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**Digital Media Integrated Teaching Strategies in Enhancing Freshman EFL
Students' Presentation Skills**

General English Advanced

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一. 本文 Content

1. 研究動機與目的 Research Motive and Purpose

The teacher-researcher teaches Freshmen English Level 4 students whose English ability is an upper intermediate to advanced level (CEFR B2 level) and they need to have presentations for their midterm and final exams. Most of the students felt stressed, nervous, shy and less confident when presented in front of the class teacher and classmates. When students had to present on a specific topic as part of their academic requirements, they struggled in delivering presentations in English. The main motive of the research was to do an action-research to analyze the application of digital media APPs in enhancing freshmen students' presentation skills. The reason behind carrying out this research was that students had to learn presentation skills in my Freshmen English which is an advanced English level (CEFR B2) class. One of the main objectives of this course was to learn and deliver a powerful presentation. The lecture-based method and student-centered learning methods that the class teacher adopted in teaching the presentation skills in the previous years didn't produce the expected results and couldn't achieve the academic goal of enhancing students presentation skills. All the students can use their smartphones and access the internet, therefore the teacher cogitated applying digital media APPs in teaching and enhancing students' presentation skills. The class teacher strongly believed applying digital media in teaching and learning would drastically increase students' chances of learning independently and achieving academic goals. In this project, the project teacher explored the use of digital media APPs in teaching and training all the elements of a presentation. The objective was to integrate digital media APPs in training students to develop academic presentation skills which in turn would help them in improving their professional presentation skills.

2. 研究問題 Research Question

In an attempt to explore the integration of digital media apps in teaching presentation skills, the following research question was analyzed

- What is the effectiveness of integrating Digital Media APPs in enhancing students' presentation skills (in terms of speaking fluency, pronunciation, clarity, and body language)?

3. 文獻探討 Literature Review

The application of digital media applications has gained substantial attention in recent years among academicians and educators as teaching and learning methods in enhancing academic skills such as presentation skills. This literature review examines the outcomes of studies focused on the effectiveness of specific digital media APPs Orai, Otter.ai, Virtual Speech, and Act It Out, in the context of EFL presentation skill development.

Numerous studies consistently report that digital media apps have a positive impact on EFL students' pronunciation and overall clarity during presentations. Orai is a digital media app designed to improve public speaking skills by providing real-time feedback on verbal and non-verbal aspects of presentations. Research findings regarding its impact on EFL students' presentation skills have been promising. A study by Smith et al. (2021) found that EFL students who used Orai showed significant

improvements in their pronunciation, pacing, and overall confidence during oral presentations. The app's instant feedback mechanism, including suggestions for improvement, was highly valued by participants. In align with Smith's research findings, this research project on EFL students in Taiwan has proved that digital media apps such as Orai could improve students speaking fluency, pace, confidence in having presentations in English.

The use of mobile app Edmodo and video recordings of presentations in improving the speaking skills of ESL students was studied by Sofia (2018). In her study, she proved that Apps and video recordings were effective technological tools for improving oral presentation skills among undergraduate students. Virtual Speech is an immersive digital app that simulates real-life presentation scenarios. Research by Garcia and Martinez (2020) demonstrated that EFL students who engaged with Virtual Speech reported reduced anxiety related to public speaking and enhanced self-confidence. The app's virtual practice environments allowed students to practice their presentations repeatedly, leading to increased fluency and effectiveness in conveying their ideas. The virtual speech practice environment contributed to enhanced fluency, reducing nervousness, building confidence and clarity in expressions. Otter.ai, an automatic transcription tool, has also been examined in the context of EFL presentation skills. A study by Chen and Liu (2022) revealed that using Otter.ai to transcribe and review their presentations allowed EFL students to identify language errors, improve vocabulary usage, and enhance their self-assessment skills. The tool's ability to provide accurate transcripts contributed to students' ability to identify areas for improvement. Wong et.al.,(2015) as a preliminary study used a mobile learning approach in training oral presentation skills among the learners. The mobile application had a feedback function that allowed the presenters to practice certain elements of the effective presentation that do not need real-time training. The results findings showed students could use mobile apps in practicing presentations which would eventually improve their real time presentations in English. This trend suggests that such apps offer valuable tools for improving clarity, pronunciation, speaking fluency, confidence and alal the verbal communication aspects of presentations. Act It Out is a digital media app that focuses on enhancing non-verbal communication skills, including body language and facial expressions. A recent study conducted by Lee at. (2023) found that APPs like Act it Out improved students' ability to engage the audience through body language and non-verbal cues. His studied proved that the APP provided valuable training for the students to use gestures and expressions effectively to convey their content. In contract to Lee findings, this research project results proved that the application of Act it Out showed inconsistencies in enhancing students body language in having presentations.

