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Factors working as impediments in developing formal presentation skill of Tertiary level students: some suggestive techniques for their improvement

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Abstract: This study examines the specific factors that contribute to academic formal presentation and speaking difficulties among English as a Second Language (ESL) students in an English at a regional public university in Bangladesh. This study will also show some troubles the students face in presentation in another department who take English as foundation course. Unlike another productive language skill writing, formal speaking skill requires students to discuss logical argumentative viewpoints, avoid extremely informal and colloquial, regional varieties, use of appropriate vocabularies, follow academic conventions and rules of spoken texts especially in presentation, and acknowledge and integrate references from many valid and reliable source materials. There are three speech types-impromptu, extempore and pre-organized academic presentation for exam. It was a convergent mixed-method approach by which data were collected through online surveys and interviews with 30 students across different academic years. The findings reveal that psychological-affective–motivational factors, such as low motivation and low self-confidence, creates a barrier to students' ability to develop the process of instant structuring complex spoken arguments. Linguistic factors, including building up syntax, insufficient command of academic grammar and vocabulary, specifically hinders students' capacity to construct coherent, precise, and formally appropriate academic oral texts and confident delivery. Institutional environment-related factors, such as limited opportunities for debating and sharing ideas with peers and lecturers, were found to have a moderate but still great impact on students' engagement with academic speaking tasks. Besides, students' background factor directly creates impediments to the improvement of their speaking skill. These results emphasize the necessity for appropriate and targeted inclusion exclusive plans which are congruent to the unique affective, cognitive, linguistic demands of academic presentation, rather than general speaking proficiency alone. Finally, the study suggests some strategies to be followed by students and teachers that specialized support and further research are essential to help ESL learners overcome these distinct academic presentation challenges.

Key Words: English as Second Language (ESL), Presentation Skill, Psychological-Affective Factors, Linguistic factors, institutional-environment factors, speaking difficulties, use of multimedia, convergent mixed method

1. Introduction: In Bangladesh, even after graduation and post-graduation, oral presentation skill is used in many employment sectors and other foreign business. To cope with present advanced world, being proficient in language learning skills is a must. There are two basic productive skills among all four language skills. One of them is speaking skill. Presentation falls under the category of speaking skill. Presentation is one of the difficult and challenging skills to students. Because they need to present impromptu speech, extempore speech and previously well-organized speech-all types of speeches in front of audience and also teachers. All these three are equally important for English as Second Language (ESL) learners. The learners need both language proficiency and organize ideas in a disciplined manner. They sit for viva voce exam, IELTS exam, and other preparatory exams, where they need to prove that they are expert in oral communication. The experts ask question in English and expect answers in English as well.

They use scholarly sources, the knowledge of language structure but they are afraid of speaking in front of people. In Bangladesh, students have higher volt of affective filters (Krashen, 1982) as contributing factor for their fear and nervousness while talking.

Professionals and other expert speakers often improve their presentation skill by learning how to organize ideas clearly, communicate with special executive present, engage audience naturally, deliver with confidence, adapt communication in real time. Many researches have been done on diverse academic issues concerning writing skill. Oral presentation is the most essential aspect of students experience of higher education (Grieve, et al. 2021). To engage with large amount of audience both online and face to face communication, strong delivery in presentation skill is very important (Gandhi, 2021). In public speaking and formal presentations, a kind of fear and anxiety work as a great barrier both externally and internally. From an investigation of Indonesian Journal study, it is found that although English has been taught from the childhood or school level, still because of their lack of sufficient practice in schools and college levels, students are not capable of using communicative English well in tertiary level (Prayudha & Pradana, 2023). They have very poor skill, not usable and successful in serving different purposes. Richard (2008) argued that how much students have improved their speaking skills is dependent on most language students' thinking that they are

successful if they can speak fluently in front of all. The necessity of an English course is based on classroom learning activity that can improve speaking skills is giving a presentation in front of the class. According to Baker (2025), conducting individual or in groups presentation is akin to a formal conversation. Presentation skills help students become confident and participate in effective question-and-answer sessions, thereby increasing student active engagement in the classroom. Oral skill also benefits students by combining language skills, practicing speaking, making decisions, preparing for real life, and acquiring knowledge through English (Al-Issa et al., 2010). It is an obvious evident that presentation skills are very crucial in learning any language like ESL and EFL, the ability to use an international medium of speech is useful in preparing students for their future careerist goal as well.

Several factors both positively and negatively influence the success of an English presentation skill. The positive factors are helpful for their academic performance but negative factors really work as impediments in their successful delivery. To get rid of this hindrance, both teachers and students need to act collaboratively in the classroom and outside the classroom.

In Bangladesh, growing and increased number of tertiary level learners who study in public universities are lacked behind in speaking skill. They are less fluent than Private university students. In public universities, the students face challenges related to confidence, organization of ideas, fear of being judged in front of people, use of formal-informal structure and standard style accent and pronunciation. Besides, there are many resource constraints, for example, lack of vital instruments, smart screen and multimedia projector etc. Because of all these negative impact factors, they get panicked and nervous while presenting.

