

Oral Presentations' Anxiety among Egyptian Undergraduates: Causes and Remedies

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ARTICLE INFO	ABSTRACT
Keywords: Oral presentations, Foreign language speaking anxiety, factors, EFL Egyptian students, strategies DOI: http://dx.doi.org/10.21093/ijeltal.v9i2.1705 How to cite: Morsi, W.K. & Zaki, M.M. (2024). Oral Presentations' Anxiety among Egyptian Undergraduates: Causes and Remedies. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 9(2), 425-439	One of the goals, in education is to help students improve their communication and social skills to prepare them for participation in society and successful careers worldwide. This explains why oral presentations have become a method of evaluation in higher education institutions to enhance students' ability to communicate effectively. However, many students who are learning English as a foreign language often feel anxious when they have to speak. The aim of this paper is to explore and discuss the factors that impact the performance of Egyptian undergraduate students during presentations, as well as suggest strategies to help them overcome their fear of speaking in a foreign language. This study is exploratory, non-experimental in which ninety-nine undergraduate EFL learners responded to survey questions. Analysis of the research findings indicated that anxiety stems from sources such as the fear of being judged, making errors, lack of practice, and other significant factors. The research also proposed strategies for students to manage their anxiety while presenting orally.

1. Introduction

In today's modern world, proficiency, in English is highly sought after making it essential for students to master the language (Wilson & Brooks, 2015; Morsi, 2023; Morsi et al., 2024). The ability to engage in conversations using a foreign language is often seen as an indicator of language learning success. According to Ur (2009), speaking skills are considered paramount; individuals who are proficient in a second or foreign language are commonly known as its "speakers" suggesting that speaking encompasses aspects of language proficiency, "speaking skill is regarded as the most significant of all other skills, as people who know a

language are commonly referred to as “speakers” of the language; as if speaking encompasses all other aspects of language proficiency” (Ur, 2009, p. 120). Wilson & Brooks (2015) add that language functions as a social construct, implying that for students to develop as foreign language learners, they should be utilizing the language they are learning to interact with others. Consequently, English oral presentations have become a prevalent assessment method in universities aiming to support students in their English language development. These presentations provide EFL learners with opportunities to express their ideas effectively before an audience. Raja (2013) emphasizes this by highlighting the impact oral presentations could have on the learning journey. Discussions, for instance, serves as a tool, for educational institutions to achieve their goal of effective communication and interaction. Communication plays a key role in indicating unity, professional competence and the acquisition of language skills (Raj, 2013, p. 154).

For learners studying English as a language (EFL), mastering and using a language can often trigger feelings of unease and nervousness. Various factors, including anxiety, can affect the process of learning a second language (Henter, 2014; Morsi, 2023; Morsi & Elseoud, 2024). These emotional factors are characteristics that can either support or impede learners from acquiring a foreign language (Li, 2012). Success in language learning is not solely dependent on abilities but on the personal experiences and emotions of learners. Thus, influences such as anxiety, motivation and self-esteem are key elements that contribute to the success of individuals’ learning non-native languages as suggested by Krashen (1982). Research indicates that anxiety stands out as one of the negative influences, among other emotional factors affecting foreign language learning, especially when it comes to speaking skills (Alharbi, 2021). It could significantly hinder students’ ability to speak in a language they are required to use. According to Gannoun & Deris (2023), anxiety is described as a response that arises when a specific situation is perceived as threatening. This emotional factor can negatively impact students’ oral presentations, leading to performance; if they do not feel confident in their learning approach, they may lack the motivation to improve their performance during the learning process. They might focus more on their errors than on the learning process, potentially reducing the effectiveness of learning.

