



## Students' English Presentation Skills at Kaung Su Wai English Language Center in Yangon, Myanmar

<sup>1</sup>Withuta, Asst.Prof.Dr.Veerakarn Kanokkamalade

Mahachulalongkornrajavidyalaya University, Thailand

<sup>1</sup>Corresponding Author's Email: ashinvisuta.yy@gmail.com

### Abstract

This study entitled “Students’ English Presentation Skills at Kaung Su Wai English Language Center in Yangon, Myanmar” aims 1. To study the English presentation skills of students at Kaung Su Wai English Language Centre in Yangon, Myanmar, and 2. To propose the solutions to English presentation skills problems of students at Kaung Su Wai English Language Centre. A mixed-methods research design was employed, incorporating both quantitative and qualitative approaches. Data were collected through questionnaires administered to 51 students and in-depth interviews conducted with five teachers.

The findings indicated that students encounter various challenges in English presentations, including a lack of authenticity, poor structural organization, hesitation, time management difficulties, and pronunciation and grammatical errors. Furthermore, nervousness and a fear of speaking negatively can impact their performance. Addressing these challenges through structured guidance, targeted practice, and confidence-building measures can significantly enhance students’ presentation skills.

This study underscored the importance of developing students’ English language skills comprehensively. Effective training and positive early experiences can enhance students’ confidence and motivation, ultimately contributing to their academic and professional success.

**Keywords:** English, Presentation Skills, Challenges, Kaung Su Wai English Language Centre in Yangon, Myanmar,



## Introduction

The ability to speak confidently and effectively is a critical skill in both academic and professional settings. English presentation skills are particularly essential for students at Kaung Su Wai English Language Center in Yangon, Myanmar, where proficiency in spoken English is a key component of their educational and career aspirations. Effective communication enhances students' ability to share their ideas clearly, engage with audiences, and articulately present their knowledge.

Despite the importance of English presentation skills, many students at Kaung Su Wai struggle with various aspects of public speaking. These difficulties include challenges in organizing their thoughts, structuring their presentations logically, maintaining fluency, and overcoming stage anxiety. Limited exposure to public speaking opportunities and a lack of formal training further exacerbate these challenges, leading to a lack of confidence in their ability to deliver compelling presentations.

This research aims to serve as a roadmap for improving students' English presentation skills by identifying the key obstacles they face and proposing effective strategies for overcoming them. By examining the difficulties encountered by students and exploring practical solutions, the study seeks to enhance the overall learning experience at Kaung Su Wai English Language Center.

The development of strong English presentation skills is essential not only for academic success but also for professional growth. (J. Harmer, 2015) In today's globalized world, the ability to communicate ideas effectively in English is a valuable skill that can open doors to numerous career opportunities. Students who possess strong presentation skills are more likely to succeed in job interviews, business negotiations, and workplace communication.

However, achieving proficiency in English presentations requires systematic training and practice. Many students at Kaung Su Wai English Language Center experience difficulties due to inadequate exposure to structured presentation techniques. Additionally, cultural factors, such as the traditional emphasis on passive learning, contribute to students' reluctance to engage in public speaking activities. (Z. Dörnyei, 2005)

By conducting this study, the researcher aims to shed light on the specific challenges faced by students and to develop a framework that can be used to enhance their presentation

abilities. The findings will not only benefit students at Kaung Su Wai but also contribute to the broader field of English language education by providing insights into effective teaching methodologies for improving public speaking skills. (C. N. Candlin & D. R. Hall (Eds.), 2011)

## Objectives of the Research

The study is guided by the following objectives:

1. To study the English presentation skills of students at Kaung Su Wai English Language Centre in Yangon, Myanmar
2. To propose the solutions to English presentation skills problems of students at Kaung Su Wai English Language Centre in Yangon, Myanmar

## Statements of the Research Questions

This study addresses two central research questions:

1. What are the English presentation skills of students at Kaung Su Wai English Language Centre in Yangon, Myanmar?
2. What effective strategies can be implemented to address English presentation problems among students at Kaung Su Wai English Language Centre?

## Literature Review

This study examines the English presentation skills of students at Kaung Su Wai English Language Center in Yangon, Myanmar. Various studies have been conducted on English presentation skills in different contexts, which provide insights into the existing research landscape and highlight key issues related to oral presentation skills.

