

Empowering Libyan University Students Through Presentation Skills: A Key to Student-centered Educational Process

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ABSTRACT

This study examines presentation skills in empowering Libyan university students and supporting the transition to a student-centered educational process. In many traditional classrooms, students are often passive recipients of information; however, integrating presentation skills into the learning process can enhance students' engagement, confidence, and autonomy. To investigate this, a questionnaire was administered to 46 university students to gather their experiences regarding the use of presentation skills in their academic sector. The findings indicate that presentation skills contribute significantly to increasing students' roles in the classroom and their responsibility in developing their learning. However, a number of students report that presentations make them feel nervous. These results suggest that incorporating presentation skills into higher education can play a vital role in promoting student-centered learning in the Libyan context. The study concludes by recommending greater emphasis on presentation training as a part of university teaching strategies.

Keywords: Active Learning, Presentation Skills, Presentation Anxiety, Student-Centered Learning, Student Engagement

تمكين طلبة الجامعات الليبية من خلال مهارات العرض: مفتاح لعملية تعليمية متمحورة حول الطالب

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ملخص البحث

تهدف هذه الدراسة إلى بحث دور مهارات العرض التقديمي في تمكين طلبة الجامعات الليبية ودعم التحول نحو العملية التعليمية المتمحورة حول الطالب. ففي كثير من البيئات التعليمية التقليدية، يقتصر دور الطلبة على تلقي المعلومات بشكل سلبي، في حين أن إدماج مهارات العرض التقديمي في عملية التعلم يساهم في تعزيز تفاعل الطلبة، وتنمية ثقتهم بأنفسهم، وزيادة استقلاليتهم في التعلم. ولتحقيق أهداف الدراسة، تم توزيع الاستبيانات على عينة مكونة من 46 طالبًا جامعيًا، بهدف جمع بيانات حول تجاربهم المتعلقة باستخدام مهارات العرض التقديمي في السياق الأكاديمي. وأظهرت نتائج الدراسة أن مهارات العرض التقديمي تساهم بدرجة كبيرة في تعزيز دور الطلبة داخل قاعة الدرس، وتنمية شعورهم بالمسؤولية تجاه تعلمهم وتطوره. ومع ذلك، أشار بعض الطلبة إلى أن تقديم العروض يسبب لهم شعورًا بالتوتر. وتشير هذه النتائج إلى أن دمج مهارات العرض التقديمي في مؤسسات التعليم العالي يمكن أن يؤدي دورًا فاعلاً في تعزيز التعلم المتحور حول الطالب في السياق الليبي. وتختتم الدراسة بالتأكيد على أهمية إعطاء مهارات العرض التقديمي اهتمامًا أكبر ضمن استراتيجيات التدريس الجامعي.

الكلمات المفتاحية: التعلم النشط، مهارات التقديم، القلق المصاحب للتقديم، التعلم المتمحور حول الطالب، مشاركة الطالب.

INTRODUCTION

In recent years, there has been a growing shift in higher education from traditional teacher-centered approaches to more student-centered learning environments. Students are regularly given opportunities to present their ideas and research results either in a group or individually across academic courses over time (Waluyo and Rofiah, 2021). Such activities aim at enhancing students' oral presentation skills (Ibid).

One key element that supports this shift is the development of students' presentation skills. This skill not only enhances students' ability to communicate ideas effectively but also empowers them to take a more active role in their education. For example, students may prepare a talk to deliver it in front of other students (Sirisrimangkorn, 2021). As a result, a presentation in the teaching and learning process can lead students to be more interactive (Salainti and Wijayanti, 2024; Kaur and Ali, 2017). There are a number of definitions given to refer to presentation as Ming (2005:118) defines oral presentation as a 'partly spoken and partly visual form of communication'. Also, Kaur and Ali (2017) refer to it as any oral presentation where the students have to present on a given topic in their classrooms.

