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Exploring the Role of Artificial Intelligence (AI) to Improve English Presentation Skills of University Students

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ABSTRACT

This research topic examines the application of Artificial Intelligence (AI) in enhancing the presentation skills of English language among undergraduate students. The research used a qualitative research design and incorporated between 9 and 10 participants in a university setting. Data was obtained by conducting semi-structured interviews and focus groups, and classroom observations to understand the experiences and perceptions of students with the help of AI-assisted learning. The results show that AI instruments, including chatbots and feedback programs, have great potential to boost learners' confidence, fluency, and self-efficacy in the process of preparing and providing presentations. Students claimed that AI gave personalized feedback in real-time, helping to clarify, pronounce, and organize, with the reduction of presentation anxiety. Classroom observations also showed that AI integration enhanced the level of engagement and stimulated self-regulated practices. Despite these advantages, there are concerns raised by the study participants regarding over-dependency on technology and the necessity of teacher advice in understanding the AI-given advice. Although the importance of moderated and ethical integration is evident in the Research.AI can have in higher education, as a supporting pedagogical tool that especially helps scaffold English presentation skills.

Keywords: AI (Artificial Intelligence), English Presentation Skills, Undergraduate Students, Qualitative Research, Educational Technology.

Introduction

In the contemporary ecosystem of a globalized world, people must learn to speak English in order to be able to succeed academically and in personal growth (Sari, 2023; Shah et al., 2025). Effective communication skills in English are also a feature over other language skills, as they exhibit both a communication skill and readiness to work in situations. Many learners struggle with presentation skills. A common problem includes nervousness, low confidence, and difficulty putting ideas together in a clear way. Anxiety often causes hesitation, while a

lack of confidence can weaken delivery. Poor organization of ideas can also make presentations seem confusing and unclear. These challenges reduced learners' ability to express themselves and may affect their academic performance and career growth (Shah et al., 2025).

The study makes use of qualitative data to understand the problem thoroughly. AI tools can help students become more confident, reduce their nervousness, and improve their overall speaking abilities by providing specific suggestions and real-time feedback.

Teachers and academics are increasingly looking to innovative and creative methods to get beyond these challenges. By enabling students to access materials and feedback at any time and from any location, AI also encourages autonomous learning. This study investigates how artificial intelligence can help learners improve their presenting skills in the framework of English language teaching. Presenting in English with clarity, assurance, and organization is more crucial than previously in the linked world of today.

This research aims to explore the role of artificial intelligence in improving English presentation skills. Studies show that chatbots and artificial intelligence (AI) are useful resources for language learning, especially when it comes to enhancing motivation, communication abilities, and enthusiasm for learning (Haristiani, 2019; Na-young, 2019).

Research Questions

How do learners perceive AI tools' impact on the quality of English presentation?

How does AI feedback influence learners' confidence in preparing a presentation?

Literature Review:

In the light of the changing landscape of modern educational technology, artificial intelligence has advanced strongly in recent years and is now present in numerous areas of life. The emergence of AI and chatbots presents exciting potential to enhance multiple dimensions of the learning process.

This research investigates how employing the latest AI technologies can assist students in learning, with a focus on enhancing presentation skills in English Language Teaching (ELT). Artificial Intelligence is increasingly being explored as a potential tool in education to support and improve language acquisition, particularly in strengthening students' presentation skills.

Exploring the Role of Technology in Modern Education

Over the past few years, technology has had a greater impact on transforming education and learning than any other factor. Bozkurt (2020), in a study analyzing 666 research articles published between 1993 and 2019, provided a comprehensive overview of the development of instructional technology. Furthermore, Bozkurt (2020) sheds light on the application of disruptive innovations that used to be considered less pertinent to the reality of education. The method that education is provided and how students engage with it have been completely transformed by these technological developments. Moving from the larger historical background to specific fields of study, Daher and Baya'a (2011) investigated how technology may be used to teach mathematics. They observed that technology in educational settings has been particularly effective in developing learning materials that connect heritage and history, as demonstrated in a task conducted at an educator training college.

Continuing the consideration, Molenda (2022) dates the emergence of modern educational technology to the beginning of the 20th century. The transition between basic visual and audio-visual means of instruction to more complex interactive forms is representative of a

significant change in the practices of teaching and learning that match the general patterns as described by Bozkurt (2020). Popenici & Kerr (2017) define artificial intelligence (AI) as the capacity of a computing system to carry out human-like tasks, including learning, adapting, synthesizing, self-correcting, and utilizing information in data-intensive, intricate processing functions.

The discussion is carried over into the study of pharmacy by Eiland and Todd (2019), who note that "technology improves student learning and engagement through increased interaction and organization of materials." However, their research does not ignore the pragmatic factors like cost, accessibility, and purpose that are essential for the deployment of technology. In a variety of academic fields, striking a balance between welcoming innovation and acknowledging its usefulness is important.

