

Challenges of Oral Presentations in Online English Classrooms: Do Lecturers and Students Experience the Same?

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Abstract

With the wave of the pandemic in the recent years resulting in a sudden shift from offline learning to online learning sessions, assessments had been revised to adapt to the changes. This study was conducted with the aim of eliciting the lecturers' and students' perspectives on the difficulties faced by them in the implementation of online oral presentation in Malaysian English classrooms. This study employed a qualitative approach by interviewing 15 students and 6 instructors on the practice of online oral presentation assessments. The data were analysed employing thematic analysis. It was found that the challenges faced by the lecturers were in terms of providing feedback and number of students, while time management, practice arrangement, technical problems, and lack of feedback were the challenges faced by the students. This study recommends the faculty and the management to look into these issues so that both lecturers and students could optimise their time and materials for teaching and learning purposes. It is also suggested to consider the perspectives from the faculty and management for future research as they are the decision makers towards the curriculum.

Keywords: Oral presentations, Malaysian higher education, English classrooms, Assessment practices, Online learning, Assessment feedback

1. Introduction

Graduates who are equipped with the desired skill sets are preferred by employers. Language skills especially oral presentations skills have long been identified as one of the crucial skills expected to be possessed by fresh graduates. However, there are many areas that have to be taken into consideration in mastering English language proficiency such as pronunciation, grammar, vocabulary, fluency and comprehension (Kashinathan & Abdul Aziz, 2021) suggesting that mastering language proficiency is not an easy task.

Oral presentations, as agreed by the students from Kim's (2020) study, help second language students to practise the language for real-life contexts. However, it is said that although practising is essential for creating effective presentations because the presenters (students) are able to improve their presentations, the lecturers and students are disturbed with the number of assessment practices apart from the obligations to other work commitments and official responsibilities (Hanifa & Yusra, 2018). Another study by Mohd Radzuan and Kaur (2011) and Morales et al. (2022) supported the argument that the lack of preparedness for the assessments will make the students fail to complete their project successfully.

The world was shocked by the change in educational assessments due to the pandemic. According to Zhang et al. (2021), the shift in classroom assessment can have a prolonged impact post pandemic. Alternative approaches to classroom assessments have affected feedback practice by demanding technological basics from lecturers and students. Xu et al. (2021) opined that drastic development of technology which has taken place in line with the pandemic contributed to non-native speakers facing difficulties in making effective presentations with missing physical settings. Therefore, this study focuses on the challenges faced by the lecturers and students of the oral presentations in online English classrooms.

1.1 Statement of Problem

In conducting the oral presentation as lessons and assessments, there may be many challenges that lecturers and students have to face and experience. Challenges faced by lecturers according to Abdo Saif (2022) are students' lack of motivation and enthusiasm during online classes, lack of real-life interaction and health. In other words, the lecturers may feel that students were not engaged during the lessons and the lecturers may not be able to experience the authenticity of the teaching and learning processes due to these challenges. Other challenges faced by lecturers were poor internet connection, students' comprehension, students' lack of motivation, lecturer-learner interaction, time constraint, students' participation and engagement, lecturers' inadequate knowledge using technology, late submission or no submission from students, and suitability of the methods used to teach students speaking skills (Anugrah, 2021). These challenges were factors that may lead to unsuccessful and ineffective teaching and learning processes. Therefore, the lecturers may want to address these issues to find suitable solutions.

Students also struggle with challenges to learn and to be evaluated for oral presentation skills. One of the challenges faced by the students is in terms of the use of online platforms for their assessment practices. A study conducted by Mu'awanah et al. (2021) found several challenges in the use of Zoom platform in supporting English language learning: lack of confidence when students have to ask teachers of clarifications, delayed reply from the teachers, students get bored easily with the same platform, unfamiliarity of available learning platforms, poor internet connectivity, outdated devices, and parents' investment for learning expenses. This indicates that the platform used by the lecturers to conduct the assessments, especially speaking assessments (oral presentations) need to be considered in terms of its practicality. Nonetheless, all these challenges might be resolved if both teachers and students could negotiate with one another. Based on the issues discussed above, the current study would like to investigate the challenges faced by lecturers in assessing oral presentation skills and students being assessed of oral presentation skills.

