

A PRESENTATION PEDAGOGY FRAMEWORK FOR TEACHING PRESENTATION SKILLS TO TERTIARY-LEVEL EFL LEARNERS

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Abstract

The ability to deliver effective oral presentations has become an essential competency for tertiary-level EFL learners; however, existing studies indicate a lack of a unified pedagogical framework for teaching this skill systematically. This paper introduces the Presentation Pedagogy Framework (PPF), developed through a literature-based conceptual analysis, to address this gap. The PPF is a coherent, learner-centered model that integrates explicit instruction, technology-enhanced learning, collaborative assessment, and curriculum integration. Practical teaching techniques are discussed to illustrate how they can be incorporated within the framework to promote scaffolded practice and reflective learning. This study aims to provide educators with a practical roadmap for fostering linguistic and paralinguistic competence, building learner confidence, and enhancing language proficiency in EFL presentation contexts.

Keywords: *EFL learner, presentation pedagogy framework, presentation skills, task-based language teaching, tertiary level.*

1. Introduction

It is undeniable that the present era of challenging economic situation places strong emphasis on the employability of future workforce. It means that it is no longer sufficient for a new graduate to just have knowledge of an academic subject; increasingly, it is necessary for students to gain skills which will enhance their prospects of employment. As for language learners, it is vitally important to proficiently use language to communicate in different contexts and to operate effectively in real world. As a result, the ability of learners to communicate has become the most important goal that communicative language teaching aims to reach. Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. As a result, graduates need to be proficient in oral communication skills in order to function effectively in professional settings. Among the communication skills, effective oral presentation prepares students for the various demands of university life and their future careers. In other words, developing strong ability to present ideas clearly and effectively is not only a key component of academic success but also a vital professional qualification. However, developing effective presentation skills is particularly challenging for EFL learners. A number of research showed that EFL students often face a complex set of challenges including linguistic, psychological, and sociocultural obstacles during oral presentations. These foreseeable difficulties can significantly hinder performance, which could increase anxiety, and negatively impact the overall learning experiences. Moreover, the complexity of components involved in building presentation skills require students to absorb, develop and master over a period of time, which asks for the structured and gradual support from teachers. Presentations as part of assessment might lead to immense pressure and further worsen the application of this important skill in academic contexts.

To deal with this gap, a large body of research on presentation skills has been accumulated over

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the years on its characteristics and effects on various educational environment. Especially in language teaching and learning English language, developing presentation skills for students has become an issue of a great interest to researchers as well as teachers worldwide. However, the research results are scattered and these strategies are often implemented individually, which fails to provide a comprehensive approach to develop students' communication skills. Consequently, this signifies a critical gap in pedagogical practice, particularly in the absence of a framework to improve presentation skills among university-level language learners.

Therefore, taking into consideration the presented challenges to language students, this study aims to address the existing gap in current practices related to the teaching of presentation skills. The paper begins with an overview of presentation skills, outlining their key components, significance, and the theoretical frameworks underlying the teaching of presentation skills. Building on this foundation, the literature review then clarifies the benefits and challenges of teaching presentation skills in the language classroom, followed by a synthesis of key pedagogical strategies in existing research. Subsequently, the paper explores the pedagogical implications for tertiary-level EFL learners, proposing a framework for the systematic development of presentation skills, namely Presentation Pedagogy Framework (PPF), and highlighting effective teaching techniques for designing such lessons. Overall, this study hopes to contribute both theoretical understanding and practical implications to develop students' academic and professional presentation competence, therefore, strengthening learners' language skills in varied communicative contexts.

2. Methodology

The results of earlier research are combined in this study using a qualitative literature-synthesis methodology. From this foundation, a conceptual framework for teaching presentation skills to EFL learners is developed by extracting themes and concepts from the knowledge of language learning, educational technology, and communication. For teachers and other stakeholders, this cohesive framework seeks to provide both theoretical understanding and real-world applications. This study, therefore, aims to inform future curriculum design and instructional practices that prepare students for the communicative demands of academic and professional settings by bridging conceptual understanding with pedagogical application.

