

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by Libyan Undergraduate Learners ( A CASE STUDY )**

**التحديات والمشاكل التي تواجه الطلاب الجامعيين الليبيين في تقديم العروض التقديمية الشفهية باللغة الإنجليزية عبر الاتصال بالإنترنت ( البث المباشر ) و بدون الاتصال بالإنترنت ( دراسة تجريبية )**

د . فوزية أبو عجيبة سالم البعوي \*

كلية التربية- العجيلات, جامعة الزاوية, ليبيا

البريد الإلكتروني: drfawzia759@gmail.com

تاريخ الارسال 2025/12/2م تاريخ القبول 2025/1/1م

**الملخص البحث باللغة العربية**

في اللغة الانجليزية, المهارات الشفهية مطلوبة وضرورية مثلها مثل المهارات الكتابية. يطلب الأساتذة من الطلاب في أي مرحلة من دراستهم الجامعية إعداد وتقديم عروض تقديمية شفهية حول مواضيع يختارها الأساتذة أو الطلاب أنفسهم في أي مادة شفهية تُدرّس في أي فصل دراسي وأي تخصص، كما أنها ضرورية للتوظيف في سوق العمل من خلال المقابلات وتقديم البيانات الشخصية والشهادات العلمية والخبرات في مجالات معينة. تتطلب هذه المهمة معرفة واسعة بجميع المعلومات حول كيفية إعداد وتقديم عروض تقديمية شفهية ناجحة. للحصول على هذه المعرفة، يجب أن يتلقى الطلاب تدريبات نظرية وعملية من قبل أساتذتهم لتعلم أساسيات تقديم العروض الشفهية. وفي الوقت نفسه الاستعداد في المشاركة لتقييم عروض زملائهم داخل القاعات الدراسية وتقييم التطبيقات العملية كذلك. كما ذكر (اساري ايتال, 2017؛ و سابوري كيلجاني، 2016) في (أر فيبرياني و سعيد أيبي، 2025) أن "العروض التقديمية لا تُقيم كفاءة الطلاب اللغوية فحسب، بل تُقيم أيضاً قدرتهم على تنظيم أفكارهم، و ترجمة الأفكار بشكل عملي فعال، والرد على استفسارات الحضور، ومشاركة وجهات النظر الخاصة بهم، والشعور بالانفتاح في أفكارهم واكتساب معارف إضافية عن عروضهم الشفهية".

صُممت هذه الدراسة لدراسة بعض المشاكل التي يواجهها طلاب البكالوريوس في قطاع التعليم العالي الليبي في تقديم العروض الشفهية باللغة الإنجليزية، سواءً عبر

الإنترنت أو في بيئة العمل التقليدية. جُمعت بيانات هذه الدراسة باستخدام مزيج من الأساليب الكمية والنوعية كأدوات لتغطية منهجية واسعة وعينة دراسية كبيرة، ولتوفير بيانات متنوعة بتحليل عميق. وقد حُللت بيانات هذه الدراسة باستخدام أسلوب وصفي، مُمثل إحصائيًا باستخدام نظام SPSS في جداول ورسوم بيانية. بُني هيكل هذه الدراسة بتقسيمها إلى سبعة أجزاء: في الجزء الأول، تُقدم الباحثة مقدمةً للدراسة، ويتضمن القسم الثاني، مراجعة الدراسات السابقة المتعلقة بهذا الموضوع. أما الجزء التالي فهو جزء المنهجية، الذي يشرح الخطوات التي اتبعتها الباحثة لإعداد دراستها. ويتحدث الجزء الرابع عن نتائج الجداول والرسوم البيانية، ويعرض الجزء الخامس مناقشات الباحثة ونتائجها. وفي الجزء السادس، لخصت الباحثة الاستنتاجات وقدمت بعض التوصيات لغرض دراساتها و تفاديا لأي مستجدات سلبية قد تحدث مستقبلا، ويقدم الجزء الأخير قائمة المراجع المستخدمة في هذه الدراسة.

**الكلمات المفتاحية:** العروض الشفهية، أجهزة التكنولوجيا المستخدمة دون اتصال بالإنترنت، استخدام شرائح برنامج الباوربوينت عبر البث المباشر، القلق من التقديم الشفهي للموضوع، الثقة بالنفس، الحواجز اللغوية، المخاوف من التقييمات السلبية.

## Challenges and Issues in Delivering Online and Offline Oral Presentations in English by Libyan Undergraduate Learners ( A CASE STUDY )

Fawziya Abu Ajila Salem Al-Baoui  
drfawzia759@gmail.com

### ABSTRACT

*Oral skills are as desirable and needed as written skills in English. Students at any level of their study at universities are always asked by their lecturers to prepare and deliver presentations about topics either, those topics are chosen by teachers or by the students themselves in any oral subject taught at any semester , any major and also it is needed for employments at labor market through interviews and submitting the personal details, scientific certificates and experiences in specific fields. And this task needs a rich knowledge of all the information about how to prepare and give successful*

*oral presentations. To have this rich knowledge, students should be taught theoretical and practical trainings by their instructors to learn the basics of delivering oral presentations and at the same time prepare themselves to the peer assessments and practical evaluations. As mentioned by Asari, et al., (2017); Gilakjani & Sabouri, (2016) in Aini, R. Febriani and Said, (2025) that, "Presentations not only assess students' language proficiency but also their ability to organize, convey ideas effectively, respond to others' speeches of participants, share their perspectives, feel enlightened by their ideas and gain insights from their speeches".*

*This study was designed to investigate some of the problems faced by bachelor degree students in the Libyan higher education sector in delivering oral presentations in English either offline or online. The data of this work was collected by using a mixed of qualitative and quantitative methods as instruments in a form of a combination to cover a large methodology and a large population included in this study, and also to give various data with a deep analysis. The data of this study has been analyzed by using a descriptive method statistically represented by SPSS in forms of tables and graphs.*

*The structure of this study was built up by dividing this research into seven parts: in the first part, the researcher gave an introduction to the study, the second division belongs to the literature review, which contains the previous studies related to this topic. The next part is the methodology part, which explains the steps followed by the researcher to establish her study. The fourth part talks about the findings of the tables and graphs, the fifth part, gives the discussions and results of the researcher, in part six, the researcher summarized the conclusion and gave some recommendations for further studies and the last part gives the list of the references used during this study.*

**Key words:** *Oral Presentations, Offline used Technology Devices, Live Software PowerPoint Slides, Anxiety, Self-Confidence, Language Barriers, Fears from Assessments and Negative Evaluations.*

## **1: INTRODUCTION**

### **1.1. Background to the Study**

Because delivering presentations are tasks acquired by the learners after heavy, trainings and practical activities, it is necessary to know the basics and the theoretical knowledge of the definitions of the oral presentations, parts of the presentations, time allowed to give presentations and how to end a presentation. It is advised to learn these basics well before trying to give any presentation by any student and at any stage. Learning to deliver an oral presentation is also as interesting as learning to drive a car to get a driving license, thus learners need a theoretical knowledge of everything related to oral presentation skills. As mentioned by Harun et al,(2016) in Amelia, (2022) that, "Oral presentation is a difficult learning activity for the first year university students in EFL settings due to the students' limited skills of delivering presentation. Therefore, many of the EFL students feel reluctant when the mode of learning is oral presentations".

