

DOI: <https://doi.org/10.46991/AFA/2026.SI-2.15>

STUDENTS' REFLECTIONS ON ORAL PRESENTATIONS IN AN ENGLISH AS A LINGUA FRANCA CONTEXT: A CASE STUDY

Laura Lucía Laurenti*

University of Málaga, Spain/National University of Cuyo, Argentina

ORCID: <https://orcid.org/0000-0002-4946-1284>

Rosa Muñoz-Luna**

University of Málaga, Spain

ORCID: <https://orcid.org/0009-0005-2974-3822>

Mastering verbal communication is a key component of any academic and professional setting. However, oracy instruction can be considered a neglected aspect in students' curricula, assuming perhaps that this skill does not need to be taught and can, instead, be acquired spontaneously along the academic pathway. This helps explain the numerous endeavours of scholars in developing writing courses. In fact, academic literacy has generally been associated with the mastery of composition skills, probably due to the long-standing tradition of scholarly publication. This study intends to highlight the importance of developing oral discourse by examining how postgraduate students from a Master's Degree in English Studies perceive their own performance in oral academic presentations delivered in English as an L2 and lingua franca. By examining their experiences, attitudes, and perceived training needs, the study seeks to illuminate how learners conceptualise the challenges of oral academic discourse in ELF settings.

Keywords: *academic oral presentations, English as a Lingua Franca, academic literacy, students' reflections, case study.*

Introduction

In recent years, the ability to communicate effectively through spoken academic discourse has become a central requirement in higher education, particularly within postgraduate programmes where oral academic presentations constitute a common

* laurenti@uma.es

** rmluna@uma.es

Received: 27.11.2025

Revised: 20.01.2026

Accepted: 23.01.2026



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form of assessment, knowledge dissemination, and peer interaction. This is especially evident in increasingly internationalised educational contexts, where English not only functions as the formal language of academic evaluation, but also operates as a *lingua franca* for interpersonal and collaborative exchange among students from diverse linguistic backgrounds. Within such scenarios, oral academic presentations serve not only as performances of disciplinary knowledge, but also as key sites for identity negotiation, positioning, and multilingual meaning-making (Jenkins, 2015; Björkman, 2011; Mauranen & Jenkins, 2021). However, despite their growing relevance, empirical research has repeatedly shown that postgraduate curricula tend to prioritise written academic literacy, offering comparatively limited explicit training in oral presentation skills – particularly with respect to delivery, multimodality, and interpersonal stance (Wingate, 2015).

From the perspective of English as a *Lingua Franca* (ELF), spoken academic genres are not to be evaluated solely against native-speaker norms, but rather as dynamic, co-constructed interactional events, shaped by strategies of intelligibility, accommodation, and collaboration among multilingual speakers (Seidlhofer, 2011; Cogo, 2016). This paradigm shift invites a re-examination of performance expectations in postgraduate oral assessment, shifting the focus from linguistic accuracy to communicative effectiveness and functional adaptability. Yet, as several authors have noted (Jenkins, 2022; Sifakis & Lopriore, 2022), institutional evaluation practices often remain implicitly aligned with monolingual native-like standards, which may constrain learners' confidence and affective engagement when presenting in L2 academic contexts.

Affective and psychological dimensions are further central to understanding how students perceive and perform oral genres. Drawing on self-perception and self-efficacy theory (Bandura, 1997; Dörnyei & Ushioda, 2011), recent studies have demonstrated that learners' beliefs about their own oral competence strongly influence both their communicative behaviour and their willingness to engage in speaking tasks. Feelings of anxiety, inadequacy, or exposure are often cited as major obstacles in oral academic performance, particularly in formal, high-stakes settings such as thesis defences or seminar presentations (King, 2014). Understanding how students interpret their own abilities, and which elements they perceive as challenging or facilitating, becomes essential in designing pedagogically responsive environments.

