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ONLINE VS IN-CLASS: EFL STUDENTS' ORAL PRESENTATION PREFERENCES

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A B S T R A C T S

The objective of this study is to analyze the preferences and experiences of students with regards to in-class oral presentations as opposed to online oral presentations in English class. The participants for this study were 61 students selected purposively, with a concentration on students in their fourth semester at the Faculty of Health Sciences. The data were collected using a questionnaire and a semi-structured interview. The results show that students have a strong preference for online presentations, both in terms of general satisfaction and ease of preparation, indicating the perceived advantages of the online format over traditional in class presentations. The majority of students believe that online presentations improve their communication skills. The findings have important implications for educators and institutions seeking to improve the effectiveness of oral presentation methods.

A R T I C L E I N F O

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INTRODUCTION

The global education landscape has been substantially transformed by the transition to remote learning during the COVID-19 pandemic. Educational institutions were compelled to rapidly adjust to new teaching and learning methods as a result of this unprecedented situation, with online platforms serving as the primary medium for instruction. The transition from in-class to online oral presentations was one of the most significant transformations. In language learning, oral presentations are a critical element of academic curricula for achieving academic achievement as they demand a diverse set of skills essential for academic life (Kim, 2006). Brooks & Wilson (2014) also stated that since oral presentations require the application of all four language skills and are learner-oriented and authentic tasks, they are seen to be advantageous in that they boost student motivation. These abilities are essential for students in all study program in the higher education, as they will be required to communicate intricate information effectively in their future professional positions. This has resulted in both opportunities and challenges for students, as the transition to online presentations has had an unexpected impact on their preferences and experiences.

In the past, in-class oral presentations were considered valuable because they facilitate immediate feedback and engagement by promoting direct interaction between students and their audience. Nevertheless, the recent COVID-19 pandemic has necessitated a reevaluation of these dynamics, as a result of the precipitous transition to online presentations. Significant obstacles include insufficient class time to facilitate substantial discussions for all presentations

(Holland, 2014). Garrison (2017) and Lowenthal et al., (2017) have demonstrated that online presentations frequently lack the immediacy and rich interaction of traditional classroom settings, despite the fact that they offer flexibility and accessibility. Additionally, students may encounter difficulties in virtual environments due to the absence of real-time audience engagement and non-verbal signals, which are essential for effective communication and learning (Bailenson, 2021). In order to maximize educational practices in a post-pandemic world, it is imperative to comprehend students' preferences between in-class and online presentations, given these challenges. The objective of this investigation is to examine these preferences in order to inform future pedagogical strategies.

Additionally, the experience of presenting in a non-native language, such as English, introduces an additional layer of complexity. For numerous students, particularly those from non-English-speaking countries, delivering presentations in English can be a source of acute anxiety and stress. Recent studies highlight the widespread occurrence and severity of this anxiety among individuals who are not native English speakers. Shao et al. (2013) discovered that students undergo increased levels of anxiety when participating in English oral presentations. This anxiety is caused by concerns about being negatively judged, fear of communicating, and feeling inadequate in their language skills. According to Dewaele et al. (2018), students' anxiety levels are typically made worse by the high stakes and public character of oral presentations, whether they are done in physical classrooms or virtual environments. This is particularly true for early intermediate English learners in the faculty of health, who may already be under significant strain as a result of the rigorous nature of their studies. The overall learning experience can be influenced by the mode of presentation, whether it be in-class or online, which can either exacerbate or mitigate these challenges. Furthermore, the transition to virtual learning platforms as a result of the COVID-19 outbreak has added extra levels of concern for students.

