



## Oral Presentations as a Tool for Developing Cognitive Skills in EFL Learners: A Review of Literature

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### ABSTRACT

This study examines oral presentations as an effective pedagogical tool for developing cognitive skills among English as a Foreign Language (EFL) learners, with a particular focus on analytical and organizational abilities. Adopting a narrative literature review approach, the study synthesizes theoretical and empirical research related to oral communication, cognitive development, and EFL pedagogy.

The findings indicate that oral presentations extend beyond improving speaking proficiency, as they require learners to engage in higher-order cognitive processes such as analyzing information, selecting relevant content, structuring ideas, and delivering coherent messages. The review highlights that presentation-based tasks promote active learning by encouraging learners to construct and communicate knowledge rather than passively receive it.

The analysis further reveals that oral presentations contribute significantly to the development of analytical skills through evaluation and interpretation of information, while also enhancing organizational skills by fostering logical structuring and coherence in discourse. However, the effectiveness of this approach is influenced by factors such as language proficiency, anxiety, and instructional design.

The study identifies a gap in the literature concerning the explicit investigation of cognitive outcomes in oral presentation tasks, particularly in under-researched contexts such as Libya. It concludes that oral presentations, when effectively implemented, can serve as a powerful strategy for integrating language learning with cognitive development in EFL classrooms.

## الملخص

تهدف هذه الدراسة إلى استكشاف العروض الشفوية بوصفها أداة تربوية فعّالة لتنمية المهارات المعرفية لدى متعلمي اللغة الإنجليزية كلغة أجنبية، مع تركيز خاص على المهارات التحليلية والتنظيمية. واعتمدت الدراسة منهج المراجعة السردية للأدبيات، حيث قامت بتوليف الدراسات النظرية والتجريبية ذات الصلة بالتواصل الشفهي، والتطور المعرفي، وتدريس اللغة الإنجليزية كلغة أجنبية.

تشير النتائج إلى أن العروض الشفوية تتجاوز مجرد تحسين مهارات التحدث، إذ تتطلب من المتعلمين الانخراط في عمليات معرفية عليا، مثل تحليل المعلومات، وانتقاء المحتوى الملائم، وتنظيم الأفكار، وتقديم رسائل مترابطة. كما تُبرز المراجعة أن المهام القائمة على العروض تعزز التعلم النشط من خلال تشجيع المتعلمين على بناء المعرفة والتعبير عنها، بدلاً من تلقنها بشكل سلبي.

وتُظهر نتائج التحليل كذلك أن العروض الشفوية تسهم بشكل ملحوظ في تنمية المهارات التحليلية من خلال تقييم المعلومات وتفسيرها، كما تعزز المهارات التنظيمية عبر ترسيخ البناء المنطقي والتماسك في الخطاب. ومع ذلك، فإن فعالية هذا النهج تتأثر بعدة عوامل، مثل مستوى الكفاءة اللغوية، والقلق، وتصميم العملية التعليمية.

وتكشف الدراسة عن وجود فجوة في الأدبيات تتعلق بالتحقيق الصريح في المخرجات المعرفية المرتبطة بمهام العروض الشفوية، خاصة في السياقات التي لم تُبحث بشكل كافٍ، مثل ليبيا. وتخلص الدراسة إلى أن العروض الشفوية، عند توظيفها بفاعلية، يمكن أن تمثل استراتيجية قوية لدمج تعلم اللغة مع تنمية القدرات المعرفية في فصول اللغة الإنجليزية كلغة أجنبية.

## Introduction

In recent years, the development of higher-order cognitive skills has become a central goal in English as a Foreign Language (EFL) education. Language learning is no longer limited to mastering grammar and vocabulary; rather, it involves engaging learners in processes that promote critical thinking, analysis, and organization of ideas (Anderson & Krathwohl, 2001; Facione, 1990). Within this context, oral presentations have emerged as an effective pedagogical tool that integrates language use with cognitive engagement.

Oral presentations require learners to process information, organize content logically, and present ideas coherently, which aligns closely with key cognitive skills such as analysis and organization. According to King (2002), structured presentation tasks help learners develop confidence while simultaneously enhancing their ability to structure and deliver information effectively. Similarly, Al-Issa and Al-Qubtan (2010) argue that oral presentations provide learners with opportunities to engage in meaningful communication that extends beyond rote memorization.