There are many techniques and strategies that should be followed to enhance their confidence level and encourage them to speed their fluency and communication proficiency. Accordingly, this study seeks to answer the following research questions, guided by Nunan (2004) who discussed on TBLT framework and speaking activities for real life communication, Brown (2015) who is well-known for classroom teaching principles and segments of speaking by dividing it into phonemes as micro skill and cohesive devices as macro skill and lastly, Bygate's (1987) talking about cognitive processing skill of differentiating between what the speaker actually knows and what he or she can use them to produce in real time while communicating. These are related to some questions given:

1. What are some of the primary psychological, for example, affective–motivational, linguistic, and institutional environment factors that contribute to speaking difficulties among ESL students in a public Bangladeshi regional university?

2. In what ways do psychological factors such as lack of motivation and self-confidence, and speaking anxiety, negatively affect students' ability to generate, organize, and express ideas in academic presentation?

3. How do linguistic challenges, such as insufficient command of organizing formal grammatical structure, difficulty in finding out enriched and appropriate vocabulary, and problems in developing key ideas hinder students' ability to produce coherent and formally appropriate speaking texts for presentation?

4. To what extent institutional environment influences, such as classroom practices, both in-class and outside class setting, peer exchange, group collaboration, and teacher–student talks, shape students' engagement and performance in presentation?

5. To what extent do these factors differentially impact surface-level (e.g., grammar, vocabulary) and deep-level (e.g., organization, smooth delivery, maintaining fluency with accuracy) aspects of speaking especially presentation?

By applying a mixed-method approach, this research aims to provide a comprehensive understanding of the main challenges faced by ESL learners in speaking skill with a particular focus on the context of public universities in Bangladeshi regional areas. This study adds value by revealing not only the prevalence of these challenges, but also how psychological (affective–motivational), syntactic and semantic (structural), and institutional environment factors combine to shape students' speaking and presentation experiences in this unique academic setting.

2. Literature Review:

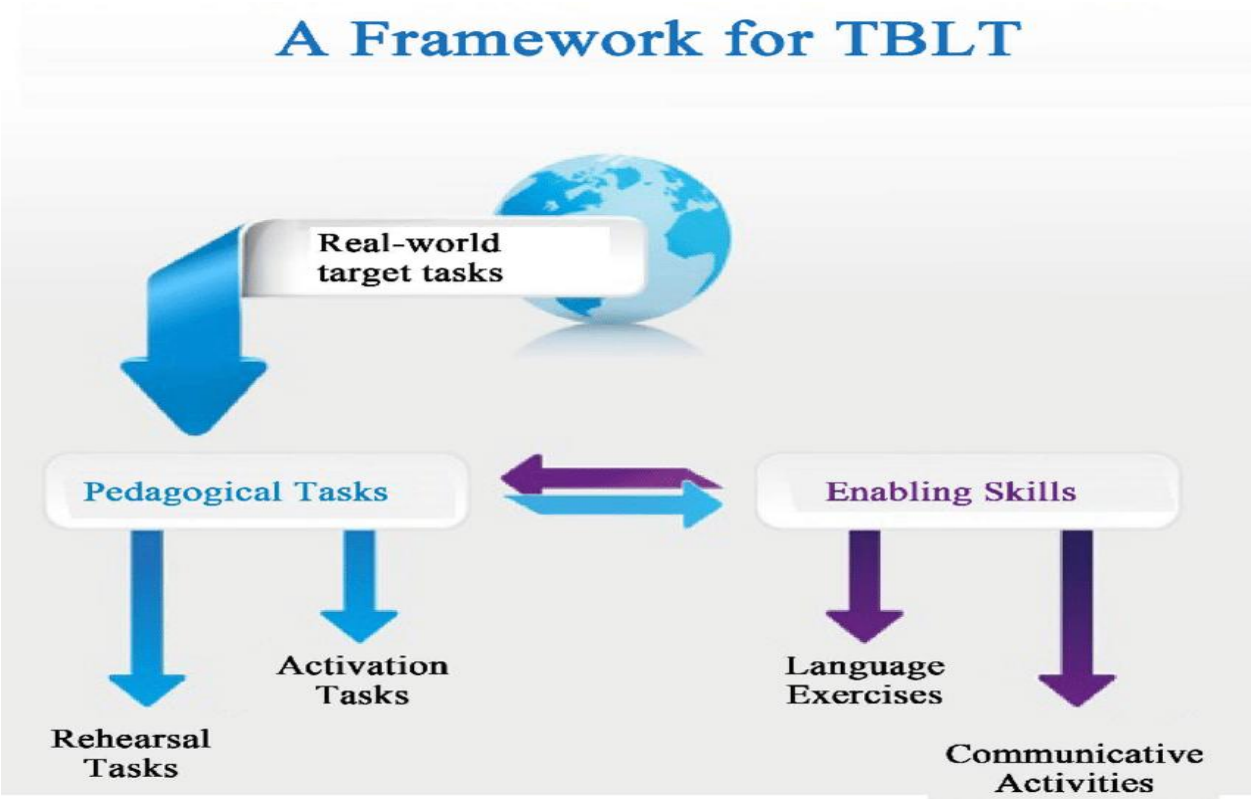
This section reviews the relevant literature on presentation delivery difficulties among English as a Second Language (ESL) learners. It is organized into three parts: (1) the conceptual and theoretical framework guiding this study, (2) previous research on factors affecting smooth and effective presentation skill, and (3) identified gaps in the literature.

