

A SYSTEMATIC REVIEW ON THE EFFECTIVENESS OF VISUAL PRESENTATION IN ORAL COMMUNICATIVE CLASSROOM

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Abstract: *Previous research has demonstrated both significant benefits and certain limitations in the integration of visual presentations in oral communicative classrooms. This systematic literature review (SLR) aims to synthesise existing research on the efficacy of visual presentations in enhancing language learning and oral communication skills. The review employs the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, organising itself into five phases: identification, screening, eligibility, data extraction, and synthesis of findings. Key findings indicate that the efficacy of visual presentations in oral communicative classroom has been extensively investigated using multimodal approaches, technological tools and innovative teaching methods. Nevertheless, the study acknowledged several limitations including limited sample numbers, a narrow focus on specific age groups, inherent biases, and the requirement for more rigorous methodology. This study also emphasised advantages of visual presentations in fostering engagement, creativity, and cognitive development in language education, while also highlighting areas for further research to fully understand their impact in language classrooms. By providing a detailed synthesis of strengths and weaknesses across different studies, this SLR contributes to the ongoing dialogue on innovative approaches to language learning, particularly in oral communicative classrooms.*

Keywords: *visual presentation, oral communicative classroom, language learning, speaking skills*

Introduction

The integration of innovative pedagogical tools has become increasingly vital for fostering effective learning experiences in language classroom. Visual presentations, characterised by their textual and graphical elements, often offer a unique platform for presenting information in a visually compelling format (Mathew et al., 2022). Hence, it has the potential to cater to diverse learning styles and preferences (Lobanova, 2023; Sabry et al., 2021), thus promoting deeper understanding and retention of content. In speaking class for one, the integration of visual presentations holds the potentials for enhancing student engagement (Sukerti, 2019) and facilitating language acquisition (Narciso, 2023). Through a thorough investigation of the efficacy employed in existing literature, this study aims to inform educators and curriculum developers on effective strategies for incorporating visual presentations into oral communicative classrooms. By identifying the potential strengths and weaknesses of the visual presentations, the study also seeks to contribute to the ongoing dialogue surrounding innovative approaches to language instruction especially in oral communicative classroom.

While visual presentations are widely recognised for their capacity to promote student engagement, accelerate language acquisition, and strengthen comprehension, there is a lack of information about their effectiveness in the oral communicative classroom setting. Benefits have been found to include better communication skills through multimodal resources (Güneş, 2011; Sukerti, 2019; Tao et al., 2022), better understanding and engagement (Barrett & Liu, 2019; Narciso, 2023; Yu & Zadorozhnyy, 2022), and help with memory retention and emotional engagement (Bus et al., 2015; Smalley, 1981). However, there is a lack of a comprehensive synthesis and evaluation of these findings, thus limiting the capacity to draw firm conclusions.

This systematic review seeks to address this gap by evaluating the overall effectiveness of visual presentations in oral communicative settings and identifying gaps for future research. Such a review would not only inform educators and curriculum developers, but it would also help to advance evidence-based practices in language instruction. This would then help meet the need for targeted pedagogical strategies that improve oral communication skills.

Hence, the main objectives of the paper are:

- 1) to identify relevant literature on studies that examine the effectiveness of visual presentations in enhancing speaking skills; and
- 2) to synthesis findings from the reviewed literature by highlighting their strengths and limitations.

Materials and Methodology

The systematic review was conducted using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, which comprises five phases, including identification, screening, eligibility evaluation, data extraction, and synthesis of findings (Moher D, Liberati A, Tetzlaff J, 2009). PRISMA is a set of guidelines designed to help researchers transparently report systematic reviews and meta-analyses. It also ensures that the methodology is rigorous, comprehensive, and reproducible. Each stage is critical for selecting appropriate articles that meet the inclusion and exclusion criteria while also ensuring the review's reliability and comprehensiveness. Figure 1 shows the PRISMA flow diagram of the proposed searching study for this systematic literature review.

