Enhancing Presentation Skills through Artificial Intelligence: A Case Study at Van Lang University

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ABSTRACT

In today's global environment, the ability to present effectively in English has become an essential skill for EFL learners. Yet, in many classrooms, assessment still centres on technical content, leaving issues such as fluency, confidence, and clear organization underdeveloped. This study set out to explore whether two AI tools—Yoodli and Orai—could help bridge this gap for EFL students at Van Lang University. The research involved undergraduate participants who used these tools regularly as part of their presentation practice. An explanatory mixed-methods approach was applied: surveys captured the main difficulties students face and measured improvement, while interviews provided richer insight into their experiences and attitudes. The findings point to marked progress in fluency, pronunciation, vocabulary, and content structuring, with students appreciating the tools' instant, tailored feedback. Beyond individual gains, the study underscores the value of integrating such AI platforms into teaching to promote independent learning and more confident, well-structured presentations.

Keywords: presentation skills, artificial intelligence, self-regulated learning, EFL students, AI tools

Background of the study

English is an important means of communication, widely used in educational settings and in professional discussions (Dutta, 2019). Effective English presentations enhance the presenter's credibility and audience engagement. Therefore, in the classroom, presentation abilities—especially in English—are essential and they can greatly improve future employment prospects. Gaining proficiency in these areas is crucial for successful communication in a variety of professional contexts.

Although this skill has been incorporated into the curriculum by training institutions, at Van Lang University EFL students also encounter multiple obstacles in mastering presentation skills, such as a lack of confidence and anxiety, which are said to stem from insufficient preparation and fear of making pronunciation and grammar mistakes. This can lead to a lack

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of interaction between the speaker and the audience, making the presentation no longer interesting.

Therefore, the presentation is often poorly received because it lacks clarity and fails to capture the audience's attention (Bodie, 2010; Daly, Hopf, Sonadre, & McCroskey, 1997). In addition, students often underestimate the time required to prepare for a presentation, leading to poorly prepared content and a presenter who does not clearly understand what they are presenting. The lack of comprehension can cause anxiety and low self-esteem, which makes it difficult to interact with the audience effectively. From the above remaining problems, it shows that there is a need for new support tools and methods to help students practice and improve their English presentation skills more effectively.

AI is gradually becoming a tool to help personalize learning paths, improve and support teaching, and provide quick, specific feedback. Additionally, AI can function as a virtual teacher, facilitating remote learning. According to Becerra et al. (2025), AI is being integrated with multimedia feedback features, such as videos or personalized, immediate support, which, in turn, help enhance presentation performance. AI's ability to provide immediate feedback helps users make timely adjustments and have more time to practice for the presentation. Moreover, AI has significant potential to offer personalized feedback tailored to individual users. As a result, AI not only analyzes speed using audio features but also body language and interactions between presenters and their audiences to provide feedback, helping presenters make immediate adjustments. (eSchool News, 2024).

Objectives of the study

This study examines the functionalities of Artificial Intelligence (AI) in enhancing presentation skills among EFL students and addressing challenges such as anxiety, the fear of public speaking, clarity, and audience engagement. It aims to introduce innovative teaching tools that leverage AI capabilities, such as facial and voice recognition, to deliver personalized, timely feedback. By using these tools, students can significantly improve their presentation performance, resulting in more engaging and effective presentations. Because of the limited research on using AI tools such as Yoodli and Orai to improve presentation skills among Vietnamese EFL students, this topic has received little attention in local contexts.

Literature Review

Definition

Presentation skills encompass a set of competencies, including communication methods, that help the presenter convey information clearly, effectively, and convincingly. The goal of presenting is to share information or ideas with an audience in a way that is understandable and engaging. Specifically, presentation abilities are essential throughout a student's academic career at Van Lang University's Faculty of Foreign Languages. English is more than a communication tool. It has the potential to help EFL students approach internationalization, including job opportunities and cultural experiences. Most importantly, it helps them improve their academic knowledge, which is mostly written in English (Zhang, 2024). For EFL students, a good presentation means more than simply having a clear structure and fascinating material; it also means being proficient in English, as all presentations are presented in English.

General background information

Successful presentations are those that effectively influence groups of people, inspiring and encouraging others, or clearly convey information compellingly and engagingly (Pham et al., 2022). According to Mapgun and Aulia's (2022) research, speaking abilities are challenging due to the five distinct components of English: pronunciation, fluency, grammar, vocabulary, and comprehension. For EFL students, presentation skills are intrinsically linked to their English-speaking proficiency, as the presentations are delivered in English. One of the biggest challenges for EFL students is public speaking, due to numerous factors that cause anxiety when speaking English and presenting, including gender, fear of making mistakes, limited vocabulary, and poor pronunciation (Rumiyati & Seftika, 2018). These challenges have led researchers to explore how AI can serve as a practical solution. A potential approach for addressing these issues is to use technology that enhances public speaking skills.