2.1 Theoretical Framework:

Key Speaking Theory authors David Nunan (2004) focuses on Task-Based Language Teaching (TBLT) and designing speaking activities for real-world communication. H. Douglas Brown (2015) identifies classroom teaching principles and breaks down speaking into micro-skills (like producing phonemes) and macro-skills (like using cohesive devices). Martin Bygate (1987) who gives emphasis on the cognitive processing of speaking, distinguishing between a speaker's knowledge of rules and their actual skill in processing them under time pressure. Below is given Nunan's Framework of TBLT which can be congruent with speaking skill practices.

Figure 1

Framework for TBLT by Nunan (2004: p. 25)



From the above figure, it is estimated that we need to select some real-world authentic tasks which is referred to "target tasks" by Nunan. Then next is "pedagogical tasks" under which section, we can find 'Rehearsal Tasks' and 'Activation Tasks'. Under the segment "Enabling Skills", 'Language Exercises' and 'Communicative Activities' are intertwining activation of skill development. The general intention of the task is to ensure teachers and learners roles of following some specific procedures in which specific steps, activities, and cognitive processes will be executed by the learners using the input. In this process, the teacher will contribute to language learning process being a facilitator, a guide or observer. The students will take part in interaction dynamics and play the role of initiator, group member and monitor. The gap of his theoretical framework is- he is giving figure without the concern of every institutional barrier of applying these techniques. The challenges of implementing these activities will be interpreted on the basis of real classroom experience here in this study. My study focus will be directly relevant to one of Brown's (2015) principles of classroom teaching. He has divided these principles into 12 guidelines which can be further divided into cognitive, affective and linguistic categories. These are helpful for performing different necessary tasks and creating automatic and intrinsic motivation by which learners can build up their cognitive faculty. The teacher can enrich their linguistic capability by understanding if the native language help or hinder their fluency or by prioritizing real-world communication and functional language over isolated grammar rules. Both of them need to be less serious about systematic developmental errors and give the students floor to be more natural in communication skill. In my study, two basic dimensions are discussed as challenges: managing interaction and organizing information which were interpreted by a linguist and theorist Bygate. In his study of cognitive processing, he has talked about two-way skill that requires some discourse, interaction strategic competence for both gaining knowledge of the language and the ability to use that knowledge under context. But my study will mostly talk about the limitations of using both verbal and non-verbal tactics of using a second language. And what are the obstacles the students have as a second language learners in classroom and exam settings. Finally, he has given some recommendations for processing cognitive tasks in real time limited situations by planning, formulating and articulating messages while "simultaneously monitoring their output". He further extends his comments and suggests lot more repetitions for increasing the fluency and production of "accurate and complex language" structures. For a second language learners, acquisition of language and monitoring his own output is a hard and complex process (Bygate, 1987).

2.2 Previous research works: Many researchers conducted survey of university students in different countries to assess their perceptions of problematic aspects of academic presentation. From some previous studies, it is found that difficulties arise because of the psychological factor that is affective factors, for example, fear, anxiety, lack of confidence and motivation. Tolley and Wood (2010, p.62) recommended some guidelines for successful presentation where they indicated that poor performance is the result poor preparation. They also suggest that the students need to have proper planning for a nice introduction, body and conclusion. So, planning of whole structure of a presentation is a good way to do good in academic presentation. Otherwise, they might get distracted. But in case of impromptu and extempore presentations, the time is short for taking enough preparation. In that case, students should have the efficiency and knowledge of engaging audience with the topic. Communication and speaking skill are important here. If one gets enough time, he should write some key points for each sub-title. Morell and Pastor (2018) describe that successful classroom presentations depend on presenters' adroit application of "multimodal competence, encompassing both verbal and nonverbal communication skills". For conveying their content, effective presenters not only demonstrate language proficiency through accuracy and fluency in but they also skillfully utilize nonverbal communication to achieve their presentation goals. They can do it even if without enough preparation. But the problems occur with less proficient speakers who get nervous because of many reasons. In another study, from the perspective of Behavioral science, Radzuan and Kaur (2011) focused on Malaysian engineering

students' concerns regarding their ability to deliver oral presentations in English during their undergraduate research project (URP). The study highlighted the students' limited proficiency in English as a significant factor in their presentation anxiety.

