

# MENDIVE



REVISTA DE EDUCACIÓN

Original article

## Challenges associated with the implementation of effective oral presentations in the virtual classroom

Desafíos asociados a la implementación de exposiciones orales efectivas en aula virtual

Desafios associados à implementação de apresentações orais eficazes na sala de aula virtual

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### ABSTRACT

The development of oral communication skills is decisive in teacher training. However, the systematization of its teaching is a complex phenomenon, which has been accentuated even more with the incorporation of virtual methodologies, because, although these have contributed to the knowledge and learning of students, they have revealed some difficulties associated with the implementation of tasks linguistics under this modality. In this framework, the general objective was to analyze the implications of the implementation of oral presentations, in a virtual context, for teacher training and their future work. The study was descriptive, based on a qualitative approach. The sample was of an intentional non-probabilistic type, consisting of 60 students of language pedagogy careers. The collection of information was carried out through three questionnaires, composed of open questions, which allowed obtaining information regarding the perceptions of students about the process and about the difficulties and challenges associated with oral presentation through digital technologies. The main findings allow us to visualize important challenges associated with the development of oral communicative competence in virtual mode. At the same time, oral presentation stands out as an adequate strategy for the transmission of knowledge, for the strengthening of teacher training, for the construction of meanings and for the permanent feedback of the processes.

**Keywords:** communicative interaction; virtual modality; orality; oral presentations; feedback.

## RESUMEN

El desarrollo de las habilidades de comunicación oral es determinante en la formación del profesorado. Sin embargo, la sistematización de su enseñanza es un fenómeno complejo, que se ha acentuado aún más con la incorporación de metodologías virtuales; pues, si bien estas han contribuido al conocimiento y aprendizaje del estudiantado, han dejado entrever algunas dificultades asociadas con la implementación de tareas lingüísticas bajo esta modalidad. En este escenario, el objetivo general fue analizar las implicaciones de la implementación de exposiciones orales, en contexto virtual, para la formación del profesorado y su futuro laboral. El estudio fue de tipo descriptivo, basado en un enfoque cualitativo. La muestra fue de tipo no probabilística intencional, conformada por 60 estudiantes de carreras de pedagogía en lenguaje. La recogida de información se efectuó a través de tres cuestionarios, conformados por preguntas abiertas, los cuales permitieron obtener información respecto a las percepciones del estudiantado sobre el proceso y sobre las dificultades y desafíos asociados con la exposición oral a través de herramientas digitales. Los principales hallazgos permiten vislumbrar importantes desafíos relacionados con el desarrollo de la competencia comunicativa oral en modalidad virtual. Al mismo tiempo, destacan la exposición oral como una adecuada estrategia para la transmisión de conocimientos, para el fortalecimiento de la formación docente, para la construcción de sentidos y para la retroalimentación permanente de los procesos.

**Palabras clave:** interacción comunicativa; modalidad virtual; oralidad; presentación oral; retroalimentación.

## RESUMO

O desenvolvimento de habilidades de comunicação oral é decisivo na formação de professores. No entanto, a sistematização de seu ensino é um fenômeno complexo, que se acentuou ainda mais com a incorporação de metodologias virtuais; pois, embora estes tenham contribuído para o conhecimento e aprendizagem do corpo discente, têm revelado algumas dificuldades associadas à execução de tarefas linguísticas nesta modalidade. Neste cenário, o objetivo geral foi analisar as implicações da implementação de apresentações orais, em contexto virtual, para a formação de professores e seu trabalho futuro. O estudo foi descritivo, com abordagem qualitativa. A amostra foi do tipo intencional não probabilística, composta por 60 alunos do curso de Letras. A coleta de informação foi realizada através de três questionários, constituídos por questões abertas, que permitiram obter informação sobre as percepções do corpo discente sobre o processo e sobre as dificuldades e desafios associados à apresentação oral através de ferramentas digitais. Os principais achados permitem vislumbrar importantes desafios relacionados ao desenvolvimento da competência comunicativa oral na modalidade virtual. Ao mesmo tempo, destacam a apresentação oral como estratégia adequada para a transmissão do conhecimento, para o fortalecimento da formação docente, para a construção de significados e para a retroalimentação permanente dos processos.

