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Navigating Anxiety in Oral Presentation: Understanding Communication Strategies and Fear Causes

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ABSTRACT

Higher education institutions use various alternative assessments, including oral presentations, to evaluate students' performance. The effectiveness of oral presentations greatly depends on students' ability to communicate clearly and effectively, hence strong oral communication skills are essential. However, fear or anxiety could affect students' communication proficiency and performance during oral presentations. Therefore, this study explores the internal and external factors causing fear among students in an English oral presentation, the communication strategies they employed during oral presentation and whether these factors influence the communication strategies students choose. 150 participants responded to an adapted survey questionnaire. The data was analysed using SPSS and presented in percentages and means. Findings revealed that students' nervousness was the biggest internal factor, while the size and composition of the audience was the highest external factor, which caused fear among the students. Also, students mainly employed message reduction, orientation and non-verbal (MRQ) strategies compared to other types. The internal factors also demonstrate moderate correlation with social affective strategies, while for external factors, accuracy-oriented and MRQ strategies showed a strong correlation. These findings are essential for educators to help reduce fear among students, thus suggesting possible communication strategies to enhance their oral presentation skills. Overall, as this study revolves around language and communication, it sheds light in understanding the psychological factors that can uncover challenges faced by students and contribute strategies to a more confident and effective presentation of ideas.

Keywords: Oral presentation, communication strategies, anxiety, internal fear, external fear

INTRODUCTION

Background of the Study

Communication has been the primary concern posited by language instructors when it comes to second or foreign language learning and teaching due to its various functions. Some of the functions are to help people understand one another, remove misunderstandings, and bridge the gap during the information transfer (Amir et al., 2022). According to Christy and Mukhaiyar (2021), communication is a key indicator of social responsibility, which involves the need for people to share information, thoughts, and opinions with one another. Besides, individuals have to take into account both productive and receptive skills during an interaction. Reading, writing, speaking, and listening are language skills that are known as receptive and productive skills. According to Anuar et al. (2023), writing and speaking are categorised as productive skills, as they demand that both the speaker and receiver produce some kind of language. Good communication skills are required for daily interactions and formal communication, such as in the professional workplace and also in educational settings. An oral presentation is an example of a vital means of communication used in various settings. Angelini and García-Carbonell (2019) defined oral presentation as “a speaking which involves the presenter talking in front of a group of people the presenter knows or a crowd of strangers, usually with some preparation.” It is a systematic and formal approach to conveying information, ideas, or research findings (Kho & Ting, 2023). Additionally, visual aids, such as slides, are commonly used by presenters today to support the content.



In language courses, including English courses, one of the prominent skills that students need to master is speaking skills. To improve learners' speaking abilities, several English courses require learners to give oral presentations in front of everyone. According to Sharif et al. (2023), alternative assessments have become popular in universities, and oral presentation has been a preferred method used by instructors in evaluating their students' speaking abilities. This is supported by Anuar et al. (2023), who stated that it is a normal practice to evaluate language learners' speaking abilities using oral presentations. Oral presentations thus play a significant role in learners' academic experiences, acquisition of information, and participation in class (Robillos, 2022). In addition, oral presentations are important outside of the classroom setting because they teach students essential skills useful for future professional situations, such as professional meetings and job interviews (Kho & Ting, 2023). This evaluation tool is also used in higher institutions throughout Malaysia and is found in almost all courses/subjects regardless of language.

Some oral language assessments in English courses allow learners to practice their language competency. According to Russell and Shepherd (2010), activities or assessments such as role-play and simulations are examples of experiential learning and, because of their advantages for students, are also common pedagogical exercises used to improve students' speaking abilities. Assessment criteria for these tasks include intonation, pronunciation, presentation, and fluency. Hence, according to Oudeh (2021), oral presentation is a manifestation of the learners' ability and creativity in expressing their ideas and knowledge; thus, the ability to interact clearly and effectively contributes significantly to the oral presentation's success (Zainuddin et al., 2022).

