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(IJEPC)**[www.ijepec.com](http://www.ijepec.com)**ENHANCING STUDENTS' SELF-EFFICACY IN ORAL  
PRESENTATIONS: A PROPOSED CONCEPTUAL  
FRAMEWORK FOR SEAMLESS LEARNING ENVIRONMENTS  
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**DOI:** 10.35631/IJEPC.1059053**This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)****Abstract:**

Self-efficacy in oral presentations is a significant factor in language learning that influences students' communication skill, and academic performance. In seamless learning environments (SLEs), where learning takes place in both formal and informal contexts, many students struggle with low self-efficacy in their oral presentations due to anxiety, lack of practice, fear of negative evaluation and insufficient feedback. They may also not be exposed to digital tools usage which limits their opportunities for their reflective learning and presentation skill development. These feelings may reduce their confidence and willingness to do their oral presentations even though they have good content knowledge. This conceptual paper explores the challenges students face in developing their self-efficacy, and the role of seamless learning environments (SLEs) in enhancing students' presentation skills. Thus, an in-depth literature review was conducted related to students' self-efficacy and their oral presentations in a seamless learning environment (SLE). Furthermore, a conceptual framework that incorporates self-efficacy theory, students' oral presentations, digital tool usage and seamless learning environment (SLE) is proposed for further exploration. The purpose of the framework is to improve students' self-efficacy in delivering oral presentations in a seamless learning environment (SLE). It further emphasises the importance of combining both theoretical viewpoints and the existing literature. Apart from that, it also offers experiential learning, personalized feedback, peer collaboration, and emotional support which promote a

supportive learning environment for students to develop their oral presentation skills and overcome their self-efficacy barriers.

**Keywords:**

Challenges, Digital Tools, Framework, Oral Presentation, Self-Efficacy, SLE

**Introduction**

Oral presentation skills are crucial for academic and professional success. Therefore, most students believed that doing oral presentations in English was challenging due to their anxiety and lack of confidence (Sucia et al, 2023). Today, attention has been paid to digital anxiety, which is the fear of using technologies in learning. Despite the increasing integration of technology in education, many students still experience anxiety, lack of preparedness, and low confidence when delivering presentations (Iraola-Real et al, 2023). For instance, a study by Schlebusch (2018) found that the low levels of self-efficacy and digital anxiety of 251 South African university students in the Humanities and Management Sciences from rural areas were associated with their academic achievement. Furthermore, the study also discovered that digital anxiety is caused by a lack of technological resources. Bandura (1997) defined self-efficacy as an individual's belief in their ability to perform specific tasks successfully. It plays a crucial role in shaping students' confidence, motivation, and overall performance in their oral presentations.

By providing continuous and technology-enhanced learning experiences that go beyond the boundaries of traditional classroom (Haleema et al, 2022), seamless learning environments (SLEs) offer solutions for addressing these challenges. These environments provide digital tools, and online platforms usage, as well as real-time feedback to produce an interactive and flexible learning experience. However, further research is still needed to determine the extent to which SLEs can enhance students' self-efficacy in oral presentations.

This conceptual paper discusses the theoretical underpinnings of self-efficacy in oral presentations, challenges students face in developing their confidence, and the role of seamless learning in reducing these challenges. Furthermore, it aims to propose a framework that could offer practical strategies for enhancing students' self-efficacy in oral presentations within seamless learning environments (SLEs). By integrating theoretical perspectives on self-efficacy and seamless learning, this paper seeks to identify the key components contributing to students' self-efficacy in delivering oral presentations.

**Literature Review**

This section reviews existing literature on self-efficacy in oral presentations, the challenges students face in developing confidence, and the role of seamless learning environments (SLEs) in enhancing students' self-efficacy.

***Seamless Learning Environments and Self-Efficacy***

Seamless learning environments (SLEs) provide continuous learning experiences across different contexts, bridging formal and informal learning through technology integration (Chan et al., 2006). These environments encourage digital tools to support students in improving their presentation skills through practice, peer feedback, and real-time assessment.