Oral presentations are essential practice or assessments in the journey of undergraduate students, and many Egyptian EFL learners reportedly feel anxious when presenting orally (Morsi et al., 2024). This could be attributed to the fact that they are not native speakers of the language and that they find themselves in situations where they must publicly present using English before an audience (Raja, 2017). The primary goal of this study is to explore the factors that trigger anxiety among undergraduates during oral presentations. Furthermore, the researchers aim to investigate strategies for both teachers and students to alleviate the causes of oral anxiety. While previous Western studies have extensively examined Foreign Language Anxiety (FLA), conducting investigations in contexts like Egypt with Arab participants would enrich the literature on this topic. Ali (2017) and Karboush (2017) have noted an increase in the number of Egyptian students who are interested in learning English annually. However, to the best of the researchers’ knowledge, there is scant research focusing on this topic in the Egyptian context. Devoting attention to this area of research to promote EFL learning in the region is crucial to attaining equality and achieving sustainable development goals in quality education (Attia, 2015; Abul Magd, 2015; Kharboush, 2017; Ali, 2017; Morsi et al., 2024; Morsi, 2025). Furthermore, existing studies on anxiety during

presentations have predominantly centered on Middle Eastern contexts, excluding Egypt. Egyptian researchers have primarily explored foreign language anxiety in general rather than specifically addressing speaking anxiety during presentations among Egyptian students. This study aims to investigate speaking anxiety across universities and faculties from the perspective of students.

In addition, limited research has delved into strategies that teachers can employ to alleviate students' anxiety from their viewpoints. This research addresses students' reflections on their presentation experiences and identifies strategies from their perspectives rather than prescribing specific actions based solely on existing literature recommendations. However, Foreign Language Anxiety (FLA) plays a role in impacting students' verbal abilities, even affecting those who speak their language. Students need to manage these feelings to prevent them from hindering their learning and academic progress. Students should realize that public speaking in English is a skill that can be acquired through practice and training rather than an inherent talent. Understanding the root causes of anxiety when speaking a language can provide insights on how to effectively address it. By implementing coping mechanisms, students can successfully overcome anxiety leading to a less daunting experience in learning English as a Foreign Language (EFL) or English as a Second Language (ESL). Therefore, this study aims to answer the following research questions:

1. What are the factors that contribute to triggering anxiety among Egyptian undergraduates in oral presentations?
2. How do Egyptian EFL students try to overcome anxiety when presenting orally?
3. From the students' viewpoint, which strategies could teachers employ to manage their oral speaking anxiety?

2. Literature Review

2.1 Theoretical Framework

The theoretical framework of this research is based on James McCroskey's (2001) theory of oral communication apprehension and Krashen's affective filter hypothesis (1986). According to James McCroskey, communication apprehension is the broad term that refers to an individual's "fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 2001, as cited in Kho & Ting, 2021). At its heart, communication apprehension is a psychological response to evaluation.

This psychological response, however, quickly becomes physical as the human body responds to the threat the mind perceives. Yet, in oral presentation, instead of running away or fighting, all one needs to do is stand and talk. Our bodies do not differentiate between physical and psychological threats. Consequently, our physical reactions may not align well with the actual nature of the perceived threat, leading to an excess of energy that can hinder our effectiveness as public speakers. Krashen argues that there are a number of 'affective variables' that play a facilitative, but not causal, role in second language acquisition. These variables include motivation, self-confidence, anxiety, and personality traits (Schutz, 2019). Learners with high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped for success in L2. Learners with low motivation, low self-esteem, high levels of anxiety, and introversion are expected to form a 'mental block' that prevents comprehensible input from being used for learning.

2.2 Overview of Previous Studies

It is suggested that individuals often feel stressed and anxious when presenting in settings and may prefer to avoid situations requiring speaking (Raja, 2017 p. 96). Raja (2017) investigated the causes of anxiety among undergraduates during presentations. Put forth strategies to help students overcome their nervousness. He administered a questionnaire to fifty university undergraduates in Karachi, Pakistan. He discovered that a majority of the students 75%, felt nervous when speaking in front of a crowd. Half of them linked their anxiety to a lack of confidence during speaking. A significant 82% believed that the size of the audience had an impact on their performance. Additionally, 95% of the students mentioned that employing strategies like preparation and mastering the subject matter could help alleviate their fear of public speaking.

