

The Impact of Learners'
Online Oral Presentations in
Developing EFL Distance
learners' Speaking skills:
Learners' Perspective

إعداد

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Abstract

The primary aim of this study was to investigate the impact of online oral presentations on the development and enhancement of productive skills among undergraduate students studying English as a Foreign Language (EFL). 71 students' distance EFL undergraduate students at Minnesota Islamic University aged 24-19 participated in this study. Data was collected via an online questionnaire and statistically analyzed with JASP software. The study revealed that EFL distance learners derived substantial benefits from online oral presentations. These benefits manifested in terms of overcoming their apprehension towards speaking and experiencing noteworthy improvements in various language skills, including pronunciation and public speaking and well-organized writing topics.

Keywords: distance learning, oral presentations, productive skills, speaking, writing

1- Introduction

Language is composed of four skills that can be categorized into two groups: receptive skills and productive skills. The receptive skills, also referred to as passive skills, encompass listening and reading which serve as the basis for comprehension. On the other hand, the productive skills, or active skills, involve speaking and writing, which are the means by which language is produced. These two categories, which are integral components of the learning process at any stage of development, cannot be separated, as one relies on the support of the other (Darrashiri & Mazdayasna, 2021).

Productive skills are important for EFL learners because they allow them to communicate effectively and express their ideas and opinions in various contexts (Hossain, 2015). The more learners speak and write, the more fluent and accurate they will become in the target language. This is because they will have more opportunities to practice using the foreign language and receive feedback on their mistakes. Besides, by practicing productive skills, EFL learners become more motivated to learn the language, use it in real-life situations, and expose to the culture of the English-speaking world (Magyar et al., 2022; Sukying, 2021).

Productive skills are integral components of the human communication system, particularly for EFL learners. Mastering productive skills entails mastery of the FL sound system, encompassing pronunciation, lexis, grammar, syntax, and fluency (Burns, 2016; Pawlak, 2018). Speaking, as well as

writing, signify EFL learners' linguistic competence and reflect their comprehensive knowledge of a foreign language (Nowicka & Wilczyn'ska, 2011, p. 24; Stefanie, 2014; Živković, 2014). They reflect one's personality, self-image, and ability to articulate thoughts and ideas (Luomas, 2004). Therefore, improving EFL learners' productive skills is an essential goal for students seeking to communicate effectively in English.

There are many ways to improve EFL productive skills, such as through oral presentations. Oral presentations are forms of productive skill that help learners develop their speaking and communication abilities in foreign languages (Hartigan et al., 2014). According to Mukhiddinova et al. (2021), oral presentations are valuable tools for developing productive skills in a foreign language that can be used in various ways. They can enhance learners' confidence, motivation, and self-regulation, all of which are important factors in language learning. Oral presentations can provide learners with feedback from teachers and peers, which can help them identify their strengths and weaknesses and improve their language quality and accuracy. They can expose learners to different genres, styles, and purposes of language use, such as informing, persuading, and entertaining. Oral presentations enable learners to practice vocabulary, grammar, pronunciation, and fluency in a structured and coherent manner. A key aspect of oral presentations is organizing and practicing speeches in a speaker who presents spoken topics to an audience (Levin & Topping, 2006). The utilization of oral presentations, being learner-centered and authentic tasks, is often regarded as advantageous because of its requirement for the employment

of all four language proficiencies, as well as its favorable impact on student motivation, as posited by (Brooks & Wilson, 2014). Equally important to the benefits, online learning offers a powerful platform for learners to practice foreign language skills through oral presentations and gives them a sense of ownership of their learning. Oral presentations are an excellent way to motivate and engage EFL learners in real language practice. In distant learning settings, oral presentations offer a potent and captivating technique to promote learners' productive skills. In addition, they allow students to practice their language skills and to have a sense of control over their education. Online oral presentations are an excellent approach for inspiring and improving students' communicative competence, enabling them to practice all language systems (vocabulary, grammar, discourse, and phonology) and skills (speaking, reading, writing, and listening).

Writing, a skill that has historically received less attention in foreign language teaching, is likely the least favored aptitude among students to develop. Nevertheless, it has recently garnered significance as a vital component of the communicative pair, alongside speaking, which represents the verbal embodiment of social interaction and the sharing of information.

The main objective of this study was to investigate the impact of online oral presentations on developing and improving EFL undergraduate students' productive skills. Therefore, this research aimed to reveal the impact of online oral presentations on enhancing EFL learners' productive skills. The secondary aim of this investigation was to investigate the learners' perspectives

and convictions concerning verbal presentations. Bearing the afore-mentioned objectives in mind, the present study attempts to answer the following questions:

How do university-level EFL students perceive online oral presentations and their contributions to their overall language learning?