2.3 Gaps in the literature

Many researchers have explored speaking difficulties at the time of presentation throughout the world but none has investigated the regional university setting like in one of a Bangladeshi Public university situated outside Dhaka. The factors working as barriers for the further development of students' basic skills are not same for every university in Bangladesh. This particular study is unique for several reasons. First, the university is situated in a regional area where most students come from different regional areas and they may have lack of authentic practices in classroom. The students have varying level of proficiency skill because they might be from various schools. Second, the university students are not that much proficient in their first semester. Thirdly, after getting admitted into a university, probably, this is the very first time, they have to give presentation. Forth, they even have lack of confidence while talking to friends and teachers using mother tongue. English as second language is much more tough and challenging job for them. The regional institutions have constraints and fund for buying sufficient multimedia and other technological equipment for furnishing each classroom. The traditional classroom is not appropriate place for their language practice. My research will focus on finding out answers of the following relevant questions:

1. How do Bangladeshi regional public University-A'(pseudonym) first- and second-year students perceive their own abilities when delivering presentations in English?

2. What are the obstacles encountered by Bangladeshi University-A first and second-year students when they need to speak in front of teachers and other fellow-mates for English presentations?

3. Do students of University-A prefer online modes when delivering English presentations?

a) Why are they reluctant to do their presentation face-to-face?

b) Why do they want to submit assignment instead of giving presentations?

c) What are the underlying factors that influence their performances and preferences?

3. Methodology:

A mixed-methods approach was employed for this study to provide a comprehensive overview of the factors affecting ESL students' speaking difficulties. Quantitative data from surveys allowed for the association and identification of general trends and the extent of the challenges, while qualitative data from interviews provided deeper insights into students' personal experiences and perspectives. Using both methods enabled a more thorough and thoughtful analysis than either approach alone. Triangulation was conducted by comparing quantitative patterns with qualitative themes to determine where the datasets converged or diverged, following guidance from mixed-methods frameworks (Creswell & Plano Clark, 2018; Johnson & Onwuegbuzie, 2004).

3.1 Research Design:

This study chooses a mixed method research design to find out some comprehensive factors contributing to a regional university first year students' difficulties in speaking. This mixed method strategy was chosen for combining both qualitative and quantitative data. For understanding a thorough and detail conception of a problem, quantitative data was collected through a survey online questionnaire and qualitative data were collected by semi-structured face-to-face interviews. This specific design aligns with established mixed methods procedures that is used to integrate numerical data with explanatory narratives (Creswell and Creswell, 2008). Integration of both data helps to provide better and richer analysis of the factor influencing speaking and presentations skills of students.

3.2 Indicators, Codes and Percentages:

The codes and indicators are found based on some crucial theoretical frameworks relevant to my study objectives. The codes, indicators were modified from Brown's macro and micro-skill teaching principles, Nunan's TBLT framework (See Figure 1), Bygate's Cognitive Processing. The percentage was found from the survey questionnaire (both open and closed questions) asked to the participants of the targeted public university (University-A). 8 open questions were formulated to ask in person and 9 closed questions were formed for the survey. The questionnaire was set using Google form.

3.3. Sample

The study sample consisted of 30 ESL students from both the English department and other department of a public university in Bangladesh, spanning first two academic years. This number met recommended items which can be identified easily. The sample included 15 from first semester of foundation course, 15 comparatively senior students from second semester. All students enrolled in the department of English and another department were invited to participate to capture a broad range of academic presentation experiences. This study does not claim to represent a wider population; results are context-specific and should be interpreted accordingly. All participants provided informed consent, and confidentiality was maintained through the use of pseudonyms and participants have the right to withdraw without incurring any penalties.

3.4 Data collection procedure

Data were collected using two methods: an online questionnaire and online interviews. The questionnaire, distributed via Google Forms, collected quantitative data on the factors influencing students' academic presentation and speaking difficulties. Instruments were developed based on Nunan's (2004) framework and relevant literature. Face-to face semi-structured interviews were conducted with 6 students (three from each academic semester). The interview sessions were conducted to explore psychological and affective–motivational factors, educational environment influences, and linguistic challenges. While the format allowed participants to elaborate on their experiences, structured prompts ensured coverage of all framework components. As described by Dawson (2002), semi-structured interviews combine prepared questions with flexibility for additional insights. All interviews were recorded under pseudonyms to maintain confidentiality.

