

Navigating Oral Presentation Obstacles in ESL Classroom: Insights from Students and Teachers

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Abstract

The main aim of this study is to investigate the challenges ESL learners face during oral presentations and their reasons within the context of Pakistan. Using a mixed method approach and explanatory sequential design, the researcher collected the data by conducting questionnaire among 150 ESL learners and interviews among 15 ESL teachers. The study found content choice, building arguments, speaking fluency, scopophobia, reasoning, self-regulation, instructors' evaluation and interruption, audience involvement, voice modulation, use of appropriate body language, lack of vocabulary and use of rhetorical techniques as the challenges mostly ESL learners faced during oral presentations within the premises of classroom. Moreover, the results of study also demonstrated lack of oral skills, confidence and shyness as the major causes of the challenges faced by them. Further, some suggestions were mentioned by the teachers for improvement of their oral presentation skills such as reading books and practicing oracy more and more.

Keywords: Oral Presentation, challenges, causes of OP challenges, ESL learners

1. Introduction

Communication is the basic necessity of humans to survive in this world (Tareen, 2022). Hybels (1992, as cited in Bui et al., 2022) stated “*communication is vital to our life, to live is to communicate*”. People carried out communication for the establishment of common grounds of connection with others (Cleary et al., 2003) by imparting knowledge and information (Shah, 2021) due to which it has become the foundation of society (Angelo, 2014). Masood (1982) described communication as the key to education because it is the primary mean of disseminating the knowledge from teachers to students within the classroom. A seamless flow of communication not only not only helps students grasp knowledge (Andleeb et al., 2022; Javaid et al., 2024) but also enable teachers to understand the learning needs of the students (Akram & Li, 2024; Al-Adwan et al., 2022; Javaid et al., 2024).

To communicate the knowledge with efficacy and to excel academically in the educational context, the teacher and students must have a communicative competence (Akram et al., 2022; 2021). Communicative competence (CC) can be defined as the communicative skill of disseminating goal-oriented and organized information with efficacy and appropriateness with respect to the particular social context (Kiessling and Fabry, 2021). In the 21st Century, it has become the prerequisite need of every individual because the prosperity of humans in every field of life—personal, professional, academic, social or religious one—is dependent on CC (Chase & Shamo, 2013). The reasons of being communicatively competent are two-folded. Firstly, the paradigm shift in the pedagogy of higher education from teacher-instruction to active learning-centered instruction demands the learners to be endowed with communicative competence (Doherty et al., 2011) as the learning-teaching process is becoming more interactive in the present era (Abdelrady & Akram, 2022; Akram & Abdelrady, 2023; Javaid et al., 2024; Ma et al., 2024; Roberts, 2017).

Secondly, in the field of profession, globally, it is considered as the most demanding employability skill (Jackson, 2014) as the employers approach only those graduates who are equipped with these skills (Akram & Sohail, 2024; Javaid et al., 2023; Umar et al., 2024a, 2024b).

Within educational field, CC is considered as the fundamental factor in learning and acquiring a second language (Vurdien, 2019) specifically English language (Javaid et al., 2024; Li & Akram, 2023; 2024; Ramzan et al., 2023). English is considered as the first global lingua franca (Rao, 2019) that is used either as a second or foreign language (ESL/EFL) globally for communication (Kitao & Kitao, 1996 as cited in Bui et al., 2022). In the context of Pakistan, English enjoys the status of official language since 1947 (Anbreen, 2015; Ramzan et al., 2023; Ramzan & Alahmadi, 2024). Today, it has become the language of education, (Haider & Manan, 2021), especially that of higher education (Ramzan et al., 2023; Shamim, 2011) in Pakistan and is learned and taught as a Second language within the classrooms in order to meet the demands of the modern era because it is the only language that bound the whole world (Javaid & Mahmood, 2023; Kumar, 2010).

Today, it is the requirement of modern era that the second language learners (SLLs) must have CC in English because it is an obligation for them to use it at every level of their academic life (Ramzan et al., 2023; Slovakia, 2020) where Pakistani ESL learners have no exception.

One of the popularized genres of communicative competence for ESL (English as a Second Language Learners) in academic and professional life is “Oral Presentation” (Chang & Huang, 2015, as cited in Tri et al., 2022).