1.2 Research Objectives

The research objectives for this study are:

- 1) To identify the challenges faced by lecturers in oral assessment practices in English for Oral Presentation course.
- 2) To investigate the challenges faced by students in oral assessment practices in English for Oral Presentation course.

1.3 Research Questions

The research questions for this study are:

- 1) What are the challenges faced by lecturers in assessment practices of the English for Oral Presentation course?
- 2) What are the challenges faced by students in assessment practices of the English for

Oral Presentation course?

1.4 Literature Review

Assessment comes hand-in-hand with the teaching and learning processes in any educational institution. Assessment also plays as an important indicator in ensuring that the students understand the lessons well where they can apply the theories learned from the lessons. The implementation of each assessment for different courses differs from one another. The lecturers and students need to be well aware of the differences of each assessment. Both parties need to be more aware if the assessment practices are still new or there might be sudden changes in the implementation of the assessments due to unforeseen factors. Each skill has different issues in administering the assessment including speaking skills. A study conducted by Forrester (2020) found that there are five (5) categories of challenges in implementing speaking assessments online; 1) Practicality which are students not having their cameras on, uncondusive environment, and lack of facilities, 2) Pedagogical which are differences in conducting physical classes, assessments rubrics, 3) Technical issues, 4) Security concerns, and 5) Administrative needs. Hence, it is advisable to conduct online speaking assessments at a minimum number of students to reduce the possibility of technical issues. In other words, there are many elements that need to be considered for online speaking assessments to be conducted successfully.

There are many challenges that may be faced and experienced by lecturers in teaching speaking skills (oral presentation skills). According to Gula (2022), the issues and difficulties experienced by lecturers in teaching oral communication courses were to handle students' lack of motivation and comprehension towards the lessons, late submission, and students could not be reached. These issues could happen and be experienced by the lecturers when they conducted assessment for oral presentations. Challenges in conducting and handling online oral presentations as an assessment were the infrastructure, students' presentation or submission of the assessment, successfulness or failure of the modules and academic integrity violation by students (Guangul et al., 2020). This means that these challenges may need to be considered by lecturers in ensuring the online assessment for oral presentation will be conducted in an appropriate manner.

Other than that, there are challenges faced by students. One of the challenges in completing the speaking assessment, specifically oral presentations is lack of the time to practise and prepare, prior to the real assessment for the oral presentations (Benraghda et al., 2018; Chen, 2015; Hasanah et al., 2013; Al-Darwish & Taqi, 2015; Whai & Mei, 2012, as cited in Mardiningrum & Ramadhani, 2020). In other words, practices in classrooms are necessary in order for students to be well-prepared for the speaking assessments. Mardiningrum and Ramadhani (2020) also reported that there are seven challenges faced by the students when they were required to do their speaking assessments in face-to-face classrooms, namely nervousness, group dynamics, audience, missing points, challenging content, language boundaries and high self-expectation. This means conducting oral presentations physically might be challenging too for both students and lecturers. Psychological challenge is also one of the challenges experienced by students and they are; 1) shyness (Jannah & Fitriati, 2016),

2) lack of motivation (Kashinathan & Abdul Aziz, 2021; Jannah & Fitriati, 2016; Hadi et.al, 2020), 3) lack of self-confidence (Aziz et.al, 2022; Kashinathan & Abdul Aziz, 2021; Jannah & Fitriati, 2016; Hadi et.al, 2020) and 4) anxiety (Kashinathan & Abdul Aziz, 2021, 2021; Jannah & Fitriati, 2016; Hadi et.al, 2020). Among all the psychological challenges, lack of vocabulary is at the top of the list of challenges in giving oral presentations (Kashinathan & Abdul Aziz, 2021; Jannah & Fitriati, 2016; Marham et.al, 2019). These challenges could affect students' speaking performances and their grades for the speaking assessments. Hence, the instructors may want to assist and guide students to face the challenges to improve their oral presentations skills.