From a theoretical perspective, oral presentations can be understood through the lens of sociocultural theory, particularly the work of Vygotsky (1978), which emphasizes the role of social interaction in cognitive development. Additionally, the cognitive processes involved in speech production such as planning, structuring, and monitoring are explained in Levelt's (1989) model of speech production. These frameworks highlight that speaking tasks, including presentations, are cognitively demanding activities that foster higher-order thinking.

Empirical studies further support the role of oral presentations in enhancing both linguistic and cognitive outcomes. For example, Brooks and Wilson (2014) and Hammad (2020) found that presentation-based activities improve students' speaking performance and engagement. Moreover, classroom-based research indicates that learners perceive presentations as beneficial for organizing ideas and improving communication strategies (Girard *et al.*, 2011; Nakatani, 2010).

In the Libyan EFL context, recent studies have highlighted persistent challenges in oral communication, including low confidence, limited exposure, and psychological barriers (Muftah & Ammar, 2026; Halali, 2026). These challenges suggest a need for pedagogical approaches that not only improve speaking skills but also enhance learners' cognitive engagement. Therefore, examining oral presentations as a tool for developing cognitive skills particularly analysis and organization is both timely and relevant.

### **Problem Statement**

Despite the recognized importance of developing higher-order thinking skills in EFL contexts, many classrooms still rely on traditional teaching methods that emphasize passive learning and memorization rather than active cognitive engagement. As a result, learners often struggle with organizing ideas, analyzing information, and expressing themselves coherently in spoken English. These challenges are often linked to linguistic limitations, including first language interference, which negatively affects learners' ability to produce accurate and coherent language (Ahmeida & Suliman, 2025).

Research has shown that EFL learners, particularly in Arab contexts, face significant difficulties in speaking due to linguistic, psychological, and instructional factors (Al-Hosni, 2014; Al-Sobhi & Preece, 2018; Alharbi, 2015). In Libya specifically, students exhibit challenges related to self-efficacy, anxiety, and limited communicative practice (Muftah & Ammar, 2026; Halali, 2026). These issues are compounded by a lack of instructional strategies that explicitly target cognitive skill development.

Although oral presentations are widely used in EFL classrooms, their role in fostering cognitive skills especially analysis and organization has not been sufficiently explored in the literature. Most studies tend to focus on speaking performance rather than the underlying cognitive processes involved.

Therefore, there is a clear need to review existing literature to understand how oral presentations can function as a tool for developing cognitive skills in EFL learners, with particular emphasis on analytical thinking and organizational abilities.

### **Research Objectives**



This review aims to:

1. Examine the role of oral presentations in EFL learning contexts.
2. Analyze how oral presentations contribute to the development of cognitive skills.
3. Explore the relationship between oral presentations and specific thinking skills, particularly analysis and organization.
4. Identify the challenges associated with implementing oral presentations in EFL classrooms.
5. Provide pedagogical implications for integrating oral presentations effectively to enhance cognitive development.

#### Research Questions

1. How do oral presentations influence cognitive skill development in EFL learners?
2. In what ways do oral presentations enhance analytical and organizational skills?
3. What challenges do EFL learners face when engaging in oral presentation tasks?

#### Significance of the Study

This review is significant for several reasons. First, it contributes to the growing body of literature that links language learning with cognitive skill development. By focusing on oral presentations, the study highlights a practical classroom strategy that promotes higher-order thinking.

Second, the study is particularly relevant to the Libyan EFL context, where students face challenges in oral communication and cognitive engagement (Muftah & Ammar, 2026; Halali, 2026). The findings can inform teachers, curriculum designers, and policymakers about effective strategies to enhance both language proficiency and cognitive skills.

Finally, this review provides a theoretical and pedagogical framework that integrates insights from cognitive psychology, sociocultural theory, and language teaching research, thereby offering a comprehensive understanding of the role of oral presentations in EFL education.

#### Scope of the Study

This study is limited to reviewing literature on oral presentations in EFL contexts, with a specific focus on their role in developing cognitive skills. The review particularly emphasizes analysis and organization as key components of higher-order thinking.

The study draws on both theoretical and empirical research, including global and regional (Arab and Libyan) studies, to provide a comprehensive perspective. However, it does not include experimental data or primary research, as it is designed as a literature review.

#### Methodology of the Review

The researcher adopts a narrative literature review approach to explore the role of oral presentations in developing cognitive skills among EFL learners, with a particular focus on analytical and organizational thinking.



The review draws on a range of theoretical and empirical studies related to oral communication, cognitive skill development, and EFL pedagogy. Relevant literature was identified through academic databases such as Google Scholar, Scopus-indexed journals, and peer-reviewed publications in the field of applied linguistics and language education.