In health care settings, where patient outcomes can be substantially impacted by clear and precise communication, effective communication is not only crucial for academic success but also for professional competence. Consequently, a thorough comprehension of health faculty students' preferences and experiences with in-class and online presentations can be used to devise more effective teaching strategies that better equip students for their future vocations. Although there is a growing amount of research on online learning and remote education, there is a lack of studies that directly compare the experiences of in-class and online oral presentations among students who are non-native English speakers. The current body of literature mostly concentrates on the overarching characteristics of distance learning and its effects on academic achievements. Broadbent & Poon (2015) conducted a thorough review of the tactics used in online learning environments and their impact on academic performance. Their findings emphasize self-regulated learning and its importance in online education. Furthermore, newer research, such as those conducted by Dumford & Miller (2018), study the impact of online learning on student participation, providing useful insights into general online education but failing to address the intricacies of oral presentations for non-native speakers. This gap in the literature emphasizes the necessity for targeted study comparing in-class and online oral presentations, particularly for non-native English speakers.

Nevertheless, there is a lack of research on students who have a moderate level of English proficiency in the early stages. The objective of this research is to address the existing gap by specifically examining the distinctive obstacles and inclinations of these students. This study seeks to provide new insights into the impact of in-class and online presentations on student performance by analyzing the unique experiences and preferences associated with each method of delivery. The aim of this study is to examine students' preferences and experiences regarding in-class oral presentations compared to online oral presentations. In order to accomplish this goal, the study investigates the following crucial research inquiries: “What is students’

preference between online oral presentation and in-class oral presentation in English class? Why do they prefer it?" The study seeks to answer this research questions in order to offer valuable insights that can guide educational policies, instructional design, and teaching practices.

RESEARCH METHOD

Research Design

This study employed a mixed methods design. A mixed methods research design involves the collection, analysis, and integration of both qualitative and quantitative approaches within a single study in order to gain a comprehensive understanding of a research problem (Creswell & Clark, 2018). Typically, mixed techniques are employed when it is possible to merge quantitative and qualitative data in order to enhance comprehension of the study subject being investigated. Quantitative data, such as scores on an instrument, facilitate the calculation of precise numerical values that can be subjected to statistical analysis. Conversely, qualitative data, such as interviews, might offer diverse perspectives on the research subject (Creswell, 2012).

Participants

The participants for this study were 61 students selected purposively, with a concentration on students in their fourth semester at the Faculty of Health Sciences. This particular group was chosen because they had completed four English classes, giving them extensive exposure to the language. Furthermore, since their first semester, these students have given both in-class and online oral presentations, making them uniquely suited to share insights regarding the comparative advantages and obstacles of each presenting style. By selecting semester four students, the study indicates that the respondents have a balanced and full comprehension of both formats, which improves the reliability and depth of the data collected. Then, 5 students were interviewed to via Zoom Cloud Meeting individually.

Instruments

Two instruments were employed for the purpose of data collection: a questionnaire and a semi-structured interview. The questionnaire was designed by the researcher and validated by an expert. This type of survey study seeks to efficiently gather information that accurately represents the characteristics of a sizable sample of individuals of interest (Ponto, 2015). It was constructed in line with the selected theoretical framework by (Radzuan et al., 2023). The questionnaire comprises 15 Likert scale items, each offering four response options: strongly agree, agree, disagree, and strongly disagree. The options are described as follows: a scale of 1 indicates a strong disagreement, a scale of 2 indicates a disagreement, a scale of 3 indicates agreement, and a scale of 4 indicates a strong agreement. The questionnaire was distributed to the students over WhatsApp in the format of a Google Form. The questionnaire consists of two segments. The first section pertains to the personal information of the respondents, including their name and class. The second section has 15 statements. In addition, the questionnaire comprises nine categories as depicted in Table 1. In addition, the interview technique was specifically developed to enable participants to provide more detailed explanations and thoughtful analysis of their answer (Baxter & Jack, 2015). It also allows researchers to ask follow-up questions and generate more inquiries based on the participants' responses (Adams, 2015). In this study, the interview were intended to find out the reason of the majority of the preference.