3. Literature review and synthesis

3.1. Defining presentations skills and key components

According to Hacker and Sommers (2015), an oral presentation is an organised, spoken report that provides information on a specific topic to an audience, which is often used in academic and professional settings to share research findings, propose ideas, or teach a concept. Storz (2013) defined oral presentation as a specific form of communication in a structured manner on a particular topic in front of a group for a particular purpose. Regardless of the nature of the presentation or the environment in which it happens, the central aim of all presentations is to share fundamental information to an audience with a view to informing people, persuading them to accept your way of thinking on a given subject, gaining good will, teaching skills, selling a product or idea, spurring people into action or, more often than not, a combination of all of these objectives. Therefore, developing presentation skills is necessary for language users to effectively deliver a meaningful content and engage to different groups of audience in various contexts.

An oral presentation is a complex communicative act that involves multiple interrelated factors to achieve its purpose. The message is conveyed from the speaker to the audience through linguistic features (e.g., word choice, grammatical accuracy), paralinguistic features (e.g., intonation, pace, volume), and extra-linguistic features (e.g., gestures, facial expressions). More specifically, successful delivery requires the integration of several elements, including well-structured content, comprehensive knowledge of the topic, an awareness of audience needs, the use of engaging visual aids, effective body language, appropriate voice projection, and even psychological readiness and confidence (Li, 2018). Ultimately, the intended meaning and its accurate interpretation depend on the dynamic interaction between the presenter and the audience within a given communicative context.

3.2. The importance of presentation skills at tertiary level

When it comes to the university learning environment, an oral presentation is often projected to a short

talk on a set topic for learning or assessment purposes. During this process, one or more students give a talk to a tutorial group and present views on a topic based on their understanding or research; then the rest of the group participate in a follow-up discussion of the presented topic. Courses at universities commonly require students to give oral presentations in tutorials and seminars. Students may be allowed to choose their topic or one may be allocated to them. Then students will work in group to complete their project. During this process, teachers will offer guidance to help solve raising problems, instruct particular steps or evaluate the performance of each individual and the whole group. In term of assessment, the ability to structure a clear argument, use compelling visual aids, and articulate research findings persuasively can directly impact a student's grade. In many cases, students are expected to deliver a well-organized presentation, which might imply a deep understanding of the subject matter. Besides, this skill is also of great importance in seminars and workshops where students lead discussions, and in final project defenses, where they should be able to justify their work to peers and faculty with clarity and composure.

Presentation abilities are essential in professional contexts outside of the classroom. The ability to clearly and effectively convey complex information to clients and colleagues during a meeting or pitch is a sign of professional competence. Furthermore, in increasingly competitive workplaces, career advancement requires workers to communicate ideas clearly and effectively. This implies that a fresh graduate who can confidently express their thoughts and defend their work during a job interview has a clear advantage and can show their potential. As a result, presentation and communication abilities continue to be the most important soft skills when hiring managers are looking for competent applicants.

Finally, mastering effective presentation techniques greatly aids in personal development. Public speaking encourages students to control their anxiety and interact with an audience in a polite way while also boosting their sense of self-confidence. Because students must prepare questions and create rational, well-supported answers, this process also improves critical thinking. A successful presentation gives students the confidence they need to assume leadership roles, engage more fully in class discussions, and develop greater assertiveness in both their academic and professional lives. Presentation skills effectively transform students from passive recipients of information into active participants. (Brooks & Wilson, 2014; Hovane, 2009; Vu & Bui, 2021)

3.3. Theoretical frameworks

The classroom activity of oral presentation lies within the framework of social-culture theory of language acquisition which emphasis the important impacts of social cultural settings to shape and develop an individual. In other words, each learner belongs to a larger communal or social context and learning cannot happen without social interaction. According to Vygotsky (1978), the social cultural exposure serves an essential and determining role in the development of higher mental activities including voluntary attention, logical thinking, planning and problem solving. In sociocultural theory, learning is thought of as a social event taking place as a result of interaction between the learner and the environment. Presentations are inherently social events, and a learner's development is significantly influenced by the social interactions surrounding the task. Peer- and self-assessment, therefore, are not just evaluative tools but are central to the learning process itself. By working in groups, students can co-construct knowledge, provide mutual support, and learn from one another's successes and challenges. The instructors' role shifts from a primary knowledge provider to a facilitator of these social interactions, helping to guide discussions and scaffold activities and ensure that feedback is constructive and focused.

