

Investigating EFL Learners' Perceptions towards the Difficulties in Oral Presentation at Kandahar University

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Presentation skills are considered as the most vital proficiencies required in higher education. This research paper examined the difficulties of oral presentation EFL learners encountered, strategies used to make oral presentation well and the perceived role of lecturer in improving EFL learners' oral presentation skills. With regard to achieving these objectives, questionnaires distributed to 150 EFL learners, and face-to-face interviews were conducted. The quantitative data were analyzed through SPSS by conducting frequencies and percentages, independent sample t-test and ANOVA tests. The results of the study revealed that learners had a problem with oral fluency, accuracy and pronunciation during oral presentation, feel frightened when a lot of people are watching them, afraid of being assessed by their classmates in front of the class, having low self-confidence. Furthermore, considering a crucial role of lecturer in improving oral presentation skills, this study also discovered that lecturer has to show learners videos of good speakers for enhancing their presentation skills and lecturer has to give learners freedom to choose their own topics that lower their anxiety. It is hoped that the ideas discussed will provide the learners and lecturers with basic guidelines of how to improve the learners' oral presentation and assist learners to work their way out of anxiety.

Keywords: oral presentation, difficulties, lecturer's role, coping strategies, EFL learners

INTRODUCTION

As the result of world web contacts and worldwide availability of internet, excessive changes have been made which raised more demands on learning English language verbally and written as the language of international contact (Karimkhanlooei, 2017). Likewise, English language is a powerful tool for communication and it is a global language that people of different languages use it to communicate and engage in business. It also provides access to much of the world's knowledge. Accordingly, for foreign language educators, communication has been the prime goal and foreign language learners must acquire fluency and accuracy to communicate efficiently in spoken and written forms (Angelini & Garcia-Carbonell, 2019; Robillos, 2022). Particularly, oral presentation is among the primary goals of foreign language teaching in the target language while educators in higher educational contexts aim to provide opportunities for learners to reach an adequate proficiency level in speaking. Oral presentation functions an important part on learners' acquisition of information, academic experiences and class involvement (Robillos, 2022).

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In higher academic institutions, specifically in EFL classes, an oral presentation is found in almost all subjects and it is essential for students to communicate their ideas effectively to the audience (Zakaria & Razak, 2016). In higher education and future careers, oral presentation skills are considered as one of the most essential proficiencies for students at schools and universities. Also, Angelini and Garcia-Carbonell (2019) provided the clearest definition of oral presentation “a speaking which involves the presenter talking in front of a group of people the presenter knows or a crowd of strangers usually with some preparation.” In addition, in today’s globalized world where employers require recent graduates with good communication skills, oral communication skills are very essential. Furthermore, for personal growth, oral presentation is the most prolific source and it is significant to enhance the skills and self-confidence in providing oral presentations for students with future work purposes (Alwi & Sidhu, 2013). Additionally, ELT departments offer courses which typically make students to create oral presentations as part of extensive speaking activities to enhance their presentation skills (Somalz, 2019).

Problem Statement

When students present orally in front of a class to the audience, they find it difficult and become nervous. In fact, some even become terrified to ask them for preparing an oral presentation at least for their classmates. This has become a major concern for many higher learning institutions and raised many issues that students graduate with excellent results, but remain incapable of presenting orally well in English. A similar concern is with many EFL learners in the Education Faculty and Languages and Literature Faculty at Kandahar University who feel hyperventilating when they are asked to make a presentation, stand in front of their classmates and present orally. In other words, when presenting orally, EFL learners express a feeling of stress, nervousness, frustrated and daunted. It is because they are neither well trained to present in front of the audience nor they have the required skills to have a competent oral presentation. It is valuable to note that Ait Atmane and Ahouari-Idri (2016) and Robillos (2022) shared a similar concern that despite the significance of oral presentation at a university environment, students are still considerably short in their capability of delivering decent oral presentations. With attention to oral presentation, Ekmekçi (2018) highlighted that learner felt anxious, nervous, shy, and even shook like a leaf during oral presentations.