In the context of Libyan higher education, teaching methods have traditionally focused on teacher-based instruction, where students play a largely passive role. Waragh (2016) confirms that a large number of Libyan teachers tend to use traditional methods such as grammar translation method to teach the four language skills. However, with the increasing recognition of the importance of student engagement and independent learning, there is a need to explore practical ways to foster a more interactive and student-driven classroom experience. One important strategy for promoting student-centered learning is the integration of presentation skills into the educational process. Oral presentations in a classroom help students see a language (Al-Isa and Al-Qubtan, 2010). Consequently, developing presentation skills is one such approach that can enhance students' confidence, improve academic performance, and prepare them for future professional roles. Brooks and Wilson (2014) add that students are able to work independently to produce an effective presentation.

In the Libyan higher education setting, there is limited research regarding the use of student presentations as a tool for empowerment and active learning. Without structured opportunities to present, students may miss the opportunity to take ownership of their learning, interact meaningfully with peers, and build the competencies needed for academic and professional success. This study addresses the gap by investigating how presentation skills can be used to empower Libyan university students and promote student-centered educational practices.

LITERATURE REVIEW

Presentation Skills as a Component of Students' Learning

Nowadays, presentation skills are considered a central component of students' learning, especially in student-centered educational process. Presentation has several advantages in relation to students' learning as it enables students to take a greater responsibility for their own learning and promotes active participation in the classroom. Presentation skills are effective for students as they help to bridge the gap between language study and language use (Sirisrimangkorn, 2021; King, 2002). Al-Isa and Al-Qubtan (2010) also express that students are at the heart of the learning process by taking responsibility for their own learning. One of the main advantages of presentations in the classroom is that they are student-centered (Brooks and Wilson, 2014). In a student-centered learning environment, presentation skills are not just a means of communication—they are a powerful learning tool. With proper support from teachers and consistent effort from students, these skills can significantly

enhance students' engagement. Further advantage of making oral presentations is that it helps students collect, inquire, organize and construct information; enhancing team work and helping students become active and autonomous students (King, 2002). Learning how to present may make students more active, motivated, and independent. Presentation helps students to increase their self-confidence and reduces their anxiety by encouraging them to present oral works in front of their classmates (Siririmangkorn, 2021). Presentations also have disadvantages as it related to the student's feelings. A lack of experience is commonly the central producer of student stress and nervousness (King, 2002). Additionally, Al-Issa and Al-Qubtan (2010) confirm that standing in front of other people, such as one's classmates, to present one's work is challenging because it requires confidence and courage. To reduce feelings of nervousness, it is recommended that teachers ask their students to use a group presentation. Group presentation is useful for English students to engage in a cooperative task (Siririmangkorn, 2021). Furthermore, continues practice would help students to become more comfortable and confident presenters.

Teachers in Relation to Students' Presentation Skills

Teachers can share some responsibilities with students in relation to students' presentations skills. In a classroom, teachers traditionally have specific roles to play in terms of exercising authority over, as well as transmitting and controlling knowledge, information, and classroom activities (Al-Issa and Al-Qubtan, 2010). However, teachers may play a vital role in helping students develop and refine their presentation abilities. By providing regular opportunities to present, teachers build students' confidence and improve their communication skills. For example, a presentation can motivate students to speak English and enhance their speaking skills (Siririmangkorn, 2021). To facilitate this development, teachers can organize workshops or seminars focused on content structure and delivery techniques. The teachers' knowledge is perceived as a key that affects the practice of students (Bloxham and Boyd, 2007; Parr et al., 2007). Students can also be trained in using visual aids effectively to be better presenters.

Furthermore, teachers can provide clear guidelines on how to design and format effective presentation slides. For instance, teachers may help and support students to organize and outline their main points logically and coherently. Moreover, they can offer constructive feedback after each presentation to help students improve their future presentations and become better presenters. Teachers can provide motivational and positive feedback which may cause long-term impacts on students' performance (Waluyo and Rofiah, 2021). As a result, students may reduce and not repeat their mistakes in their future presentations (Waluyo and Rofiah, 2021). Students can be encouraged to use the English language during their presentations (Siririmangkorn, 2021). Moreover, teachers may help and support students to be aware of handling questions from the audience.

Based on existing literature, this research highlights the importance of empowering Libyan university students through the development of presentation skills as a vital component of student-centered educational practice. Presentation skills are not only enhancing students' communication abilities but also foster confidence, and active participation—core elements of learner-centered learning. Understanding how these skills contribute to student empowerment is essential for educators aiming to shift from traditional, teacher-centered approaches to more inclusive and participatory learning environments within Libyan higher education.