The difficulties faced by both lecturers and students in performing oral presentations in previous studies, mainly focused on internal factors suggesting the literature on how online oral presentation is conducted as an assessment is scarce (Forrester, 2020; Guangul et al., 2020). However, the focus of the current study is the challenges faced by lecturers and students in conducting online oral presentations as an assessment.

2. Method

This study specifically focuses on English for Oral presentations designed for degree students in a local Malaysian university. During Semester September 2021 – February 2022, the course was conducted fully on digital platforms such as Zoom, Google Meet and Microsoft Teams including oral presentations. The language faculty has decided to increase the number of assessment practices for the students as a platform for them to practise their oral presentations since there is an emphasis on the importance of doing practices to excel in this course. The course was offered to almost 17 faculties at the university. In this course, students are to complete four oral presentation assessments apart from submitting 10 weekly oral recordings as a part of the preparation for the actual assessments. Lecturers are encouraged to provide input and feedback based on at least four of the 10 weekly submissions for the students to improve their presentation skills.

There were four different assessments that the students needed to complete in order to fulfil the requirements of this oral presentation course which were Introduction for Informative speech, Informative speech, Pitching, and Persuasive speech. On top of these four assessments, the students were required to submit the video recording of their speaking activities weekly for ten weeks. These video recordings were submitted online through the agreed platforms between the instructors and the students – YouTube, Google Drive, or Google Classroom. The assessors were to assess the submissions with the feedback for the students to improve their oral presentation skills. These were done to achieve the main purpose of the course which was to expose the students with the English language speaking skills.

2.1 Research Design

A qualitative research method was employed in this study in collecting the data on the challenges of the assessment practices for this oral presentations course. The interview sessions were scheduled among the lecturers and the students for about 20 to 30 minutes per

session. A consent form via Google Form was given to the participants before the interview sessions were conducted. This was done to ensure that all participants agreed to be part of the study. The interview sessions were conducted online between the researchers and the participants via; Zoom and GoogleMeet, and were video-recorded.

2.2 Sampling Procedures

This study used purposive sampling technique in collecting the data as the participants need to be carefully selected by the researchers based on certain criteria. According to Nikolopoulou (2022), this technique can be utilised because the characteristics of the participants were chosen with certain criteria by the researchers. Among the criteria that have been selected by the researchers were the teaching experience of the lecturers; less than five years, between five to 10 years and more than 10 years, while the students were chosen from these respective lecturers' classes. A total of six (6) lecturers and fifteen (15) students were interviewed after they submitted the consent form given earlier via Google Form. All participants agreed on the video recordings, and gave their full cooperation during the interview sessions.

2.3 Participant Characteristics

The participants for this study were the lecturers who assessed the oral presentation course. These lecturers were chosen based on their teaching experience. Meanwhile, the students were selected from these lecturers' classes. This was done so to ensure the consistency of the responses from both sides of the participants – the lecturers and the students. The participants were guaranteed anonymity and that the process of this study will not affect them academically or non-academically. They have the right to withdraw the statements given before the data analysis was conducted if they found any contradictory from what they have said.

2.4 Research Instrument

Semi-structured interviews were conducted for this study. The researchers prepared a set of potential questions to refer to while conducting the interview sessions and it depended on the participants on how they would like to respond to the questions during the session (Bryman, 2016). The method was utilised in investigating the issue in this study which are the challenges faced by both the lecturers and students on the implementation of the oral presentation course in one local university, particularly in assessment practices.

2.5 Data Analysis Procedure

The video recordings from the interviews were then transcribed after the data collection. When analysing the data, thematic analysis was employed. There were six steps of data analysis that were suggested by Braun and Clarke (2006, p. 16-23), which are 1) Familiarising yourself with your data, 2) Generating initial codes, 3) Searching for themes, 4) Reviewing themes, 5) Defining and naming themes, and 6) Producing the report.

