

# Oral Presentations as an Alternative Approach to Enhance L2 Learning and Communication Skills

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## L2 학습과 의사소통 능력 향상을 위한 대안적 접근으로서의 구두 발표

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**Abstract** The current study aimed to examine university students' perceptions of the positive effects of L2 oral presentations in terms of communication skills and future employment. The participants were 13 undergraduate students enrolled in L2 oral presentation classes at the beginner or intermediate level. This study followed a qualitative research approach using in-depth and semi-structured interviews as the primary method. The findings revealed that students largely exhibited the benefits of oral presentations in three ways: by enhancing L2 proficiency, building confidence in public speaking, and gaining competitive advantages in their future careers. As a challenge for L2 learners, oral presentations were considered fundamental to develop effective communication skills in academic and professional contexts.

**Key Words** : Oral presentation, L2 oral presentation, Communication skills, Anxiety, Non-verbal communication

요 약 본 연구는 대학생들의 인식을 통해 의사소통 능력과 향후 진로의 관점에서 L2 구두 발표가 갖는 효과에 대해 살펴보고자 했다. 질적 연구 방식을 활용한 연구로 초급반과 중급반에서 L2 구두 발표 수업을 수강한 13명의 대학생이 심층적이고 반 구조화된 면접에 참여했다. 학생들의 다양한 의견으로 도출된 결과에 따르면, 구두 발표가 크게 세 가지 면에서 긍정적인 효과를 갖는 것으로 나타났다. L2 구두 발표는 말하기, 쓰기, 읽기, 쓰기의 네 가지 언어 영역을 향상시키고, 발표에 대한 자신감을 고취시키며, 향후 취업에도 경쟁력을 불어 넣어 주는 것으로 인식되었다. L2 학습자들에게는 어려운 과제이지만, 구두 발표는 학교 수업과 직업 수행의 환경에서 요구되는 효과적인 의사소통능력을 배양하는데 필수적인 요소로 평가되었다.

주제어 : 구두 발표, L2 구두 발표, 의사소통 능력, 긴장감, 비언어적 의사소통

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## 1. Introduction

In this era, communication skills are considered an important life skill. Communication not only involves social interactions of sharing feelings, ideas and information with others, but is also a means of broadening horizons and opportunities. In particular, spoken and written communication plays a crucial role in connecting more people worldwide and helping their needs when it is done in English. Thus, communication skills in English as a bridge language are directly connected to a path to achieve goals in education, business, or future careers.

However, when it comes to face-to-face speech, communicating in English(L2) becomes a complex communicative act. Spoken communication in general, and oral presentations in particular, can happen in almost every area such as classrooms, workplaces and public places, and require several techniques to get the message across. That is, speaking in front of an audience demands verbal and nonverbal skills, including having a good command of English, organizing ideas in a meaningful manner, and using techniques to make effective communication. It also involves audience awareness to gain their attention, which decides the tone and content of the presentation. Accordingly, a lot of preparation and practice is needed for oral presentations to be made successfully.

Similarly, presentations are an important academic process in the field of higher education. Oral presentations are given for (L2) courses in which students conduct projects or research in groups. These benefits explain the content of a given topic in L2, but demand the presentation of information, knowledge and opinions in a well-prepared format. In this case, phonetic features (pronunciation and intonation) and syntactic features (grammatical sentences) should be considered in addition to the presentation techniques mentioned earlier.

Preparing a presentation provides students with opportunities to analyze and evaluate given topics, which will lead them to think critically and develop their own opinions. These can be one of the key drivers of an efficient strategy that allows students to engage in a course and empowers learning competencies.

Korean university graduates face fierce competition for jobs, which require presentation skills. Although companies rely on traditional measurements such as TOEIC and TOEFL scores during the recruitment process, they also use interview presentations. Applicants who perform well and maintain their composure during these presentations have an advantage while job hunting. In addition, after new recruits are hired, they are often asked to deliver formal presentations professionally. Employees with good presentation skills will have the chance to get noticed and promoted in their companies.