### **1.2. The Statement of the Problem**

Generally speaking, students face many difficulties in delivering oral presentations in front of the audience, especially if they did not practice their performance well. As it was reported by Tareen , Haand and Muhammadi, (2023), "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".

As it was noticed by the researcher, the same thing happened to the students involved in the college of Education- Alegelat, University of Zawia. Students at this college were frightened from even trying to give presentations as it was observed by the researcher of this paper because they were not trained well by their teachers previously. They did not know the basic information and the knowledge of preparing and delivering successful presentations.

### **1.3. Research Questions**

1-What are the issues faced by the learners at English department at college of Education- Alegelat, University of Zawia?

- 2- How to overcome the learners' fears and their challenges, who have these issues?
- 3- What is the biggest kind of fears those students have, are they fears from negative assessments, language barriers, anxiety or other psychological fears from speaking in front of people and audience?
- 4-Do those students who are asked by teachers to deliver presentations, have enough self- confidence and courage?
- 5- Do those students know the basics and steps of giving successful presentations in front of the public?
- 6- Do learners lack English communication skills and have problems in convincing their listeners and watchers?
- 7-Can the teachers train their students how to give presentations in English via visual and audio aids combined with the latest technology devices?
- 8-Are there any differences between male students and their female peers in understanding and performing oral presentation skills, regarding to their gender?

#### **1.4. Study Hypotheses**

- 1-Libyan university students have many problems and difficult issues in delivering oral presentations needed for their study courses.
- 2-Teachers at the higher education sector in Libya lack to the training courses in the knowledge of teaching their students in how to deliver oral presentations.
- 3- Ministry of education in Libya does not offer enough opportunities for teachers to gain and train on the ways of giving online presentations via technology devices and applications.
- 4-Many students have challenges in delivering presentations because of many traditional fears and also because of low self-confidence, anxiety and fears from peer assessments shared by their classmates inside classrooms.

#### **1.5. Study Objectives**

\*Presentation skills mix between the comprehensive skills and the productive skills in English. This means that to achieve and reach the level of being professional in presentations, students are supposed to be aware of the importance of reading and listening as comprehensive skills, and as well as aware of the productive skills, such as writing and speaking.

\*To be good at delivering presentations students should study the theoretical part first, then try to practically apply what they have already theoretically learnt about presentations.

\* Students should have a complete knowledge about using technology devices and applications, in addition to, the Microsoft PowerPoint Program, to explain their topics well and in excellent ways.

\*Teachers should receive trainings in using the modern and the latest ways of delivering presentations in the teaching process in explaining their lessons at their works (the teaching process).

### **1.6. Value of the Study**

This study sheds the light on the most important skill in English used by teachers in delivering their lessons, used by students to meet the standards of preparing their oral assignments, and also when they are examining by their teachers for delivering presentations in some oral subjects, such as the subject of listening and speaking skills and the subject of presentation skills taught at English departments at the colleges in Libya. In addition to, during finishing their academic degrees when submitting their lessons to the students at schools through their training practices and also discussing the topics of their graduation projects and thesis.

It also gives the benefits of the communication skills, especially the speaking skills which are the oral skills, in contacting the speakers (the teachers and the learners) with their listeners(teachers and audiences).

This study also focuses on the use of Ed-Tech (Educational Technology) through the use of technology, such as projectors, computers, movable screens, digital boards and smart boards, and also, the latest apps such as: Prezi, Mentimeter, Google Slides, Beautiful. AI, Pitch, Canva, Powtoon in showing the full details of any topics, which are used to mix between texts with images and online videos with a audios.

## **2. LITERATURE REVIEW**

### **2.1. Definitions of Presentation Skills**

Presentation skills are the skills of being speakers and listeners at any formal events because one needs to talk and produce his/her topic and receive questions, comments and suggestions from the audience. Presentation skills are exchanging tasks. Students can give information

about their topics and at the same time receiving others' perceptions towards the given topics. The speaker can cover various areas such as the structure of the topic, the design and format of the slides, body language, face gestures, and everything the speaker conveys.

Presentation skills depend mainly on the speaking skills, furthermore, to be a proficient speaker, the presenter should know all the rules which belong to the speaking skills.

## **2.2. Structuring Presentations**

Generally speaking, Oral presentations follow the same structure, which is "the logical flow so one can provide the information that the audience need to follow the given presentation," UBC Wiki, (2021).

"The presenter can make a pre assessment to the audience before or throughout the presentation by having background about the people who are sitting in front of him. Then he can open his\her presentation with the hook, which is design to grape the audiences' attention and provide them with a reason to be interested in the presentation. The last point in this context is to give the major portions as the body of the presentation, which is necessary should connects directly to the purpose or bridge of the presenter and in turn he\she should make sure to support his points clearly and concisely, and here the role of closing the presentation can come, the purpose of this step is to leave the audience-make sure that this closing is strong and the speaker should connect back to his purpose and let the audience know where he\she have been. Finally, the presenter should leave his audience with a clear understanding of his points." UBC Wiki, (2021).

### **2.2.1. 10-20-30 Rule**

Guy Kawasaki, (2005), mentioned the '10-20-30' Rule for preparing the presentation, he said that "by having a limit of 10 slides, you will be managing the cognitive load for your audience...choose what is important and leave out what is unnecessary".

He discussed this point by saying that 10-20-30 Rule includes:

**\*"10 slides:** This limit forces you to be selective and focus on the most critical concepts, ensuring your audience can digest the key messages. Each slide should convey a single, clear idea.

**\*20 minutes:** This time limit ensures your presentation is concise and leaves enough time for questions and discussions, especially since many meetings are an hour long. It prevents audience boredom and keeps your pitch focused.

**\*30-point font:** This ensures the text is large enough to be easily read from a distance, promoting legibility. It also forces presenters to use fewer words on each slide, forcing them to know their material well and focus on key points instead of reading a script".