The search process utilized key terms including oral presentations, EFL learners, cognitive skills, critical thinking, analysis, and organization. Studies were selected based on their relevance to the topic, publication credibility, and contribution to understanding the relationship between speaking activities and cognitive development.

The inclusion criteria focused on:

- Peer-reviewed journal articles and academic books
- Studies addressing oral communication or presentation-based learning in EFL contexts
- Research related to cognitive skills, particularly analysis and organization

The review also incorporates recent studies in the Libyan and Arab contexts to ensure contextual relevance (Muftah & Ammar, 2026; Halali, 2026).

This methodological approach allows for a comprehensive and critical synthesis of existing literature, aiming to identify patterns, gaps, and pedagogical implications.

## Literature Review

### Oral Presentations as a Pedagogical Practice in EFL

Oral presentations have gained increasing attention as an effective instructional strategy within EFL classrooms, particularly in communicative language teaching frameworks. Unlike traditional speaking activities that often involve short responses or controlled practice, oral presentations require extended discourse, planning, and audience awareness. This makes them a complex and cognitively engaging activity.

According to King (2002), oral presentations provide learners with opportunities to practice real-life communication skills, including structuring ideas, maintaining coherence, and delivering information effectively. These tasks simulate authentic communicative situations where learners must actively construct meaning rather than rely on memorized language. Similarly, Al-Issa and Al-Qubtan (2010) emphasize that oral presentations shift the classroom dynamic from teacher-centered instruction to learner-centered engagement. In such environments, learners take responsibility for knowledge construction, which enhances both linguistic competence and cognitive involvement. Empirical studies further support the effectiveness of oral presentations in improving language skills. Brooks and Wilson (2014) found that students who regularly engaged in presentation tasks demonstrated significant improvements in fluency, accuracy, and confidence. Hammad (2020) also reported that presentation-based instruction positively impacts speaking performance, particularly in terms of clarity and organization.

Moreover, learners' perceptions of oral presentations are generally positive. Girard *et al.* (2011) found that students recognize the value of presentations in enhancing their communication abilities and organizational skills. This perception is critical, as positive attitudes toward learning activities can increase motivation and engagement.



In addition, oral presentations serve as a platform for integrating multiple language skills, including reading, writing, and speaking. Learners must gather information, process it, and present it orally, which reinforces their overall language competence.

### **Cognitive Skill Development in Language Learning**

The integration of cognitive skills into language learning has become a central focus in modern education. Cognitive skills, particularly higher-order thinking skills, enable learners to process information critically, solve problems, and communicate effectively.

Bloom's revised taxonomy, as presented by Anderson and Krathwohl (2001), categorizes cognitive processes into different levels, including remembering, understanding, applying, analyzing, evaluating, and creating. Among these, analysis and organization are crucial for effective communication and learning.

Facione (1990) defines critical thinking as a set of cognitive skills that include interpretation, analysis, evaluation, and inference. These skills are essential for learners to engage with content meaningfully and express their ideas coherently. From a psycholinguistic perspective, speech production is a cognitively demanding process that involves multiple stages. Levelt (1989) explains that speaking requires conceptualization (planning what to say), formulation (structuring language), and articulation (producing speech). Each of these stages involves cognitive processes related to analysis and organization.

Furthermore, sociocultural theory, as proposed by Vygotsky (1978), highlights the role of social interaction in cognitive development. Learning occurs through interaction with others, and cognitive skills are developed through guided practice and scaffolding. Oral presentations provide such opportunities, as learners interact with peers and instructors while engaging in meaningful communication.

### **Oral Presentations as a Tool for Cognitive Engagement**

Oral presentations are not merely a speaking activity; rather, they represent a cognitively demanding task that requires learners to engage actively with content. Preparing a presentation involves multiple stages, including researching, selecting relevant information, organizing ideas, and rehearsing delivery. Each of these stages requires learners to process information thoughtfully and transform it into meaningful and structured output.

From a theoretical perspective, language production plays a central role in cognitive engagement. Swain's (2005) Output Hypothesis suggests that when learners produce language, they are pushed to process both linguistic and conceptual knowledge more deeply. Oral presentations exemplify this process, as learners are required to construct meaning, organize their thoughts, and express them clearly to an audience.