Presentation skills are considered to be fundamentals in today's globalized dynamic environment. In business settings, these skills are particularly of great value as the fastest and most effective method to convey messages on an organizational level. Oral presentations are preferred since they transmit information to a larger group of people involved at the same time, and immediately clear up ambiguities, discrepancies and misunderstandings. This can be an efficacious way to achieve particular objectives for a business. Thus, making a good presentation is an important professional skill that can affect individual and business success.

Considering that presentation skills play an important role in communicating in the global context, many Korean L2 learners face a tough situation. Much of their L2 study time is spent alone or speaking with one or two partners. Without willing to find chances to join, they are not exposed to L2 debates or presentations enough to develop presentation skills. As a result, students often lack confidence when speaking to

large groups or in meetings. More opportunities for L2 learners to make a presentation will contribute positively to developing communication skills and building confidence when speaking to a large audience. This confidence translates into better overall communication at school and work and is an advantage in career advancement after they graduate.

Hence, the need for enhancing L2 competency has been reflected in the curriculum of university-level education. Whereas oral presentations were not widely practiced as an activity in L2 classrooms, nor a focus of L2 courses in the past, universities have begun to employ L2 presentations as a means of improving L2 proficiency. The change in the curriculum conveys various purposes that require the enhancement of L2 skills with a different teaching methodology, but research on this issue including the positive effects and challenges in implementing oral presentation as a new subject is insufficient. Thus, the present study aims to explore the following research questions:

- 1) What are the benefits of L2 oral presentations in an L2 course?
- 2) What are the benefits of L2 oral presentations in a general education course?

## 2. Theoretical Background

As partially interactive speaking, oral presentations are unquestionably more challenging for L2 learners in EFL settings. Horwitz et al.[1] notes that people who have difficulties in communicating with others experience more anxiety in an L2 class because they encounter various difficulties that negatively affect their ability during the oral presentation. L2 learners confront linguistic and psychological difficulties when delivering presentations in L2[2].

Linguistic difficulties negatively affect

conveying messages during the presentation. Regardless of the educational curricula to integrate the four skills of English, L2 learners encounter difficulties in transferring their knowledge and ideas (writing skills) through oral presentations (speaking). In many cases at the university level, students write a script in English for their spoken presentation and read it aloud to the audience. Or, students get lost in the middle of the presentation and try to recall the next sentence.

They are not capable of conducting effective communication, considering that it involves a manner which is clear, fluent, and to the point, and which holds the audience's attention, both in groups and one-to-one situations[3]. From this perspective, oral presentations are barriers to effective communication for many Korean L2 learners unless they can convey their needs and opinions in a clear and proficient way.

Regardless of the myriad difficulties, the value of L2 oral presentations is highlighted in numerous studies. Girard, Pinar and Trapp[4] point out that using oral presentations increases class interaction, participation, interest in learning and communication skills. According to Brooks & Wilson[5], the five benefits of using oral presentations in L2 classes are:

They are student-centered.

They require the use of all four language skills.

They provide students with realistic language tasks.

They have value outside the language classroom.

They improve a student's motivation.

Giving an oral presentation is one of the learner-centered activities that improve communication ability. The majority of large L2 classes provide teacher-fronted, drill-oriented activities, so learners need more adequate opportunities to use spoken English; therefore, oral presentations can be an alternative way to

fix this problem[6,7]. Apple & Kikuchi[8] noted that presentations help L2 learners themselves control both the content and the flow of the classroom. This means that they choose the topic to talk about, language items to use, and procedures to adopt to explain the topic to the audience with little or no intervention from the teacher[5].

Another benefit of L2 oral presentations is that they improve the four language skills. Oral presentations require L2 learners to use the four language skills in a naturally integrated way[9]. While preparing to give a properly structured presentation, students are required to use L2 reading and writing skills to research and plan it out[5]. Academic presentations, for instance, require the presenter to investigate relevant materials to convey clarified information or knowledge to the audience. By carefully reading and analyzing the materials, students can strengthen their reading skills. Also, they select ideas and information from them to organize into an outline, and write the presentation script in L2. This is beneficial to their writing skills because they should write useful expressions and grammatical sentences, which need to be arranged in a structured flow to convey the main point.