Then Guy Kawasaki,(2005), reported that "the presentation needs a limited time and the presenter is challenging himself to leave out unnecessary details and focus on the important stories that he will convey his message. Even if his session has been allotted with more time, the speaker can devote the remaining minutes to discussions , questions or any technique that involves audiences with his presentation, you show must be visible to everybody in attendance, especially those in the back"\*.

### **2.2.2. 6x6 Rule**

As it is mentioned by UBC Wiki, (2021), that " Following the 6x6 rule, limits any text to 6 words per a line and 6 lines per a slide, and it focuses on readability and conciseness".

## **2.3. Psychological Challenges**

### **2.3. 1. Anxiety**

Many scholars believe that speaking is the main reason to feel anxious about foreign languages, because students have to process the input language and give their own thoughts during class. As it is mentioned by Osama Wael Suleiman , Noor Al-Huda

**[\\*https://guykawasaki.com](https://guykawasaki.com)**

Ghanim Jasim and Wasan Younis Mohamed,(2023),"Anxiety is a type of emotional state associated with physiological arousal and is classified as one of the various emotions, such as sadness, fear and anxiety that contribute to the psychological state of the individual. It considered a psychological concept commonly defined by psychologists as a feeling of insecurity, a vague feeling of fear indirectly related to an object."

Anxiety encompasses a range of physical, behavioral, and cognitive responses that occur when an individual experiences, negative expectations

or feelings of failure related to foreign language learning, Herwanto, (2013).  
by Osama Wael Suleiman , Noor Al-Huda Ghanim Jasim and Wasan  
Younis Mohamed,(2023).

Common challenges during presentations include nervousness, difficulty in  
self-regulation, inadequate vocabulary, limited exposure to the target  
language, and insufficient practice opportunities outside the classroom, Al  
Nakhalah, (2016); Alrasheedi, (2020); Kheryadi & Hilmiyati, (2021) in  
Keo, V., Lan, B., Sam, R., & Rouet, W,(2025).

Tareen , Haand and Muhammadi, (2023) reported that: "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."

Tareen , Haand and Muhammadi, (2023), said that "...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".

### **2.3. 2. Self- Confidence, Oral Performance and Courage**

The others research found that presentation skills in any profession are the  
art of getting the attention of the audience and entralling them with ideas  
or performances, Morze et al., (2017); Shalalkeh, (2020); Widodo &  
Chakim, (2023). In Aini, R. Febriani and Said, (2025).

Fitriani, Apriliaswati & Wardah, (2015) stated in Anselmus Sahan\*,  
Benyamin Kau Abi, Maria W. Wisrance & Yanuarius Seran, (2022) that, "  
the students got impede to develop their speaking ability because of the  
psychological problems such as lack of self-confidence (20.11%), anxiety  
(21.27%) and pronunciation (16.25%)".

According to Al Hebaish, (2012), in (Anselmus Sahan\*, Benyamin Kau  
Abi, Maria W. Wisrance & Yanuarius Seran, (2022) "oral presentation can

prepare the students to use language effectively in their daily communication".

Aini, R. Febriani and Said, (2025). "The results show that students responded positively to the use of peer assessment in delivering English presentations. Most students feel insecure because they lack confidence when they must deliver English presentations and be assessed by their classmates".

### **2.3. 3. Lack of Motivation, Lack of Communication and Language Barriers**

Apridayani, Abdul Kamaruddin, Sukkaew,(2024),"Interaction, teacher and peer support, and a desire to become a professional presenter were the three factors that affected their preference."

Tareen , Haand and Muhammadi, (2023), said that, "The results of their 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".

Amelia, (2022), said that "In the presentation skills, there specific vocabulary which can be prepared but their English command for that particular context was not sufficient. They might know what to say but they did not find the right expression to deliver it. They knew their presentation was not clear as the audience could not understand their messages. They also realized their weaknesses from comparing their presentations with others'. In the excerpt below, the participants informed us about why they said they lacked of presentation skills."

Tanveer, (2007) in Saputra, Komariah and Natsir, (2017) in, Anselmus Sahan, Benyamin Kau Abi, Maria W. Wisrance & Yanuaris Seran, (2022), "exposed that many EFL students express inability and...sometimes even acknowledge the failure in speaking foreign language such incorrect pronunciation, lack of confidence to share their opinions and ideas, lack of imagination and critical thinking, inhibition, nothing to say, the low of participation, use of mother tongue and feeling of shyness and anxiety, afraid of speaking because they were fear of making mistake while practicing".

### **2.3. 4. Fears From Assessments and Evaluations**

Feedback and assessment play a vital role in improving oral presentation skills. Both peer and teacher evaluations have a significant influence on the oral presentation abilities of young EFL learners, Hung et al., 2016) in, Keo, V., Lan, B., Sam, R., & Rouet, W,(2025).

"The gradual integration of students into academic discourse through oral presentations is essential. Interacting with instructors and peers during the preparation, observation, performance, and feedback stages of COAPs allows students to practice and develop necessary academic communication skills", Dumlao, (2020) in Keo, V., Lan, B., Sam, R., & Rouet, W, (2025). In the same source, in Keo, V., Lan, B., Sam, R., & Rouet, W, (2025), Mabrouk, (2023), found that, "EFL learners generally view oral presentation assessments positively, recognizing their value in improving speaking skills, self-reflection, and self-assessment abilities. They appreciate teacher's feedback and are highly aware of the objectives behind oral presentation assessments".

Amelia, (2022), thought that:"The participants revealed that even though they encountered oral presentations in the classes quite often, but they found that most of the time they had some worries about receiving negative evaluation from the audience. The participants mentioned that they would likely to show some weaknesses during oral presentations. Thus, when the Indonesian Journal of Integrated English Language Teaching, June 2022 Amelia 19 performed less satisfying, they thought that the audience would negatively judge them."

### **2.4. Integrating Technology inside Classrooms to Improve Learners' Oral Skills**

Keo, V., Lan, B., Sam, R., & Rouet, W (2025), Furthermore, Keo et al. (2024) suggest that "the integration of technology in language instruction, especially in speaking, can lead to better teaching and learning outcomes, fostering a more inclusive, dynamic, and successful learning environment that prepares students for a digital future ".

In Keo, V., Lan, B., Sam, R., & Rouet, W. (2025), "Intervention strategies, such as technology-integrated teaching, improved assessment methods, and

student-centered approaches, can help reduce anxiety during oral presentations by addressing environmental, psychological, linguistic, and resource-related challenges", Kho & Ting, (2023).