Problem Statement

Though public speaking plays a vital role in effective communication, the need to efficiently convey a presentation's message publicly can generate public speaking anxiety (Johari et al., 2025). Public speaking anxiety refers to the fear or nervousness individuals feel in situations where they must present to the audience. In higher education, oral presentation, which is a form of public speaking, is one of the most typical assessment methods. With the aim of equipping students with essential communication skills, learners are tasked with oral presentations to demonstrate their understanding of topics to the audience. However, studies reveal that students often face anxiety during oral presentations (Sharif et al., 2023; Amir et al., 2022; Ahmad et al., 2022; Kembaren et al., 2022). Aliyu et al. (2019) also said that one of the barriers affecting students' communication proficiency and performance during oral presentations is anxiety.

Oral presentation anxiety among students constitutes an important problem and needs a pressing concern as it can negatively impact their performance. Several reasons are associated with this problem, and generally, they can be classified into internal and external factors. Baritanya et al. (2025) pointed out that internal factors are difficulties that arise within the students. Lack of grammar mastery, limited vocabulary, incorrect pronunciation, and low self-confidence were identified as internal factors which then associated with students being afraid of making mistakes due to uncertainty of their language ability. On the other hand, external factors are elaborated as environmental or situational elements that influence students' anxiety level. For instance, classroom atmosphere and the fear of being judged were identified as external factors.



Johari et al. (2025) stated that while speaking anxiety is commonly experienced, it is not effectively managed by both educators and students. Thus, greater attention is needed to enable educators to guide students in coping with presentation anxiety. One possible approach is by adopting communication strategies. Previous studies highlighted the influence of communication strategies on oral presentations (Mohari et al., 2023; Ahmad et al., 2022). However, there is a gap in research specifically comprehending the link between communication strategies and factors that cause anxiety. Hence, this study aims to overcome the existing gap by exploring the correlation between the factors that cause fear in oral presentation and communication strategies employed by students in managing them. Specifically, the following questions are addressed by this study:

1. What are the internal and external factors causing fear among students in an English oral presentation?
2. What are the communication strategies employed by students in oral presentations?
3. Do these factors influence the communication strategies students choose?

Literature Review

Oral Communication & Types of Communication Strategies

Oral communication refers to sharing information or conveying messages verbally. It allows individuals to not only inform people about their thoughts clearly but also to influence or persuade others. Dewan and Sharma (2025) stated that oral communication is the foundation of English as a Second Language (ESL) education, and it facilitates learners to communicate effectively through the application of communication strategies. Communication strategies have been conceptualised in multiple ways by different researchers. Corder (1981) defined communication strategies as a step-by-step approach used by speakers to overcome difficulties faced when communicating. Building on this idea, Dornyei (1995) emphasised that communication strategies act as more than problem-solving tools in communication, as they also reflect learners' cognitive and social abilities. Dornyei further identified 12 communication strategies learners apply to overcome communication challenges, which include message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, using non-linguistic means, literal translation, foreignizing, code switching, asking for help, and using fillers.

Studies have examined how learners utilise communication strategies in various contexts. Yüce and Curle (2025) investigated the influence of academic oral presentations on how Turkish students use communication techniques in learning English when dealing with spoken communication barriers. Participants were divided into intervention group and control group. The study included a pretest and a post-test. The findings indicated that academic oral presentations play a beneficial role in the oral communication methods applied by the intervention group. The evidence suggested contribution to students' oral communication for fluency, accuracy and non-verbal cues, namely rhythm, intonation and pronunciation. Moreover, students' social-affective strategies and ability to make meaning clear in conversations showed considerable advancement due to the intervention.

In Chou (2024), communication strategies of college students majoring in five foreign languages in relation to their communication confidence was explored. 538 college students in Taiwan



participated and the result demonstrated that students adopted message reduction and fluency-oriented strategies often, regardless of the language they majored in. It was highlighted that insufficient lexical richness was the reason causing learners to use simpler expressions as part of communication strategies when speaking difficulty was encountered. The findings also indicated a positive relationship between learners' communication confidence and utilisation of strategies.