According to the Learning Centre of The University of New South Wales (2010 as cited in Zakaria et al., 2023), Oral Presentation (OP) refers to the deliverance of structured message briefly on a predetermined topic. In simple words, it means conveying the information in a formal way on an assigned topic to the audience. OP plays a significant role in the realm of education. Today, it has become crucial element of curricula at Tertiary level (university level) or Higher Education (HE) level (Yeereem, 2013). Schmidt (2018, as cited in Bui et al., 2022) stated that OP is the common requirement in many courses either short or long and conducted by an individual or group of people with or without using visual aids. Globally, it is ubiquitous for Higher education learners to deliver OP (Tsang, 2020) because it represents their communicative competence in the dissemination of information to the audience (Zakaria et al., 2023). Being presenters, the learners must communicate the information effectively (Sucia et al., 2023) because Levin and Topping (2006) stated that “presentation is not only *given to* the audience, it is *given for* the audience (p.4).” To deliver OPs with efficacy and professionalism in a global language “English” is quite a challenging task for native speakers, but it becomes extremely challenging for the second and foreign language learners because they lack essential skills needed for it. Similarly, in Pakistan, the deliverance of Oral Presentation skillfully within academic context at Tertiary level has become the core issue for ESL learners because they face a number of problems during oral presentation. To explore the current issue, this study aimed to investigate the challenges Pakistani ESL learners face during Oral Presentations and their causes.

1.1 Research Questions

1. What are the challenges Pakistani ESL learners face during Oral Presentations?
2. What are the causes of the challenges Pakistani ESL learners face during Oral Presentations?

2. Literature Review

Oral Presentation is the communication of a message in a formal style to the group of people such as audience. Burdo (2019) defined it simply the speech deliverance to the audience. Levin and

Topping (2006) defined oral presentation as the planned speech (neither memorized nor read from scripts) delivered by the presenter to the audience. OP can be carried out individually or in a group (Cook, 2018). As stated earlier that, it has become the integral part of higher education especially in the ESL (English as a Second Language) classrooms because it not only advances the communication and speaking competence of the students but also develops the employability skills too (Živković, 2014) and leads them towards the development of professionalism (Muthusamy, 2019).

2.1 Significance of Oral Presentation

OP is of great significance in second language classrooms, especially ESL classrooms. For instance,

- OP develops the communicative competence and speaking competence of the students as it increases the students' interaction, participation and learning interest within the classroom settings (Girard and Trapp, 2011 as cited in Živković, 2014).
- OP bridges the gap between language study and language use by providing the students an opportunity to use all the four essential skills (i.e., speaking, listening, reading and writing) altogether (King, 2002).
- OP helps the students to become active and autonomous learners (King, 2002) by providing them with realistic language tasks.
- OP boosts the level of learners' motivation (Brooks & Wilson, 2014).
- OP helps learners to explore multiple perspectives of the topic of discussion (Girard and Trapp, 2011 as cited in Živković, 2014).

OP also improves the employability skills of the learners which helps them to pursue good jobs because, in the present time, the employers only approach those learners who have good oral presentation skills (Brooks & Wilson, 2014; Živković, 2014; Mardiningrum & Ramadhani, 2020). Despite of providing a variety of benefits to ESL learners, OP is still a challenging task for them as presenter because they lack skill needed to present professionally. To explore the challenges face by them, the researcher utilized a framework that is discussed below.

2.2 Theoretical Framework

The current study utilized "Oracy Skills Framework (OSF)" that was based on the second language acquisition theories such as Hymes' (1977) ethnography of communication, Halliday's (1978) systemic functional linguistics and Celce-Murcia et al. (1995) communicative competence model (Mercer et al., 2017). The researcher adapted OSF in the current study for the analysis of challenges ESL learners face during Oral Presentations and their causes because of two reasons: 1) it deals with essential oracy skills that learners required to communicate with competence; and 2) it can be adapted in the number of contexts irrespective of culture (Heron, 2019). Within this framework, Mercer et al. (2017) mentioned a variety of essential skills that fall in four areas i.e. Physical, Linguistic, Cognitive and Social and Emotional.

Physical Area, the first area of OSF, deals with the manner with which the speaker speaks the language and the way it has been reinforced with the help of body. Mercer et al. (2017) divides this area into two skill categories: Voice and Body Language. The category of voice concerns with the para-verbal skills such as fluency, pace of speech, tonal variation, clarity of pronunciation and voice projection. The category of body language involves non-verbal skills such as use of gestures, body posture and movement, facial expression and eye contact.