During a presentation, the presenter speaks to the audience, and naturally practices L2 speaking. Also, to gain their attention and convince them, s/he should project their voice and consider language-related factors such as pronunciation and intonation. On the other hand, students listen to the presentations of others as audience members. As oral presentations have interactive aspects, the audience can clarify information by asking questions.

Thus, oral presentations offer an autonomous way of using real-life language. The language used by L2 learners is authentic and valid in the real world, unlike that used in speaking drills.

Real-world subject matters are often chosen for academic presentation topics, and learners in general fill the content of the presentation based on their knowledge and opinions. In these cases, neologisms or terminology are likely to be included for more effective and precise explanations, which shows the promise of future use in many circumstances.

Moreover, L2 learners' experience with oral presentations can be beneficial for their future employment because communication skills learned in the presentation class are highly valued by many potential employers[5,10]. In particular, with globalization, graduates need to be proficient in communicating effectively in a professional setting[11]. Effective presentations improve communication within and among companies[12], and lead to the adoption of important ideas necessary for individual and corporate success. This type of ability is valued by the management of any company and can catapult an employee's career.

Consequently, even though presentations do not take place at all workplaces, office-based job candidates may be asked to give a sample presentation in L2 during the interview process[13]. L2 learners who develop basic qualities to create and deliver views clearly in the presentation class can embody these skills to successfully demonstrate their communication skills. These benefits will not be limited to L2 presentations, but will also be transferable to their L1 situations[14].

Moreover, doing a presentation is useful to improve critical thinking skills because it leads students to enter into debates, sharing their knowledge in a constructive way[10]. Delivering effective presentations implies developing in-depth, insightful and well-trained thinking strategies that can provide clarity in logical explanation [9]. That is, the content element of presentations integrates aspects that need to be assessed as knowledge shown, logical appeal,

fielding of objections, questions posed, improvisation shown, and conclusion[15]. Students select an argument and organize it by chronological order or order of importance to deliver it effectively, which facilitates their cognitive skills, such as problem solving, classifications, and critical thinking.

Additionally, the chance to give oral presentations enhances motivation and interest in L2 learning, and reduces the anxiety of speaking in front of large audiences. Hovane[16] argues that making oral presentations as a task-based activity improves learners' interaction skills, intrinsic motivation, and classroom culture of cooperative learning. Creating a greater sense of community helps inspire learners to become more interested and invested in using L2 with only increased interaction among themselves.

Speaking in public in L1 can be nerve wracking, but in L2 it can be more like an insurmountable task. However, in L2 classrooms, learners repeatedly practice presentation skills along with research and careful preparation. These processes contribute to making them feel less anxious or rather confident when presenting.

### 3. Method

#### 3.1 Participants

The current study was conducted at D. University in Korea with seven male and six female students who had taken the mandatory L2 class, 'Global English 3: English Presentation.' The participants, who were at beginner or intermediate levels, volunteered for this research. The majority of the participants were sophomores because the course was open for them. None of them had the experience of taking a presentation class in L1 or L2. Their majors and EFL experiences varied as shown in Table 1.

Table 1. List of Interview Participants

ID	Sex	Year	Major	EFL Experience(yrs)
A	F	2	Polymer Engr.	6
B	M	2	Economics	8
C	M	2	Real Estate	8
D	F	2	Architecture	7
E	F	2	Business Adm.	6
F	M	2	Computer Engr.	6
G	M	2	Math Education	6
H	F	2	Counselling	6
I	M	2	Law	6
J	F	2	Public Adm.	6
K	F	2	Special Education	8
L	M	4	Economics	10
M	M	3	International Trade	9

#### 3.2 Class Instruction

'GE 3: English Presentation' was a two-credit oral presentation skill course in the general education curriculum. The lecture style was highly participative and student-focused, so the lecture time took no more than 20 to 30 minutes of a one-hour, 50-minute session. Along with an assigned textbook, the lecturer prepared handouts and class materials each week. The course content was supplied from many public online resources and relevant books.

