond constructively to comments (Putra & Kayen, 2025). Oral presentation, integrated into academic programs, is a communication pattern that aims to convey information, ideas, and knowledge to targeted audiences through specific content using effective approaches (Nundy et al., 2021; Phan et al., 2022). These approaches include essential ideas, a concise and appropriate presentation style, accurate information, confident speech, and creative presentation (Nundy et al., 2021).

According to Lin (2023), oral presentation is one of the assessment tools widely used by institutions and instructors in higher education to evaluate students' performance and develop their skills. For instance, several studies have demonstrated that oral presentations offer numerous benefits for student self-development, including boosting confidence, critical thinking, motivation, learning engagement, and persuasive skills (Lin, 2023; Meganathan, 2024). Apridayani et al. (2024), oral presentation serves as a foundation for building student self-efficacy, critical thinking, and communication skills; however, students face various challenges before reaching this stage. A study by Apridayani et al. (2024) conducted among undergraduate English majors at a university in southern Thailand revealed that students encountered several significant issues, such as anxiety, lack of audience engagement, inadequate gestures and posture, and insufficient responses to questions.

Similarly, another study by Karin et al. (2025), involving university students in Pekalongan, Central Java, Indonesia, found that most students faced notable challenges in delivering a presentation, including fear of judgment, anxiety, weak topic comprehension, lack of interactive techniques, and limited use of creative presentation tools. Therefore, to deliver an effective oral presentation, one must use various techniques (Putra & Kayen, 2025). A study highlights that effective oral presentation requires strategic planning to overcome the challenges of the oral presentation stage (Putra & Kayen, 2025). As Putra and Kayen (2025) conducted an investigation among students from the Faculty of Communication and Language at public and private universities in Indonesia, and identified several effective strategies for delivering presentations.

These include outlining key points, organizing concepts logically, building self-confidence, and rehearsing (Putra & Kayen, 2025). Despite previous studies having explored the benefits, challenges, and strategies related to student oral presentations in a higher education context, these studies have commonly been conducted individually and in limited settings. There remains insufficient analysis that investigates corporately into a cohesive dimension, including benefits, challenges, and strategies of student oral presentations in higher education. This significant gap highlights the need for in-depth analysis that unifies the findings across diverse settings, thereby facilitating an insightful examination and informing the development of relevant knowledge to support effective presentations in higher education.

Thus, this review aims to fill this knowledge gap by exploring the relevant benefits, challenges, and strategies of student oral presentations in higher education in an integrated dimension. It aims to examine the key patterns in these student presentations, including benefits, challenges, and strategies. Moreover, the review will draw on existing literature to support and provide an insightful analysis. It starts by presenting the methods used. Following that, it highlights the benefits of oral presentation, and then it discusses and synthesizes the challenges and strategies in conducting oral presentations in higher education. The review concludes by offering suggestions for further research.

Methods

A literature review is a scientific method used to provide an in-depth synthesis of relevant knowledge on a specific topic, following key steps and integrating relevant ideas into a cohesive whole, rather than presenting isolated findings (Templier & Paré, 2015). These involve formulating review questions that define the review objectives, identify key concepts, justify the review's needs, and sustain concise and structured (Samnani et al., 2020). It encompasses searching relevant literature by using appropriate keywords and controlled terms (Samnani et al., 2020). Moreover, it assesses the quality of the literature by drawing on reliable and credible sources and inclusion criteria, summarizes the evidence using tabular, textual, or graphical representations, and interprets the findings from selected resources into a coherent synthesis that informs a novel design and suggests recommendations for future research (Samnani et al., 2020). Figure 1 presents a procedural framework for conducting a literature review.

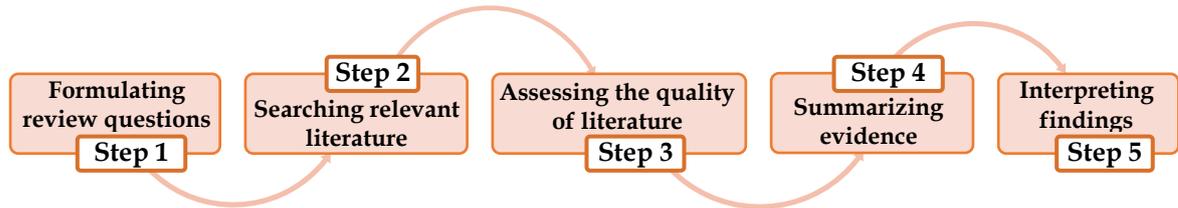


Figure 1. Procedural framework for conducting a literature review, adapted from Samnani et al. (2020)

According to Bowen (2009), document analysis is a logical and systematic process used to review or examine relevant documents in both electronic formats and printed resources, and may take diverse forms, including research articles. This analytical approach provides key information within the discussed contexts and contents, addresses the review objectives or issues, incorporates additional materials to explain the main findings, and serves as a means of tracking progress and evolution (Bowen, 2009). Additionally, it also helps to verify and unify credible and relevant evidence from diverse sources into a cohesive dimension (Bowen, 2009). By following this, a literature review method and document analysis were adopted and integrated in this review to seek, analyze, and draw an insightful conclusion among diverse, relevant, reliable, and scholarly works under the key contents being discussed.

Regarding the defined research problem, three guiding research questions were constructed to direct the search technique and ensure selected documents were relevant, reliable, and valid in this review. In addition, the findings of this review were derived from different empirical studies to contribute beneficial and valuable knowledge and respond to research questions. The following three research questions guided this review.

1. What are the key benefits of oral presentations for students in higher education?
2. What are the major challenges hindering students' oral presentations in higher education?
3. What effective strategies can be implemented to enhance students' oral presentations in higher education?

Moreover, the inclusion criteria were employed for this review to ensure relevance, quality, and consistency in screening the scholarly documents, as well as to assert a systematic structure and integrity analysis, and synthesis of findings among diverse academic works. The inclusion criteria outlined below guide the subsequent discussion:

- 1) Scholarly documents (academic journals, press releases, or institutional publications).
- 2) Focus on higher education and educational contexts.



- 3) Publication in English.
- 4) Publication range between 2020 and 2025.
- 5) Databases in Google Scholar, ResearchGate, PubMed, and Elsevier

Due to the grounded criteria, a total of 107 articles were analysed, of which 104 were examined in this review, while three articles represented the methods for guiding the review. The articles emphasized scholarly documents from various contexts, including higher education and educational settings, and were written in English to facilitate a structured knowledge flow. Additionally, the keywords were utilized for a search technique, such as “benefits,” “challenges,” “strategies,” “oral presentation,” “higher education,” and the publication ranged between “2020-2025”. Four databases were utilized in this review, including Google Scholar, ResearchGate, PubMed, and Elsevier. Ultimately, future research is encouraged to explore these limitations sufficiently and rigorously to expand the scope of the study.

Major findings of the study

The results of this review are formatted into three categories: benefits, challenges, and strategies in students’ oral presentations in higher education. The following section provides a detailed explanation and discussion of each classification.

1. Benefits of oral presentations in higher education

The purpose of this review is to provide an insightful examination of oral presentation for students in higher education, synthesizing reliable and academic documents across contexts. These benefits consist of developing speaking skills, improving critical thinking skills, enhancing communication skills, and increasing academic engagement.

1.1. *Developing speaking skills*

Oral presentations can be conducted in diverse formats, including in-class presentations that are a classical style used in the educational context (Rahmatillah et al., 2025), and are crucial for higher education students to improve their skills, involving speaking skills (Veng & Loeng, 2024; Pham & Dinh, 2025; Banafi, 2025). According to Nguyen (2020), oral presentation serves as an effective method to develop students’ competencies, including their speaking skills, through the implementation of learning courses and practices within their university context. For instance, several studies have shown that oral presentation plays an essential role in enhancing students’ speaking skills (Rizqi & Haryanto, 2024; Al-Khresheh, 2024; Nguyen & Ly, 2025; Setiyono et al., 2025)

A study by Rizqi and Haryanto (2024) involving 28 private university students in Jepara, Indonesia, found that oral presentation has developed the students’ speaking skills in an academic setting. These include using good language, answering questions appropriately, providing comprehensive content, improving presentation fluency, and fostering teamwork spirit (Rizqi & Haryanto, 2024). Similarly, another study by Al-Khresheh (2024) was conducted with 16 Saudi EFL students in the United Arab Emirates context, showing that students’ speaking skills have been improved after integration and implementation of oral presentation-driven activities. These involve presentation smoothness, fluency, and coherence, lexical resources, accuracy in language usage, proper pronunciation, insightful presentation themes, and enhanced interaction techniques (Al-Khresheh, 2024).

Additionally, evidence by Nguyen and Ly (2025) investigated final-year English majors in this Vietnamese university, including 50 final-year English majors and 10 participants for an interview, revealing that oral presentation has significantly improved students’ speaking skills. The findings include increasing students’ speaking confidence, coherence and cohesion, language accuracy, grammatical use, and instant responses in questioning (Nguyen & Ly, 2025). Ultimately, a study by Setiyono et al. (2025) was conducted

on 42 university students in the English Department at Universitas Lampung in Indonesia, indicating that oral presentation has positively developed students' speaking skills. These improvements include proper academic word usage, accurate pronunciation, correct grammar usage, better comprehension, body language techniques, and organizational competencies (Setiyono et al., 2025).