Expanding on the previous research, Mohari et al. (2023) investigated factors that cause anxiety of oral presentation and communication strategies used by 201 undergraduate students. The analysis revealed that the commonly employed strategies were socio-affective, message reduction, orientation and non-verbal strategies. The study recommended the use of communicative strategies as they helped reduce students' fear during oral presentation. Similarly, Belaman et al. (2022) examined the application of communication strategies in balancing the fear during oral presentation for language learning. 210 respondents from a local university participated in this quantitative study. The findings revealed that participants were impacted by internal and external causes of fear during presentations and message reduction, orientation and non-verbal strategies were mainly employed in balancing their fear. Consistent with Mohari et al. (2023), this study highlighted the effectiveness of oral communication tactics in overcoming fear in oral presentations.

Causes of Fear of Oral Presentation

The fear of oral presentation is a prevalent concern among students in various educational contexts. The causes of this anxiety are multifaceted. Past studies have classified the causes into various categories, namely cognitive (Rajendran et al., 2025), psychological (Gallego et al., 2021), situational or external causes (Grieve et al., 2021; García-Monge et al., 2023) and developmental or experience causes (Sharif et al., 2023; Ye et al., 2024).

A comprehensive review by Rajendran et al. (2025) looked into the factors contributing to speaking anxiety among English learners and explored strategies to alleviate such anxiety. The review has brought the realisation that learners frequently experience moderate to high anxiety during speaking tasks. This anxiety is influenced by factors such as low self-confidence, fear of negative judgment, communication apprehension, and ineffective classroom management. Moreover, limited vocabulary, insufficient language proficiency, performance pressure, and cognitive as well as affective factors further intensify speaking anxiety. Ye et al. (2024) mentioned that hostile, inattentive, or unresponsive audiences significantly increase anxiety levels, while supportive audiences reduce them. This shows that anxiety of oral presentation may be caused by environmental factors and not necessarily an internal issue. This helped understand that external factors, namely audience-related, may contribute as much in causing oral presentation anxiety amongst learners. On the other hand, Sharif et al. (2023) ascertained internal and external factors causing the fear of oral presentation among learners. These causes stem from personal factors namely lack of practice, low self-esteem, and limited communication skills, alongside social factors like fear of negative evaluation and peer pressure.

Researchers have undertaken various studies to examine the root of this issue. For instance, a study by Grieve et al. (2021) among 46 undergraduate and postgraduate students of the University of the West of England (UWE), Bristol. All participants were purposely selected amongst students with



a fear of public speaking who attended one of the Stand Up and Be Heard (SUBH) UWE library-based workshops. The study aims to examine the fears experienced by the respondents, strategies they employed to overcome their anxiety as well as to investigate whether their fear affected their experience of higher education. The findings revealed that students' anxiety in oral presentation or public speaking was exhibited through physical signs such as shaking hands, tongue-tied speech, sweaty palms, blushing and panic attacks. This anxiety was revealed to be the cause of two major factors, namely fear of being judged and uncertainty about the topic. Students' desire to be seen as capable of performing well in front of their peers and striving for perfection has intensified their anxiety for oral presentation.

Next, Gallego et al. (2021) investigated the associations among self-reported anxiety, observer ratings, and behavioral and physiological responses during a public speaking task. Ninety-five university students completed self-report measures of public speaking anxiety before and after the speech challenge. Behavioral indicators (speech duration), physiological reactivity, and speech performance evaluations by both participants and independent observers were collected. The findings revealed that self-reported public speaking anxiety significantly predicted speech duration and perceived speech quality. It also highlights that speaking anxiety is multidimensional, rooted not only in subjective perceptions of nervousness but also in bodily arousal such as increased heart rate. For causes, the study emphasises the interplay of cognitive appraisal (fear of negative evaluation) and autonomic arousal (somatic symptoms), making it a key source for understanding both psychological and physiological origins of oral presentation fear.

Looking into the issue within the Malaysian context, a study was conducted by Ahmad et al. (2022) that looked into the fear of oral presentation among 51 undergraduates of a public university. The study examined how communication strategies influence oral presentations and how factors leading them to fear oral presentations influence their oral presentations. The findings indicated the highest concern on evaluation marks and nervousness in reflecting how students would perform oral presentations. On the other hand, the findings on participants' use of communication strategies in influencing their oral presentations revealed that most participants were inclined to use more strategies involving human factors in influencing how they would present orally.