Linguistic Area, the second area of OSF, deals with the verbal skills of speaking such as the use of words, phrases or sentences for the dissemination of information. Mercer et al. (2017) mentioned four subdivisions of this area: Vocabulary, Linguistic Variety, Structure and Rhetorical

Techniques. The category of Vocabulary comprises of vocabulary choice skills; linguistic variety includes grammatical skills such as the and register skills; the category of Structure concerns with structural and organizational skills of talk; and, the category of rhetorical techniques involves skills related to the use of metaphor, humor, irony and mimicry.

Cognitive Area, the third area of OSF, deals with the content and organizational skills that need mental capacity to process the information. It is divided into five categories: Content, Clarifying and Summarizing, Self-Regulation, Reasoning and Audience Awareness. The content concerns with the skills of content selection and its logical arrangement while the clarifying and summarizing category involves the skills needed by the speaker to clarify the selected content to the audience through relevant examples as well as to summarize it. The category of self-regulation contains skills needed by the speaker to remain focus towards the task and to manage the time for its completion. Moreover, the category of reasoning includes those skills which a speaker needed in order to build arguments and justify the reasons provided about the content as well as critically examine the ideas expressed in it. Furthermore, the category of audience awareness involves the skills of understanding the audience on the basis of their mental level and cultural values and norms.

Social and Emotional Area, the fourth area of OSF, deals with the establishment of social and emotional connection among the people. It is divided into three categories: Working with Others, Listening and Understanding as well as Confidence in Speaking. The category of working with others involves the skills needed by the speaker to manage the directions of the interaction as well as turn-taking skills if the speaking task is taken place in groups. The category of listening and responding involves the skills needed by the speaker to actively hear the views, perspectives and queries of the audience and to respond them appropriately. The category of confidence in speaking involves the skills a speaker must have in order to speak with confidence and brings liveliness in presentation.

Table 1: Oracy Skills Framework (adapted from Mercer et al., 2017)

| Areas | Skill Categories | Skills |
|-----------------------|------------------------------------|------------------------------------|
| Physical | Voice | Fluency |
| | | Pace of speech |
| | | Tonal Variation |
| | | Clarity of pronunciation |
| | | Voice projection |
| | Body Language | Gestures |
| | | Body posture |
| | | Facial expression |
| Eye contact | | |
| Linguistic | Vocabulary | Vocabulary choice |
| | Linguistic variety | Register |
| | | Grammar |
| | Structure | Structure and organization of talk |
| Rhetorical techniques | Metaphor, humor, irony and mimicry | |
| Cognitive | Content | Content choice |
| | | Building on the views of others |
| | Clarifying and summarizing | Clarification |
| | | Summarization |

| | | |
|----------------------|--------------------------|-------------------------------------|
| | Self-regulation | Maintenance of Focus |
| | | Time Management |
| | Reasoning | Providing justifiable reasons |
| | | Critical examination of ideas |
| | Audience awareness | Understanding the audience |
| Social and Emotional | Working with others | Interaction guidance and management |
| | | Turn-taking |
| | Listening and Responding | Active listening |
| | | Responding appropriately |
| | Confidence in Speaking | Self-assurance |
| Liveliness | | |