In addition, oral academic presentations increasingly involve multimodal orchestration, where meaning is constructed not only through verbal language, but also through gesture, visual design, spatial arrangement, and digital affordances. Within the framework of Systemic Functional Linguistics (SFL), communication is

modelled as a process of semiotic choice, whereby speakers draw on multiple modes of representation to enact ideational, interpersonal, and textual functions (Halliday & Matthiessen, 2014; O'Halloran et al., 2017). From this view, effective oral presentation skills extend beyond pronunciation and grammar to encompass multimodal coherence, embodied stance, and visual-verbal alignment. Yet, despite increasing awareness of multimodal literacy in academic communication (Kress, 2010), little is known about how students themselves conceptualise the role of slides, visual support, and performance embodiment in their presentation success.

In light of these considerations, this study explores how postgraduate students enrolled in a Master's Degree in English Studies perceive their own performance in oral academic presentations delivered in English as an L2 and lingua franca. By examining their experiences, attitudes, and perceived training needs, the study seeks to illuminate how learners conceptualise the challenges of oral academic discourse in ELF settings. Specifically, this study addresses the following research questions:

1. To what extent have Master's students received previous training in delivering oral academic presentations in English?
2. What challenges do students identify when performing an oral academic presentation in English as an L2 and lingua franca?
3. How do students perceive their overall experience of completing the task, in terms of enjoyment, engagement, and perceived competence?
4. What role do students attribute to multimodal elements (e.g., slides, visual support, embodiment) in their presentation performance?
5. Would students be interested in receiving further training in oral academic presentation skills, and which specific areas would they prioritise?

By foregrounding students' own voices, this study contributes to current discussions on ELF-informed oral pedagogy, self-perceived competence in L2 performance, and multimodal approaches to academic communication, offering implications for postgraduate assessment design and instructional practice.

Communicative competence: the role of speaking

The concept of *communicative competence* has been central to the study of second language learning and use since the term was first introduced by Hymes (1972) as a response to Chomsky's distinction between *competence* and *performance*. While Chomsky (1965) focused on an idealised speaker's grammatical knowledge, Hymes emphasised the social and contextual dimensions of language, arguing that being competent in a language involves not only knowing its rules but also using them appropriately in real communicative situations. This perspective marked a

decisive shift from purely structural approaches towards more functional and pragmatic orientations in applied linguistics.

Building on Hymes, Canale and Swain (1980) elaborated a widely influential model of communicative competence, later refined by Canale (1983), which identified four key components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Within this framework, *speaking* occupies a central role, since it requires the simultaneous mobilisation of all these dimensions: accurate grammatical production, sensitivity to sociocultural norms, the ability to organise discourse coherently, and the use of strategies to overcome breakdowns or limitations. Speaking thus represents the most immediate and visible manifestation of communicative competence in both academic and non-academic settings.

The relevance of oral production extends beyond classroom contexts, since spoken interaction is fundamental to participation in professional, academic, and everyday domains. As the Common European Framework of Reference for Languages (CEFR) underlines, oral communication skills are essential for enabling learners to interact, negotiate meaning, and co-construct knowledge in diverse social environments (Council of Europe, 2001). From a pedagogical standpoint, fostering oral competence equips learners not only with linguistic resources but also with the confidence and agency required to operate successfully in real-life communicative situations. Consequently, speaking is not merely one component of communicative competence, but arguably its most dynamic and integrative dimension, making it crucial to examine in contexts such as oral academic presentations.

Systemic functional linguistics and oral performance

Systemic Functional Linguistics (SFL), originally developed by Halliday and subsequently expanded by Matthiessen and others, offers a powerful lens for analysing academic discourse by framing language as a social semiotic system (Halliday & Matthiessen, 2014). Within this tradition, communication is understood as a meaning-making process realised through choices across three metafunctions: the ideational (representing experience and logical relations), the interpersonal (enacting social roles and relationships), and the textual (organising discourse coherently). This tri-stratal perspective has been extensively applied to written genres in English for Specific Purposes (ESP), yet its explanatory potential is equally significant in examining oral academic performance, where speakers must mobilise these metafunctional resources in real time.