(Amelia,2022) said that: "The findings revealed that the EFL students' view toward oral presentations were twofold, on one side they found it challenging, however, on the other side, they also found it useful to develop their skills. The challenges were some psychological issues and insufficient presentation skills during oral presentations. The benefits were that the EFL students thought that their L2 and academic skills were gradually improved through oral presentations. Furthermore, the findings recommend that future researchers may address how to solve the problems and how to maximize the opportunities that were offered by oral presentations".

"Nowadays, lecturing can be made more interesting for the students, as some new innovation has been brought in, such as, to use a PPT or technology advancement and to include an interactive discussion". Nantz, & Lundgren, (1998).in Amelia,(2022).

#### 2.4.1. Real Time Collaboration

As Olivia Hafana,(2024) gave a list of Online Presentation Software by mentioning that:

**"Mentimeter:** transforms boring lectures with real-time audience participation. Interactive features like live polls, quizzes, and word clouds help capture your audience's thoughts in the moment. **Canva:** isn't just about pre-built options,...Whether you need to swap out colors, fonts, or images. **Beautiful.AI:** This AI magic is perfect for anyone who wants to create professional-looking presentations without graphic design expertise. **Prezi:** This presentation platform acts as a giant canvas where you can connect your ideas in a more natural, fluid way. **Powtoon:** is perfect for presentations that need a little extra oomph, like product demos, explainer videos, or educational lectures. **Pitch:** Pitch allows real-time collaboration, so your team can work together on perfecting your content, adding comments and suggestions directly on slides. **Gamma:** This presentation software lets you ditch the endless slide clutter and present information using interactive cards. **Google Slides:** Google Slides lets your team work

together on the same presentation in real time from anywhere with an internet connection.". Olivia Hafana,(2024).\*

### **2.5. How to Overcome Difficulties and Issues?**

Tareen , Haand and Muhammadi, (2023), reported that:

in a study done by Hanifa and Yusra (2018), "confirmed in a study that speakers seemed

\* <https://www.mentimeter.com/blog/meetings/best-free-presentation-tool>.

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".

Tareen , Haand and Muhammadi, (2023), mentioned some points given by many authors in his study: "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. 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).

As to overcome the difficulties in oral presentations, Hanifa and Yusra, (2018), carried out research Tareen , Haand and Muhammadi, (2023), said, 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".

### **3. Methodology of the study**

#### **3.1. Research Design**

The study investigates the difficulties and issues related in the delivering oral presentations process, either in giving oral assignments in the subject of speaking and listening skills or in explaining topics in the subject of presentation skills by learners to their teachers inside classrooms.

##### **3.1.1. Sample of the Study**

The sample of this study includes University students at English Department, College of Education- Alegeat. The collected number of the students at this level is 200, their native language is Arabic and English is their foreign language. Male and female students, were asked to deliver oral presentations in three subjects before enrolling in the subject of presentation skills, these subjects were: Listening and speaking 1, Listening and speaking 2 and Listening and speaking 3. They were supposed to be fluent in English speaking skills. These students have been studying English at primary, preparatory and secondary schools, and most of them were studying English at the scientific section. In addition to, they were at the third semester at the bachelor degree, when they have been taught, tested and experimented by the researcher of this study for six years, the title of their study materials was "Presentation Skills". The sample enrolled in this study were as the following:

- 1-Between 2019 and 2022: Male and female learners.
- 2- Between 2022 and 2025: Only Female learners.

##### **3.1. 2. Instruments of the Study**

###### **3.1. 2.1. Data Collection Instruments**

The data of this work was collected by using a mixture between qualitative and quantitative methods for three months. As George Kuhn, (2024), said "There are many benefits of mixing between qualitative and quantitative method in collecting data such as...complementary strengths, triangulation, flexibility, contextualize online survey metrics, increases response rates, and better reach."

An open-ended questionnaire representing the qualitative method and a t-test representing the quantitative method, for flexibility, reliability and validity. The open-ended questionnaire was given before starting a treatment course with the participants for (every semester) three months. After the treatment trainings, oral exercises, oral assignments and oral examinations (Mid-Term Exams and End-Term Exams) were given with a direct dealing and teaching the students included in the sample of this research. The researcher chose teaching the learners traditionally offline by training them in how to prepare their Hard copies of PowerPoint slides for their oral presentations in the presence of the teacher, before the mid-term exam, , then after the mid-term, the researcher taught them how to prepare their slides and also themselves for delivering online presentations via real time engagement Software like; Canvas, Gamma Slides and Google Slides, devices and online applications to be trained to attend Live End-term exams. The researcher was teaching those students in the third semester at the college of Education- Alegeilat between the academic year 2018-2019) up to the Summer Semester of the academic year: (2024-2025).

### **3.1. 2.2. Data Analysis Instruments**

The data of this study has been analyzed by using a thematic analysis as a descriptive method in analyzing the data statistically by **SPSS (Statistical Package for the Social Sciences)** conducting frequencies and percentages, independent sample a questionnaire and a t-test in forms of tables and graphs according to the performance of the sample before giving them a practical course and after giving them a practical course in a form t-tests highlighting the difficulties discovered from the students before and after the treatment during the study.

### **3.2. Limitations of the Study**

This study is limited to investigate the difficulties encountered by University students in delivering online and offline presentations in English. It concentrates on the steps used to write well formed slides .Besides, the important considerations that should be taken into account in giving the presentations orally. In addition to, the previous knowledge of the audience, body language, face gestures and preparing formal environments inside the classrooms during delivering their presentations.

### 3. 3. Validity, Reliability and Ethical Issues

Before teaching and testing the students at English Department, College of Education-Alegelat, the procedures were shown to the head of the scientific department. And the researcher received the scientific syllables from the mentioned head of the department. The tests were designed by the researcher after discussions among the researcher, the head of the department, lecturers and many experts in this subject. The researcher started her journey with those students from the first lecture up to the last test in every course. Secondly, the researcher used a mixed method in collecting the data needed for this paper, which is the qualitative (an open-ended questionnaire) and a quantitative (t-test) instruments to confirm the validity, reliability and a deeply comprehensive understanding of the data needed for this study. "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) in, Tareen , Haand, Muhammadi, (2023).

### 4. Findings:

"Before completing the questionnaire, the researcher explained its purpose and emphasized that participation was entirely voluntary and would not affect the participants' grades", Hammer, (2017). All the questions included in the questionnaire have been explained and discussed by the researcher herself. The researcher evaluated the participants' answers to the theoretical questionnaire before starting the course, according to the following grades and standards.