2.3 Previous Studies

Several studies have been conducted which provides students' perspective and attitudes towards the challenges they face during Oral Presentations. For instance, Zakaria et al. (2023) conducted the quantitative study among 145 university students for investigating their attitudes towards the challenges they face during oral presentations. The results of the study revealed that they face linguistic, general presentation, cognitive and psychological challenges such as lack of vocabulary, fluency, accuracy and time for preparation, mispronunciation, grammatical problems, fear of making mistakes, anxiety of being evaluated negatively and speaking in front of others, etc. Similar results were mentioned in the study of Tareen (2022) conducted among 150 EFL learners; Tri et al. (2022) conducted among 600 learners of Faculty of Foreign Languages of Van Lang University in Vietnam; and Bui et al. (2022) conducted among 90 English-majored juniors of Tay Do University in Vietnam. Chand (2021) found personal (i.e. anxiety, nervousness, hesitation and lack of confidence), environmental, social (i.e. immediate teachers' correction in front of classmates, fear of criticism, being laughed at and committing mistakes) and linguistic (i.e. mispronunciation, problems in fluency and appropriate word choice and grammatical patterns) challenges that 15 Nepalese face during OP. Moreover, he mentioned poor schooling, cultural diversity of classroom, course focuses on writing skills, use of mother tongue at high rate by teachers and students, teachers' application of grammar translation method, lack of speaking opportunities previously and teacher-centered classrooms as the causes of these challenges. Another study conducted by Aziz et al. (2022) among 155 students stated forgetting what to say, grammatical errors and unconfident while speaking as the challenges faced by the students. Moreover, he mentioned lack of confidence and voice quality as the causes of these challenges. Sucia et al. (2023) conducted a case study on 5 Indonesian students of English department for investigating the challenges they face during OP. The results of the study indicated that lack of confidence and anxiety such as communication apprehension and fear of making eye contact, grammatical mistakes and explaining the topic were the biggest challenges they face during OP. Moreover, Mardiningrum & Ramadhani (2020) conducted qualitative study on 4 Indonesian learners of the English department of private university in Yogyakarta which resulted audience, anxiety, content understanding and preparation as the challenges learners greatly face during OP. The results of another quantitative study conducted by Nurwahyuni (2019) on 70 students of English department in Makassar Muhammadiyah University revealed time management, content organizational skills, lack of confidence, teachers' expectation and anxiety as the great challenges learners face during OP. The current study was conducted in order to investigate the perception of Pakistani ESL learners towards the challenges they face during OP.

3. Research Methodology

3.1 Research Approach and Design

The research data collected in the current study were of two types: quantitative data and qualitative data. Therefore, the research design adopted in this study was “Mixed Method Approach (MMA)” that can be defined as the integration of both quantitative and qualitative approaches in a single study through the collection, analysis and blend of quantitative and qualitative data (Denscombe, 2010; Creswell and Clark, 2011 as cited in Creswell, 2012).

Within mixed method approach, the researcher primarily collected quantitative data and secondarily qualitative data. For that reason, the researcher used “explanatory sequential design” that refers to a design in which primarily quantitative data is collected and analyzed and secondly the qualitative data is collected for the refinement of the results of quantitative data (Creswell, 2012).

3.2 Research Tools

The research tools used in the present study were “Online Questionnaire” and “Interviews”. Formerly, the researcher conducted online questionnaire that was designed on Google Docs and circulated among students by sharing a link through Whatsapp for the collection of quantitative data. The questionnaire was adapted from Nguyen (2010) and Nurwahyuni (2019) and categorized into three sections. The first section was comprised of 6 question items about demographic information, the second section involved 30 question items related to the challenges faced during Oral Presentations and the third section was comprised of 07 question items related to the causes of the challenges they face during OP. In the second and third section, the researcher used Five-Likert Scale ranging from “Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A) to Strongly Agree (SA)” for recording the responses from participants. The distribution of question items in the survey was given below.

Table 2: Items Distribution in the survey

| Constructs | Area | No. of Items |
|---|----------------------|--------------|
| Demographic Information | | 06 |
| Challenges faced during Oral Presentation | Physical | 09 |
| | Linguistic | 04 |
| | Cognitive | 10 |
| | Social and Emotional | 7 |
| Causes of Difficulties | | 7 |

After collecting and analyzing the data in quantifiable form, the researcher conducted face-to-face and telephonic structured interview with the teachers for further refining the quantitative data. The structured interview was comprised of 05 questions in order to elicit the challenges ESL learners face during Oral Presentation and their causes from the teachers’ perspective for the purpose of comparing them with the students’ responses recorded through questionnaire. In the interview, the researcher asked the teachers to mention about how frequent they conducted OPs in the classroom. Particularly, the researcher aimed to know their perspective about the challenges ESL learners face during OPs and their causes. In the end, the teachers were asked to mention the suggestions that help the students to improve their oral presentation skill.

3.3 Sampling

In the current study, the sample was selected through convenience sampling. The researcher collected quantitative data from sample of 150 participants studying in The Islamia university of Bahawalpur while the qualitative data was collected from 15 teachers.

3.4 Data Analysis

The online questionnaire data was analyzed through descriptive analysis (including means and standard deviations, frequencies and percentages) using SPSS software version 22. The students' perspective of the challenges faced during OP was coded into various themes according to the Oracy Skills Framework (see Table 1). On the other side, their viewpoints regarding the causes of these challenges were categorized into various themes by the researcher according to the nature of the question items. Moreover, the researcher made the perception decisions on the basis of weighted average mean (sum of all the items' means divided by the number of items). If the calculated mean of every item is greater than the weighted average mean, than the students have high perception about that item.