1.2. *Improving critical thinking skills*

According to O'Reilly et al. (2020), critical thinking skills relate to the capacity to discover an in-depth solution to address the issues and effective methods through systematic techniques, such as determination, examination, analysis, synthesis, and interpretation into a comprehensive theme. Several studies have confirmed that critical thinking skills play a substantial role in supporting students to meet the demands of Society 5.0 by enabling sensible consideration and effective decision-making (O'Reilly et al., 2020; Mutmainna et al., 2024). Additionally, numerous mechanisms can be implemented to enhance critical thinking skills in students, preparing them for success in a progressive and rapidly changing world, including oral presentations (Mutmainna et al., 2024).

For instance, a few studies have indicated that oral presentation is one of the significant approaches integrated into academic programs aimed at strengthening and enhancing students' critical thinking skills to a mature level (Wu, 2023; Thanachitditsaya et al., 2023; Pham & Dinh, 2025). Evidence from Wu (2023), conducted among 62 English-major students at universities in Guangzhou, Guangdong, China, shows that oral presentation has a strong correlation with the development of students' critical thinking skills. The results highlight that oral presentation supports and improves students' critical thinking skills, including enriching information analysis, providing sufficient data support, expressing logical evidence, and enhancing insightful comprehension of critical problems (Wu, 2023).

Another study by Thanachitditsaya et al. (2023), involving 54 undergraduate students majoring in English at Udon Thani Rajabhat University in Thailand, exhibited that oral presentation significantly fostered the undergraduate students' critical thinking skills. These outcomes include increasing ability in searching resources across diverse databases, enabling higher-order thinking competency, and enhancing ability in solving problems in academic performance (Thanachitditsaya et al., 2023). Finally, A study by Pham and Dinh (2025), conducted among 33 university students from the Faculty of Foreign Languages in Vietnam, indicated that students' critical thinking skills positively improved through the integration of oral presentation practice. These positive developments include thinking logically, activating metacognition, justifying decisions rationally, and developing insightful disciplinary understandings (Pham & Dinh, 2025).

1.3. *Enhancing communication skills*

Oral presentation has genuinely provided university students with a wide range of advantages in the academic context, including enhanced communication skills (Turdieva, 2023). Communication skills might be described as the transmission of perspectives, feelings, emotions, and messages with other stakeholders (Kumar et al., 2022) and delivery through communicative competencies, such as the manner of delivery, accurate grammar use, appropriate lexical materials, and conics information (Dauber & Spencer-Oatey, 2023). In higher education settings, communication skills are the required skills for university students to achieve academic success and performance (Kumar et al., 2022; Cîrtișă-Buzoianu et al., 2022).

For instance, numerous studies have revealed that academic institutions have integrated oral presentation into their programs to enhance students' communication skills and support the successful completion of academic activities at the higher education level (Burhanuddin, 2021; Nurhidayah & Aflah, 2024; Hameed et al., 2025). A study by Nurhidayah



and Aflah (2024) was conducted on 22 fourth-semester students at Sekolah Tinggi Bahasa Asing (STBA) Pontianak in Indonesia, showing that oral presentation serves a key application in enhancing students' communication skills. The results include improving language proficiency, developing comprehensive content, and accurate and clear information, and boosting confidence in expressing views or perspectives (Nurhidayah & Aflah, 2024).

Similarly, another study by Hamed et al. (2025) involving six ESL instructors from public and private universities in Karachi, Pakistan, indicated that oral presentation significantly developed students' communication skills through the integration into the university program and curriculum adjustments. These improvements include sufficient information in communication, concise information, appropriate language usage, comprehensive content, and good vocabulary usage (Hameed et al., 2025). Ultimately, an exploration by Burhanuddin (2021) involving 100 English students at the Faculty of Tarbiyah and Teacher Training of IAIN Pekalongan in Indonesia confirmed that oral presentation has enriched students' communication skills. These improvements include communication fluency, communication techniques, and self-confidence in expressing ideas (Burhanuddin, 2021).

1.4. Increasing academic engagement

In higher education, academic engagement greatly offers opportunities for students to develop their learning, outcomes, and achievement within a professional environment (Loyola-Carrillo et al., 2025). As Bond et al. (2020) indicated, students' academic engagement enables and enhances insightful learning participation and strengthens their connection with professional courses at the higher education level. Additionally, it acts as a fundamental component in improving students' learning outcomes and reaching targeted academic goals (Khotimah & Anggraini, 2025). This engagement requires students to be aware of effective mechanisms that support their participation and help them achieve targeted outcomes, including using oral presentation as a main strategy (Loyola-Carrillo et al., 2025).

For instance, oral presentations in the classroom have improved students' learning participation, including fostering a deeper understanding of the subject and building positive relationships in class (Aina et al., 2022). Additionally, students' oral presentations play a vital role in enhancing performance, promoting strong commitment, planning clear goals in academic activities, developing students' self-confidence in their activities, and increasing engagement in learning (Meganathan, 2024). Numerous studies have demonstrated that oral presentations are recognized as an effective strategy for enhancing and motivating students to concentrate on academic engagement and performance in higher education (Suliman, 2022; Khotimah & Anggraini, 2025).

A study by Suliman (2020) involving 15 students majoring in English at Najran University in Saudi Arabia indicated that oral presentation has significantly enhanced students' learning engagement. These include enhancing academic preparation, learning planning for class activities, motivation in language acquisition, self-confidence in academic performance, and active students (Suliman, 2020). Likewise, another study by Khotimah and Anggraini (2025) was conducted on 165 EFL students from the English Education Study Program at Sriwijaya University in Indonesia, showing that oral presentation has positively developed the academic engagement of students. These include fostering academic performance, self-assurance in task completion, academic preparation, and quality in conducting classroom activities (Khotimah & Anggraini, 2025). Table 1 summarizes the key benefits of oral presentations in higher education.

Table 1. The key benefits of oral presentations in higher education

Key Benefits	Participants / Context	Existing Literature
	28 university students, Indonesia	Rizqi and Haryanto (2024)

Developing speaking skills	16 university students, UAE	Al-Khresheh (2024)
	60 university students, Vietnam	Nguyen and Ly (2025)
Improving critical thinking skills	62 university students, China	Wu (2023)
	54 university students, Thailand	Thanachitditsaya et al. (2023)
	33 university students, Vietnam	Pham and Dinh (2025)
Enhancing communication skills	22 university students, Indonesia	Nurhidayah and Aflah (2024)
	6 ESL instructors, Pakistan	Hammed et al. (2025)
	100 university students, Indonesia	Burhanuddin (2021)
Increasing academic engagement	15 university students, Saudi Arabia	Suliman (2020)
	165 university students, Indonesia	Khotimah and Anggraini (2025)

2. Challenges of oral presentations in higher education

This review aims to show an in-depth analysis of the challenges of oral presentation for students in higher education, examining credible and scholarly works in diverse contexts. These challenges include students' anxiety, levels of students' knowledge, lack of adequate preparation, and body language issues in oral presentations.

2.1. Students' Anxiety

Anxiety, as a key psychological factor, is widely recognized as a major impact on poor oral presentation performance (Alharbi, 2021; Altun, 2022; ALGhazo, 2023; Keo et al., 2025) in higher education. As Wu (2022) showed, students with lower anxiety tend to perform better in oral presentation results, whereas high levels of anxiety lead to poorer oral presentation performance. Moreover, oral presentation anxiety is a common challenge that broadly arises during presentations, reflected in nervousness, insufficient vocabulary, weak self-regulation, and restricted language use (Alrasheedi, 2020; Kheryadi & Hilmiyati, 2021; Utari et al., 2022). For instance, several studies have identified oral presentation anxiety as the primary challenge students face during presentations (Hadi et al., 2020; Mohamed et al., 2020; Wu, 2022; Keo et al., 2025).

A study by Hadi et al. (2020) involving 46 English majors from the first to the fourth year in the Faculty of Education in Jakarta and West Java, Indonesia, found that most students' oral presentation performance was adversely affected by anxiety. These issues include a lack of confidence, shyness, fear of being observed by the audience, worry about performing worse than others, and improper language use (Hadi et al., 2020). Likewise, evidence by Mohamed et al. (2020) was conducted among 41 fifth-year EFL students at Azza Zidan Official Language School, Fayoum Governorate, Egypt, highlighting that students' anxiety is a main challenge during oral presentation performance. These include communication apprehension, fear of negative evaluation, feelings of pressure, and insecurity about evaluation scores during oral presentations (Mohamed et al., 2020).

Another study by Wu (2022), involving 316 second-year students enrolled in an English listening and speaking course at a university in Shanghai, China, revealed that students' oral presentation performance is significantly hindered by anxiety. These challenges include low confidence in pronunciation, fear of speaking in front of a large audience, and weak self-confidence when delivering an oral presentation (Wu, 2022). Ultimately, an exploration by Keo et al. (2025) was conducted among 200 bachelor's degree EFL students from the National University of Battambang, Cambodia, indicating that students' anxiety is a substantial issue in oral presentation. These involve fear of an upcoming presentation, worry about insufficient preparation, and anxiety about being judged by classmates (Keo et al., 2025).

2.2. Levels of students' knowledge

Oral presentations are recognized as a crucial element in enhancing students' experiences in higher education, fostering various aspects of their development (Nadila et al.,



2024). These include English language acquisition and confidence in language practice (Nadila et al., 2024), speaking and presentation skills (Setiyono et al., 2025), increased learning motivation, and more accurate language use (Nguyen, 2025). However, Nadila et al. (2024) suggested that to deliver a good oral presentation, students need to have sufficient knowledge in conducting oral presentations. Several studies have found that students are often unable to deliver effective oral presentations due to their limited knowledge, which poses a significant challenge in presentation performance (Hamad & Seyyedi, 2020; Bui et al., 2022; Mardiningrum & Ramadhani, 2022; Zakaria et al., 2023).