The course objectives were to build general confidence (40%), speaking skills (30%), organization skills (20%), and technical skills (10%). Many public speakers suffer from nervous symptoms that inhibit their ability to communicate effectively in front of a group. To overcome L2 learners' fear of public speaking, they carried out repetitive practice and exposure by standing up to speak to an audience. To this end, one foundation of the course was that every student was required to stand and speak to a group in L2 at least once a class over 15 weeks.

Speaking skills were broken into two parts: spoken language and body language. Spoken language consisted of target expressions/sentence patterns and the 5 p's: pace, power, pitch, pausing, and pronunciation.

Also, the class covered the distinction between written and spoken language, with preparation techniques such as Speak your speech before you write it and Practice standing up. Body language consisted of eye contact, gestures, facial expressions, and body posture.

After topics were introduced in short lectures, students examined their beliefs about them in group discussions. Following that, students were pushed out of their comfort zone and found their strengths and weaknesses. The goal was not to teach students the right way to talk, but rather to eliminate any physical clutches they might have, build on their strengths and allow their actual personality to emerge in front of an audience.

With short lectures explaining how to best organize a presentation to suit an audience's needs, students selected ideas from a brainstorming map to structure an introduction, body and conclusion by using various options. Then they watched model presentations while checking the completed outline. Also, the appropriate use of PowerPoint, handouts, and notecards was practiced in class. Students were asked to use these specific techniques to complement the speaker.

Finally, all students were required to actively participate in all the presentations. They fulfilled a listening task of providing written feedback to the presenter using an evaluation checklist. This was to help students engage in the oral presentation as well as in the listening practice since students who are unconcerned with others' presentations distract the speaker and lose learning opportunities for the listener.

### 3.3 Data Collection and Analysis

This study followed a qualitative research approach involving the use of in-depth and semi-structured interviews as the primary method. Each participant who agreed to an interview was asked to carefully read interview

questions in advance. The interviews, including follow-up interviews, were conducted from June 14 to September 28, 2019, and varied in length from 40 to 50 minutes. Each group consisted of one to three students as participants favored to conduct the interviews in a relaxed environment. The interviews, in-depth and open-ended in a conversational style, were recorded with the permission of the participants.

Participants were asked to explain their opinions on the benefits and difficulties of L2 oral presentations. Each interview was tape-recorded and then transcribed for analysis.

## 4. Results and Discussions

The participants discussed the benefits and difficulties of L2 oral presentations in an L2 and general education course. The students' responses demonstrated that oral presentations played a significant role in several aspects of the academic setting. Also, the potential benefits were indicated in terms of future employment or job interviews. The broad comments and opinions were examined and largely categorized into three areas: benefits of oral presentations for L2 learning, self-confident communication, and future career.

### 4.1 Benefits of Oral Presentations for L2 Learning

The great majority of the students emphasized that L2 oral presentations boosted their L2 learning in a natural and effective way. Most of all, speaking and writing appeared the most affected among the four skills. Students H and M pointed out positive effects of oral presentations on speaking proficiency. By practicing each presentation repeatedly, they found more chances to speak L2 and to correct errors in pronunciation or sentential expressions. In the

same vein, this practice strengthened topic-based vocabulary, target expressions, and sentences patterns, as students A and K stated.

*I think I spoke more in the class than I did in the speaking class. My presentations were more than two minutes long, which I haven't done before. For sure, my speaking skill improved while making English oral presentations. (H, M, E)*

*I could learn a wide range of vocabularies and expressions as we discussed and presented various topics from personal experiences to scientific facts. (A, K)*

Many L2 learners at the beginner or intermediate level commonly write a presentation script instead of completing an outline of the main topic. They spend a certain period of time exploring the topic, making sentences, editing sentence flow, and eliminating grammatical mistakes found in the script. This aspect is closely related to the entire process of writing, and is obviously helpful to improve the quality of students' writing. Student C claimed that he was very attentive when writing a presentation script, and it allowed him to have a better command of grammar and written English.