**Palavras-chave:** interação comunicativa; modalidade virtual; oralidade; apresentação oral; opinião.

## INTRODUCTION

The development of oral communicative competence is an unavoidable condition in teacher training. In this sense, basic communication skills are in the focus of attention, due to the need for future teachers to demonstrate comprehensive training, which is reflected in their professional performance, in their work with children or young people, and in their interpersonal relationships with members of the educational community. However, and although its importance is recognized, communicative competence entails various difficulties and challenges related to the implementation of tasks, both oral and written expression. The complexity of the processes involved, added to the external conditions to carry out the task, has generated constraints on how to provide feedback to the process and how to systematize it. This scenario has become palpable when planning and executing effective oral presentations, even more so in virtual university classes, which had to be restructured to respond to the expected learning results.

The health crisis that affected the world not only put the international scientific area in check, but also triggered a strong shock in education. In Chile, various emerging actions were promoted that sought, in some way, to alleviate the negative effects associated with the closure of schools and the implementation of virtual methodologies, which revealed serious deficiencies in the use of ICT, in the form of communication between members of the educational community and in how to address the development of skills and abilities necessary to function socially. The university was not oblivious to it; What's more, the teachers began to question how to deal with a situation of this nature in the short term and, later, decide the most appropriate way to adapt the strategies in the return to face-to-face.

The virtual teaching methodology, which was a way out of this emergency, was definitively installed in many educational institutions, contributing to the knowledge and learning of the student body. Thus, various tools contributed to resume communication and, therefore, provided greater fluidity to achieve the expected results. In contrast, the findings of Alawamleh *et al.* (2022) point to the communication difficulties evidenced in virtual contexts. It should be noted that the teaching-learning processes are closely linked to effective communication between people, especially in teacher training. Moreover, the construction of knowledge emerges from meaningful oral communication, where the exchange of ideas and the interaction between teachers and students play a fundamental role in the educational process.

From the didactic and disciplinary point of view, oral communication skills are decisive in the university environment, a space in which various practices related to the effective use of language are promoted (Saimovna Sirazova, 2019). In their initial educational stages, students already show experience in everyday speech; however, "he has not developed skills to make oral presentations that require a certain level of reflection" (Fallarino *et al.*, 2020, p. 320). According to Ochoa (2022), the approach to oral communication is carried out from a communicative, cognitive and social perspective. At the university, this type of communication can not only take the form of frequent conversations between students, but mainly in dialogues for pedagogical purposes, promoted by teachers as a mechanism to facilitate content learning. This approach is consistent with what is advocated in the Chilean educational system regarding dialogue, which is assumed not as a content that must be taught explicitly, but as an effective tool that must be used by teachers to develop communicative competence.

However, and despite its importance for the promotion of learning, there is still a pending task to be resolved regarding the use of technological tools and how to make better use of these for the teaching of orality in remote contexts. According to Monjelat *et al.* (2021), "the processes of incorporating technology in the educational field are complex phenomena that bring about various tensions generated by a multiplicity of intervening variables" (p. 85). The phenomenon associated with post-pandemic educational change continues to generate uncertainties and pose new challenges. The figure of this teacher is projected as a fundamental actor in the search for effective solutions and strategies to overcome these challenges, promoting the practice and development of oral skills through digital resources.

The scope of oral communication in this area reaches the plane of constant reflection by the teaching staff, who, apart from overcoming the complexity in this new scenario, must select the appropriate strategies for the task and, in addition, make decisions on the approach to this area, which is so essential for university students. One of the approaches that allows both communicative interaction and the development of skills relevant to training is collaborative. The adoption of this approach stands as an option to work on oral presentation, a genre widely used in university contexts (Li, 2018). The reasons that support these decisions are connected to the fact that communicative competence is intrinsically linked to the social experience and the motivations of the students (Castro Lerma, 2017). A similar approach is that of Zamora García (2020), who argues that collaborative work stimulates interaction between students and teachers, who assume individual competencies that influence the collective.

In virtual classes, it is necessary to install and systematize strategies that not only respond to a need for deepening content, but mainly that influence the development of

vital skills for their future professional performance. For Gracia *et al.* (2018), communicative competence, apart from being one of the most important transversal competences today, poses various challenges for teachers in terms of teaching and evaluation in virtual environments. This implies that the teacher must find innovative ways to promote and assess the communicative competence of students, taking into account the limitations and particularities of distance education.

From this point of view, the implementation of collaborative techniques to address orality turns out to be a solution to the different limitations associated with this axis in virtual contexts; especially, for the execution of effective oral presentations. For their part, this type of work is highly valued by future teachers, who report that this methodology favors decision-making by strengthening academic, cognitive, social, and communicative aspects (Benoit and Ortiz, 2020).