Evidence by Hamad and Seyyedi (2020) involving 121 undergraduate students from the English Department of the Faculty of Arts at Soran University in Iraq, confirmed that the level of students' knowledge poses a major challenge in oral presentation. These include inadequate language proficiency, improper use of formal language, difficulty using lexical resources accurately and concisely, pronunciation challenges, and difficulty in coherently connecting ideas (Hamad & Seyyedi, 2020). Similarly, a study by Bui et al. (2022) was conducted on 90 juniors majoring in English in the Faculty of Linguistics and Literature at Tay Do University, Vietnam, showing that the level of students' knowledge is a critical challenge for oral presentation. These involve a lack of grammatical accuracy, incorrect pronunciation, improper use of academic vocabulary, weak cohesion and coherence, and limited comprehension of the topic (Bui et al., 2022).

Evidence by Mardiningrum and Ramadhani (2022) involving four students of the English department of one private university in Yogyakarta, Indonesia, exhibited that poor oral presentation is associated with levels of students' knowledge. These include inaccurate language, such as pronunciation, grammar, or vocabulary, difficulty understanding the presentation topic, and an inability to cover all key points, including missing or skipping some points (Mardiningrum & Ramadhani, 2022). Overall, a study by Zakaria et al. (2023) involving 145 students from the Academy of Language Studies, Universiti Teknologi MARA, Shah Alam, Malaysia, found that the levels of students' knowledge significantly affect their oral presentation. These include limited use of body language, insufficient explanations, mispronunciation, inadequate vocabulary and grammar knowledge, poor presentation fluency, and incomplete understanding and support of the topic (Zakaria et al., 2023).

2.3. *Lack of adequate preparation*

According to Srikumar and Gokulakrishnan (2023), oral presentation is viewed as both an academic performance and a form of scientific communication aimed at delivering reliable and credible information to the audience using appropriate techniques. This performance requires well-planned and effective preparation to give a proper oral presentation (Srikumar & Gokulakrishnan, 2023). However, students often face common challenges that lead to poor performance, largely due to insufficient preparation in oral presentation (Utami & Amalia, 2024). As Pervaiz et al. (2022) suggested, delivering an effective oral presentation in a higher education context requires thoughtful attention and proper presentation management. In addition, good preparation is a key step before delivering the actual presentation, reducing forgotten information and helping to present ideas logically (Tareen et al., 2023).

However, most learners rarely pay enough attention to sufficient preparation, which leads to poor oral presentations during actual delivery (Tareen et al., 2023). For instance, numerous studies have demonstrated that students' oral presentations may be affected by a lack of appropriate preparation (Kadir & Raof, 2020; Pham et al., 2024; Hassan & Roy, 2024). A study by Kadir and Raof (2020) involving 125 undergraduate students from a public university across Civil, Electrical, and Mechanical engineering in Malaysia revealed that last-minute preparation is a major cause of poor oral presentations. These include failure to

deliver ideas, hesitation to finish the presentation, difficulty connecting ideas, forgetting the flow of the presentation, and improper logical ideas (Kadir & Raof, 2020).

Similarly, Pham et al. (2022) examined 600 undergraduates from the second to fourth year at the Faculty of Foreign Languages, Van Lang University, Vietnam, and found that oral presentation difficulties stem from inadequate preparation, including insufficient topic research, limited understanding of the subject before presenting, and a lack of engaging techniques due to time constraints. Overall, Hassan and Roy (2024) investigated diverse participants from public and private universities in Bangladesh, including 300 undergraduates for questionnaires, 140 undergraduates for observations, and 12 faculty members for interviews. The results confirmed that inadequate preparation significantly contributes to weak oral presentation performance, including difficulty delivering an appropriate introduction, limited supporting ideas and relevant information, and a lack of engaging techniques throughout the speech (Hassan & Roy, 2024).

2.4. Body language issues

Body language is a crucial element that can be utilized in various aspects to facilitate effective communication, including oral presentations (Uzun, 2020; Bagherian Far, 2024). It plays a critical role in enhancing oral presentations effectively and efficiently (Uzun, 2021) and supports information transmission without the need for spoken language through various types of body language (Huynh, 2024; Sopyanti et al., 2025). These include posture, hand gestures, eye contact, facial expressions, and the stances and movements of the presenters when conducting an oral presentation (Uzun, 2021; Huynh, 2024). However, several studies have shown that body language has become a major challenge for students in delivering their oral presentations and leads to weak performance (Aripin et al., 2020; Phuong & Khang, 2023; Garoma, 2024; Shahzad et al., 2024).

A study by Aripin et al. (2020) involving three students from English courses at a public university in Pasir Gudang, Johor, in Malaysia, confirmed that body language posed a main challenge for students' oral presentation. These challenges include body gestures, head movements and postures, eye contact, and facial expressions (Aripin et al., 2020). Likewise, another study by Phuong and Khang (2023) was conducted on 40 students from English-majored sophomores at Tay Do University in Vietnam, indicating that body language is recognized as a noticeable challenge in oral presentation performance. These include difficulty in making eye contact, facial expression, hand gestures, and body gestures, leading to a poor oral presentation (Phuong & Khang, 2023)

Evidence by Garoma (2024) was investigated among 386 undergraduate students of the College of Social Sciences and Humanities, Jimma University, Ethiopia, revealing that students' oral presentation encounters the body language issue. These include inadequate use of eye contact, weak postures and gestures in audience engagement, lack of physical movement, low facial expressions, and inappropriate manner (Garoma, 2024). Ultimately, another study by Shahzad et al. (2024) involving 150 ESL students and interviews among 15 ESL teachers from the Islamia University of Bahawalpur in Pakistan, confirmed that body language is a major issue in conducting oral presentations for students. These issues include improper eye contact, a lack of friendly facial expressions, insufficient use of appropriate body movements, inappropriate hand gestures, and the incorrect use of manners during oral presentations (Shahzad et al., 2024). Table 2 summarizes the key challenges of oral presentations in higher education.

Table 2. The key challenges of oral presentations in higher education

Key Challenges	Participants / Context	Existing Literature
Students' anxiety	46 university students, Indonesia	Hadi et al. (2020)
	41 university students, Egypt	Mohamed et al. (2020)
	316 university students, China	Wu (2022)



	200 university students, Cambodia	Keo et al. (2025)
Levels of students' knowledge	121 university students, Iraq	Hamad and Seyyedi (2020)
	90 university students, Vietnam	Bui et al. (2022)
	4 university students, Indonesia	Mardiningrum and Ramadhani (2022)
	145 university students, Malaysia	Zakaria et al. (2023)
Lack of adequate preparation	125 university students, Malaysia	Kadir and Raof (2020)
	600 university students, Vietnam	Pham et al. (2022)
	440 university students and 12 faculty members, Bangladesh	Hassan and Roy (2024)
Body language issues	3 university students, Malaysia	Aripin et al. (2020)
	40 university students, Vietnam	Phuong and Khang (2023)
	386 university students, Ethiopia	Garoma (2024)
	150 university students and 15 teachers, Pakistan	Shahzad et al. (2024)

3. Strategies to enhance oral presentations in higher education

The review aims to illustrate effective strategies for enhancing oral presentations for students in higher education, analyzing reliable and academic documents across diverse settings. These strategies include reading engagement, script preparation, sufficient preparation, peer assessment, self-assessment, self-confidence, and self-motivation.

3.1. Reading engagement

Reading is a crucial strategy and academic tool for students to boost their learning capacity and other skills through reading activities (Duke & Cartwright, 2021). It enhances their understanding, language skills, and analytical abilities (Duke & Cartwright, 2021), and specifically improves students' oral presentation performance (Ismaili, 2024). Additionally, this reading engagement helps students develop their critical thinking skills in designing ideas and connecting concepts from diverse reading sources into a unifying idea (Fikni & Ningrum, 2021), and improves their ability to use proper grammar, vocabulary, pronunciation, and accuracy, leading to fluent speech and better performance in oral presentations (Ismaili, 2024). An oral presentation is recognized as an academic activity that enables students to deliver their knowledge and insights to stakeholders across diverse settings, including classrooms or the public (Wangchuk & Zimba, 2024).

It requires presenters to contribute crucial ideas, knowledge, and concepts professionally through a cohesive, persuasive, and progressive strategy (Wangchuk & Zimba, 2024). Thus, reading engagement serves as a key mechanism for students to enhance their skills – including oral presentation – by improving language use, techniques for engaging the audience, generating a variety of ideas within a specific topic, and strengthening critical understanding (Ismaili, 2024). Reading also engages students to initiate critical and creative ideas and improves their research capacity to discover relevant concepts (Fikni & Ningrum, 2021). For instance, several studies have indicated that reading engagement is one of the major and most effective strategies to enhance and support students' oral presentation performance (Liu et al., 2022; Wangchuk & Zimba, 2024).

A study by Liu et al. (2022) involving 80 fifth-year medical students from Chang Gung University in China demonstrated that improved reading behavior was closely associated with enhanced oral presentation performance, highlighting a strong supportive relationship between systematic reading processes and effective oral presentation performance. These benefits of reading include increasing their analysis of images, enhancing chronological ideas, and fostering reflective levels (Liu et al., 2022). Likewise, another study by Wangchuk & Zimba (2024) was conducted with 295 college students of Gedu College of Business in Bhutan, showing that students' oral presentation was developed by the reading activity of the students. These include increasing sufficient idea preparation, enhancing insightful topic

understanding, and conceptualizing cohesive ideas from diverse sources, such as books, journal articles, magazines, and newspapers.