*To speak in front of audience, I was very careful about writing grammatically correct sentences. So, my writing got better, in particular, I made less mistakes in grammar. Plus, writing presentation scripts was helpful for making sentences, adding details, and organizing them in the introduction, body and conclusion. (C)*

Good communication in L2 depends on adequate vocabulary and proper pronunciation, and oral presentations require the integration of these skills. Considering that oral presentations are adopted from the start of spoken English, the

pronunciation and voice should be clear and communicative, and the sentences should be grammatical and comprehensible. Also, oral presentation skills involve formal speaking, which is influenced by written language in that the outline has to remain logical and coherent to promote understanding[17].

To prepare for presentations, students usually search relevant resources to access information or data for the issue or topic, which can offer opportunities to read L2 materials. This procedure facilitates reading skills by building knowledge of adequate vocabulary, or grammar, as an important factor of effective communication.

Students I and B agreed that they could speak L2 better with repetitive practice for oral presentations. They said that they used to talk briefly and plainly using mostly familiar words, so they did not give detailed explanations. In order to articulate their thoughts exactly, they adopted a helpful strategy of memorization. Namely, memorizing the script enabled them to give a more precise explanation and to get to the point. As a result, this strategy helped the aspiring presenter share more information with the audience and become more confident in similar situations.

*To me, speaking English for 3 minutes seemed impossible at first. But I tried to memorize the presentation scripts I wrote, and later they became very familiar. Now I can speak most of the sentences that I used in my presentations. (B, I)*

Despite the fact that reading a word-for-word memorized speech makes the presentation dull and impedes the audience's listening comprehension[9], memorization can be beneficial for L2 learners because any language includes certain expressions and structural items that have to be memorized and drawn upon when necessary[18]. Furthermore, good memorization helps them

gain more confidence, use L2 correctly, speak more fluently and accurately, and remember what to say[19].

Intriguingly, oral presentations appeared to contribute to L2 listening. Giving and Listening to an oral presentation can be interactive if the audience is attentive and responsive. It serves as a valuable source of listening practice, and in particular, a question and answer session can clarify any unclear understanding of the content. Student G emphasized the productive quality of a listening task by engaging the audience to hear what is being said.

*My pronunciation got better. Also, even though our pronunciation was not like native speakers, we listened to each other's presentations, and understood them. Because we had to evaluate them as an audience, we concentrated and understood the content pretty well. (G)*

Active participation can enhance listening skills during a presentation. The audience and the speaker are likely to engage each other through the cooperative learning of a listening task by asking them to evaluate the presentation and to give written comments to the presenter. This accountable activity allows students to discover various viewpoints on the topic as well as to reinforce presentation skills by learning from others. Therefore, the four language skills are naturally integrated in supportive learning conditions.

Regardless of the degree of competency in grammar and pronunciation, effective communication cannot be made without sufficient knowledge of the topic. Presenters should be prepared for their reasoning by combining their already-existing knowledge with individual research on the subject. Through the formation of thought, they can gain a clear picture of the main theme, and establish awareness of the need to organize them in an effective way.

Student D explained that deep understanding of an issue supports meaningful communication. Her lack of knowledge discouraged active involvement in L2 speaking, so language skills should be scaffolded by sufficient understanding of the content. For this, students K, L, and C conducted research and tried to figure out new ideas for explicit and valid/informative delivery of presentations.

*I cannot speak English, not because I don't know how to speak English, but because I have no idea about the topic. In the class, I learned some common sense about several issues, and could talk about or explain them. The presentation class helped me talk more precisely and longer in English. (D)*

*We treated various topics that I didn't consider very much before. So, I had to do research to get some ideas. Later, I found myself talking about social and scientific issues in English for about 3 minutes. (K, L)*

*In order to explain information or messages to a group of people, we should understand the topic well. So, presentations push us to research and study it. While preparing for presentations, I studied different fields of topics, which was a meaningful bonus. (C)*

*Through the class, I learned how to talk in a clear and logical manner. Instead of using simple sentences, I had to fully understand the topic to give explanations clearly. It was necessary to know where to place my point and how to make it clear. (J)*

Interest is a strong motivation for L2 learning, and brings the growth of autonomous learning. It is meaningful that students placed great weight on the engagement of their and their peers' learning in the oral presentation class. This atmosphere increases class interconnectedness as students participate in group discussions and



actively listen to oral presentations by peers.