Does performing online oral presentations have an impact on EFL students' speaking skills?

Does performing online oral presentations have an impact on EFL students' writing skills?

2- Literature Review

The literature on the effects of online learners' oral presentations on developing EFL distance learners' productive skills is relatively extensive, indicating a substantial body of research in this field. Numerous studies have explored the impact of online oral presentations on EFL learners' speaking and communication abilities (Akanda et al., 2022; Angelina, 2019; Asma, 2020; Astuti & Rohim, 2018; Mabuan, 2017; Miles, 2009; Murugaiah, 2016; Solmaz, 2019). However, few studies have addressed the effects of oral presentation on writing skills (Fitri et al., 2021; Meletiadou, 2022; Salem, 2022). These publications have examined various aspects such as the effectiveness of online platforms, pedagogical approaches, and assessment techniques. The breadth of available literature demonstrates a considerable interest in understanding the potential benefits and

drawbacks of incorporating online learners› oral presentations into EFL distance learning contexts

Evidence obtained from the aforementioned studies indicates that students tend to perceive presentation classes as a means of enhancing their proficiency in the English language rather than acquiring the skill to deliver presentations (Angelina, 2019; Mabuan, 2017; Miles, 2009). The depth of this literature illustrates a strong emphasis on investigating the different factors influencing the development of EFL learners› productive skills through online oral presentations. Oral presentation skills enable students to effectively communicate with others, thereby facilitating the development of their speaking abilities (Astuti & Rohim, 2018; Brown, 2017). In addition, it serves as a potent tool for furthering personal growth.

Nouh, Abdul-Kareem, and Taqi (2015) have highlighted the significance of oral presentation skills as a crucial attribute for students, particularly in the context of higher education and future career prospects. The expected output of oral presentations enables students to acquire proficiency in spoken English with relative ease, increases their confidence level, and thus improves their performance in speaking tasks (Mishu et al., 2023). In addition, it is also to boost their confidence in speaking and communicating in English (Othman et al., 2020)

Despite a number of potential factors that hinder EFL learners› oral delivery, such as lack of motivation, limited vocabulary, anxiety, fear (Akanda et al., 2022), and negative attitudes about distance learning of productive skills (Merzougui & Oukali, 2021), the findings reported positive impacts of oral presentations on

learners' motivation and enhanced speaking skills. (Akanda et al., 2022; Merzougui & Oukali, 2021). Moreover, Chowdhury and Zannat (2021) mentioned that barriers to teaching productive skills in English on an online platform are the inability to adapt teaching strategies to the demands of an online classroom as well as network issues that interfere with efficient communication and time management. Additionally, professors do not assign pupils to work in pairs or groups on speaking and writing assignments. In summary, the literature on the effects of online learners' oral presentations on developing EFL distance learners' productive skills is characterized by both breadth and depth. The available publications revealed that, despite the challenges and obstacles hindering teaching productive skills in online EFL classes, teachers found solutions to teach productive skills through online discussions and presentations (Nayman & Bavlı, 2022). An increasing number of studies have explored various aspects of this topic, including technology, instructional strategies, and assessment methods.

The students observed improvements in their language skills and reported more positive self-perceptions. The conclusions showed that oral presentations can improve EFL students' perceptions of the language and public speaking skills, helping them to overcome their speech anxiety (Gurbuz & Cabaroglu, 2021). The second hypothesis was also confirmed that the oral presentations helped to reduce the experimental students' speaking anxiety. (Hammad, 2020; Kim, 2020; Md. Supie et al., 2023) we feel that they can be valuable activities in

helping learners improve their L2 skills, develop their research skills(Hassan ,Mohammed,Obaid.2023), improve their creativity, and gain confidence speaking in front of others. They have also been shown to lead to increased student motivation and autonomy.(Brooks & Wilson, 2014)

3- Method

1 Participants

Participants in this study were distance EFL undergraduate students enrolled in the English Department at the College of Languages in Minnesota Islamic University in the UAS. A total of 71 students aged between 19 and 24 years participated in the study. 26 respondents studying at level 1 representing ,% 36.62 29 respondents studying at level 2 representing %40.85 and 16 respondents studying at level represents %22.53 responded to the questionnaire.

Table.1

Number and, percentage of participants in each academic level.