3.2. *Script preparation*

According to Kim (2020), oral presentations are commonly used in academic programs in higher education, and useful assessments enable students to adapt and fulfill requirements, including small- and large-scale teamwork presentations. To perform a good presentation requires the students to have appropriate preparation before the real presentation in front of general participants, including script preparation (Ngadiran et al., 2024). Moreover, a well-prepared script is observed as the initial stage of effective planning before conducting an oral presentation (Setiyono et al., 2025), and enables presentation readiness and structure, leading to an increase the fluency and confidence in the delivery of the presentation (Kashinathan & Aziz, 2022).

Numerous studies have revealed that script preparation refers to the proper organization and thorough preparation of the topic that will be presented in an upcoming oral presentation performance (Chen & Zhan, 2020; Liu et al., 2021; Tuyen, 2023). Evidence by Chen and Zhan (2020), involving eight college students across fields from Embry-Riddle Aeronautical University in the USA, showed that script preparation has supported the students in conducting their oral presentation performance. These include enhancing well-organized speech, fostering consistent presentation of key contents, enabling students to memorize and connect ideas effectively, and developing more accurate presentation delivery (Chen & Zhan, 2020).

A study by Liu et al. (2021) was conducted among 28 undergraduate students at a university of science and technology in central Taiwan, confirming that script preparation positively enables students' oral presentation performance. These include strengthening their ideas through stakeholder feedback, clarifying concise presentation goals, improving structural clarity, and increasing audience appeal through script revision (Liu et al., 2021). Another study by Tuyen (2023) involving 40 third-year students from non-English major English classes at Dong Nai Technology University in Vietnam exhibited that script preparation significantly serves as a substantial strategy to enhance students' oral presentation. These involve increasing in-depth research on the topic, preparing logical ideas in a definitive manner, and enhancing an effective technique (Tuyen, 2023).

3.3. *Sufficient preparation*

An oral presentation is an academic performance that requires specific skills to effectively communicate key information to an audience through a well-structured plan (Rodin et al., 2021). Sufficient preparation before real performance is acknowledged as the major strategy to offer a good oral presentation in front of diverse participants, including idea preparation (Rodin et al., 2021), organizing relevant information and message, designing a logical flow and style of presentation, generating a PowerPoint presentation (Innamuri et al., 2022), and ensuring adequate preparation time in the certain content (Keo et al., 2025). For instance, students' oral presentation performance is often undermined by insufficient preparation, which results in weak delivery and overlooked essential components (Alrasheedi, 2020; Kheryadi & Hilmiyati, 2021; Amoah & Yeboah, 2021; Xie et al., 2021).

These insufficient preparations include limited practice both inside and outside the classroom (Alrasheedi, 2020; Kheryadi & Hilmiyati, 2021), an increase in common errors, restricted ideas and language use, and heightened frustration in completing the speech (Amoah & Yeboah, 2021); as well as inadequate time allocation and management during the actual performance (Xie et al., 2021). Consequently, several studies have emphasized that adequate preparation serves as a crucial mechanism for enhancing students' oral presentation



performance, supporting them across diverse situations, and enabling them to deliver presentations with greater confidence and effectiveness (Al-Saggaf & Binti Azman, 2021; Naseebullah et al., 2025).

A study by Al-Saggaf and Binti Azman (2021) involving 302 undergraduates majoring in Teaching English as a Second Language at Management and Science University, Malaysia, found that sufficient preparation positively enables students' oral presentation. These popper preparations involve reducing the anxiety, increasing comprehension of the presentation topic, and minimizing mistakes in the performance. Likewise, another study by Naseebullah et al. (2025) was conducted among 60 students across three universities in Pakistan, indicating that sufficient preparation has significantly developed students' oral presentation. These include proper preparation of the presentation content and ideas, creative and critical visual aids, and adequate practice to enhance greater confidence in performance (Naseebullah et al., 2025).

3.4. Peer assessment

According to Gudiño et al. (2024), peer assessment is one of the effective techniques to observe and evaluate the activity of their peers through offering useful comments and suggestions in the pre-performed oral presentation. It plays an essential role in measuring and developing students' oral presentation skills, including students' analytical competencies and self-evaluation skills (Tullis & Goldstone, 2020). For instance, several studies have confirmed that peer assessment is a significant strategy to enhance the students' oral presentation (Prosenjak & Lučev, 2020; Baptista, 2023; An & Hien, 2024; Al-Khresheh et al., 2025; Nguyen & Nguyen, 2025). A study by Prosenjak and Lučev (2020) was conducted among 64 students at the Dag Hammarskjöld University College of International Relations and Diplomacy in Zagreb, Croatia, showing that peer assessment is a useful strategy to enhance oral presentation.

These benefits include improving presentation structure, developing accurate language use, fostering non-verbal language, and enriching techniques in capturing the audience during oral presentation performance (Prosenjak & Lučev, 2020). Similarly, evidence by Baptista (2023) involving 100 students at the Águeda School of Technology and Management (ESTGA), University of Aveiro in Portugal, indicated that peer assessment significantly enhances students' oral presentation. These include developing body posture, improving the capability to shape the audience during a presentation, and enhancing presenters' awareness of their presentation content (Baptista, 2023). Another study by An and Hien (2024) was conducted among 124 students in an English course at Dai Nam University in Vietnam, revealing that peer assessment has a strong relationship in developing oral presentation.

These include improving language use, boosting confidence, developing oral presentation styles, and understanding the audience to use effective methods for engaging in oral presentations (An & Hien, 2024). Additionally, another study by Al-Khresheh et al. (2025) conducted among 470 EFL students at Northern Border University, Arar, in Saudi Arabia, showed that peer assessment positively supports students' oral presentation. These involve enhancing critical thinking, consistency, and clarity in presentations, motivation during oral presentations, and credibility in delivery (Al-Khresheh et al., 2025). Ultimately, evidence by Nguyen and Nguyen (2025) involving 10 EFL pre-service teachers at a university in the Mekong Delta, Vietnam, demonstrated that oral presentation serves as a key tool to assess oral presentation performance. These include enriching concept development, improving language accuracy and proficiency, and redefining presentation competencies such as structure, flow, and body language (Nguyen & Nguyen, 2025).

3.5. Self-assessment

Self-assessment is recognized as an important way to measure and improve students' performance, including oral presentations, as well as reflect on their quality and enhance their skills, responsibility, and autonomy (Orovchanec-Nineska & Stevkovska, 2020). It helps the students to develop their oral presentation, such as increasing confidence, language proficiency, and accuracy (e.g., pronunciation, vocabulary, and grammar), and minimizing negative emotion in oral presentation (Konchiab, S., & Munpanya, 2021), and building and developing presentation skills (Benraghda et al., 2022). For instance, numerous existing studies have demonstrated that self-assessment is a significant tool to develop students' oral presentation effectively and efficiently (Salehi & Gholampour, 2022; Cañete & Inostroza-Araos, 2022; Duong et al., 2025; Makhlouf et al., 2025).

Evidence by Salehi and Gholampour (2022) involving 58 students from the General English classes in Sharif University of Technology in Tehran, Iran, confirmed that self-assessment is an effective method in enriching the students' oral presentation. These include developing reflection on insufficient areas, enhancing motivation in speech, and increasing oral presentation scores during actual performance (Salehi & Gholampour, 2022). Similarly, a study by Cañete and Inostroza-Araos (2022) was conducted with two students from a professional technician institute in Talcahuano, Chile, highlighting that self-assessment significantly enabled students to achieve better levels of oral presentation. These improvements involve enhancing positive emotion, increasing students' comprehension of their work, and improving their ability to determine the new skills needed for a proper presentation, such as voice, pronunciation, language, and intonation (Cañete & Inostroza-Araos, 2022).

Another study by Duong et al. (2025), involving 35 English-majored students from the English Department of a Vietnamese University in Vietnam, showed that self-assessment plays a crucial role in developing students' oral presentation. These developments involve improving content and structure, enhancing time management, and boosting techniques in using visual aids (Duong et al., 2025). Finally, an exploration by Makhlouf et al. (2025) was conducted among 70 English language students at Saida University in Algeria, illustrating that self-assessment is a useful approach in developing students' oral presentation. These include improving the awareness of their oral presentation levels, increasing confidence in performance, developing language accuracy and smoothness, and enhancing motivation in oral presentation (Makhlouf et al., 2025).

3.6. *Self-confidence*

Self-confidence is considered a key psychological construct in which an individual evaluates their own abilities to perform specific actions effectively across different emotional conditions, leading to greater consistency in behavior (Mekonnen, 2025). It serves a vital function in helping students demonstrate higher levels of performance in classroom activities, particularly in their oral presentation performance (Mekonnen, 2025). Additionally, self-confidence is an important element not only in delivering a strong oral presentation but also in encouraging presenters to confidently respond to participation questions during the performance (Linus & Omojunikanbi, 2022). Several studies have highlighted that self-confidence has provided a major contribution to developing the students' oral presentation (Waluyo & Rofiah, 2021; Hidayad et al., 2023; Ngadiran et al., 2024).

Evidence by Waluyo and Rofiah (2021) involving 390 students from the fields of Sciences and Technology, and Humanities and Social Science at Walailak University, Thailand, confirmed that self-confidence significantly enhanced students' oral presentation. These include developing their proficiency, reducing anxiety, improving language use (grammar, vocabulary, and pronunciation), strengthening body language, enhancing presentation skills, and improving students' comprehension of presentation tasks (Waluyo & Rofiah, 2021). Similarly, an exploration by Hidayad et al. (2023) was conducted among 53



English-majoring undergraduate students from PGRI University of Palembang in Indonesia, revealing that self-confidence is a key strategy to support and foster students' oral presentation.