Grade	Interpretations
1-25	Very Low grade of delivering oral presentations
25-55	Low grade of delivering oral presentations
55-75	Moderate grade of delivering oral presentations
75-100	High grade of delivering oral presentations

#### 4.1. Statistical Descriptions of the Semi- Structured Questionnaire

**4.1.1. Findings Related to the First Question Included in the Questionnaire:  
Can you give a definition and any explanation to the oral presentations?**

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	90	Very Low grade of delivering oral presentations
25-55	65	Low grade of delivering oral presentations
55-75	25	Moderate grade of delivering oral presentations
75-100	20	High grade of delivering oral presentations

This table shows the results obtained after giving and explaining the first question to the students, the researcher found out that, most 90 of the students, reached the very low level of the grade (1-25) in delivering oral presentations. While, 65 students got low scores in the low level, (25-55), and 25 students got the moderate grade (55-75) of delivering oral presentations. And the lowest number 20 of the students had the highest scores (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- *Oral presentations mean to give a show in front of the people inside classrooms about a specific topic. There is no structure of the presentations.*
- *Oral presentations are the actions of performing like speakers in conferences.*
- *All the presentations could be given to the people, we do not know.*

**4.1.2. Findings Related to Question: What are the steps of delivering oral presentations?**

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by  
Libyan Undergraduate Learners( A CASE STUDY**

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	120	Very Low grade of delivering oral presentations
25-55	10	Low grade of delivering oral presentations
55-75	43	Moderate grade of delivering oral presentations
75-100	27	High grade of delivering oral presentations

This table shows the results obtained after giving the second question to the students and it was discovered that most 120 of the students got the very low grade (1-25) in delivering oral presentations. Meanwhile, 10 students got low scores (25-55) and 43 students reached the moderate grade (55-75) of delivering oral presentations. And the lowest number 27 of the students had the highest grade (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- *There is no specific steps of giving oral presentations.*
- *Each speaker can create his own steps.*
- *I do not have any idea.*

**4.1.3.** Findings Related to Question No. (3): What are the technology devices and apps used to deliver oral presentations?

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	100	Very Low grade of delivering oral presentations
25-55	80	Low grade of delivering oral presentations

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by  
Libyan Undergraduate Learners( A CASE STUDY**

55-75	15	Moderate grade of delivering oral presentations
75-100	05	High grade of delivering oral presentations

This table shows the results obtained after giving and explaining the third question to the students by the researcher herself, she discovered that most (100) of the students reached the very low level of the grade (1-25) in delivering oral presentations, 80 students got low scores (25-55) and 15 students reached the moderate degree (55-75) of delivering oral presentations. And the lowest number (05) of the students had the highest scores (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- *We can use only computers, microphones and data show.*
- *I use data show.*
- *I use my computer and data show.*

**4.1.4. Findings Related to the Question. (4): How can you deliver online presentations?**

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	110	Very Low grade of delivering oral presentations
25-55	30	Low grade of delivering oral presentations
55-75	45	Moderate grade of delivering oral presentations
75-100	15	High grade of delivering oral presentations

This table shows the results obtained that, most 110 of the students reached the very low level of the degree (1-25) in delivering oral presentations. Meanwhile, 30 students got low scores 25-55 and 45 students reached the moderate degree 55-75 of delivering oral presentations. And the lowest number 15 of the students had the highest scores 75-100 of delivering their presentations.

*\*Some answers given by the participants were:*

- *I download my presentation on my face book account.*
- *I can make a video call with my audience.*
- *We send our presentation to our instructor.*

**4.1.5.** Findings Related to Question.(5): Do you feel with a high self-confidence when you need to give a presentation inside your class?

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	152	Very Low grade of delivering oral presentations
25-55	20	Low grade of delivering oral presentations
55-75	16	Moderate grade of delivering oral presentations
75-100	12	High grade of delivering oral presentations

This table shows the results obtained after giving the fifth question to the students by the researcher, she discovered that most (152) of the students reached the very low level of the degree (1-25) in delivering oral presentations. But, 20 students got low scores (25-55) and 16 students reached the moderate degree (55-75) of delivering oral presentations. And the lowest number 12 of the students had the highest scores (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- *Sometimes.*
- *No, I feel shy and having a weak performance.*
- *I feel worried and afraid from facing the audience.*

**4.1.6.** Findings Related to Question. (6): Is it necessary to know the audience before you begin your presentation?

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	130	Very Low grade of delivering oral presentations
25-55	30	Low grade of delivering oral presentations
55-75	20	Moderate grade of delivering oral presentations
75-100	20	High grade of delivering oral presentations

This table shows the results showed that, most 130 of the students reached the very low level of the degree (1-25) in delivering oral presentations. Meanwhile, 30 students got low scores 25-55 and 20 students reached the moderate degree 55-75 of delivering oral presentations. And the lowest number 20 of the students had the highest scores 75-100 of delivering their presentations.

*\*Some answers given by the participants were:*

- *No, it is not necessary.*
- *I will see the for the first time inside the classrooms.*
- *Of course, may be before the starting of the oral presentations.*

**4.1.7.** Findings Related to the Question.(7): Do you have any English barriers in writing the slides and speaking orally while delivering your presentations?

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by  
Libyan Undergraduate Learners( A CASE STUDY**

---

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	120	Very Low grade of delivering oral presentations
25-55	15	Low grade of delivering oral presentations
55-75	20	Moderate grade of delivering oral presentations
75-100	45	High grade of delivering oral presentations

This table gives the results obtained after giving seventh question to the students by the researcher, she discovered that most 120 of the students reached the very low level of the degree (1-25) in delivering oral presentations. In contrast, 15 students got low scores 25-55 and 20 students reached the moderate degree 55-75 of delivering oral presentations. And the lowest number (45) of the students had the highest scores 75-100 of delivering their presentations.

*\*Some answers given by the participants were:*

- *Yes, I always have this problem in writing the slides, and also in explaining the topic.*
- *No, I do not suffer from this problem.*
- *Yes, I always fall down in the same problem.*

**4.1.8.** Findings Related to Question. (8): How many slides do you need to show to your audience through giving presentations?

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by  
Libyan Undergraduate Learners( A CASE STUDY**

<b>Grade</b>	<b>NO OF STUDENTS</b>	<b>Interpretations</b>
1-25	110	Very Low grade of delivering oral presentations
25-55	40	Low grade of delivering oral presentations
55-75	25	Moderate grade of delivering oral presentations
75-100	25	High grade of delivering oral presentations

This table shows the results obtained of the eighth question to the students by the researcher herself, she discovered that most 110 of the students reached the very low level of the degree (1-25) in delivering oral presentations. While, 40 students got low scores (25-55) and 25 students reached the moderate degree (55-75) of delivering oral presentations. And the lowest number 25 of the students had the highest scores (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- 20 slides
- 12 slides
- 15 slides

**4.1.9.** Findings Related to Question. (9): Have you got a background about 10x20x30 and 6x6 Rules in designing your slides?