3.5 Data analysis:

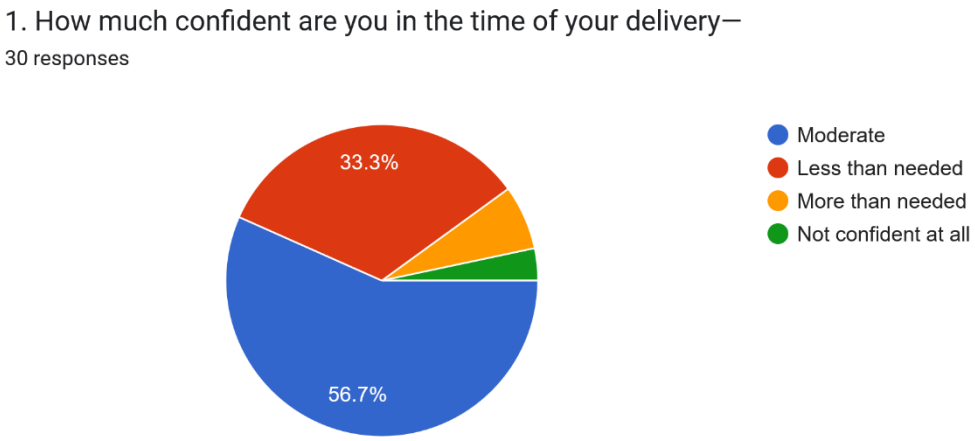
Both qualitative and quantitative data were collected and analyzed. Quantitative data were organized through Google charts and diagram and figures auto-formatted by the system. Qualitative data were leveled, categorized and analyzed by coding-such as interview transcript, survey text or field notes into distinct tags. By this process, the raw texts are transformed into structured concepts. This process of data analysis was so helpful to find patterns, build theories and answer research question in a more organized way.

4. Findings and Results:

4.1 Quantitative Survey results:

To address research question no 1, the quantitative analysis identifies main affective, linguistic and institutional factors associated with speaking difficulties. To ensure valid and reliable findings from the participants, pie chart and other figures are taken from the Google form charts automated by the Goole form survey documents.

Figure 3



Confidence level of students

Note: The pie char above shows that 56.7% students from University-A are "moderate" level confident. Less than average percentage (33.3%) think that they are less confident than what is needed.

Below is given a summary of the statistical findings in Table 1 & 2:

Table 1

Survey questionnaire for presentation techniques to be followed

Survey Questions	Agree (%)	Disagree (%)	Neutral (%)
1. I follow some pre-planning and write structure before presentation?	90	_	10
2. I like to brainstorm and prepare notes and phrases for taking help?	90	6.7	3.3
3. I make slides for power point presentation every time I need to present?	73.3	_	26.7
4. I feel more comfortable to use multimedia projector for your presentation?	73.3	6.7	20
5. I often do you use pause, fillers in communication or presentation?	46.7	3.3	50

Note: 60% male and 40% female participated in the study. 60% were form English language course and others were from foundation course. 93.3% are of age range 20-24.

Table 1

Descriptive Statistics of Survey Responses on Presentation Techniques

Response Category	N	Mean (%)	Std. Deviation	Variance	Std. Error	Minimum (%)	Maximum (%)	Range
Agree	5	74.66	17.72	314.13	7.92	46.70	90.00	43.30
Disagree	5	8.68	10.45	109.22	4.67	0.00	26.70	26.70
Neutral	5	16.66	20.14	405.63	9.01	0.00	50.00	50.00

Note. N = number of questionnaire items. The statistics are based on the percentages reported for the five survey questions. Blank cells in the source table were treated as 0% where the reported categories otherwise sum to 100%.

The descriptive analysis indicates that Agree responses had the highest overall mean (M = 74.66, SD = 17.72), followed by Neutral responses (M = 16.66, SD = 20.14) and Disagree responses (M = 8.68, SD = 10.45).

Table 2

Factors related to confidence level, preparation, organization and time management, use of grammar and other connected speeches, fillers, pauses

Survey Questions	Moderate (%)	Less than needed (%)	More than needed (%)
1. How much confident are you in the time of your delivery	56.7	33.3	6.7
2. How much organized you are in your presentation delivery?	83.3	13.3	3.3
3. How long time do you take to prepare yourself for your formal presentation?	63.3	6.7	30
4. How many times you use fillers and other features of speaking?	63.3	33.3	3.3
5. How many times do you practice your presentation yourself after you fix your title and prepare presentation?	43.3	16.7	40
6. How often can you use connected speeches, proper grammar rules in your presentation and speeches?	83.3	13.3	3.3

Note: The total number of participants is 30. The above table shows the percentage of factors

To analyze this survey data, a structured descriptive analysis, key statistical insights, and a sample SPSS syntax and output interpretation is presented below:

Table 2.1

Summary of Survey Data (N = 30)

Factor found from questions	Moderate (%)	Less than needed (%)	More than needed (%)	Total (%)
1. Confidence Level	56.7	33.3	6.7	96.7*
2. Presentation Organization	83.3	13.3	3.3	99.9*
3. Preparation Time Taken	63.3	6.7	30.0	100.0
4. Use of Fillers & Speaking Features	63.3	33.3	3.3	99.9*
5. Practice Frequency (Post-Preparation)	43.3	16.7	40.0	100.0
6. Use of Connected Speech & Grammar	83.3	13.3	3.3	99.9*

**Note: Percentage totals slightly deviate from 100% due to rounding in the source table.*

Key Findings & Empirical Analysis

- **High Structural & Linguistic Self-Efficacy:** A significant majority of respondents reported moderate levels of competence in organizing their presentations (83.3%) and using connected speech and proper grammar (83.3%).
- **Delivery & Fluency Challenges:** One-third of participants (33.3%) reported having less confidence than needed during delivery, and 33.3% indicated relying on fillers and speaking features more than desired.
- **Bimodal Practice Behavior:** Practice frequency shows a clear polarization: while 43.3% practice a moderate amount, 40.0% practice "more than needed", contrasting with lower preparation time demands (where 30.0% take more time than needed).