Finally, it is important to emphasize that, in any teaching-learning process, it becomes imperative to permanently and systematically build meanings. For teachers in training, this construction becomes even more necessary due to the requirements of comprehensive preparation for, in their future performance, promoting valuable learning in their students. In this scenario, the interaction and connection with otherness, oral communication and permanent dialogue constitute instances in which it is possible to build meaning and, consequently, consolidate significant learning. Both face-to-face and virtual, oral presentation is undoubtedly a strategy that allows systematizing learning, reinforcing content, and providing feedback to processes. The challenge lies in its planning and execution for the construction of meanings, from a collaborative perspective, an approach where oral communication is based. Either effective communication or value learning claim others in the process. It is the task of teachers and students to

recognize this value and integrate it into their educational practices, in order to consolidate learning that promotes a critical and constructive perspective of society.

In coherence with the panorama presented, the general objective of this research is to analyze the implications of the implementation of oral presentations, in a virtual context, for teacher training and their future work. In this sense, attention is focused on the challenges it entails, both for teachers and students, reviewed in light of the perceptions of future teachers.

## MATERIALS AND METHODS

This research responds to a descriptive study, which delves into the implementation of oral presentations as part of integrated communicative tasks and is based on a qualitative approach, from which the perceptions of future teachers in the humanistic area are analyzed.

The selected sample was of an intentional non-probabilistic type, made up of 60 Chilean pedagogy students, belonging to two university majors, who are in their eighth academic semester. Pedagogy in Education has a mention in Language. The representation of each race is reflected in table 1.

**Table 1-** Characterization of the sample and coding

training program	No.	%	Coding
Pedagogy in Language and Communication	35	58.3	EPL_1 (2, 3, 4..., 35)
Pedagogy in Basic Education	25	41.7	EPB_1 (2, 3, 4..., 25)

The coding referred to in Table 1 corresponds to the abbreviations EPL (Language Pedagogy Student) and EPB (Basic Education Pedagogy Student), plus a correlative number for each participant.

The students of both courses present a good general academic performance, regular attendance at synchronous sessions and communication skills necessary for proper interaction in the classroom. As teachers in training, they have developed essential skills related to the teaching-learning process, since they have already participated in several progressive practices in educational establishments in the province of Concepción (Chile). In accordance with the ethical norms associated with this type of research, the participants digitally signed an informed consent in which they declared their voluntary participation and ensured confidentiality in the treatment of information.

As a form of cross-sectional evaluation, the oral presentation was worked on as a process, allocating time for reflection before, during and after its implementation. The procedure carried out for the implementation of the oral presentation included the phases that are presented in Table 2.

**Table 2-** Phases for the implementation of the oral presentation

Phase	Description
1	Questionnaire application as a form of diagnosis
2	Presentation of learning objectives and contextualization
3	Formation of collaborative groups
4	Documentation on the topical theme of the exhibition
5	Virtual sessions for the preparation of the oral presentation
6	Group 1 feedback: student/student and teacher/student
7	Questionnaire application as a form of feedback prior to the exhibition
8	Group oral presentation by virtual media (Zoom)
9	Dynamic question-answer
10	Group 2 feedback: student/student and teacher/student
eleven	Questionnaire application as a form of individual reflection

The information collection instruments were three questionnaires with open questions: one at the beginning of the implementation



of the didactic sequence oriented to the oral presentation; another, during the implementation and prior to the start of the implementation of the exhibition; the third, at the end of the sequence. The three questionnaires, made up of open questions, allowed obtaining information regarding the perceptions of the student body about the process and about the difficulties and challenges related to oral presentation through virtual media. The elaborated questionnaires were subjected to content validity, through the application of expert judgment. In this instance, two university professors specializing in linguistics and educational evaluation participated, who established the acceptability index of the questions.

Apart from the application of the questionnaires as a way of collecting information, relevant information was obtained from classroom observation. The implementation of the didactic sequence responds to a type of situated study, action research, since the intervention is carried out in a university context with the purpose of implementing, evaluating and reflecting on the results associated with the execution of the proposal. From this point of view, the teacher in charge of the curricular activities acts as a researcher and is responsible for the different phases in the implementation of the didactic sequence.

The didactic sequence consisted of four teaching weeks, whose application implied: the preparation, implementation, execution and evaluation of the exhibition.