This study will directly benefit EFL learners at Kandahar University. Since EFL learners are expected to perform oral presentations regardless of the subjects they take, this research will assist them as a guide to cope with difficulties when delivering oral presentation. In addition, this study will assist in motivating students’ pursuit of learning and will look for ways to empower and enhance oral presentation. It will also provide a valuable opportunity to advance the understanding of oral presentation. Furthermore, the results of this research would be valuable to anyone who wants to master in oral presentations. Therefore, this research is guided by the following research questions:

1. What are the oral presentation difficulties EFL learners perceive the most?
2. What strategies do EFL learners employ to deliver oral presentation well?
3. How do EFL learners perceive lecturer’s role in improving their oral presentation skills?
4. Is there any significant difference in learners’ perceptions towards oral presentation between genders?
5. Is there any significant difference in learners’ perceptions towards oral presentation among freshman, sophomore, junior and senior?

Literature Review

In general, since oral presentations are carried out in EFL classes, it becomes a challenging task for majority of EFL learners (Ait Atmane & Ahouari-Idri, 2016). Concerning oral presentation difficulties, Van Emden and Becker (2016) highlighted in their carried-out study that most EFL

learners are concerned with presenting orally in front of audience and this may cause a feeling of nervousness and vulnerability as they look at the large number of audiences. To emphasize further on audience as difficulty, El Enein (2011) also identified that EFL learners considered eye contact with audience, particularly with instructor who watches their language as their worst fear in oral presentation. Similarly, Al-Nouh, Abdul-Kareem and Taqi (2015) also found instructor's interruption in learners' oral presentation that challenges their performance. Audience, however, plays key role in assisting the presenter to feel comfortable and motivated to keep speaking (Razawi, Zulkomain & Mohd Razlan, 2019).

To be more precise, audience can actively involve themselves by answering questions, applaud at the start and end of presentation, smile, and always show enthusiasm in what the presenter delivers (Razawi, Zulkomain & Mohd Razlan, 2019). The writers emphasized that the presenter will certainly feel motivated and decrease anxiety and stage fright when audience display encouraging attitudes. In addition to difficulties, Whai and Mei (2015) found in their research that lack of experience was another major obstacle in oral presentation. EFL learners, according to the researchers, rarely participated in public speaking activities during school. As a result, learners find it a challenging task to conduct oral presentation in pursuing higher education. Moreover, Al-Nouh, Abdul-Kareem and Taqi (2015) also pointed out to the lack of oral presentation skills that contribute to poor presentation delivery. To be more precise, El Enein (2011) conclusively stated that being unfamiliar with oral speaking activities and presentations have made EFL learners encounter challenges. EFL learners most often lack either oral presentation skills or unable to consolidate the presentation efficiently.

Another major difficulty for EFL learners when presenting orally, according to Kho, Abdullah and Leong (2015), is shortage of preparation. Since proper preparation is fundamental before presenting orally, most of the ESL learners even with a lot of preparation, however, worried about forgetting the information and the organization of the ideas logically. Therefore, they preferred to bring notes when presenting orally (Razawi, Zulkomain & Mohd Razlan, 2019). The authors further stated that allowing learners to bring short notes will assist them to be prepared in terms of good flow and coherence of presentations. With proper preparation in mind, Husain, Ganapathy and Mohamad (2015) vividly recommended that there should be more time for learners to prepare and rehearse the presentations. The authors further added that to improve presentations, it may be useful to video record learners' presentations. Moreover, Whai and Mei (2015) indicated inadequate preparation as the most common difficulty in oral presentation because of the fact that learners prioritized and dedicated their utmost time and efforts to core subjects.

Another key factor causing difficulty when presenting orally is the assessment process (El Enein, 2011). According to the author, majority of the EFL learners in the study often feared of receiving biased grades and were assessed negatively which made the oral presentations difficult. This is because of the fact that every instructor's assessment criterion varies. With regard to oral presentation assessment, Al-Nouh, Abdul-Kareem and Taqi (2015) asserted that EFL learners started to have undesirable thoughts about getting low grades in their oral assessment that affected their level of confidence. With this in mind, Karimkhanlooei (2017) revealed in carried-out research in Iranian context that learners made a worthy improvement in their oral presentations when assessment criteria and rubrics on presentation skills were shared with them beforehand to lessen the errors. Indeed, a key part of oral presentation assessment that needs to be taken into consideration is scoring rubrics and should not be considered confidential (Razawi, Zulkomain & Mohd Razlan, 2019). The authors recommended that lecturers always need to have a smile on their faces and nod their heads to give a sign of understanding while assessing learners' oral delivery in the back. This will eventually affect learners' motivation on the stage and they will feel confident.