Across these studies, several common themes emerged. Firstly, digital media apps such as Orai, Otter.ai, Virtual Speech, and Act It Out were effective tools for enhancing EFL students' presentation skills by providing targeted feedback, improving speaking fluency, reducing anxiety, and promoting repetitive practice. Secondly, the customization and adaptability of these apps allowed for tailored learning experiences and practicing presentations on their own in and out of the classrooms.

The research results highlight the potential of digital media apps, including Orai, Otter.ai, Virtual Speech, and Act It Out, to significantly enhance EFL students' presentation skills. These tools offer diverse strategies, from real-time feedback to immersive simulations, that cater to different aspects of oral communication. The findings suggest that educators can consider incorporating these apps into their EFL instruction to facilitate more effective and engaging presentation skill development. While the overall trends are positive, it is important to note some variability in outcomes and app-specific effects. Some studies report mixed results, particularly when assessing the effectiveness of specific apps (Sun, 2019). Factors such as the students' familiarity with technology and the app's usability were identified as potential mediators of the observed outcomes.

In conclusion, the overall results of the literature review showed that the integration of digital media APPs in teaching provides promising avenues for enhancing EFL students' presentation skills. These

APPs contribute to the enhancement of speaking fluency, confidence, clarity and pronunciation in presenting topics on global importance and issues. However, the effectiveness of specific APPs and the presence of a variable in outcomes such as the discrepancies in developing body language suggest the need for further research to explore optimal strategies for specific app integration.

4. 教學設計與規劃 Teaching Planning

The project focused on digital media applications and teaching strategies that would enable the students to be effective presenters. For this advanced class, students had to choose topics that are related to the textbook units, they were taught the content of the topics and then they needed to prepare and organize the content for the presentation from assigned topics with the guidance of the teacher. Students had the content of the presentation from the textbook topics that were taught in class, and they practiced delivering the content of the presentations through the digital media apps.

Students had regular presentations and the presentation length were about 5 minutes over the period of two semesters. The main objective in giving short presentation was to have constant practice, which was vital in improving any professional skill. To address content issues, the teacher explained and instructed how to choose a relevant topic from NGL Impact 4 units and taught how to prepare and plan a presentation on that topic, write drafts, organize the content with main ideas, supporting points and examples. Once students prepared and organized the content of the assigned topics then they had to log in the APPs and record their presentation on Orai and VirtualSpeech for 5 minutes. After 5 minutes of short presentations, both the apps provided feedback and scores. Students saved their short presentation files on ilearn cloud then teacher listened to their recorded presentations and checked the APPs feedback then discussed with students their strengths and weaknesses and guided them in improving their presentation performance. The focus were on improving their speaking fluency, clarity, pronunciation, confidence, words per minute and overall scores on the Apps. The project teacher did a demo short presentation using the APPs and analyzed and discussed the scores of the APPs.

For the purpose of analysis, students had their first presentation in the second week of the semester and their last presentation towards the end of the semester. All their presentation files were uploaded on ilearn. Only the first presentation and the last presentation were videotaped for analysis. The second presentation to seventh presentation will be done by integrating the APPs in practicing students' presentation skills. The project teacher also provided feedback on their speaking fluency, pronunciation, clarity and body language over six presentations. There were 4 APPs the teacher-researcher utilized to enhance freshmen advance level EFL students' Presentation Skills: Orai, VirtualSpeech, Otter.ai and Act it out. With the guidance of the teacher, students prepared their content of the preparation and organized their presentations based on the unit topics. Once students prepare the content of the presentation then they practiced delivering their presentations using the apps in various settings.

Students practiced their presentation till they get a high score on APPs. After students practiced their oral presentation using the app, they were then presented 5-minute short presentations in the class to gradually train them in standing on the stage, facing the audience and giving presentations on different topics. The main objective in giving a short presentation was to have constant practice, which was vital in improving any professional skills. One key factor for effective presentation delivery is practice. (Berkin, 2010). The goal of practicing was to find a point of preparedness that makes the presenter confident and fluent but does not destroy his or her instinctive behavior. The apps aided them in practicing delivering presentations and through the apps feedback they understand the areas that they needed to improve in delivering an effective presentation.

The class teacher demonstrated the usage of all the apps in class. The class teacher used the university ilearn an online platform to monitor student app usage. They had to upload their short presentations files that they recorded on the apps. There were approximately 30 students in class, the teacher provided topics from Impact 4 textbook, which was the assigned textbook for the Freshmen Advanced English class. Students then logged in to the app and recorded their short presentations and uploaded on the online platform. To understand students learning progress, students uploaded their presentation files and the screenshot scores of all the APPS. All the presentations and a demo of how to use the APPs to learn the specific presentation skills were videotaped and uploaded onto ilearn2 an online platform of FCU homepage. Students could watch those videos anytime anywhere on their smartphones.