METHODOLOGY

Mears (2012) viewed educational research as a systematic inquiry into teaching and learning processes intended to deepen understanding and inform improvements in practice. This study adopts a quantitative research approach to investigate the role of presentation skills in empowering Libyan university students and promoting a student-centered educational process. The selection of this approach is based on the nature of the research question and the specific aims of the study. Data were collected using a questionnaire designed to gather responses from a representative sample of university students.

The questionnaires were distributed online and participants were assured of the confidentiality and anonymity of their responses. The collected data were analyzed to identify common trends, patterns, and insights related to the presentation skills among university students. The questionnaire was designed to use four scale rate 1 = Strongly Disagree | 2 = Disagree | 3 = Agree | 4 = Strongly Agree. This design was appropriate for this research to collect data that could achieve the aim of the study.

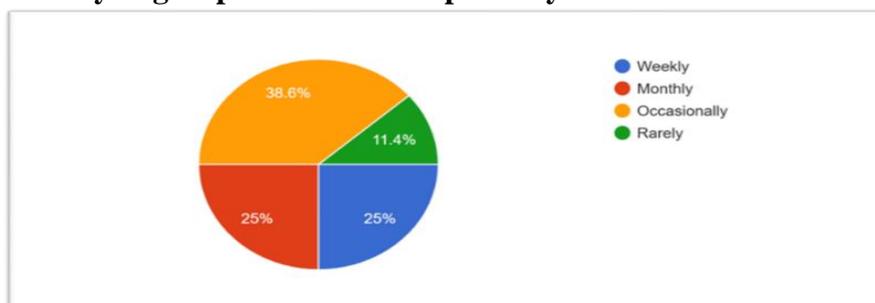
A total of 46 university students participated in this study, all of whom were enrolled in English language departments across various institutions within the Libyan higher education context. The participants were selected from different universities to ensure diversity in academic backgrounds, institutional settings, and learning experiences, all within the scope of English language studies. Participants ranged from first-year to final-year undergraduate students, allowing the study to capture variations in presentation skill development at different stages of academic progression. The selection process followed a convenience sampling method, where students voluntarily agreed to participate after being informed of the study's purpose. Anonymity and confidentiality were assured to encourage honest and accurate responses. This diverse sample contributes to a broader understanding of how

This section presents the key findings from the data collected among Libyan university students regarding presentation skills in enhancing student-centered educational practice. The aim was to collect information from students' experiences related to giving presentations. Presentation skills can empower students and promote a student-centered educational process within Libyan universities.

FINDINGS AND DISCUSSION

The findings are discussed in relation to the relevant literature. Data were collected through a questionnaire from students enrolled in various universities in Libya. The analysis revealed several key themes that illustrate both the potential and the challenges of using presentation skills as a tool for empowerment and active learning.

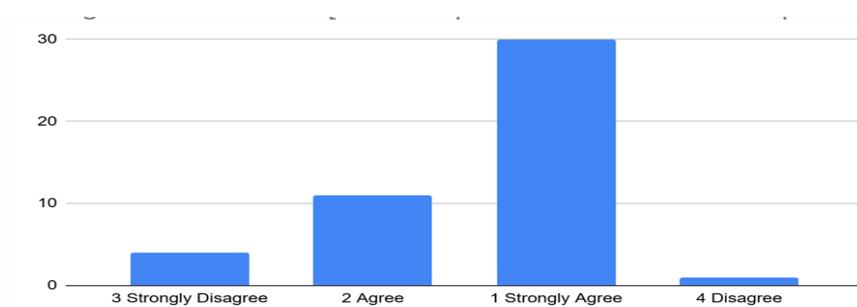
How often do you give presentations as part of your academic work?



The above chart indicates that 38% of students occasionally give presentations as part of their learning activities. Additionally, 26% of respondents report practicing presentations on a weekly basis, while 25% do them monthly. The relatively low frequency of regular presentations may be related to time constraints, which aligns with King (2002), who notes that teachers face significant demands in terms of time and effort when planning lessons and implementing effective teaching strategies.