In the field of ESP, the SFL tradition has been particularly influential through genre-based pedagogy, which highlights the patterned organisation of academic and professional texts and the pedagogical value of making such structures explicit for learners (Hyland, 2007; Martin & Rose, 2008). Applied to oral communication, this approach frames oral academic presentations as a distinct genre with recurrent stages—such as introduction, background, analysis, and conclusion—that guide audience expectations and provide rhetorical scaffolding for novice speakers. In this respect, SFL not only describes the linguistic realisations of spoken academic discourse but also equips educators with tools to design pedagogical interventions that enhance learners' genre awareness and strategic competence.

The oral mode, however, introduces distinctive challenges that amplify the relevance of an SFL perspective. Unlike written texts, oral presentations are inherently multimodal, combining spoken language with paralanguage (intonation, pauses), gesture, gaze, and visual artefacts such as slides. O'Halloran et al. (2017) argue that SFL's systemic model can be extended to multimodal analysis, whereby meanings are distributed across verbal and non-verbal resources that jointly enact ideational, interpersonal, and textual functions. For instance, visual slides may complement or condense ideational content, while gesture and prosody reinforce interpersonal alignment with the audience. From this perspective, successful oral academic performance depends not only on lexical-grammatical proficiency but also on the coordinated orchestration of multimodal resources to achieve coherence and persuasiveness.

Recent research on oral academic competence has underlined the role of SFL-informed approaches in making explicit the linguistic and multimodal choices that underpin effective presentations. It is important to highlight how postgraduate students often struggle with the interpersonal dimension of oral performance, particularly when attempting to adopt a stance of authority while maintaining accessibility to peers. By unpacking the linguistic realisations of interpersonal stance – such as modality, hedging, and evaluative language – SFL-based analysis provides concrete pedagogical insights into how learners can more confidently negotiate the demands of academic authority and inclusivity in ELF contexts. Similarly, Hood and Forey (2005) demonstrate how prosodic and textual resources are mobilised in conference presentations to guide audience attention and signal rhetorical transitions, emphasising the performative dimension of oral competence.

From a pedagogical viewpoint, the integration of SFL in ESP and oral presentation training aligns with the broader goal of developing learners' communicative competence in authentic academic settings. By highlighting the patterned organisation of oral genres and the multifunctional deployment of

language, an SFL perspective supports scaffolded practice where students gradually acquire the semiotic resources required to perform confidently in front of an audience. In ELF academic contexts, this becomes particularly relevant: rather than striving for native-like fluency, learners benefit from focusing on the functional effectiveness of their oral communication – clarity of ideational content, coherence in textual organisation, and alignment in interpersonal stance. Thus, an SFL framework not only enriches the analysis of oral academic performance but also offers a pedagogical rationale for designing training that empowers learners as multilingual communicators in higher education.

In sum, applying SFL to ESP and oral academic presentations allows researchers and educators to move beyond deficit views of L2 oral competence, foregrounding instead the meaning-making potential of multilingual students. By conceptualising presentations as multimodal genres that mobilise linguistic and paralinguistic resources across metafunctions, SFL provides both analytical depth and pedagogical direction. This perspective situates oral academic competence not as a narrow skill set but as a holistic semiotic practice, central to learners' academic success and professional development.

Taken together, these perspectives highlight the usefulness of Systemic Functional Linguistics for understanding how oral academic presentations operate as both linguistic and multimodal genres. By situating spoken performance within a broader semiotic framework, SFL underscores the role of language not only as a vehicle for transmitting content but also as a resource for negotiating stance, guiding audience engagement, and structuring discourse coherently. In the context of English for Specific Purposes, this approach provides valuable analytical and pedagogical insights into the ways students mobilise their linguistic repertoires to achieve communicative goals in diverse academic settings. More importantly, it positions oral competence as a multidimensional construct that extends beyond grammatical accuracy to encompass functional, interpersonal, and multimodal effectiveness. As such, the SFL tradition offers a robust foundation for examining oral academic performance in higher education and contributes to a more comprehensive understanding of communicative competence in globalised academic environments.