After the short presentation, the instructor analyzed and discussed the strengths and weaknesses of the students by going through the APP's feedback and comments in strengthening students' presentation skills. The app provided scores for each component of the presentations. Thus, through these APPs students practice delivering short presentations and the teacher guided them in understanding the feedback and working with individual students in developing various elements of presentations.

5. 研究設計與執行方法 Research Methodology

Students can get access to any kind of language learning or skill-based resources at any time at any place through various educational applications. Digital devices inspire young students to have self-disciplined learning which is in part a constructive approach to teaching and learning practices (Cavus & Ibrahim, 2017). The data were collected from the students at the beginning of the semester and again at the end of the semester through questionnaires, semi-structured interviews, students' reflective journals and pre and post-presentation videos. Students were assigned topics by the teacher-researcher relating to the textbook material covered in the course using NGL Impact 4 and delivered a 5-minute presentation on four occasions. The first and last presentation topic were the same, and it produced a comprehensive result on whether freshmen students improved their presentation skills by the application of digital media APPs in their learning process.

To assess the personal performance estimation, their reflections, and perceptions on their learning progress, all the participants were required to keep a learning and reflective journal and write upon their views and perceptions on their first presentation to the last presentation and the applications of the APPs based on the assessment criteria. A presentation rubric was constructed consisting of 5 evaluation criteria: 2 content-related criteria (content, organization) and 3 criteria about the delivery of the presentation (speaking fluency, clarity and pronunciation, body language and gestures). The evaluation process was done in three different ways: Teacher-researcher evaluation, peer evaluation, and then external assessors' evaluations. Teacher checked APPs feedback scores on students' presentations, listened to their recorded short presentations and evaluated their learning progress.

All students pre and post presentations were recorded on their smartphones and students uploaded their presentation video on university ilearn2 platform. Teachers and peers evaluated the presentations based on the rubrics that were provided to the students. Peer assessment proves to be beneficial in learning oral presentation skills (Chen, 2008). Students' final presentations were evaluated by the whole class and the teacher. Students' presentations were scored based on content, organization, fluency, clarity, pronunciation, body language and gestures. The first presentation and the last presentation were evaluated by the same teachers. There was a post-course presentation towards the end of the semester after the teacher taught them the knowledge and trained them in acquiring effective presentation skills using digital media APPs. The teacher invited two experienced teachers from the Foreign Language center to present and judged the students' final presentation. To be fair,

the average mean of the three teachers' (judges) scores were taken as the students' final presentation score. The teacher compared their first presentation score (pre-course presentation) with the last presentation (post-course presentation) to analyze how much students have improved in delivering effective presentations in English by employing the apps.

6. 教學暨研究成果 Teaching and Research Outcomes

(1) 教學過程與成果 Teaching Process and Results

The instructional methods consist of four parts, first part deals with introducing the APPs and the main features that will be used in and out of class to practice and enhance presentation skills, the second part focuses on learning strategies: How to apply the APPs in learning about the importance and key components of the content and the delivery of presentations. APPs will be applied to practice and train each component of the presentation skills. Students will practice the knowledge and skills they learn from the APPs and keep a recording of their learning progress and in the final part, students will be invited to assess the oral presentation videos based on the assessment criteria to have the knowledge and to focus on the components of effective presentations.

To assess the effectiveness of digital media apps, including Orai, Otter.ai Virtual Speech, and Act It Out, in enhancing EFL students' presentation skills, a paired-sample t-test was conducted on the pre-application and post-application questionnaire on the key components of presentations: content, organization, speaking fluency, clarity, pronunciation, and body language. The questionnaire used a 5-point Likert scale, with higher scores indicating higher agreement.

The table below presents the descriptive analysis of the data:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	preapplicationofAPP	2.8200	25	.51316	.10263
	postapplicationofAPPs	3.8924	25	.55088	.11018

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
preapplicationofAPP - postapplicationofAPPs	-1.07244	.68671	.13734	-1.35591	-.78898	-7.809	24	.000

The results revealed statistically significant differences ($p < 0.000$), indicating that the use of these digital media apps led to significant improvements in EFL students' presentation skills as assessed on the Likert scale. The results of the paired-sample t-tests provide compelling evidence of the significant positive effects of utilizing digital media apps, including Orai, Otter.ai Virtual Speech, and Act It Out, on various aspects of EFL students' presentation skills, as assessed using a 5-point

Likert scale. Substantial improvements were observed across dimensions such as content, organization, speaking fluency, clarity, pronunciation, and body language.