## RESULTS

The results, which emerge from an analysis of thematic content, allow us to glimpse three dimensions of analysis. The first refers to the oral presentation as an academic genre, the second deals with the oral presentation as an instance for the

transmission of knowledge and the third focuses on the challenges linked to the consolidation of the oral presentation as a form of learning. The different subcategories identified are detailed in Table 3.

**Table 3-** Dimensions, categories and subcategories

Dimension theme 1	
Category	Subcategories
Oral presentation as an academic genre	1. It obeys a defined structure.
	2. It is one of the most used genres in the university.
	3. It constitutes a form of evaluation widely used in the courses.
Dimension theme 2	
Category	Subcategories
Oral presentation as an instance for the transmission of disciplinary knowledge	1. It allows the transmission of fundamental knowledge of the discipline of study.
	2. It makes peer teaching possible.
	3. Enables content reinforcement.
Dimension theme 3	
Category	Subcategories
Challenges associated with the consolidation of oral presentation as a form of learning	1. Construction of senses.
	2. Space to provide feedback on learning.
	3. Implementation and systematization in the classroom.

### Thematic dimension 1: oral presentation as an academic genre

This dimension focuses on the importance of oral presentation as one of the frequently used academic genres at different levels of schooling and, especially, at the university. It responds to a type of genre that is approached in different ways, for example, as a means to monitor student progress, as an evaluation strategy or as a way of working on one of the language axes, a fundamental subject for future language specialty teachers.

According to the perceptions of the informants, three subcategories associated with this dimension emerged: it obeys a

defined structure, it is one of the types of genres most used in the university, it constitutes a form of evaluation widely used in the courses.

Next, each of the subcategories is examined in detail and the discursive fragments of the participants are exposed, which support the analysis of the dimension. The informants' speeches remain anonymous, through the explicit coding in Table 1 (EPL and EPB).

### **obeys a defined structure**

By virtue of the most important characteristics, the participants emphasize the idea that the oral presentation is an academic genre that presents a defined structure and that it must be planned and executed according to said structure. In their description, they refer to features that cover different levels of language: phonetic-phonological, semantic, morphosyntactic, and discursive. There is not only a strong linguistic component linked to the oral presentation, but also didactic and pedagogical knowledge that requires adequate planning, both by the teacher and the student, regardless of whether they work individually or collectively. In the latter case, attitudinal and procedural aspects are added to address an exhibition in which the participation of the entire working group is specified. In relation to these approaches, the following discursive fragments are presented:

EPB\_07: "An important aspect to consider is the way in which the lectures are carried out in the classroom, whether they are carried out in person or in a virtual classroom. I think that the most important thing is to respect its structure, which includes the greeting and introduction, the development and the conclusions with which the closure is given."

EPB\_12: "Because the oral presentation is structured by nature, it is not always easy to meet all its demands in a virtual modality. The paraverbal, the volume of the voice or the fluency is not so easy through a screen."

EPL\_32: "Through virtual means it is more complex to carry out an oral presentation because there is no direct interaction, our audience is there, but it is not attuned. Many times, the colleagues do not turn on their cameras and that (makes one more insecure) as a speaker".

### **It is one of the most used academic genres in the university**

As mentioned, the oral presentation is one of the academic genres frequently used in Higher Education institutions and has a transversal use in the different undergraduate careers. Its implementation is related to formative evaluations as part of the progress process and with summative evaluations, as an evaluation instrument for demonstrating learning. According to the study participants, the context experienced in the pandemic has not been a factor that has undermined its use (given that direct contact and communication have decreased), but, on the contrary, its use has spread, as a strategy that energizes the expository virtual class carried out by the teacher. Here are some quotes:

EPB\_20: "Oral presentation has been used as a type of permanent activity, both in face-to-face mode and in synchronous virtual classes".

EPL\_15: "In university classes, one of the activities that is most used for the

development of teaching is oral presentation. It is a type of interactive and dynamic activity that favors collaborative work."

EPL\_28: "In my classes, oral presentation is used a lot as an academic genre for student development and experiential learning."

The speeches presented before give an account of the value that is made of the exhibition as a didactic strategy, which does not imply many resources to be implemented in the virtual classroom.