Current Applications and Future Directions of AI in Education

Prentzas (2013) explores the use of artificial intelligence (AI) techniques in early childhood education in his groundbreaking study, delving into the rapidly expanding topic of AI in education. Prentzas (2013) shows how several AI techniques, including expert systems, neural networks, fuzzy logic, evolutionary algorithms, and swarm intelligence, may improve young children's learning in a variety of subjects, including language, art, music, and mathematics. Prentzas (2013) emphasizes that "AI methods can significantly improve the learning process and outcomes of young children," indicating a significant shift towards more specialized and advanced educational experiences. The chapter also offers a fair assessment of this emerging technology by highlighting the difficulties and moral dilemmas associated with implementing AI in early childhood settings.

In line with these advancements, Zawacki-Richter et al. (2019) discuss how AI-based products and services might help educators, learners, and administrators at every stage of the educational process. The revolutionary influence of AI applications in higher education is further supported by their emphasis on the "enormous pedagogical opportunities for designing intelligent student support systems and scaffolding student learning in adaptive and personalized environments" (Zawacki-Richter et al., 2019). This viewpoint demonstrates AI's vast scope for creating tailored, adaptable learning experiences, which is consistent with the larger trend of technology integration in education.

Building on these observations, Baker et al. (2019), exploring the Future of Artificial Intelligence in Schools and Colleges, describe the prospective applications of AI tools in educational institutions and plot a course for the future that optimizes gains while minimizing hazards. As AIED refers to the application of AI technologies in academic settings to facilitate teaching, learning, or decision making, Sidiki et al. (2022) concentrate on artificial intelligence. AI's broad role in improving educational experiences, from individualized tutoring to immersive learning environments, is further underlined by Luckin et al.'s (2016) classification of AIED into three categories: intelligent virtual reality, collaborative learning assistance, and personal tutors.

According to research, chatbots and artificial intelligence (AI) are useful resources for language instruction, especially when it comes to enhancing students' motivation, communication abilities, and enthusiasm for learning (Haristiani, 2019; Na-young, 2019). These technologies are especially helpful as tools for language acquisition since they provide students with the freedom to practice at any time and from any location (Haristiani, 2019).

To improve the efficacy of chatbots in language instruction, more studies and advancements are necessary (Na-young, 2019). Additionally, research has indicated that the use of conversational AI in language acquisition is well-received and seen (Belda-Medina, 2022).

Safebot, a collaborative chatbot developed by Chkroun and Azaria (2018), is skilled at recognizing and rejecting harmful user answers and learns from user interactions. This technology combines information from previous harmful activity to enhance detections in the future and enables chatbot replies to be taught in natural language. They highlight its potential in kid-friendly applications, such as talking toys, and address issues raised by users who incorrectly label innocuous replies as objectionable. In order to counter this, they want to implement a more advanced machine learning technique in the future and will not flag a user as malicious until at least three of their comments have been flagged as offensive.

Research Methodology

This study uses a qualitative design to explore how AI supports English presentation skills in ELT, particularly its impact on learners' confidence, communication, and organization of ideas. Therefore, 9 to 10 undergraduate students were chosen, along with a few instructors who use AI in their lessons. Semi-structured interviews, focus groups, classroom observations, and the examination of resources, including practice recordings, presentation outlines, and AI-generated feedback, were all used to gather data. Examples of specific study problems include the effectiveness of AI-based technology, ethical concerns, and pedagogical consequences.

Standards for focus groups, observation checklists, and AI reports were used to guarantee comprehensive data collection. To improve validity, findings from several sources were triangulated, and common themes were found using thematic analysis (Braun & Clarke, 2006). Confidentiality, anonymity, and informed consent were safeguarded, and participation was made completely voluntary. Although the study's generality is limited by its small sample size, it made an effort to provide significant insights into how AI may improve presenting skills in English language acquisition.

The areas of gaps in the current literature are determined, which are the need for new research and analysis. It contains a literature review, methods, the findings discussion, implications, and recommendations for carrying out additional research. Theme analysis was done by hand using Braun and Clarke's theme analysis framework (Braun & Clarke, 2006). ChatGPT, which has been demonstrated to assess and enhance student presentation abilities efficiently, was used to carry out the AI-assisted presentation analysis.

Findings

How do learners perceive AI tools' impact on the quality of English presentation?

The findings showed that students believed AI tools might improve the content and delivery of the presentation. Frequently, users described AI as a personal instructor that helped them polish their work. AI-assisted word suggestions and grammatical checks helped create more polished, organized, and cohesive presentations. Additionally, by lowering their hesitation while choosing the appropriate words, students said AI improved their ability to express themselves.