Common Barriers to Effective Presentation

Common barriers to effective presentation skills include anxiety, lack of confidence, and poor content organization, which often result in vague or unclear presentations. Public speaking anxiety, also known as “stage fright,” is one of the main factors that directly affects the presenter’s ability to communicate naturally and persuasively, hindering audience persuasion (Horwitz, 2010).

Semantics barriers

Language generates semantic limitations. Obstacles may develop in encoding and decoding messages into ideas. Communication barriers include a poor accent, a shortage of slang, unfamiliar terms, and excessive use of technical and literary terms, making presentations ineffective (Manjula, R., 2022).

Lack of confidence

A lack of confidence prevents the presenters from effectively engaging with the audience. It also diminishes their ability to capture attention, ultimately decreasing the effectiveness of the message being conveyed (Daly, Hopf, Sonadre, & McCroskey, 1997)

Poor content organization

Excessive, poorly structured information can confuse the audience, making it difficult for them to follow and reducing their ability to absorb the content effectively. According to Lim et al. (2024), presenting information in a clear, coherent, and logically structured manner is important for improving audience absorption.

This study was carried out at Van Lang University, involving pupils from the Faculty of Foreign Languages using English as the medium of instruction. Based on the information provided above, the most common barrier students at the school encounter is a lack of confidence, and their language skills — such as pronunciation, word choice, grammar, and so on — are still not sufficient. This research paper demonstrates the usefulness of AI applications in improving students' language skills and self-confidence in the Faculty of Foreign Languages at Van Lang University.

AI Tools used in Presentation Skills

AI tools can analyse speech and its pace, and provide immediate feedback to significantly improve the presenter’s performance (Wang et al., 2020). AI tools with advanced features are currently on the rise, acting as virtual coaches and including features such as speech analysis and virtual environment design. The integration of AI platforms serves as a virtual coach,

helping users reduce speaking anxiety and improve performance through guided practice (Mei et al., 2024). These tools have been applied in many previous studies in presentation rehearsal.

Current AI tools can provide real-time feedback on voice, speech rate, and body language, enabling presenters to quickly adjust for greater effectiveness (Padia et al., 2024). For example, AI software with integrated speech analysis can detect issues with tone or intonation and quickly offer solutions to enhance presentation effectiveness (Tanveer et al., 2015). Additionally, AI systems with built-in virtual assistants help users create practice spaces tailored to individual needs, allowing them to practice more and build confidence for public speaking in front of a crowd (Spyridonis et al., 2024). Specifically, AI tools like Yoodli and Orai can capture speaking speed, pauses, use of filler words like "uh," "ah," "uhm," and volume, providing instant suggestions (WhyLabs, n.d.).

Yoodli AI Application

Pricilia, Irmayana, Rahmansyah, and Lubis (2025) used Yoodli AI to teach speaking to students at Institut Pendidikan Tapanuli Selatan. With the Yoodli AI application, students were able to practice speaking in a comfortable environment, giving them more time to prepare for their presentations. According to the research findings, integrating ICT through the usage of Yoodli AI in speaking significantly improves students' speaking skills. Moreover, Rosyidah's study found that the majority of participants experienced significant improvements in public speaking and greater confidence after using the Yoodli AI application (Rosyidah, 2024).

Orai Application

Deliza and Sadikin (2023) revealed that using the Orai application could improve students' speaking performance. The test findings show a difference between the average pre-test and post-test scores after utilizing the Orai application. These statistics indicate that Orai, an application used to study English speaking, can help students improve their speaking performance more efficiently.

In the study by Halimah, Lustyantie, and Ibrahim (2018), the survey data indicated that Orai can help students correct pronunciation mistakes by providing direct feedback and regulating their speaking pace. In line with Halimah's (2018) study, Suryani's (2019) research also shows similar findings. Additionally, students in this study (Suryani, 2019) reported feeling pleasurable and comfortable in integrating Orai for their speaking practice. It functions as a speech coach (Takahashi, 2017). Orai is powered by artificial intelligence, which gives immediate, personalized feedback on users' public speaking prowess (Douglas, 2017).

Previous studies

Presentation skills are an important factor in both English-speaking and academic environments. However, many EFL students still struggle to communicate ideas effectively, due to language concerns and limited presentation skills (Pham et al., 2022). In this context, AI is becoming a trend as a potential tool to improve various skills, and this research article focuses on applying AI to enhance students' presentation skills, especially EFL students.