Methodological procedures

Research design: This qualitative study aims to unveil students' perceptions of the academic oral presentation genre. Given the characteristics of the sample, it can be considered a case study, comprising 19 students who attended a specific subject in a well-defined academic setting. We also found this approach suitable for our

objectives since the aim was not to generalize the results but to gain a deeper understanding of students' perceptions, emotions and needs regarding this oral genre.

Study setting and participants: This study was conducted with postgraduate students enrolled in the Master's Degree in English Studies at the University of Málaga, during the 2022/2023 cohort. The sample included 19 students who attended the subject English as a Lingua Franca in the Field of Science and Technology (ELFST).

The data we present here correspond to students' self-evaluations after completing one of the tasks that comprises the ELF curriculum: delivering an oral presentation. This activity could be done in groups or individually, and they could choose among these two options: a) to present a summary of a research article related to ELF or b) to expose a lesson plan aimed at developing one aspect of ELF. They were allotted no more than 15 minutes for the completion of the task.

Before students gave their presentations, they were explicitly asked to take notes on their classmates' performances, since at the end of the session they would be requested to fill in an online form evaluating this activity and a series of aspects related to presenting in English. This form recapitulated the objective of the data collection and made explicit that by completing it, students were giving consent for this information to be used for linguistic research. Aspects of confidentiality and anonymization were also guaranteed in line with UMA's ethical committee.

The participants who constituted our study sample were between 22 and 41 years old. Approximately half of the group was of Spanish origin, while the others came from different countries, mainly Erasmus mobility students. There were 11 students whose L1 was Spanish, and the remaining eight spoke Arabic, Chinese, Estonian, Polish and Turkish as their mother tongue. As becomes evident, all of the participants were EFL speakers.

When inquired about their level of English, the majority assigned themselves a C1 level of proficiency based on the Common European Framework of Reference for Languages (CEFR). Only four students chose a C2 level. The average number of years they have studied English was 16, with a minimum of eight and a maximum of twenty-two. Table 1 helps to illustrate this information.

SAMPLE	AGE	COUNTRY OF ORIGIN	L1	SELF-PERCEIVED EFL LEVEL (CEFR)	YEARS OF ENGLISH INSTRUCTION
Student 1	24	Turkey	Turkish	C1	14
Student 2	23	Argentina	Spanish	C1	17
Student 3	23	Spain	Spanish	C1	20
Student 4	25	Estonia	Estonian	C1	19
Student 5	25	Spain	Spanish	C1	22
Student 6	24	Spain	Spanish	C1	18
Student 7	22	Poland	Polish	C1	14
Student 8	22	Spain	Spanish	C1	16
Student 9	23	Spain	Spanish	C2	17
Student 10	25	Spain	Spanish	C1	18
Student 11	22	Spain	Spanish	C1	14
Student 12	24	Spain	Spanish	C1	15
Student 13	24	Spain	Spanish	C2	21
Student 14	24	Peru	Spanish	C2	13
Student 15	41	Egypt	Arabic	C1	20
Student 16	28	Algeria	Arabic	C1	12
Student 17	24	Morocco	Arabic	C2	8
Student 18	26	Morocco	Arabic	C1	14
Student 19	23	China	Chinese	C1	17

Table 1: Participants

Data collection procedure: To collect students’ perceptions, a Google Form questionnaire was designed and administered through an institutional virtual classroom right after they finished their presentations. This form consisted of three sections. Section 1 included demographic data such as age, country of origin, first language, years of English instruction, and self-perceived English level (according to the CEFR). Besides, three questions inquired about a) whether they had received any training in presenting, b) the challenges they think students face when presenting, and c) how much experience they had in presenting.