Similar aspects were explored by Huda & Ma'mun in 2018 among English Department Freshmen at Walisongo State Islamic University in Indonesia. Data was collected through interviews and questionnaire responses. The researchers utilized the Foreign Language Classroom Anxiety Scale (FLCAS) to assess speaking anxiety levels. The investigators interviewed six students who exhibited the levels of anxiety (54%). The results confirmed that participants experienced anxiety with factors such as overthinking, inadequate preparation, past speaking experiences, limited proficiency, low self-confidence, and fear of errors contributing to speaking anxiety during presentations.

Furthermore, when students were tasked with filling out a survey about nervousness while speaking, certain personal traits such as lack of confidence, readiness, interaction with the audience, and language skills were identified as factors that could contribute to anxiety among students at UITM Dungun Campus in Malaysia (Razawi et al., 2019). In response to this, the researchers put forward a set of recommendations for educators to enhance students' English language skills through assessments of presentations and helping them manage their anxiety. Specifically, the suggested implications that teachers should consider aim to create an educational atmosphere that caters to the learning needs of students. Additionally, instructors are encouraged to emphasize the importance of being listeners when students present.

In a study by Soomro and colleagues in 2019, it was observed that Engineering undergraduates in Pakistan faced challenges when delivering presentations in class. The researchers gathered feedback from 100 first-year undergraduates through a questionnaire to investigate the causes of stress during presentations among Engineering students in Pakistan. The findings indicated that the students' oral communication skills were generally affected during presentations. They identified factors such as anxiety, stress, low self-esteem, shyness, inadequate communication skills, and lack of motivation as obstacles to their presentation performance. To address these challenges, the students suggested practice, support, and motivation as strategies (Morsi et al., 2024).

Similarly, Tian (2019) studied anxiety levels among students during classroom presentations in an educational setting. Twenty students participated in a questionnaire and interview conducted by the researcher. The results revealed that all participants experienced varying degrees of nervousness during their presentations in class. It was noted that anxiety levels could escalate when adequate preparation was lacking or when there was time for presenting. Other contributing factors included feedback from peers and teachers and

insufficient language proficiency. A study conducted by Kurkan (2021) focused on Thai EFL Engineering students at Raja Mangala University of Technology in Thailand. The research involved 72 first-year engineering students, revealing that these students experienced levels of anxiety during presentations. Factors contributing to their speaking anxiety included issues like mispronunciation, limited English vocabulary, negative feedback from teachers, and audience reactions. The study suggested coping mechanisms such as increased practice of avoiding eye contact with the audience and focusing on friends for support.

In summary, this review highlights how emotional factors can trigger anxiety in foreign language learners, impacting their communication skills and presentation performance negatively. By exploring these factors among undergraduates and sharing student-recommended strategies to combat anxiety, this research could contribute valuable insights to the existing literature.

3. Research Methodology

3.1 Research Design

This study involves a research approach that is not experimental in nature. To address the research inquiries, a questionnaire was administered using Microsoft Forms as the tool. The survey was adapted from works by Tian & Mahmud (2018) and Tian (2019), who utilized the Personal Report of Public Speaking Anxiety framework developed by McCroskey (1970). The selection of PRPSA was deliberate as it contains questions to assess anxiety levels in oral presentations which differs from many other anxiety scales related to public speaking. The survey comprises three sections; one section gathers information on participants' age and background through three questions; another section includes twelve close-ended questions for participant responses, and a third section consists of five open-ended questions. A pilot test with ten students was conducted initially to refine the survey and ensure question clarity (refer to Appendix 1).

3.2 Participants

The sample of the population represented 99 Egyptian students who were studying at either public or private universities. These students, aged between 18 and 24, were pursuing degrees in fields such as Engineering, Arts, and Humanities (English and psychology departments), Medicine, Computer Science, Dentistry, and Business Administration. It is important to mention that all participants shared social backgrounds as they were Egyptian residents of Cairo who learned English as a foreign language (FL). Prior to distributing the questionnaire, all participants provided their consent by signing an approval form to participate in the study.