These major improvements include improving the quality of oral presentation performance, increasing optimistic thinking, encouraging the students to deliver the speech, enriching advanced language skills, maintaining consistent oral presentation, and enhancing accuracy and proficiency (Hidayad et al., 2023). Finally, a study conducted by Ngadiran et al. (2024) involving 44 students from Universiti Tun Hussein Onn Malaysia (UTHM), Kor SUKISIS participants enrolled in the program demonstrated that higher levels of self-confidence were associated with significant improvements in oral presentation performance. These include improving technique to cope with anxiety, enhancing motivation in oral performance, and minimizing their fear in front of the audience (Ngadiran et al., 2024).

3.7. Self-motivation

According to Wu (2024), self-motivation is described as a psychological component and an effective factor in supporting and developing students' psychology to engage in activities with greater commitment, confidence, and fluency, including oral presentation performance. It plays a crucial role in students' oral presentations by boosting their confidence in delivering presentations, enhancing their language skills effectively, and reducing their anxiety during the actual performance (Wu, 2024), enabling an insightful understanding of the topic, and increasing interaction with participants (Fowler, 2022). For instance, several empirical studies have found that self-motivation significantly supports and enhances students' oral presentation performance (Radosavlevikj, 2023; Yusof et al., 2025; Buulolo et al., 2025).

Evidence by Radosavlevikj (2023) was gathered from 14 students at South East European University (The Language Centre), North Macedonia, showing that self-motivation significantly improved the students' oral presentation skills. These results include enabling research engagement to explore ideas for topic support, developing their language proficiency, inspiring practices through video presentations, and encouraging creative PowerPoint design (Radosavlevikj, 2023). Likewise, A study by Yusof et al. (2025) involving 106 undergraduate students from the Faculty of Business Studies enrolled in an English for Business Communication course at a Malaysian public university found that self-motivation plays a significant role in enhancing students' oral presentation performance.

These results include increasing students' effort and commitment to accomplish the presentation, encouraging enjoyment in task preparation, boosting confidence in achieving their performance, and enabling a positive attitude and engagement (Yusof et al., 2025). Ultimately, another study by Buulolo et al. (2025) was conducted among 30 students from Medan State University (UNIMED) in Indonesia, highlighting that self-motivation is a major psychological factor in improving students' oral presentation. These results include increasing presentation confidence and concisely, monitoring presentation flow consistently, capturing participants well, enhancing time management, and reducing fearful behavior in oral presentation (Buulolo et al., 2025). Table 3 summarizes the key strategies to enhance oral presentations in higher education.

Table 3. The key strategies to enhance oral presentations in higher education

Key Strategies	Participants / Context	Existing Literature
Reading engagement	80 university students, China	Liu et al. (2022)
	295 university students, Bhutan	Wangchuk & Zimba (2024)
Script preparation	8 university students, USA	Chen and Zhan (2020)
	28 university students, Taiwan	Liu et al. (2021)
	40 university students, Vietnam	Tuyen (2023)
Sufficient preparation	302 university students, Malaysia	Al-Saggaf and Binti Azman (2021)

	60 university students, Pakistan	Naseebullah et al. (2025)
Peer assessment	64 university students, Croatia	Prosenjak and Lučev (2020)
	100 university students, Portugal	Baptista (2023)
	124 university students, Vietnam	An and Hien (2024)
	470 university students, Saudi Arabia	Al-Khresheh et al. (2025)
	10 EFL pre-service teachers, Vietnam	Nguyen and Nguyen (2025)
Self-assessment	58 university students, Iran	Salehi and Gholampour (2022)
	2 university students, Chile	Cañete and Inostroza-Araos (2022)
	35 university students, Vietnam	Duong et al. (2025)
	70 university students, Algeria	Makhlouf et al. (2025)
Self-confidence	390 university students, Thailand	Waluyo and Rofiah (2021)
	53 university students, Indonesia	Hidayad et al. (2023)
	44 university students, Malaysia	Ngadiran et al. (2024)
Self-motivation	14 university students, North Macedonia	Radosavlevikj (2023)
	106 university students, Malaysia	Yusof et al. (2025)
	30 university students, Indonesia	Buulolo et al. (2025)

Conclusion and recommendations

This review provides an insightful and exploratory analysis of the benefits, challenges, and strategies related to students' oral presentation performance in higher education, based on a review of previous studies. The findings from various empirical studies highlight the major benefits of oral presentations for students, such as developing speaking skills, enhancing critical thinking, improving communication abilities, and increasing academic engagement. These elements are essential in strengthening students' competencies to perform well in interactions through communication skills, utilizing formal language, fluency, and confidence with logical language structure. Furthermore, these skills help students become more enthusiastic and confident in academic activities within a higher education setting, such as course preparation, planning, motivation, and active learning.

Nevertheless, the substantial challenges extend beyond the general potential for oral presentations; these involve students' anxiety, levels of knowledge, inadequate preparation, and body language issues. Students' anxiety poses a major concern in higher education, including lack of confidence, shyness, pressure, and fear of the audience, all of which lead to weak oral presentations. The level of students' knowledge can also negatively affect their performance, such as weak language use, insufficient understanding of the topic, inability to convey key concepts, and lack of knowledge proficiency. In addition, inadequate preparation contributes to poor oral presentation performance, including difficulty connecting concepts, forgetfulness due to insufficient topic comprehension, and a lack of techniques for shaping audience attention. Body language is another noticeable issue influencing oral presentations, such as weak posture, limited eye contact, ineffective gestures, restricted movement, and inappropriate manner during actual performance.

Therefore, key strategies were introduced to cope with these challenges through this insightful analysis of empirical studies, including reading engagement, script preparation, sufficient preparation, peer assessment, self-assessment, self-confidence, and self-motivation. Reading engagement is an effective approach in supporting and overcoming oral presentation, such as analysis development, chronological ideas, and reflective improvement. While script preparation provides accurate presentation, clearer structural concepts, and in-depth topic comprehension, sufficient preparation also helps to reduce anxiety, mistakes, and enhances creative and critical aids for oral presentation. Additionally, peer assessment and self-assessment enable improvement of oral presentation structure, use good body language, motivation, reflection on insufficient areas, new skills development, and language accuracy and confidence.

Self-confidence helps the students to increase proficiency, reduce anxiety, improve language use, enhance optimistic thinking, and boost motivation, while self-confidence also



strengthens the students' oral presentation through language proficiency, practices, enjoyment, positive attitude, consistency, accuracy, and time management. Overall, these effective strategies play a critical role in supporting and enhancing students' oral presentations toward greater performance. This review underscores that a successful oral presentation consists of diverse components, including higher education institutions, faculty members, and, specifically, students themselves, who should overcome their anxiety, improve their knowledge sufficiently, and develop their body language effectively. Considering the benefits, challenges, and strategies enables greater awareness of developing oral presentation performance.

Since this study is a review article, it offers a limited examination and relies on secondary data. This review provides several recommendations for future research. Future studies are encouraged to explore rigorously and logically students' oral presentations within higher education environments. Researchers should investigate the critical dimensions of benefits and challenges, with a focus on how individual aspects both enhance and pose major concerns for students' oral presentations. In addition, future research should highlight and identify effective strategies to cope with these challenges through extensive exploration and empirical studies, including reading engagement, script preparation, sufficient preparation, peer assessment, self-assessment, self-confidence, and self-motivation across different environmental, geographical, and cultural settings.

Future research is encouraged and suggested to implement mixed-methods and longitudinal approaches to thoroughly analyze and provide deeper insights into the benefits, challenges, and strategies related to students' oral presentations in higher education. Longitudinal approaches are particularly useful for examining benefits and challenges, generating insightful outcomes, and identifying effective ways in which strategies support students in addressing difficulties, enhancing their oral presentation performance, and accomplishing targeted goals. Meanwhile, mixed-methods research represents the integration of qualitative and quantitative information, offering an insightful understanding through both statistical results and contextual examination. Together, these approaches can enable future research to demonstrate the substantial determinants of successful oral presentation in higher education settings.

Declarations

The author declared no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

Acknowledgements

The author would like to express gratitude to the editors and anonymous reviewers for their acceptance, valuable suggestions, and improvements to this article. The author is also thankful to the anonymous reviewers for their insightful comments on an earlier version of this work.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

Ethics Statement

The authors declared that the ethics committee approval was not applicable to this study, as it is a review of existing literature and does not involve human participation.

Declaration of AI usage

The author utilized Grammarly to polish the language in certain parts of the review article. However, he affirms that the content of the article is entirely his own.