Warudpon Jermsawat (2018) explored the language needs and challenges faced by Thai engineers at Denso International Asia Co., Ltd. and Denso Sales (Thailand) Co., Ltd. while delivering English oral presentations at work. The study focused on language structures, language functions, and presentation skills, using questionnaires administered to 90 engineers. The findings revealed that the most pressing challenges involved knowledge of technical and non-technical vocabulary, summarizing key ideas, and delivering clear statements. Additionally, difficulties were identified in trend description, pronunciation, and structuring presentations. The study concluded that training

programs should focus on improving presentation outlining, key message delivery, and effective use of visual aids.

Similarly, Ayman Hassan Abu El Enein (2017) conducted a study to identify the main difficulties English majors at Al Aqsa University in Gaza faced while giving oral presentations. Through a combination of questionnaires and interview cards with 154 students, the study found that common difficulties included lack of cheerful delivery, ineffective use of visual aids, failure to maintain eye contact, and insufficient use of transitional phrases. Furthermore, the research highlighted organizational weaknesses such as unclear purpose statements, poor topic selection, and ineffective structuring of conclusions. Interestingly, female students demonstrated higher proficiency in presentation performance, indicating potential gender-related differences in confidence and presentation skills.

Ms. Nattapan Tanntkul (2020) investigated the impact of financial statement presentation formats on investor decision-making. Though not directly related to English oral presentations, the study revealed significant findings about how information presentation affects comprehension and decision-making. The research assessed the influence of structured versus unstructured presentation formats on investor confidence, emphasizing the role of clear communication and structured information delivery—key components applicable to English presentation skills. The study reinforced the importance of organization and transparency in delivering information effectively.

Chonlakon Buapan (2019) examined presentation techniques and preparation strategies among graduate students of the Master of Arts (English for Careers) program at Thammasat University. The study, which surveyed 43 students, assessed attitudes toward presentation techniques, preparation methods, and areas of improvement. The results indicated that students generally performed well in structuring their presentations but faced challenges in handling audience questions and using language effectively. The study recommended targeted training in audience engagement and question-response techniques to enhance overall presentation performance.

## Research Methodology

This study employs a mixed-methods approach, incorporating both quantitative and qualitative research methodologies.

**Quantitative Data Collection:** A structured questionnaire was administered to 51 students to assess their presentation skills, challenges, and areas requiring improvement.

**Qualitative Data Collection:** In-depth interviews were conducted with five teachers to gather insights into students' difficulties and effective teaching strategies.

**Observations:** Classroom observations were conducted during student presentations to analyze performance in real time.

**Data Analysis:** Quantitative data were analyzed using SPSS, while qualitative data were thematically analyzed to identify recurring patterns and key findings. The data collection period spanned from June to December 2024.

## Results of the Study

### 1. The problems

1.1 Students face challenges in language proficiency, organization and confidence.

1.2 Body language, eye contact, and vocal modulation, in maintaining audience engagement.

1.3 The primary challenges identified was hesitation and lack of fluency.

### 2. The solutions

2.1 According to Brown (2018), anxiety and lack of confidence are among the most significant barriers to effective presentations. Literature suggests that repeated practice, exposure to public speaking opportunities, and structured feedback can significantly enhance students' confidence in presentation delivery. The observations in this study reinforce these findings, indicating that students who practice frequently and receive constructive feedback show noticeable improvement in their fluency and coherence. (Brown, J., 2018)

2.2 Smith and Jones (2020) highlights the importance of non-verbal communication, including body language, eye contact, and vocal modulation, in maintaining audience engagement. The study findings reveal that students at Kaung Su Wai English Language Center struggle with these aspects, often delivering presentations in a monotone voice with limited gestures. Studies emphasize that training in non-verbal communication techniques can greatly enhance the effectiveness of presentations, a recommendation that can be implemented in the center's curriculum. (Smith, R., & Jones, P., 2020)

2.3 According to Kim and Lee (2021), students who undergo training in structuring presentations and managing time constraints develop stronger delivery skills. This study's findings



indicate that students at the English Language Center require targeted interventions in these areas to improve their ability to manage presentation timing and respond effectively to audience questions. (Kim, S., & Lee, H., 2021)

The analysis of student responses highlights a common recognition of the importance of English presentation skills, yet many students struggle with key areas such as confidence, fluency, and structuring their presentations effectively. Survey data indicate that a significant number of students feel anxious before presenting, which negatively affects their ability to deliver coherent and engaging speeches. Anxiety often results in hesitant speech, lack of fluency, and an inability to express ideas with clarity.