In addition, effective presentation performance relies on the use of communication strategies that are closely linked to cognitive processes. Nakatani (2010) emphasizes that successful communication involves planning, monitoring, and evaluating one's speech. These processes require learners to reflect on their language use, adjust their ideas, and ensure clarity and coherence in their delivery.



Furthermore, oral presentations encourage learners to take an active role in their learning by engaging in meaningful tasks that require both understanding and expression. Through repeated practice, learners develop greater control over their thinking processes, which enhances their ability to organize information, communicate effectively, and engage in higher-order cognitive skills.

#### **Enhancing Analytical Skills through Oral Presentations**

Analytical skills involve the ability to break down information, identify relationships, and evaluate evidence. In the context of oral presentations, these skills are essential for selecting relevant content and structuring arguments.

According to Anderson and Krathwohl (2001), analysis includes differentiating between relevant and irrelevant information, organizing ideas, and understanding relationships among concepts. These processes are fundamental to preparing effective presentations.

When learners prepare presentations, they must analyze their topic, evaluate sources, and synthesize information. This requires higher-order thinking and promotes deeper learning. Additionally, responding to audience questions further enhances analytical skills, as learners must process information quickly and provide logical responses.

Research indicates that tasks requiring active engagement, such as presentations, lead to better cognitive outcomes compared to passive learning methods. This is because learners are actively involved in constructing knowledge rather than simply receiving it.

#### **Developing Organizational Skills through Oral Presentations**

Organizational skills play a fundamental role in effective communication, particularly in academic contexts where clarity, coherence, and logical progression of ideas are essential. These skills involve the ability to structure information systematically, sequence ideas appropriately, and maintain coherence throughout discourse.

Oral presentations inherently require learners to follow a clear and structured format, typically consisting of an introduction, body, and conclusion. This structured approach encourages learners to plan their content carefully, organize their ideas logically, and present information in a coherent and meaningful way. Through repeated engagement in such tasks, learners gradually develop greater control over how they arrange and connect ideas.

Empirical research supports the role of oral presentations in enhancing organizational abilities. Brooks and Wilson (2014) found that students who participated in presentation-based activities demonstrated improved ability to structure information and communicate their ideas more effectively. Similarly, Girard *et al.* (2011) reported that learners perceive oral presentations as beneficial for developing their capacity to organize content and deliver it clearly.

In addition, the preparatory stages of oral presentations, such as outlining, drafting, and rehearsing, further reinforce organizational skills. These processes require learners to prioritize key information, establish logical relationships between ideas, and ensure coherence in their delivery. As a result, oral presentations serve as an effective means of developing learners' ability to organize and present ideas in a structured and coherent manner.

#### **Challenges Affecting Cognitive Engagement in Oral Presentations**



Despite the well-documented benefits of oral presentations in EFL contexts, a range of interrelated challenges may significantly constrain learners' ability to engage in the cognitive processes required for effective performance. These challenges are not merely linguistic but extend to psychological, pedagogical, and contextual dimensions, all of which can limit learners' capacity to develop higher-order thinking skills such as analysis and organization.

One of the most prominent challenges is speaking anxiety, which has been widely identified as a major barrier to oral performance. Anxiety can negatively affect learners' cognitive functioning by increasing mental load and reducing working memory capacity. As a result, learners may struggle to organize their thoughts, retrieve relevant information, and articulate ideas coherently (Alrabai, 2014). In high-pressure situations such as presentations, anxiety may shift learners' focus from content organization and analytical thinking to concerns about accuracy and fear of negative evaluation, thereby limiting deeper cognitive engagement.

In addition to psychological factors, linguistic limitations represent another significant constraint. Many EFL learners experience difficulties related to restricted vocabulary, inadequate grammatical knowledge, and limited exposure to authentic language use (Al-Hosni, 2014). These limitations often force learners to concentrate primarily on language form rather than meaning construction. Consequently, cognitive resources that could be allocated to analyzing and organizing ideas are instead diverted to managing linguistic accuracy, leading to reduced cognitive performance during presentations.

A closely related and often overlooked factor is first language (L1) interference, which can further complicate learners' ability to engage cognitively in oral tasks. L1 interference may influence lexical choice, sentence structure, and discourse organization, resulting in fragmented or incoherent expression. This interference can hinder learners' ability to structure arguments logically and present ideas in a clear and organized manner, particularly in productive skills such as speaking and writing (Ahmeida & Suliman, 2025). As a result, learners may face additional cognitive challenges when attempting to analyze and organize content in a second language.