Academic level	Frequency	Percent	Valid Percent
Level 1	26	36.620	36.320
Level 2	29	40.845	40.845
Level 3	16	22.535	22.535
Total	71	100.000	

2 Data collection

The study utilized an online survey to gather the main data. Data collection took place in August 2023. An online questionnaire was delivered to the target population using WhatsApp messages. Prior answering the questionnaire, participants were informed that participation in the survey was voluntary, confidential and anonymous. They were also assured that their responses would not be disclosed to anyone other than the researchers of this paper.

3 Research Instruments

An online questionnaire comprising a total number of 15 items was distributed to explore the participants' opinions regarding online oral presentation. The formulation of the survey questions was devised subsequent to an extensive analysis and evaluation of abundant literature pertaining to the influence of spoken presentations on learners. The validation of the survey was achieved by means of semi-structured interviews conducted with members of the faculty and teaching experts.

The questionnaire composed of an opening question and three parts. The opening question intended respondents to state the frequency of their participation in online oral presentation. The first part of the questionnaire, which contains 4 items, provided information about participants attitudes towards participating in oral presentation. The second part of the questionnaire impact of oral presentation in developing speaking skill. The third part intended to gather information about the impact of oral presentation in developing writing skill. The respondents

had to express their views about each statement by marking the options on a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree).

4 Data analysis

After collecting the questionnaire, the data were analyzed using JASP software (Jeffrey's Amazing Statistics Program). Descriptive statistics tools were used compute measures of central tendency and dispersion. Frequencies, percentages, means, and standard deviations, were employed to measure students' perception of online presentations and their impacts on students' productive skills. Results were presented in the study by means of tables.

4- Results and Discussion

a. EFL Learners' participations in oral presentation.

The results of the quantitative analyses of the respondent's participation in oral presentations, as illustrated in Table 2, revealed that %44.11 respondents often participate in oral presentations and 19.00 % always participate, while %22.65 sometimes participate while only 9.25 % seldom participate and 5.0 % never participate in oral presentations.

Table.2

How often do participants participate in oral presentations

Q1	Level 1		Level 2		Level 3		Total	
	N	%	N	%	N	%	N	%
NEVER	3	11.538	1	3.448	0	0	4	5.00
SELDOM	2	7.692	4	13.793	1	6.25	7	9.25
SOMETIMES	4	15.385	8	27.586	4	25	16	22.65
OFTEN	13	50	13	44.828	6	37.5	32	44.11
ALWAYS	4	15.385	3	10.345	5	31.25	12	19.00
Total	26	100	29	100	16	100	71	100

Regarding the first research question, results of the current study revealed that %44 of respondents often and %22 sometimes participate in oral presentation. On the other hand, only %9 seldom and %4 never participate in oral presentations. This result indicates that distance EFL learners actively participate in oral presentations despite the challenges and difficulties they face such as the internet connection problems, lack of immediate feedback, time management, and technical problems (Md. Supie et al., 2023). Besides, other psychological challenges distance EFL learners experience like shyness and lack of motivation, lack of self-confidence and anxiety. Among all, lack of vocabulary (Kim, 2020; Md. Supie et al., 2023) and pronunciation are at the top of the list of challenges in giving oral presentations (Ho et al., 2023; Tareen et al., 2023).

b. Participants attitudes towards participating in oral presentation

Table (3) shows the descriptive statistics for the participants attitudes towards participating in oral presentations. The results reveal that the greatest awareness was awarded to items 3,4 and5, with means of 3.70 ,3.85 ,3.90, and standard deviations of 0.99 ,1.02 ,0.93 respectively. The weighted mean for this section is according to the three levels participated in this study level 3.68: 1, level 3.56 :2, level 3.67 :3 and standard deviation of 0.71 ,0.56 ,0.56 respectively. These results mean that all three levels agree that participating in oral presentations increase my confidence and decrease stress, helped me become more confident in using English, helped me overcome my fear of public speaking and they would participate in oral presentation whenever I have the opportunity.

Table.3 Attitudes towards participating in oral presentation

Item	L1		L2		L3		Total		Rank	Attitude
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
2 I would like to participate in oral presentation whenever I have the opportunity	3.04	0.77	3.35	1.05	3.36	0.96	3.24	0.93	4	Neutral
3 I feel participating in oral presentations increase my confidence and decrease stress.	3.92	0.94	3.92	0.86	3.92	1.06	3.90	0.93	1	Agree
4 I feel that participating in oral presentations have helped me become more confident in using English	3.92	0.85	3.69	0.97	4.00	1.37	3.85	1.02	2	Agree
5 I feel participating oral presentations have helped me overcome my fear of public speaking.	3.85	0.83	3.41	0.98	4.00	1.16	3.70	0.99	3	Agree
Weighted mean	3.68		3.56		3.86		3.67		Agree	
Weighted SD	0.56		0.56		0.88		0.71			