After analyzing the questionnaire, the researcher recorded the interviews with the teachers regarding challenges and their causes during Oral Presentation. The recorded data was analyzed through thematic analysis which can be defined as the research method used for the analysis of qualitative data by finding out the repeatedly occurred ideas (themes) from the set of data (Glenwick & Jason, 2016, pp.33). The researcher conducted thematic analysis of teachers' interviews according to the Braun and Clarke's (2021) model as given below.

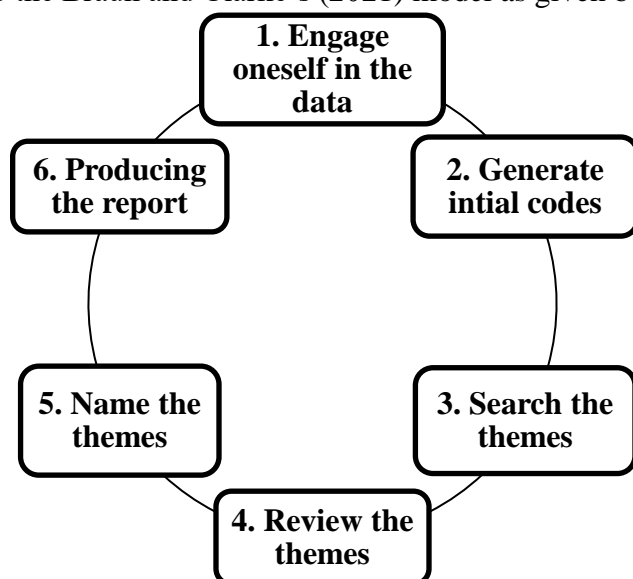


Figure 1: Braun and Clarke's (2021) Thematic Analysis Model used in the Study

Firstly, the data was transcribed by the researcher manually and. After the transcription of the data, the researcher found repeated responses (codes) regarding challenges, causes and strategies, grouped them together and assigned into various themes. The themes were then reviewed and given the specific names. Lastly, the themes and codes were reported comprehensively. Moreover, the challenges faced during OP by the students were coded into various themes according to the Oracy Skills framework (see details in Table 1).

4. Findings

4.1 RQ1: Challenges faced during Oral Presentation

The discussion below highlights the categorization of the challenges faced by the participants during Oral Presentation in accordance to the Oracy Skills Framework according to teachers' and students' perspective.

4.1.1 Students' Perspective of Challenges faced during Oral Presentation

We begin with the students' perspective of physical, linguistic, cognitive and social and emotional challenges faced by them during Oral Presentation

4.1.1.1 Physical Challenges

Table 3: Physical Challenges faced during Oral Presentation

| Category | Item | Mean | Students' Perspective |
|---------------|---|------|-----------------------|
| Voice | I am not able to keep my speech flowing smoothly. | 3.16 | High |
| | I face difficulty in delivering my presentation with clear pronunciation. | 2.98 | Low |
| | I face difficulty in varying my voice tone while presenting. | 3.14 | High |
| Body Language | I am not sure where to stand when presenting. | 2.63 | Low |
| | I am not able to keep eye contact with all the members of the audience. | 3.02 | High |
| | I am not capable of maintaining a friendly facial expression. | 3.01 | Low |
| | I am not sure how to make appropriate body movements. | 3.02 | High |
| | I am not sure how to use appropriate hand gestures. | 3.06 | High |
| | I seldom move around while delivering my presentation | 3.17 | High |

(Weighted Average Mean=3.02)

The table 3 indicated the most and least challenges faced by the participants during Oral Presentations in physical area that was categorized into two parts: voice and body language. According to statistics, the participants, in the category of voice, mostly faced the challenges of tonal variation (M= 3.16) and fluency (M= 3.14) during OP while pronunciation (M= 2.98) was the least difficulty they face during OP. In the category of body language, the most difficulties they faced were moving around comfortably (M= 3.17) followed by appropriate use of hand gestures (M= 3.06) and body movements (M= 3.02) and maintaining eye contact with the whole audience (M= 3.02). On the other side, the least difficulties they faced in this category were maintaining friendly facial expressions (M=3.01) and body posture (M= 2.63).