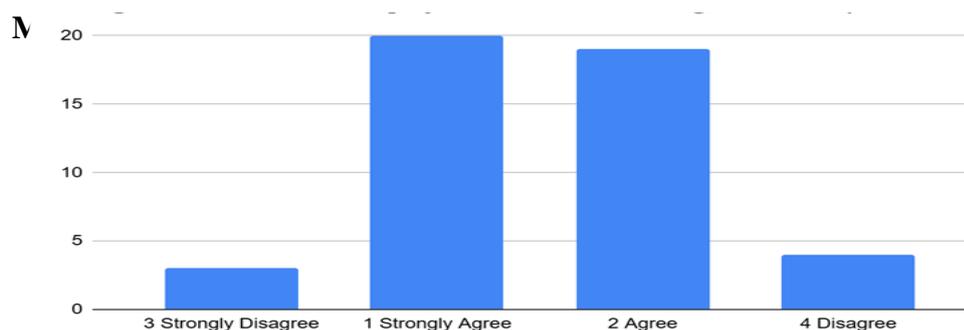
These findings suggest that while a considerable number of students are involved in presentation activities, there is a wide variation in frequency, and only a minority engage in them consistently. According to Sirisrimangkorn (2021), presentation skills play a crucial role in bridging the gap between language learning and real-world language use. This highlights the need for increased opportunities for students to practice presentation skills regularly, with support and encouragement from teachers as an integral part of the learning process.

I believe presentation skills are important for my academic performance.



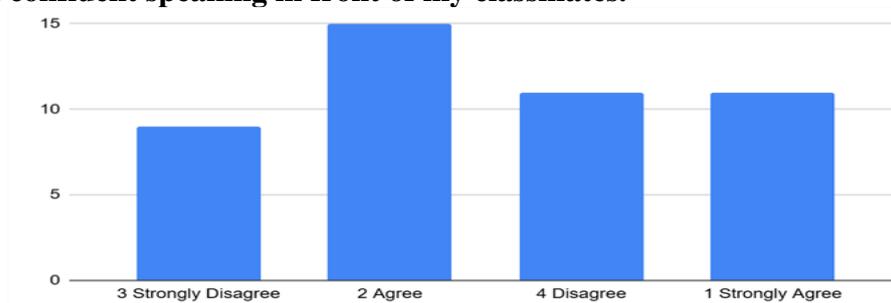
The data clearly indicate a strong positive attitude among the Libyan university students towards presentation skills, with nearly 30 students strongly agreeing and over 10 agreeing with the statement. This confirms that students perceive presentations not merely as a classroom requirement but as a valuable academic skill contributing to their overall success. This result is supported by King (2002) that making oral presentations helps students to collect, inquire, organize, and construct information; enhancing teamwork and helping students become active and autonomous students. Only a very small number of respondents disagreed or strongly disagreed, suggesting minimal resistance to the integration of presentation activities into the learning. Additionally, the students' prior experience with presentations may have influenced their responses, indicating that familiarity and practice could enhance their understanding of such activities.

This finding supports the view that students are willing to adopt student-centered learning approaches that emphasize active participation, communication, and confidence. To build on this positive prospect, teachers may provide targeted training sessions and constructive feedback, helping students continuously develop and strengthen these essential skills throughout their academic setting.



The above chart shows that the majority of the Libyan university students agree from total 46 that their teachers encourage them to practice presentation skills, indicating a generally positive instructional environment that supports student-centered learning. This high level of agreement indicates that many teachers are taking active roles in fostering student engagement, autonomy, and key components of a student-centered approach. However, a small number of students who disagree indicate that this encouragement is not consistent across all classes or teachers. This variation highlights the need for a more inclusive teaching strategy across institutions, where all students are given equal opportunities to develop essential presentation skills within supportive classroom environments. This result is in accordance with Brooks and Wilson (2014) as it is important for the teacher of an oral presentation class to spend time with students to practice presentation skills to improve their English Language skills.