SPSS Implementation Guide

1. Variable Setup in SPSS Variable View

- **Measure Type:** Ordinal
- **Value Coding:** 1 = Less than needed, 2 = Moderate, 3 = More than needed

2. SPSS Syntax for Descriptive Statistics

```
FREQUENCIES-VARIABLES= Q1 Q2 Q3 Q4 Q5 Q6
 /STATISTICS=MODE-MEDIAN
 /BARCHART-PERCENT
 /ORDER=ANALYSIS.
```

3. Crosstabulation / Association Syntax (Optional Non-Parametric Test) To test whether practice frequency (Q5) significantly correlates with confidence levels (Q1), run a Spearman Rank Correlation or Chi-Square Test of Independence:

```
CROSSTABS
 /TABLES=Q5-BY-Q1
 /FORMAT=AVALUE-KEYS-TABLES
 /STATISTICS=CHISQ-CORR
 /CELLS=COUNT-ROW-TOTAL.
```

Sample Discussion

The descriptive analysis (N = 30) highlights that while participants generally possess strong organizational abilities and grammatical competence (83.3% reporting moderate proficiency in both domains), psychological and delivery factors remain primary hurdles. Specifically, 33.3% of speakers experience a deficit in confidence during delivery, which corresponds with a 33.3% rate of overuse or insufficiency in managing vocal fillers and speaking features. Furthermore, rehearsal habits indicate a split dynamic: 40% of respondents engage in high-frequency practice sessions post-preparation, suggesting that repeated self-practice is a common coping mechanism for addressing delivery anxiety.

SPSS-Style Statistical Analysis of Table 2

Source and scope. Table 2 presents six factors related to confidence level, preparation, organization and time management, use of grammar and connected speech, fillers, and pauses. The table reports results for 30 participants.

Coding used for descriptive calculations. 1 = Less than needed; 2 = Moderate; 3 = More than needed.

Table 2.2

Descriptive Statistics

Item	N	Mean	Median	Variance	Std. Deviation
Confidence in delivery	29*	1.48	1.00	0.40	0.63
Organization of presentation	30	1.20	1.00	0.23	0.48
Preparation time	30	1.67	2.00	0.85	0.92
Use of fillers	30	1.40	1.00	0.32	0.56
Practice after preparation	30	1.97	2.00	0.86	0.93
Connected speech and grammar	30	1.20	1.00	0.23	0.48

*** Note.** Question 1 reports percentages totaling 96.7%, corresponding to 29 reported responses.

2.1 Interpretation of Descriptive Statistics

The highest mean was observed for practice after preparation (M = 1.97, SD = 0.93), followed by preparation time (M = 1.67, SD = 0.92). These results indicate that responses for these two factors were relatively closer to the Moderate category.

The lowest means were found for organization of presentation (M = 1.20, SD = 0.48) and connected speech and grammar (M = 1.20, SD = 0.48). The source table reports that 83.3% of participants selected the Moderate category for both items.

The greatest variability was observed for practice after preparation (variance = 0.86; SD = 0.93), whereas organization of presentation and connected speech/grammar showed the lowest variability (variance = 0.23; SD = 0.48).

4.2 Interview findings:

What do people think- ESL learners need more vocabularies to be expert in spoken English, for example, in presentation, formal speeches, answer questions in viva voce exam. Most of the researches show the number of vocabularies is not a major concern. A learner can be expertise if he/she has only one/two thousands of vocab list in his/her memory. And obviously the second important factor is using and knowing grammar rules in speaking but my study shows that not only grammar structure or linguistic elements but also "connected speeches" are very much useful for conversation, and other types of speeches, like impromptu, extempore and formal academic presentation. If somebody wants to be native-like, he should be more careful about the pronunciation and connected speech. Blending words, linking words and shortening words are some techniques to do good in speech. So, from my interview questions, it is found that one of the participants said, he has problem using complex and connected sentences, even he can't use appropriate prepositional phrases. "I don't have enough skill of using complex and enriched words, I can't use connected speech" because he did not practice a lot from his early childhood. He further answers to another question: Beginners have limited vocabulary, grammatical knowledge and less practice. (P1, Personal Communication, August 13, 2026). Another participant mentions, the lack of correct grammar knowledge makes him imperfect. He has problem using short form of verbs. Instead of using short verb contraction like, 'isn't', 'can't', 'wanna (want to)', 'gonna (going to)', 'gotta (got to)'. they generally use the full form of these short forms. About being concerned for grammar rules, another responded, "it is really difficult because we have to actively engage with language function following the grammatical rules and regulations, which are tough to maintain at the initial time of speaking" (P2, Personal Communication, August 13, 2026). It creates a barrier to fluent and native like speaking. So, how to pronouns a chunk word or a group of word is a key factor here. It is more or less connected to connective speech, 'let me' (lemme). But "looking forward to" is phrase or chunk after which phrase, (verb+ing) should be used. Get used to, look into, look after, look up are different meaningful phrases. The speaker does not need to memorize, one needs to pull out a chunk and use it automatically to be more fluent. One of the participants commented that she always thinks that accuracy is more important, so she becomes less fluent. She is concerned about each sentence correction. Being so worried about mistakes and fear of making mistakes can make one less fluent as one of participants said, "I am too tensed about making mistakes and I try to correct all my speeches." Another response was- "In front of people, I face the problem of confidence. Sometimes it seems to me that people will judge my speaking if I make any fault, and from this perception I feel nervous in front of them" (P4, Personal Communication, August 14, 2026).

