

Exploring ESL Learners' Perceptions of Recorded Oral Presentations: Speaking Anxiety, Motivation, and Perceived Usefulness

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ABSTRACT

This study explores ESL learners' perceptions of recorded oral presentations (ROPs), focusing on their influence on speaking anxiety, motivation, and perceived usefulness. Oral presentations are a common pedagogical tool in ESL classrooms, yet live delivery often provokes high anxiety that undermines performance. Grounded in Krashen's (1982) Affective Filter Hypothesis and Davis's (1989) Technology Acceptance Model (TAM), this study investigates whether ROPs provide a less pressured, technology-mediated alternative. A quantitative survey was administered to 106 Malaysian undergraduates enrolled in an English for Business Communication course. The instrument combined items from the Foreign Language Classroom Anxiety Scale (FLCAS) with measures of motivation and perceived usefulness. Reliability testing demonstrated excellent internal consistency (Cronbach's $\alpha = .93$ for anxiety, $.92$ for motivation, $.95$ for usefulness). Descriptive results revealed moderate speaking anxiety ($M = 2.90$), high motivation ($M = 4.21$), and strong perceived usefulness ($M = 4.01$). These findings suggest that ROPs can mitigate extreme anxiety, stimulate learner motivation, and be readily adopted due to their ease of use. The study underscores the potential of ROPs as a sustainable assessment strategy that balances affective support with technological acceptance in ESL contexts.

Keywords: Recorded Oral Presentations (ROPs), Speaking Anxiety, Learner Motivation, Perceived Usefulness, ESL Assessment

INTRODUCTION

The pandemic has accelerated the integration of technology into education, fundamentally transforming the landscape of teaching and learning. Modes of instruction have shifted to online and hybrid, highlighting the potential of technology to sustain education and paving the way for long-term changes in pedagogical approaches, emphasizing flexibility, accessibility, and learner autonomy. To support this, digital tools have become central to classroom interaction, assessment, and communication. Learning management systems, video conferencing platforms, and digital collaboration tools are essential channels for knowledge delivery, while innovative practices such as flipped classrooms, asynchronous learning, and recorded presentations gained prominence. This advancement has a significant impact on not only methods of delivery but also assessments conducted at all levels of education.

In English as a Second Language (ESL) classrooms, oral presentations are a common feature that serves as an essential platform for learners to demonstrate communicative competence, critical thinking, and organizational skills. However, speaking anxiety is a common hindrance in learners' ability to perform effectively in live presentation settings. Speaking in a second language can be intimidating, as it requires not only linguistic accuracy but also fluency, confidence, and the ability to manage an audience. Apart from feelings such as stage fright and nervousness, the classroom environment, presence of the instructor and peer pressure could also be factors that affect speaking performance [7]. In response to the growing need for flexible and learner-friendly alternatives, many language educators have begun incorporating recorded presentations into their teaching practice as a viable substitute for conventional live presentations, providing ESL learners with a more

relaxed platform to demonstrate their speaking skills. In contrast to live delivery, recorded tasks enable learners to practice, refine, and present their work at their own convenience, which can help alleviate performance pressure and build self-confidence. This gives learners a sense of control and achievement in producing a well-prepared presentation.

Therefore, this study aims to explore ESL learners' perceptions of recorded oral presentation tasks, with a particular focus on their affective and cognitive responses. Specifically, it investigates the level of speaking anxiety experienced by learners when preparing and delivering recorded presentations, and examines their motivation and engagement throughout the process. In addition, the study seeks to evaluate learners' perceptions of the usefulness of recorded presentations in enhancing their English speaking skills. Given the increasing reliance on technology for asynchronous language tasks, this study also assesses the ease of use of various recording platforms and tools. By identifying the relationships between speaking anxiety, motivation, perceived usefulness, and platform usability, the study provides insights into how recorded presentations can be more effectively integrated into ESL teaching and learning practices.