Considering the above results, it can be deduced that EFL learners' attitude towards participating in oral presentation in virtual EFL program mainly positive. This positive attitude was observed when respondents agree that their participating in oral presentation decreases anxiety and increase self-confidence (Kim, 2020). The majority of previous studies such as (Akanda et al., 2022; Brooks & Wilson, 2014; Gurbuz & Cabaroglu, 2021) also indicated positive and negative attitudes among students towards oral presentation, with some students adjusting quickly to it while others faced difficulties in both virtual and face-to-face learning. Participating in oral presentation in online learning settings EFL distance learners' perceptions of oral presentations are generally positive, despite perceived difficulties.

Based on the findings of this section it can be argued oral presentations allow EFL students to practice all language skills and provide way to overcome fears of public speaking. Despite that some students feel scare when addressing public speech in foreign language, but by the lapse of time and repeated tries they gain courage to use the target language and address public in different situations. Some students may even overcome the difficulty of speaking by the help of reading from a written note. Besides participating in oral presentations helps EFL learner to evaluate their ability to speak in the target language, increase their motivation, as well as it allows them to think critically in the use of language.

Overall, participating in online oral presentations can help students develop their critical thinking skills, as they must be

able to analyze and synthesize information in order to present it effectively to an audience. Besides, Oral presentations can also help students develop their writing skills by improving their ability to organize their thoughts, structure their arguments, and use language effectively. However, some students may experience anxiety and stress while performing face-to-face presentations, which can negatively affect their performance.

c. The impact of oral presentation in developing speaking skill.

Results displayed in Table (4) shows the descriptive statistics for the participants points of views toward the effects of oral presentation in developing speaking skill. Statement 7 received the greatest awareness of the participants with the means of 3.97 and the standard deviation 0.96 which means that presentations have improved participants ability to express their ideas more clearly when they speak. Item 6' I feel that oral presentations have helped me improve my speaking skills" gained the second rank with the score of 2.83 and the standard deviation of 1.17. Statement No 10 "I believe that oral presentations enhance my speaking abilities" received rank 3 with the mean score of 3.79 and the standard deviation of 1.08. The weighted mean for all statements is 3.80 and the standard deviation of 0.89 which mean that respondents agree that oral presentation have an impact on students' speaking skill.

Table.4: Impact of oral presentation in developing speaking skill

Item	L1		L2		L3		Total		Rank	Attitude	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD			
6	I feel that oral presentations have helped me improve my speaking skills	3.46	1.45	4.00	0.76	4.12	1.20	3.83	1.17	2	Agree
7	I think oral presentations have improved my ability to express my ideas more clearly when speaking.	4.04	0.92	3.83	0.89	4.12	1.09	3.97	0.96	1	Agree
8	Oral presentations have helped me develop the listening and speaking skills.	4.09	1.04	3.62	0.98	3.69	1.49	3.79	1.13	4	Agree
9	I think oral presentations have helped me to communicate well in English.	3.66	1.17	3.527	0.83	3.75	1.53	3.67	1.13	5	Agree
10	I believe that oral presentations enhance my speaking abilities	4.04	0.88	3.72	0.88	3.50	1.41	3.79	1.08	3	Agree
Weighted mean		3.84		3.74		3.84		3.80		Agree	
Weighted SD		0.92		0.65		1.22		0.89			

It is clear from the results presented above that online oral presentations have a positive impact on developing EFL learners speaking skills. They enhance learners' motivation and improve their listening and speaking competence. EFL learners perceive online oral presentations help learners express their ideas more clearly when speaking and help them communicate well in the target language.

Consequently, it can be argued that online oral presentation help learners enhances EFL learners evaluate their oral production through self-analysis of rehearsals and meaningful feedback from teachers and peers. EFL learners who actively engage in online oral presentations experience greater improvement in content, logical structure, delivery manners, and interaction with peers Gurbuz (Hammad, 2020; Mukhiddinova et al., 2021; Nguyen & Pham, 2021). It has been observed that Oral presentations exert a positive impact on the progression of English as a Foreign Language (EFL) learners' aptitude in spoken communication (Akanda et al., 2022; Gurbuz & Cabaroglu, 2021).

More importantly, online oral presentation can enhance EFL distance learners' motivation to learn the target language, foster learners' communicative skills and improve their ability to speak it confidently.

Thus, by planning and delivering presentations, EFL distance learners are able to sharpen their ability to organize their thoughts and convey them clearly and concisely. These factors persist online oral presentations and related activities have a significant impact on developing speaking skills in EFL learners. Moreover, oral presentations contribute to the enhancement of language proficiencies, including pronunciation and public speaking, while also aiding in the alleviation of speaking anxieties.

d. The impact of oral presentation in developing writing skill.