3. Findings and Discussion

In this section, the results of the study are presented according to the research questions which are RQ1: What are the challenges faced by lecturers in assessment practices of the English for Oral Presentation course? and RQ2: What are the challenges faced by students in assessment practices of the English for Oral Presentation course?

3.1 RQ1: What are the challenges faced by lecturers in assessment practices of the English for Oral Presentation course?

From the lecturers' interview data, there were two (2) themes emerged: importance of feedback, and number of students.

3.1.1 Importance of Feedback

The first theme that emerged from the lecturers' interview data on the challenges faced by them when handling the assessment for the course is giving feedback. This could be seen in two aspects: the types of feedback (individual or general/group), platform of the feedback, comprehension of the feedback and time to provide feedback.

The lecturers mentioned that they could give their students individual feedback as they only have a small number of students. L1 shared that he/she was able to give individual feedback and give clarification as she has a small number of students (*L1: So, for us, for me to have like a smaller number of students, that is OK for me lah. I don't know about other instructors... Challenging lah kan to keep on clarifying.*). L2 added that she/he gave individual or group/general feedback based on the context, whether the feedback could be applicable to the whole group or whether the feedback is specific to students (*L2: ... then look at the major things, that perhaps the students have to improve. If it's something minor, something that is very general can be applicable to other people, I'll just give feedback in general, but whereas if major issue that needs an action that make me need to approach that particular student.*). This finding is in line with a study conducted by Wang and Calvano (2022) where they found that students would engage better in a small size class and students' satisfaction towards the lesson was higher compared to those who were in a large class. Students also felt satisfied when the instructors provided their feedback in a small size class where they could also maximise their online learning experience, materials provided, and task given (Husin et al., 2022). It was also suggested that a small number of students in a class could benefit the students to have a better performance and retention of the lessons that they had (Nakamura & Dev, 2022; Wright et al., 2019).

The feedback was given on Google Classroom (*L2: For my case, there are only 30 students, so I gave them feedback individually via Google classroom; L4: therefore it will be because I use what you call this Google Classroom.*). L4 added that she/he used Google Classroom to give feedback to individual students by adding on the comment section or general feedback by giving a general comment (*L4: it could also be like a general comment that I post in the Google Classroom for the rest as reference*). However, L4 would also give general feedback during lecture or on another platform, such as WhatsApp (*L4: so sometimes it's during lectures, sometimes it's via WhatsApp*). Using digital platforms to provide feedback could

help the students to learn better (Alshammary & Alhalafawy, 2023; Erkan, 2022; Klimova & Pikhart, 2022). This is maybe due to students nowadays being considered as a tech-savvy group (Bui, 2022).

The lecturers also mentioned that the students were not able to understand the feedback given. Lodge et al. (2018) stated that difficulties and confusion experienced by the students could help them to learn better as they would try their best to ensure that they understood the lessons. Nonetheless, this statement cannot be generalised to all students because different students would react differently in the same situation. L1 shared that the students had to ask questions or ask for clarification on their understanding (*L1: because it's ODL, so even when we give feedback at times, students, they don't understand what do we mean by that...right? What we wrote... They have to clarify and at the same time, they don't understand like... So, at times, it will be like "So Miss, I have to do this, this, this?" Its clarification there.*). Hence it is a challenge for the lecturers to keep providing individual clarification (*L1: then, to have like a lot of students to give feedback as a whole, it can also be different or difficult because it each one of them is different... We have to cater to each. That's why, my approach was I had it done individually*). As students preferred specific feedback from the lecturers, it was quite difficult for the lecturers to cater to each individual because pointing out detailed errors or mistakes could be overwhelming to the lecturers, hence, a summary feedback could still help students to improve their skills as a whole (Tay & Lam, 2022). Therefore, it can be inferred that the feedback given would depend on the students' needs and the lecturers need to know the kind of feedback that students prefer.