References

- Aina, C., Baici, E., Casalone, G., & Pastore, F. (2022). The determinants of university dropout: A review of the socio-economic literature. *Socio-Economic Planning Sciences*, 79, 101102.
<https://doi.org/10.1016/j.seps.2021.101102>
- Al-Khresheh, M. H. (2024). The role of presentation-based activities in enhancing speaking proficiency among Saudi EFL students: A quasi-experimental study. *Acta Psychologica*, 243, Article 104159.
<https://doi.org/10.1016/j.actpsy.2024.104159>
- Al-Khresheh, M. H., Al Basheer Ben Ali, R., Jillani, S. S., & Alenezi, S. M. F. (2025). Peer assessment in EFL oral presentations: Saudi students' perspectives and self-efficacy in peer evaluation. *Language Testing in Asia*, 15(1), 18.
<https://doi.org/10.1186/s40468-025-00353-0>
- Al-Saggaf, M. A., & Binti Azman, A. A. I. (2021). Management and Science University BTESL students' perceptions towards anxiety in oral presentation. *Journal of Translation and Language Studies*, 2(1), 66–81.
<https://doi.org/10.48185/jtls.v2i1.192>
- ALGhazo, A. (2023). The effect of self-esteem and language anxiety on learning English as a foreign language. *International Journal of English Language Education*, 11(1), 93–110.
<https://doi.org/10.5296/ijele.v11i1.20771>
- Alharbi, A. T. (2021). Speaking anxiety during English oral presentations: Investigating Saudi undergraduate EFL learners' behaviors. *Linguistics and Culture Review*, 5(S2), 1548–1564.
<https://doi.org/10.21744/lingcure.v5nS2.2214>
- Alrasheedi, S. (2020). Investigation of factors influencing speaking performance of Saudi EFL learners. *Arab World English Journal*, 11(4), 66–77.
<https://doi.org/10.24093/awej/vol11no4.5>
- Altun, M. (2022). The effect of language learning anxiety on English oral performance. *International Journal of Social Sciences & Educational Studies*, 9(3), 337–347.
<https://doi.org/10.23918/ijsses.v9i3p337>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation toward speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69.
<https://doi.org/10.52462/jlls.4>
- An, T., & Hien, N. T. (2024). A study on peer collaboration and its effects in teaching speaking to first-year students at a university in Hanoi. *International Journal of Social Science and Human Research*, 7(7), 5287–5298.
<https://doi.org/10.47191/ijsshr/v7-i07-75>
- Ansari, S., Kumar, P., Jain, V., & Singh, G. (2022). Communication skills among university students. *World Journal of English Language*, 12(3), 103–109.
<https://doi.org/10.5430/wjel.v12n3p103>
- Apridayani, A., Kamaruddin, A., & Sukkaew, N. (2024). *Challenges and issues in English presentation through synchronous online conference platforms in higher education*. *Human Behavior and Emerging Technologies*, 2024(1), Article 9468486.
<https://doi.org/10.1155/2024/9468486>



- Aripin, N., Noorezam, M., & Rahmat, N. H. (2020). Kinesics in oral presentation: Exploring speaking anxiety through narrative enquiry. *European Journal of English Language Teaching*, 6(2), 72–85.
<https://doi.org/10.46827/ejel.v6i2.3467>
- Bagherian Far, M. (2024). Semiotic analysis of the student-teachers' body language during classroom presentation at the Farhangian University. *Journal of Foreign Language Research*, 14(2), 287–302.
<https://doi.org/10.22059/jflr.2024.376691.1129>
- Banafi, N. (2025). Attitude and perception of English language program students towards oral presentation in improving their English-speaking skills. *Edelweiss Applied Science and Technology*, 9(11), 130–148.
<https://doi.org/10.55214/2576-8484.v9i11.10794>
- Baptista, D. (2023). *Self-assessment and peer assessment: Strategy for developing oral competence in higher education*. In INTED2023 Proceedings (pp. 4531–4538). IATED.
<https://doi.org/10.21125/inted.2023.1190>
- Benraghda, A., Radzuan, N. R. M., & Lardhi, F. A. S. (2022). Self-assessment as a self-regulated learning approach in English oral presentations: College students' choices and perceptions. *Cogent Education*, 9(1), 2123472.
<https://doi.org/10.1080/2331186X.2022.2123472>
- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International journal of educational technology in higher education*, 17 (1), 1-30.
<https://doi.org/10.1186/s41239-019-0176-8>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40.
<https://doi.org/10.3316/QRJ0902027>
- Bui, T. T. L., Huynh, T. M. D., Nguyen, T. M. N., Nguyen, T. N. C., & Nguyen, T. Y. N. (2022). The difficulties in oral presentation of English-majored juniors at Tay Do University, Vietnam. *European Journal of English Language Teaching*, 7(2), 170–216.
<https://doi.org/10.46827/ejel.v7i2.4238>
- Burhanuddin, A. (2021). Improving students' oral communication skills in public speaking through individual presentation tasks. *Jurnal Lingua Idea*, 12(2), 159–167.
<https://doi.org/10.20884/1.jli.2021.12.2.4002>
- Buulolo, N., Fitri, K., & Hartati, R. (2025). Enhancing self-confidence and motivation through Toastmasters International approach on presentation. *International Journal of Humanities, Social Sciences and Business (INJOSS)*, 4(1), 108–121.
https://www.researchgate.net/publication/392434300_ENHANCING_SELF_CONFIDENCE_AND_MOTIVATION_THROUGH_TOASTMASTERS_INTERNATIONAL_APPROACH_ON_PRESENTATION
- Cañete, G., & Inostroza-Araos, M. J. (2022). Exploring the contribution of self-assessment checklists to improve oral presentations. *HOW*, 29(2), 57–80.
<https://doi.org/10.19183/how.29.2.702>
- Chen, L., & Zhan, H. (2020). Are students relying on scripts in their oral presentations online? *International Journal of Technology in Teaching and Learning*, 15(2), 126–146.
<https://doi.org/10.37120/ijttl.2019.15.2.04>
- Cîrțiță-Buzoianu, C., Tzafilkou, K., Măță, L., & Amălăncei, B.-M. (2022). Evaluation of online and offline communication skills in higher education. *Sustainability*, 14, 17039.
<https://doi.org/10.3390/su142417039>

- Dauber, D., & Spencer-Oatey, H. (2023). Global communication skills: Contextual factors fostering their development at internationalised higher education institutions. *Studies in Higher Education*, 48(7), 1082–1096.
<https://doi.org/10.1080/03075079.2023.2182874>
- Duong, H. T. Q., Van, L. M., & Ngan, H. T. Q. (2025). Use of self-assessment of video recordings to improve students' English presentation skills in a distance learning course. *rEFlections*, 32(3), 1322–1341.
<https://doi.org/10.61508/refl.v32i3.283738>
- Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*, 56(S1), S25–S44.
<https://doi.org/10.1002/rrq.411>
- Fikni, Z., & Ningrum, A. P. (2021). The use of students' oral presentation in enhancing students' response in teaching reading. *Humanitatis: Journal of Language and Literature*, 7(2), 143–150.
<https://doi.org/10.30812/humanitatis.v7i2.1226>
- Fowler, S. (2022). Motivating speaking in the world language classroom and beyond. *NECTFL Review*, 89, 95–102.
<https://eric.ed.gov/?id=EJ1361581>
- Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors affecting speaking anxiety of Thai students during oral presentation: Faculty of Education in TSAI. *English Language in Focus*, 3(1), 79–88.
<https://doi.org/10.24853/elif.3.1.79-88>
- Garoma, E. T. (2024). Enhancing oral presentation skills: A study on improving students' speaking abilities in the academic environment. *Innovations*, (76), 1294–1315.
https://www.academia.edu/125932529/Enhancing_Oral_Presentation_Skills_A_Study_on_Improving_Students_Speaking_Abilities_in_the_Academic_Environment
- Gudiño, D., Fernández-Sánchez, M.-J., Becerra-Traver, M.-T., & Sánchez-Herrera, S. (2024). University students' perceptions of peer assessment in oral presentations. *Education Sciences*, 14, 221.
<https://doi.org/10.3390/educsci14030221>
- Hamad, K. Q., & Seyyedi, K. (2020). Communication challenges facing Soran University students in speaking English as a foreign language. *International Journal of Linguistics, Literature and Translation*, 3(8), 40–53.
<https://doi.org/10.32996/ijllt>
- Hameed, L., Hussain, N., & Abbas, S. (2025). Evaluating pedagogical approaches to assessing oral presentations in Pakistani ESL higher education. *Pakistan Journal of Social Science Review*, 4(5), 218–230.
<https://doi.org/10.5281/zenodo.17287001>
- Hassan, S. R., & Roy, S. (2024). *Exploring the challenges faced by tertiary students in developing formal presentation skills and possible solutions in an EFL context* (Preprint). Research Square.
<https://doi.org/10.21203/rs.3.rs-4409449/v1>
- Hidayad, F., Lestari, D., Laoli, A., Anam, S., & Despita. (2023). Academic success in the oral presentation course and overall self-confidence. *Asian Journal of Applied Education*, 2(3), 293–302.
<https://doi.org/10.55927/ajae.v2i3.4189>
- Huynh, N. B. N. (2024). The importance of using body language in oral presentation by students majoring in English language at Tay Do University. *Journal of Educational Equipment: Applied Research*, 2(321), 48–50.
<https://vjol.info.vn/index.php/tctbgd/article/view/103532>