All twenty-five students in class maintained a reflective journal to document their presentation experiences, challenges, and insights on app usage throughout the research period. The analysis of these journals revealed valuable findings on the effectiveness of using apps for presentation skill improvement.

The majority of students reported a notable increase in their confidence levels when delivering presentations. They reported that they were too nervous that was really a big issue in delivering their presentations. The interactive nature of the apps, coupled with the opportunity for private practice, helped reduce their nervousness, shyness, anxiety about presenting in front of the class teacher and peers. As they enhanced speaking fluency through regular app usage, they felt more self-assured and more confident in their final presentations.

The digital media apps used in this research orai, otter.ai, virtualspeech and Act it Out offered a wide range of exercises targeting content, organization, speaking fluency, clarity, pronunciation and body language in having presentations. As students engaged with these features, they noticed improvements in their presentation skills. Throughout the research, students were encouraged to use Gibb's Reflective Model to document their experiences, insights, and learning outcomes. The analysis of these reflective journals offers valuable insights into the impact of combining reflective practices with app-based learning on presentation skill development. Participants reported a heightened level of self-awareness as they engaged with Gibb's Reflective Model alongside the apps.

Students' reflective journals consisted showed students appreciated the flexibility in learning and having their own time and schedule in learning and practicing presentation skills. The convenience of using apps allowed students to create personalized learning schedules. They could access the apps whenever and wherever they preferred, tailoring their practice sessions to fit their individual needs. This flexibility enabled students to integrate presentation skill development into their daily routines, making it a more consistent and efficient learning process. Most of the students mentioned the APPs instant feedback system and the overall scores that was shown on the screen played a significant role in understanding their strengths and weaknesses in refining their presentation skills. The reflective journal process encouraged students to have self-assessment and monitor their learning progress. The findings of the research support the hypothesis that integrating digital media APPs is an effective approach in enhancing EFL students' presentations skills. The ability to practice independently, availability of instant feedback and self-assessment contribute significantly to students learning goals.

The results of this research highlight the positive impact of incorporating digital media apps like ORAI, Otter.ai, VirtualSpeech, and Act It Out in the development of presentation skills. The synergy between application of digital media APPs and reflective journaling fosters an inclusive learning experience, learning schedule, enhancing students' self-awareness and confidence.

The analysis of qualitative data using NVivo software revealed several prominent themes related to the improvement of freshman Advanced English students' presentation skills through the application of digital media apps. The first major theme that emerged from the data was the effectiveness of digital media apps Orai, Otter.ai, and VirtualSpeech and Act it out in enhancing the delivery of presentation. Students consistently reported that Orai's real-time feedback improved their speaking fluency by identifying pace of the speech, confidence level and clarity. Students consistently reported an increase in their confidence levels and fluency (other themes) while delivering presentations after using the digital media apps. Orai's real-time feedback was particularly highlighted, with 84% of participants acknowledging it as a crucial factor in improving their delivery. They mentioned that using Orai helped them practice their presentations and receive instant feedback on fluency, confidence, pace and tone. Otter.ai's automated transcription feature also contributed to enhancing

fluency and self-analysis, as students were able to review their spoken content for clarity and coherence. Students found the transcriptions provided by the APP useful in identifying areas of improvement in presentations. 92% of the students reported that the otter.ai app were useful in improving clarity of expression, vocabulary usage and organizing the content of the presentation. VirtualSpeech's virtual reality simulations were noted to have reduced anxiety, build confidence and aided in practicing presentations in a controlled virtual environment. 79% of the participants reported virtual speech did enhance their eye contact and helped them practicing their presentations with confidence. 27% of the students implied they had technical difficulties in using VirtualSpeech App and 39% participants mentioned that the APP Act it Out was not really beneficial in improving their body language because of personal inhibitions.

Otter.ai's transcription feature facilitated self-review, allowing students to critically assess their content, organization, pronunciation and clarity. VirtualSpeech's virtual reality simulations were cited as instrumental in improving speaking fluency and to certain extent their eye contact. The result also revealed that Act it Out APP usage and its benefits were not up to students' expectations. Students expressed that they the APP couldn't improve their body language as per their learning goals. The other theme that was highlighted in the theme analysis was the comprehensive presentation skill development in integrating digital media APPs. Students reported improvement in content, organization, building confidence, lowering anxiety, speaking fluency and clarity in expressions. The results showed that the integration of digital media APPs and practical experiences lead to a well-rounded presentation skill development.

While the overall response was positive, a subset of students encountered challenges in improving their body language, gestures and eye contact with the class teacher and their peer who were the audience. A small number of participants expressed initial difficulty adapting to the technical interface of VirtualSpeech, indicating a need for additional guidance. Additionally, a few students found the "Act It Out" approach not beneficial for improving eye contact and overall body language in having presentations.