3.3. Data Analysis Procedures

The data collected from the survey were analyzed both quantitatively and qualitatively. These are presented in this section. Statistical data and graphs were generated using Microsoft Forms while other visual representations were manually created by the researcher. The survey included different types of questions, with quantitative responses being analyzed first and then qualitative insights. Upon analyzing the gathered data, significant findings emerged.

4. Results

4.1. Demographic Findings about the Participants:

This section presents information about the participants alongside open-ended queries. Figure 1 illustrates the distribution of student participation across universities in Cairo and other governorates in Egypt. The highest percentage of participants (43.4%) hailed from the British University in Egypt (BUE), followed by Cairo University (21.2%), Helwan University (8%), and Badr University (5%). Furthermore, 4% of the participants came from the Modern University for Technology & Information (MTI), while 3% were from Ain Shams University (ASU). Other universities, such as Misr International University (MIU), Future University in Egypt (FUE), Egyptian Chinese University (ECU), and Mansoura University, each had a representation of 2%. In addition, there were participants from Egypt University of Informatics (EUI), MUST University in October City, the American University in Cairo (AUC), Sadat Academy, Galala University, Menofia University, and German International University made up 1% each.

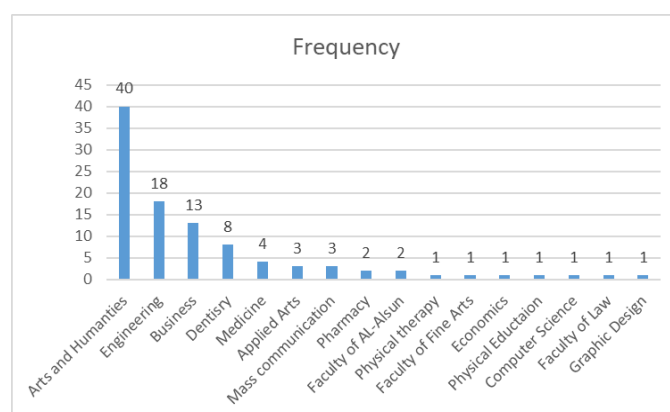
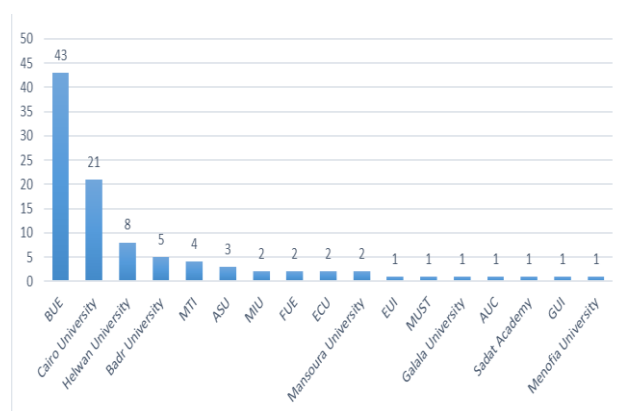


Figure 1: Students from Private and Public Universities Figure 2. Students enrolled in different Majors

Ninety-nine students took part in the questionnaire from diverse academic departments as indicated in Figure 2. Among them, forty students belonged to the Arts and Humanities faculty, with English major students comprising (21.2%), followed by psychology (15.1%) and Translation (4%). The largest group consisted of Engineering students (18.1%) followed by Business Administration (13.1%), Dentistry (8%) and Medicine (4%). Another 3% of students were from the Applied Arts and Mass Communication faculties, while 2% were from Pharmacy and Al-Asun faculties. There were 1% each from the Fine Arts, Economics, Physical Education, Computer Science, Law Faculty and Graphic Design faculties. All these students are pursuing their studies in English as a language.

4.2. Quantitative Analysis of the Research Findings

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Students of English language and literature were asked about their reactions to the announcement of an English oral presentation. The survey revealed that 68% of students feel nervous, while 32% actually anticipate giving the presentation. This indicates that most participants view presentations as a source of anxiety with only a minority looking forward to them. Regarding their feelings about oral presentations, question five asked students how they react when informed about an upcoming presentation date (See Figure 3). The findings revealed that 68% of the students admitted feeling tense upon hearing about it whereas 32% expressed anticipation, for delivering their presentations.