### **It constitutes a form of evaluation widely used in the courses**

The development of classes mediated by Information and Communication Technologies has involved analyzing learning and evaluation strategies that make it possible to achieve the fundamental objectives in the different curricular activities. Regarding the evaluation strategies, the informants declare that the use of virtual resources has revitalized the execution of oral presentations, to the detriment of the traditional forms of evaluation. This idea is reflected in the following speeches:

EPB\_3: "The implementation of tests, quizzes and competitions has been reduced in virtual classes, on the other hand, the use of oral presentations remains very current, since it allows evidence of knowledge and, furthermore, it is not a complex strategy to use".

EPL\_16: "In all the subjects we do dissertations as one of the instances of course evaluation. Even in a

pandemic, we have had virtual classes and the dissertations have continued to be carried out in classes to evaluate formatively and summatively."

EPL\_9: "Oral presentations are addressed by all the teachers in my career, since through them we can exercise public speaking, so necessary for our future profession as a language teacher, and especially we can be evaluated."

EPB\_24: "Both face-to-face and online, teachers use oral presentations as an evaluation strategy. In virtual modality, it is more difficult to evaluate because the tests or competitions are not as effective, many are copied. For this reason, I consider that the oral presentation is a good form of evaluation where one shows what one knows".

### **Thematic dimension 2: oral presentation as an instance for the transmission of disciplinary knowledge**

This dimension places the oral presentation as an academic genre that allows the transmission of disciplinary knowledge related to their professional career. According to the content analysis carried out, the following three subcategories are presented: it allows the transmission of fundamental knowledge of the study discipline; makes peer teaching possible; allows the reinforcement of contents. In the following sections, the qualitative analysis related to the subcategories will be presented, emphasizing the most important elements highlighted by the informants.



### **It allows to transmit fundamental knowledge of the discipline of study**

The informants of this study reinforce the idea that oral presentation allows not only to strengthen the personal knowledge that students have regarding their academic training, but also constitutes a type of strategy that makes possible the transmission of said knowledge, which can be core of a study discipline. The arguments raised are based on the idea that the student is in the process of being prepared as a teacher and this strategy allows him to consolidate the knowledge acquired and, at the same time, inquire into ways of transmitting the information so that it is understandable by his interlocutor. This situation is valued positively, as it allows personal enrichment of academic training. In this regard, one of the participants states that:

Through oral presentations we can demonstrate our knowledge, not only to our teachers, but also to our classmates. Somehow, we validate what we have already learned and how we present ourselves to our training as future educators (EPB\_11).

The previous discursive fragment is directly related to the assessment of the strategy as a demonstration of knowledge, as a validation of content before an interlocutor and, at the same time, represents a reinforcement of his identity as a teacher in training, while emerging as an important instance of preparation for his professional practice.

The oral communication that flows from a dissertation with a clear and defined learning objective lays the foundations to demonstrate the contents and skills developed in my career throughout the training process. Education careers enhance that communicative capacity that is so necessary to be able to reach others and oral presentation is a way to achieve that objective (EPL\_29).

The speeches presented, in summary, highlight the value assigned to effective communication for the transmission of experiences, knowledge and for the meaningful exchange between the participants in the teaching-learning process.

### **Makes peer teaching possible**

In their academic training process, the pedagogy student mobilizes diversified strategies to improve their performance and, especially, to strengthen their ability to teach and explain to others in relevant contexts. This is configured as a prelude to their development as a future teacher and lays the foundations for meaningful learning. Oral presentation, in this sense, is one of the strategies for teaching-learning among peers; because, according to the informants, it offers the possibility of executing planned actions for the transmission of knowledge and reinforcing their future pedagogical work.

For some participants, the oral presentation allows not only to explain, but also to delve into crucial aspects related to the teaching methodology, reciprocal teaching and collaborative work, as expressed below: "when preparing an oral presentation collaboratively, a type of work between peers is evidenced that promotes quality learning and, therefore, lifelong learning" (EPL\_4) and "for me, the dissertations reinforce methodological components by making consensus with my peers possible, teaching and learning. And the same is manifested when carries out the dissertation" (EPB\_17).

For his part, another student stated that the implementation of oral presentations, especially when they are collaborative, generate a significant space for reflection on their learning, on the learning of others and on how experiences of value are transmitted to the interlocutor: "the preparation of presentations is of great value for constant reflection, since it allows us to improve our processes and above all the way of

transmitting our knowledge and learning together with the other members of the group" (EPB\_23). This same reflection extends, according to another participant, to managing one's own teaching abilities: "planning and holding an exhibition allows us to consciously reflect on our teaching abilities and on those elements that become urgent to improve" (EPL\_8).