Linguistic is another element that contributes to difficulty in oral presentations encountered by learners (Whai & Mei, 2015). According to the researchers, insufficient proficiency in English when orally

presenting is considered as linguistic factor. Also, Rajoo (2010) unearthed how important is oral presentation linguistically. To be more precise, having poor choice of words and poor phrasing of sentences can make oral presentation difficult, confusing and can be barely understood by audience even with interesting topic and good delivery. Similarly, EL Enein (2011) stated in conducted research at Al-Aqsa University where nonnative speakers declared difficulties with oral presentations stemmed from the linguistics. Furthermore, Kho, Abdullah and Leong (2015) revealed in their study that learners were incapable of speaking English fluently and majority of them tended to make errors and did not use correct structure of the sentences when presenting orally.

To overcome the difficulties in oral presentations, Hanifa and Yusra (2018) carried out research that learners must have faith on their ability and must expect audiences to pose questions which lead to build presenter's confidence. The authors further added that learners can cope with difficult questions by addressing them to the floor. To have a better performance and build self-confidence in oral presentations, Zivkovic (2015); Hanifa and Yusra (2018) recommended the presenters to master the topic and content well. Considering strategies to cope with difficulties in oral presentation, Hanifa and Yusra (2018) confirmed in a study that speakers seemed relaxed and had faith on their abilities which is an effective way of increasing confidence and coping with difficulties. Researchers further added that there were good presenters who commonly expected and addressed questions to audience. Remarkably, the speaker can also gain confidence with using jokes and humors related to the topic, audience, or the occasion. Moreover, according to the authors, using small notes as guidelines prepared prior to presentation is another strategy to cope with difficulties which assist the presenters to recall the idea they intended to deliver.

In addition, to cope with difficulties, Tanveer (2007) suggested three strategies to alleviate oral presentation difficulty. First, EFL learners should cease acting like native language speakers in oral presentation which seems a reasonable step in decreasing difficulty. Second, avoid practicing summative feedback that is likely causing difficulty. Similarly, Chen (2015) found that being assessed by peers and lecturer in front of the class is highly contributing in making learners severe nervous. On the other hand, Otashi and Heffernan (2008) recommended peer assessment to enhance oral presentation because learners are involved in active learning process. Third, there should be single sex classes for receding oral presentation difficulty. In addition to that, free oral and speaking activities like oral participation and free dialogues, role-play and simulation are conducive strategies in developing oral presentations (El Enein, 2011). Another encouraging strategy to cope with oral presentation difficulties noted by Hanifa and Yusra (2018) which worked well is using gestures to gain audiences' interest.

Additionally, practice is another key aspect of good presentation that enables presenters to identify their weaknesses and work them out to speak smoothly and naturally (Hanifa & Yusra, 2018). Accordingly, presenters need to seek further information regarding the audience to assist them in determining proper presentation style. In light of coping strategies, Barrett and Liu (2016) indicated that EFL learners observed their peers during oral presentation and noted lecturer's feedback, thoughtful use of slides and proper time management to overcome the difficulties. Speakers, according to Raja (2017), should not only ask someone to record the presentation and watch it later several times for the improvement during practicing session but also look for the feedback at the same time. Likewise, Imaniah (2018) advocated in carried-out research that planning materials well is an integral part of oral presentation that EFL learners must consider to manage their allotted time in academic oral presentation. In the same manner, Raja (2017) posited that presenters essentially need to concentrate on the materials rather than on audience because audience mainly focus on the information being presented. Finally, El Enein (2011) found in a conducted study that to improve pronunciation during oral presentation, EFL learners should necessarily concentrate phonetics and phonology courses and expand their vocabulary and expressions.

As per lecturer's role in oral presentations, Husain, Ganapathy and Mohamad (2015) elucidated that lecturer should allot enough time to learners for preparing their presentations and video record their own presentations. This will enable them to improve and ensure their oral presentation progress. First and foremost, lecturer should facilitate a friendly and motivating atmosphere and should always put a smile when assessing learners' performance in the back (Subaşı, 2010; Al-Nouh, Abdul-Kareem, & Taqi, 2015; Karimkhanlooeei, 2017; Razawi, Zulkornain & Mohd Razlan, 2019). This, as a result will make them comfortable, motivated and confident. In addition to that, lecturer should share the grading criteria with learners before the presentation. This will assist them to reduce the errors and also notify learners to avoid having lengthy notes for coherent presentation. The authors added that lecturer should show learners several authentic videos of good speakers with good command of English.