Background of Study

Oral presentations are a widely used pedagogical tool in ESL instruction for enhancing speaking proficiency, academic communication, and learner confidence. They encourage learners to organise ideas, practise language skills, and present to an audience, aligning with communicative and task-based approaches to language learning. However, while beneficial, live oral presentations often provoke high levels of speaking anxiety, particularly among learners with lower proficiency or limited self-confidence. [6] Affective Filter Hypothesis highlights that such anxiety can restrict input and limit performance, while motivation fosters greater participation. This underscores the importance of examining affective factors such as anxiety and motivation that influence the effectiveness of oral presentation tasks in ESL contexts.

In response to challenges associated with live presentations, the shift toward blended and technology-mediated learning, accelerated by the COVID-19 pandemic, has seen increasing adoption of recorded oral presentations. These tasks allow learners to plan, rehearse, and record in less pressured environments, offering potential benefits such as reduced anxiety, improved fluency, and greater autonomy. From [3] Technology Acceptance Model (TAM), learners' engagement with these tasks depends on perceived usefulness and ease of use, which shape their motivation and willingness to participate. Despite their growing use in higher education, little is known about how ESL learners perceive recorded oral presentations in terms of emotional impact, motivational value, and usability. Addressing this gap is essential for aligning technology-mediated assessment practices with learners' needs and for promoting sustainable approaches to oral assessment in ESL classrooms.

Statement of Problem

Oral presentations are widely recognised as a valuable pedagogical tool in ESL classrooms, supporting the development of communicative competence, fluency, and academic confidence. However, live oral tasks are often accompanied by high levels of speaking anxiety, which can hinder learners' performance and participation. This aligns with Krashen's [8] Affective Filter Hypothesis, which posits that negative emotions such as fear or nervousness can block language input and output, ultimately impeding acquisition.

Although recorded oral presentations (ROPs) are increasingly adopted as an alternative to live presentations, their role in ESL pedagogy remains contested. On one hand, they are seen as offering learners greater control and preparation time, potentially reducing performance-related anxiety and encouraging motivation. On the other hand, questions persist about whether these benefits compromise spontaneity, authentic interaction, and the development of real-time communication skills. Moreover, while learners often perceive ROPs as useful and easy to adopt, as suggested by technology acceptance perspectives such as Davis's [4] Technology Acceptance Model (TAM), such perceptions are not uniform across contexts.

This creates a pedagogical dilemma: educators must weigh the affective advantages of ROPs against concerns about technological reliance and diminished communicative authenticity. The lack of clarity on how these affective and technological dimensions interact underscores a critical gap. Addressing this issue is essential for

determining whether ROPs can serve as a sustainable, learner-centered approach to oral assessment that balances emotional support with the demands of authentic language use.

Objectives and Research Questions

1) Research objectives

1. To examine ESL learners' perceptions of recorded oral presentations in terms of reducing or increasing their speaking anxiety.
2. To investigate how recorded oral presentations influence ESL learners' motivation, enjoyment, and effort in completing speaking tasks.
3. To explore learners' perceptions of the usefulness and usability of recorded oral presentations as a technology-mediated assessment tool.

2) Research Questions

RQ1: How do ESL learners perceive recorded oral presentations in terms of reducing or increasing their speaking anxiety?

RQ2: In what ways do recorded oral presentations affect ESL learners' motivation, enjoyment, and effort when completing speaking assignments?

RQ3: How do ESL learners perceive the usefulness and usability of recorded oral presentations as a technology-mediated assessment tool?

LITERATURE REVIEW

1) Speaking Anxiety of Oral Presentation in English

Oral presentations are widely recognised in ESL/EFL pedagogy because they require learners to plan, organise, and communicate ideas to an audience, thereby fostering communicative competence, academic discourse, and higher-order thinking while integrating all four language skills [2]. They provide authentic contexts where learners practice organizing ideas, applying academic vocabulary, and projecting confidence in front of an audience. Despite their pedagogical value, oral presentations are consistently linked to high levels of speaking anxiety. Learners often report fear of negative evaluation, concerns about pronunciation and grammatical accuracy, and worries about content and delivery skills [18][13]. This will unfold into communication apprehension and avoidance behaviours [13]. In ESL contexts, high anxiety can hinder performance, limit classroom participation, and obstruct language acquisition resulting in weaker oral performance [13]. Contrasting findings, however, suggest that moderate anxiety may have facilitative effects by encouraging learners to prepare more thoroughly [18]. This tension underscores the complexity of affective factors in oral communication and the necessity of exploring assessment formats that manage rather than eliminate anxiety.