Figure 3: Percentages of Students Enrolled in different Majors.

9. What do you feel when you are presenting Infront of your teachers?

[More Details](#)



Figure 4. Students' Feelings about Giving Oral Presentations in the Presence of Teachers

The findings indicated that all the participants faced anxiety while giving presentations as part of their assessment with a majority expressing nervousness. In response to question six, 34.3% of students agreed that they feel anxious and find it hard to focus when preparing for their speech, while 16.2% strongly agreed. Meanwhile, 33.3% remained neutral, 14.1% disagreed with feeling nervous and 2% strongly disagreed. Thus, the results from Figures 3 and 4 suggest that delivering oral presentations can be perceived as a stressful experience for students.

Questions seven and eight focused on factors contributing to feelings of anxiety and lack of focus, during oral presentations. The study revealed that 31.3% of students felt self-assured about their presentations with an additional 12.1% agreeing. Conversely 16.1% disagreed with this notion and 4% strongly disagreed. In question eight, students were also asked if they were afraid of making mistakes during their presentations. It was discovered that 45.5% of the students feel apprehensive about making mistakes during presentations with 33.3% strongly agreeing with this sentiment. Conversely, 5.1% of students expressed disagreement with feeling fearful during presentations while 1% strongly disagreed. These findings suggest that students may experience anxiety due to a lack of confidence and a fear of errors as shown by the analyzed data.

8. During oral presentation, how often does your teacher interrupt to correct your speaking mistakes or ask questions?

[More Details](#)

Very often	12
Sometimes	47
Never	40



9. If your answer to the previous question is "very often" and "sometimes", how do you feel when being interrupted by comments or questions?

[More Details](#)

I feel more anxious that I forgot ...	27
I feel unmotivated and afraid to ...	21
It does not matter to me	28



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Figure 5 and 6. Effect of Teachers' Interruptions on Students' Oral Performance

Building upon the questions findings students were also asked whether they feel nervous in front of teachers who would be grading their oral performance (See Figure 6).

9. What do you feel when you are presenting Infront of your teachers?

[More Details](#)

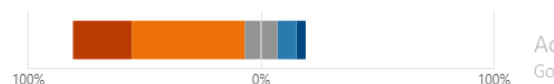
My hands shake and my body f...	27
My heart beats very fast	58
I feel relaxed	14



10. Do you feel nervous knowing that your oral performance will be graded by your teacher?

[More Details](#)

Strongly agree Agree Neutral Disagree Strongly disagree



Ac
Go

Figure 7 and 8. Students feel nervous to present in front of teachers knowing they will be graded.

The results indicated that nearly half of the students 48.5% admitted to feeling nervous when they knew their speaking assessments would be graded by teachers with an additional 25.3% agreeing with this sentiment. On the hand 14.1% remained neutral while 8.1% disagreed with feeling nervous and only 4% strongly disagreed. Furthermore, students were asked about how teachers interrupt them to correct errors or pose questions during presentations. A

majority of students (47%) responded with "sometimes " while 12% stated " often " and the remaining students (40%) mentioned "never." The combined percentage of those who experience interruptions either " often" or "sometimes" (59.5%) indicates that some teachers indeed interrupt students during oral presentations potentially impacting their performance due to evaluation anxiety. Responses from another question in the survey revealed that 27% of students become more anxious and tend to forget their prepared content when interrupted by teachers while 21.2% feel demotivated and fearful about presenting parts. Conversely, a majority of students (37%) reported that interruptions have no effect, on their performance.

4.3. Qualitative Examination of the Inquiries

Students' answers, to the three open-ended questions offered valuable insights into the factors influencing EFL learners' anxiety during oral presentations, as well as effective methods to alleviate it. A thematic review was utilized to analyze the students' responses. The responses were classified into three themes; factors that trigger speaking anxiety techniques students use to reduce their anxiety and recommendations for teachers to help ease students' anxiety during presentations. Students identified eight factors that can induce feelings of fear and stress when presenting in public.