Section 2, named “Presentations Assessment”, included five questions. In the first and second, they had to comment on their favourite and least preferred presentation and justify their choices. In the third, they had to share whether they considered all the topics presented relevant for ELF practitioners and why. In the fourth, they had to choose the best presenter and also justify their selection. Finally,

in the last question, they had to state whether they had liked (or not) the activity and provide reasons to back up their choice.

Section 3 encouraged students to reflect on their own performance. It included the following sub-sections: 1) grade yourself, 2) state whether you rehearsed before delivering the talk, 3) mention if you considered multimodality and if so, which aspects, 4) comment on the difficult and easy aspects of your presenting experience, 5) share whether you felt satisfied with it, 6) reflect on aspects for improvement, and 7) express your willingness to receive training in oral academic presentations and if so, mention the areas you would like to be included in these courses.

Even though all the answers provided in the form revealed important data, for the scope of this communication, we will limit ourselves to responding to the five questions posed in the introduction section.

Results

As regards question 1, we can split the results into two, considering: a) their previous training and b) their experience in presenting. In this cohort, only eight of our Master's students had received previous training in delivering oral academic presentations in English. Figure 1 shows the corresponding percentages. However, when asking about their experience in presenting, we could derive three categories: 1) no experience, 2) not much experience (from 2 up to 10 years), and 3) a lot of experience (10 years and more, including high school and bachelor's). The distribution of replies was the following: one student for category 1), eight for category 2) and ten for category 3).



Figure 1: Training in presenting

In response to question 2, which delved into the challenges they typically face when performing an oral academic presentation in English as a lingua franca, they

mentioned mainly aspects related to the emotional domain, such as the role that stress played in their performance, the nervousness and anxiety they experienced, as well as their lack of confidence in delivering the talk. Only one student mentioned this last as an aspect impacting L2 proficiency. Communication with the audience was also mentioned by some students as regards the capacity to maintain eye contact, control body posture and engage with the public. Only a few commented on their fear of not remembering information or not being conceptually clear enough. Connected to this aspect, the concern of not reading from the slides when delivering was also brought up. Another factor that was mentioned was time management. One student even mentioned the pressure this dimension can have, especially for novice speakers.

In relation to question 3, which focused on their own assessment of the activity, we gained insights as regards their enjoyment of the task, how they perceived it, and how it impacted them. Since it was an open question, different appreciations were shared, with a general positive overview on their part, since all except one student reported that they had enjoyed it. There was only one student who gave a bold reply: “Kind of, but I am not a good presenter”.

Among the emotions triggered by the activity, the terms more frequently used by students were “enjoyable” and “challenging”. Four students expressed their satisfaction with developing and sharing content from the ELF field, an area they were particularly interested in. Two students described it as “new” since it was the first time that they were involved in a task like this. One of them expressed that this task was valuable since it took him out of his comfort zone. A couple of students also highlighted the introspective nature of the activity, which helped them reflect on the information to be shared, especially when selecting the article to be presented. Another pair of students liked the activity since they considered it useful for their teaching profession; one of them even mentioned its value as a “good practice before dissertation”. Finally, the task was also considered important for some students who remarked on its confidence-building potential. By presenting to the class, they felt they were building up their confidence, since it entailed facing their fears and handling stress in the presence of a live audience.

In reference to question 4, which pointed towards the multimodal aspect of their presentation, more specifically, whether they had considered this factor when preparing their talks, a number of sixteen students responded affirmatively and only three negatively. Figure 2 illustrates these percentages.