To answer research questions 2, the analysis shows how these factors differentially impact surface-level aspects (such as confidence, grammar and vocabulary) and deep-level aspects (such as planning, organization and overall projection) of academic presentation and speaking presented in Table 3.

Table 3

Frequencies of academic speaking difficulties

Category	Specific factor	Frequency (n)	Percentage (%)
Linguistic difficulties	Grammar problems	8	26.67
	Pronunciation problems	5	16.66
	Difficulty finding and organizing ideas, words	4	13.13
	Limited vocabulary	17	56.67
Total mentions		34	
Psychological (Affective–motivational) factors	Speaking nervousness/language anxiety	7	23.33
	Lack of confidence	14	46.67
	Fear of making mistakes	13	43.33
	Emotional Controlling challenges	3	10
Total mentions		37	
Institutional- environmental factors	Group/Peer collaboration	2	6.67
	Limited lecturer feedback	3	10
	Classroom climate (Overload, lack of practice, lack of equipment)	6	20
	Insufficient guidelines related to speaking, presentation	2	6.67
Total mentions		13	

The qualitative interview findings are organized thematically to highlight the main factors that contribute to ESL students' difficulties in academic presentation and speaking. Based on the 30 participants' responses, three key themes emerged: psychological (affective–motivational factors, educational environment factors, and linguistic factors. The following sections present each theme in detail, supported by direct quotes from the students to illustrate their experiences and perspectives.

4.2.1 Psychological factors: Psychological factors were a major theme in the study. 'Lack of confidence' and 'fear of making mistakes' 'anxiety' is frequently mentioned with 30 students. So, affective factors are widely reported (n=36) mentions across categories. Most of the students described how their fear of making mistakes, less confidence and nervous, anxious level of mental condition affected their presentation. Lack of confidence and fear of making mistakes are mentioned many times, as in one of participants responses- "Speaking English is difficult for beginners because they often lack vocabulary, confidence, pronunciation skills, and fluency, and they may fear making mistakes." Another similar type answers were- "Speaking English can be difficult for beginners because of lack of confidence, limited vocabulary, fear of making mistakes, and little practice in speaking" and "Speaking in English is difficult for beginners because they may have limited vocabulary, poor pronunciation, lack of confidence, and fear of making mistakes". (P5, P6, Online Interview, August 14, 2026). 'Language anxiety' is one of the major problems of millions of people communication in English.

4.2.2 Linguistic factors: Another key them emerged from the responses which is linguistic factor directly responsible for speaking difficulties. In presentation and other forms of communication, capacity for more complex but less accurate language is seen among students. So, linguistic complexity seemed affected by the cognitive complexity of the tasks. (Skehan & Foster, 1997). Bygate (1999) confirmed the "effect for complexity and fluency". He showed that students who practice and do it second time can do better than who do it for the first time. For this reason, doing tasks more often and practicing can be useful for their language accuracy and fluency. From the study report, it is found that majority of students found it very hard to use correct grammar rules while speaking. Because of immediate response and getting less time than writing, they get insufficient time to organize ideas if it is impromptu speech. But still, in case of pre-planned presentation, one of the participants explained, "Beginners have limited vocabulary, grammatical knowledge and less practice." (P8, Online Communication). 'Weak grammar', 'less grammar knowledge', 'complex grammatical rules' are some common codes they mentioned several times. Besides, they mentioned 'limited vocabulary' many times while answering online questions. They said, they find it difficult to use appropriate tense and grammatical rules. One of them shared the view "Speaking English is often tough for beginners because it requires processing vocabulary, grammar rules, and pronunciation all at once in real time". Another commented "Beginners often struggle due to a limited vocabulary, hesitation, fear of making grammatical errors…" (P18 &P15, Online interview).