Teaching oral presentation skills for communicative purposes also accentuates situated cognition theory. According to Hovane (2009), theories of Situated Learning focus on the relationship between learning and the social situations in which learning occurs; learning is seen as distributed among co-participants. Accordingly, learners are placed in realistic settings where socially acquired ways of knowing are often valued and peripheral participation increases the application within similar contexts. As a result, learners develop communicative skills in their learning process. Moreover, the dynamic nature of interconnections among teachers, learners, and tasks – the oral presentation project itself – highlight experience of learning which stems from interactions among individuals and exposure to different contexts. The design of oral presentation activities acknowledges the implementation of these

concepts by providing an academic environment where learners become engaged in collaborative learning in which students and teacher co-participating in the production of the oral presentation.

Besides, a presentation serves as a classic model of a communicative task, making Communicative Language Teaching (CLT) a highly relevant theoretical framework. Beside highlighting real-world communication over the rote memorization of grammar rules, the primary goal of language learning is to develop communicative competence. In other words, it helps EFL learners develop not only linguistic knowledge but also the ability to use language effectively in real-life social contexts. To be specific, a CLT-oriented classroom shifts its focus from a teacher-centered lecture to student-centered, interactive activities. As a result, this approach enables EFL learners to overcome speaking challenges and alleviate the fear of making errors by placing emphasis on articulation of ideas rather than grammatical accuracy. By engaging in communicative tasks, learners are motivated to use the language as a tool for information giving, describing concepts, persuasion, which are the fundamental objectives of a presentation. Under this approach, teaching presentation skills often follows Task-Based Language Teaching framework (TBLT), which is an extension of CLT that structures the curriculum around meaningful tasks. By applying the TBLT model, teachers can transform the presentation from a high pressure task into a structured learning process, supporting authentic skill development and purposeful language use. (De Grez, 2012; Wang, Yu & Teo, 2018)

3.4. Benefits and challenges in teaching presentation skills for EFL learners

With regard to the benefits of using oral presentations in language classroom, this practice has been shown to be extremely successful to improve learners' second language skills, and increasing their autonomy develop their research skills, improve their creativity, and gain confidence in speaking in front of others. In particular, oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Oral presentations have been shown to help bridge the gap between language study and language use as presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learners. Oral presentations have also been shown to lead to increase student motivation and autonomy. (Brooks & Wilson, 2014; Keo, 2025; King, 2002).

Hammand (2020)'s empirical evidence supports the view that integrating presentation in educational programs is a powerful strategy to boost language learning outcomes. To be specific, the study investigated the effectiveness of oral presentations as a teaching tool for 60 EFL students at Al-Aqsa University. The research aimed to see if incorporating presentations could simultaneously improve students' speaking performance and scores in the ELT Methodology 1 course, while also reducing their speaking anxiety levels. The data compared between an experimental group that learned using oral presentations and a control group that used traditional method includes and achievement test, an anxiety questionnaire, and an open-ended survey. The research findings highlighted that the experimented groups who learned presentation skills achieved higher speaking test score and even reported lower speaking anxiety. The follow-up questionnaire data also pointed out the positive attitude towards using oral presentation among EFL students, which strengthens the teaching and learning of presentation skills at tertiary level.