The findings from NVivo analysis indicate that a combined approach involving digital media apps and practical methods has a significant impact on enhancing EFL students' presentation skills. The results highlight the importance of addressing diverse learning preferences and potential challenges in the implementation process.

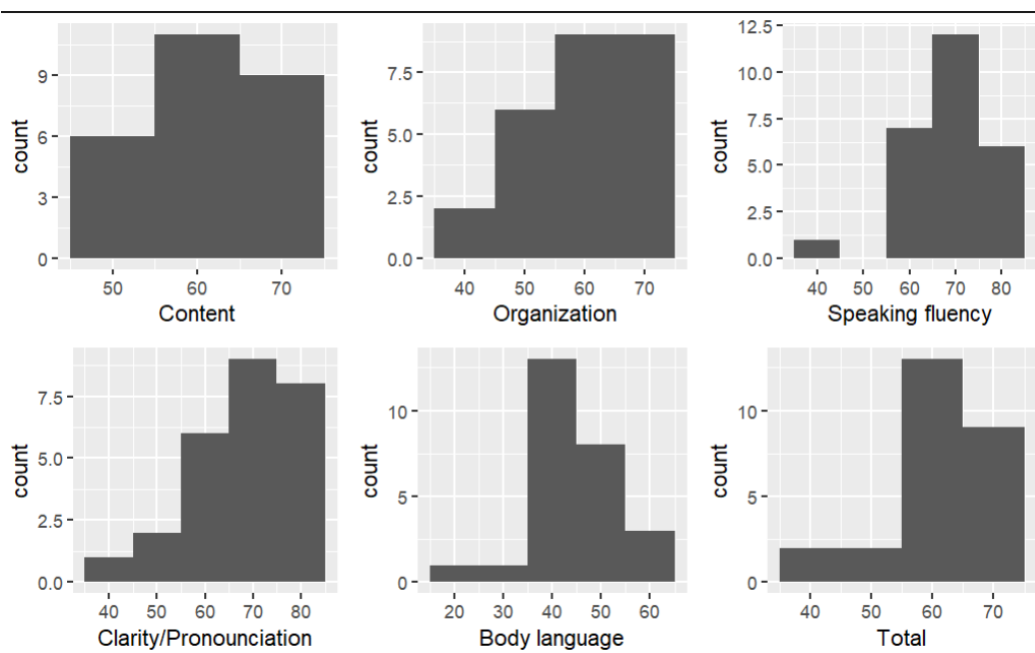
	N	Range	Min	Max	Means	standard deviation	variance
Content	26	25	60	85	78.46	5.961	35.538
Organization	26	20	65	85	79.04	5.103	26.038
Speaking fluency	26	30	60	90	76.54	7.606	57.858
Clarity/Pronunciation	26	30	60	90	77.92	6.449	41.594
Body language	26	30	40	70	55.81	8.640	74.642
Total	26	21.0	62.0	83.0	73.554	4.5713	20.897

Descriptive statistics (Pre-Presentation score by the Class teacher)

	N	Range	Min	Max	Means	standard deviation	variance
Content	26	15	80	95	87.23	4.121	16.985
Organization	26	10	80	90	86.92	3.187	10.154
Speaking fluency	26	25	70	95	87.15	4.986	24.855
Clarity/Pronunciation	26	28	67	95	83.81	6.344	40.242
Body language	26	23	70	93	79.12	7.307	53.386
Total	26	17.6	74.4	92.0	84.846	3.5903	12.891