- Innamuri, R., Philip, S., Mahadevan, J., Tulachan, P., Gorthi, N. V., Gowda, G. S., ... Rohanachandra, Y. M. (2022). Effective oral presentations: The steps to making an impact on the podium. *Indian Journal of Private Psychiatry*, 16(2), 99–102.
<https://www.ijiapp.com/abstractArticleContentBrowse/IJPP/59/16/2/29627/abstractArticle/Article>
- Ismaili, T. (2024). The importance of reading in developing speaking skill. *Scientific Research: International Online Scientific Journal*, 4(6), 9–13.
<https://doi.org/10.36719/2789-6919/34/9-13>
- Kadir, H., & Raof, A. H. A. (2020). Speaking apprehension: Evidence from oral presentations in content subject classes. *International Journal of Language Education and Applied Linguistics*, 10(2), 80–88.
<https://doi.org/10.15282/ijleal.v10.5683>
- Karin, V., Yulistiyanti, Y., & Abrori, R. K. D. (2025). Revealing students' barriers and strategies during performing presentation: Evidences from the field. *Dinamika Bahasa dan Budaya*, 20(1), 54–71.
<https://doi.org/10.35315/bb.v20i1.10078>
- Kashinathan, S., & Aziz, A. A. (2022). TOP: Fostering ESL students' overall speaking performance using topical-based oral presentation. *International Journal of Academic Research in Progressive Education and Development*, 11(2), 1194–1215.
<http://dx.doi.org/10.6007/IJARPED/v11-i2/13888>
- Kheryadi, K., & Hilmiyati, F. (2021). Identifying difficulties encountered by Indonesian EFL learners in oral presentation. *Voices of English Language Education Society*, 5(1), 36–45.
<https://doi.org/10.29408/veles.v5i1.2486>
- Khotimah, N., & Anggraini, H. (2025). Investigating the correlation between EFL students' participation in classroom presentation and their academic achievement. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, 7(3), 264–273.
<https://doi.org/10.46773/muaddib.v7i3.2022>
- Keo, V., Lan, B., Sam, R., & Rouet, W. (2025). Exploring EFL students' challenges in oral presentations at National University of Battambang. *International Journal of Professional Development, Learners and Learning*, 7(2), e2513.
<https://doi.org/10.30935/ijpddl/16111>
- Kim, K. R. (2020). Oral presentations as an alternative approach to enhance L2 learning and communication skills. *Journal of Digital Convergence*, 18(7), 111–122.
<https://doi.org/10.14400/JDC.2020.18.7.111>
- Konchiab, S., & Munpanya, P. (2021). Investigating Thai EFL undergraduates' oral presentation performances and experiences using teacher and student self-assessments. *THAITESOL Journal*, 34(1), 96–117.
<https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/252357>
- Lin, D. (2023). Exploring student perceptions of oral presentation assessments in higher education. *Educational Practice and Theory*, 45(1), 61–80.
<https://doi.org/10.7459/ept/45.1.05>
- Liu, C. H., Hung, J., Chang, C. W., Lin, J. J., Huang, E. S., Wang, S. L., ... Chang, Y. J. (2022). Oral presentation assessment and image reading behaviour on brain computed tomography reading in novice clinical learners: An eye-tracking study. *BMC Medical Education*, 22(1), 738.
<https://doi.org/10.1186/s12909-022-03795-9>
- Liu, T. L., Yang, Y. F., & Hong, Y. C. (2021). Raising students' audience awareness for oral presentation through online role-reversal. *System*, 99, 102510.
<https://doi.org/10.1016/j.system.2021.102510>

- Linus, T. I., & Omojunikanbi, N. C. (2022). Self-confidence and good paper presentation by students studying English language and mass communication in tertiary institutions. *Management*, 4(1), 27–40.
<https://www.globalacademicstar.com/download/article/self-confidence-and-good-paper-presentation-by-the-students-studying-english-language-and-mass-communication-in-tertiary-institutions-73463.pdf>
- Loyola-Carrillo, P., Vega-Muñoz, A., Salazar-Sepúlveda, G., Gil-Marín, M., & Adsuar-Sala, J. (2025). Studying engagement in educational settings: A mapping review on high-impact academic engagement research. *Frontiers in Psychology*, 16, 1519509.
<https://doi.org/10.3389/fpsyg.2025.1519509>
- Makhlouf, A., Rabahi, H., & Maamra, H. (2025). Assessing self-evaluation level of presentation skills among EFL master students at Saida University. *International Journal of Innovative Technologies in Social Science*, 1(45), 1–14.
[https://doi.org/10.31435/ijitss.1\(45\).2025.3229](https://doi.org/10.31435/ijitss.1(45).2025.3229)
- Mardiningrum, A., & Ramadhani, D. R. (2022). Classroom oral presentation: Students' challenges and how they cope. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 6(1), 103–119.
<https://doi.org/10.26858/eralingua.v6i1.28487>
- Meganathan, P. M. (2024). Enhancing student engagement and active learning through student presentation-based effective teaching (SPET) method among Malaysian undergraduate students. *International Journal of Infrastructure Research and Management*, 12(2), 79–93.
[https://klust.edu.my/pdf/8-IJIRM%20Vol.12%20\(2\)%20December%202024-83-97_Pavani.pdf](https://klust.edu.my/pdf/8-IJIRM%20Vol.12%20(2)%20December%202024-83-97_Pavani.pdf)
- Mekonnen, L. (2025). Improving students' self-confidence in learning through action research: Presentation skills in focus. *IJCAR: Indonesian Journal of Classroom Action Research*, 3(1), 26–36.
<https://doi.org/10.53866/ijcar.v3i1.753>
- Mohamed, N. O., Ali, M. F. A. A.-S., & Garhi, S. (2020). An investigation of the relationship between EFL hyperactive young learners' oral performance and their FL anxiety. *Fayoum University Journal of Education and Psychological Science*, 14(1), 283–313.
<https://doi.org/10.21608/jfust.2020.118844>
- Mutmainna, A., Khaerati Syam, U., & Ariana. (2024). Promoting Higher Order Thinking Skills through Oral Presentation at SMA Negeri 12 Gowa. *English Language Teaching Methodology*, 4(1), 1–9.
<https://doi.org/10.56983/elmt.v4i1.314>
- Nadila, S., Ginanto, D. E., & Alfian, A. (2024). Students' difficulties on oral presentation in classroom interaction faced by fourth semester students at an Islamic State University. *Jurnal Pendidikan Tambusai*, 8(2), 35750–35770.
<https://jptam.org/index.php/jptam/article/view/19272>
- Naseebullah, N., Maria, M., & Lal, H. (2025). An empirical study on the difficulties and determinants of oral presentation skills in higher education institutions. *Social Sciences & Humanity Research Review*, 3(4), 81–114.
<https://doi.org/10.63468/sshr.126>
- Ngadiran, N. M., Kadir, H., & Mizad, M. (2024). Improving Students' Level of Confidence in Oral Presentation via Video Recording Task. *Development in Language Studies*, 4(2), 11–14.
<https://doi.org/10.6007/IJARBSS/v14-i10/21978>
- Nguyen, T. H. (2020). Oral Presentation: An Effective Approach to Enhance Non-English Major Students' Speaking Proficiency. *Scientific Journal of Tra Vinh University*, 1(35), 43–50.



- <https://doi.org/10.35382/18594816.1.35.2019.202>
- Nguyen, K. T. B., & Ly, T. Y. N. (2025). How final-year English majors view oral presentations as a practical speaking technique: A case study at a university in southern Vietnam. *European Journal of English Language Studies*, 5(2), 83–96.
<https://doi.org/10.12973/ejels.5.2.83>
- Nguyen, T. T. (2025). Exploring the benefits and challenges of using video-recorded presentations in group settings. *Journal of Social and Scientific Education*, 2(2), 73–83.
<https://doi.org/10.58230/josse.v2i2.319>
- Nguyen, T. Q. T., & Nguyen, A. T. (2025). The role of peer interaction in enhancing students' oral presentation: Perceptions of Vietnamese EFL pre-service teachers at a university. *Dong Thap University Journal of Science*, 14(7), 32–46.
<https://doi.org/10.52714/dthu.14.7.2025.1559>
- Nundy, S., Kakar, A., & Bhutta, Z. A. (2021). *How to give an oral presentation? In How to practice academic medicine and publish from developing countries: A practical guide* (pp. 357–366). Springer Nature Singapore.
https://doi.org/10.1007/978-981-16-5248-6_38
- Nurhidayah, R., & Aflah, M. N. (2024). Fostering EFL students' oral communication skills through individual presentation. *Edukasi: Jurnal Pendidikan*, 22(1), 31–43.
<https://doi.org/10.31571/edukasi.v21i1.6979>
- O'Reilly, C., Devitt, A., & Hayes, N. (2022). Critical thinking in the preschool classroom: A systematic literature review. *Thinking Skills and Creativity*, 46, 101110.
<https://doi.org/10.1016/j.tsc.2022.101110>
- Orovchanec-Nineska, B., & Stevkovska, M. (2020). Level of agreement between teacher assessment and self-assessment of oral presentation skills. *International Journal of Education and Philology*, 1(1), 26–33.
https://www.academia.edu/40184763/Level_of_Agreement_between_Teacher_Assessment_and_Self_assessment_of_Oral_Presentation_Skills
- Pham, M. T., Nguyen, D. N. Q., Nguyen, T. K. C., Nguyen, H. N. M., Hoang, T. A. T., & Pham, V. P. H. (2022). The Reality of English Presentation Skills of English-majored Students in Vietnam: A Case Study at Van Lang University. *International Journal of TESOL & Education*, 2(2), 27–46.
<https://doi.org/10.54855/ijte.22222>
- Pham, B. Q., & Dinh, H. T. T. (2025). Enhancing student engagement in oral presentations through student-constructed rubrics. *Ho Chi Minh City Open University Journal of Science – Social Sciences*, 16(4), 3–26.
<https://doi.org/10.46223/HCMCOUJS.soci.en.16.4.4190.2026>
- Phan, T. M. U., Nguyen, T. T. H., & Phan, T. X. D. (2022). Factors affecting oral presentation skills of English-majored sophomores at Tay Do University, Vietnam. *European Journal of English Language Teaching*, 7(2), 61–97.
<https://doi.org/10.46827/ejel.v7i2.4217>
- Phuong, W. T. N., & Khang, P. V. (2023). Using body language in giving presentations. *International Journal of All Research Writings*, 4(9), 66–69.
https://www.academia.edu/99431902/USING_BODY_LANGUAGE_IN_GIVING_PRESENTATIONS
- Pervaiz, A., Arshad, F., Khudad, K., & Tahir, R. (2022). An analysis of spoken proficiency during oral presentations of Pakistani ESL undergraduate students. *Pakistan Journal of Humanities and Social Sciences*, 10(1), 241–253.
<https://doi.org/10.52131/pjhss.2022.1001.0192>
- Prosenjak, B., & Lučev, I. (2020). The impact of peer assessment on the attainment level of oral presentation skills. *Language Value*, 12(1), 30–55.
<https://doi.org/10.6035/LanguageV.2020.12.3>

