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Applying Artificial Intelligence To Enhance English Presentation Skills For First Year Students Of The English Majors At Trade Union University

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Abstract:
In the context of educational digital transformation and the rapid development of artificial intelligence (AI), integrating AI tools into English language teaching has gained increasing attention and widespread implementation. This study aims to evaluate the effectiveness of applying AI to enhance English presentation skills among first-year English majors at Trade Union University. An experimental design was conducted with 66 students divided into two groups: the experimental group received guidance on using AI-assisted tools (ChatGPT, Quillbot, 4English) during their practice sessions, while the control group continued with traditional learning methods. Data were collected through pre- and post-intervention tests and analyzed using descriptive and comparative statistics. The results indicate that the experimental group showed significant improvement in content development, pronunciation, and confidence during presentations. The findings affirm the feasibility and effectiveness of AI integration in developing English presentation skills and offer practical suggestions for curriculum integration.

Keywords: *Artificial Intelligence, presentation skills, English, first-year students.*

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I. Statement of The Problem

As the world transitions into the digital age, English presentation skills have become increasingly important, especially for English majors at the university level. These skills not only enable students to communicate ideas clearly and coherently but also contribute to the development of essential soft skills such as communication, teamwork, and critical thinking-key elements in academic and career success. According to James Humes (2025), an expert in leadership development, "The art of communication is the language of leadership." This holds particularly true for English majors, where English presentation skills are not merely academic tools but crucial instruments for effective communication in global professional environments.

However, 1st year students of English major at the Trade Union University, enhancing English presentation skills remains challenging due to a lack of experience, anxiety about public speaking, difficulties with pronunciation, content structuring, and performance anxiety. These factors often result in a lack of confidence and hinder their ability to fully demonstrate their potential, despite having strong academic competencies.

Meanwhile, the 21st century has witnessed revolutionary developments in artificial intelligence (AI), not only in industrial sectors but notably in education. AI has introduced innovative learning approaches. Tools such as speech analysis software, virtual reality (VR) communication simulators, and AI chatbots support ongoing English practice with flexibility in time and location. Recognizing this potential, many countries have designated AI as a cornerstone technology in their socio-economic development strategies. In Vietnam, the National Strategy for AI Research, Development, and Application by 2030 (Decision No. 127/QĐ-TTg, 2021) emphasizes AI as a crucial driver of innovation in the digital transformation era.

Modern tools like ChatGPT, 4English, QuillBot, and speech analysis software assist students in regular practice, providing instant feedback on pronunciation, intonation, content structure, and elements of non-verbal communication, such as body language. Several educational institutions in Vietnam have proactively implemented AI-based teaching initiatives. According to News & Events (2025), the British University Vietnam (BUV) was the first in the country to join the global AI network of the University of Un, develop the AI Assessment Scale (AIAS), and collaborate with the Hanoi Department of Education and Training to train education professionals in AI applications for teaching.

Leveraging the high personalization capabilities of AI tools, students can now learn anytime and anywhere, thereby accelerating their skill development more effectively. However, the integration of AI in English presentation training - particularly for English majors in Vietnam - remains limited. Existing studies largely focus on traditional teaching methods and have yet to fully leverage the potential of emerging technologies in enhancing learners' communicative competence. This study not only aims to improve students' English presentation skills but also contributes to the development of a modern, effective learning approach that aligns with the ongoing digital transformation in higher education.

II. Theoretical Background

Overview of Artificial Intelligence and Its Educational Applications

In the article "Programs with Common Sense" (1959), John McCarthy - who coined the term artificial intelligence - defined AI as "the science and engineering of making intelligent machines capable of performing tasks that would normally require human intelligence." With continuous advancements in technology, AI is now known for its abilities to recognize and classify data, make decisions, and even generate creative content. In Vietnam, aligning with global digital transformation trends, the government has launched numerous initiatives to promote the research and application of AI. According to Decision No. 749/QĐ-TTg dated June 3rd, 2020, approving the National Digital Transformation Program to 2025, with a vision orientation toward 2030, AI is identified as a core digital technology.

AI application in education offers tangible benefits to learners. It enables students to proactively plan their learning paths, enhances personal motivation, and improves language competence across various contexts. Recent studies report positive responses from both learners and educators regarding the integration of AI into language teaching and learning (Aljohani, 2021; Crompton & Burke, 2023; Mijwil et al., 2022). Notably, according to a synthesis by Bond et al. (2024), AI brings advantages to higher education and English instruction in particular. These include personalized learning, improved understanding of student performance, enhanced academic outcomes, and significant reductions in teachers' lesson planning and administrative workloads.

For 1st year students - who often lack university-level academic skills and experience - AI acts as a mentor, supporting personalized, self-paced learning and fostering proactive study habits. Tools like ChatGPT, Quillbot, and 4English provide instant feedback on phrasing, sentence structure, pronunciation, and intonation - core elements of effective presentations.