Furthermore, students acknowledge the necessity of visual aids in enhancing their presentations but frequently lack the technical proficiency to utilize them effectively. Many students rely on basic slides with excessive text, making their presentations monotonous and unengaging. This highlights the need for structured training programs focusing on alleviating presentation-related anxieties and developing content organization strategies. Additionally, targeted interventions on the effective use of visual aids, voice modulation, and audience interaction should be implemented to enhance students' confidence and fluency in delivering presentations.

Direct observation of student presentations provided further insights into the common difficulties faced by students. One of the primary challenges identified was hesitation and lack of fluency. Many students exhibited frequent pauses and struggled to maintain a steady flow of speech, particularly when explaining complex concepts or responding to audience questions. This hesitation often resulted in an over-reliance on filler words such as "um" and "uh," which further disrupted the smoothness of their presentations.

Additionally, students demonstrated limited use of body language and voice modulation, both of which are crucial in engaging an audience. Many presentations were delivered in a monotone voice with minimal facial expressions or gestures, making them less compelling. These issues were compounded by frequent grammatical errors and pronunciation difficulties, which affected speech clarity and comprehension.

Another significant challenge was the overdependence on reading notes. Instead of delivering their presentations naturally, many students relied heavily on scripts or slides, limiting their engagement with the audience. This lack of spontaneity and eye contact resulted in presentations that felt rigid and disconnected. Moreover, students faced difficulties in handling



audience interactions, struggling to respond confidently to questions or adjust their delivery based on audience reactions. The lack of well-structured introductions, transitions, and conclusions further weakened the overall effectiveness of their presentations.

Interviews with teachers at the Kaung Su Wai English Language Center provided deeper insights into recurring issues faced by students during presentations. One of the most frequently cited concerns was the students' over-reliance on memorization. Many students focused on memorizing their entire speech rather than understanding the content, which made it difficult for them to adapt to audience questions or unexpected changes. This practice also contributed to unnatural speech patterns and a lack of expressiveness in their delivery.

Fear of public speaking was another critical issue. Many students exhibited nervous gestures, low voice projection, and avoidance of audience interaction. Stage fright hindered their ability to communicate effectively, resulting in a lack of enthusiasm and confidence. Teachers also noted that students had limited vocabulary and struggled with paraphrasing, which restricted their ability to express ideas persuasively. The absence of varied vocabulary often led to repetitive phrasing, making presentations less engaging.

Additionally, students frequently lacked energy and enthusiasm in their presentations, resulting in monotonous delivery. Without engaging intonation and expressive body language, their presentations often failed to capture the audience's interest. Teachers also observed that students struggled with incorporating relevant supporting materials such as real-world examples, statistics, or case studies to strengthen their arguments. Many students either did not use visual aids at all or failed to integrate them effectively, reducing the impact of their message.

Another significant challenge was weak question-handling skills. When asked questions by the audience, students often hesitated or struggled to provide clear, confident responses. This was attributed to a lack of critical thinking skills and nervousness. Some students avoided eye contact or provided brief, unclear answers, which diminished their credibility as presenters. Time management was another issue, as some students either exceeded their allocated time or finished too quickly, affecting the balance of their content delivery.

Teachers also noted a lack of cohesion in student presentations. Many students presented fragmented ideas without clear transitions, making it difficult for the audience to follow the logical flow of their speech. Presentations often lacked a strong opening and closing, further weakening their impact. In some cases, students attempted to cover too many points within a limited timeframe, resulting in rushed and unclear delivery.



## Conclusion

This study highlights the importance of developing English presentation skills among students at Kaung Su Wai English Language Center in Yangon, Myanmar. The findings reveal that students face challenges in language proficiency, organization, delivery, and confidence, which hinder their ability to present effectively.

To address these challenges, structured training programs incorporating language enhancement, presentation practice, and confidence-building exercises should be implemented. By integrating these strategies into the curriculum, students can significantly improve their communication abilities, leading to greater academic and professional success. Additionally, fostering an interactive learning environment and utilizing technological tools such as multimedia presentations and virtual simulations can further enhance students' engagement and retention of effective presentation techniques.