At Biskra University, Nadi (2013) conducted research to explore how oral presentations contribute to improving students' speaking skills and other aspects of communicative performance. The process began with teachers gave explanation of the tasks and then students were allowed to freely present any topic of their interest. The teachers motivated speakers and encouraged listeners to ask questions and give comments in discussion section. After participating in these learning activities, data were collected through questionnaires for students and interviews with teachers. The research results showed that all students considered this oral presentation beneficial for their speaking skills and held positive attitudes towards its use in language class. It also enhanced their performance in oral expression. The investigation into teachers' perception also revealed a favorable stance in the usefulness of teaching oral presentations. In other words, the research specifically showed that presentations were an effective strategy to integrate into learning process.

While beneficial, research also reveals the potential difficulties that students encounter when doing oral presentations. Inappropriate vocabulary, poor grammar use and pronunciation mistakes or the lack of linguistic proficiency may hinder students' performance. Factors such as poor word choice, lack of understanding of grammatical patterns and incorrect pronunciation are typical obstacles for students to present in the English language classes. Besides, not every student in the class would think about doing oral presentations from the positive angle. Some students may have fear of public speaking, where stage fright becomes their utmost nightmare. The other students may have negative beliefs of doing oral presentations. As a result, they may not reach the positive outcomes of the oral presentations. This psychological challenge is even more complicated when English language is part of the assessment as students put under pressure of achieving high marks. Another arising problem related to group working. Although groupwork sharpens their capabilities in delivering presentation, designing visual aids, and using body languages, teaming up for a presentation can become a burden when conflict occurs and students lack skills for problem solving. These factors, therefore, can either enhance or lower the productivity of oral presentations in language classrooms. Therefore, teachers need to adopt appropriate approaches to help students maximize the benefits and minimize the challenges of learning presentation skills. (Aliyu, Korau & Basiru, 2019; Al-Nouh, Abdul-Kareem, & Taqi, 2015; Keo, 2025; Mandel, 2003).

3.5. An overview of pedagogical strategies in teaching presentation skills

The literature on EFL pedagogy and communication skills investigate three effective strategies for developing learners' presentation skills. This section synthesizes key pedagogical strategies supported by empirical studies, illustrating how a multi-dimensional approach can more effectively address the unique challenges encountered by tertiary-level EFL learners.

3.5.1. Explicit instruction and structured practice

As giving explicit instruction remains an important starting point for teaching foundational presentation skills, it is helpful to provide students with direct and systematic guidance on how language is used in social contexts. For presentation skills, this includes theoretical instruction on the structure of an effective presentation, the principles of content organization, the criteria in using visual aids and the role of body language and voice projection. Following task-based language teaching framework, lessons of presentation skills emphasize the necessity of moving from theory to practice through structured tasks. One way to organise class activity is that after listening to teachers' explanation and demonstration, learners present a very short segment of their talk to a small group, receiving immediate, focused feedback, which allows for the isolated mastery of specific sub-skills before a full presentation is attempted. The scaffolding of tasks, starting with simple prepared speeches and progressing to more complex, impromptu talks, is a key principle here. By progressing gradually, this approach eases anxiety and fosters skill development. (Hovane, 2009)

3.5.2. The use of technology

Modern technology has long become an indispensable part of language learning in general and for practice and feedback in particular (Miskam & Saidalvi, 2020). Among different types of technological application, one of the most frequently recommended techniques is video recording for self-assessment thanks to its affordability and accessibility. By watching themselves, students objectively review their oral presentations where they can better identify verbal and non-verbal errors, leading to more comprehensive improvement and greater autonomy. Beside the typical self-recording camera, a study by Beyer (2011) suggested the use of Pechakucha, a fast-paced presentation format where users are allowed to record a presentation of 20 slides for 20 seconds each. The research showed that using the web-based presentation platform aids learners in practicing concise story with visuals, keeping the audience engaged and the message clear. Then, through re-watching their presentations, students can critically examine their performance, identifying effective aspects as well as weaknesses in both spoken delivery and body language. This reflective activity plays an essential role in developing learners' awareness and autonomy.