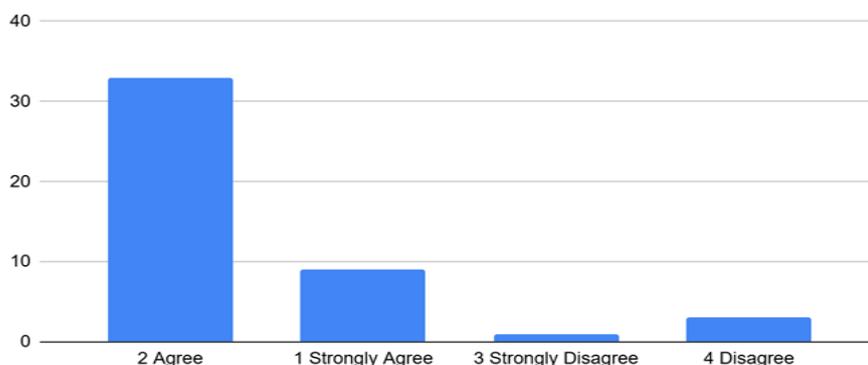
I feel confident speaking in front of my classmates.



The responses to the above statement show a mixed level of self-confidence among Libyan university students. Out of 46 students, 15 agreed and 11 strongly agreed, showing a generally positive level of self-confidence. However, 11 students disagreed, and nine strongly disagreed, indicating that these students still have a deficiency of confidence when speaking in front of their peers. A lack of confidence to speak in English in a presentation is considered as a greatest challenge for students (Kaur and Ali, 2017). Confidence in public speaking is essential for effective presentations, which are central to promoting student autonomy and engagement. However, these students who lack confidence in speaking in front of their peers may struggle to engage in such activities. Al-Issa and Al-Qubtan (2010) note that students with lower levels of language proficiency cannot be expected to give extended presentations in a foreign language. These results emphasize the need for increased support—such as more practice opportunities, constructive feedback, and communication training—to help students build confidence and fully benefit from presentation-based, student-centered educational practices. Brooks and Wilson (2014) state that teaching a presentation aims to see students

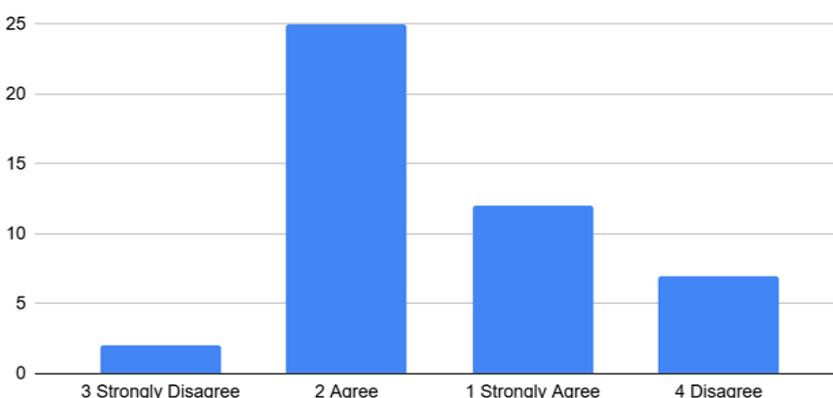
gain confidence and autonomy while they are working independently, or as a small group, to produce and give an effective presentation. This highlights the importance of providing students with ongoing encouragement, motivation, and targeted support from teachers to help them develop the confidence needed to speak effectively.

I know how to organize the content of a presentation effectively.



The data reveal that a large number of Libyan university students have the ability to organize presentation content effectively. It seems that most students have the knowledge to structure ideas, create logical flow, and present information clearly. In contrast, only a few students disagree or strongly disagree, indicating that there is a deficiency among students in organizing the content of presentations. Consequently, it is important for students to understand the form of the oral presentation before they start to work on their presentations (Brooks and Wilson, 2014). Teachers can provide examples of presentations for their students and help them to identify each stage in the presentation sequence. Brooks and Wilson (2014) confirm that in their final presentations of the classes, teachers observe students to do problem-solving presentations. These findings suggest that students need the necessary knowledge to build up their ability to organize presentations content effectively. Additionally, continued practice and the teacher’s feedback are essential for effective presentations.

I understand how to engage the audience during a presentation.