4.1.1.2 Linguistic Challenges

Table 4: Linguistic Challenges faced during Oral Presentation

| Category | Item | Mean | Students' Perception |
|-----------------------|---|------|----------------------|
| Vocabulary | I have difficulty using appropriate vocabulary | 3.13 | High |
| Linguistic Variety | I tend to make grammatical errors when presenting. | 2.98 | Low |
| Structure | I do not know how to begin and end my presentation in an interesting way. | 3.09 | High |
| Rhetorical Techniques | I am not able to use humor while presenting. | 3.19 | High |

(Weighted Average Mean=3.09)

The table 4 indicated the most and least challenges faced by the participants during Oral Presentations in relation to the use of language. According to statistics, the participants faced highly difficult to use rhetorical techniques such as humorous language (M= 3.19) followed by the use of appropriate vocabulary (M= 3.13) and how to begin and end OP interestingly (M= 3.09). While the grammatical errors (M= 2.98) they least made during OP.

4.1.1.3 Cognitive Challenges

Table 5: Cognitive Challenges faced during Oral Presentation

| Category | Item | Mean | Students' Perspective |
|--------------------------|--|------|-----------------------|
| Content | I have difficulty in choosing the right topic for the presentation | 3.09 | Low |
| | I have difficulty in memorizing my presentation points. | 2.95 | Low |
| | I find it difficult to organize my ideas logically during oral presentation | 3.19 | High |
| Reasoning | I face difficulty in building arguments or justify reasons. | 3.17 | High |
| Clarifying and Summarize | I face difficulty in finding suitable examples to illustrate my points. | 3.05 | Low |
| | I am not good at using presentation aids like PowerPoint Slides. | 2.71 | Low |
| | I seldom invite questions from the audience. | 3.14 | High |
| | The instructor's interruption with questions or criticism affects my performance. | 3.40 | High |
| Self-regulation | I have difficulty controlling the time of my presentation. | 3.13 | High |
| Audience Awareness | I face difficulty asking questions to the audience in order to involve them in my presentation | 3.25 | High |

(Weighted Average Mean=3.10)

The table 5 indicated the most and least challenges faced by the participants during Oral Presentations in cognitive area that was categorized into five parts: content, reasoning, clarifying and summarizing, self-regulation and audience awareness. The results of the statistics showed that the challenges the participants highly faced during OP were the instructor's interruption with questions or criticism (M= 3.40) followed by the involvement of audience through questions (M= 3.25), logical organization of their ideas (M= 3.19), building arguments or justify reasons (M= 3.17), invite questions from the audience (M= 3.14) and time management (M= 3.13). On the other side, the least difficulties they face during OP were the use of presentation aids (M= 2.71), finding suitable examples to illustrate points of OP (M= 3.05), choice of right topic (M= 3.09) and memorizing the presentational points (M= 2.95).

4.1.1.4 Social and Emotional Challenges

Table 6: Social and Emotional Challenges faced during Oral Presentation

| Category | Item | Mean | Students' Perspective |
|----------|------|------|-----------------------|
|----------|------|------|-----------------------|

| | | | |
|--------------------------|--|------|------|
| Listening and Responding | I face difficulty responding appropriately to questions. | 3.01 | Low |
| | I am unable to determine whether the audience is listening or not while I am presenting. | 2.96 | Low |
| Confidence in speaking | I feel frightened when a lot of people are watching me | 3.38 | High |
| | I worry that students will laugh at me when I speak English. | 3.00 | Low |
| | I feel anxious because the instructor is watching my language. | 3.13 | High |
| | I am unable to control my nervousness. | 3.13 | High |
| | I tend to forget what I want to say when standing in front of an audience. | 3.15 | High |

(Weighted Average Mean=3.10)

The table 6 indicated the most and least challenges faced by the participants during Oral Presentations in social and emotional area that was categorized in two parts: listening and responding as well as confidence in speaking. According to statistics, the participants found listening and responding least difficult category during OP. It means responding appropriately (M= 3.01) and ability to determine whether the audience is listening were the least challenges they faced during OP. In the category of confidence in speaking, the challenges they highly faced were scopophobia such that the anxiety of being watched by people (M= 3.38) and being watched their language by the instructor (M= 3.13), tend to forget what they want to say during OP (M= 3.15) and their inability to control nervousness (M= 3.13). While, being laughed at by other students when they speak English (M=3.00) was the least challenge they face during OP.

So far, we have discussed the challenges faced by the students during Oral Presentation according to the perspective of the students. Now we will discuss these challenges according to the perspective of the teachers.