Furthermore, the use of technology-assisted feedback systems, particularly those powered by artificial intelligence (AI), has becoming popular in recent years. SlideCoach and Microsoft Powerpoint Presenter

Coach offer real-time feedback during rehearsal with AI-generated analysis of pronunciation, pacing issues and slide engagement. By providing a private, personalized and low-pressure practice environment, these systems reduce learners' fear of judgment. Although they cannot fully replace human evaluation, they serve as a useful complement by identifying precise areas for improvement. (Jegade, 2024; Tajik, 2025).

3.5.3. Peer- and self-assessment

Moving beyond teacher-centred feedback, peer- and self-assessment are recognised as effective and learner-centered pedagogical strategies. Peer feedback, when structured correctly, encourages learners to engage with the material from the perspective of an audience member, developing their critical listening and analytical skills. Lee (2017)'s study about peer feedback shed a light to how teacher can organize oral presentation activities to activate learners' autonomy. Accordingly, 49 Korean EFL university students were recruited for a control group and an experimental group in which participants were additionally given peer feedback. Through five presentations in total, their midterm and final exam scores between the two groups were compared. The statistically significant differences were marked for the end-of-term exam scores. The results indicated that those who shared peer feedback as a small group during the semester performed much better on the end-of-term exam by improving their oral proficiency. Moreover, in their responses to a survey questionnaire, they perceived they had significantly improved presentation skills through peer feedback tasks. Wang, Ye and Teo (2018) and Lim et.al. (2024)'s research also reinforced the necessity of peer feedback, concluding the incorporation of self-generated and peer feedback develops self-reflection and fosters cooperative language learning.

Self-assessment with rubrics can significantly improve both the quality of presentations and the learners' overall communicative competence. Vu and Bui (2021)'s research results show that self-assessment scores are statistically higher than the marks given by teachers. The findings also indicate that learners hold a highly positive view of peer assessment, recognizing it as a meaningful form of external feedback. Therefore, to utilise the positive outcomes of self- and peer-assessment, it is essential that learners are trained on how to provide constructive, specific, and respectful feedback, often through the use of clear and shared rubrics. These rubrics serve as a common language, ensuring that the feedback is focused on objective criteria rather than subjective opinion. (De Grez, 2012; Keo, 2025)

Based on these research discussions, oral presentations, if properly guided and organized, provide a practical learning experience and teach life-long skills that will be beneficial to learners in language classrooms as well as later in their careers. As this practice engages students in an extended process of learning, it is necessary to develop an instructional design for teachers to exploit strength and limit weakness of using oral presentations in the teaching and learning of English language.

4. Implications for teaching presentation skills at tertiary level for EFL learners

The preceding literature review captured the elements of presentation skills, the benefits and challenges of teaching presentation skills for EFL learners at tertiary level. Based on these understanding, the following synthesis showed that key pedagogical strategies – explicit instruction, technology integration and peer- and self-assessment – are demonstrably effective in developing presentation skills for the targeted EFL learners. The purpose of this discussion is to move beyond mere synthesis and propose a unified pedagogical framework that combines these strategies, outline its practical implications, and suggest classroom techniques in developing lessons of presentation skills.

4.1. Proposing a unified pedagogical framework

Based on the evidence from the literature, a comprehensive and effective approach to teaching presentation skills requires a change from isolated, single-method instruction towards an integrated framework. This research proposes the Presentation Pedagogy Framework (PPF), a model designed to systematically build learners' communicative competence and presentation skills. This framework includes four following stages as follow.

The first step in developing students' presentation competence is to provide them with foundational instruction. Explicit explanation and exemplification of sub skills are vitally important at this stage, where learners gain insight into different core elements to craft a presentation. Also, this stage

introduces students a set of theoretical background and a shared technical vocabulary, which later could be used to discuss and offer feedback for presentation skills.