Conceptual Framework Related to the Study

The conceptual framework (Figure 1) for this study is adapted from the origins of oral presentation fear by Endler (1980) and communication strategies by Yaman and Kavasoglu (2013). According to Endler (1980), there are two origins or causes of oral presentation fear, which are internal and external.

Yaman and Kavasoglu (2013) suggested that presenters use five communication strategies to reduce fear towards oral presentation. The first one is social affective strategies, which help to control the presenter's emotions, motivation, and social relationships with listeners, as well as to collaborate for the purpose of achieving the learning objectives. Next, fluency-oriented strategies are linked to an individual's fluency in delivering the communication, negotiation for meaning strategies are related to clarification requests, confirmation, and comprehension checks as well as feedback. For accuracy-oriented strategies, it focuses on the ability to use correct vocabulary, grammar, expressions, and punctuation. Lastly, message reduction, orientation, and non-verbal



strategies focus learners on using hand gestures, facial expressions, body language, and eye contact.

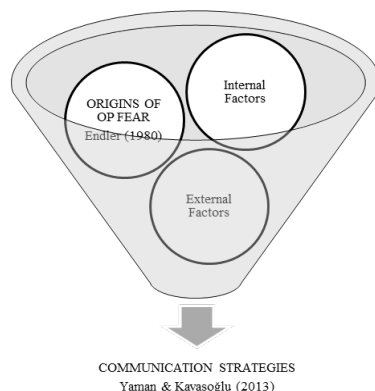


Figure 1. Origins of oral presentation fear (Endler, 1980) and communication strategies (Yaman & Kavasoglu, 2013)

METHODOLOGY

This quantitative-based study explores the causes of fear of oral presentation, the communication strategies used by learners as well as the relationship between these factors and communication strategies. A purposive sample of 150 participants answered the survey. They were students enrolled in a local university in Malaysia with different courses of study and took English courses as part of their university requirements. During the data collection process, these students were attending an English course or had at least taken one English course at the university before.

The instrument in the survey used is a 5-point Likert scale ranging from ‘never’, ‘rarely’, ‘sometimes’, ‘very often’ to ‘always’. This instrument was adapted from the studies of Endler (1980) and Yaman and Kavasoglu (2013) and has 3 different sections: Section A has 2 items on demographic profile (gender and course of study), Section B has 26 items on communication strategies, and Section C has 14 items on causes of fear. Previous studies have used the same instrument to identify similar variables (Zainuddin et al., 2022; Sharif et al., 2023). Table 1 below summarises the distribution of all items in the survey.

Table 1. Distribution of items

Sec.		Sub-Components	No of Items	Cronbach’s Alpha
B	Communication Strategies (Yaman & Kavasoglu, 2013)	Social Affective Strategies (SASQ)	6	0.657
		Fluency-Oriented Strategies (FOSQ)	6	0.755
		Negotiation for Meaning Strategies (NMQ)	4	0.691



		Accuracy-Oriented Strategies (AOSQ)	5	0.740
		Message, Reduction, Orientation & Non-verbal Strategies (MRQ)	5	0.672
		TOTAL FOR CS	26	0.886
C	Causes of Fear (Endler, 1980)	External Factors (EFQ)	7	0.768
		Internal Factors (IFQ)	7	0.846
		TOTAL FOR FEAR	14	0.847
		TOTAL NO OF ITEMS	40	0.867

Cronbach's Alpha is selected to measure the reliability of scales and subscales within the survey. The survey (Table 1) has an overall good reliability in measuring the Communication Strategies, with a Cronbach's Alpha of 0.886. The survey also has an acceptable reliability in measuring the External Factor, with a Cronbach's Alpha of 0.768. All seven items show good internal consistency by having the Corrected Item-Total Correlation statistic > 0.3. Moreover, the survey has a strong reliability in measuring the Internal Factor, with a Cronbach's Alpha of 0.846. All seven items show good internal consistency by having the Corrected Item-Total Correlation statistic > 0.3. However, the removal of item IFQ2 can improve internal consistencies of the items and overall reliability of scale to Cronbach's Alpha of 0.847. Overall, the instrument is a strong and reliable measurement tool, with a Cronbach's Alpha of 0.867 for all 40 items.