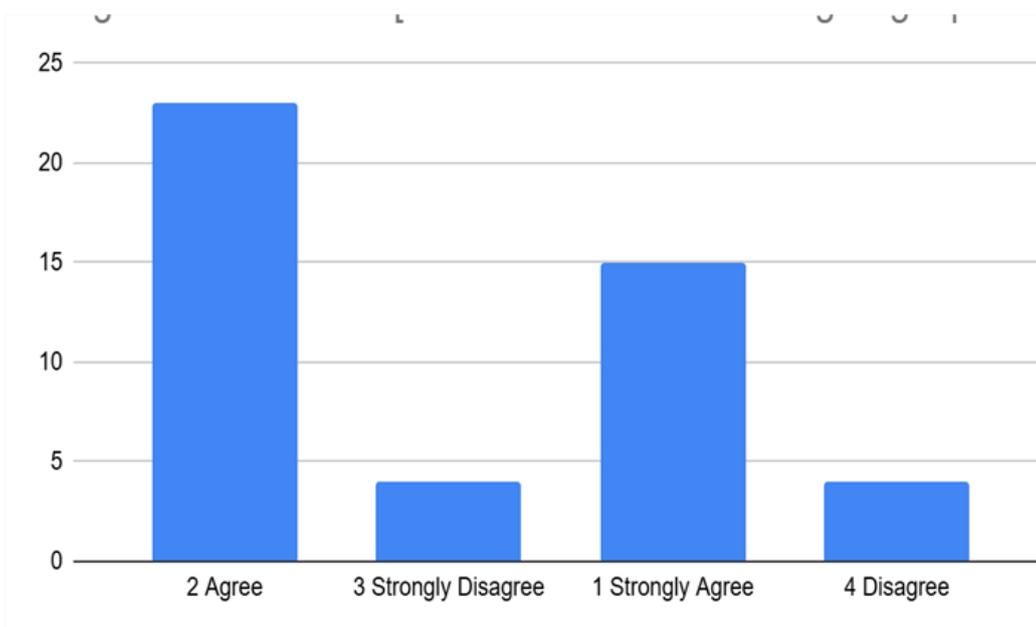


The data indicate that a significant number of Libyan university students understand how to engage an audience during a presentation, with 25 students agreeing and around 11 strongly agreeing. Overall, there is a generally positive awareness of audience engagement. However, a smaller group of students about seven disagreed, and two strongly disagreed, highlighting that not all students understand how to engage an audience during a presentation. It seems that

students' experience is limited, which affects their ability to engage an audience during a presentation. Audience engagement is a key skill in student-centered learning environments, where communication is interactive, and student voices are central. These findings point to the need for more practical training and modeling by teachers to ensure that all students gain the knowledge and skills needed to actively involve their audience during presentations.

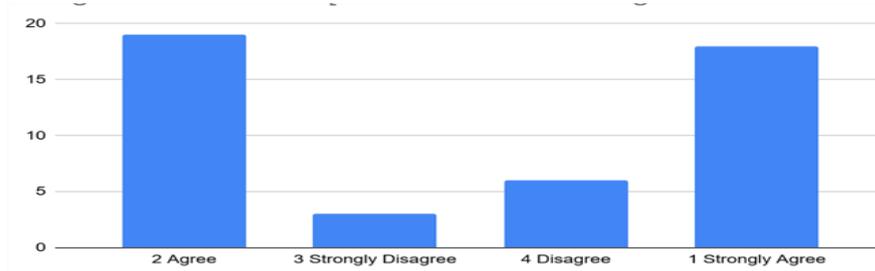
Brooks and Wilson (2014) indicate that interactions between the presenters and the audience provide many opportunities to practice English.

I often feel nervous while giving a presentation.