### **Enables content reinforcement**

The speeches of the participants in this study underline the idea that oral presentation is a type of strategy for reinforcing deficient content or that requires further study. Said reinforcement occurs from the conception that conceives the strategy as part of a cognitive process that, as such, considers the implementation in different work phases; that is to say, in a planning phase, one of development-preparation, and the last one of implementation in front of an auditorium (which corresponds to the classroom or virtual classroom). From this perspective, its reflexive and regulated character around learning is strengthened; in this particular case, those associated with deepening the core aspects of a theme.

In the first instance, the value of the oral presentation is revealed as a strategy for the identification of weaknesses on a particular subject, especially those that have a preponderant place in the formative itinerary. In the opinion of the participants, this occurs especially when working with others and the instance is given for the exercise and preparation of the exhibition. In the words of the informants, the following is highlighted: "it is highly relevant for us as future teachers to work on the presentation, because in this way we test our knowledge and if it is not strengthened, we can reinforce it with the help of our groupmates" (EPL\_20). A similar opinion is found in: "dissertations allow the team to strengthen their communication skills and, above all, disciplinary knowledge, which is possible with collaborative learning" (EPL\_33).

Secondly, the study highlights the importance of regulating the teaching-learning process, which may be possible through the use of oral presentation as a way of diagnosing shortcomings and, at the same time, providing a pertinent solution. For example, an informant points out that "the dissertation is an excellent formative instance not only to demonstrate knowledge, but also for us to learn and remedy the difficulties that we find in communication and in our training in basic pedagogy" (EPB\_13). Likewise, another student maintains that "the oral presentation is used as a diagnosis, both by the teacher and by the peers, to identify difficulties and use remedial strategies for it" (EPL\_30). These speeches highlight the importance of the strategy for the reinforcement of contents and, at the same time, show it as a permanent challenge that it is necessary to analyze for the benefit of the students.

### **Thematic dimension 3: challenges associated with the consolidation of oral presentation as a form of learning**

This thematic dimension refers to the need to consolidate the oral presentation as a form of learning of value for the student body, both for their academic training and for the development of their graduation profile and the installation of significant strategies for their future teaching performance. The qualitative analysis carried out offers the distinction of three subcategories: construction of meanings; space for feedback on learning; implementation and systematization in the classroom.

The different subcategories reveal various problems related to the implementation of this academic activity in virtual modality and its influence on the teaching-learning processes. Next, the subcategories and the discourses that reinforce the ideas raised are exposed.

#### **construction of senses**

The construction of meanings is part of every teaching-learning process and its materialization is related to a cognitive activity of great relevance for the student body. Interaction with other people, communication and dialogue constitute instances in which it is possible to build meaning and, consequently, learn in a significant way. Throughout the training process, students create meanings naturally or guided by teachers. One challenge is that this construction of meanings is forged through oral presentation, both in face-to-face and virtual modalities, since, if it is systematized, it enables the internalization and re-elaboration of new learning.

Firstly, oral presentation as part of communication between people must allow trainee teachers to establish links between content and significant life experiences. This idea is explained by a participant, who points out that communication must be built on the basis of interpersonal relationships, in everyday life and in the educational field and, as such, allow the construction of close realities. Then, he adds that "oral presentation at the university requires a way of linking disciplinary knowledge with the most important experiences in a student's life and that is a permanent task, especially in virtual teaching" (EPB\_25).

A second challenge posed is that the construction of meanings generated through the implementation of the oral presentation manages to strengthen the student's security in the face of their experiences and new learning, especially if a teaching modality is taken into account in which "face to face" is not always instantiated. To the extent that the student recognizes the value of his life experiences, he will feel that his learning has been consolidated and that it is important for his performance in society. Two informants support this idea, the first of them points out that "the approval of others is very important to us. It is a challenge for the exhibition to be well prepared cognitively, socially and emotionally, since this is perceived in a good way by others and we feel safe in future

exhibitions" (EPL\_6). For his part, the second informant stated the following:

The tasks to prepare the dissertation led us to select the most important thing to transmit to the colleagues, one puts the best of himself to deliver and expose. It is a constant challenge. If everything goes well, one feels satisfied and more secure and confident in their learning (EPL\_19).