Past studies have demonstrated that mobile-assisted learning, virtual reality simulations, and AI-driven feedback can enhance students' self-efficacy in oral presentations (Hung et al., 2018; Chen et al., 2021). For instance, virtual reality platforms allow students to simulate public speaking scenarios which help them overcome anxiety and build confidence (Slater & Sanchez-Vives, 2016). Moreover, as stated by de Jong et al (2020) and Dennis (2024), students' vocal delivery, body language and content organisation can be fostered and improved by AI-driven speech analysis tools which provide personalized feedback.

The integration of seamless learning strategies into presentation training can provide students with multiple opportunities for skill development and self-assessment. This could reinforce their self-efficacy through mastery experiences, vicarious learning, and verbal persuasion.

### ***Self-Efficacy in Oral Presentations***

Self-efficacy is widely known as a crucial factor in determining performance in various areas such as public speaking and oral presentations. Past studies have shown students with strong self-efficacy beliefs in public speaking tend to demonstrate good presentation skills, experience less anxiety, and increase their willingness to participate in speaking activities (Pajares & Schunk, 2001; Zimmerman, 2000). On the other hand, a study by Sirazova et al (2019) found that students with lower levels of self-efficacy are more likely to have less effort and strategy use and show more signs of anxiety when they face challenges in oral presentation. As supported by Aziz et al (2022), the main challenges students faced are such as they tend to forget what to say, make grammatical errors, and have less confidence speaking in public. In addition, their speeches are hardly clear, and their voices are not loud enough to be heard by the audience when they did their oral presentation. Besides that, a study conducted by Amirian and Tavakoli (2016) compared the self-efficacy of oral presentation between undergraduates and postgraduates of English as a Foreign Language (EFL) and non-EFL. Interestingly, their findings revealed that there was no significant difference in oral presentation self-efficacy between EFL and non-EFL students at undergraduate or postgraduate levels.

### ***Challenges in Enhancing Self-Efficacy in Oral Presentations***

Despite the potential benefits of seamless learning environments (SLEs), there are several factors hinder students' self-efficacy and performance in oral presentations which stem from psychological, pedagogical, and technological barriers. There are many students experience anxiety when speaking in front of an audience, which can negatively impact their self-efficacy and ability to deliver effective presentations. Fear of judgment, lack of experience, and pressure to perform well contribute to this anxiety and these lead students having difficulty to engage fully in presentation tasks. Some students who have encountered failure or embarrassment in previous presentations may develop a fixed mindset regarding their speaking abilities. Therefore, Table 1 below summarizes the challenges that hinder students' self-efficacy and supporting research relevant to the current study.

Author(s) / Year	Focus / Topic	Key Findings	Relevance to Current Study
Keo et al. (2025)	Challenges in oral presentations among Cambodian EFL students	Students reported limited preparation time, anxiety, and discomfort with peer evaluation	Reveals cultural and contextual barriers to building self-efficacy in presentations
Yaacob et al. (2021)	Self-reflection to improve self-efficacy in preservice teachers	Self-reflection helped reduce anxiety and improve presentation confidence	Suggests self-regulation strategies as effective tools for self-efficacy enhancement
Sirazova (2019)	Influence of self-efficacy on presentation elements	Self-efficacy positively impacts organization, content quality, and audience interaction	Underlines the holistic impact of self-efficacy on oral presentation effectiveness
Amirian & Tavakoli (2016)	Role of experience in oral presentation self-efficacy	Teaching and academic presentation experience strongly correlated with higher self-efficacy	Recommends integration of structured presentation practice in university courses
Al Asmari (2015)	Oral presentation challenges among Saudi preparatory students	Major challenges were fear of making mistakes and limited practice opportunities	Highlights psychological and pedagogical barriers which affect students' self-efficacy
Wattananan & Tepsuriwong (2015)	Role of self-efficacy in oral presentation performance	Higher self-efficacy is linked to better presentation outcomes	Validates the importance of boosting self-efficacy for performance improvement

**Table 1: Self-efficacy in Oral Presentations: Challenges and Supporting Research**

According to Al Asmari (2015) who conducted a study on preparatory year students in Saudi Arabia, the major challenges doing oral presentations are primarily due to their fear of making mistakes and limited opportunities practising with peers or instructors.