The survey was distributed using Google Forms through WhatsApp to the participants. Then, SPSS was used to analyse the data. The results of the analysis were later displayed in the form of percentages for the demographic profile and in mean scores to present findings to address the first two research questions of this study. Further analysis was also conducted to present and discuss the findings for research question three on the relationship between factors causing fear and the communication strategies used.

RESULTS AND DISCUSSION

Findings for Demographic Profile

This section specifically looked into the analysed data related to the demographic profile of the 150 respondents, which includes 1) gender and 2) course of study.

Table 2. Percentage for demographic profile

Gender	Percentage (%)
Male	46.7
Female	53.3



Course of Study	
Science and Technology	43.3
Social Sciences and Humanities	28.7
Business and Administration	28.0

Table 2 above presents the demographic profile of students who had conducted oral presentations throughout their studies. Out of the total respondents, 53.3% are female students, while the remaining percentage of 46.7% are male students. The table above also shows the distribution of respondents by course of study. Most of the respondents are from Science and Technology with 43.3%, followed by 28.7% with students from Social Sciences and Humanities, while the remaining percentage of 28% are students from the Business and Administration field.

Findings for Factors of Fear of Oral Presentation

This section highlights the analysed data to answer RQ1: What are the internal and external factors causing fear among students in an English oral presentation?

Internal Factors

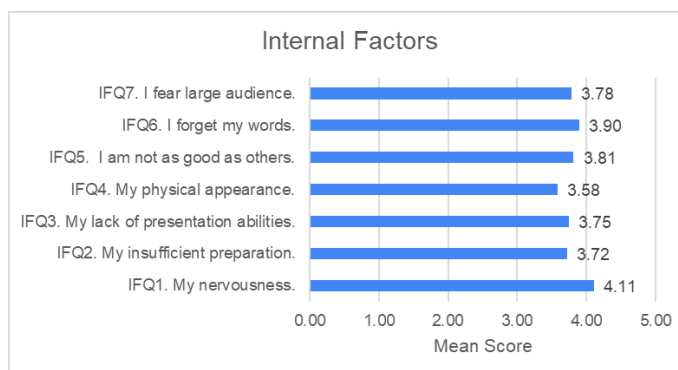


Figure 2. Mean for internal factors

Figure 2 highlights the internal factors causing fear among students in oral presentations. The results indicated that nervousness is the most significant factor, with the highest mean score of 4.11. Nervousness appears more influential as it affects both students' minds and bodies during presentations. This finding is parallel to a study conducted by Grieve et al. (2021), which identified specific fears that students encounter during oral presentations. The study categorised nervousness as part of the physical symptoms theme alongside six other themes used to identify students' fear. With a mean score of 3.90, students mentioned that they forget their words while presenting and according to the data, this is the second highest contributing factor to the fear. Meanwhile, concerns about physical appearance scored the lowest mean score which is 3.58. This is in line with a study done by Belaman et al. (2022) who also discovered that physical appearance has the least influence on students' fear of presentations. Other notable factors include students feeling that they are not as good as others as well as they fear large audience with a mean score of 3.81 and 3.78, respectively.