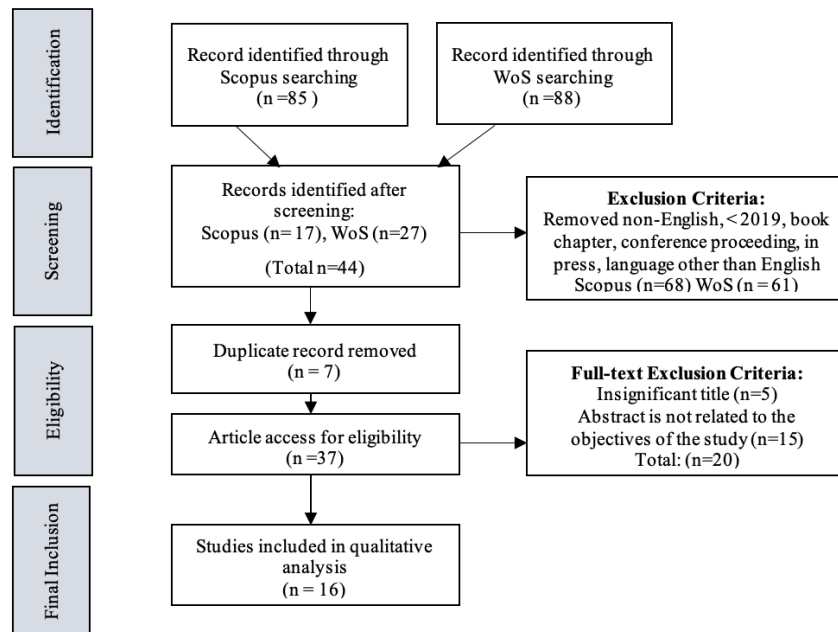


Figure 1: PRISMA Flow diagram of the proposed searching study (Moher D, Liberati A, Tetzlaff J, 2009)

Identification

The first phase of the PRISMA systematic review involves the identification of keywords and the searching for related terms using resources such as thesaurus, encyclopaedias, dictionaries, and prior research. Once the appropriate keywords were determined, search queries were generated on the Scopus and WoS databases (see Table 1). During the initial phase of the systematic review procedure, the present study successfully retrieved 85 articles from Scopus and 88 articles from WoS databases.

Table 1: The Search Strings

Scopus	Your query: (TITLE-ABS-KEY(visual, AND presentation, language AND classroom) AND PUBYEAR > 2019 AND PUBYEAR < 2024 AND (LIMIT-TO (DOCTYPE,"ar")) AND (LIMIT-TO (LANGUAGE,"English")))
WOS	https://www-webofscience-com.uitm.idm.oclc.org/wos/woscc/summary/60c5302d-074f-46c0-9cf4-67dc4737c97c-ebab258e/relevance/1 visual, AND presentation, AND language AND classroom * (Topic) and 2024 or 2023 or 2023 or 2021 or 2019 (Publication Years) and Article (Document Types) and English (Languages)

Table 1 outlines the search strings used for identifying relevant articles for the systematic review in Scopus and Web of Science (WoS). The Scopus query targeted articles with keywords related to visual presentations and language classrooms, with a publication date range between 2019 and 2024 and restricted to articles in English. Similarly, the WOS query included keywords related to visual presentations, language, and classrooms, filtered for articles published in 2019, 2021, 2023, and 2024, and specified article publication in English. These

search strings ensure that recent and relevant articles were retrieved, which focused on visual presentations in language acquisition in classroom settings.

Screening

The second phase of PRISMA is screening process. The objective of this phase is to evaluate the identified studies against predefined inclusion and exclusion criteria to ensure that the review is comprehensive, relevant, and high-quality. The selection criteria (See Table 2) were applied to determine the relevance of each study.