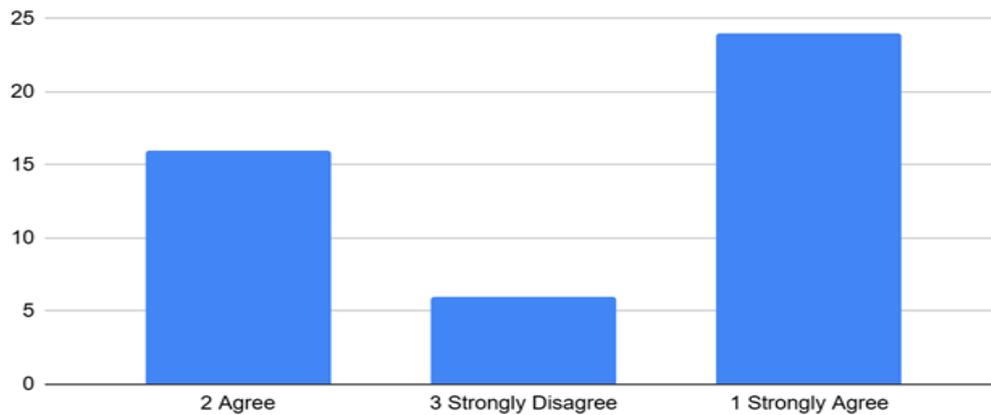
The data reveal that a significant number of Libyan university students experience nervousness when delivering presentations, with over 20 students agreeing and 15 strongly agreeing with the statement. This suggests that presentation anxiety is a common challenge, despite students' familiarity with tools like PowerPoint and understanding of presentation techniques. Only a small number of students disagreed or strongly disagreed, indicating that presentation-related stress remains a widespread issue. This result may be related to the deficiency of experience, which is usually the main producer of student stress and nervousness (King, 2002). Additionally, King (2002) states that to help students cope with their fears of oral presentations, it is necessary for teachers to acknowledge that speech anxiety is perfectly normal. One key strategy that teachers can apply to reduce students' feelings is to divide students into pairs or groups, as Al-Issa and Al-Qubtan (2010) highlight that conducting presentations in pairs or groups helps students gain experience and confidence. To support students, teachers may address this anxiety by incorporating confidence-building activities, offering frequent low-stakes presentation opportunities, and fostering a supportive classroom environment where mistakes are viewed as part of the learning process.

I am comfortable using tools like PowerPoint.



The responses indicate that most of Libyan university students feel comfortable using presentation tools such as PowerPoint, with 18 students agreeing and another 18 strongly agreeing, reflecting a solid level of digital literacy in this area. However, the presence of students who disagreed (six) or strongly disagreed (three), suggests that not all students have experience with these tools, possibly due to differences in prior education or technological resources. Al-Issa and Al-Qubtan (2010) express that students with a certain level of English proficiency can be guided to prepare their work using PowerPoint slides. This implies that students need to receive regular adequate training and support in using digital presentation tools effectively.

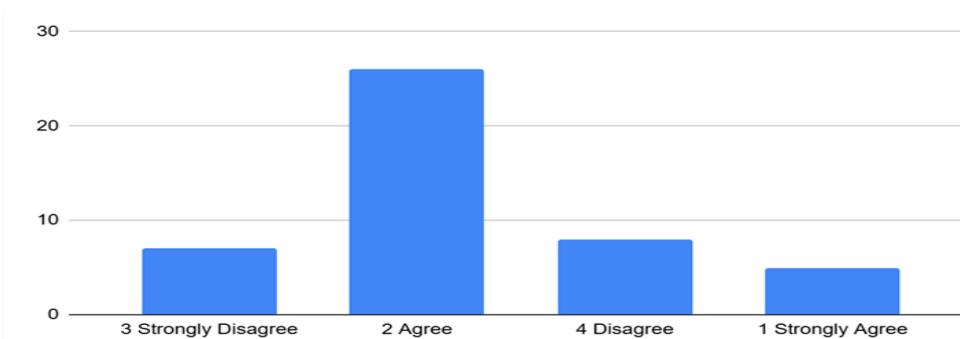
Presentation helps me to become more active in classroom.



The data show that a large number of Libyan university students perceive presentation as a tool that increases their classroom participation, with over 22 students strongly agreeing and around 16 agreeing. This strong agreement suggests that presentations play a significant role in shifting students from passive students to active contributors in the learning environment. Only a small number of students strongly disagreed, indicating minimal resistance to this statement. In an oral presentation class, teachers assign autonomy and leadership to students and facilitate cooperative learning (Al-Issa and Al-Qubian, 2010; Salainti and Wijayanti, 2024; King, 2002; Kaur and Ali, 2017). These findings support the core principle of student-centered learning, where students engage more meaningfully through participation and interaction. By encouraging students to present, educators not only enhance communication skills but also foster a sense of responsibility and involvement. This highlights the importance

of integrating regular presentation opportunities into the curriculum as a way to increase student engagement and active learning.