L4 shared that she needed more time to provide constructive feedback to the students (*L4: I think one of my issue would be time. Time to provide to provide constructive feedback. Yes, yes. Because you need time to actually sit, view and understand the presentation, and then to really be critical on what you want to tell them back,*). L4 also mentioned that she could not provide high-quality feedback as there are many practices students needed to complete, hence more feedback needs to be given. She suggested having fewer activities in order to really assess the students' progress and provide constructive feedback to them (*L4: ... The number of practices, if it could be reduced so that quality feedback could be given more and we could also be able to really know our students... I think it would be much more better when you have lesser activities and then you could really see the progress of your students and provide really good feedback to them.*). The lecturers are encouraged to provide constructive feedback by focusing on both students' strengths and weaknesses where they could perform better in the future and the feedback could also make the lecturers reflect and improve their approaches for the next lessons (Al Maharma & Abusa'aleek, 2022).

3.1.2 Number of Students

The next theme that emerged from the data is related to the previous theme: number of students. L3 and L6 mentioned that due to the high number of students, they could not provide feedback to all students (*L3: What I do mind is the size of the class... If the classes can be smaller and the assessments can be live, I think that would be a lot more helpful in terms of the quality of feedback and help that I can give to them as a lecturer.;* L6: the thing

is I could not give to all because as I said, 60 students, it's somehow impossible for me to actually give back to all). This was due to the fact that watching the videos of the students' presentations took time (L6: *Watching video recording of 20 just to give feedback also took some time.*). Hence, L6 could only provide feedback to one third of the students while L3 could only provide general feedback (L3: *I'm giving very general feedback*).

The high number of students was also a challenge to L1 (L1: *because the number of the students... That is one of the biggest challenges.*). However, he/she commended on the buddy system implemented where it promotes peer feedback and students would have a mentoring session with their friends (L1: *when there is a buddy system, I think that is a very good system because it promotes this peer feedback because they have this sort of a mentoring session, where the good ones mentoring the not so good ones*). According to L1, the buddy system shows different perspectives of the lecturers and students (L1: *So sometimes you have that peer feedback, it will help them in bridging the perspectives between the instructors and the students*). It helps to lighten the burden of the instructors. Based on the findings of the current study, it can be assumed that a large number of students in a class could hinder the students' understanding and performance of the course. This is in accordance with a study done by Peter and Ligembe (2022) where they revealed that a large class had led to the issues of ineffective instruction, failed to manage the class and disrupted teaching and learning process. Wang and Calvano (2022) also suggested that a small size class could benefit both instructors and students in many aspects especially in terms of class engagement and satisfaction.

3.2 RQ2: *What are the challenges faced by students in assessment practices of the English for Oral Presentation course?*

From the students' interview data, there were four (4) themes that emerged: time management, practice arrangement, technical problems, and the importance of feedback.

3.2.1 Time Management

The first theme that emerged from the interview data is time management. The interview data show that the students feel that they needed to manage their time as the tasks and assessment given were time-consuming. S2 and S4 stated that the recording they had to make for the assessment took a long time while S4 added that the editing consumed a lot of their time too (S4: *I do feel pressured about the assessment, but like I said, I only concern about the time that he given at us that time and we need to edit at same time, which is with slide and also need to record, and submit. So that's the only thing that I concern at that time.*).

S4 was quite concerned with her time to complete the assessments but S2 was okay with it even though completing the assessments consumed a bit of her time because most of the content that needed to be included in the recording had been prepared during the weekly activities (S2: *I don't think so. We just need to record, because before that because the weekly activities we already made the script, make the main point, central point and all of that. But the recording part is just like time consuming, things like that, but it's okay.*). Nonetheless, S9 mentioned that he managed to complete all the assessments on time even though he had to

balance his time between academic and co-curriculum activities as he was one of the student representative council's members (S9: *I might have a tighter schedule than the other students as I also involved in the student representative council,*). S9 also encountered a time management issue when he had too many assignments to complete but he said that he would make use of the time given by the lecturer during the class time to complete the assessments (S9: *by locating a specific time for that particular assessment or activities so that I could actually complete it within the time given by the lecturer*). Possessing good time management skills could help students to perform better in their academic performance (Ahmad et al., 2022; Trentepohl et al., 2022). This is maybe because when students managed to organise and structure their learning process, they could maximise their time more. Nonetheless, according to Saat et al. (2022), good time management skills still could not guarantee students to have good results as there might be other factors such as socio-demographic characteristics (age, gender, family background) that contribute to good academic performance.