Table 2: The Selection Criteria

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2019 – 2024	< 2019
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject Area	Social Sciences and Arts and Humanities	Other than Social Sciences and Arts and Humanities

As mentioned in Table 2, the review only considered English articles to ensure uniformity and accessibility. Articles published between 2019 and 2024 were included to ensure that the review covered recent studies. Only journal articles are selected since they typically undergo rigorous peer review, ensuring higher quality. To ensure completeness, the articles must also be in their final publication stage, excluding those that were in press. Finally, the review also focused on studies within Social Sciences and Arts and Humanities to remain relevant to the educational and communicative components of visual presentations.

Eligibility

The third part of the PRISMA process is eligibility evaluation, which illustrates how articles were screened for final inclusion. At first, redundant records were eliminated from the dataset to decrease duplication, resulting in the detection and removal of 7 duplicates. Subsequently, 37 articles were retained for further evaluation to determine their eligibility for inclusion in the review. During the full-text screening, 21 articles were excluded based on the following criteria: five articles were excluded because their titles did not align with the study's objectives or were deemed insignificant, and 15 articles were excluded because their abstracts did not relate to the study's objectives.

Final Inclusion

For the final inclusion, the study first extract the data in which essential information were gathered from each selected article. This includes the authors, the title of the article, the year of publication, and the journal in which it was published. Any comparisons made between different approaches or notable findings from each study were documented. This information was crucial in synthesising evidence and determining the overall efficacy of visual presentations in the classroom. Then, the synthesis of findings was conducted, and it involved analysing the data extracted from the previously selected articles. The studies were categorised based on common themes, including the use of multimodal approaches in language learning and teaching, the integration of technological tools and digital resources in language classrooms, and the implementation of innovative teaching methods and pedagogical strategies for visual presentations in oral communicative classrooms. Additionally, the strengths and

weaknesses of each study, such as sample size and research design, were carefully observed and reported. This synthesis sought to provide clear insights and best practices for educators and researchers, emphasising effective uses of visual presentations and identifying gaps for future research.

Findings & Discussion

The synthesis of findings involved analysing the data extracted from the previously selected articles. This synthesis sought to provide clear insights and best practices for educators and researchers, emphasising effective uses of visual presentations and identifying gaps for future research. Table 1 summarised the research articles and findings selected for the systematic literature review. The table is categorically organised based on the themes, name of author, the article title, the key findings, the strengths of the article and the limitations identified from the articles. The table provided clearer idea on current trend in the topic of the effectiveness of visual presentations in oral communicative classroom.

Table 3: Summarised research articles

Theme	Title & Author	Focus	Methods	Strengths	Limitations
Multimodal Approaches in Language Learning and Teaching	“Want me to show you?”: Emergent bilingual preschoolers’ multimodal resourcing in show-and-tell activity (Sembianti et al., 2020)	Highlights the ways translanguaging can be used to improve engagement and participation.	Video-recorded observations and discourse analysis	Focuses on young learners and translanguaging practices. Qualitative analysis provides deep insights into multimodal use.	Limited generalisability beyond preschool settings. Lack of quantitative data may limit broader applicability.
	Preparing teachers to work with English learners: A multimodal vocabulary mini-lesson project (Zhang, 2021)	Examines preservice teachers’ perceptions of designing multimodal teaching materials and the effectiveness of a vocabulary mini lesson for English learners.		Addresses teacher training and multimodal pedagogy. Positive impact on preservice teachers’ understanding and skills development.	Limited to perceptions and reflections; lacks longitudinal data on actual student outcomes.
	Multimodal meaning-making in student presentations: the impact of explicit feedback in a German as a foreign language classroom (Lindenberg, 2023)	Explores how teacher feedback and multimodal approaches enhance student engagement and comprehension in presentations.		Detailed qualitative analysis of presentation dynamics. Emphasises the impact of feedback on student performance.	Limited to a specific educational context. Potential bias in teacher’s subjective feedback interpretation.