External Factors

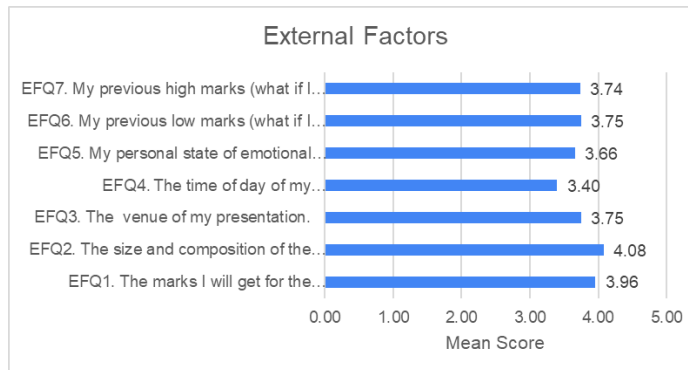


Figure 3. Mean for external factors

Figure 3 shows the mean for external factors contributing to students' fear during oral presentations. The results show that the size and composition of the audience is the most significant factor causing fear, with the highest mean score of 4.08. Size and composition of audience appear to be more influential as larger or mixed audiences can increase students' self-consciousness as well as anxiety. Similarly, Belaman et al. (2022) also reported the same finding having the size and composition of the audience as the most influential factors contributing to students' fear. According to Grieve et al. (2021), fear of being judged is an external factor that makes students fear of doing oral presentation. This finding can be correlated with the current study, as students may perceive a large audience as being more judgemental and this in turn heightens their fear. As a result, fear during presentations can undermine students' confidence and limit their ability to show what they know and understand (Grieve et al., 2021). This is followed by the fear of the marks they will receive, which recorded a mean score of 3.96. On the other hand, the data highlights that the least significant factor causing the fear is the time of day of the presentation with 3.40 as the mean score. Additionally, two factors which are fear of their previous low marks and the venue of their presentation, share the same mean score of 3.75.

Findings for Communication Strategies

This section presents analysed data to answer RQ2: What are the communication strategies employed by students in oral presentation? There are five strategies that are discussed in different sub-sections.



Social Affective Strategies

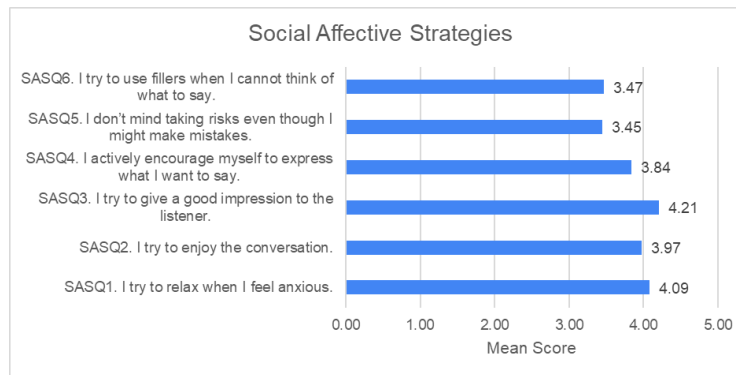


Figure 4. Mean for social-affective strategies

Figure 4 demonstrates the mean for social-affective strategies. Trying to appear favourable to the listeners rates the highest mean score of 4.21. This shows students are aware of the importance of audience impression on the speaker. Mohari et al. (2023) lends support to this as it was stated that speakers pay attention to audience reaction during presentations and they look for positive body language. A positive impression will help speakers to stay confident and deliver messages effectively. The item where students try to remain calm when they feel anxious obtained a mean score of 4.09. Students realise the need for staying relaxed while presenting, as this approach can help them stay focused on content rather than worrying about making mistakes. Next, the items “I try to enjoy the conversation” and “I actively encourage myself to express what I want to say” obtained a mean score of 3.97 and 3.84 respectively. Trying to use fillers and don’t mind taking chances despite the possibility for errors to occur, recorded mean scores of 3.47 and 3.45 correspondingly, indicating lower agreement among students in using the strategies. Students likely do not want to appear less prepared or nervous during the presentation. This remains consistent with Mohari et al. (2023), who found that students were afraid of committing errors.

Fluency Oriented Strategies

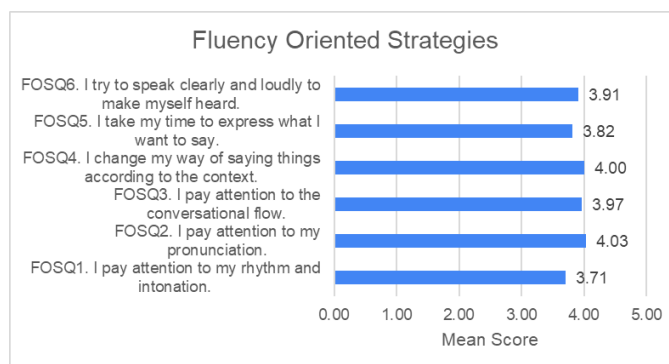


Figure 5. Mean for fluency oriented strategies

Figure 5 shows the mean for fluency oriented strategies. The highest mean score 4.03 shows that students pay attention to their pronunciation. This finding echoes, though not fully, the results reported by Yüce and Curle (2025) that claimed oral presentation enhances fluency