Third, oral presentations are perceived as learning resources that enable the construction of meanings to the extent that they allow the integration of the knowledge acquired in the different curricular activities of their training plan. This is how one of the participants maintains it, noting that "dissertations provide the opportunity to reflect on learning and also use that knowledge, integrating it into the various subjects of the degree" (EPB\_8). This quote reinforces the value of reflection that must be intrinsically associated with learning.

### **Space to feedback learning**

In the context of university teaching, feedback is conceived as a fundamental instance for the consolidation of learning. However, there are several factors that influence the effectiveness of this strategy during virtual classes, such as: the time involved, the availability of the student body to present and interact with the cameras on, the exclusive authorship of the student's oral or written work (without the support of people behind the cameras), or the motivation in front of this teaching modality. In this sense, the participating teachers maintain that it is an important challenge to put the communicative and social skills developed throughout the years of training at the service of teaching, in order to demonstrate learning and, at the same time, favor feedback processes in the classroom. From the perspective of the future educator, this approach is sustained in the following discursive fragments:

**Table 4-** Fragments of participants on the feedback provided by the dissertation

Code	Fragment
EPL_4	"Assessments through virtual oral presentations allow simulating a class, accounting for the learning achieved and constantly providing feedback, but for this the constant willingness of the students is required."
EPL_34	"The oral presentation needs a real disposition of the students to communicate fully and to receive feedback."
EPB_16	"Many times verbal expression in a virtual class complicates us; however, as a teacher in training, I have no doubt that guided communications or oral presentations are an excellent mechanism for feedback on student training processes".
EPB_2	"It becomes a challenge to conceive well-planned dissertations, as an instance of strengthening and feedback on learning."

### Challenges related to the implementation and systematization in the classroom

Motivated by different factors, the virtual teaching modality has promoted reflection on the role of students and teachers in the process of installing a work strategy and systematizing it. In this sense, the challenges involve didactic, curricular and disciplinary considerations that must be integrated into the implementation of systematized actions, through planning, execution and evaluation processes. As it has been repaired, the attention should not be solely on the product, but on the various phases of work involved. One of the characteristics that is usually highlighted in oral presentations is their ability to be a learning resource and, at the same time, an evaluation product.

Despite the above, the objection is that both elements are not always effectively integrated into a common project, known and learned by the student body. Frequently, they feel that their performance occurs spontaneously as one of many daily interactions and without sufficient preparation, as pointed out by the following

informants: "Many times we are asked to give dissertations at the university without receiving adequate preparation. It is only taken as an instrument to evaluate" (EPB\_18); "Regarding the selection of information, it becomes difficult to sequence the content that will be the basis of the oral presentation. It is a pending task for teachers to teach us to prioritize information and present it in a coherent discourse" (EPL\_21).

Consequently, the implementation and systematization of oral presentations in the classroom reveal various limitations related to its implementation, which highlight the role assumed by educators, who must dedicate valuable efforts to make the activity meaningful for students. For one of the informants, the key lies in the time allotted for modeling, for collaborative decisions, and for feedback on deficient aspects, as stated below:

Dissertations are used a lot as a way to get grades, however I think it's more important to use them as ways to learn. One learns by preparing them, by exposing and being corrected by our teachers. In this way, we can improve our performance and if we work as a team, we can make important decisions.

Finally, the assessment that the informants make of the exhibition stands out as a strategy to promote the active role of the student body against the establishment of their learning. The condition for systematization in the classroom is that a work plan be drawn up, both individually and collaboratively, for making strategic decisions and, especially, for effective problem solving. Thus conceived the process, the student feels confident in their abilities to positively face the various challenges imposed by their academic training process.

## DISCUSSION

Many investigations in the educational area agree on the fact that the pandemic led to a change in mentality that led to reconsidering various methodological and didactic decisions associated with the effectiveness of the teaching-learning process. Uncertainty has become evident and a large part of the teaching staff has had to be trained in new Information and Communication Technologies and in strategies that allow efficient use of available resources. Undoubtedly, the challenges are permanent and can be better assumed with others, in the search for significant solutions for the students. Social responsibility is key, since it allows one to feel an active part of these problems and their approach.

In the university context, training mediated by information technologies has led to analyzing learning and evaluation strategies that enable the achievement of fundamental objectives in the student body. For its part, in teacher training, it urges strengthening the role of facilitator of learning, promoting activities that stimulate active and successful communication (Alawamleh *et al.*, 2022). The results presented, in effect, are in line with the assessment of oral communicative competence and, at the same time, the identification of certain constraints that intervene in the communicative process. Informants, in this area, recognize the existence of mechanisms systematized by teachers, as is the case of oral presentations, one of the academic genres mostly used in the university context, as a pedagogical and evaluative strategy to verify student learning achievement (Benoit and Ortiz, 2020).