Theme	Title & Author	Focus	Methods	Strengths	Limitations
	The affordances of a mobile video-tagging tool for evaluating presentation skills in a second language (Aşık et al., 2024)	Assesses the effectiveness of a mobile video observation tool in enhancing students' self-awareness and feedback efficacy in L2 English presentations.		Utilises video recordings and self-reflection for comprehensive analysis. Enhances student self-awareness and feedback processes.	Relies heavily on student self-evaluations which may be biased. Limited sample size (35 presentations).
Technological Tools and Digital Resources in Language Classroom	Integration of digital resources in Russian preschool language education (Kayumova & Sadykova, 2019)	Multimodal resources support language acquisition and engagement in young learners. Visual aids are particularly effective in enhancing comprehension and motivation.		Focuses on early childhood education and bilingual/multilingual settings. Provides insights into teacher practices and perceptions.	Limited sample size and generalisability outside of Russian language education contexts.
	Pedagogic videos in ESP courses (Alhaj & Albahiri, 2020)	Pedagogic videos enhance language skills (audio-visual reception, vocabulary retention) in ESP contexts. Advocates for integrated skills development and collaborative teaching strategies.		Reviews developments in ESP teaching with practical recommendations. Highlights benefits of visual learning aids.	Limited empirical data primarily reviews existing literature and lacks specific experimental findings.
	Using ICT to enhance foreign language communicative competence in military education (Sovhar, 2021)	Integration of ICT enhances language proficiency, professional preparedness, and academic skills of cadets. It also increases motivation, autonomy, and cognitive skills through real-life interaction and multimedia learning aids.		Empirical validation through a pedagogical experiment in a military setting. Provides a comprehensive overview of ICT integration benefits.	Limited generalisability beyond military contexts. Potential bias towards positive outcomes due to single institution study.

Theme	Title & Author	Focus	Methods	Strengths	Limitations
	Communication potential of MOOC introductory videos in higher education (Rajas-Fernández et al., 2021)	MOOC videos integrate informative, didactic, and advertising content. Enhances content delivery and institutional branding through visual and narrative strategies.		Large-scale analysis of MOOC videos from multiple institutions. Provides insights into audiovisual communication techniques in education.	Focuses more on the communication aspect than direct impact on learning outcomes.
	Perceptions of book trailers in promoting reading among primary school students (Domingo & Toyos, 2022)	Book trailers using ICT are highly motivating for students, enhancing digital competence and increasing interest in reading.		Quantitative methodology with clear student feedback. Focuses on digital skills and literacy promotion.	Relies on self-reported perceptions rather than objective measures of reading improvement.
Innovative Teaching Methods and Pedagogical Strategies	PechaKucha in Online ESP and EMI Classrooms (Querol-Julián & Beltrán-Palanques, 2021)	Online lectures using PechaKucha promotes multimodal communicative competence. Advocates for team-teaching and teacher training in multimodal interactional competence.		Addresses timely adaptation to online learning environments. Advocates for multimodal pedagogy in specialised language teaching contexts.	Challenges in fully capturing multimodal effects and learner engagement through online platforms.
	Developing Visual Literacy through Communicative Visual Technologies (Shchipitsina, 2022)	Communicative visual technologies enhance professional and foreign language skills among philology students.		Employs experimental training with positive outcomes in visual-verbal text creation.	Study context limited to philology students and specific technologies (visual-verbal texts).
	Multimedia Tools in Philological Education (Derkach et al., 2022)	Multimedia tools enhance information retention and academic achievement in philology lectures through		Highlights benefits of multimedia for learning and engagement.	Focuses specifically on philology, limiting generalisability to other disciplines.