3) Did you consider multimodality when preparing your presentation?
19 responses

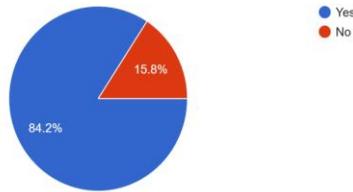


Figure 2: Inclusion of multimodality in the presentations

For those who answered positively, they had to comment on which multimodal aspects they had considered. The following elements were mentioned: body language, eye contact with the audience, facial expressions, voice modulation, use of visual aids, hairstyle, and outfit. Within body language, some students included posture and body movement. Eye contact was also referred to as gaze direction and students stated their awareness of their classmates' presence and their interest in maintaining their attention. The visual aid most mentioned was the slides of the PowerPoint presentation, their design with relevant colours, and the use of illustrations and images as well as videos. Regarding speech delivery, some students referred to the use of intonation, a suitable speaking pace, and voice modulation. The formal clothing or professional outfit was only mentioned by two students. Only one student brought up the hairstyle as a non-linguistic aspect she considered when presenting.

Finally, for question 5, students were asked whether they were interested in receiving further training in oral academic presentation skills, and if so, which specific content they would like to be included. Only four students answered negatively. The remaining 15 who replied affirmatively reported on several aspects they would fancy receiving this instruction. We grouped students' answers into the following categories: body language, stress regulation, confidence, time management, personalized feedback, and presenting skills in general.

Regarding body language, two of the four students who mentioned it identified two areas of main concern in the kinesthetics field, which were how to deal with hands and how to manage gestures. Within the stress regulation item, students referred to this limitation as a profound need to receiving training in "how to calm ourselves before a presentation" and "how to avoid nervousness". Three students mentioned their need to feel more confident in front of their audience. Only one student mentioned time management as an aspect to consider. Likewise, one student mentioned the need for obtaining personalized feedback after

presentations so as to know which aspects to improve. Within presenting skills, there were numerous aspects referred to, such as being trained in how to present in general. One mentioned some areas of interest in which she would like to give a talk, such as English Teaching, Education and Psycholinguistics, and another mentioned specific genres to present in an academic presentation, such as explaining a lesson plan or sharing a professional proposal. One student pointed out the necessity to be trained in technological skills. Finally, knowing how to engage with the audience and how to plan, organize and convey complex ideas was also mentioned by two students.

Interpretation of the main findings

After processing students' replies, we could obtain invaluable insights into how they assess academic oral presentations and their impact on academic life. We will refer to our main findings and integrate students' insights.

The first question aimed to determine the background knowledge that our MA students had in delivering presentations and their experience in delivering academic talks. It was interesting to notice that even though there was a slightly lower number of students who acknowledged having received training, there was a slightly higher number of them stating that they had been delivering presentations for at least 10 years. This finding implies that these students have been requested to perform this task without being prepared to do so. This helps explaining the fears they referred to when having to enact their speech in front of a live audience.

Therefore, when asked whether they would like to receive more training in question 5, almost 80% of the sample answered affirmatively. This can be interpreted as a sign of willingness to keep on practicing and improving their oral performance and to do so in an academic setting. This highlights the need to include explicit training in this oral genre in the curricula of postgraduate programmes and/or to reinforce its inclusion across the curriculum. In fact, one student declared that "there is no special curriculum that teaches us how to successfully fulfil this difficulty [public speaking]". That is why, a genre-based pedagogy (Martin & Rose, 2008) implemented longitudinally along the curriculum may greatly contribute to this aim.

As English language educators, our interest in gathering data on the aspects that students considered challenging when delivering presentations was connected to reviewing which relevant content to include in upcoming courses. In line with King's findings (2014), our participants also reported anxiety-related symptoms such as having stage fright and highlighted the tension it provokes to face an audience, mainly nervousness, stress and insecurity. This also connects to the

affective dimension of lack of confidence widely reported in other learners' self-perception studies (Bandura, 1997; Dörnyei & Ushioda, 2011), impacting not only their performance but also self-esteem. Likewise, students' awareness of the need to create an interpersonal connection with their audience marks an area of concern since this connection will be seriously hindered if the emotional aspect is not properly regulated.