2) Shift towards recorded presentation

The COVID-19 pandemic accelerated the adoption of asynchronous speaking assessments, prompting new insights into learner perceptions. Research by [14] found that Malaysian undergraduates viewed asynchronous oral tasks as beneficial for skill development, though technical barriers persisted. Similarly, [1] noted that Saudi learners developed stronger reliance on digital formats but also reported varying levels of motivation tied to access and support. Researchers [6] documented that undergraduates appreciated reduced stress in asynchronous oral tasks but struggled with sustained engagement, while [16] reported Indonesian EFL students preferred online presentations for ease and reduced anxiety, though they valued in-class tasks for interactive feedback. These findings reveal a nuanced picture: asynchronous formats lower affective barriers but may compromise spontaneity, immediacy, and social presence.

3) Motivation and Perceived Usefulness of Recorded Oral Presentations

A growing body of research has examined the role of recorded oral presentations in addressing the challenges posed by traditional live presentations. Video-recorded presentations allow rehearsals, self-review, and reduced immediacy of live peer evaluation [5]. Empirical work suggests that recorded tasks can increase practice time, improve attention to nonverbal features, and build confidence for some students, although individual differences and technical or logistical constraints may moderate outcomes [15][7]. In the Malaysian context, [11] demonstrated that undergraduates delivering speeches via video blogs experienced reduced public speaking anxiety and greater engagement outside the classroom. These findings suggest that recorded presentations can lower the affective burden associated with live delivery while promoting learner autonomy. Despite promising findings, relatively few studies link perceived usefulness directly to speaking anxiety and motivation in L2 oral presentation contexts, and evidence is mixed regarding which learners benefit most from recording. At the same time, recent work highlights limitations [11] reported that while recorded presentations increased participation during the pandemic, some learners still missed the spontaneity and immediacy of live interaction.

Beyond anxiety reduction, ROPs are frequently associated with enhanced motivation. Learners report greater enjoyment, effort, and satisfaction with recorded tasks, as they perceive autonomy and control over the process [4]. However, contrasting evidence suggests that not all learners sustain engagement; some report reduced urgency and procrastination in asynchronous tasks [6]. The unresolved issue lies in how educators can balance the motivational advantages of autonomy with strategies to maintain accountability and timely completion.

The successful adoption of ROPs depends on learners' perceptions of their usefulness and ease of use, as conceptualized in Davis's [4] Technology Acceptance Model (TAM). Several studies confirm high levels of both dimensions: students perceive recorded tasks as beneficial for developing fluency, organization, and pronunciation [7] [19] and find platforms such as Flipgrid accessible and practical [8]. Researchers [12] further demonstrated that learners' positive attitudes toward tools like Zoom were strongly predicted by perceived usefulness and ease of use. However, some caution remains [17] noted that learners may rely too heavily on editing, which risks undermining spontaneity and authentic communication skills.

From a technology acceptance perspective, several studies highlight that learners perceive recorded oral presentations as useful and relatively easy to use. Research on video-recorded oral assessments indicates that students value opportunities for self-reflection and consider the method effective in developing speaking skills [5]. The ability to record and edit also gave learners greater control over aspects such as vocabulary use, facial expressions, and eye contact, thereby supporting autonomy and creativity [19]

Theoretical Framework

This study is grounded in two key theoretical perspectives which are Krashen's (1982) Affective Filter Hypothesis and Davis's (1989) Technology Acceptance Model (TAM).