With such promising features, AI is revolutionizing education by enhancing personalized learning pathways and tailoring educational experiences to the needs and abilities of individual learners. Moreover, AI plays a vital role in optimizing teaching processes and classroom management, saving educators time and boosting instructional effectiveness.

Leveraging AI in Enhancing English Presentation Skills

Presentation skills refer to the ability to express ideas and deliver information clearly and coherently, with the goal of persuading, engaging, and influencing an audience. According to Brian Tracy, "Presentation skills are among the most important skills you can develop to succeed in your career." In today's globalized world, these skills enable individuals to convey messages effectively, build strong relationships, and expand career opportunities. Presenting is also a means of establishing credibility and trust with listeners.

An effective presentation combines concise content, engaging delivery, and flexible interaction with the audience. A compelling introduction might start with a story, striking statistic, or thought-provoking question; the body should present key points with supporting evidence; and the conclusion should be brief yet memorable. Preparation plays a crucial role-not only in terms of content, but also in practicing body language, voice control, and proficiency in using visual aids. In the article "Psychologists Reveal Essential Body Language Skills for Public Speaking" (2025) by Khanh Ly, nonverbal cues such as eye contact, gestures, posture, and tone of voice are essential in building emotional connection with the audience.

However, for students-especially when presenting in English as a foreign language-mastering these skills is a major challenge. A lack of confidence, fear of mistakes, and concerns over pronunciation, grammar, or vocabulary often discourage students from practicing. Moreover, limitations in pronunciation and intonation hinder clear message delivery, while restricted vocabulary and grammar affect coherence. These challenges highlight the need for supportive tools to help students improve their skills more effectively.

In this context, AI tools are becoming increasingly important in assisting students in developing English presentation skills. ChatGPT assists in content generation, slide creation, language refinement, and provides immediate feedback on grammar, vocabulary, and expression. 4English supports vocabulary acquisition, subtitle-assisted listening, instant translation, and offers feedback on pronunciation and sentence structure. Quillbot assists with paraphrasing, grammar checking, summarization, and citation-enhancing clarity and coherence in presentations. Additionally, ChatGPT can simulate presentation scenarios, offering comments on delivery style and content organization. The application of AI enables students to improve content accuracy,

increase engagement, develop communication skills, and benefit from personalized learning… AI allows learners to practice anywhere, while adjusting vocabulary use, speech rate, intonation, and expressions to match the presentation context.

III. Research Methodology

Research Design

This study employs a comparative experimental control-group design to evaluate the impact of artificial intelligence (AI) technology on students' English presentation skills. A total of 66 of 1st year students were randomly divided into ten small groups, numbered from 1 to 10. The 33 students in the even-numbered groups (2, 4, 6, 8, 10) formed the experimental group, which was granted access to AI tools to support their presentation practice. Meanwhile, the 33 students in the odd-numbered groups (1, 3, 5, 7, 9) comprised the control group, who continued to practice using traditional methods without AI support. This random assignment was designed to ensure objectivity and balance within the study. By observing differences in presentation performance between the experimental and control groups, the study aims to clearly identify the extent of improvement resulting from AI integration, thereby providing accurate insights into the influence of AI on enhancing English presentation skills.

The study spanned 15 weeks and was divided into three phases. During weeks 1 to 5, after receiving theoretical instruction on presentation skills, all students participated in a group presentation pre-test. Data were collected at this stage to establish a baseline prior to the use of AI tools for subsequent presentation training. From weeks 6 to 13, the research team introduced three AI-powered applications designed to support presentation practice - ChatGPT, 4English, and Quillbot - to the 33 students in the experimental group. These students used the applications at home under the guidance and monitoring of the research team in preparation for the post-test. In weeks 14 and 15, a post-test was administered alongside questionnaires to evaluate outcomes. Data were collected and analyzed to assess the performance of both groups and determine the effectiveness of AI in improving students' presentation abilities.

Research Participants

The subject of this study is the English presentation skills of 1st year students majoring in English Language at the Trade Union University, as they participate in an experimental application of artificial intelligence (AI)-based tools and technological solutions. Based on this, the research evaluates the effectiveness of AI in improving presentation quality through surveys, data collection, and experimentation. The participants of the study are 1st year English Language students at the Trade Union University. As they have just started the Presentation Skills course, they have limited experience in delivering English presentations in academic or professional settings.

Data Collection Instruments

Data was collected through two main tools: two presentation tests (a pre-test and post-test) and a questionnaire. These instruments were designed to capture information about students' learning experiences with AI-assisted tools. The pre-test and post-test, identical in content, aimed to evaluate changes before and after the use of AI, as well as differences between the experimental and control groups in terms of presentation skill improvement. Both tests were assessed and scored by subject lecturers and all 66 students from 1st year. The evaluation focused on vocabulary use, grammar, content organization, and structure.