According to Dannis (2024), AI functions as an automated feedback tool, helping students practice language skills such as speaking and improving pronunciation. Using speech recognition software, AI can analyze the user's voice and provide instant feedback with a certain level of accuracy on speaking speed, intonation, and pronunciation. Dannis's research also shows that students often achieve higher scores than others on pronunciation tests after

using AI applications for practice. Building on this, Hou (2025) further explored the psychological benefits of AI, noting that it helps improve learners' confidence by providing a non-judgmental learning environment where students can practice and correct their mistakes.

Moreover, Zheng and Huang (2023) examined the effect of AI-generated digital clones on presentation skills. The results showed that AI clones served as positive role models, with effects on speech quality and self-perception. These had shown an increase in pronunciation satisfaction. These findings show that practicing with AI helps students overcome their fear of public speaking by providing a virtual environment.

In addition, the application of AI does not stop at improving speaking and grammar skills; it also helps students self-evaluate and develop soft skills. Maknun (2020) specifically examined the effectiveness of Orai in providing feedback on speaking pace, confidence, coherence, and filler words. The research showed that students who received feedback on these non-verbal cues were able to adjust their body language to become more persuasive and engaging in front of an audience.

Nair's (2025) study found that students became more aware of their speaking habits and proactively improved them, thanks to Yoodli's instant, unbiased feedback on aspects such as speaking rate, filler word frequency, and intonation clarity.

Although the above studies have shown the potential of AI tools, most focus on the level of improvement in the presenter's confidence. This study aims to specifically examine the effectiveness of AI tools in supporting technical aspects — such as pronunciation clarity, coherence, and the organization of ideas —and their impact on anxiety-related psychological factors among EFL students.

In brief, based on previous studies, AI is a useful tool in enhancing English presentation skills. Ji et al. (2023) found that AI helps reduce difficulties in language acquisition and anxiety in foreign languages. Thus, the application of AI can reduce students' concerns about speaking in public.

Gaps in Existing Research

Although existing studies have shown AI's potential to improve EFL students' presentation skills, the long-term impact of AI on retention and independent critical thinking remains unclear. Cha, Han, Yoo, and Oh (2024) and Saúde, Barros, and Almeida (2024) examined short-term benefits, such as immediate feedback and increased confidence. However, these studies have not examined whether these improvements are sustainable or transferable to non-academic settings. Moreover, these studies have not examined whether these improvements are sustainable or transferable to non-academic settings. Concerns have also been raised about ethical and academic integrity, particularly the overreliance on AI tools, which may undermine students' independent thinking and creativity.

While the potential of AI in education is immense, AI tools currently face limitations such as high costs for widespread adoption, accessibility issues, and a lack of standardization across platforms. In addition to addressing data privacy concerns, academic integrity remains a critical priority. It is important to note that this study focuses solely on AI's potential to enhance presentation skills. Therefore, beyond the limitations of AI, such as those mentioned above, is beyond the scope of this paper.

Theoretical Framework

This study is grounded in two theoretical frameworks: Bandura's Self-Efficacy Theory (1977) and Piaget's Constructivist Learning Theory (1976) to explain the effectiveness of AI tools,

when combined with presentation skills, in improving learners' confidence and presentation ability.

Theoretical frameworks such as Bandura's self-efficacy theory provide valuable insights into how individuals become more confident through practice and feedback (Bandura, 1977).

Based on this theory, AI tools have been developed to provide immediate, personalized feedback. For example, there are now papers discussing the use of virtual reality (VR)-based AI technology, in which VR-enabled AI tools allow users to design virtual environments to practice presenting according to their own criteria. According to Bandura (1977), increased self-efficacy leads to greater motivation and persistence, which are essential for improved presentation skills.

Besides, the Constructivist Learning Theory (Piaget, 1976) emphasizes active learning through experience and critical reflection. AI enables learners to engage in simulated environments where they can practice and refine their skills in a controlled yet dynamic setting. Piaget's theory emphasizes that learners actively construct knowledge through learning experiences. Therefore, in safe learning and practice environments that use AI during presentation practice, learners receive feedback and reflection on aspects they did not do well, creating conditions for deeper learning and more comprehensive skill development.

By integrating these two theories, the study aims to demonstrate the effectiveness of AI tools (Yoodli and Orai used in this study) in improving aspects such as information presentation, coherent language, and promoting learners' confidence.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What challenges do EFL students report facing when making classroom presentations?