Krashen's Affective Filter Hypothesis highlights the role of affective variables, particularly anxiety and motivation in shaping second language learning outcomes. Learners with high speaking anxiety may experience a raised affective filter that blocks language input and hinders oral performance, whereas motivated learners benefit from a lowered filter, which facilitates participation and fluency. This framework explains how recorded oral presentations may reduce speaking anxiety while fostering motivation and enjoyment in ESL learners.

The Technology Acceptance Model (TAM) provides a complementary perspective by explaining how learners adopt and engage with technology. According to TAM, two key constructs which are perceived usefulness that refers to the belief that using a technology enhances performance and perceived ease of use which exposes the degree to which using the technology is free from effort influence attitudes and behavioural intentions. Applied to this study, TAM explains how learners' perceptions of recorded oral presentations as a technology-mediated assessment tool shape their engagement, effort, and willingness to participate.

Together, these two frameworks provide an integrated lens for examining learners' experiences with recorded oral presentations. The affective dimension includes anxiety and motivation as well as the technological dimension that perceived usefulness and ease of use to influence learner engagement, offering a holistic view of how emotional and cognitive factors shape ESL learners' responses to recorded tasks.

METHODOLOGY

1) Design and setting of the study

The study involved 106 undergraduates from the Faculty of Business Studies enrolled in an English for Business Communication course at a Malaysian public university. Participants were purposively selected based on their completion of a recorded oral presentation task as part of their coursework. This sample size was considered adequate for quantitative survey analysis and provides insights into learners' perceptions within an authentic academic setting.

2) Data Collection Instrument

Data were collected using a structured questionnaire that comprised three constructs: (i) Speaking Anxiety, (ii) Motivation, and (iii) Perceived Usefulness. Items measuring anxiety were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), while items on motivation and usefulness were adapted from prior studies on task engagement and technology acceptance in ESL contexts. All items were rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey was administered online, and responses were analyzed using descriptive statistics to calculate mean scores, frequencies, and percentages. Reliability analysis was conducted using Cronbach's alpha, while findings were interpreted in relation to Krashen's (1982) Affective Filter Hypothesis and Davis's (1989) Technology Acceptance Model.

Findings

The findings of this study reveal important insights into how ESL learners experience recorded oral presentations. The results are presented under three main themes: (i) speaking anxiety, (ii) motivation, enjoyment, and effort, and (iii) perceptions of usefulness and ease of use.

1) The influence of recorded oral presentations on ESL learners' speaking anxiety during English classroom tasks.

The numbers presented in the tables indicate the frequency or percentage of participants who selected each scale point for a given item. Higher values represent stronger feelings of anxiety, while lower values suggest a calmer or more confident response.

Table 1: Recorded oral presentations on ESL learners' speaking anxiety

Statements	Response	Frequency	Percentage
I am never quite sure of myself when I am speaking in English.	3	47	44.34
I am afraid of making mistakes in English classes.	4	34	32.1
I get nervous when I don't understand what the teacher is saying in English.	3	36	34
I start to panic when I have to speak without preparation in English classes.	4	36	34
I worry about making mistakes in front of others when I speak English.	4	33	31.1

I feel nervous when my peers speak English in our class.	3	36	34
I cannot think of the right words in English when I need to speak.	3	39	36.8
I get nervous when evaluated on my speaking in English.	3	50	47.2
I feel anxious when I have to speak English in front of the class.	3	36	34
I worry that others will laugh at me when I make a mistake speaking in English.	3	26	24.5
I do not worry about making mistakes when I speak English.	3	37	34.9
I feel confident when I speak English in class.	3	50	47.2
I get nervous when I do not know what to say in English.	3	41	38.7
I feel confident participating in English speaking activities.	3	43	40.06

The results indicate that the majority of ESL learners experienced moderate levels of speaking anxiety during recorded oral presentations. For example, 47.2% of respondents reported being moderately anxious when evaluated on their English speaking, and an equal proportion (47.2%) expressed similar levels of anxiety regarding their overall confidence in class. Similarly, 44.3% of students indicated moderate uncertainty when speaking in English, while 40% reported moderate anxiety when participating in classroom speaking activities.