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by  
Libyan Undergraduate Learners( A CASE STUDY**

Grade	NO OF STUDENTS	Interpretations
1-25	150	Very Low grade of delivering oral presentations
25-55	25	Low grade of delivering oral presentations
55-75	15	Moderate grade of delivering oral presentations
75-100	10	High grade of delivering oral presentations

This table shows the results after giving the ninth question to the students by the researcher herself, she discovered that most 150 of the students reached the very low level of the degree (1-25) in delivering oral presentations. Meanwhile, 25 students got low scores (25-55) and 15 students reached the moderate degree (55-75) of delivering oral presentations. And the lowest number 10 of the students got the highest scores (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- *Most of the students said "NO".*

4.1.10. Findings Related to Question. (10): Can you give any information related the body of your presentation and which the most important part you have to focus on? And what do you benefit from focusing on it?

Grade	NO OF STUDENTS	Interpretations
1-25	160	Very Low grade of delivering oral presentations
25-55	30	Low grade of delivering oral presentations
55-75	06	Moderate grade of delivering oral presentations
75-100	04	High grade of delivering oral presentations

This table shows the results obtained of the tenth question to the students and it was clear that, most 160 of the students reached the very low level of the degree (1-25) in delivering oral presentations. Furthermore, 30 students got low scores (25-55) and 06 students reached the moderate degree (55-75) of delivering oral presentations. And the lowest number 04 of the students had the highest scores (75-100) of delivering their presentations.

*\*Some answers given by the participants were:*

- *The opening part, to introduce my topic.*
- *The details part, to give all the details related to my topic.*
- *The title of my topic, because I will mention my topic for the first time.*

#### **4.2. Practical Course and Practical Exams**

"This study applied rubric tool called assessment rubric. It is a scoring tool used to assess a set list of criteria and objectives test. It functions to assess the students' ability in oral presentation in English as proposed by Harris (1969), Brown (2004) and Kurniati, Eliwarti & Novitri (2015), which deal with five components in scoring speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension", in Anselmus Sahan, Benyamin Kau Abi, Maria W. Wisrance & Yanuaris Seran,(2022).

The Set List of the Six Criteria Which Include These Five Components are:

- 1- Choosing the topics,
- 2- Designing and instructing the slides,
- 3- Self-confidence, anxiety, courage and oral performance,
- 4- The abilities of using Microsoft Power Point, Canvas, technology apps and delivering orally offline and online presentations,
- 5- *Body language and face gestures and,*
- 6- Fears from assessment and negative evaluations

##### **4.2.1. Mid-Term and End-Term Exams as Treatment Tests**

The researcher divided the students into 40 groups, each group includes five students, and gave each group a specific name before starting the treatment to distinguish the groups from each other. The first group carries the name of (group A), the second group carries the name of (group B) and so on. The same groups with same names continued as they were until the end of the treatment course. Before the preparation for the Mid-Term Exams, the

researcher gave and chose the topics for the students to work on until the beginning of the mid-term exams .Meanwhile, before preparation for the End-Term Exams the researcher gave the complete freedom to the participants to choose their topics by themselves to lower their fears from low self-confidence.

After finishing the study course; the researcher designed a course depending on the collected answers and results of the questions included in the open-ended questionnaire given to the participants by the researcher in advance, and collecting the data related to the questionnaire, the researcher classified her focuses depending on the repeated negative answers given by the participants, then, the researcher designed a t-test highlighting the difficulties faced by those learners in a form of a set of criteria included in the offline t-test delivered in the mid-term exams and in the online t-test delivered in the end-term exams.

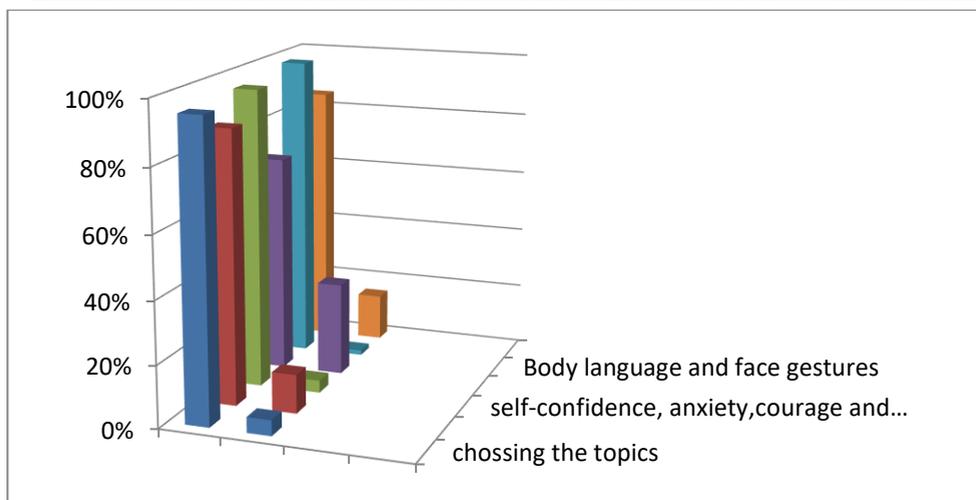
The only difference item between the criteria of the two exams is that using technology in delivering offline presentations in the Mid-Term Exams. In contrast, using technology tools for delivering online presentations in the End-Term Exams.

The researcher prepared, previously the two exams to test and to confirm that all the problems and difficulties have been covered and solved, and those students do not face any problems in giving any presentations at any time. Here, the researcher chose the students' topics by herself and she suggested many topics to the all groups. She gave them many topics such as: choosing an Indian actor or actress, talking about the actor's or actress's personal life, daily activities, marriage and children, famous films he\she acted in, and in which films she\he was the hero or heroine.