and non-verbal cues such as pronunciation. Following this, the second highest mean score of 4.00 indicates that students modify their speech depending on the context. Students most likely adopt this approach to make sure they can retain audience attention throughout their presentation. This aligns with the findings of Ahmad et al. (2022) that mentioned capturing listeners' attention which points to having positive perception about speakers, would support speakers to communicate more effectively. The mean scores of other strategies opted by students were observing the flow of conversation (3.97), making an attempt to speak clearly and loudly to make themselves heard (3.91) and giving attention to what they want to express (3.82). The lowest mean score recorded in this data is 3.71 referring to the item "I pay attention to my rhythm and intonation." As greater importance was placed on pronunciation, rhythm and intonation appeared to be less of a priority among students.

Negotiation for Meaning Strategies



Figure 6. Mean for negotiation for meaning strategies

Figure 6 illustrates the mean score for negotiation for meaning strategies. From the data above, it can be seen that among all the ways students used to negotiate meaning, giving examples rates the highest mean score with 4.01 students agreeing to use this strategy. This finding seemed to be in tandem with Yüce and Curle (2025) who revealed that when students were confronted with difficulties in speaking activities, they will likely give examples to improve performance. This is followed by paying attention to the listener's reaction and checking whether the listeners understand what was being said with 3.95 and 3.75, respectively. Similar findings were pointed out by Ye et al. (2024) in their study which revealed that audience-related factors may contribute to learners' anxiety in oral presentation, hence paying attention to their reaction is justified. The last strategy tailed closely with the mean score of 3.67 whereby students used repetition until their message was understood by their listeners.



Accuracy Oriented Strategies

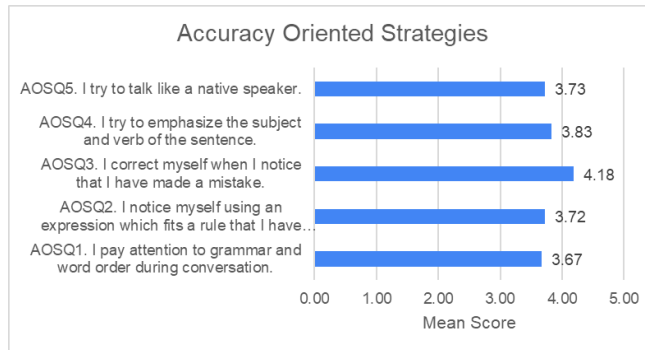


Figure 7. Mean for accuracy-oriented strategies

Figure 7 shows the mean scores for the accuracy-oriented strategy. It can be seen that the majority of the students agreed that they correct themselves when they notice they made a mistake, with a 4.18 mean score. Paying attention to grammar and word order garnered the lowest mean score with 3.67. An even response was tabulated for strategies involving students attempting to talk like a native speaker and their effort to use expressions which fit the rule they have learned, with 3.73 and 3.72 mean scores, respectively. The findings above concur with Grieve et al. (2021) which highlights the students' desire to be perceived as proficient or capable speakers who perform oral presentation with perfection may heighten the learners' anxiety in oral presentation.