Theme	Title & Author	Focus	Methods	Strengths	Limitations
		visual-verbal presentations.			
	Visual Aids in Language Teaching: Enhancing Creativity and Cognitive Skills (Jouannaud, 2023)	Students design classroom posters to explore teaching methods, demonstrating effectiveness of visuals in language learning.		Practical application in language teaching. Emphasises creativity and cognitive benefits of visual aids.	Limited generalisability outside specific language teaching contexts (French undergraduate students).
	Student Perceptions of Online vs. In-Class Oral Presentations (Radzuan et al., 2023)	Mixed perceptions on effectiveness of delivery skills and professionalism between online and in-class presentations.		Addresses current trends in online learning and oral assessment; improving online teaching methodologies.	Relies on student perceptions; may not fully capture objective performance differences.
	Impact of Instructor Accent and Text Support in Multimedia Presentations (Silaj et al., 2024)	Instructor accent influences student perceptions despite minimal impact on learning outcomes.		Empirical experiments with controlled variables (accent and text support). Highlights student perceptions in multimedia learning contexts.	Limited focus on broader educational implications beyond instructor accent biases.
	Gesture Use in Oral Presentations: Enhancing Situational Awareness and Language Proficiency (Harrison, 2024)	Incorporation of gesture theory improves situational awareness and language proficiency in oral presentations.		Grounded in gesture pedagogy and theoretical frameworks. Integrates ecological psychology and semiotic multimodality.	Focuses primarily on gesture without broader exploration of other multimodal aspects.

Based on the results and findings, three major themes were identified in the systematic literature review namely multimodal approaches in language learning and teaching, the technological tools and digital resources in language classroom and the innovative teaching methods and pedagogical strategies. It presents findings from multiple studies conducted between 2019 and 2024 by various authors.

This systematic literature reviews different teaching methods and tools that enhance language learning within three key areas which are 1) Multimodal strategies, 2) Technology in education, and 3) Innovative teaching methods and pedagogical strategies. Multimodal strategies studies explore translanguaging in education (Sembianti et al., 2020), teacher training for multimodal instruction (Zhang, 2021) and the impact of feedback in improving presentations (Lindenberg,

2023). In addition, technological resources investigate digital tools in early education (Kayumova & Sadykova, 2019), instructional videos for ESP courses (Alhaj & Albahiri, 2020), ICT applications in military training (Sovhar, 2021), and MOOCs in higher education (Rajas-Fernández et al., 2021). Meanwhile, innovative teaching techniques and pedagogical strategies enhance student engagement and knowledge retention. Examples of these techniques are such as PechaKucha (Querol-Julián & Beltrán-Palanques, 2021), visual literacy (Shchipsitsina, 2022), and multimedia tools in language education (Derkach et al., 2022). Additional research explores the use of gestures in oral presentations (Harrison, 2024) and the impact of instructor accents on student perceptions (Silaj et al., 2024). Despite improving learning outcomes, challenges persist, including small sample sizes, reliance on qualitative data, and findings that are specific to certain contexts. Figure 2 shows the summary of findings on the efficiency of visual presentations in language classroom.