Apparently, traditional classroom settings often provide limited time for presentation practice, and students may receive direct and critical feedback which leads to decreased confidence. Most institutions of higher education do not explicitly teach public speaking or presentation strategies, which leaves students to enhance these skills on their own. Without formal guidance, students may struggle with structuring their speeches, using effective body language, and managing their delivery. A study by Hattie and Timperley (2007) suggests that students who receive limited practices and feedback are less likely to develop confidence in their speaking abilities. In addition, Keo et al (2025) conducted a quantitative approach to explore the challenges 200 bachelor's degree students from the National University of Battambang, Cambodia face in their oral presentation. Their findings revealed limited preparation time, presentation anxiety, and discomfort with peer evaluation were the challenges these EFL students encountered.

Self-efficacy plays an essential role in oral presentation performance, with higher self-efficacy associated with better outcomes (Wattananan & Tepsuriwong, 2015). Sirazova (2019) believed that self-efficacy positively influences various aspects of oral presentations, including organization, content, and audience engagement. Besides that, Yaacob et al (2021) discovered the preservice teachers use self-reflection not only to enhance their self-efficacy but it also overcomes their presentation anxiety. However, teaching experience and prior academic presentation experience strongly correlate with the increased oral presentation self-efficacy (Amirian & Tavakoli, 2016). These findings emphasize the need for more focused oral presentation courses in university curricula to enhance students' self-efficacy across disciplines.

Though digital tools for enhancing self-efficacy are available in seamless learning environments, not all students have equal access to these technologies. The problems of internet connection, a lack of experience with digital tools, and inadequate training in using technology for learning can hinder the effectiveness of seamless learning solutions. These factors can influence students' self-efficacy and their willingness to do oral presentations.

### **Theoretical Framework**

The enhancement of students' self-efficacy in oral presentations within seamless learning environments (SLEs) could be understood by exploring the key theoretical perspectives that are discussed in this paper.

#### ***Bandura's Self-Efficacy Theory***

Albert Bandura's (1997) self-efficacy theory serves as the foundation to understand how individuals develop self-efficacy in their abilities. The four primary sources of self-efficacy are mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Bandura defined mastery experiences as the most influential source in strengthening self-efficacy where one can complete a task successfully. Next, vicarious experiences contribute to one's confidence development by observing how his peers deliver oral presentations successfully. Meanwhile, the verbal persuasion from instructors and peers can encourage one to gain his confidence. Finally, it is crucial to maintain one's confidence by managing his physiological and emotional states, such as anxiety.

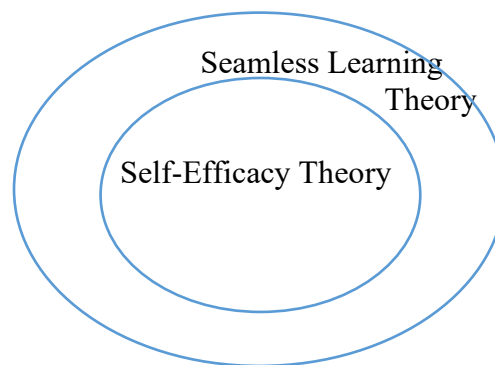
In the context of oral presentations in higher institutions, students are more likely to develop their self-efficacy if they practise presentations frequently, receive constructive feedback, and observe their peers' presentations effectively. These experiences can be facilitated through digital simulations, video recordings, and interactive feedback mechanisms in seamless learning environments (SLEs).

#### ***Seamless Learning Theory***

Seamless learning theory emphasises the continuity of learning across various contexts, including formal and informal settings, physical and digital environments, and individual and collaborative experiences (Chan et al., 2006). This approach aligns with the mobile technology usage that allows students to engage in learning activities beyond the traditional classroom. Besides that, Sharples, et al. (2015) refers seamless learning as individuals' experiences of continuous education, when they intentionally incorporate diverse learning activities across various locations, times, technology, or social contexts.