2. To what extent does Artificial Intelligence enhance the presentation skills of EFL students?

Methods

Study participants and setting

Van Lang University, established in 1995, is described as a private institution. At Van Lang University, presentation skills are used across different subjects. The research investigated approximately 200 English majors during the 2024-2025 academic year. The research was conducted in the second semester of the school year, and the students participating in the survey had accessed and studied through the *Speaking module 4* prior to the survey.

The participants in this study were selected through convenience sampling, involving English-majored students who were available and willing to participate during the second semester of the 2024–2025 academic year. While this method facilitated data collection, it may introduce sampling bias and limit the generalizability of the findings. All of the participants were EFL students with varying levels of English proficiency and familiarity with AI tools such as Yoodli and Orai, many of whom were using these tools for the first time during the course.

Design of the study

This study employed an explanatory mixed-methods approach, beginning with the collection and analysis of quantitative data. Moreover, the qualitative interviews also helped interpret

the initial findings regarding students' problems with presentation skills. At the same time, a survey was conducted to identify suitable AI tools that could help improve their English presentation skills.

Data Collecting Tools and Process

This study used an explanatory mixed-method design, in which quantitative and qualitative data were collected at two different stages. Quantitative data were collected at the first stage using a questionnaire designed in Google Forms to investigate students' self-assessment of their presentation skills, as well as EFL students' perceptions of the effectiveness of AI tools (Yoodli, Orai) in improving their presentation skills. Quantitative and qualitative data are combined to provide a more comprehensive view of the effectiveness of Yoodli and Orai in strengthening students' English presentation skills at Van Lang University.

Quantitative data collection

The study used a questionnaire designed using Google Forms to collect data from about 200 students currently studying at the Faculty of Foreign Languages, Van Lang University, aged 20-22. The questionnaire consisted of 25 items on a 5-point Likert scale (1=Totally Disagree, 5=Totally Agree). These items have been adapted from previous studies on EFL presentation skills and AI-assisted learning, such as Suryani et al. (2019) and Rosyidah (2024). A small-scale pilot test was conducted with five students to refine unclear items before full deployment. The questionnaires were collected and redesigned to fit the context to assess students' perceptions of their presentation skills after applying AI tools to practice improving their presentation skills.

The research questionnaire includes 25 questions designed on a Likert scale with five levels, from 1 (Totally Disagree) to 5 (Totally Agree). The questionnaire is divided into three main parts.

- *Part 1: Overview of Participants (Items 1 to 3)*

  This section aims to capture participants' characteristics, such as gender, year of study, and frequency of participation in presentations during the study.

- *Part 2: Self-assessment on presentation skills (items 4 to 13)*

  This part aims to investigate EFL students' self-assessment of their presentation skills. In this part, the survey aims to help the study understand the difficulties students face when making presentations.

- *Part 3: Evaluating AI tools (Yoodli, Orai) for improving English presentation skills (items 14 to 25)*

Qualitative data collection

Semi-structured interviews were conducted with 5 to 7 students after they had used the AI tool for presentation practice. These students were selected based on their responses to the initial survey, specifically those who had previously used the AI tool for presentation practice and indicated significant improvements in their presentation skills.

Data Analysis

Quantitative Data Analysis

Quantitative data were collected via a Google Forms survey questionnaire containing Likert-scale questions. The responses were automatically compiled and analyzed using descriptive

and inferential statistics. The descriptive statistics in this study are encoded in percentages, providing an overview of how students self-assessed their levels of confidence, fluency, and clarity before and after using the AI tools. Although no specialized statistical software was used in this study, the descriptive results helped identify broad trends and patterns in learners' assessments of their progress in presentation skills.

Qualitative Data Analysis

Semi-structured interviews with five students were recorded and analyzed. Interview data were analyzed using thematic analysis, following Clarke and Braun's (2016) six-step model. This process aimed to identify common themes in students' experiences with Yoodli and Orai, focusing on factors such as user experience, specific features (e.g., real-time feedback, suggestions), and perceived improvements in presentation skills. Rosyidah (2024) used a qualitative research method; data were collected through in-depth interviews. Yoodli and Orai are useful tools in significantly improving users' presentation skills and confidence. Moreover, these tools are effective solutions to the difficulties introverted students face when speaking in front of a crowd.

Ethical considerations within this study

All participants will be clearly informed of the study's aim before taking part. Personal information will be anonymized to protect participants' privacy, and the study will comply with the university's research board's ethical guidelines.

Validity & Reliability

The validity of the study was ensured through careful design of the survey instrument. The survey questionnaire was designed based on previous studies and relevant literature on EFL students' presentation skills, as well as the investigation of the effectiveness of AI tools on this skill. Expert feedback was sought from a lecturer specializing in English language teaching.

