



## USING MULTIMODAL PRESENTATIONS TO DEVELOP ORAL COMMUNICATION IN EFL CLASSROOMS

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**Abstract.** *Oral communication is one of the most important skills for English as a Foreign Language (EFL) learners, but it is often difficult to improve in traditional classroom settings. This paper explores how multimodal presentations—those combining visual, auditory, and verbal elements—can support the development of oral communication skills among EFL students. By reviewing recent literature and reflecting on practical classroom strategies, this study highlights how multimodal tools not only increase student motivation but also improve their confidence and clarity in speaking. Findings suggest that incorporating technology and varied media in student presentations leads to better learning outcomes in oral communication. The paper aims to inform language teachers and learners about practical applications of this method in EFL classrooms.*


**Key words:** *EFL, oral communication, multimodal presentations, language learning, student engagement*

### Introduction

In recent years, oral communication has become a major focus in English as a Foreign Language (EFL) instruction, especially as global communication grows in importance. However, many students still find speaking in English challenging due to limited vocabulary, fear of making mistakes, or lack of speaking practice (Chen & Zhang, 2021). At the same time, technology has made it easier to use multimodal methods in the classroom, such as slideshows, videos, images, and sound effects during student presentations. These tools help learners to express themselves in more dynamic and engaging ways (Kress, 2010).

### Methods

This research is based on a literature review of recent academic publications and classroom studies between 2015 and 2024. Sources were selected from academic journals such as TESOL Quarterly, Language Learning & Technology, and ELT Journal. In addition, some reports and case studies by experienced language teachers were included to give a more practical view. The main focus was on studies that involved EFL learners using multimodal tools—such as PowerPoint, Canva, video storytelling, and online collaboration platforms—to create and deliver presentations



in English. Special attention was given to studies reporting student outcomes in oral fluency, vocabulary usage, pronunciation, and confidence.

### **Results**


The reviewed studies show several positive effects of using multimodal presentations in EFL classrooms. First, students who used visual and auditory aids during presentations showed better fluency and organization in their speech (Lee & Lim, 2022). They used more varied vocabulary and expressed ideas more clearly compared to those who gave traditional oral presentations. Second, many learners reported feeling less anxious and more motivated when they were able to use images, video clips, or music to support their spoken message. According to Kim (2020), this approach helped students focus less on grammar mistakes and more on delivering a message. Third, the integration of digital tools like Prezi or Google Slides encouraged collaboration and creativity. In group work, learners discussed content in English while preparing their slides, which led to increased speaking time and peer feedback (Wang & Crosthwaite, 2021). Finally, assessments from teachers also showed improvement in pronunciation and intonation, as students practiced multiple times with their media and often rehearsed aloud.

### **Discussion**

These findings suggest that multimodal presentations are a useful tool for developing oral communication in EFL classrooms. Since speaking in a foreign language can be stressful, the use of images, charts, or sound can reduce pressure and help learners focus on meaning rather than perfect grammar. In addition, preparing presentations in groups gives students more opportunities to speak in English outside of formal classroom interactions. Multimodal presentations also support different learning styles. Visual learners benefit from slides and diagrams, while auditory learners respond well to recorded sounds or narration. This diversity can make lessons more inclusive and effective for a variety of learners (Cope & Kalantzis, 2009). However, it is important for teachers to guide students in using these tools properly. Without clear goals or structure, some students may focus too much on design and not enough on the language. Therefore, teachers should provide rubrics, examples, and feedback to help students stay focused on improving their oral communication.

### **Conclusion**

Multimodal presentations offer many benefits for EFL learners by combining speaking with visual and audio support. They help students to be more confident, speak more fluently, and express their ideas clearly. With proper guidance from



teachers, this method can become a powerful way to develop oral communication skills in language classrooms.

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