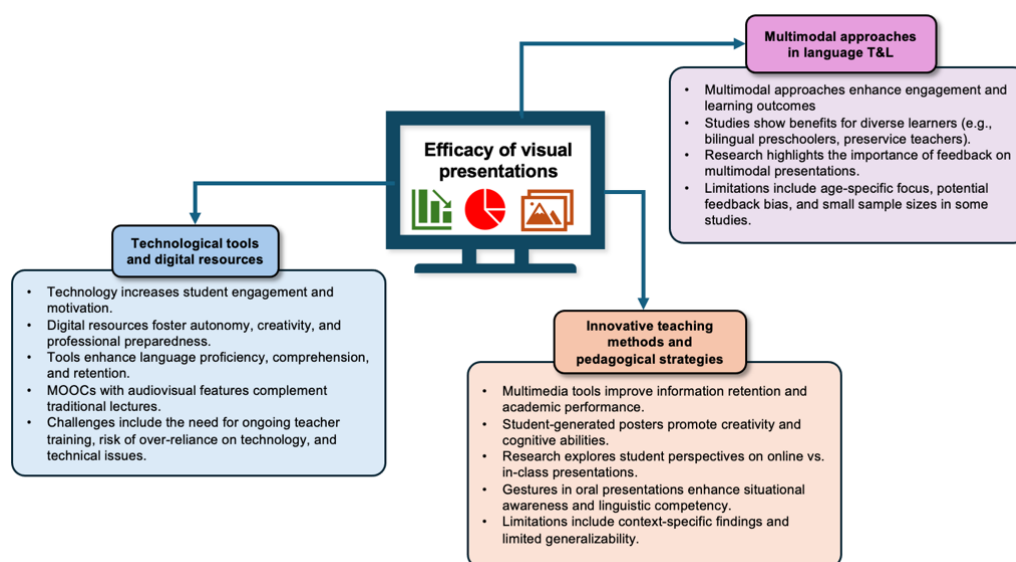


Figure 2: Summary of findings on the efficacy of visual presentations in language classroom

Multimodal strategies are essential in improving visual presentations in oral communication classes, making language learning more engaging and effective (Aşık et al., 2024; Lindenberg, 2023; Sembianti et al., 2020; Zhang, 2021). Additionally, Sembianti et al. (2020) demonstrate how translanguaging fosters engagement among bilingual preschoolers, suggesting that incorporating multiple languages and visual aids can similarly support diverse learners in oral communication setting. In addition, Zhang (2021) finds that multimodal vocabulary instruction also helps preservice teachers develop essential teaching skills. Lindenberg (2023) explores teacher feedback in multimodal presentations, highlighting the importance of specific and detailed feedback in improving learning outcomes. However, the study also acknowledges potential biases in how feedback is interpreted and emphasizes the need to adapt visual presentations to different educational settings. Similarly, Aşık et al. (2024) assesses a mobile video-tagging tool aimed at enhancing L2 English presentation skills, acknowledging its efficacy but noting the limitations in self-assessment and sample size. To sum up, these studies reinforce the importance of multimodal strategies in education and highlight the necessity for further research to better understand their impact in oral communication classrooms.

Integrating technology into language classrooms enhances student engagement and motivation (Domingo & Toyos, 2022; Kayumova & Sadykova, 2019). Furthermore, the use of ICT in military education demonstrates that digital resources can foster autonomy, creativity, and professional preparedness among cadets (Sovhar, 2021). These tools also improve language proficiency, comprehension, and retention, particularly in ESP courses, through visual and interactive content (Alhaj & Albahiri, 2020). Furthermore, the use of ICT in military education demonstrates that digital resources can foster autonomy, creativity, and professional preparedness among cadets (Sovhar, 2021). Despite its benefits, integrating technology in education comes with challenges like educators need to keep up with evolving technology, which requires continuous training (Alhaj & Albahiri, 2020). Another issue would be the over-reliance on digital tools that may weaken traditional teaching methods and reduce face-to-face interaction (Kayumova & Sadykova, 2019). Technical issues, such as poor internet access and limited device availability, also pose as obstacles (Sovhar, 2021). It is evident that proper support for educators is crucial to ensure the effective integration of technology in classrooms, allowing them to maximise its benefits while minimizing potential disruptions. Further research is also needed to analyse the long-term impact in different educational settings.

Research on visual presentations in oral communication classrooms highlights their importance in enhancing multimodal skills and language proficiency. The PechaKucha format, for instance, has demonstrated its ability to enhance communication skills in online learning, whereas visual technologies assist students in gaining proficiency in both professional and foreign languages, though their effectiveness may vary across disciplines (Derkach et al., 2022; Shchipitsina, 2022). Radzuan et al. (2023) examined students' views on online versus in-person presentations, revealing mixed opinions on their effectiveness. The use of posters created by students, as visual presentation in the oral communicative classroom, is another innovative teaching method that encourages creativity and cognitive development in language learning (Jouannaud, 2023). Similarly, multimedia tools can improve retention and academic performance by combining visual and verbal elements (Derkach et al., 2022; Jouannaud, 2023). Additionally, while instructor accent and text support in multimedia presentations have minimal impact on learning outcomes, they do influence students' perceptions (Silaj et al., 2024). Meanwhile, using gestures in oral presentations can enhance situational awareness and language skills by incorporating insights from ecological psychology and semiotic multimodality (Harrison, 2024). While these studies possess certain limitations regarding their scope and generalizability, they emphasize the potential of visual aids and multimedia resources to enhance engagement, creativity, and cognitive development in language learning (Querol-Julián & Beltrán-Palanques, 2021; Radzuan et al., 2023).