From a pedagogical perspective, instructional practices also play a critical role in shaping cognitive engagement. In many EFL contexts, particularly within Arab educational systems, traditional teaching approaches tend to emphasize memorization and teacher-centered instruction rather than critical thinking and active learning (Al-Sobhi & Preece, 2018; Alharbi, 2015). Such approaches may limit learners' exposure to cognitively demanding tasks and reduce their readiness to engage in activities that require analysis, evaluation, and structured communication, such as oral presentations.

Furthermore, context-specific factors must be considered. In the Libyan EFL context, recent studies have highlighted issues related to low self-efficacy, limited communicative practice, and psychological barriers that affect learners' participation in speaking activities (Muftah & Ammar, 2026; Halali, 2026). Learners with low self-efficacy may doubt their ability to perform successfully, which can reduce their willingness to engage in cognitively demanding tasks. This lack of confidence may lead to avoidance behaviors or reliance on memorization, both of which undermine the development of analytical and organizational skills.



Importantly, these challenges are not isolated; rather, they interact in complex ways. For example, linguistic limitations may increase anxiety, while traditional teaching methods may fail to provide the scaffolding needed to overcome these barriers. This interplay can create a cycle that restricts both linguistic performance and cognitive development.

Nevertheless, the literature suggests that these challenges can be mitigated through effective pedagogical interventions. Providing structured scaffolding, such as clear presentation frameworks, guided planning, and explicit instruction on organizing ideas, can support learners in managing cognitive demands. Additionally, creating a supportive and low-anxiety classroom environment, along with constructive feedback, can enhance learners' confidence and willingness to participate. Such strategies enable learners to allocate more cognitive resources to higher-order thinking processes, thereby maximizing the benefits of oral presentations as a tool for cognitive development.

### **Synthesis and Research Gap**

The reviewed literature clearly indicates that oral presentations are a valuable tool for enhancing both language proficiency and cognitive skills. They promote active learning, encourage deeper processing of information, and support the development of analytical and organizational abilities.

However, despite the extensive research on oral presentations, the researcher noticed gap in studies that explicitly examine their role in developing specific cognitive skills, particularly analysis and organization. Most studies focus on speaking performance rather than cognitive outcomes. Furthermore, there is limited research in the Libyan EFL context that explores the integration of oral presentations with cognitive skill development. This highlights the need for further research in this area.

### **Discussion**

The present review sought to examine oral presentations as a pedagogical tool for developing cognitive skills in EFL learners, with particular emphasis on analytical and organizational abilities. The synthesis of the reviewed literature reveals that oral presentations function as a multidimensional learning activity that integrates linguistic performance with higher-order cognitive processing.

One of the key insights emerging from this review is that oral presentations extend beyond their traditional role as speaking practice and instead operate as cognitively demanding tasks that require learners to engage in complex mental processes. In alignment with Anderson and Krathwohl's (2001) revised taxonomy, presentation tasks inherently activate higher-order cognitive skills, particularly analysis and organization. Learners are required to interpret information, identify relevant content, structure ideas logically, and present them coherently, all of which reflect advanced cognitive engagement.

From a theoretical perspective, the findings of this review strongly support the integration of cognitive and sociocultural frameworks in understanding the role of oral presentations. The process of preparing and delivering presentations closely aligns with Level's (1989) model of speech production, which involves conceptualization,



formulation, and articulation. Each of these stages requires learners to organize their thoughts and analyze information before verbalizing it. This indicates that oral presentations are not merely linguistic outputs but are rooted in underlying cognitive mechanisms.

Furthermore, the sociocultural dimension of learning, as emphasized by Lev Vygotsky (1978), provides a critical lens through which oral presentations can be understood. Presentations often occur in interactive classroom settings where learners receive feedback, engage with peers, and refine their understanding. This interaction facilitates cognitive development through scaffolding, suggesting that the effectiveness of oral presentations is partly dependent on the learning environment and instructional support. Another important finding relates to the role of language production in cognitive development. Swain's (2005) Output Hypothesis suggests that producing language pushes learners to process information more deeply. The reviewed studies support this claim, indicating that oral presentations require learners to actively construct knowledge rather than passively receive it. This active engagement enhances not only language proficiency but also cognitive skills, particularly analytical thinking.

With regard to analytical skills, the review demonstrates that oral presentations promote the ability to evaluate information, identify relationships, and construct logical arguments. The requirement to research topics, select relevant information, and respond to audience questions compels learners to engage in higher-order thinking processes. However, it is important to note that the development of analytical skills is not automatic; it depends on the design of the task and the level of cognitive challenge it presents. Presentation tasks that focus solely on memorization or superficial content delivery may fail to promote meaningful analytical engagement.