4.1.2 Teachers' Perspective of the Challenges faced during Oral Presentation

The results indicated that the majority of the teachers mentioned content choice, self-assurance and interaction as the major challenges faced during OP by the students as shown in the Table 7 given below. Out of 15 teachers, 08 teachers discussed about the selection of content, its organization and relevancy was the most difficult task for the students during OP. While, 04 teachers were having a viewpoint that students were not self-assured as they lack confidence in presenting and speaking in English. Moreover, 02 teachers mentioned that the students lacked interactive skills during OP as they were not able to verbalize their own inner thoughts in front of audience. The other minor challenges mentioned by the teachers were lack of vocabulary and eye contact; grammatical errors; inappropriate use of pause, facial expressions, gestures and body movements; and, inability to use visual aids such as whiteboard.

| Category | Skills | Teachers' Count | Teachers' Responses |
|----------------------|-------------|-----------------|--|
| Physical Area | | | |
| Voice | Pause | 1 | Don't know how to pause appropriately during oral presentation |
| Body Language | Eye Contact | 1 | Lack of eye contact |

| | | | |
|----------------------------------|--|---|---|
| | Gestures Facial Expression Body Movement | 1 | Inappropriate use of gestures, facial expression and body movement |
| Linguistic Area | | | |
| Vocabulary | Vocabulary choice | 1 | Lack of vocabulary |
| Linguistic Variety | Grammar and Register | 1 | Their sentences are weak, the presentation is poor |
| Cognitive Area | | | |
| Content | Content choice | 8 | sometimes irrelevant content searching for the content In delivering and gathering material Data collection To collect the right materials Students may face challenges regarding relevancy of material, management and organization of content. Selection and organization of data, since there is a multitude of different sources of information and data are available on Internet but there is no guarantee of authenticity logical organization is missing |
| | Building on the views of others | 1 | Lack of ideas |
| | Clarifying and Summarizing | 1 | They usually don't know how to use white board. |
| Social and Emotional Area | | | |
| Speaking with Confidence | Liveliness Self-assurance | 4 | In presenting with confidence Lack of self confidence English speaking with confidence Speaking and presenting the material with confidence |
| Working with others | Interaction | 2 | Lack of verbalizing their inner thoughts poor oral communication skills |

After analyzing the students' and teachers' perspective of challenges faced during Oral Presentation, the researcher then discussed the causes of these challenges according to their perspective. The next section deals with the causes of these challenges:

4.2 RQ2: Causes of the challenges faced during Oral Presentations

4.2.1 Students' Perspective of the Causes of Difficulties

Table 8: Students' Perception of Causes of the Difficulties during oral presentation

| Construct | Item | Mean | Students' Perception |
|-----------|------|------|----------------------|
|-----------|------|------|----------------------|

| | | | |
|---|---|------|------|
| English Incompetency | My oral English is not proficient enough | 3.12 | High |
| Lack of preparation | I do not do enough preparation for my oral presentation. | 2.94 | Low |
| Insufficient knowledge of presentation skills | I do not have enough knowledge of presentation skills | 2.81 | Low |
| Lack of confidence | I lack confidence. | 3.03 | High |
| Shyness | I feel shy during oral presentation. | 3.07 | High |
| Lack of instructors' guidance | I lack guidance from the lecturer on delivering an effective oral presentation. | 2.91 | Low |
| Lack of feedback | I do not get useful feedback from instructor after oral presentation. | 2.89 | Low |

The statistical analysis of the table indicated that the participants found lack of confidence, shyness and lack of proficiency in oral English as the major causes of the challenges they face during OP. On the other side, they found enough preparation, knowledge of presentation skills, guidance as well as useful feedback from the lecturer as the least causes of the difficulties.

4.2.2 Teachers' Perspective of the Causes of Difficulties

Table 9: Teachers' Perspective on the Causes of Difficulties faced during Oral Presentation

| Themes | Teachers' Count | Teachers response |
|-----------------------|-----------------|--|
| Lack of confidence | 08 | During English oral presentation, students feel hesitate while using English language as they think if they do any grammar mistake, it will make fun of them. Students usually don't know how to be confident while presentation. lack of confidence, unwillingness to face public Lack of confidence, Not good English speaking skills and confidence lack of confidence stage fright teachers' presence |
| English Incompetency | 03 | Lack of command on language, Not good English speaking skills less exposure for English speaking, |
| Lack of opportunities | 03 | Lack of opportunities to communicate in English, Insufficient spoken opportunities at secondary and higher secondary level In my opinion, the limited opportunity to converse in English hinders there performance while addressing a larger audience |
| Lack of motivation | 03 | lack of motivation low academic motivation Self-demotivation |