Table 1
Questionnaire blueprint of students' preference of online and In-class oral presentation

Indicators	Item Number
Anxiety	Number 1-2
Accesibility	Number 3-4
Technical consideration	Number 5-6
Peer engagement	Number 7
Teacher support	Number 8-9
Potential disctraction	Number 10-11
Overall satisfaction	Number 12-13
Preference	Number 14-15

Data Analysis

In order to analyze the data, the students' initial replies for each item were calculated and categorized into two primary responses (agreement and disagreement) for the purpose of interpretation. The agreement replies included all ratings from 3 and 4 (ranging from 'Agree' to 'Strongly Agree'), whereas the disagreement response combined answers from 1 and 2 (ranging from 'Strongly Disagree' to 'Disagree'). Subsequently, the frequencies of the students' responses were computed and expressed as percentages. Meanwhile, thematic analysis was implemented to analyze interview data. Thematic analysis is employed to collect findings that reflect specific themes in order to address the research questions (Braun & Clarke, 2006; Maguire & Delahunt, 2017).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Research Question 1: "What is the students' preference between in-class oral presentation and online oral presentation?"

The results of this study are derived from the responses of the students on the questionnaire, which are organized into eight tables: anxiety, accessibility, technical considerations, peer engagement, teacher support, potential distractions, overall satisfaction, and preference.

Table 2
Anxiety

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
I feel more comfortable presenting online than in class.	0%	4.9%	37.7%	57.4%
I feel more nervous during in class presentations than when I do them online.	1.6%	14.8%	34.4%	49.2%

The survey's first indication focused on students' anxiety when conducting oral presentation. There were two assertions about students' anxiety. As indicated by the data in Table 2, a substantial number of students demonstrated a distinct preference for online presentations over in-class presentations. In particular, 57.4% of students firmly concurred that they are more at ease presenting online than in a classroom, while 37.7% concurred with this sentiment. There was a mere 4.9% of respondents who disagreed, and none of them strongly disagreed. In terms of nervousness, 49.2% of students firmly agreed that they experience more anxiety during in-class presentations than during online presentations, while 34.4% agreed. There was a reduced percentage of disagreement, with 14.8% of respondents disagreeing and

1.6% strongly disagreeing. This data underscores a substantial trend in which students generally experience less anxiety and more comfort when presenting online as opposed to in-class.

Table 3
Accessibility

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
I find it easier to get to online sites for presentations than to get to the classroom.	3.3%	11.5%	39.3%	45.9%
Resources for internet and software presentations are more readily available than those for in-class presentations (e.g., classroom space and equipment).	4.9%	32.8%	19.7%	42.6%

The accessibility of conducting oral presentations was the subject of the second indicator in the survey, which included two specific statements. The initial statement investigated whether students find it simpler to access online presentation sites than physical classrooms. The responses suggested that a considerable preference for the convenience of online access was demonstrated by the fact that 45.9% of students strongly agreed and 39.3% agreed. Only 11.5% of respondents disagreed, while 3.3% strongly disagreed. The second statement evaluated the accessibility of resources for internet and software presentations in comparison to in-class presentations. In this instance, 42.6% of students expressed a firm agreement that online resources are more easily accessible, while 19.7% agreed. Conversely, 32.8% of respondents expressed their disagreement, with 4.9% expressing their significant disagreement. This data indicates that students have a significant preference for online presentations due to their accessibility and resource availability, as opposed to traditional in-class presentations.

Table 4
Technical Consideration

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
Online technical help (like video and audio) is more reliable than technical support in class (like projectors and sound systems).	4.9%	29.5%	31.1%	34.3%
Compared to presentations in class, I have less technical problems when I give them online.	19.7%	34.4%	34.4%	11.5%

The third indicator of the study examined the technical aspects associated with delivering oral presentations. The data on technical considerations indicate that students have varying experiences with technical support in online and in-class presentations. According to the data, 34.3% of students firmly agreed and 31.1% agreed with the assertion that online technical assistance (such as video and audio) is more dependable than in-class technical assistance (such as projectors and sound systems). This indicates that the majority of students find online technical support to be more dependable. Nevertheless, a substantial number of students (29.5%) and 4.9% strongly disagreed. Responses were more evenly distributed when asked whether they encounter fewer technical issues during online presentations than in-class ones: 34.4% agreed and 11.5% strongly agreed, while 34.4% disagreed and 19.7% strongly disagreed. This suggests that, despite the fact that a significant number of students acknowledge

the dependability of online technical support, a significant number continue to encounter technical difficulties. Consequently, the necessity for additional enhancements to both the technical infrastructure of online and in-class environments is underscored.