Similarly, the development of organizational skills emerges as a central benefit of oral presentations. The need to structure presentations with a clear introduction, body, and conclusion encourages learners to organize their ideas systematically. This aligns with findings from Brooks and Wilson (2014) and Girard *et al.* (2011), which indicate that students perceive presentations as effective in improving their ability to structure and communicate information. Organizational skills are particularly important in EFL contexts, where learners often struggle with coherence and cohesion in spoken discourse.

Despite these benefits, the review also highlights several challenges that may limit the effectiveness of oral presentations in developing cognitive skills. One of the most significant barriers is speaking anxiety, which can negatively affect learners' ability to think clearly and organize their ideas (Alrabai, 2014). Anxiety may lead to cognitive overload, reducing the learner's capacity to engage in higher-order thinking.

In addition, linguistic limitations, such as restricted vocabulary and grammatical knowledge, can hinder cognitive engagement. When learners focus primarily on language accuracy, they may allocate fewer cognitive resources to analyzing and organizing content (Al-Hosni, 2014). This suggests a potential trade-off between linguistic and cognitive demands in EFL learning.

Contextual factors also play a crucial role. In many EFL settings, particularly in Arab contexts, traditional teaching methods emphasize memorization rather than critical thinking (Al-Sobhi & Preece, 2018; Alharbi, 2015). This may



limit learners' readiness to engage in cognitively demanding tasks such as oral presentations. In the Libyan context, additional challenges related to self-efficacy and psychological factors have been identified (Muftah & Ammar, 2026; Halali, 2026), which may further affect learners' participation and performance.

However, these challenges do not diminish the value of oral presentations; rather, they highlight the importance of effective pedagogical design. To maximize the cognitive benefits of oral presentations, teachers must provide appropriate scaffolding, including clear guidelines, structured frameworks, and constructive feedback. Reducing anxiety and creating a supportive classroom environment are also essential for enabling learners to engage fully in cognitive processes.

A critical gap identified in the literature is the limited focus on cognitive outcomes in studies of oral presentations. While many studies examine improvements in speaking performance, fewer explicitly investigate how presentations contribute to the development of specific cognitive skills such as analysis and organization. This suggests a need for more research that integrates cognitive and linguistic perspectives in EFL education.

Moreover, the Libyan context remains under-researched in this area. Given the challenges identified in recent studies, there is a clear need for context-specific research that explores how oral presentations can be adapted to support both language and cognitive development.

In conclusion, the findings of this review indicate that oral presentations have significant potential as a tool for developing cognitive skills in EFL learners. However, their effectiveness depends on how they are implemented, the level of cognitive engagement they require, and the support provided to learners. By integrating theoretical insights from cognitive psychology and sociocultural theory with practical classroom strategies, educators can enhance the role of oral presentations in fostering analytical and organizational thinking.

### **Conclusion**

This review has explored the role of oral presentations as an effective pedagogical tool for developing cognitive skills among EFL learners, with a particular focus on analytical and organizational abilities. The findings indicate that oral presentations go beyond improving speaking proficiency, as they require learners to engage in complex cognitive processes such as analyzing information, selecting relevant ideas, and structuring content coherently.

The review also shows that oral presentations create opportunities for active learning, where learners are involved in constructing and communicating knowledge rather than passively receiving it. Through the processes of preparation and delivery, learners develop their ability to think critically, organize ideas logically, and express them clearly.

At the same time, the effectiveness of oral presentations is influenced by factors such as learners' confidence, language proficiency, and the instructional environment. Without appropriate support, these factors may limit learners' ability to fully benefit from presentation tasks.



Overall, oral presentations represent a valuable instructional strategy that can enhance both cognitive and linguistic development in EFL contexts. Their effectiveness, however, depends on thoughtful implementation and the extent to which they are designed to promote higher-order thinking skills.

### Recommendations

Based on the findings of this review, several pedagogical and research recommendations can be proposed:

1. Integrate oral presentations regularly in EFL classrooms as a core learning activity.
2. Design presentation tasks that promote analysis and logical organization of ideas.
3. Provide clear structure and guidance to support learners during preparation and delivery.
4. Create a supportive classroom environment to reduce anxiety and encourage participation.
5. Balance focus between language accuracy and cognitive skill development.
6. Encourage future research on the relationship between oral presentations and specific cognitive skills in EFL contexts.

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