With this in mind, El Enein (2011) considerably focused on lecturer's role to notify learners as audience while listening to oral presentation to maintain academic behavior and convince them to raise questions, comments, provide feedback after the presentation and support each other without considering individual variances in ability. In light of lecturer's role from EFL learners' perspective, Alwi and Sidhu (2013) and Brooks and Wilson (2014) recommended lecturers in a carried-out study to design tailor-made courses and cater efficient guidelines using presentations in classroom for EFL learners by creating a better learning environment for becoming an effective presenter. Also, as part of lecturer's role in improving EFL learners' oral presentation skill, Subaşı (2010) perceived from EFL learners' responses that lecturers should categorize learners with strong fear of negative evaluation. Then, take initiatives by showing individual interest to weak performers, provide supportive assistance from early stages and prepare them mentally that it is personality traits which is not easy to be removed. Finally, the foremost role of a lecturer in improving oral presentation according to Wang, Yu and Teo (2018), is that lecturer must give convincing feedback to EFL learners to improve public presentation task considering mode and function of oral delivery.

METHOD

Research Design

As the current research tried to explore EFL learners' perceptions of the difficulties in oral presentation, the perceived strategies to cope with these difficulties and lecturer's role in improving oral presentation skills, a mixed-method survey research was considered suitable. The use of mixed methods research in studies may well play a key role in the improvement of our field because outcomes attained from different methods have the potential to enhance our understanding of problems and questions (Molina-Azorín, 2016). Additionally, the researchers selected a mixed-method approach because of the belief that relying merely on quantitative data is not sufficient to explore why and how learners develop oral presentation skills. With regard to qualitative study, the selection of participants intends to locate information-rich individuals and sites for the study (Johnson & Christensen, 2000).

Population and Sampling

The respondents and participants of this case study were all EFL learners from Education Faculty and Languages and Literature Faculty at Kandahar University as one of leading and reputable public universities in Afghanistan where their perspectives were discovered. Participants for this study consisted of EFL learners from freshman, sophomore, junior, and senior classrooms. A random sample of 150 EFL learners (male & female) participated in this study from the total population of 250 (Gravetter & Forzano, 2011). According to Krejcie and Morgan (1970), for a population of 250 subjects, a sample size of 150 subjects is required to represent the whole population. Meanwhile, the researchers intended to purposefully select and invite eight EFL learners for conducting interviews individually who pursue their studies in English Departments in these two faculties at Kandahar University. Therefore, an appropriate sampling technique should be purposeful and it should be based on the assumption that a researcher wants to discover, understand and gain insight (Etikan, Musa &

Alkassim, 2016). Because it is a deliberate choice of a participant due to the qualities the participant possesses.

Instrument

The main instrument for quantitative data collection used in this research was questionnaire developed by (Zakaria & Razak, 2016; Hanifa & Yusra, 2018). Minor changes were made to the questionnaire to suit the purpose and context of the current study. Moreover, the questionnaire had two sections, the first section included questions about demographic information and the second section was designed in three parts. First part collected information about EFL learners' perceptions toward the difficulties in oral presentation (16 items). Second part collected information about EFL learners' perceptions towards the strategies coping with difficulties used in oral presentation (10 items). The last part collected data about lecturer's role in improving EFL learners' oral presentation skills (8 items). All aspects of the questionnaire fell in four ranks of likert scale: 1- Strongly Agree, 2- Agree 3- Strongly Disagree 4- Disagree. In addition to that, learners' interview instrument consisting of 6 items for obtaining more insight was used to measure the difficulties EFL learners experienced during oral presentation (Chen, 2015).

Validity and Reliability of the Questionnaire

Before the questionnaire was given for pilot testing to establish the validity of the instrument, the researchers consulted with the expert in the field of education for constructive feedback and comments. The expert was consulted regarding the context, content and structure to ensure that the questions included in the questionnaire covered all features of the research questions (Collis & Hussey, 2009). It was also done to ensure that correct wording was used, and that grammatical errors that can influence the result of the study were addressed. Similarly, prior to the interview, the respondents were informed in advance about the purposes, the nature of the study, issues, and the procedures of the interview. Data collection was confidentially treated, and only the researchers was authorized and had access. Data was collected from individual EFL learners utilizing semi-structured interviews in order to gather their beliefs and experiences in this study site. The length of the discussion with each interviewee varied from thirty to forty-five minutes and each interview was recorded using a cell phone. In order to examine the internal reliability of the questionnaire, the coefficient alpha method (Huck, Cormier & Bounds, 2012) was calculated using Statistical Package for Social Sciences (SPSS). Based on the data gathered, the reliability of the instrument was calculated over .70 which is acceptable.