- Putra, O. P., & Kayen, H. S. (2025). Enhancing university students' academic presentation skills through mnemonic-based strategies. *Pedagogy: Journal of English Language Teaching*, 13(1), 64–76.
<https://doi.org/10.32332/nkaht604>
- Radosavlevikj, N. (2023). Students' motivation, challenges and experiences in designing video presentations vs. delivering oral presentations in an ESP course for social sciences. *Journal of Teaching English for Specific and Academic Purposes*, 11(1), 255–265.
<https://doi.org/10.22190/JTESAP230205018R>
- Rahmatillah, R., Jakfar, A. E., Parlindungan, F., & Devira, M. (2025). Exploring differences in oral presentation modes: Does video recording really improve students' performances? *Studies in English Language and Education*, 12(2), 735–754.
<https://doi.org/10.24815/siele.v12i2.38069>
- Richards, K., & Thompson, B. M. W. (2023). Challenges and instructor strategies for transitioning to online learning during and after the COVID-19 pandemic: A review of literature. *Frontiers in Communication*, 8, Article 1260421.
<https://doi.org/10.3389/fcomm.2023.1260421>
- Rodin, R., Rohailla, S., & Detsky, A. S. (2021). The oral case presentation: Time for a “refresh”. *Journal of General Internal Medicine*, 36(12), 3852–3856.
<https://doi.org/10.1007/s11606-021-06964-6>
- Salehi, M., & Gholampour, S. (2022). Self, peer, and teacher assessment of oral presentations: An investigation of reliability and validity. *MEXTESOL Journal*, 46(2), 1–10.
<https://doi.org/10.61871/mj.v46n2-11>
- Samnani, S., Vaska, M., Ahmed, S., & Turin, T. C. (2017). Review typology: The basic types of reviews for synthesizing evidence for the purpose of knowledge translation. *Journal of the College of Physicians and Surgeons Pakistan*, 27(10), 635–641.
https://www.researchgate.net/publication/341115251_Review_Typology_The_Basic_Types_of_Reviews_for_Synthesizing_Evidence_for_the_Purpose_of_Knowledge_Translation
- Setiyono, N. A., Komariah, E., & Shafwati, D. (2025). Exploring oral presentation process and English department students' perceptions of storytelling class. *English Education Journal*, 16(2), 98–108.
<https://doi.org/10.24815/eej.v16i2.45439>
- Shahzad, A. K., Hanif, A., & Asgher, T. (2024). Navigating oral presentation obstacles in ESL classroom: Insights from students and teachers. *Journal of Applied Linguistics and TESOL*, 7(4), 160–177.
<https://jalt.com.pk/index.php/jalt/article/view/188>
- Sopyanti, L., Tahir, M., & Amin, F. H. (2025). Investigating nonverbal communication in English presentations at EFL classrooms. *Klasikal: Journal of Education, Language Teaching and Science*, 7(1), 212–228.
<https://doi.org/10.52208/klasikal.v7i1.1281>
- Srikumar, B. N., & Gokulakrishnan, K. (2023). Strategies for the preparation and delivery of oral presentation. In *The quintessence of basic and clinical research and scientific publishing* (pp. 791–796). Springer Nature Singapore.
https://doi.org/10.1007/978-981-99-1284-1_50
- Suliman, W. M. M. (2022). Implications of oral presentation for fostering learners' autonomy: A case study with EFL learners majoring in English. *Journal of English Teaching*, 8(1), 107–118.
<https://doi.org/10.33541/jet.v8i1.3293>
- Tareen, H., Haand, M. T., & Muhammadi, A. (2023). Investigating EFL learners' perceptions towards the difficulties in oral presentation at Kandahar University. *Anatolian Journal of Education*, 8(1), 79–92.

- <https://doi.org/10.29333/aje.2023.816a>
- Thanachitditsaya, N., Nongkhai, S. N., & Laimanoo, P. (2023). Utilization of research oral presentation to reinforce undergraduate students' 21st-century skills as active learning. *Journal of Asian Language Teaching and Learning*, 4(2), 16–30.
<https://so10.tci-thaijo.org/index.php/jote/article/view/764>
- Templier, M., & Paré, G. (2015). A framework for guiding and evaluating literature reviews. *Communications of the Association for Information Systems*, 37(6), 112–137.
<https://doi.org/10.17705/1CAIS.03706>
- Tullis, J. G., & Goldstone, R. L. (2020). Why does peer instruction benefit student learning? *Cognitive Research: Principles and Implications*, 5, 15.
<https://doi.org/10.1186/s41235-020-00218-5>
- Turdieva, R. S. (2023). Developing communication skills through oral presentations in teaching English. *Journal of Ethics and Diversity in International Communication*, 3(12), 1–4.
https://www.researchgate.net/publication/377471916_Journal_of_Ethics_and_Diversity_in_International_Communication_Developing_Communication_Skills_Through_Oral_Presentations_In_Teaching_English
- Tuyen, L. T. H. (2023). Oral presentation skills of non-English majored students at Dong Nai Technology University: Problems and solutions. *Journal of English Language Teaching and Applied Linguistics*, 5(1), 96–101.
<https://doi.org/10.32996/jeltal.2023.5.1.11>
- Rizqi, N. N., & Haryanto, H. (2024). The implementation of oral presentation to enhance students' speaking skills at Islamic University Jepara. *IJOLTL (Indonesian Journal of Language Teaching and Linguistics)*, 9(1), 56–70.
<https://doi.org/10.30957/ijoltl.v9i1.768>
- Utami, A. R., & Amalia, L. L. (2024). Tertiary students' challenges toward the use of oral presentation in speaking class. *Basic & Applied Education Research Journal*, 5(1), 1–10.
<https://doi.org/10.11594/baerj.05.01.01>
- Utari, L. W., Salam, U., Ikhsanudin, I., & Rosnija, E. (2022). Speaking anxiety in oral presentation of EFL students. *Journal of English as a Foreign Language Education*, 3(2), 64–74.
<https://doi.org/10.26418/jefle.v3i2.61253>
- Uzun, G. Ö. (2020). A review of communication, body language and communication conflict. *International Journal of Psychosocial Rehabilitation*, 24(9), 2833–2844.
https://www.researchgate.net/publication/351057431_A_Review_of_Communication_Body_Language_and_Communication_Conflict
- Veng, B., & Loeung, B. (2024). Using oral presentation to promote speaking English in EFL/ESL context: A case study at BELTEI International University, Phnom Penh, Cambodia. *Sujana: Education and Learning Review*, 3(2), 64–76.
<https://doi.org/10.56943/sujana.v3i2.617>
- Waluyo, B., & Rofiah, N. L. (2021). Developing students' English oral presentation skills: Do self-confidence, teacher feedback, and English proficiency matter? *MEXTESOL Journal*, 45(3), 1–17.
<https://doi.org/10.61871/mj.v45n3-14>
- Wangchuk, N., & Zimba, P. (2024). Assessing the effects of reading and preparation habits on oral presentation skills. *International Journal of Latest Research in Humanities and Social Science*, 7(3), 217–225.
<http://www.ijlrhss.com/paper/volume-7-issue-3/25-HSS-2634.pdf>
- Wu, H. (2022). *Exploring the factors affecting the performance of EFL learners' oral presentation: A structural equation modeling study*. SSRN.
<https://doi.org/10.2139/ssrn.4259156>

- Wu, H. (2024). The more, the better? A multivariate longitudinal study on L2 motivation and anxiety in EFL oral presentations. *Frontiers in Education*, 9, 1394922.
<https://doi.org/10.3389/educ.2024.1394922>
- Wu, J. (2023). Application of critical thinking in improving oral proficiency of Chinese university English majors. *Journal of Education and Educational Research*, 6(3), 142–145.
<https://doi.org/10.54097/s92p7y39>
- Xie, J., Wei, T., Zhan, Y., Zeng, Y., Xiang, X., Liu, X., & Gallo, K. (2021). Learner perceptions of demotivators in the EFL classroom: Conceptual framework and scale development. *Journal of Asia TEFL*, 18(4), Article 1302.
<https://doi.org/10.18823/asiatefl.2021.18.4.14.1302>
- Yusof, M. M., Jaapar, W. E., & Zaini, N. (2025). Exploring ESL learners' perceptions of recorded oral presentations: Speaking anxiety, motivation, and perceived usefulness. *International Journal of Research and Innovation in Social Science*, 9(10), 306–315.
<https://doi.org/10.47772/IJRISS.2025.910000026>
- Zakaria, S. F., Rusli, R., Mat, N. H. C., & Tazijan, F. (2023). An insight to attitudes and challenges in oral presentations among university students. In *European Proceedings of Educational Sciences* (Vol. 23097, pp. 543–555). International Conference of Research on Language Education.
<https://doi.org/10.15405/epes.23097.49>