In the realm of oral presentations, seamless learning enables students to practice and refine their skills in different contexts, such as virtual simulations, peer collaborations, and real-world applications. Digital tools such as speech analysis software, virtual reality (VR) simulations, and real-time feedback platforms can help students assess and enhance their presentation performance (Alsaffar, 2021; Porter & Gripp, 2020). By providing continuous access to learning resources and immediate feedback, seamless learning fosters an iterative process of skill development, ultimately enhancing self-efficacy in oral communication.

### ***Integrating Self-Efficacy and Seamless Learning***



**Figure 1: Integrating Both Theories**

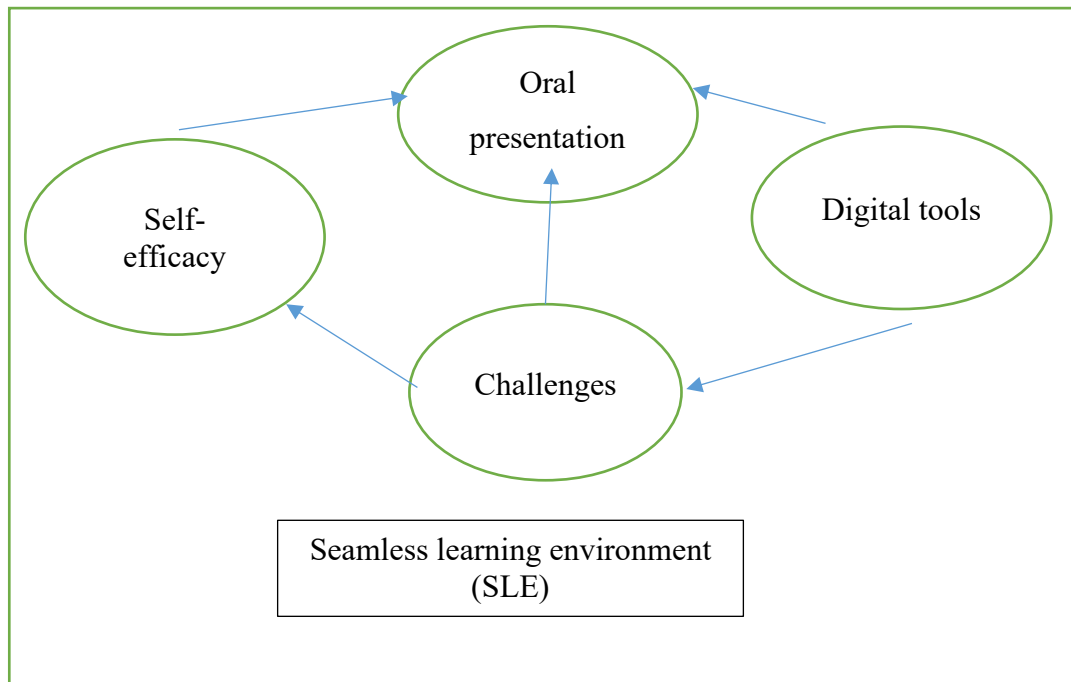
Based on Figure 1, according to Sharples (2015), seamless learning facilitates continuous learning across various contexts which requires thoughtful planning of learning activities and mobile technology support. Generally, social media, blogs, and learning communities, can boost students' self-efficacy for social networking and professional development. Integrating professional contexts into academic experiences through personal learning and professionals networking can significantly enhance self-efficacy and increase the likelihood of engaging in professional development activities (Anders, 2018).

By combining Bandura's self-efficacy theory with seamless learning principles, educators can create a holistic approach to improve students' self-efficacy in oral presentations. As an illustration, the mastery experiences of students can be reinforced through their repeated practice and digital simulations, while their vicarious experiences can be facilitated via recorded presentations and peer modelling. In addition, educators' or peers' verbal persuasion can be enhanced through online discussion forums and AI-generated feedback. On the other hand, strategies for managing students' physiological and emotional states can be incorporated through mindfulness exercises and stress-reduction techniques within seamless learning platforms.