Reliability was supported by a pilot study and consistent data-collection procedures. In addition, the data collection process was conducted consistently, at the same time, and with the same criteria as the subject. For qualitative data, triangulation was employed by comparing interview findings with survey responses to enhance the trustworthiness of the findings. In addition, in the quantitative data section, quotes from interviews were compared across two or more responses to ensure reliability and avoid subjectivity.

Results/Findings

This study surveyed 278 students from the Foreign Language Department at Van Lang University, comprising 170 females, 101 males, and seven students who preferred not to disclose gender. Participants included students across four years: 96 freshmen (34.5%), 59 second-year students (21.2%), 84 third-year students (30.2%), and 39 seniors (14%).

Students' Perceptions of Challenges

This section consists of 10 questions (items 1-10) to assess students' self-assessment of their presentation skills. The results of the item show a variety of students' confidence levels, notably in presenting ideas in English and in adjusting stress when presenting.

Table 1

EFL students' self-assessment of their presentation skills

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
1	I feel confident when presenting in front of an audience.	13.3 %	17.3%	25.5%	27.7%	16.2%
2	I can manage stress while presenting to a large audience.	10.1%	17.6%	23.4%	38.1%	10.8%
3	I am confident in my English language ability when presenting.	12.6%	16.9%	30.2%	28.1%	12.2%
4	I often find it difficult to express ideas in English during presentations.	6.1%	25.9%	23.7%	33.1%	11.2%
5	My language skills (pronunciation, grammar, and vocabulary) are good enough for effective English presentations.	12.2%	14.4%	26.6%	35.6%	11.2%
6	I feel confident answering audience questions after a presentation.	8.6%	21.2%	31.7%	26.6%	11.9%
7	I feel that my content organization skills are still weak when presenting.	12.6%	26.6%	29.9%	24.8%	6.1%
8	I believe I can present fluently without extensive preparation.	22.3%	30.2%	18%	23%	6.5%
9	I often lose focus or forget ideas during presentations.	9.7%	31.3%	26.3%	26.3%	6.5%
10	You assess that your presentation skills have improved.	4%	12.2%	43.5%	32%	8.3%

Table 1 showed that a considerable number of students (approximately 16.2% to 27.7%) reported moderate to high confidence in delivering presentations. Specifically, 40.3% of participants rated themselves as confident presenters, suggesting that while many felt capable, there is room for improvement, as a notable portion reported hesitance.

In item 2, the highest percentage of positive responses across all items, with 38.1% of students responding *"I can manage stress while presenting in front of a large group."* However, a response rate of 10.8% selecting "Totally agree" (TA) indicates that many students feel it is not too difficult or burdensome to present a topic to an audience, but few are truly confident in their ability to do so.

Several students reported that AI tools helped reduce anxiety, with Student B stating, *"After practicing with AI tool, presenting in front of my audience didn't make me anxious anymore."*. Moreover, student T said, *"Because of the practicing beforehand, the AI tool really helped ease my anxiety when I officially presented my speech." "I feel more comfortable and less anxious, because of AI didn't interfere my speech and it gave me immediate feedback, helping me can practice more before the official presentation."*

In terms of language skills, item 5 showed that students are relatively well-equipped to present effectively, with positive responses accounting for almost half of the total survey respondents, indicating that students are quite confident in their language skills.

In items 7, 8, and 9, there is a prominent point: It is possible that half of the students in the survey were not prepared to present without proper preparation and practice. The reasons for

this lack of confidence can stem from many factors. Due to their limited vocabulary, grammar, and fluency, this leads to ineffective content organization. In addition, English learners in Vietnam often focus more on grammar and pronunciation than on speech structure, leading to a lack of coherence in the composition of the speech (Pham et al., 2022). A common reason mentioned previously is that students have not had sufficient access to formal instruction or to specific feedback on content organization from teachers or peers (Al Jahromi, 2020). Therefore, these figures revealed significant shortcomings in the quality of organizational content, preparedness in presenting, and self-evaluation skills.

Effectiveness of AI tools (Yoodli, Orai) in enhancing English presentation skills

This section examines the effectiveness of Yoodli and Orai tools in helping students practice and improve their English presentation skills. The survey results show that these tools have positive effects on pronunciation, reduce filler words, and help reorganize content. However, the effectiveness of aspects such as body language is still unclear.

The responses show students' perceptions of the AI tool's effectiveness compared with traditional practice methods. Although the responses were not unanimous, those that agreed showed the potential of AI support to help students practice and improve their presentation skills.