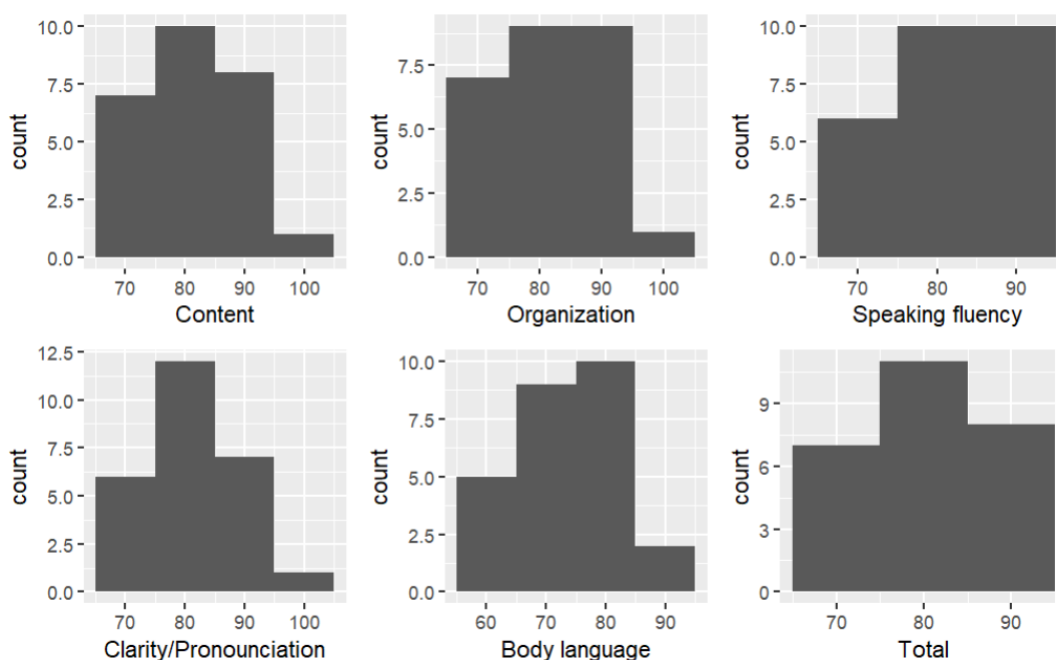
Descriptive statistics (Pre-presentation scores by Peers)

	Sample size	Range	Min	Max	Means	standard deviation	variance
Content	26	25	50	75	61.54	7.971	63.538
Organization	26	30	40	70	60.19	9.325	86.962
Speaking fluency	26	45	40	85	70.19	9.642	92.962
Clarity/Pronunciation	26	45	40	85	68.92	11.737	137.754
Body language	26	40	20	60	44.23	9.021	81.385
Total	26	29.0	44.0	73.0	61.015	7.5104	56.406



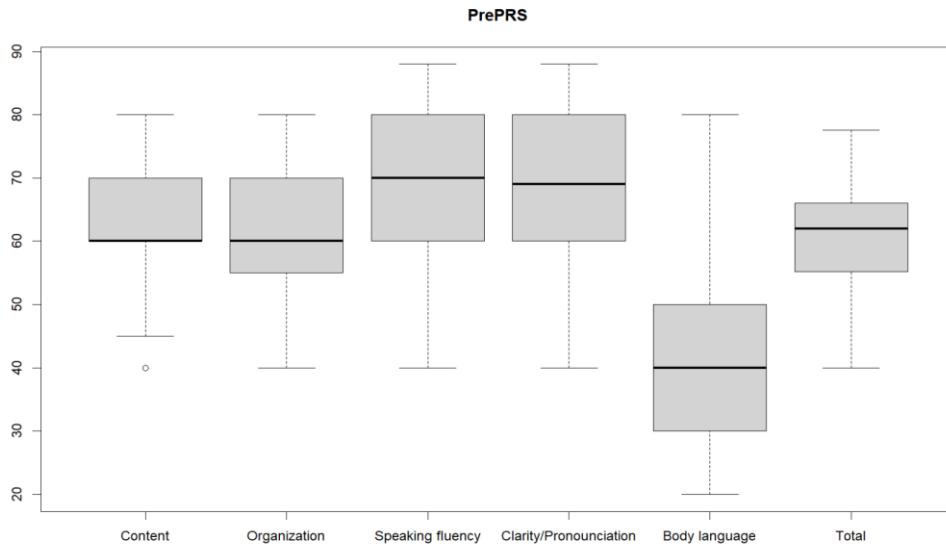
Descriptive statistics (PostPRS by Peers)

	Sample size	Range	Min	Max	Means	standard deviation	variance
Content	26	30.33	65.33	95.67	81.4423	7.96450	63.433
Organization	26	30.33	65.33	95.67	81.7051	8.19109	67.094
Speaking fluency	26	24.00	70.00	94.00	82.1154	7.03037	49.426
Clarity/Pronunciation	26	31.00	65.00	96.00	81.2179	8.17609	66.848
Body language	26	30.67	58.33	89.00	75.1859	8.51617	72.525
Total	26	26.47	65.93	92.40	80.1410	7.44699	55.458