Table 1
Reliability of the questionnaire

Categories	Number of Items	Alpha
Difficulties	16	.75
Strategies	10	.78
Lecturer's Role	8	.84

Data Collection and Ethical Issues

According to Kirk (2007), important ethical issues are involved in any social research including that into education, which deal with the beliefs, values, and lives of people. The researchers collected data from participants via questionnaire. Before data collection, the researchers took permission from the heads of English Departments to collect the data, and then the researchers went to the classes, described the research title with the questionnaire to participants and described the aim of conducting this research that the questionnaire would be used for the research purposes only. Thus, the participants were also able to freely provide their perceptions without being conscious that they are being observed or judged. Besides, there was no time limitation for the participants in filling the

questionnaire. Additionally, data was also collected from individual EFL learners utilizing semi-structured interviews in order to gather their beliefs and oral presentation experiences in this study site. The length of the discussion with each interviewee varied from thirty to forty-five minutes and each interview was recorded using a cellphone.

Data Analysis Procedure

Precisely, quantitative data was analyzed by Statistical Package for Social Sciences (SPSS) version 24. The data was analyzed in terms of descriptive statistics to show frequencies and percentages of each item in the questionnaire and inferential statistics, ANOVA and independent sample t-tests. As per the qualitative data analysis, on the other hand, the researchers referred to the theory of Miles and Huberman in analyzing the data. This consists of three steps: Data reduction (by summarizing, coding and unraveling themes), data display, and conclusion drawing and verification (Miles & Huberman, 1994, pp. 10-11).

Reliability of Qualitative Results

To validate the authenticity of the qualitative analysis, the researchers referred to an outside peer perspective who has published several qualitative research papers on teacher education to examine the perceptions and opinions of learners and double check the coding structure. In addition to that, all respondents were informally invited for member checks to review the accuracy, make changes to their insights to avoid any misinterpretation and share further information to increase the reliability of the results (Bashir, Afzal & Azeem, 2008).

FINDINGS

Quantitative Findings

Table 2

Demographic profile of the participants

Characteristic	Frequency	Percentage
Gender	Male	109
	Female	41
Level of Education	Freshmen	31
	Sophomore	36
	Junior	35
	Senior	48
Age	18-21	74
	22-26	49
	27-30	27

Table 3

Presents the difficulties related to oral presentation

	SA	A	SD	D
I don't like the idea of doing oral presentations because I don't have oral presentation skills.	18.0%	25.3%	30.0%	26.7%
I find an oral presentation difficult because I have low self-confidence.	39.3%	20.0%	40.7%	0.0%
There is no time for me to prepare and rehearse the presentation.	32.0%	19.3%	6.7%	42.0%
I shake when I know that I will be the next one to give oral presentation.	10.0%	6.0%	43.3%	38.7%
I forget everything during oral presentation even if I am prepared well.	14.7%	5.3%	58.7%	21.3%
I start to panic when I give the oral presentation without enough preparation.	10.0%	3.3%	46.0%	40.7%
The instructor's interruption with questions or criticism affects my performance.	8.7%	7.3%	64.0%	20.0%
I am afraid that my teachers tend to correct mistakes I make during the presentation.	16.7%	8.0%	85.7%	16.7%
It frightens me when I know the in-class oral presentation will be graded by the teacher.	12.7%	6.7%	63.3%	17.3%
I am afraid that I would get an unfair grade for my oral presentation.	12.0%	6.0%	58.0%	24.0%
I feel frightened when a lot of people are watching me.	45.3%	34.7%	18.0%	2.0%
I find it difficult to maintain eye contact with audience in oral presentation.	14.0%	6.0%	35.3%	44.7%
I am afraid being assessed by my classmates in front of the class.	42.7%	18.7%	36.0%	2.7%
I find it difficult to present orally a challenging topic.	10.0%	23.3%	47.3%	19.3%
I have a problem with oral fluency, accuracy and pronunciation during oral presentation.	53.3%	28.7%	10.0%	8.0%
I find it difficult to organize my ideas logically during oral presentation.	16.0%	10.7%	59.3%	14.0%

Table 3 presents the percentages for the factors affecting oral presentation. From the responses, it was discovered that majority of the learners consider oral presentation difficult because they have issues with fluency, accuracy, and pronunciation during oral presentation. Also, the results revealed that EFL learners are afraid being watched by the audience during the presentation. There was also a tendency that EFL learners are afraid of oral presentation because their classmates assess them while standing in front of the class.