Table 5
Peer Engagement

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
I find it easier to engage with my peers during online presentations than in-class presentations.	26.2%	39.5%	21.1%	13.1%

The fourth indicator in the survey is peer engagement during presentations. According to the data on peer engagement, students have various experiences with interacting during online presentations in comparison to in-class presentations. 13.1% of students strongly agreed and 21.1% agreed when asked if they find it simpler to engage with their peers during online presentations, indicating that a portion of students find online platforms beneficial for peer engagement. Nevertheless, a significantly higher proportion of students (39.5%) and 26.2% vehemently disagreed, suggesting that a significant number of students continue to experience difficulty in interacting with their peers in an online environment. The necessity of enhancing online presentation tools and strategies to promote more effective peer interaction and establish a more engaging virtual learning environment is underscored by these varied responses.

Table 6
Teacher Support

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
My teacher is more actively engaged during online presentations compared to in-class presentations.	23%	44.3%	21.3%	11.5%
I receive more feedback from my teacher during online presentations than during in-class presentations.	11.5%	41%	34.4%	13.1%

Teacher assistance during presentations is the subject of the survey's fifth indicator. In the first statement, it was assessed if students thought their teacher was more involved in the presenting process when it happened online as opposed to in class. With 44.3% disapproving and 23% strongly disagreeing, a sizable majority of respondents do not believe that their teacher is more involved online, according to the results. On the other hand, although a lesser percentage of students felt their teacher is more involved in the online version, 21.3% agreed and 11.5% strongly agreed. The amount of input students receive from their teacher was evaluated in the second statement. Regarding this, 41% of students disagreed and 11.5% definitely disagreed, whilst 34.4% agreed and 13.1% strongly agreed that they receive more feedback online. According to this data, in comparison to the online environment, students generally believe that they receive more interaction and input from teachers in an in-class oral presentation mode.

Table 7
Potential Distraction

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
The environment for online presentations is less distracting than the classroom environment.	3.3%	11.5%	37.7%	47.5%

The survey's sixth indicator focuses on any disruptions that may occur during presentations. According to Table 6 , 47.5% of students strongly agreed and 37.7% agreed that the environment for online presentations is less distracting than the classroom setting. A minor fraction of the participants expressed disagreement, with 11.5% indicating disagreement and 3.3% strongly indicating disagreement. Overall, the data indicates that students have a distinct preference for the online presentation environment, which they view as being less distracting than the typical classroom setting.

Table 8
Overall Satisfaction

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
Overall, I am more satisfied with my experience of online oral presentations than in-class oral presentations	0%	14.8%	37.7%	47.5%
I find preparing for online presentations easier than preparing for in-class presentations.	1.6%	6.6%	29.5%	62.3%

The seventh indicator in the study is overall satisfaction with the presenting forms. The first statement assessed students' overall happiness with their experience with online oral presentations versus in-class presentations. The findings show that 47.5% of students highly agreed and 37.7% felt that online presentations were effective. Only 14.8% of the students disagreed, with none strongly disagreeing. The second statement compared the ease of preparing for online presentations to in-class presentations. A large majority, 62.3%, strongly agreed that preparing for online presentations is easier, with 29.5% agreeing. Only 6.6% disagreed, and 1.6% strongly disagreed. Overall, the statistics show that students have a strong preference for online presentations, both in terms of general satisfaction and ease of preparation, indicating the perceived advantages of the online format over traditional in-class presentations.