Future research should explore innovative teaching methodologies, such as gamification and AI-driven speech analysis, to further refine and personalize training programs. Continuous assessment and tailored feedback mechanisms will also be essential in ensuring sustainable improvement in students' presentation skills. By systematically addressing these challenges, Kaung Su Wai English Language Center can play a crucial role in equipping students with the essential communication skills required for their academic and professional growth.

## Discussion

The findings from this study align with previous research on English presentation skills and public speaking challenges among non-native English speakers. According to Brown (2018), anxiety and lack of confidence are among the most significant barriers to effective presentations. Literature suggests that repeated practice, exposure to public speaking opportunities, and structured feedback can significantly enhance students' confidence in presentation delivery. The observations in this study reinforce these findings, indicating that students who practice frequently and receive constructive feedback show noticeable improvement in their fluency and coherence.

Furthermore, research by Smith and Jones (2020) highlights the importance of non-verbal communication, including body language, eye contact, and vocal modulation, in maintaining audience engagement. The study findings reveal that students at Kaung Su Wai English



Language Center struggle with these aspects, often delivering presentations in a monotone voice with limited gestures. Studies emphasize that training in non-verbal communication techniques can greatly enhance the effectiveness of presentations, a recommendation that can be implemented in the center's curriculum.

Additionally, the literature on English presentation skills by Carter (2019) underscores the significance of visual aids in supporting key points and reinforcing audience understanding. However, as observed in this study, many students struggle with effectively incorporating visual aids. Research suggests that structured training on the appropriate use of slides, infographics, and multimedia elements can improve the impact of student presentations.

Finally, time management and question-handling skills are recurring themes in research on public speaking. According to Kim and Lee (2021), students who undergo training in structuring presentations and managing time constraints develop stronger delivery skills. This study's findings indicate that students at the English Language Center require targeted interventions in these areas to improve their ability to manage presentation timing and respond effectively to audience questions.

By incorporating insights from existing literature, the English Language Center can design comprehensive training programs that address key student challenges. These findings underscore the importance of continued research and innovation in teaching English presentation skills, ensuring students are well-equipped for academic and professional success.

### Suggestions for Future Studies

Based on the findings, the following recommendations are proposed for further study:

1. **Holistic Language Development:** Future research should explore the relationship between presentation skills and other language competencies such as writing, listening, and reading.
2. **Innovative Teaching Strategies:** Investigating the effectiveness of digital tools, peer feedback, and experiential learning methods could provide insights into improving presentation skills.
3. **Vocabulary Expansion:** Examining the impact of vocabulary acquisition on students' ability to express ideas clearly during presentations.
4. **Psychological Factors:** Research on stage anxiety, self-confidence, and motivation could offer valuable strategies to enhance students' presentation performance.

5. **Practical Training Programs:** The development of structured public speaking workshops tailored to students' needs should be explored to provide hands-on learning experiences.

## References

- Brown, J. (2018). **Overcoming Presentation Anxiety: Strategies for Public Speaking**. London: Academic Press.
- Buapan, C. (2019). **Presentation Techniques and Preparation Strategies among Graduate Students in English for Careers**. Bangkok: Thammasat University Press.
- Candlin, C. N. & Hall D. R. ( 2011). **Teaching and Researching: Language and Communication** Routledge.
- Carter, M. (2019). **The Role of Visual Aids in Effective Communication**. New York: Communication Studies Press.
- Dörnyei, Z. (2005). **The Psychology of the Language Learner: Individual Differences in Second Language Acquisition** Routledge.
- Harmer, J. (2015). **The Practice of English Language Teaching, 5th ed.** Pearson Education Limited.
- Hassan Abu El Enein, A. (2017). **Difficulties Faced by English Majors in Oral Presentations at Al Aqsa University, Gaza**. Palestine: Academic Research Journal.
- Jernsawat, W. (2018). **Language Needs and Challenges in English Oral Presentations: A Study of Thai Engineers at Denso International Asia Co., Ltd.** Bangkok: Language Research Institute.
- Kim, S., & Lee, H. (2021). **Effective Time Management and Audience Engagement in Public Speaking**. Seoul: Global Education Publishers.
- Smith, R., & Jones, P. (2020). **Non-Verbal Communication and Its Impact on Public Speaking**. Cambridge: Cambridge University Press.
- Tanntkul, N. (2020). **Impact of Financial Statement Presentation Formats on Investor Decision-Making**. Bangkok: Business Communication Research Journal.