Students F and J recognized that active learning to make successful presentations provided interest and motivation, leading to productive outcomes in L2 skills. Student L stressed that the class led students to experience attentive manners to encourage the presenter, which made them more focused and devoted to their work.

*I was more engaged in the presentation class than other English classes because it was fun. Of course, presentations were a burden to me for a while, but the class was active and productive. I could realize that my English was getting better as I repeatedly made presentations. (F, J)*

*It was good to find that we connected with each other in the class. While making presentations and listening to them, we encouraged each other to do better. We prepared and practiced a lot, and carefully listened to presentations by others. I think that we were very polite to each other. Everybody was respected in the class, which was the best part. (L)*

#### 4.2 Benefits of Oral Presentations for Self-confident Communication

The anxiety of public speaking is considered one of the major obstacles to giving successful presentations for L2 learners. It makes them nervous and fearful to talk, resulting in giving up the whole process of presentations. The interviews with students showed that nervousness led to a lack of confidence that frustrated their will to get the point across when speaking.

In order to manage anxiety, students utilized several opportunities to practice their presentation individually, in pairs, and in small groups before they presented it in front of the whole class. Students A, D, and F said that their speech anxiety interfered with delivering messages for weeks. Student J had no confidence and awareness of herself as a presenter, and

avoided interaction with the audience by murmuring in a low voice. Student M gained confidence by practicing his presentations multiple times. He said that he could enjoy giving oral presentations and receiving positive responses from the audience.

*Above all, I am very satisfied that I am not very nervous about public speaking any more. My presentations before the mid-term were terrible because of the nervousness. I forgot what to say, and so I had to read notecards at first. But as I made more and more presentations, I began to calm down. (A, D)*

*I couldn't look at the audience at first because it made me more nervous. My face turned red, my voice trembled, and my hands were shaking. It was so painful, but now I am okay. My presentations, even in major classes, were not bad, I mean, at least I'm not nervous. (F)*

*In my case, I really hated public speaking. It's very awkward for me because I am shy. My voice was very quiet, and I talked to myself. I knew that my presentation was very boring. I couldn't help it. The only goal was to finish the presentation. Now I think I talk a little louder than before. (J)*

*I couldn't escape from giving a presentation in the class. It was a must, so I had to participate in it, and what is worse, several times throughout the semester. Finally, I made the final presentation more naturally than at the beginning, and enjoyed it a little bit when other students focused and made positive responses, like smiling and exclaiming. (M)*

#### 4.3 Benefits of Oral Presentations for Future Career

The ability to conduct an oral presentation is a valuable skill for future employment and careers. Presentation skills are typically used to influence an audience gathered for learning or

discussion purposes, which corresponds to the feature of business presentations using persuasive communication. Well-planned and structured presentations are able to attract audience attention and convince people.

Another advantage is that it is viewed as an authentic way to practice English, which should be used at future workplaces or in job interviews. Building presentation skills helps to sharpen the verbal communication skills required in business settings. These skills include how to use effective language, transition signals, and voice tones. Also, by employing different topics and strategies in the classroom, students can gain confidence in job interviews. Students L and D claimed that developing presentation techniques would be beneficial to many business situations, like communicating with coworkers or customers. Student A agreed on this point that presentation skills, for instance visual design ability, would positively affect her future career.