4.3.1. Insufficient practice and preparation

Students often feel anxious due to practice and inadequate preparation before a presentation. Their responses included statements like "I think preparing for my topic " "practice," "When I don't have information about the topic " and "Feeling unprepared and not ready for the presentation." Inadequate preparation and limited practice among English, as a Foreign Language (EFL) students can lead to forgetting words and key points during a presentation disrupting the delivery flow (see Appendix, Fig. 1).

4.3.2. Fear of negative evaluation

Fear of being judged is identified as a factor that causes students to experience anxiety during English oral presentations. Several responses support this notion, such, as concerns about evaluation, fear of judgment and worries about appearing foolish in front of others. The impact of evaluation on student performance is underscored by an example where a student was mocked for pronunciation leading her to avoid presenting again. These responses align with the findings, from the analysis depicted in figures 7 and 8. Lack of English vocabulary, and incorrect pronunciation were found to trigger students' speaking anxiety in previous research (Tian, 2019; Kurkan, 2021).

4.3.3. Fear of making mistakes

This is another factor that contributes to students' anxiety levels during presentations. The students expressed feeling anxious, about making errors during their presentations. One student mentioned, "I worry about saying something" while another noted, "If I make mistakes it affects the professionalism of my presentation." A participant shared concerns about veering off track or providing details that could lead to anxiety. In addition, forgetting a word and substituting it with Arabic caused feelings of distress. Even a simple spelling mistake could induce anxiety during presentations. These responses shed light on why 78.8% of the students surveyed admitted to fearing mistakes in presentations. This has been confirmed in Huda & Ma'muns (2019).

4.3.4. Self-confidence

Self-confidence affects learners' oral performance. It is considered one of the key emotional factors affecting their presentation skills. Most participants mentioned that their uncertainty, about the accuracy of their words triggers feelings of anxiety. They expressed a lack of self-assurance when presenting to others especially when they feel they lack the skills or understanding of their presentation content. The responses highlighted how low self-confidence can affect students. For instance, one participant shared "I always assume others are better than me so I fear being the worst." Another participant noted that when presenters doubt their abilities and lack confidence in their skills, it can lead to anxiety," when the presenter feels not good enough and they don't have the skills to perform, this can trigger anxiety", and "Being unsure if what I'm saying is correct or not". (See Appendix Fig.2&4). Therefore, it was evident both quantitatively and qualitatively that low self-confidence contributes to speaking anxiety.

4.3.5. Instructors and audience's reactions

The responses also emphasized the importance of teachers' and audiences' reactions in determining the success of a presentation. Participants pointed out that negative reactions from teachers and audiences, such as appearing disinterested or not paying attention had an impact, on their performance. This made them feel insecure and anxious causing them to forget their prepared content and lose motivation to continue presenting. Moreover, the responses, from the participants clearly show how their confidence and performance can be influenced by the reactions of teachers and audiences. For instance, one participant mentioned feeling more self-assured with positive teacher feedback but getting distracted if the response is negative. This has been confirmed in Dansieh, Owusu, & Seidu (2021) who recommended that teachers should adopt approaches that help EFL learners boost self-confidence in presenting.

Another participant shared experiences of being affected by the crowds' demeanor, with stammering and demotivation being the outcomes. The participants also expressed struggles in maintaining composure despite preparation when faced with varying reactions from the audience.