Table 9
Preference

	1 Strongly Disagree	**2 Disagree**	**3 Agree**	**4 Strongly Agree**
Online presentations improve my English communication skills more effectively than in-class presentations.	6.6%	21.3%	32.8%	39.3%
I prefer online presentations over in-class presentations.	1.6%	8.2%	24.6%	65.6%

Students' preference of oral presentation was the last indicator in the survey. The first statement assessed students' perceptions that online presentations develop their English

communication abilities more successfully than in-class presentations. According to the results, 39.3% strongly agreed and 32.8% agreed, demonstrating that the majority of students believe that online presentations improve their communication skills. Meanwhile, 21.3% disagreed, with 6.6% strongly disagreeing. The second statement evaluated the overall preference for online versus in-class presentations. A substantial majority, 65.6%, strongly agreed that they preferred online presentations, while 24.6% concurred. Only 8.2% disagreed, and 1.6% strongly disagreed. This data demonstrates that students strongly prefer online presentations, both in terms of perceived effectiveness in increasing communication skills and overall preference for the online format.

Research Question 2: "Why do they prefer it?"

In the semi-structured interview session, the participants amounted to 5 students revealed the reasons why all of them preferred online oral presentation compared to in class oral presentation. The findings were categorized into two themes based on the thematic analysis. It was known that there are only two main themes related to students' reason of their preference over online oral presentation. The themes are in line with some categories presented in the questionnaire.

Reduce Anxiety

The interviews provide substantial insights into students' anxiety about oral presentations, emphasizing the distinctions between in-class and online environments. A recurring theme is the relief and reduction in anxiety that students feel while presenting online because they are familiar with and comfortable in their own setting. For example, Student 1 stated that being in a familiar location during online presentations lessens their anxiety since they can take notes without feeling examined, which helps them keep on course and reduces the risk of losing important English vocabulary. Similarly, Student 2 stated that having notes available on their personal device during online presentations helps them feel less worried and more prepared. Student 3 expressed uneasiness about speaking English in front of the class, saying that online presentations allow them to take their time preparing and feel more at ease knowing they have notes and materials readily available. Student 4 enjoyed online presentations because looking at a screen is less daunting than facing a room full of people, which helps to ease their anxiety of public speaking. Finally, Student 5 expressed a lack of confidence in in-class oral presentations, stating that online presentations are easier for them because they do not have to worry about other students' reactions to their appearance or body language. This is especially crucial given their limited English skills, which makes them feel less confident in person. These responses highlight the anxiety-reducing benefits of online presentations for students, particularly those with weak English ability, by creating a more regulated and less scary atmosphere.

> "Being in a familiar setting when I present online eases my anxiety. I don't have to worry about using notes in front of a crowd. About being judged. Online presentations allow me to use notes and suggestions without feeling like I'm cheating. I can keep on track and my anxiety of losing crucial English vocabulary is lessened by this." (Student 1)

> "I'm afraid I'll forget words or say something wrong in front of the class because my English isn't very good." I can have notes on my screen during online talks, which helps me feel less stressed and more ready. (Student 2)

"I don't speak English very well, and I get nervous when I have to speak in front of the class. With online presentations, I can take my time to prepare and feel more at ease knowing I have my notes and resources ready." (Student 3)
"I prefer doing online presentation because it is less scary for me because I can just look at the screen instead of everyone looking at me. (Student 4)

"I'm not confident in in class oral presentation. I find it easier to give presentations online because I don't have to think as much about how people will react to my looks or body language as I would in person. Also, my English isn't very good, so I don't feel very confident. (Student 5)