A considerable proportion of learners reported being very anxious (response 4). Notably, 34% indicated high anxiety when required to speak without preparation, and 31.1% worried about making mistakes in front of others. These figures highlight the persistent role of unplanned speaking and peer evaluation in triggering stronger anxiety responses.

Only a smaller group of learners selected extremely anxious (response 5) across items. While less frequent, these responses reflect a minority of learners who face significant affective barriers to oral performance. For instance, although 36.8% reported moderate difficulty in retrieving the right words, some still expressed very or extreme anxiety in such situations.

2) Recorded oral presentations affect ESL learners' motivation and effort in preparing and delivering speaking tasks.

The second research question explored how recorded oral presentations influenced learners' motivation, enjoyment, and effort in speaking tasks. Participants rated each construct on a five-point scale indicating degree of impact (1 = Not at all to 5 = To a very great extent). The results highlight the extent to which learners felt motivated, enjoyed the process, and invested effort when preparing recorded tasks.

Table 2: Recorded oral presentations on ESL learners' motivation

Statements	Response	Frequency	Percentage
I was motivated to do my best in the recorded presentation.	5	46	43.4
I enjoyed preparing for this type of task.	5	43	40.06
I put a lot of effort into completing the presentation	5	51	48.1
I felt a sense of accomplishment after finishing the presentation.	5	46	43.4

I would like to do similar tasks in future English classes	5	47	44.3
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The results indicate that recorded oral presentations had a positive impact on learners' motivation and effort. Nearly half of the students (48.1%) reported putting the highest level of effort (response 5) into completing their presentation. Similarly, 46 students (43.4%) indicated they were strongly motivated to do their best, while 43 students (40.1%) expressed that they greatly enjoyed preparing for this task.

Learners also reported strong positive effects after completing the activity. Specifically, 46 students (43.4%) felt a clear sense of accomplishment, and 47 students (44.3%) indicated they would like to engage in similar recorded oral presentation tasks in future English classes. These responses suggest that recorded tasks not only enhanced immediate motivation but also shaped learners' willingness to continue using this format as part of their language learning experience.

3) Learners' perceptions of the usefulness and ease of using technology for recorded oral presentations.

The third research question examined learners' perceptions of the usefulness and usability of recorded oral presentations as a technology-mediated assessment tool. Using a five-point scale (1 = Strongly disagree to 5 = Strongly agree), participants rated items related to the benefits and ease of recording their presentations. The findings illustrate how learners evaluated the practicality and effectiveness of this assessment method.

Table 3: Recorded oral presentations on ESL learners' Usefulness and Usability

Statements	Response	Frequency	Percentage
Completing the recorded presentation task helped me improve my English speaking skills.	4	50	47.2
I found the recorded presentation format beneficial for learning.	4	53	50
The task helped me organize my ideas more effectively.	4	51	48.1
I believe a recorded presentation allows me to be more prepared	5	50	47.2
The task increased my awareness of pronunciation/fluency.	4	50	47.2
Recording my presentation allows me to improve the quality of my presentation	5	49	46.2

The results show that learners perceived recorded oral presentations as both useful and effective for language development. Almost half of the respondents reported strong agreement that completing the task helped them improve their English speaking skills (47.2%) and increased their awareness of pronunciation and fluency (47.2%). Similarly, 50% of learners agreed that the recorded presentation format was beneficial for learning, while 48.1% stated that it helped them organize their ideas more effectively.

In terms of preparation and quality, 50 students (47.2%) expressed that recorded presentations allowed them to be better prepared, and 49 students (46.2%) indicated that the format improved the overall quality of their presentation. Collectively, these responses highlight that learners valued the recorded presentation task not only as a low-anxiety alternative but also as a pedagogically useful tool that enhanced their speaking skills and task performance.