Table 4

Presents the strategies for improving oral presentation

	SA	A	SD	D
I thoroughly analyze my audience.	12.7%	30.7%	24.7%	32.0%
I prepare myself properly before an oral presentation.	49.3%	38.7%	8.7%	3.3%
I prepare small notes as guidelines before presentation to avoid reading from manuscript.	16.0%	28.7%	24.0%	31.3%
I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.	26.0%	34.7%	22.7%	16.7%
I prepare answers to anticipated questions, and practice responding to them.	6.7%	28.7%	32.7%	32.0%
I have to build self-confidence to present very well.	46.0%	36.0%	14.0%	4.0%
I have to concentrate more on phonetics and phonology of language.	32.0%	44.7%	18.7%	4.7%
I have to observe other presentations to help me present my presentation well.	4.0%	37.3%	32.7	26.0%
I have to use gestures and maintain good eye contact with the audience at all times.	14.0%	32.0%	22.0%	32.0%
I have to use thoughtful slides and proper time management.	9.0%	33.3%	26.7%	30.7%

The second research question inquired about the certain strategies used to avoid oral presentation difficulties. Majority of the learners indicated that the better way to avoid the difficulties during presentation is to have proper preparation beforehand.

Table 5

Presents lecturer's role in improving oral presentation

Lecturer Should:	SA	A	SD	D
Give enough time to learners to prepare well.	25.3%	10.0%	31.3%	33.3%
Create a fun learning environment and positive reinforcement.	22.7%	16.7%	32.7%	28.0%
Share grading rubrics with EFL learners before the presentations.	34.0%	23.3%	34.7%	8.0%
Show learners videos of good speakers for enhancing their presentation skill.	44.7%	20.7%	26.7%	8.0%
Convince and provide useful feedback after oral presentation.	16.7%	23.3%	33.3%	26.7%
Encourage the peers to be more supportive.	41.3%	18.7%	30.0%	10.0%
Allow learners to choose their own topics that lowers their anxiety.	42.7%	26.0%	21.3%	10.0%
Design a specific course in teaching oral presentation skills for EFL learners	38.0%	32.0%	24.7%	5.3%

Table 5 reveals lecturer's role in terms of eradicating the factors affecting EFL learners' oral presentations. The findings showed that the lecturer has to show various videos of good speakers for enhancing their presentation skill. Additionally, the learners also expected their lecturer to allow them to choose their own topics for oral presentation to lower their anxiety and encourage the peers to be more supportive.

Table 6

Independent Sample t-test between genders

	Gender	N	Mean	SD	t	df	Sig
Oral Difficulties	Male	109	2.5516	.34787	.486	148	.000
	Female	41	2.8155	.15178			
Coping Strategies	Male	109	2.4312	.26829	.353	148	.725
	Female	41	2.4488	.28207			
Lecturer's Role	Male	109	2.3268	.42489	.976	148	.050
	Female	41	2.1738	.41728			

Table 6 indicates the descriptive statistics and independent sample t-test results for the differences in oral presentation between male and female learners. The results of the independent sample t-test indicate that there is significant difference in oral presentation between males and females in terms of oral difficulties ($t(148) = .486, p = .000$), lecturer's role ($t(148) = .976, p = .050$). However, the t-test results also revealed that there is no significant difference between male and female learners' oral presentation in terms of coping strategies ($t(148) = .353, p = .725$).

Table 7
One-Way ANOVA among freshman, sophomore, junior and senior

		Sum of Squares	df	Mean Square	F	Sig.
Oral Difficulties	Between Groups	2.076	1	2.076	21.957	.000
	Within Groups	13.991	148	.095		
	Total	16.066	149			
Coping Strategies	Between Groups	.009	1	.009	.124	.725
	Within Groups	10.956	148	.074		
	Total	10.966	149			
Lecturer's Role	Between Groups	.698	1	.698	3.903	.050
	Within Groups	26.462	148	.179		
	Total	27.160	149			

An ANOVA was conducted, and results (Table 7) showed that there were significant differences among freshman, sophomore, junior and senior EFL learners in terms of: oral difficulties ($f(1, 148) = 21.957$ & $p = .000$) and lecturer's role ($f(1, 148) = 3.903$ & $p = .050$).