Implications and Conclusion

Based on the results and discussions, this systematic literature review identified the study's implications in the form of prospective research gaps on the efficacy of visual presentations in oral communicative classrooms. Figure 3 shows the implications of the present study.

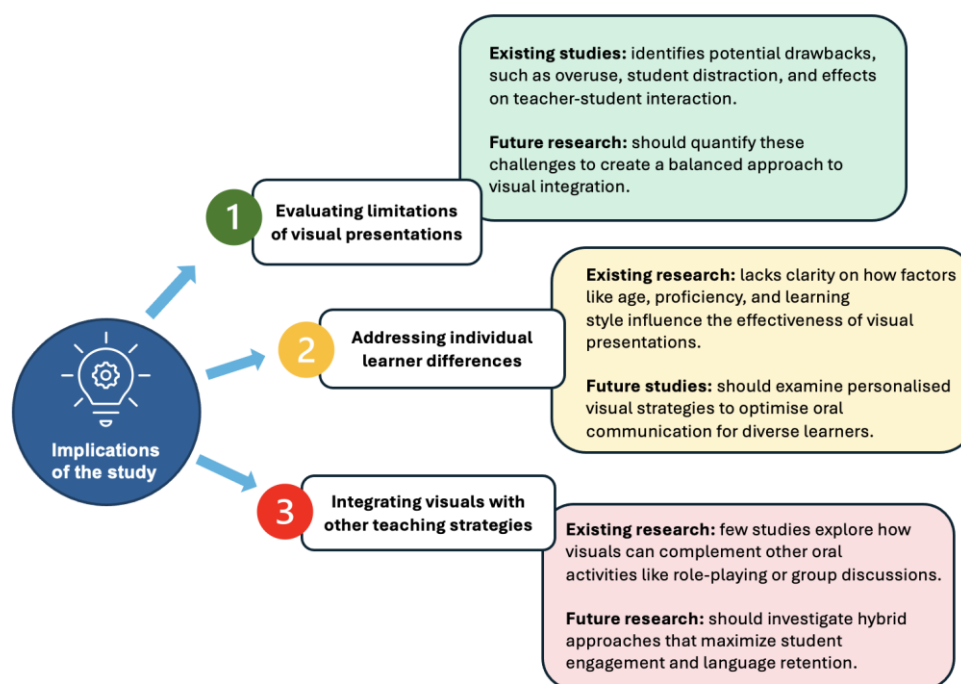


Figure 3: Implications of the study

Although previous literature has focused on the advantages of visual presentations, more studies are needed to thoroughly evaluate any possible limitations associated with the use of visual presentations in oral communicative classrooms. This could include issues such as the excessive use of visual aids, potential distractions, or their impacts on teacher-student interactions.

Furthermore, previous research has highlighted the significance of visual presentations in multilingual and multicultural settings, such as L2 preschools and ESP courses. However, there is little clarity on how visual presentations can adequately address the potential impact of individual learner characteristics, such as age, language proficiency, or learning style, on the efficacy of visual presentations. Further studies could investigate the relationship between individual differences and visual presentations to improve oral communication skills.

The SLR has also highlighted the use of technology and digital resources, such as mobile video-tagging tools and multimedia presentations. However, more studies are needed to determine the most effective ways to integrate visual presentations with other strategies, such as role-playing, group discussions, or other language activities to improve oral communication outcomes. Figure 3 shows the overall implications of the study.

Addressing the research gaps could also enhance our understanding of how to effectively implement visual presentations to promote language learning, enhance educational outcomes, and foster inclusive learning environments. Researchers and educators can also promote evidence-based practices that enhance the use of visual presentations in oral communicative classrooms across diverse educational settings.

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