DISCUSSION

The findings of this study reveal that recorded oral presentations (ROPs) are generally perceived as a less anxiety-provoking alternative to live presentations. Quantitatively, a large proportion of respondents indicated being "moderately anxious," with fewer reporting extremely anxious. This shift from extreme anxiety to a

more manageable level reflects Krashen's (1982) Affective Filter Hypothesis, which posits that when the affective filter is lowered, learners can access and process more comprehensible input. The recorded format supports this by enabling learners to rehearse and self-correct, creating conditions that reduce performance pressure while still allowing authentic practice. While the persistence of moderate anxiety suggests that oral presentations remain inherently stressful [13] [18] the quantitative reduction in severe anxiety levels demonstrates that ROPs can buffer the affective filter, thus fostering greater readiness to communicate.

The results also show that ROPs had a strong motivational effect, as many learners reported increased preparation, enjoyment, and persistence. The quantitative responses point toward learners' willingness to invest effort, reflecting the motivational cycle where reduced negative affect (lower anxiety) strengthens positive engagement. This aligns with Krashen's framework, where a lowered affective filter allows affective variables such as motivation to play a stronger facilitating role in acquisition. From a technological perspective, the ability to rehearse multiple times and produce polished presentations exemplifies how autonomy and control increase task value, echoing the perceived usefulness (PU) dimension of Davis's (1989) TAM. Learners' motivation was not merely affective in nature but tied to their recognition that recorded tasks could directly enhance their speaking competence.

Similarly, the third construct revealed strong perceptions of usefulness and ease of use, both central to TAM. Quantitative evidence showed that learners consistently acknowledged improvements in fluency, pronunciation, and content organization, suggesting high levels of perceived usefulness. At the same time, learners' comfort with recording platforms indicated positive perceived ease of use (PEOU), which in TAM directly supports technology acceptance and continued usage. Notably, the results suggest that learners' motivation was strengthened by their acceptance of the technology, as higher perceptions of usefulness and ease of use were associated with a greater willingness to participate. This demonstrates how TAM can complement Krashen's model by explaining the mechanism through which lowered anxiety translates into sustained engagement with a technologically mediated task.

Taken together, the results highlight that ROPs function at the intersection of affective and technological domains. By reducing extreme anxiety (affective filter), fostering motivation (affective-motivational loop), and being perceived as useful and easy (TAM), recorded tasks provide a multi-dimensional rationale for their integration in ESL pedagogy. However, the persistence of moderate anxiety and concerns over spontaneity indicates that educators should adopt blended approaches, using both recorded and live presentations to balance affective comfort with real-time communicative demands.

CONCLUSIONS

This study examined ESL learners' perceptions of recorded oral presentations (ROPs) with a focus on speaking anxiety, motivation, and perceived usefulness. The results confirm that ROPs provide a less pressured alternative to live presentations by lowering anxiety from extreme to moderate levels, aligning with Krashen's (1982) **Affective Filter Hypothesis** that reduced anxiety facilitates more effective language acquisition. Learners also reported increased motivation, enjoyment, and persistence, reflecting greater autonomy and competence. Furthermore, perceptions of usefulness and ease of adoption support Davis's (1989) **Technology Acceptance Model (TAM)**, underscoring how technological acceptance reinforces sustained engagement with ROPs.

From a pedagogical perspective, the findings suggest several practical implications. Educators are encouraged to provide **structured training in recording tools** to build learners' confidence with the technology. Incorporating **blended assessment strategies** that combine recorded and live presentations may balance the affective benefits of ROPs with the need to develop spontaneous communicative skills. In addition, integrating **peer, teacher, or automated feedback** into recorded tasks could enhance their effectiveness as both learning opportunities and assessment methods.

This study is not without limitations. The reliance on self-reported survey data may introduce subjectivity, and the findings are drawn from a specific ESL learner context, limiting generalizability. Future research should therefore employ larger and more diverse samples, examine long-term impacts on oral proficiency, and

compare recorded and live presentations across different proficiency levels.

In conclusion, recorded oral presentations have the potential to transform oral assessment in ESL education. By lowering the affective filter, fostering motivation, and aligning with technological acceptance, they represent an innovative and sustainable practice. However, their successful implementation depends on thoughtful pedagogical design that equips learners with the necessary technical skills, integrates balanced assessment formats, and acknowledges the limitations of recorded tasks.

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