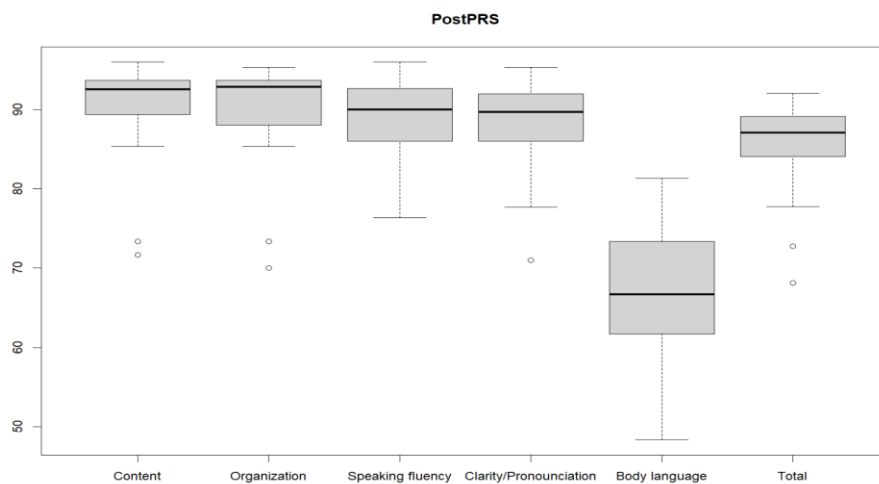
Descriptive statistics (pre-presentation scores by the external examiners)

	Sample size	Range	Min	Max	Means	standard deviation	variance
Content	26	40	40	80	62.12	9.292	86.346
Organization	26	40	40	80	60.88	9.856	97.146
Speaking fluency	26	48	40	88	69.88	12.199	148.826
Clarity/Pronunciation	26	48	40	88	68.23	11.948	142.745
Body language	26	60	20	80	40.77	14.401	207.385
Total	26	37.6	40.0	77.6	60.338	10.0971	101.951



Descriptive statistics (post-presentation scores by the external examiners)

	Sample size	Range	Min	Max	Means	standard deviation	variance
Content	26	24.333	71.667	96.000	90.46154	6.031824	36.383
Organization	26	25.333	70.000	95.333	90.30769	6.277241	39.404
Speaking fluency	26	19.667	76.333	96.000	89.15385	4.954218	24.544
Clarity/Pronunciation	26	24.333	71.000	95.333	88.21795	5.846893	34.186
Body language	26	33.000	48.333	81.333	66.93590	8.773201	76.969
Total	26	23.933	68.133	92.067	85.13846	5.683158	32.298



In this comprehensive analysis, we delved into the rubric scores of students' presentation skills before and after a presentation exercise. The aim was to identify any trends, patterns, or outliers in the scores and gain valuable insights into the students' performance. The rubric comprised various variables, and the focus was on comparing the PrePRS and PostPRS to ascertain if there were any improvements in the students' presentation abilities. Upon examining the overall distribution of scores for both

PrePRS and PostPRS, the scores were generally moderate in the PrePRS. This indicates that there was room for improvement in the students' presentation skills before the exercise. After analyzing the PrePRS and PostPRS, All variables' scores in PrePRS have increased in PostPRS. Most of the components of the presentation skills were improved except for the body language variable. The mean indicates that the EFL students have improved their content and delivery of presentations by applying digital media APPs.

One consistent trend that emerged was the consistently low scores in the variable of body language. This finding suggested that a significant number of students encountered difficulties in effectively conveying their message through non-verbal cues in spite of the application and practice of the app Act it Out. It is not uncommon for students to feel nervous or uncomfortable during presentations, which might have contributed to this trend. Addressing this issue could involve incorporating teaching and learning methods that help students become more at ease and confident when presenting in front of an audience.

Conversely, the variable content, organization, speaking fluency, clarity and pronunciation demonstrated improvement. The scores in this variable showed an increase from PrePRS (70) to PostPRS. This encouraging trend indicates that students had enhanced their ability to develop compelling content and deliver presentations effectively. The application of APPs, orai, otter.ai, Virtualspeech likely provided valuable feedback and opportunities for students to refine their presentation skills.

A notable finding was the consistency in high or low scores across the different rubric items. Students who struggled with body language consistently received low scores in this aspect throughout their learning period. Conversely, those who excelled in variables such as content and organization maintained consistently high scores in that area. Despite the subtle standard deviation variations, the mean scores demonstrated a significant improvement. This substantial improvement indicated that the majority of students showed progress in their presentation abilities. The increase in mean scores also suggests that the overall performance of the class improved after the intervention of digital media apps.

The analysis of rubric scores before and after the presentation exercise provided valuable insights into the students' performance and improvements in presentation skills. The Pre presentation scores indicated that many students had room for growth in various aspects of their presentations. However, the integration of digital media APPs proved to be beneficial, as the Post presentation scores showed significant improvement across all variables. The consistent low scores in body language highlighted the challenges students faced in demonstrating comfort during presentations.

(2) 教師教學反思 Teacher Reflection on Teaching

As the project teacher, my journey in teaching presentation skills to EFL students has been both challenging and rewarding. In this research, I integrated digital media apps, Orai, Otter.ai, VirtualSpeech, and the "Act It Out" technique, into my teaching approach to provide a more interactive and effective learning experience. This reflection aims to share my insights and experiences in using these APPs to empower EFL students with presentation skills.