Contrary to expectations, participants reported more concern about successfully handling non-verbal aspects of communication such as eye-contact, body movement, and posture, than to linguistic aspects such as pronunciation, intonation, fluency, or adequate paraphrasing techniques. This may be because in the subject's curriculum, the multimodal dimension of language is thoroughly exploited, thus exposing students to the multiple ways of semiosis in discourse besides verbal language, the most exploited communication mode in English language programs. However, having been observants and evaluators of this task, we perceived that students should also bear in mind the linguistic aspect since aspects such as grammar and pronunciation displayed considerable flaws in some of the presenters. Some grammar inconsistencies were also detected in the answers shared in the questionnaires. That is why it is surprising that their self-perceived level of proficiency is higher than their actual productions.

By referring to the diverse modes in which they conveyed meanings, our students showed how much they pay attention to the multimodal dimension of language, as greatly confirmed in question 4. Even though the majority acknowledged its presence in their productions, not all could adequately describe the multimodal elements they had incorporated in their presentations. On many occasions, they even included aspects belonging to the emotional sphere such as "being calm" or "to show interest and enthusiasm" as examples of this dimension. It will thus be relevant for English language professionals to provide a more comprehensive characterization of multimodal components, by helping students identify and effectively include them in their productions to potentiate them.

Finally, their answers to question 3, related to their overall feeling in completing the task and their perceived competence, most of the students shared mainly positive feelings and emotions. They reported they liked the activity and that their level of satisfaction was high because of different reasons. For instance, some highlighted having being able to connect successfully with their classmates, others remarked having explained the content clearly and in an engaging way, and some were happy for having coped with time management. A couple of students also acknowledged the enjoyment of preparing the presentation with their peers, making it an enjoyable and funny activity. Overall, it can be said that the great

majority of students enjoyed preparing this activity and showed a high level of fulfilment.

Pedagogical implications

Our results confirm that the participants of this study consider training in oral presentation skills an important aspect in their academic pathways. In this sense, we believe that an SFL-teaching approach suits perfectly well since it conceives the explicit instruction of genres, and focuses not only on the most outstanding lexicogrammatical aspects but also pays close attention to raising students' awareness of the social impact of this genre in academic and professional settings.

A genre-based model guided by an SFL framework proves to be a sound pedagogical approach to this genre since it particularly focuses on the interpersonal and multimodal aspects of communication, elements that are crucial in effective oral communication. To be a successful speaker entails handling the verbal and non-verbal dimensions of a language as well as the emotional and affective components present in any oral exchange. The SFL theoretical construct also highlights the ideological component of discourse, which is not usually tackled in language teaching settings and is vital for promoting critical thinking skills and cultural tolerance.

Possible lines of research

The present study highlights the importance of investigating oral academic presentations not only as instances of language use in EFL contexts, but also as complex multimodal practices where communicative competence is enacted and negotiated. While previous research has extensively addressed written academic literacy, the oral dimension remains comparatively underexplored, particularly with regard to postgraduate students' self-perceptions, affective responses, and the functional deployment of multimodal resources. Future research should therefore continue to redress this imbalance by placing greater emphasis on spoken academic genres in higher education.

One promising avenue lies in the longitudinal examination of how students' self-perception of oral competence evolves across their postgraduate trajectory. Tracking learners before, during, and after a Master's programme would allow researchers to capture developmental patterns and to identify which pedagogical interventions—such as explicit training in multimodal strategies or genre awareness—most effectively support students' oral performance. In addition, more fine-grained analyses of multimodal orchestration in presentations, combining Systemic Functional Linguistics with multimodal discourse analysis, would enrich

our understanding of how students integrate visual, verbal, and embodied resources to achieve communicative effectiveness.