3.2.2 Practice Arrangement

The second theme is practice arrangement. S12 stated that he did all the activities required for the course (English for Oral presentations) because he would like to boost his confidence (S12: *Yes, I do submit the activities, because I want to boost my confidence, so that's why I need to hear feedbacks*) and he also practised before he recorded the presentations for assessments (S12: *I practiced it first before I do the real assessment*). Other than that, according to S7, it can be seen that the students took their own initiative to practise for the assessments together via Google Meet (S7: *but the night before the day we have to do the speech, I will go on Google Meet with my friends and practice with my friends*). This shows that the students took a serious measure and consideration to excel in this course. Aziz et al. (2022) discovered that students needed to have and be given opportunities to practise more in order for them to be prepared to do their oral presentations which could help them to boost their confidence level and at the same time, it could help them to organise their content better. Therefore, it can be said that weekly activities that the students were required to fulfil might help them to present better for their assessments.

3.2.3 Technical Problems

The next theme found for challenges faced by students is technical problems. According to S5, S4, S10 and S11, their challenge was due to bad internet connection (S5: *because of the internet connection it causes her to submit it late? To submit the assignment later than the due date; S4: Internet connection. Internet connection... when it comes to submission, it takes about 1 hour 30 minutes sometimes; S10: I am stay in kampung so having a connection problems...; S11: I do have bad connection.*). So, it seems that it was quite difficult for them to upload the videos and recordings of the activities and the assessments. S10 shared he solved the issue by going out from his housing area to a place with better connection. Other than that, the interview data reveal that the students had experienced challenges where they had to do a lot of video editing (S5: *The editing, a little bit problem for me because I'm not really into a ICT kind of person, so it's really take, take time.; S1: Techncal issue... To edit*

the video, we need to add slides. For me, to edit the slide with the video is quite challenging because I've never done that... So I need to cut, I need to delete the video and I need to start again from the start. It's quite time consuming.). S1 added that the editing process is time-consuming. Since they were not professionals and not really into technology, it took them quite some time to complete the activities and assessments where sometimes the instructors would ask the students to record the assessment in only one take. S1 also mentioned that he/she faced problems during recording for the assessment: (S1: *the only problem that I faced during assessment is during recording*).

However, S4 mentioned that she/he did not have any issues with the recording of the video when practising (S4: *I practiced the day before, I don't think when I'm recording it take a lot of time...*). The other technical problems would be the storage where the students need to record the activities and assessments for 9-10 minutes (S1: *then to export the video, because the video for the last assignment I think it's around ten minutes. My video around nine or ten minutes, so to export the video, my phone breakdown for two times, because it's a heavy video, it's a long video. So my phone crashed-lah, crashed because of that. Technical issue.*; S9: *because I do believe during the time where I have this insufficient storage for me to record my video, it actually gives me stress because you already recorded but when you render the video you cannot have the final product of the video.*). Due to the requirement of time that they needed to fulfil, sometimes after completing the recording, they could not render the videos because the size of the recording was too big which might lead to students needing to redo the recording. This situation had caused stress among the students. According to Curelaru et al. (2022), they found out that the students in Romania experienced stress too due to technical issues (i.e. difficulties in understanding the courses, improper space to connect from home) during online learning which was quite similar with the students from current study where they had to complete their task via online.