Similarly, the Post-Hoc LSD multiple comparison analysis also indicated that there were significant difference between the level of education and oral presentation.

Qualitative Findings

The findings of student interviews are presented thematically based on research question one. Three main themes were identified from the analysis of the interview transcripts. Identifying each theme made it easier to capture related excerpts as evidence. Therefore, the gathered data excerpts for each theme were utilized and organized into a coherent and detailed analysis. Figure 1 below shows a visual representation that is referred in the thematic analysis as a 'thematic map' (Braun & Clarke, 2006).



Figure 1
Difficulties during oral presentation

Lack of Well-Prepared Presentation

Based on the findings related to first research question, the lack of well-prepared presentation was emerged as the most prevalent result. Almost all of the respondents expressed that one of the reasons EFL learners face difficulties during oral delivery is that they did not prepare fluent and accurate presentation. The following excerpts are their oral presentation experiences and the difficulties they encountered during presentation.

"Sometimes I feel nervous when I deliver presentation in front of the class because I missed to include some parts in the slides. For example, including certain examples, accurate statistics, or other

relevant insights. As a result, I suddenly forget words and that brings a gap in my speech and that makes me uncomfortable during presentation". (All Respondents)

Lack of Practice before Real Oral Delivery

Another major difficulty the respondents encountered during oral presentation is lack of well practice before the delivery in front of the class. The following are the excerpts from the interviews:

Respondent 3 stated "Again not practicing the skills for example eye contact, body language, controlling the stress". Respondent 6 revealed "Once I felt intense and there was high tense feeling when I haven't practiced my presentation well". Respondent 7 provided further elaboration "I didn't have enough practice for the first time I presented my oral presentation. As a result, I had a bad presentation".

Negative Thoughts/ Mindset

The third major theme discovered from the analysis is that the respondents experienced negative feelings about oral presentation skills. For example, they had a fear of being asked by the respondents, being evaluated negatively, large audience, and gender issues. They acknowledged that:

Respondent 1 stated "I had so much concern about my presentation because I was anxious about what the audiences will think about my presentation and what kind of questions would be asked from me? I also sometimes feel nervous because, I have concerns about my presentation marks or I think the lecturer and audiences won't like my presentation, or sometimes I am concerned about my appearance such as shoes, clothing style or others". Respondents 2 and 5 revealed "Students usually become under pressure when the audience is large". Respondents 3, 5 and 7 added "I think I become nervous and disturbed when my audience start asking questions and I usually have much anxiety because I think that the audience will make fun of me". Respondent 7 added additional barrier and stated "In our class, gender is a major concern for some students when presenting orally. For example, one of our female classmates who always feels nervous when she gives presentation in front of her male peers. Because she feels shy and becomes under pressure and gets lost".

DISCUSSION AND CONCLUSION

This part of the discussion is relevant to the first research question. In terms of the potential difficulties faced by EFL learners, the results of the current study revealed that EFL learners have major issues with fluency, accuracy and pronunciation during oral presentations. Mostly, EFL learners concentrated on the three factors amidst oral presentation that caused them to become hesitant and made errors. As mentioned in the literature review, Kho, Abdullah and Leong (2015) revealed in their study that learners were incapable of speaking English fluently and majority of them tended to make errors and did not use correct structure of the sentences when presenting orally. The current study also found that EFL learners feel apprehended and vulnerable when presenting orally in front of a large audience. The participants of the study acknowledged that they feel uncomfortable and uneasy which makes them reading from the slides rather than presenting to the audience and maintaining eye contact. These findings are in line with the results of Imaniah (2018) who found that most of the EFL learners were lost and unable to present. EFL learners, therefore, started reading from the slides.

In addition to the first research question, results from the interview indicated that EFL learners experienced difficulties because they did not prepare their presentation well. This means that they did not conduct proper research of the topic to be included in the slides or charts. Similarly, students have not been able to put their efforts in preparing their presentations (Whai & Mei, 2015). This study also found that EFL learners did not practice their presentation before they come to the class for delivering in front of the audience. As a result of inappropriate practice, students seemed lost and forgetting the

issues. However, Kurakan (2021) discovered that students practiced speaking in front of a mirror to help them gain confidence and eliminate anxiety when delivering oral presentation. The interview results indicated that EFL learners had negative mindset towards oral presentations. For example, the learners had fear from being asked by the audience and also gender issues challenged them to skip oral presentation. This finding is further supported by Dansieh, Owusu and Seidu (2021) that students had fear from the audience. These students identified that they had fear of being judged and fear of being asked questions.