4.2.3 Institutional and environmental factors: Students described how institutional and environmental factors influenced their speaking abilities. If they get enough facilities, equipment, for example, smart board, internet connection and multimedia in each room, they can develop their skill more than their present condition. Many of them have no support and guidelines from friend and faculty. They do not get instruction from their monitor and they cannot practice with their peer or group because they lack interest and motivation. They have no friend to do speaking and communication practices. They cannot share their ideas and cannot collaborate properly. One said, "I have minimal opportunity to practice speaking in an English-speaking environment." (Online interview). They even do not know what is tasks accomplishment and in-class and outside class tasks, for example, shadowing and combining all four skills to practice speaking. The teacher generally does not initiate appropriate and innovative activities for the new commers. The beginners do not have minimum idea of how to make PPT slides and how to operate computer or laptop. They cannot change the slide, cannot open power point and make show presentation slides. So, technically, they are lacked behind. In many cases, they ask and after they get enough knowledge and training, they become expert themselves. One regrets, he does not have any idea regarding power point as a beginner. A regional university has some constraints like these. Rahimi and Fathi (2021) emphasizes the importance of 'peer collaboration and supportive classroom dynamics' and they also pointed out the resource constraints.

4.2.4 Some external issues: Because of time limitation, managing time is another problem many of the participants explained, **"**Managing stage fright while maintaining a natural flow, keeping eye contact, answering unexpected questions, and adhering strictly to time limits". Less practice, not having enough feedback from peer and teachers are also some secondary factors found from this study.

4.3 Critical Discussion:

Students of ESL and EFL often become freeze when they need to speak in English or they have to give presentations in front of all. Even, they get stuck, when they cannot find the appropriate words or phrases. Sometimes, they have shortage of vocabularies and phrases, some other times, they do not know what to say, how to be well-structured and to the point. Students who get admitted into universities and study in the first year have less previous experience of presentation. So, they get nervous and thrilled because they are doing it for the first time. Being panicked and less confident for the first time is not a big mistake but it is a big concern for the teachers who teach them. Teacher should be cordial and need not to punish them because in their intermediate and school level, they did not get used to it. On the basis of their challenging factors and present skill and proficiency, the instructor or teacher should start teaching from the beginning. They might get freeze and distracted if they were given extra load and if they are too concerned about the performances of presentation. Mostly, as found from the survey study, 18 among 30 students directly mentions that they get nervous when they present. Another reason why they get the production time hard is-they try to translate it from their mother tongue into their target language. The translation process takes time and they become less fluent. There are many other reasons already discussed earlier. The third reason of their getting freeze is not finding out exact vocabularies while speaking. They can use fillers, some phrases to buy time.

Most of the responses indicate that the students feel embarrassed when they speak and they feel they will be judged by the listeners or audience. They believe audience will laugh at them if they do anything wrong. The majority of the participant (60%) said their 'lack of confidence' is the main reason of their poor performance. It is evident that affective and psychological factor is more responsible than the other factors mentioned in my study. Around 16.6% said, their linguistic factors work as barrier and a very small percentage (5%) talked about the environmental and institutional problem. 'Forgetting words and getting stuck', 'difficulty finding right words', 'difficulty finding suitable words' are some recurrent feedback for a question about problems that they face while speaking, related to linguistic factor. One was worried of correct pronunciation while speaking. Among all the responses, one was striking because the participant combined all the factors as challenges- "The most challenging issue is controlling nervousness

and maintaining confidence. It can also be difficult to speak fluently, maintain eye contact, and organize ideas properly" (P23, Online Interview, August 13, 2026). A very influential comment from a participant is- "For beginners, speaking in English is uniquely difficult because it combines cognitive overload, linguistic irregularities, and social anxiety into a single real-time complex task."

4.4 Some Suggestions: Bygate (1999) suggested different types of oral tasks and interaction need practicing. Nunan (2004) suggested Task Based Language Teaching (TBLT) for teaching speaking skill. He has given a framework for the task accomplishment. Teachers as guide, collaborator and mentor can encourage them to talk in front of audience. In the classroom, a student should be given enough opportunity to practice small talks and thus can overcome the prevailing embarrassment and stage fear. The language anxiety can be mitigated by language skills and grammar practices. There should be more speaking practices in classroom guided by teachers. There are many types of speaking performances: they are-imitative or shadowing, intensive, responsive or answering questions, transactional and interpersonal dialogues practices. The more the students will practice speaking, the more they become confident in their speeches and can perform well in their presentations. They should be given more spaces and opportunity to share their views, ideas and practice dialogues both in and outside classroom situation. A very significant key direction was suggested by Bygate (1987) to explore how to integrate accuracy, fluency and complexity through different "combinatory activities and sequences".

5. Conclusion: Speaking is a physical skill that needs enough practice to improve. If you know only theories, structure and vocabularies and never practice, you will not get better. As from the study, it is found that the fear and feeling stressed, panicked and tensed are the key factors among others, there are some linguistic factors which need to be under consideration. the students and language learners need to overcome it through practicing, knowing how to take challenge of the language anxiety, doing lot more speaking tasks and listening to many L2 materials for better performance.

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