Message Reduction, Orientation and Non-Verbal Strategies

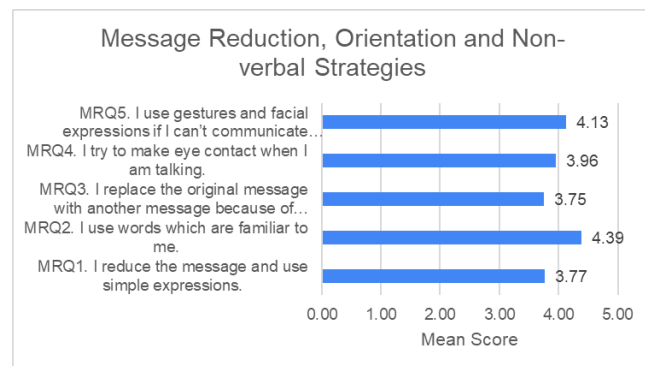


Figure 8. Mean for message reduction, orientation, and non-verbal strategies

Figure 8 demonstrates the mean score for message reduction, orientation, and non-verbal strategies. Most students agreed that they used words familiar to them when expressing themselves, which indicated the highest mean score with 4.39, followed by using gestures and facial expressions to communicate with a 4.13 mean score. A similar study has also shown similar findings as abovementioned. For instance, Riyadi et al. (2024) highlighted the importance of familiarity of words, whereby students reported being less anxious in speaking when they feel they know the words they need. In addition, Zhang and Jing (2025) revealed that using non-verbal cues such as gestures help with speech fluency, especially when dealing with complex topics. They further illustrated that when gestures were



restricted, students' disfluency rate significantly increased. On the contrary, students do not feel the need to replace the original message with another message simply because they were incapable of communicating well, as shown by the mean score of this item being the lowest under this strategy with only 3.75. Other strategies include using eye contact when talking, tailed closely by reducing the message and using simple expressions with the mean score of 3.96 and 3.77, respectively.

Relationship between Communication Strategies and Factors of Oral Presentation Fear

The data analysis in this section addresses RQ3: Do these factors influence the communication strategies students choose?

Table 3. Parameter estimates for all variables

Dependent Variable	Parameter	B	Std. Error	t	p-value	95% Confidence Interval		Partial Eta Squared
						Lower Bound	Upper Bound	
SocialAffective	Intercept	3.478	.318	10.941	.000	2.849	4.107	.491
	ExternalFactors	.293	.086	3.388	.001	.122	.464	.085
	InternalFactors	-.198	.068	-2.915	.004	-.332	-.064	.064
FluencyOriented	Intercept	3.379	.330	10.237	.000	2.725	4.032	.458
	ExternalFactors	.258	.090	2.875	.005	.080	.436	.062
	InternalFactors	-.126	.070	-1.788	.076	-.266	.013	.025
NegotiationforMeaning	Intercept	3.629	.386	9.397	.000	2.865	4.394	.416
	ExternalFactors	.249	.105	2.375	.019	.042	.457	.044
	InternalFactors	-.190	.082	-2.300	.023	-.353	-.026	.041
AccuracyOriented	Intercept	3.036	.312	9.733	.000	2.419	3.654	.433
	ExternalFactors	.378	.085	4.459	.000	.210	.546	.138
	InternalFactors	-.180	.067	-2.705	.008	-.312	-.048	.056
MessageReduction	Intercept	2.944	.332	8.861	.000	2.286	3.601	.388
	ExternalFactors	.399	.090	4.418	.000	.220	.578	.136



that universities should acknowledge that some students are afraid of public speaking, thus need to be assisted during assessments related to oral presentation. Additionally, educators may utilise the results of this study as a guide to customise and plan their teaching strategies, including creating a comfortable environment to ease nervousness and thus improve students' oral presentation ability.

Since this study only examines on the factors of fear, communication strategies used as well as the relationship between these two, it is recommended for future researchers to undertake similar investigations with a larger sample size and expand the study's scope to include other demographic variables, such as age, different genders, year of study, years of experience in oral presentation, and language proficiency level. Including these variables could influence the communication strategies that students choose, thereby offering a more thorough understanding of how they are used in the classroom. Additionally, as the current study is quantitative in nature, researchers should delve into details of how students perceive and deal with those fears while simultaneously employing communication strategies in real life. This can be achieved by conducting interviews with selected students. Finally, it is also interesting to investigate the factors and communication strategies that are used by students during online oral presentations as opposed to physical oral presentations. Future researchers may therefore choose to focus on this area as well.

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Conflict of Interest

The authors have no conflicts of interest to declare.

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Authors' Contributions

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