The feedback feature on APP orai helped students refine their speaking fluency, pacing and confidence level. The progress tracking features allowed students to monitor their development over time. Witnessing nervous, shy speakers grow into effective presenters was immensely satisfying. Otter.ai's transcription capabilities became an invaluable resource in and out of class for the students.

It transformed the way students reviewed their presentations. They could not only hear their own recorded presentations but also read their spoken words, which improved their content clarity and pronunciation. It fostered greater self-awareness and self-assessment. VirtualSpeech's virtual reality simulations allowed students to practice in a controlled virtual environment. This technology reduced anxiety levels and helped students become accustomed to various presentation situations. Though some students had technical difficulties in using the APP they did improve their speaking skills. The only APP that didn't work as per the project teacher's expectations and teaching goal was Act it Out, though some students improved their eye contact, hand movements and body language, the effectiveness of this app in improving their body language as minimal.

Reflecting on this journey, I am convinced of the effectiveness of integrating digital media into EFL teaching for presentation skills. These digital media APPs honed essential presentation skills like confidence, speaking fluency, clarity, and pronunciation. While challenges were encountered, the rewards in terms of student development and growth were immeasurable. I look forward to refining this approach further and exploring additional avenues for enhancing EFL students' language and presentation abilities. This journey has shown that embracing technology and creative teaching methods can make a profound impact on the way EFL students acquire knowledge and enhance academic skills. As a teacher, it has been immensely gratifying to witness students transform into confident and effective presenters and ready to face the challenges of the real world in the future.

(3) 學生學習回饋 Students Learning Feedback

To provide an example of a student's feedback on learning Her English name is Kyle "My Presentation skills have room for improvement, and doing these practices in front of an audience and with the application of the APPs made me recognize my flaws that I was not aware of. Moving forward, my objective is to reach a point where I would be completely comfortable with my posture and speaking. So that I can focus more on the content that is being presented. Rather than learning just about how to present, I would love to dive deeper in my ability to research the contents that I choose and having the skills to present it in the most efficient way. Another student Tracy, her feedback on learning " I think AI apps and websites offer the convenience of not needing another person to evaluate your presentation. You also don't need to worry about the possibility of being judged by other people if you are not confident in your skills. Although at the beginning I was not sure about using ai in learning now I can see why people would use ai in learning and the benefits it offers. On the use of Act it out app, student Mark's view "When I practice body language at home, I can move my hands naturally. But when I actually went on stage to report, my movements were still unnatural and make my eyes firmer in the presence of an audience. I will work on my body language in the future". Another students reflection on learning " I think Orai, Otter.ai and VirtualSpeech apps application are useful tools because it will score my confidence, energy, fillers and speaking fluency. That can make me improve myself and recognize my shortcomings. I actually feel I have made progress".

7. 建議與省思 Recommendations and Reflections

In the pursuit of equipping our English as a Foreign Language (EFL) students with effective presentation skills, the integration of digital media apps has played a pivotal role in pedagogy. It's essential to encourage students to use digital media APPs consistently to see continuous improvement in their learning. It's crucial to emphasize that APPs only complement their effort to speak fluently and clearly. Some students needed to be motivated to use the apps out of the classrooms as there were initial challenges in acquiring the accounts and some technical difficulties. It's advisable to make sure all the accounts were bought in advance so that students feel more comfortable and allocate time for

technical orientations and provide support online. Recognize that students have diverse learning styles. While digital media apps work well for many, some may benefit more from in class learning methods activities. A combination of these approaches caters to different preferences and ensures a more holistic learning experience for the students.

Educators and teachers should encourage students to use these tools consistently. Regular practice with digital media apps is key to improving an language skills. Teachers can establish a routine that incorporates these digital media apps into the curriculum, ensuring that students see them as an integral part of their learning achievements. Teachers need to emphasize the importance of self-assessment. While digital media APPs can provide valuable feedback, students should also learn to self-evaluate their presentations critically. Encourage them to use both external feedback and their own reflections to improve.

The integration of digital media apps has undeniably enriched EFL teaching and learning, particularly in the realm of presentation skills. Reflecting on the whole project, it's clear that these APPs offer tremendous potential for enhancing speaking fluency, building confidence, improving clarity and expressions and pronunciation. By addressing the unique challenges and tailoring our approach to individual student needs, teachers can harness the full power of digital media apps in our EFL classrooms.

As technology continues to evolve, leveraging the digital media apps along with reflective practices can significantly contribute to producing effective, skilled presenters among EFL students. As educators and leaners alike should continue to incorporate digital media APPs in empowering students to become confident, skilled and professional presenters.

二. 參考文獻 **References**

三. 附件 **Appendix**