Less Distraction

The interview responses indicate that students perceive online presentations as less distracting compared to in-class presentations, partly because they have greater control over their surroundings. Student 1 highlights the advantage of being able to control the environment in their boarding house room, which enhances their ability to concentrate. This is in contrast to the challenges encountered in a classroom with distracting background noise and chatty students. Similarly, Student 2 highlights that the presence of classmates in the same room can be disruptive, particularly when they are inattentive or causing disturbances. Student 3 values the fact that online presentations avoid common classroom disruptions, such as individuals entering or exiting the room, which aids in maintaining their cognitive organization. Student 4 favors online presentations due to the serene environment they provide, as they find it difficult to concentrate in a noisy and bustling classroom. Student 5 also appreciates the advantages of online presentations, since they eliminate typical classroom disruptions such as students whispering or surprise announcements, allowing for improved concentration. Overall, these comments highlight that students often prefer the calm and regulated settings of online presentations compared to the frequently disruptive conditions of in-class lectures.

"I have better environmental control and can get rid of distractions at my room in my boarding house. Concentration is difficult in the classroom because of background noise and talkative classmates." (Student 1)

"Having classmates in the same room as you can be distracting, especially if they aren't paying attention or are making noise." (Student 2)

"Presenting online eliminates the potential distractions that can occur in a classroom setting, such as people entering or leaving the room." I find it helpful to keep my thoughts organized." (Student 3)

"I prefer online because I find the more calmed atmosphere of online presentations quite enjoyable." It can be challenging to stay focused and deliver a presentation in a classroom filled with noise and activity. (Student 4)

"When I give presentations online, I don't have to deal with the normal classroom distractions, like classmates whispering or sudden announcements. "This helps me stay focused better." (Student 5)

Discussion

The study results on students' experiences and preferences for online and in-class oral presentations provide important insights into the dynamics of presenting forms in educational

contexts. Overall students prefer online oral presentation over in-class oral presentation. It is evidended by students responses from both questionnaire and interview. The evidence demonstrates that students have greater ease and reduced anxiety when participating in online presentations as opposed to in-class presentations. The findings emphasize the role of the surroundings in reducing presentation anxiety. As Zakaria & Razak (2016) said that fear of presenting in front of an audience is a significant barrier to effective communication. Being in a familiar environment, such as one's home or a private area, makes students feel more at ease, lowering the stress associated with public speaking. This is especially helpful for students who are unsure about their English language ability, as they can rely on notes and other resources without feeling criticized or examined by their peers. This is consistent with the cognitive load theory, which states that minimizing unnecessary cognitive load, such as the nervousness of speaking in front of a live audience, can increase overall performance (Sweller et al., 2011).

The findings of this study is also in line with Mohamad et al. (2023) stating that students faced anxiety as a result of their awareness of being evaluated and the possibility of receiving bad judgments from their teachers and peers directly. Furthermore, the absence of quick visible audience reactions can contribute to lower anxiety in online presentations. Unlike in-class presentations, which allow students to observe their classmates' facial expressions and body language, online presentations frequently limit or eliminate visual feedback. Students worry of being assessed and criticized by others when they give a speech in public (Coelho & Balaban, 2015; Panayiotou et al., 2017). The qualitative results from the interviews back this up, with some students stating that they feel less afraid and more focused when they do not have to face a physical audience. This research has broader ramifications beyond only oral presentations, indicating that online learning settings have the potential to establish a more relaxed and favorable climate for students. Their overall presentation experience was impacted by this dread of negative evaluation, which also increased the pressure to perform well and it can be decreased in online format.

Another important aspect impacting students' preference for online presentations is less distractions. According to the study, 85.2% of students think that online presentation environments are less distracting than classroom settings. Interview responses supported this, emphasizing the capacity to manage the surroundings and reduce distractions. This noteworthy finding is confirmed by multiple earlier studies and adds to a growing body of data demonstrating the advantages of online learning environments for reducing distractions and improving focus. Shea & Bidjerano (2010) discovered that the flexibility and control over the environment provided by online learning can result in better student outcomes. Students said that the capacity to establish a tailored, distraction-free learning environment was a big advantage of online education. This control over the atmosphere is a significant advantage of online presentations, since students can choose the environment that best suits their focus and concentration. The ability to minimize frequent classroom distractions including noise, interruptions, and peer interactions enables students to focus more on their presentation subject. Furthermore, the recent study discovered that students in online classes experienced fewer interruptions from classmates and external noise, resulting in a more concentrated and effective learning environment. In typical classes, social contacts, no matter how brief or small, can disturb concentration and impair performance. Online presentations reduce these disturbances, resulting in a more constant and distraction-free atmosphere. Research by Clark-Ibáñez & Scott (2008) supports the notion that online learning environments can significantly reduce physical and social distractions. Overall, the capacity to reduce distractions in an online context was viewed as a crucial advantage, contributing considerably to students' preference for online presentations over traditional classroom settings.