Table 2

Student Self-assessment on the effectiveness of AI tools (Yoodli, Orai) in enhancing English Presentation skills

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
11	AI tools help improve my pronunciation and tone when presenting.	5%	11.5%	42.1%	29.9%	11.5%
12	Yoodli, Orai, and other AI tools help me identify and reduce **FILLER WORDS** during presentations.	3.6%	9.7%	56.1%	20.9%	9.7%
13	Yoodli, Orai, and other AI tools help me **IMPROVE CLARITY AND COHERENCE** during presentations.	3.2%	4%	51.4%	30.9%	10.4%

Table 2 presents positive statistics for items 11, 12, and 13, indicating that students appreciate the effectiveness of these tools in improving their language presentation skills.

> *"I found that the voice feedback was useful for me – it gave me some suggested in volume and me speed."* (Student B). Similarly, the other interviewees also gave the same opinion. For instance, the AI tool's speech recognition was accurate, offering suggestions on when to slow down or emphasize certain parts. Besides that, student T said that: *"The feedback on intonation was limited because it delivered in text form, audio samples would have been more helpful in helping my shadowing and practicing more on my pronunciation."*

Table 3

Student Self-assessment on the effectiveness of AI tools (Yoodli, Orai) in enhancing English Presentation skills

14	I notice improvement in organizing ideas and delivering messages after using the tools.	3.2%	7.6%	45.7%	34.9%	8.6%
15	AI tools help me control my speaking pace and pauses while presenting.	5.4%	7.6%	47.8%	29.1%	10.1%
16	I find AI feedback valuable in adjusting my voice and posture when presenting.	5%	6.1%	46.4%	30.2%	12.2%
17	I feel more confident when using Yoodli and Orai to practice presenting.	4.7%	4%	54%	26.3%	11.2%
18	Using Yoodli and Orai helps me overcome anxiety before presenting.	5.8%	5.8%	51.1%	26.6%	10.8%

These findings reveal that AI tools such as Yoodli and Orai are effective in helping students improve their language presentation skills across academic and professional contexts, including content organization, delivery speed, and content clarity. Furthermore, it helps in language skills, such as improving pronunciation for students in item 1. However, the effect on the non-linguistic or emotional factors (anxiety control, self-confidence) still has a clear response, but this remains limited.

> *"I find Yoodli tool helps me increase my confidence significantly. (I practice more, get immediate feedback)"* said student B (personal interview). Similar to the responses of students D, T, and H. And H added that, when using the tool to practice, because H had more time to prepare and received feedback from the Yoodli tool, H was able to promptly adjust and become more familiar with the context and presentation content.
>
> Student B said: *"Yoodli tool helped me restructure my speech. It gave me some suggestions reordering the idea of my script, making it more coherent."*
>
> Similarly, Student T said: *"My presentation was scattered, but after using Yoodli, the app helped me to present my ideas in a more organized manner and more attractive."* Moreover, students H and T also have the same opinion about this feature. This feature helped them improve the flow of their content by logically placing certain sentences.

Table 4

EFL Students' assessment on providing useful suggestions for AI tools

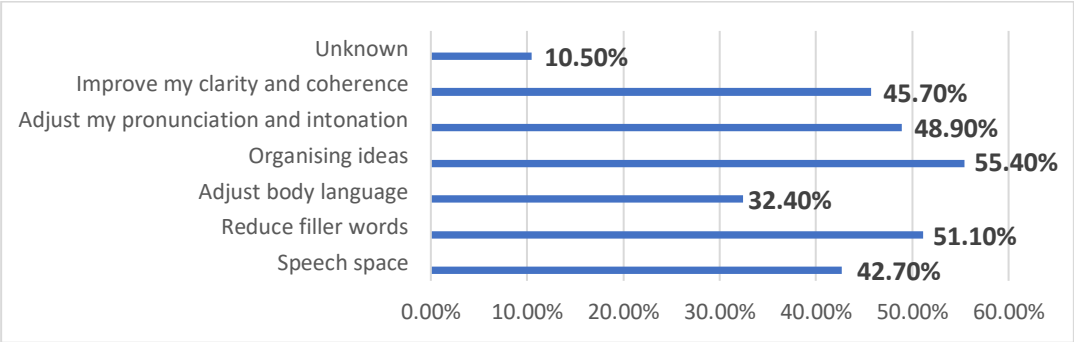
Items	**Questionnaires**	**1 (TD)**	**2 (D)**	**3 (N)**	**4 (A)**	**5 (TA)**
19	The tools provide useful suggestions for improving presentation skills	5.4%	6.8%	45.7%	27.7%	14.4%
20	I can customize settings based on my needs.	5.4%	4.3%	50.9%	24.9%	14.4%

Table 4 presents students' feedback on the effectiveness of AI tools (Yoodli, Orai, etc.) in improving presentation skills. These statistics consisted of two aspects: whether the tool can effectively customize the personalization context for users and provide useful editing contributions.