The focus of the second stage is on guided reflection and scaffolded practice. At this approach fills in the knowledge gaps between what students already understand and how presentation subskills are actually used. In other words, students progressively move from understanding theory to experimenting skills under teachers' gradual support. In addition to lowering anxiety and promoting active engagement, this step-by-step guidance allows students to finish a single task before completing the entire presentation by themselves. Technology integration is beneficial for these scaffolded tasks, by promoting reflective practice and instant self-assessment. Teachers can instruct students on how to use appropriate apps to obtain individualized, in-depth feedback on the subskills they are practicing.

After that, students participate in group evaluation and feedback. Peer- and self-feedback activities are offered at this stage, which allow structured opportunities for to promote collaborative learning and boost learners' autonomy. Rubrics are highly recommended to be introduced, with teachers' modeling, practice and support. The classroom is, therefore, transformed from a teacher-centered model to a learner-centered one.

Lastly, to guarantee thorough skill development, full curricular integration is necessary. In other words, it means presentation skills should be incorporated into the larger EFL curriculum rather than isolating them as a subject or a subskill in the whole course. By integrating presentation lessons into educational programs, students can sharpen their communication skills in academic settings and apply what they have learned. As oral presentation is placed in a real-world setting, students are given the chance to apply their growing abilities in meaningful ways, which improves their communicative proficiency and second language development overall.

The PPF could benefit different groups of users in a number of aspects. From teachers' perspectives, the PPF acts as a roadmap, allowing them to independently build lessons accordingly. This systematic guideline helps teachers visualize the whole process rather than collecting fragmented aspects of teaching presentation skills. In addition, the step-by-step stages in the framework allow teachers to provide consistent instructions to students and avoid overlapping or overpassing procedures. By looking at the framework, teachers can also adjust their scaffolding to when to supply knowledge input and when to ease guidance and let students progress on their own. From students' perspective, the learning process of presentation skills becomes more motivated as they are given controlled practice to less-structured guidance. Besides working with teachers, students can progress with peers, receive personalized feedback from technology tools and gradually become more aware of their own learning. In other words, from this approach, students are exposed to varied and continuous reinforcement to acquire presentation skills, allowing them to develop comprehensive language skills in authentic environments. For curriculum design, the integration of PPF enables activation of skills across subjects. Presentation skills is no longer a stand-alone task but a component of a learning cycle. As a result, EFL classrooms of presentation skills are transformed into a more open, dynamic and learner-centered environment. By integrating explicit instruction, technology-assisted practice, collaborative assessment, and curricular process, the proposed PPF provides clear response to the challenge of teaching presentation skills, aligning with the mentioned theoretical frameworks and learner-centered pedagogy.

However, the PPF is presented as a theoretical approach rather than an empirically validated model. Additional empirical research could examine its effects on learner performance, motivation, and long-term skill transfer, as well as its adaptability to a variety of educational environments, in order to strengthen its pedagogical value and practical relevance. To obtain data on how the framework performs in actual circumstances and educational environments, these studies may use action research designs, classroom-based trials, or longitudinal case studies. The PPF provides teachers with a workable plan for creating curricula that incorporate oral presentations into the main body of EFL instruction. This guarantees that students gain transferable skills applicable to both academic and professional settings.

4.2. Classroom techniques in teaching presentation skills for EFL students

Among various elements taken into consideration, this paper analyses four important notes when teaching oral presentation skills in language classes.

Firstly, simply assigning a presentation is inadequate; instructors have a crucial role in explicitly teaching students the necessary skills for successful planning and delivery. According to Brooks and Wilson (2014), it is crucial for EFL teachers to understand that the format and demands of oral presentations are likely unfamiliar to many students and, consequently, they need to offer sufficient scaffolding to clarify the presentation requirements. Without proper preparation and support, problems can arise, such as students selecting unsuitable topics or the audience becoming distracted. In the long run, this lack of preparation can lead to students disliking the activity and instructors wrongly concluding that presentations offer no educational value. In other words, these all means that teachers should give step-by-step guidance about the process of presentation practices. To be specific, it is vitally important to introduce and break up into different subskills for oral presentations in English classes. This involves linguistic, paralinguistic and extralinguistic components related to the given task. Such examples include how to structure a presentation, how to interact with audience, when to use hand gestures, what to show as visual aids, and also how voice should be projected when talking to audience. These instructions can guarantee a more effective approach to oral presentation activities in language classrooms.