The findings on accessibility and technical issues give insight on the practical benefits that online presentations provide for students. According to the data, a significant proportion

of students, 45.9%, strongly think that accessing online presentation sites is easier than reaching a real classroom. Students valued the convenience of being able to access their accounts from any location, so removing the necessity of traveling in person. This feature is especially advantageous for individuals with packed schedules or limited mobility. These findings are consistent with previous researches. A study conducted by Martin et al. (2019) revealed that online learning offers a significant benefit in terms of convenient access to educational resources and presentation platforms. Besides, many students find it more convenient to collect information, structure their thoughts, and rehearse in an online environment. The primary reason for this is the wide availability of digital information and technologies that simplify the preparation process. Bao (2020) research corroborates the idea that online settings promote more convenient preparation for presentations. These insights emphasize the important function of online learning platforms in improving the accessibility and effectiveness of student presentations.

The data on technological considerations show that students had different experiences with technical help in online and in-person presentations. Approximately two-thirds of students (34.3% strongly agreed and 31.1% agreed) consider online technical assistance, such as video and audio support, to be more dependable than in-class technical support, which usually comprises projectors and sound systems. This indicates a prevailing inclination towards the stability and reliability of online technical settings, which is probably because students are familiar with and have control over their personal equipment and configurations. However, this choice is not without debate. Nearly one-third of the students (29.5%) disagreed, with 4.9% strongly disagreeing, demonstrating that technical reliability in online contexts is not ubiquitous. When comparing the frequency of technical failures between online and in-class presentations, this divide becomes even clearer. A similar number of students (34.4%) agreed and disagreed that they encounter fewer technical difficulties online, with 11.5% strongly agreeing and 19.7% strongly opposing. This distribution indicates a wide range of experiences, implying that while online environments can provide higher technical reliability for some, they also pose distinct issues for others. These findings are consistent with earlier studies that have investigated the technological aspects of online learning. For example, Al-Fraihat et al. (2020) underlined that technical quality is an important factor in students' satisfaction and perceived efficacy of online learning platforms. Their research emphasized the need of strong technical infrastructure in supporting online education, echoing the need for dependable video and audio technologies reported by students in our study. Bączek et al. (2021) discovered that technological difficulties are a significant obstacle to the effective implementation of online learning. Therefore, constant improvements in technical assistance are important to enhance the overall learning experience.

The data on overall satisfaction and preparation ease for online versus in-class oral presentations reveal important information about students' choices and experiences. The data show that students have a substantial preference for online presentations, with 47.5% strongly agreeing and 37.7% agreeing that their online presentation experiences are more satisfying than in-class presentations. This overwhelming contentment indicates that students consider online presentations to be more convenient and possibly less stressful, resulting in a more favorable overall experience. Furthermore, the ease of preparation for online presentations appears to play a significant role in this decision. A significant number of students thought that preparing for online presentations is easier than preparing for in-person presentations. These findings underscore the flexibility and accessibility of online forms, which enable students to better manage their time and resources. These findings are consistent with prior research on online leatning and presentation types. For example, Gillett-Swan (2017) underlined that online learning platforms give students more control over the learning process, allowing them to adjust their preparation methods to their specific needs. This control can lead to a more

streamlined and efficient preparation process, as seen by the large number of students who found online presentation preparation easier. Furthermore, Almahasees et al., (2021) found that during the COVID-19 epidemic, students valued the convenience and accessibility of online learning, which frequently led to a preference for online evaluations and presentations. Their findings revealed that the ability to rehearse and modify presentations in a pleasant setting considerably increased students' confidence and happiness.