Regarding the second research question, the current results indicated that EFL learners are apprehensive with assessment process. The participants are edgy being assessed negatively in front of the peers and they find oral presentation challenging because there is a shortage of self-confidence. These results agree with the findings of Razawi, Zulkomain and Mohd Razlan (2019) in which the assessment process should not be kept confidential to make oral presentation difficult and make EFL learners lose their self-confidence. In addition, the findings of the research indicated that there are some strategies coping with difficulties used in oral presentations. The finding of this study demonstrated that EFL learners have to prepare themselves properly before an oral presentation. According to the participants of this research, preparation for an effective delivery is a key factor. The findings of this study is in harmony with the findings of Whai and Mei (2015) who indicated inadequate preparation as the most common difficulty in oral presentation and EFL learners have to prioritize it to master the subject matter.

Concerning the third research question, the results of this study discovered that lecturers are required to design a special course for EFL learners to develop their oral presentation skills. EFL learners strongly agreed that specific course for strengthening oral presentation skills would assist them become experienced presenters in the future. The results of this study revealed that lecturers need to show some videos from professional presenters to contribute EFL learners in becoming qualified presenters. EFL learners believed that their oral presentation skills will have improved if they are facilitated with various videos of speakers with decent presentation skills. In accordance with the present result, Karimkhanlooie (2017) reiterated that presenting a number of realistic videos of expert presenters will have a great deal of contribution in boosting EFL learners' oral presentation skills. Another key finding this research found was that lecturers should allow learners to select their own presentation topics. This means that EFL learners will have less anxiety and fear during delivery if they are given the opportunity to decide on their favorite issues for presentations. The findings observed in this study mirror that of previous result by Ait Atmane and Ahouari-Idri (2016) who advised EFL lecturers to provide freedom to EFL learners by choosing oral presentation topics.

As per the fourth research question, there is noteworthy variance between male and female learners in terms of oral presentation difficulties and lecturer's role in improving EFL learners' oral presentation skills. This means that female learners seemed to experience less difficulties during oral presentation than their male peers. This implies that female learners were more prepared, confident and rehearsed the oral presentation more as compared to their male peers. This finding was also confirmed by Iqbal, Alvi and Shafi (2019) in which female speakers seemed less threatened during oral presentation compared to their male classmates.

In conclusion, the purpose of the present study was to determine EFL learners' perceptions toward the difficulties in oral presentation, some coping strategies for decreasing these difficulties and lecturer's role in improving EFL learners' oral presentation skills. The researchers collected the data through the questionnaire, where the following conclusions can be drawn from the present study. EFL learners' fluency, accuracy and proficiency as well as range of pronunciation factors are the difficulties in mastering oral skills. Similarly, they feel frightened when a lot of people are watching them, they are afraid of being assessed by their classmates and they have low self-confidence. Furthermore, the study

also found the strategies in decreasing these difficulties. The results of this investigation also indicated that learners have to be prepared properly before oral presentations, they have to build self-confidence and concentrate on phonetics and phonology of language. Finally, regarding the role of lecturer in improving oral presentation, the findings suggested lecturer to design a specific course in teaching oral presentation skills for EFL learners, show learners videos of good speakers for enhancing their presentation skills and lecturer has to permit learners to choose their own topic that lowers their anxiety.

However, this study has one limitation during research conduct. The researchers wanted to employ classroom observation. The researchers wanted to observe closely EFL learners' oral presentations to further verify the areas in which EFL learners feel uncomfortable during oral presentations. Due to the end of second semester, the researchers could not conduct classroom observations because only one week was left to the final exams and oral presentations were delivered two weeks earlier. The researchers, therefore, relied on questionnaire distribution and interviews.

Implications of the research can be beneficial for EFL learners and lecturers. As to EFL learners, they can review the variables in the questionnaire before carrying out their oral presentations. They can review their concepts and intervention skills to overcome the challenges they may face during oral presentations in class. EFL lecturers can also make use of the findings discussed in the research, especially the assessment procedure.

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