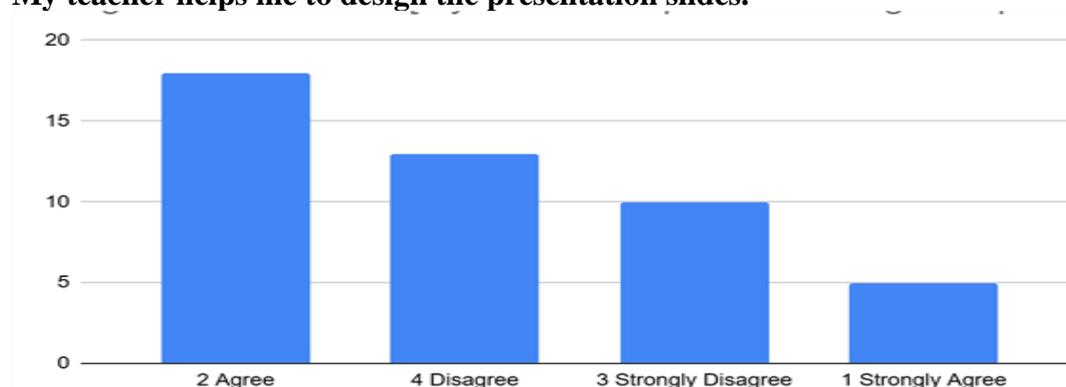
I know how to handle questions from the audience.



The data show that over 25 students agreed and five students strongly agree, indicating that they can handle questions from the audience during presentations. Additionally, a notable result is that approximately seven strongly disagree and eight disagree, expressing uncertainty or discomfort in managing audience questions. This lack may be related to these students' experience and practice of presentation.

Students can handle questions from their peers after they have completed their presentation (Al-Issa and Al-Qubian, 2010; Kaur and Ali, 2017). From this, there is a need for more structured practice sessions, teacher modeling, and feedback opportunities to help students develop their ability to respond effectively to audience questions, which is an essential part of student-centered and interactive, learning environments.

My teacher helps me to design the presentation slides.



The responses indicate a varied experience among the Libyan university students regarding the support they receive from teachers in designing presentation slides. 18 students (39 %) agree that their teachers provide help. However, 13 disagree and 15 strongly disagree, indicating that they do not receive adequate assistance. Only five students strongly agree that teacher support is consistently available. This suggests that while some students benefit from guidance in slide design, many feel they lack this crucial support, which may affect the quality and effectiveness of their presentations. Therefore, teachers can assist, support, organize, and guide students' learning (Alissa and Al-quanta, 2010). Given the importance of well-designed slides in enhancing communication and audience engagement, teachers need to

offer more structured support and training in slide preparation to better empower students in student-centered learning environments.

CONCLUSION

This research has highlighted the vital role of presentation skills in empowering Libyan university students and supporting a student-centered educational approach. The findings reveal that a majority of students recognize the value of presentation skills in enhancing their academic performance, boosting classroom engagement, and developing confidence in communication.

Students reported that presentation activities helped them become more active class participants and improved their ability to organize content effectively, engage the audience, and handle questions. Many students expressed comfort with using tools like PowerPoint, and a good number indicated that their teachers provided support and encouragement, including assistance with slide design and opportunities to practice. This reflects a positive learning environment where students feel guided in developing essential 21st-century skills.

However, the data revealed that nervousness remains a common challenge, which may hinder performance despite students' general confidence. This confirms the importance of providing more training, regular practice, and psychological support to reduce anxiety and build public speaking confidence. Finally, the study supports the idea that presentation skills are a powerful tool for fostering student autonomy, communication, and engagement. To fully empower students within a student-centered framework, it is essential for educators to create more opportunities, offer guidance, and cultivate a supportive environment that encourages the consistent development of these skills.

Although this study provides valuable insights into empowering Libyan students through presentation skills, its finding should be considered of one limitation. The research rely on quantitative approach (questionnaire) may not capture the full depth and understanding of students' experiences of using presentations in their learning. Thus, it is recommended that future studies employ a mixed methods approach (e.g. interview, observation) that would provide comprehensive understanding of students experience in using presentations in their learning.

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