| | | |
|-----------------------------|----|---|
| Lack of platforms | 02 | Lack of platforms Lack of platforms for public speaking. |
| Lack of guideline | 02 | lack of guidance at primary & secondary level lack of proper guideline |
| Lack of practice | 01 | They are never/rarely make it practice |
| Lack of presentation skills | 01 | Lack of presentation skills |
| Technological incompetency | 01 | not aware of technology, |

The table showed the four major causes and five minor causes of the challenges learners faced during OP. Majority of the teachers (53.3%) mentioned lack of confidence as the major cause of challenges faced during OP. The other major causes they mentioned were English incompetency (20% teachers), lack of motivation (20% teachers) and lack of opportunities available to the learners for communicating in English at secondary and higher secondary level (20% teachers). The minor causes mentioned by them during interviews were lack of platforms, lack of guideline, lack of practice, lack of presentation skills and technological incompetency.

5. Discussion

The results of the statistics indicated that learners and teachers were of viewpoint that ESL learners faced a variety of challenges during oral presentation that were physical, linguistic, cognitive and social and emotional in nature. For instance, voice modulation, fluency, maintaining eye contact, appropriate use of hand gestures and body movements, vocabulary choice, organization of the talk, use of rhetorical techniques, content choice and its organization, building arguments, instructor's interruption, time management, involvement of the audience, invitation of the questions from audience side, scopophobia, nervousness, forgetting what they want to say and anxiety of instructor's critical examination were the major challenges according to students and teachers' perspective that were faced by ESL learners during Oral Presentations. The results of the current study showed consistency with the results of various previous research works conducted on the challenges faced by ESL or EFL learners during Oral Presentation (Zakaria et al., 2023; Tareen, 2022; Tri et al., 2022; Bui et al., 2022; Chand, 2021; Aziz et al., 2022; Sucia et al., 2023; Mardiningrum & Ramadhani, 2020; Nurwahyuni, 2019). Moreover, the results of the study also revealed that teachers and learners mentioned some of the causes of these challenges they faced during OP. The major causes mentioned by them were English incompetency, lack of confidence, shyness, lack of communication opportunities in English previously and lack of motivation. These results were consistent with the results of previous works done by Chand (2021) and Aziz et al. (2022) Akram et al. (2021, 2020). In addition to this, the teachers during interviews mentioned some of the suggestions that help the learners in the improvement of their oral presentation skills such as they highly emphasized on practicing (mirror practicing or recording and watching their own recorded video of presentation) and communicating in English as much as they can. The other suggestions they provide were reading English books and newspapers as well as listening and watching good presenters.

6. Conclusion and Implications

This study was conducted to explore the challenges faced by ESL learners during Oral Presentation and their causes in the context of Pakistan by employing Oracy Skills Framework (OSF) that was categorized into four areas linguistic, physical, cognitive and social and emotional one. The conclusions drawn from the findings of RQ1 and RQ2 highlights that Pakistani ESL learners experienced physical, linguistic, cognitive and social and emotional challenges such inability to use appropriate vocabulary rhetorical devices, hand gestures, body movements, speak fluently, building arguments, etc. Furthermore, the study concluded that the causes of the occurrence of these challenges were English speaking incompetency, shyness and lack of confidence, motivation and opportunities. In addition to this, the teachers mentioned some of the suggestions for the improvement of Oral Presentation Skills (OPSs) of Pakistani ESL learners like reading books, practicing to speak, listening to expert presenters, etc.

The findings of the current study have educational and pedagogical implications too. This study casts a new light on the variety of Oral Presentation Skills (OPSs) that ESL learners must develop in order to perform professionally in various contexts. The findings of the study can help the teachers, related to any field, in providing exposure to ESL learners about OPSs categorically. Moreover, it can also help the teachers to resolve the issues faced by ESL learners regarding OPSs by understanding the deep-rooted reasons behind the occurrence of the challenges related to these OPSs. The uncovering of various challenges faced by ESL learners in different areas of language during OPs suggests, for the enhancement of OPSs, that the teachers must provide explicit and implicit feedback to the learners for the sake of making corrections and presenting professionally in the academic and professional context.

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