Overall, the data table above shows students' feedback on the effectiveness and usefulness of the tools, with the majority giving high positive reviews, and the percentage of neutrals is also high, while negative experiences remain low. This illustrates that AI tools are undeniable in improving students' presentation skills. In addition, the high neutrality rate suggests that students need additional instruction and training to maximize the benefits of these tools.

Figure 1.

Students' assessments of the effectiveness of AI tools in improving aspects of presentation skills



Based on the statistics, the graph shows that the highest rate was recorded for the "Organising ideas" item at 55.4%, indicating the AI tool's effectiveness in responding and suggesting edits and rearrangements to help improve content. The tool's effectiveness followed this in "Reduce filler words" with 51.1% of students agreeing on this effectiveness, indicating that the tool is effective in helping learners limit the insertion of buzzwords such as "uhm", "ah" as one of the key criteria to help students gradually improve the fluency and coherence of their presentations. Overall, the majority of students (over 50%) agreed that AI tools improved their pronunciation, organization, and ability to reduce filler words.

The overview outlines the effectiveness of AI tools in improving presentation skills—both language and content—and in presenting effectively. However, AI is still limited in terms of feedback on body language and gestures. Similarly, Pham et al. (2022) also found that students had difficulty integrating AI tools due to a lack of guidance.

Figure 2.

Report on Students' Perception of AI Tools Compared to Traditional Practice Methods

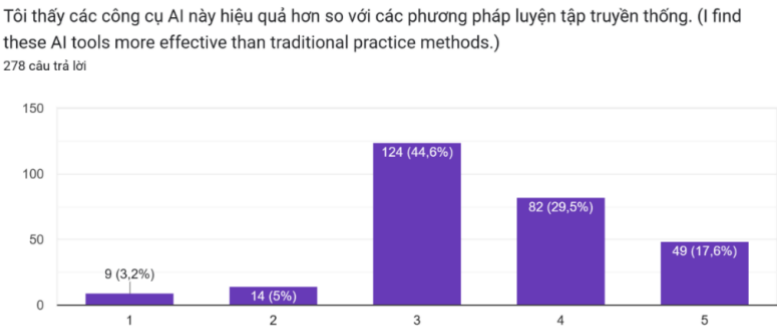


Figure 2 provides student feedback on the effectiveness of AI tools in improving presentation skills compared to traditional practice methods.

Student T shared: *"Although the feedback from Yoodli is very detailed, it is only in abstract text form, making it difficult for me to visualize and adjust. So I think about this aspect, if there is direct guidance, it will be easier for me to visualize and follow."* However, some students shared more obvious benefits. Student B stated that: *"I recognize weaknesses and quickly adjust thanks to the immediate feedback feature, so I feel more confident when presenting."* Student H also agreed with the above idea.

> *"I prefer using AI tools because they help me feel more confident without the fear of immediate human judgment"* (Student D).

"With AI, I can practice without pressure, and the instant feedback is very helpful for improvement" (Student H).

In summary, the largest recorded response was still at level 3 ("Neutral" (N)), indicating that students were still divided between complete denial of AI's effectiveness and benefits and consideration of its uses over traditional training methods. Nevertheless, although there was no absolute consensus that students were fully confident in AI's ability to help, the table shows that the data was strongly skewed toward the positive, indicating that AI has great potential to support practice and improve students' presentation skills compared to traditional methods.

User's experience

This section aims to survey the tool's user experience. The feedback results show that there is still a need for guidance to enhance the user experience and help users make the most of the tool's features.

Table 5

Operation and interface

Items	Questionnaires	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)
21	The interfaces of AI tools like Yoodli and Orai are designed to make colors, layouts, and fonts easy to use.	5.8%	4.3%	46.8%	29.1%	14%
22	You can easily find key features.	4%	6.1%	46%	27.7%	16.2%
23	It is easy to analyze your presentation.	4%	7.9%	44.2%	30.6%	13.3%
24	The tools that analyze and provide instant feedback.	4.3%	7.2%	48.6%	24.8%	15.1%

In Table 5, the majority of responses were recorded as "Neutral" (N) across all four items. However, it is worth noting that the proportion of students who respond positively (A and TA) is higher than the proportion who respond negatively (TD and D).

In summary, according to Table 4, Most students found the AI interface user-friendly, though a significant proportion remained neutral, indicating a need for better orientation.

The high neutrality rate, and some negative feedback ("Completely disagree" (TD) and "Disagree (D)) suggest that experimentation and incorporation of tools in practice should be guided, information captured to enhance the experience for the user, and the skill of using tools effectively.