Secondly, feedback and evaluation are necessary for students' speaking skill development. Teachers' feedback plays an undeniable role in classroom-based instruction in second language education. In an investigation of feedback techniques, Wang, Yu, and Teo (2018) investigated three experienced EFL teachers regarding their belief on feedback for students' oral presentations, and examining the nature, focus, functions, strategies, and sources of their feedback. Using different research methods, the final research results suggest that EFL teachers should view presentation as progress of gradual learning new skills and mistakes are a part of students' learning journey. In other words, error correction should not be viewed as the main purpose of feedback on communicative tasks. Instead, feedback should be process-oriented and descriptive, offering students a developmental path for improving their presentation skills. In addition, to foster a supportive classroom atmosphere, it is recommended to employ positive feedback, like praise. Any necessary criticism should be delivered descriptively and constructively to ensure it aids student learning rather than discourages it. Furthermore, teachers should deliver feedback to individuals, small groups, or the entire class, depending on what is most appropriate for the situation. Besides, according to Al-Nouh, Abdul-Kareem, and Taqi (2015), students also need to be explained about criteria for testing and assessment so that they can be well-prepared. These descriptions can act as a guidance for self-monitoring practice.

In addition, groupwork is another component in oral presentation activities in language classrooms as teachers often divide students into different teams to make group presentations, even for assessment. It is highly recommended that basic training of group working should be given to help students visualize their share and adapt their learning styles. To boost responsibility and enhance fairness, teachers should require a report of individual contribution from students to the work of the whole group which gives details of student's participations to their common goals and on which teachers base to evaluate students' performances. In particular, it seemed that small group work and intimacy helped them more to maximize the effect of peer feedback. Besides, students should be allowed to choose their own members, since it is better for students to work out their own schedules for meetings outside the classroom. (King, 2002).

Last but not least, the mental operations or speaking anxiety need to be taken into consideration. Various factors have been attributed to speaking anxiety which include linguistic factors, teacher factors, teaching approach, lack of preparation, cultural factors, low self-confidence, shyness, fear of committing mistakes while speaking such as in wrong pronunciation, or fear of being laughed at (Aliyu, Korau, & Basiru, 2019). Al-Nouh, Abdul-Kareem and Taqi (2015)'s research also pointed out the need for teachers to provide a more suitable environment for students to conduct their presentations. It is advisable that students should be allowed to choose their own topics, which produces greater comprehension and lowers their anxiety. Strategies for controlling nerves such as breathing or drinking water should be introduced, analysed and discussed in details so that students can follow and practice them for their own oral performance.

5. Conclusion

To conclude, this study has provided an overview of the theoretical frameworks and current

practices related to the teaching of presentation skills within the university context. Building on this foundation, and drawing on insights from existing research, this literature-based study has proposed the Presentation Pedagogy Framework, which synthesizes explicit instruction, technology-assisted practice, collaborative assessment, and curricular integration into a single pedagogical model. In addition to outlining the framework, the study reviewed a range of teaching techniques commonly used in presentation classrooms, situating them within a broader, more systematic approach to develop presentation skills for EFL learners. The PPF represents an effort to move from isolated instructional strategies by positioning presentation skills as part of a holistic learning process. This reinterpretation advances learners' linguistic and paralinguistic abilities, fosters greater confidence and language proficiency, and builds students' communicative competence. Importantly, the discussion offered in this study serves as a foundational step, providing a clear and practical approach to enhance EFL learners' presentation skills in both educational and professional environment. Future research should focus on empirical investigations that assess the framework's effectiveness across varied academic contexts. Through such work, the PPF has the potential to evolve into a widely applicable framework that strengthens the teaching and learning of language skills in higher education worldwide.

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