### **A Conceptual Framework for Enhancing Self-Efficacy in Oral Presentations within Seamless Learning Environments (SLEs)**

The proposed conceptual framework integrates five (5) major components to support students in enhancing their self-efficacy in delivering oral presentations.





**Figure 2: The Proposed Conceptual Framework**

Based on Figure 2 above, the proposed conceptual framework consists of the core principle based on two underpinning theories which are Bandura's Self-Efficacy Theory and Seamless Learning Theory. This theory provides the foundation for understanding how students' self-efficacy in their oral presentations can be developed and improved. According to Bandura's theory there are four sources that influence one's self-efficacy: mastery experiences is defined as the ability of individual to complete a task successfully; vicarious experiences refers to individual's observation on their peers delivering oral presentations successfully; verbal persuasion is the encouragement of instructors and peers towards individual; physiological and emotional states of individual to maintain his self-efficacy.

The framework intends to integrate these four sources and oral presentation as it indicates enhancing self-efficacy in oral presentation does not only rely on the students' ability alone but it needs support and guidance from others as well. Furthermore, they also need to observe how other students or their friends' ways of presenting successfully in both online and offline context. As supported by Tsang (2020), self-efficacy significantly influences students' ability to structure presentations, engage with audiences, and deliver content effectively. In addition, the seamless learning environment (SLE) enables flexible and persistent learning as to ensure students can rehearse their presentations across time and setting either in formal or informal.

Digital tools presentation apps like PowerPoint, Canva, video recording tools provide students with new experiential learning. By utilising these tools in students' oral presentation, it does not only support their practices self-assessment, feedback, and performance tracking, but also overcomes their challenges like fear of making mistakes and embarrassment. Furthermore, they can observe, analyse, and engage in peer presentations through video-sharing platforms and online discussion forums. Apparently, instructors can integrate digital tools and seamless

learning strategies into learning courses, as to ensure students receive consistent training in oral presentations. According to Keo et al (2025), educators played a significant role in enhancing self-efficacy by ensuring ample preparation time, providing a supportive learning environment, and offering constructive feedback. The combination of traditional classroom instruction with online and digital tools support can provide students with continuous practice and feedback when delivering their oral presentations. All these components contribute to increasing self-efficacy, which can directly reduce students' oral presentation anxiety.

This study proposes a mixed methods design to gain a comprehensive understanding of self-efficacy development in oral presentations. Quantitative data will assess changes in self-efficacy using validated scales, while qualitative data will explore students' experiences, perceptions, and emotional responses through interviews and focus groups.

The proposed framework can be implemented in educational settings through a structured, technology-enhanced approach. Both instructors and students can create an engaging and supportive environment that enhances students' self-efficacy in oral presentations. This can prepare them for future academic and professional success.

### Conclusion

The study is able to identify the key components contributing to students' self-efficacy in delivering oral presentations. It explores the importance of self-efficacy in oral presentations and the potential of seamless learning environments to enhance students' self-efficacy and performance. By integrating Bandura's self-efficacy theory with oral presentation in seamless learning environment (SLE), the proposed conceptual framework provides experiential learning opportunities, personalized feedback, peer collaboration, and emotional support and thus, it contributes to improve students' self-efficacy in oral presentations. It further offers practical applications for educational settings, including curriculum integration, blended learning approaches, teacher and peer support, and the use of adaptive learning technologies. By implementing this framework, it can foster a supportive learning environment which helps students develop presentation skills and overcome barriers to self-efficacy. Future research should focus on assessing its effectiveness in diverse educational contexts. In addition, the role of Artificial intelligent (AI), cultural influences on self-efficacy, and strategies for enhancing self-efficacy in seamless learning environments can further be investigated. As a matter of fact, educators and researchers can enhance and equip students' self-efficacy with essential communication skills for academic and professional success.

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