The results were as in the following table:

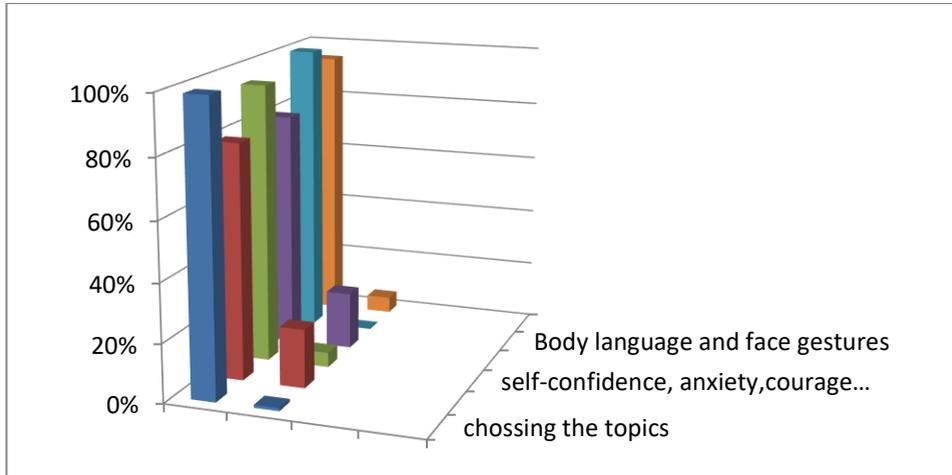
**4.2.1.1. Graph (1):** shows the results of the Offline Mid-Term Exam after finishing the first month and a half from the beginning the treatment course.

**Challenges and Issues in Delivering Online and Offline Oral Presentations in English by Libyan Undergraduate Learners( A CASE STUDY**



In this graph, the number of students' answers to the first item which was choosing the topics was 95% of students improved their choices of their topics and 05 could not improve their choices of their topics. In the second item, which was designing and instructing the slides, the percentages were 87.5% were able to design their slides and 12.5% were not able to design their slides, while, in third item, which was self-confidence, anxiety, courage and oral performance, the percentages were 96% were feeling of high self-confidence, low level of anxiety, courage and good oral performance, and 04% were feeling of low self-confidence, high level of anxiety, courage and bad oral performance. In the item of the abilities of using PowerPoint slides, technology apps and delivering orally offline presentations, the grade was 70% were able to use the Microsoft PowerPoint Programs and all technology devices to deliver offline presentations, and 30% were not able to use the Microsoft PowerPoint Programs and all technology devices to deliver offline presentations. In the fifth item the students' percentages were 98.5% could use the right body language and face gestures and 1.5% badly performed in the body language and face gestures, In the sixth item, fears from assessment and negative evaluations 85% did not have fears from assessments and negative evaluations *and 15% had fears* from assessments and negative evaluations .

**4.2.1.2. End Term Exam Graph (2):** shows the results of the Online End-Term Exams after finishing the last month and a half from the beginning the treatment course.



This graph gives classifications of the items which have been designed by the researcher to evaluate the online oral performances done by the students based on their own choices of the topics. Here are some topics chosen by the participants:

- 1-Maldives
- 2-How to Deliver Conversations in English
- 3-The Cooking's Show
- 4-How to get Good Marks at a School
- 5-Derna and The Red Crescent
- 7-Labortaries
- 8-The Process of Listening
- 9-Sabratha
- 10-Diabetes
- 11- Farwa Island
- 12-Palestine
- 13- Prevention is Better than Care
- 14-Italy
- 15-Education
- 16-Ferwell to Travelers and many more topics.

In this graph, the number of students' answers to the first item which was, choosing the topics was 99% of students improved their choices of their topics and 01% could not improve their choices of their topics. In the second item, which was designing and instructing the slides, the percentages were 80% could design their slides and 20% could not design their slides, Meanwhile, in third item, self-confidence, anxiety, courage and online oral performance was 95% increased their self-confidence, decreased their anxiety, increased their courage and got high level of oral performance and 05% still getting low self-confidence, still feeling with anxiety, low courage and got low level of online oral performance. In the fourth item, which was the abilities of using Microsoft PowerPoint, technology apps and delivering orally online presentations, the percentages were 80.5% for students who improved their skills and 19.5% who could not improve. In the fifth item, body language and face gestures, the students' higher level of the performance was 100%. In the sixth item, fears from assessment and negative evaluations, 94.5% were not afraid from assessments and negative evaluations and 5.5% were afraid from assessments and negative evaluations.

## **5. Discussions and Results**

It was clear that the levels of the students are higher than their level before receiving the treatment, and they were still in the middle of their journey in their course.

Here are the answers of the researcher's questions which have been asked by her at the beginning of this work .

1-For the first question, which was 1-'**What are the issues faced by the learners at English department at college of Education- Alegendat, University of Zawia?**', the researcher discovered that there are many challenges and problems faced in giving formal presentations structure. In addition to, the learners were suffering from many psychological issues which were effecting their oral performance inside the classrooms.

2-The answer given by the students; to the researcher's second question which was '**How to overcome the learners fears and challenges of the students who have these issues?**', it was by giving them more time for training and for joining activities performed by the teachers and by their

classmates, in addition to, trying to practice the oral presentations by themselves in front of mirrors at home to overcome their fears from peer assessments and their teachers' evaluations.

3-The researcher got an answer for her third question which was **'What kind of fears those students have. Are there fears from negative assessments, language barriers, anxiety or psychological fears from speaking in front of people and audience?'**, The students' reactions to this item given by the researcher is that, these students feel with anxiety and also they lack to the language grammar, vocabulary, writing styles, academic writing skills and oral skills, when they have to submit their topics for the presentations, they also suffer from many other psychological fears from their teachers; negative evaluations. In the contrast, they can benefit from their classmates through peer assessments inside the classrooms in improving their communicative skills.

4-According to the fourth question asked by the researcher at the beginning of this study, which was, **'Do those students who are asked by teacher to deliver presentations have enough self-confidence and courage?'**, during this study, the researcher found out that those students at Libyan universities who are specialized in English, suffer from low self-confidence, which in turn, influence their performance in English speaking skills, and furthermore, effects on their presentation skills.

5-The next question asked by the researcher was that, **'Do those students know the basics and steps of giving successful presentations in front of the public?'**, No, most of the students do not have enough knowledge of the basics of giving presentations in front of the public.

6-Question No.6: **'Do the learners lack to English communication skills and have problems in convincing their listeners?'**, although learners are good communicators in English, but when this matter belongs to delivering presentations in one of the subjects they study, they became weak communicators because of the previously mentioned psychological fears from getting low grades.

7- The researcher's question was, **'Can the teachers train their students how to give presentations in English via visual and audio aids connected to technology devices?'** 'yes, the teachers can train their students how to

deliver either offline or online presentations in one condition, if the teachers themselves received training courses and joined activities in this field.

8- The last question was '**Are there any differences between male students and their female peers in understanding and performing oral presentation skills, regarding to their gender?**', As it was observed by the researcher that no gender differences were discovered.

## **6. Conclusion and Recommendations**

### **6.1. Conclusion**

From the recent researcher's experience, it can be resulted that if the students were trained more, they can learn and benefit more. It is clear that the students understood how to deliver either online or offline oral presentations after the planned program of the treatment course done and divided by the researcher in a period of three months. This has been done through testing the students' background fears and before receiving the treatment and then giving the first part of the course treatment finalizing this first part by giving offline mid-term exams, selecting the results obtained and after that, by continuing into the second part of the treatment and finalizing the second part with the online end-term exams selected by the results obtained.