As a form of learning, it presents itself as challenges: the organization of time, the way of presenting the information and the resolution of problems together. From this point of view, the use of collaborative strategies that favor genuine exchanges between group members and conflict resolution acquires great value (Zamora

García, 2020). In this regard, the results not only delve into the importance of collaborative oral communication from a disciplinary perspective, but also note the development of attitudinal and procedural aspects, where they expect the participation of the entire work group to become evident. In short, there is evidence of an appreciation of the didactic strategy that does not involve too many resources to be implemented in the virtual classroom. Moreover, it is recognized that the pandemic context has not undermined its use; Quite the contrary, its planning and execution have been expanded as a strategy that optimizes virtual classes, providing the dynamism and feedback that any teaching process requires.

Considering the pedagogical training of the participants, other results focus their analysis on the assessment of oral presentation as an academic genre that allows the transmission of important disciplinary knowledge for academic development. From this perspective, its importance is highlighted for the transmission of fundamental theoretical and practical knowledge of the study discipline, for peer teaching and content reinforcement. The data show a recognition of oral presentation as a strategy that allows improving performance and projecting their teaching role, insofar as, through the use of the strategy and the language used, they are able to teach and explain to others in relevant contexts. In other words, it confers the possibility of executing planned actions to reinforce their future pedagogical work; likewise, it forges a significant space for reflection on learning, both individual and collective, and for the transfer of valuable experiences for the agents of the process.

Considering the instances of preparation, execution and evaluation, the speeches presented highlight the reflexive and regulated character that oral presentation grants in learning. The arguments are based on the fact that, on the one hand, it is possible to consolidate and deepen the central elements of the subject of study and,



on the other hand, a connection of this learning with future professional experience is generated, even more so if it links the development of communicative competence with systematic work with others. These findings are consistent with Castro Lerma (2017), who states that communicative competence is inextricably linked to the social experience and the motivations of the students. The participants in this study place special emphasis on the implications of collaborative work in the exercise and preparation phases of the presentation, especially for the regulation of the teaching-learning process, since they support the idea that the use of oral presentation allows diagnosing personal weaknesses regarding training and, at the same time, providing a timely solution for them.

A third dimension analyzed places its focus on the challenges associated with the consolidation of oral presentation as a form of learning; In particular, it warns about various problems related to the implementation of this academic activity in virtual modality and how it influences teacher training. One of these challenges is that the oral presentation, as a strategy, is a means for the construction of meanings, both in face-to-face and virtual modalities, since its systematization will make possible the internalization and re-elaboration of new learning. In this scenario, permanent interaction with other people, effective communication and dialogue with defined objectives are invited. In this way, spaces will be established for the construction of meanings and, therefore, for the strengthening of significant learning.

The results reveal another challenge related to the need to promote effective feedback on learning at the university. For teachers in training, the implementation of oral presentations is one of the strategies that promotes a state of constant feedback; However, the factors that determine its effectiveness during virtual classes are varied, among them: the time involved for teachers and students, the availability of the

student body to present verbally and interact with the cameras on, the exclusive authorship of the student's oral or written work or the motivation in front of this teaching modality. These findings correlate with what was stated by Monjelat *et al.* (2021), regarding the complexities associated with the incorporation of Information and Communication Technologies in the teaching processes. Indeed, they highlight the complexity of this process by affirming the existence of various tensions caused by multiple intervening factors.

Finally, the data show that, for teachers in training, a primary challenge is to put at the service of teaching important communication and social skills developed throughout the years of training, with the purpose of demonstrating learning, favor continuous feedback and systematize the use of strategies in the virtual or face-to-face classroom. In this regard, they positively value the exhibition as a strategy to strengthen the active role of the student towards the achievement of their learning. This challenge involves didactic, curricular and disciplinary decisions that must be integrated into the implementation of systematized actions through planning, execution and evaluation processes. Undoubtedly, it becomes a challenge for teachers in training to develop essential communication skills that make oral communication between people possible, strengthening the connections between content and significant life experiences and, above all, promoting collaborative decision-making in pursuit of learning.

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The authors participated in the design, analysis of the documents and writing of the work.

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