While there is a clear preference for online presentations, the study moves into an important factor that is frequently overlooked: the effectiveness of peer participation and teacher support in an online setting. The statistics show a substantial change from the overall favorable opinion, with 39.5% of students disagreeing about the ease of interacting with classmates online. Similarly, 44.3% of students disagreed that their lecturers are more interested in online presentations than in-class sessions. The research suggests that, although online presentations are convenient and offer various benefits, students perceive a lack of active involvement and assistance in the virtual classroom. This finding is consistent with prior research that highlights the difficulties of maintaining successful connection in online settings. For example, Dumford & Miller (2018) discovered that students in online courses had lower levels of peer interaction than their peers in traditional classroom settings. (Johnson et al., 2020) underlined the importance of involvement in online learning environments, stating that both peer and instructor engagement are crucial to the success of online education. Additionally, Banna et al. (2015) noted how a lack of face-to-face interactions in online contexts might contribute to feelings of isolation among students, impairing their learning experience. Several students also voiced concerns over the constraints of online support from teachers, highlighting problems such as delayed replies and the absence of instantaneous feedback during live demonstrations. These problems emphasize the necessity for educators to embrace proactive and responsive communication tactics to guarantee that students feel sufficiently supported in an online setting. Martin et al. (2012) argue that the efficacy of online teacher support is strongly correlated with the instructor's capacity to offer unambiguous, timely, and constructive feedback, as well as to sustain consistent communication with students. Moreover, de Grez et al. (2012) emphasized that teacher feedback improves oral presentation quality and helps students develop communication, technical, and transferable skills, including clear expression of ideas.

To summarize, this study focuses on the various aspects of early intermediate English learners' experiences with in-class and online oral presentations. It specifically highlights their preferences, technological factors, instructor assistance, and overall level of contentment. The results indicate a prevailing inclination towards online presentations, which can be linked to less anxiety, improved technical assistance, and minimal distractions, notwithstanding the presence of recurrent technical difficulties. Teacher assistance and peer engagement are crucial in both settings, with subtle impressions suggesting the necessity for improved and easily available communication tools. The findings have important implications for educators and institutions seeking to improve the effectiveness of oral presentation methods. Implementing comprehensive technical support systems and offering training to both students and teachers can effectively address technical issues and enhance the online presentation experience. Furthermore, creating a nurturing and engaging virtual setting by providing prompt feedback and consistent communication might improve student contentment and academic achievements. Finally, comprehending the unique benefits and difficulties of each format enables the creation of hybrid methods that utilize the advantages of both in-person and online presentations, accommodating the various needs of learners.

CONCLUSION

The results of the study emphasize the varied viewpoints and encounters of students concerning online and in-class oral presentations. Although both formats have distinct benefits, teachers must prioritize the needs and preferences of their students to establish a learning environment that effectively fosters the growth of crucial communication skills. The trend towards online presentations has noteworthy implications for educational strategies. Institutions may contemplate incorporating online presentation possibilities within the curriculum to cater to students' preferences and alleviate worry. Nevertheless, it is imperative to tackle the obstacles associated with peer involvement and instructor assistance in virtual environments. Subsequent studies should investigate novel approaches to improve interaction and feedback in virtual settings. Furthermore, conducting research on the enduring effects of online presentations on students' communication aptitude and self-assurance could yield significant knowledge for educational advancement. Practitioners and educators ought to adopt a balanced strategy that takes use of the benefits of online presentations while minimizing their disadvantages. Offering instruction to students and educators on proficient online communication techniques and resolving technical issues could improve the entire experience. In addition, establishing online environments that are supportive and participatory can effectively emulate the same levels of participation as in-class oral presentations.

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