Positive audience feedback was seen as a sign of success while indifference or lack of attention could signify areas for improvement (Dansieh, Owusu & Seidu, 2021); some participants admitted that they might adjust their behavior based on audience reactions showing a correlation between feedback and presenter behavior. Hence, these insights highlight how crucial teacher and audience responses are, in shaping presenter performance. In addition, to referring to Appendix, Figure 5, the nervousness of presenters can be triggered not by the expressions of teachers and the audience, but also by their interruptions (See Appendix Fig. 9 & 10). Respondents expressed their dislike for being interrupted by comments or questions from lecturers or audience members as being openly laughed at or mocked, which can derail their train of thought. The act of making comments and asking questions during presentations can heighten the anxiety levels for students. Some notable responses included statements like "I find it unsettling when I'm interrupted because it throws me off track and makes me more focused on reactions, which in turn distracts me " "Teachers and students posing questions along with students laughing, giggling and whispering while I'm presenting " and "interruptions, side conversations and unexpected inquiries" (See

Appendix, Fig.6). This has been in line with Razawi, Zulkornain and Razlan (2019) findings which showed that audience reactions can have negative impact on presenters.

4.3.6. Feeling exposed

A factor contributing to anxiety during presentations is feeling exposed. When learners believe that everyone, in the classroom including the teacher is attentively watching them.

During the interviews, with students regarding their anxiety triggers they expressed feeling fearful when all eyes are on them in front of large groups. They mentioned being self-conscious and afraid of speaking up in the spotlight (See Appendix, Fig. 7).

4.3.7. Language Proficiency and lack of experience:

The research findings have shown that students' nervousness stemmed from a lack of confidence in their English language skills hindering their ability to present effectively. Many students face challenges with language proficiency leading to communication apprehension.

Moreover, participants highlighted that their speaking anxiety was also influenced by a lack of experience in delivering presentations. They noted that they were unfamiliar with presenting in class and felt unaccustomed to the task. Some participants suggested that national students might experience anxiety due to exposure to such activities. The lack of experience resulting from their background posed a challenge for them as oral presentations were new territory, for many (See Appendix, Fig. 8). Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021) found that Ghana EFL learners lack of experience and needs for help causes their anxiety.

5. Discussion

Concerning research question one, "What are the factors that lead to anxiety in undergraduate students during oral presentations?", this research illustrated that anxiety during presentations stems from various factors, including lack of confidence, insufficient practice and preparation and limited experience. Factors like reactions from teachers and audience members fear of errors and negative assessment visibility concerns and proficiency in language can intensify feelings of anxiety during presentations. These findings are confirmed in the conclusions drawn in studies by Raja (2017), Huda & Ma'mun (2019), Razawi, Zulkornain & Razlan (2019) as all highlighted how lack of confidence contributes to oral anxiety. Furthermore, theories proposed by Bandura (1977) and Krashen (1982) support the notion that self-confidence plays a role in language anxiety and its impact, on second language acquisition. The study also confirmed that lack of practice and preparation can heighten presenters' anxiety levels as observed in studies conducted by Huda & Ma'mun (2019) and Tian (2019). They discovered that lack of practice and readiness were factors that could heighten anxiety. The findings on the fear of evaluation also affirmed what Horwitz et al. (1986) had previously reported in their research. Again, this was supported by Kurakans (2021) research work, which found that the fear of evaluation impacted EFL students in Thailand.

According to the questionnaire results, students fear of making mistakes was identified as a contributing factor to anxiety. This finding resonates with Huda & Ma'muns (2019) study, which noted that "making mistakes while speaking during presentations can be highly anxiety inducing for English Department Freshmen at UIN Walisongo." Moreover, the

research results from Huda & Ma'mun (2019), Razawi, Zulkornain & Razlan (2019), Tian (2019) and Kurkan (2021) all affirmed that language proficiency plays a role in foreign language anxiety during oral presentations. This finding is consistent in research and it possibly impacts students' self-confidence and overall performance. In a study conducted by Tian in 2019, it was revealed that Egyptian students tend to feel uncomfortable when they are the center of attention and under scrutiny by an audience. This aligns with the fear many students have of presenting in front of an audience. Similarly, Razawi, Zulkornain and Razlan (2019) well as Kurkans (2021) discovered that the reactions and involvement of the audience can disrupt the smooth flow of an oral presentation mirroring the responses given by students in open ended questions. Recent research involving participants from different nationalities further supports the conclusions drawn in this study (Kho & Ting, 2021; Dansieh, Owusu, & Seidu, 2021).