3.2.4 Importance of Feedback

The fourth challenge experienced by the students would be in terms of feedback given by the lecturers. Based on the interview data, it is revealed that the students mentioned that the lecturers provided general feedback (S5: *He comments personally, but also he add more comments but not like individually, but general on class because we have a lot of people*; S1: *My lecturer does provide feedback, but she doesn't provide feedback for every student because she has a lot of students.*; S2: *Yeah, my lecturer will give feedback because before the real submission we have to do like practice and then submit. But sometimes because of many students, sometimes the lecturer could not make it.*) which in students' opinions, they preferred to get the individual feedback (S1: *So the feedback that she gave to us is just one of the few, so it doesn't really help. It just helped the student that she gave feedback to...*) the general feedback may not be helpful. In other words, they would like to have feedback specifically for their recording, not just in general. This challenge occurred due to too many students in one class which were 40-80 students. S1 also shared the type of feedback provided by the instructors such as the delivery styles or the vocabulary used during the presentation (S1: *For example, like if the type of words or maybe the way I present is not actually what required for that type of assessment, it actually helps me, oh, I thought this is*

okay but actually it is not.). Other than that, according to S12, he experienced a change of instructors (*S12: No, the first... the first lecturer did not give the feedback. And then after that the second lecturer do give the feedback. So I appreciate it a lot*). The first lecturer did not provide feedback at all while the second one managed to provide the feedback and he really appreciated it. S2 also had the experience where the lecturer did not provide the feedback (*S2: But sometimes because of many students, sometimes the lecturer could not make it*). S8 also said that the lecturer did not provide the feedback every week for the weekly activities (*S8: Yes, of course. The lecturer did assess us and she did point out the mistakes that we have, so in terms of that, we actually can learn what the mistake was, and then in the future, we could avoid the same mistake*.), however, the lecturer only managed to provide feedback on certain weeks because of the number of students in the class (*S1: because she has a lot of students*.; *S9: Yeah, it actually helped me to improve, but for some comment it might actually make me confused a little bit, which I might need to ask. But actually I understand maybe because the instructors also have so many students to comment, like, for example in my class they have 30 to 40 students. So if there are two classes there are already 80 students for the lecture to comment. So I think it will help me to improve*.). Based on this data, it can be inferred that the students would really appreciate the constructive feedback from the lecturers, however, due to some constraints, such as high number of students in a class and time constraint, the students could not receive individual feedback from the lecturers. Getting feedback from lecturers or peers could help the students to know and identify their strengths and weaknesses which this could assist them to do better in their future assignments and assessments (Al Maharma & Abusa'aleek, 2022; Alshammery & Alhalafawy, 2023; Erkan, 2022; Klimova & Pikhart, 2022; Tay & Lam, 2022). Thus, the lecturers may want to consider providing feedback as one of their teaching approaches.

4. Conclusion

From the findings, both lecturers and students experienced and faced challenges in the process of teaching and learning of the English for Oral Presentations course. Based on the analyses, the lecturers faced 1) difficulties to provide the feedback to the students individually due to 2) a large number of students in a class while students experienced challenges in terms of 1) time management, 2) practice arrangement, 3) technical issues, and 4) getting feedback from the lecturers. In terms of the time management and practice arrangement, the students may want to negotiate with the lecturers for submission of weekly activities and assessments to be extended as long as they have valid reasons. Other than technical issues such as internet connection or editing the videos, the students could ask for lecturers' or their friends' help to assist and guide them. Moreover, from the analyses, it can be seen that there is one of the challenges that both lecturers and students encountered which was providing and getting the feedback. This suggests that both lecturers and students were concerned about the feedback because both parties knew the importance of feedback in order for students to improve their performance in oral presentations. In other words, giving and receiving feedback could be considered as the main challenge for both lecturers and students due to a large number of students. Hence, it can be recommended that the faculty and lecturers consider reducing the number of students in a class for one lecturer to handle.

However, the findings of this study are limited only to this group of participants as this study employed a purposive sampling method suggesting the findings of this study cannot be generalised. The findings are also limited to the methods employed to collect the data where both students and lecturers are only interviewed. Thus, it is recommended for future research to conduct a study using a quantitative method with a bigger number of respondents that investigates the issue of challenges. Future studies can also adopt questionnaires or focus groups to collect data in order to triangulate them allowing the findings to be more comprehensive and inclusive. Other than that, the future research can also look into the faculty or the management's point of view on this issue either quantitatively or qualitatively.

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