To examine learners' points of views towards the effect of oral presentation on EFL learners writing skill, respondents agree to the statements 14,11 ,15 with mean score 3.73,3.70 and 3.42 respectively. Thus, results presented in this study reveals that EFL distance learners believe that oral presentations have improved their grammar and sentence building. In addition to they believe that Oral presentations have helped them to organize their ideas while writing. Whereas respondents give neutral point of view towards the statement 13 and 12 with the mean score 2.89 ,3.24 and standard deviation of 1.07 ,1.17 respectively which mean that EFL distance learners reserved their opinion toward the statements "Oral presentations have helped me to organize my ideas in writing" and "I feel that oral presentations have helped

me improve my writing skills”.

Table.5: Impact of oral presentation in developing writing skill.

Item	L1		L2		L3		Total		Rank	Attitude
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
6 I feel that oral presentations have helped me improve my writing skills	2.85	1.12	3.03	0.87	2.69	1.14	2.89	1.02	5	Neutral
7 Oral presentation helped me write correct sentences	3.42	1.21	3.48	0.87	3.31	0.95	3.42	1.01	3	Agree
8 I think oral presentations have helped me write well organized paragraphs	3.27	1.15	3.35	1.26	3.00	1.03	3.24	1.17	4	Neutral
9 Oral presentations have helped me to organize my ideas in writing	3.69	1.01	3.76	0.79	3.63	0.96	3.70	0.90	2	Agree
10 I believe that oral presentations have improved my grammar and sentence building	3.89	0.86	3.55	1.02	3.81	1.17	3.73	1.00	1	Agree
Weighted mean	3.42		3.43		3.92		3.40		Agree	
Weighted SD	0.79		0.69		0.71		0.72			

Despite the fact that oral presentations and writing abilities appear to be distinct facets of interpersonal communication, however, they are fundamentally interconnected. Integrating oral presentations within the process of improving writing skills can yield unexpectedly favorable outcomes. Firstly, the act of preparing a presentation requires individuals to arrange their thoughts and ideas in a logical manner. This process directly translates to the realm of writing, where a clear structure and smooth flow are of utmost importance. Additionally, the act of verbally explaining one's points aids in solidifying the logical sequence of arguments. (Stefanie, 2014; Živković, 2014)

Another essential point, oral presentations promote conciseness and clarity. When presenting, individuals naturally feel compelled to be concise and avoid using jargon (Fitri et al., 2021). This emphasis on clear and impactful communication carries over to

writing, resulting in more engaging and easily comprehensible content. Through presenting, individuals learn to refine their message and eliminate unnecessary complexity (Nowicka & Wilczyn'ska, 2011; Williamson, 2021).

Another benefit of oral presentations is the opportunity to explore different vocabulary and sentence structures that resonate with the audience. This heightened awareness of tone and word choice extends to writing, allowing for more nuanced and tailored content that caters to the readers (Fitri et al., 2021; Salem, 2022) Furthermore, oral presentations encourage the use of active voice and direct address, which enhances audience engagement. This enhanced engagement can also be translated to writing, resulting in more dynamic and impactful content for readers.

Furthermore, online oral presentations help EFL distance learners develop their writing skills by improving their ability to organize their thoughts, structure their arguments, and use language effectively (Akanda et al., 2022). They help students develop their critical thinking skills, as they must be able to analyze and synthesize information in order to present it effectively to an audience.

5. Conclusion, Implications and Recommendations

In conclusion the study discloses that the attitudes of EFL learners towards engaging in oral presentations can be favorable, and these presentations can serve as an effective tool for fostering critical thinking, writing, and speaking skills. Nevertheless, it is important to acknowledge that certain students may encounter anxiety and stress when delivering public presentations, which can impede their performance, but online presentations is a viable alternative solution. EFL distance learners generally hold positive perceptions regarding oral presentations, despite the perceived challenges associated with them such as anxiety, nervousness and lack of motivation.

The act of delivering oral presentations help EFL distance learners cultivate their critical thinking abilities, as they are required to effectively analyze and synthesize information for presentation to audience. Furthermore, besides improving speaking competence, oral presentations serve as a means for EFL learners to enhance their writing skills by improving their ability to organize their thoughts, structure their arguments, and effectively utilize language. It is crucial for students to deliver and actively participate in oral presentations therefore; therefore, the researcher recommends integrating oral presentation activities into online courses and establishing additional conversation courses to help students develop language productive skills.

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