*Presentation skills practiced in the class will be useful when I work for a company. I practiced delivering messages clearly with several techniques. The techniques will also be used in business meetings with coworkers or with customers. (L)*

*In my opinion, the topics were useful for future presentations in the workplace. If I have a chance to present new products in the company, for example, I might be able to do it. The basic skills will be applied to many situations. (D)*

*The final presentation was impressive for me. I introduced my favorite movie using PowerPoint, which looked professional. I even tried visual effects on it, and realized what made the audience focus more. It will be very useful for my future job. (A)*

*I think that building presentation skills is very necessary for job applicants. The skills will be*

*helpful in job interviews because they teach you what to say and how to speak. (H, I)*

*At the end of the presentation, we had a Q and A session. It was a little bit difficult for me to answer questions at the right point, thinking about the answers, making up English sentences, and so on. It will be good for future job interviews. (C)*

Some students added another benefit, that practicing L2 oral presentations is a good way to learn (L1) presentation skills as well. In the L2 curriculum, an oral presentation class mainly focuses on improving L2 learning and presentation skills. It guides students to understand the process of delivering an effective and engaging presentation, and provides a set of verbal and nonverbal skills to practice. Students are encouraged to consolidate each skill with clearly structured activities for both useful language and presentation techniques such as making eye contact and gestures, using notecards and visual aids, and projecting the voice. These skills remain valuable for L1 oral presentations inside or outside the classroom.

*I could not find any class in the curriculum where we learn how to make a presentation. In the major classes, we just make presentations and learn how to do it. But in the English presentation class it was good to learn presentation skills step by step. We practiced each technique in a structured way. Before this class, I didn't know about techniques such as how to make gestures and how to hold notecards. (A)*

## 5. Conclusion and Suggestions

The research revealed that L2 oral presentations in the EFL context contributed to achieving communication skills, increasing confidence, and preparing for future jobs.

Regarding the communication skills, students highlighted the value of their L2 learning experience using authentic language and integrating the four language skills. Oral presentations enabled them to practice L2 skills that might occur in real-life contexts. That is, they could produce vocabulary in grammar structures, organize information in a logical flow, and transform/exchange messages in an intelligible and effective way. In addition to the verbal areas, students mentioned that the strategic use of nonverbal communication established interaction and engagement with the audience, and elicited more effective communication. The engagement as well as peers' feedback inspired them to increase listening skills.

Also, students pointed out that multiple opportunities for giving a presentation helped lower anxiety and get the message across. They added that peer support by attentive listening supported confidence building in public speaking as a sequel to effective communication skills. Furthermore, as a multifaceted and multi-functional learning activity in L2 classrooms, oral presentations enhanced students' interest, motivations, and presentation skills, including creating visual aids.

Lastly, students deemed presentation skills as a source of competitive advantage in their future jobs. Students stated that oral presentations practiced in the class could be replicated as business presentations or job interviews, so developing new capabilities in communication would help attain a better edge in higher performance at workplaces and career advancement in the future.

The empirical evidence confirms that the strategic implementation of oral presentations in L2 classes has momentous effects on academic performance and communication skills. However, many L2 learners have a fear of public speaking and show tediousness while sitting through the presentations of others. If elaborately implemented in the L2 curriculum, oral presentations, which

involve multifaceted, lifelong skills, will play a crucial role in developing the quality of communication and thinking, and gaining a competitive edge in the future career.

Oral presentations are commonly conducted in many courses to reinforce learning of course material or to encourage collaborative learning on projects. L2 courses, like L2 speaking or reading, also employ oral presentations as an activity. However, L2 oral presentations offer greater value for authentic, engaging, and productive language practice and nonverbal signals for effective communication inside and outside the classroom. Considering that L2 communication skills are regarded as fundamentals in the 21<sup>st</sup> century, enhancing oral presentation skills for academic and professional purposes needs to be emphasized more in the L2 curriculum as a required life skill, not as a soft skill.

Gray[20] claims that communication skills must be transferred from the classroom to the workplace. L2 learners' communication skills should not only mean acquiring the four language skills as the central objective, but also link to the real world and future career. For this, oral presentation classes need to be provided to college students whose communication skills are to be expanded in their workplaces or in the global marketplace. It will ensure meaningful learning for them to realize these goals in an oral presentation L2 course.

Although efforts were made to demonstrate the data obtained for the study, two major limitations, related to the study participants, should be noted. The limited number of 13 participants were from the researcher's class, and further study requires more students from other instructors' classes to reflect different views and draw more objective and meaningful outcomes. Future research will address these limitations and broaden the findings and implications of the current study.

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