### **6.2. Recommendations**

1-Because the heads of English departments are the most responsible members on the education process inside their scientific departments, they should focus on and develop English oral skills such as listening and speaking skills, and presentation skills to develop the students' oral abilities to speak fluently and freely as well to communicate with other people.

2- Libyan universities teaching plans should include a greater importance to the scientific syllabus and study materials which belong to the English oral skills such as, combining them with technology tools and English smart labs to give the students opportunities to use theses technology devices in interesting and motivated environments in the learning process.

3- Teachers should join training programs to be able to introduce their lessons and lectures in a comfortable environment and at the same time, to decrease the students' anxiety and increase their self-confidence in speaking English fluently.

4- Teachers should encourage and train their students to be enrolled in activities and practices in learning pronunciations. Vocabulary, Grammar, accents, linguistic differences, dialects, cultural context and all English language skills to overcome English barriers and to avoid the lack of psychological factors which effect on the students' oral performance.

5- The teachers should train their students, the process of delivering presentations before asking them to deliver directly oral presentations without teaching them how to do so.

6- The Ministry of Higher Education in Libya and all the decision makers should offer such programs for both the trainers and trainees to follow up and being aware of the latest technology devices and all the needed tasks for delivering oral presentations at anywhere and at any time.

7-Other studies are recommended to be done in this field to apply these recommendations to solve and avoid the previously mentioned difficulties and issues in the future, and also to reduce any updated problems if any.

## **7. References**

(1)- Aisah Apridayani, Abdul Kamaruddin, Nootchanat Sukkaew, 2024. Challenges and Issues in English Presentation Through Synchronous Online Conference Platforms in Higher Education, <https://doi.org/10.1155/2024/9468486>, Academic Editor: Maheswaran S.

(2)- Anselmus Sahan, Benyamin Kau Abi, Maria W. Wisrance & Yanuaris Seran, (2022). Exploring Oral Presentation Performance: Level of Mastery and Common Problems of EFL Students from Selected University Timor University, Timor, East Nusa Tenggara Province [anselsahan@gmail.com](mailto:anselsahan@gmail.com) ARTICLE HISTORY Received : 2022-01-25 Revised : 2022-05-07 Accepted : 2022-08-13.

(3)- Arifa Rahman , Md. Golam,, Dr. Wazed,( 2021). Research and Training Institute International Journal of Research and Innovation in Social Science (IJRISS) |Volume V, Issue X, October 2021|ISSN 2454-6186 [www.rsisinternational.org](http://www.rsisinternational.org) Page 300 SPSS: An Imperative Quantitative Data Analysis Tool for Social Science Research, Begum Rokeya University, Bangladesh 2 Independent Researcher.

(4)- Gevisa, R. P., & Kurniati, K. (2024). A comprehensive guide to understanding and applying descriptive statistics in data analysis. PKM-P, 8(1), 186–191. <https://doi.org/10.32832/jurma.v8i1.2258>

(5)-George Kuhan,(2024).what is a mixed method research?, Examples and Benefits. (6)- Guy Kawasaki, (2005), Guy Kawasaki, 2005, (<http://guykawasaki.com>)\blog.

(7)- Hammer, M. J. (2017). Ethical considerations for data collection using surveys. Number 2/March 2017, 44(2), 157-159.

[https://www.researchgate.net/publication/316686370\\_Ethical\\_Considerations\\_for\\_Data\\_Collection\\_Using\\_Surveys](https://www.researchgate.net/publication/316686370_Ethical_Considerations_for_Data_Collection_Using_Surveys).

(8)- Hashmatullah Tareen Teaching Assistant, English Department, Kandahar University, Afghanistan, hashmatt2@gmail.com Mohammad Tahir Haand Asst. Prof., English Department, Kandahar University, Afghanistan, tahirhaand@gmail.com Attaullah Muhammadi . (2023). Investigating EFL Learners' Perceptions towards the Difficulties in Oral Presentation at Kandahar University ,Afghanistan, Anatolian Journal of Education e-ISSN: 2547-9652 April • Vol.8, No.1 www.e-aje.net pp. 79-[atta.muhammadi@gmail.com](mailto:atta.muhammadi@gmail.com)

(9)- [http://wiki.ucb.ca/presentation\\_skills](http://wiki.ucb.ca/presentation_skills), 9:52 2021\10\5.

(10)-Olivia Hanifan,(July,4,2024, content marketing manager, <https://www.mentimeter.com/blog/meetings/best-free-presentation-tool,8-12-2025:05:37.p.m>.

(11)-Osama Wael Suleiman. Noor Al-Huda Ghanim Jasim, Wasan Younis Mohamed,(2023).EFL University Students' Anxiety in Classroom Presentations: A Case Study Osama Wael Suleiman Al-Noor University College.

(12)-Riza Amelia riza.amelia@uin-suska.ac.id Universitas Islam Negeri Sultan Syarif Kasim Riau,(2022), that Harun et al. (2016). Indonesian EFL Students' Attitude toward Oral Presentations June – Volume 8, Number 1 <https://doi.org/10.24014/ijjelt.v8i1.17434>.

(13)- Saputra, Komariah and Natsir (2017). Exploring Oral Presentation Performance: Level of Mastery and Common Problems of EFL Students from Selected University Anselmus Sahan\*, Benyamin Kau Abi, Maria W. Wisrance & Yanuaris Seran Timor University, Timor, East Nusa Tenggara Province anselsahan@gmail.com ARTICLE HISTORY Received : 2022-01-25 Revised : 2022-05-07 Accepted : 2022-08-13.

(14)-Tika Aini, R. Bunga Febriani, Ishak Said, (August 2025). EFL Students' Challenges in Delivering a Presentation by Peer Assessment, [Journal of English Education Program \(JEEP\)](https://doi.org/10.25157/(jeep).v12i2.20844) 12(2):143, DOI:[10.25157/\(jeep\).v12i2.20844](https://doi.org/10.25157/(jeep).v12i2.20844),License, CC BY-NC-SA 4.0.

(15)-Vireak Keo , Bunrosy Lan , Rany Sam , Wen Rouet , (2025). Exploring EFL students' challenges in oral presentations at National University of Battambang National University of Battambang, Battambang City, CAMBODIA, International Journal of Professional Development, Learners and Learning, 7(2), e2513. <https://doi.org/10.30935/ijpdll/16111>).