Participants highlighted how artificial intelligence outlines and structure suggestions helped them deliver material in a more logical manner, which improved the structure of their presentations. Some students highlighted how AI technologies provided them with access to

natural terms and alternative wording, which improved the ease of use and audience appeal of their language. Some students also highlighted how AI technologies helped with the general organization of concepts along with linguistic correctness.

Nonetheless, some voiced concerns even though the majority agreed with the advantages. A few students said that AI occasionally provided too formal or unnatural language, which they had to adapt to fit their own preferences. Others emphasized that genuine presentation excellence still depended on their own originality, critical thinking, and audience connecting skills, pointing out the danger of being unduly reliant on AI recommendations. In general, rather than being a comprehensive answer, students saw AI as a useful supplementary tool that improved the caliber of English presentations.

How does AI feedback influence learners' confidence in preparing a presentation?

According to the overwhelming majority of students, AI feedback significantly increased their confidence. Quick, individualized comments on grammar, pronunciation, and fluency helped ease typical presentation-related anxiety in English. A number of participants mentioned that they felt more confident that they were inclined to make blunders in front of their classmates and teachers after practicing frequently with AI feedback. During actual presentations, this readiness immediately resulted in a greater sense of confidence.

The idea that AI feedback produced a safe space for practice also kept coming up. Learners characterized AI as nonjudgmental, in contrast to typical classroom environments where their motivation to practice may be hampered by their fear of instructor or peer criticism. Their confidence progressively increased as a result of the experimentation, frequent practice, and self-correction that this independence fostered.

Additionally, students connected higher engagement to better confidence. Many said that they were more inclined to give presentations and debates after working with AI. They underlined that the feedback enabled them to identify and fix recurrent errors, including improper use of tenses or poor pronunciation, prior to giving a public presentation.

Some students, however, were cautious about potential drawbacks. Others acknowledged that although AI feedback improved trust during planning, actual presentations still required managing audience engagement, anxiousness, and question areas in which AI was not entirely helpful. However, the general trend demonstrated that AI feedback served as a tool for boosting students' confidence, allowing them to take on presentations with greater self-assurance.

Discussions

According to the study's findings, learners thought AI technologies were very helpful in improving their confidence while giving presentations in English, as well as the standard of such presentations. These findings demonstrate how technology is increasingly being used in language instruction, especially in the areas of academic presentation and oral communication. The qualitative evidence and observed rise in mean quality scores and confidence ratings point to the potential benefits of AI tools, especially GPT-based chat systems, in educational contexts.

After originally being wary of AI's potential, students rapidly adjusted and welcomed the technology as they realized how it may complement their work rather than take its place.

Research highlights the importance of student agency and control when incorporating technology. The benefits of AI in improving the communication abilities of English language

learners have been repeatedly shown by earlier studies. Previous research examined how well an AI-powered voice recognition system might help students with their pronunciation. They discovered that students who got feedback from the system significantly outperformed those who did not. This result is in line with research by Chen et al. (2018), which showed how using virtual instructors powered by AI increased students' speaking accuracy and fluency. The use of AI in language instruction has important educational implications. Zheng and Xing's (2020) study examined the academic advantages of an AI-powered adaptive learning platform and discovered that it successfully tailored language training to each student's unique requirements.

The study underlined how crucial tailored feedback and adaptive evaluations are to fostering students' development and engagement. Furthermore, concerns around privacy, security, prejudice, and openness in AI-driven language learning also require thorough ethical frameworks and rules. As AI technologies advance, it is crucial to guarantee their responsibility and moral use to protect students' rights and advance equitable access to high-quality language learning opportunities (Shah et al., 2025).

Conclusion

AI has a transformational and supporting impact in enhancing English presenting abilities. Studies constantly demonstrate that AI has great potential to improve presenting skills in English. AI-driven technologies, such as chatbots, speech recognition software, and online instructors, have shown promise in enhancing students' fluency, pronunciation, and presentation quality by providing them with organized practice opportunities and real-time, tailored feedback.

Additionally, AI settings offer a safe, adaptable practice area that fosters student autonomy and lowers anxiety, two advantages already noted in research on collaborative learning in technologically enhanced settings. Supporting students by providing them with more practice, assisting them in identifying errors, and encouraging students to take linguistic risks is where AI truly shines.

AI has the greatest potential as a useful instrument that enhances professorial and social interaction. It may significantly boost students' confidence and presentation quality when utilized appropriately, enabling them to speak more successfully in professional as well as academic situations. However, to maintain complexity, genuineness, and intellectual curiosity in language acquisition, responsible integration of the combination of AI with conventional teaching techniques and human interaction remains crucial.

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