Research question two inquired about how Egyptian EFL students tackle anxiety during presentations. The responses from the questionnaire shed light on strategies that students can use to reduce anxiety and take control over their performance. Students emphasized that practicing extensively and being fully prepared are strategies, for overcoming presentation anxiety. Similar findings were observed in studies conducted in Pakistan and Thailand (Tian, 2019; Kurkan, 2021; Soomro et al. & Raja, 2017). Oral practice can minimize glossophobia - the fear of public speaking (Dansieh, Owusu, & Seidu, G., 2021); during preparation, practicing to speak in front of the mirror could reduce students' nervousness (Kurniawan, 2016). Kurkan (2021) also noted an effective strategy for students to manage their anxiety is to avoid making eye contact. Instead focus on supportive friends who provide reassurance without judgment.

In response to research question two, "From the students' viewpoint, which strategies could teachers employ to manage their oral speaking anxiety?", the research findings revealed strategies that could be useful for teachers to employ in their oral evaluations provide to help ease students' anxiety. These methods include using breathing exercises, nodding in agreement or satisfaction, displaying friendly facial expressions and refraining from interrupting speakers. Participants also recommended that teachers smile at students and actively engage with them while saving comments and questions for the end of a presentation. Two of these strategies were mentioned in the literature review emphasizing the importance for educators to establish a supportive environment. This involves nodding to indicate understanding of students' messages. Creating an encouraging atmosphere on stage can significantly enhance students' self-assurance (Razawi, Zulkornain & Razlan 2019). Another suggested approach is for teachers to remind audience members on how to behave during presentations so as not to distract or annoy student presenters. Demonstrating smiles and interest in what speakers re discussing are all ways to convey positive attitudes, toward presenters. Maintaining an attitude, among the audience can significantly reduce the speakers' nervousness during presentations making them feel supported and recognized. As a result of our discussion all research questions have been addressed.

6. Conclusion

Performing oral presentations is a student-centered activity and an effective tool for improving students' communicative competence in the EFL classroom. However, it can be a challenging experience to most of Egyptian learners. In this research, students' responses to

the survey's questions provided valuable insights into what causes anxiety in EFL learners during oral presentations and effective ways to reduce it. The analysis of data collected was done thematically focusing on factors that trigger speaking anxiety, techniques used by students to alleviate their anxiety, and suggestions for teachers to support students during presentations. Students reported eight factors that contribute to feelings of fear and stress when presenting in public. It is recommended that language teachers should understand the skills involved in giving presentations, and the difficulties EFL or L2 can go through as they prepare and carry out this task. In this research, the audience's reaction, and lack of preparation were found to be the most influential factors that could trigger students' oral communication apprehension. Preparation is a significant factor for instructors to work on unlike the audience's factor, which is beyond the control of the students. Students can be taught techniques to make good preparations for oral presentations, such as rehearsing repeatedly to familiarize themselves with the presentation content.

Nevertheless, the study is not without limitations. For instance, a larger number of participants is required to generalize its findings to a larger audience; second, due to time constraints data collection was limited to using a questionnaire whereas conducting interviews with students could have provided more in-depth insights into their experiences and viewpoints on how to cope with oral presentations' anxiety. Finally, gathering input from teachers might have revealed strategies for addressing anxiety considering they interact with students daily and are familiar, with their anxiety levels and how to support them. Subsequent research could involve using methods to test the effectiveness of the mentioned strategies or exploring new teaching approaches.

In conclusion, group presentations are recommended as oral assessments (Kho & Ting, 2021). Working in groups can help students develop effective communication techniques that improve their ability to interact with the audience and increase their efficiency. Ideal sustainable learning integrates learners' preferences, individual differences, practices of collaboration, and knowledge sharing (Morsi, 2023; Morsi, 2025). To achieve sustainable learning in education, students should be equipped with skills and strategies to renew themselves through inquiry and self-assessment. Teachers must establish educational settings where students' abilities and capabilities can flourish, embracing them as integral participants and contributors to society. This approach ensures that learning remains an ongoing process, adapting to the evolving world.

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