Discussion

Based on the above neutral responses, it is important to provide training and guidance sessions for integrating AI tools into teaching and learning. This is to help both teachers and learners better understand the tools, thereby enabling more grounded assessments.

Based on student feedback, there was a positive trend in AI's effectiveness in helping students practice, provide feedback, and improve presentation skills. This finding reinforces the positive impact on technical aspects, such as speech rate, content organization, and pronunciation in the target language. Similar to the research by Padia et al. (2024), AI tools' ability to provide detailed, immediate feedback helps students improve their presentation performance.

In addition, certain limitations still exist; for example, in supporting emotional elements, body language has not been particularly effective. Some of the feedback indicates that they still choose to remain neutral when evaluating the effectiveness of AI tools in aspects such as postural adjustment and facial expressions. Similar to Nair's review (2025), the findings show that students tend to need instruction from real people and real-world learning models to maximize the benefits of AI tools. In this study, Nair evaluates the effectiveness of Yoodli.

Regarding helping students gain confidence and reduce anxiety, this is mainly due to the practice and the preparation in advance. In addition, the personalized feedback from the AI tools allows users can recognize and correct errors in a timely manner before they are formally presented to the audience. Similarly, Hou (2025) found that AI helps improve learners' confidence by providing a non-judgmental learning environment, where students can practice and correct their mistakes.

In conclusion, while AI tools such as Orai and Yoodli are effective in helping students improve their presentation skills, particularly in language and clarity. In addition, to maximize AI's capabilities, there is a need for instruction and for combining AI models with traditional learning methods to help students integrate and leverage technology to enhance their professional skills. Similar to the findings, the effectiveness of AI is affected positively but still needs to be combined to be guided (Kim, Merrill Jr, Xu, & Kelly, 2022)

Despite the positive feedback on the effectiveness of Yoodli and Orai, the study has some limitations. The sample size remains limited, as it was conducted only with EFL students, which may affect the study's conclusions. In addition, the study's responses depend on self-assessment, so they will be subjective. Future research should increase sample size and diversify across disciplines and approaches to minimize subjective bias.

Conclusion

This study set out to tackle a persistent issue in EFL classrooms: many students know their material well but struggle to present it fluently, confidently, and in an organized way. By bringing Yoodli and Orai into their regular practice, students showed clear progress—not only in pronunciation, vocabulary, and structure, but also in the confidence and independence they brought to their work. Many described these tools as more than just evaluators; they felt like supportive guides, offering instant, specific feedback that encouraged steady improvement. While no technology can take the place of a teacher's insight and encouragement, the findings show that AI tools can play a strong supporting role. The key for educators is to weave them into teaching in ways that enhance classroom learning, giving students more opportunities to practise, reflect, and grow into capable, assured presenters.

Limitation

As the study focused solely on EFL students from the Department of Foreign Languages, the small sample size and short duration limit the generalizability and understanding of long-term effects. Because of the limited implementation and data-collection time — only about 4 weeks — the long-term impact and effectiveness of the AI tool are not clearly reflected.

Objective factors in the data, such as individual differences in learning habits, frequency of participation in presentations, and proficiency with technology, can affect survey results, even though participants were informed of these factors during survey design. These limitations highlight areas for further investigation.

Implications for Educational Practice

Based on the data analysis in Chapter 4, the study encourages integrating alternating support activities between direct instructors and online tools to maintain a balance between technology use and academic integrity. Without proper support from instructors, students may not fully benefit from these technologies. Educational institutions should organize training sessions and workshops and share experiences with using the tools for both teachers and learners to enhance user learning and maximize the tools' utility.

Incorporating tools into the traditional teaching and practice process helps create an effective learning environment. This approach and combination encourage students to learn on their own and help reduce lecturers' workload when they cannot closely monitor each individual's progress.

Implications for Future Research

Future studies should use more survey designs, such as longitudinal assessments, to better document the long-term effectiveness of the tools. Include multiple stages of objective assessment, along with self-reported responses, to reduce subjectivity.

Future studies should expand both the research methods and the scope of the study. Further studies should include a more diverse group of subjects, with students from different majors. Diversity in participants helps provide a more comprehensive perspective on the practicality of research on the effectiveness of AI tools in a variety of educational contexts.

Specifically, to evaluate the long-term impacts of AI tools on learners' presentation skills, studies can focus on the effectiveness of each feature to further assess the tool's impact on each aspect of presentation skills, such as intonation, body language, and audience interaction. These are able to specifically identify the highly effective features of AI tools in improving EFL students' presentation skills.

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