Another line of inquiry concerns the diversity of ELF academic settings. Comparative studies across different universities and cultural contexts would shed light on how expectations of oral performance vary and how students adapt their communicative strategies accordingly. Such studies would also contribute to clarifying the tension between native-speaker norms and ELF-informed perspectives, with implications for assessment practices. Finally, research should explore the design and implementation of training programmes that explicitly target oral academic competence, examining their impact not only on performance outcomes but also on learners' confidence, engagement, and identity as multilingual academic speakers.

By pursuing these directions, future scholarship can contribute to a more comprehensive and pedagogically grounded understanding of oral academic competence in globalised higher education.

Conclusion

Through this case study, we intended to elucidate the perceptions of a cohort of postgraduate students from a Master's program in English studies on academic presentations. They were asked to deliver a talk and assess their own and other students' performance as well as other aspects associated with this oral genre. By means of an online questionnaire, we could obtain valuable insights into their previous training in presenting, their perspectives about the importance of this genre, the challenges they faced when completing the task, their degree of satisfaction with the activity, and their intentions to receive further training in this skill.

Our findings show that students assessed the activity positively and that most of them consider it necessary to be offered instruction in presentation skills. Among the aspects they mentioned as more challenging and useful to be included in a workshop are: body language, stress regulation, confidence, time management, personalized feedback, and presenting skills. They showed a particular concern about not being able to handle stage fright and thus failing to connect to their audience.

All in all, our study proves the value of listening to the voice of postgraduate students from a multicultural programme. Their self-perceptions and assessments towards oral academic presentations produced in English as a Lingua Franca pave the way for new pedagogical proposals aimed at restoring some centrality to this spoken genre, long-relegated to a secondary role by written discourse.

Conflict of interests

The authors declare no ethical issues or conflict of interests in this research.

Ethical standards

The authors affirm that this research does not involve human subjects.

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**ՈՒՍԱՆՈՂՆԵՐԻ ԴԻՏԱՐԿՈՒՄՆԵՐԸ ԲԱՆԱՎՈՐ ԶԵԿՈՒՅՑՆԵՐԻ
ՇՈՒՐՁ ELF ՀԱՄԱՏԵՔՍՈՒՄ.
ԻՐԱՎԻՃԱԿԱՅԻՆ-ՓԱՍՏԱՐԿԱՅԻՆ ՔՆՆՈՒԹՅՈՒՆ**

**Լատրա Լյուչիա Լատրենտի
Ռոզա Մունյոս-Լունա**

Բանավոր հաղորդակցության կարողությունը ակադեմիական և մասնագիտական գործունեության առանցքային բաղադրիչն է: Այդուհանդերձ, բանավոր խոսքի ուսուցումը հաճախ անտեսվում է կրթական ծրագրերում՝ հիմք ընդունելով այն կանխավարկածը, թե այդ հմտությունը ձեռք է բերվում ինքնաբերաբար: Մա է պատճառը, որ հետազոտողների ջանքերը հիմնականում ուղղված են եղել գրավոր խոսքի զարգացմանը, իսկ ակադեմիական գրագիտությունը սովորաբար նույնացվել է գրավոր շարադրանքի հետ: Մույն հետազոտությունը կարևորում է բանավոր խոսքի զարգացումը քննելով անգլիական բանասիրության մագիստրատուրայի ուսանողների ընկալումները սեփական ելույթների վերաբերյալ անգլերենի՝ որպես օտար լեզվի և միջմշակութային հաղորդակցման միջոցի (ELF) տիրություն: Ուսումնասիրելով ուսանողների փորձն ու կարիքները՝ հողվածը վեր է հանում ակադեմիական բանավոր խոսքի հիմնական մարտահրավերները ELF համատեքստում:

Հիմնաբառեր՝ ակադեմիական բանավոր զեկույցներ, անգլերենը որպես միջմշակութային հաղորդակցման լեզու (ELF), ակադեմիական գրագիտություն, ուսանողների անդրադարձ, իրավիճակային-փաստարկային քննություն (case study):