The questionnaire was administered via Google Forms and consisted of various question types to gather feedback from the 33 students in the experimental group regarding their presentation skills before and after using AI tools. The main sections of the questionnaire included: personal information; feedback prior to AI implementation; and feedback following the implementation of AI applications. Key focus areas included students' English proficiency, the level of improvement in presentation skills (e.g., tone control, content organization, use of support tools), and overall perceptions of AI tools.

Data Analysis

To evaluate the effectiveness of AI in improving English presentation skills, the study applied both quantitative analysis and data visualization techniques. Quantitatively, the pre-test and post-test results were processed using Excel, followed by statistical tests including the F-test for variance and the T-test for mean comparison between the two groups.

Additionally, survey data from the Google Form questionnaire was compiled and visualized using charts, illustrating key aspects such as student confidence levels, AI's impact on skill improvement, and feedback on ChatGPT, 4English, and Quillbot. This combined analytical approach helped clearly compare students' progress before and after AI usage, enabling an objective assessment of AI tools in enhancing presentation skills among students.

IV. Research Results

The current state of English presentation skills before the application of AI

Currently, the English presentation skills of students in the first-year student of the English Language major at the Trade Union University, show a significant disparity. Many students are self-motivated, actively participate in discussions, confidently express their opinions, and know how to utilize technology and online resources to enhance their skills. Some outstanding students participated and achieved high results in the TUU 2023 English Speaking Contest. However, most still face difficulties due to improper pronunciation, limited vocabulary, and lack of flexibility in grammar and content organization. The main reasons are the lack of regular practice opportunities and the low participation rate in extracurricular activities, leading to a skills gap among students.

Table 1: Average score of test number 1 (Pre-test) for the experimental and control groups

Experimental group	Control group	Mean difference	tcomputed	ttabulated	Remarks
7.21	7.18	0.55	0.19	1.66	No significant

df =64 *Source: Survey results of the project*

The t-test results reflect the performance before the AI-based intervention. The mean scores of the control and experimental groups were 7.18 and 7.21 respectively, with a mean difference of 0.55. The calculated t-value (0.19) was lower than the critical t-value (1.66) at the 0.05 significance level, indicating no significant difference between the two groups prior to the intervention. This confirms that the groups were equivalent in presentation skills before the experiment, ensuring fairness and objectivity in grouping. Hence, any improvement observed afterward can be attributed to the AI application rather than initial group differences.

Additionally, when examining the score distribution between the two groups, the research team found that the experimental group showed a wider variation in scores compared to the control group. Specifically, in the experimental group, 8 students scored 6 points, while the rest received 7 or 8 points. Although the average scores of the two groups did not differ significantly, the experimental group had a broader range of scores, from 6 to 8. Despite this slight difference in score distribution, the overall averages were relatively consistent. This variation may be attributed to the students' limited presentation skills, which resulted in lower scores on the first test (Pre-test). Overall, the initial proficiency levels of the two groups were relatively equal.

Evaluation of English Presentation Skills of the Experimental and Control Groups after Applying AI

Experimental Group

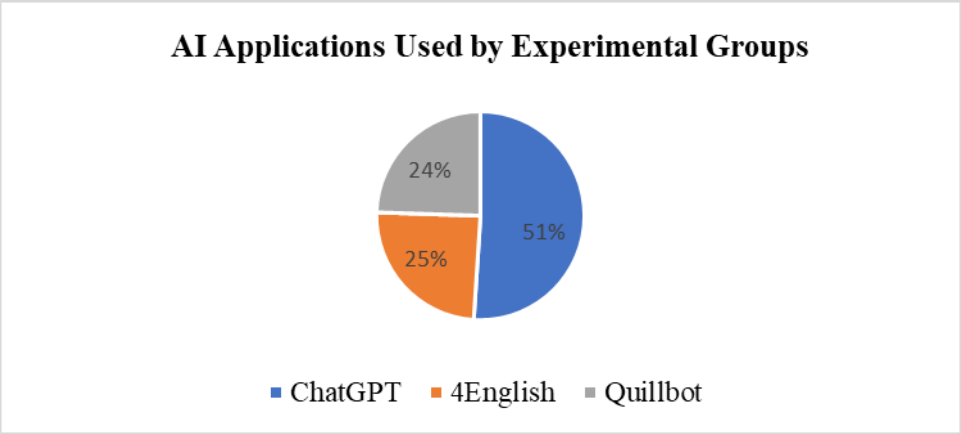

Fig 1: AI Applications Used by the Experimental Group Students
Source: Survey results of the project

During the research process, the experimental group students used three AI applications: ChatGPT, Quillbot, and 4English. According to the survey results shown in Fig 1, among the three tools proposed by the research team, ChatGPT was used the most, with 51% of students choosing it. It was followed by 4English and Quillbot, with 25% and 24% of students using them, respectively. The difference in usage rates reflects the trend of applying AI in education, where versatile platforms like ChatGPT are prioritized due to their comprehensive support in presentation preparation and practice. These results also indicate that combining multiple AI tools not only enhances individual skills but also contributes to an overall improvement in students' English presentation abilities.

Table 2: T-test: Pre-test and Post-test Mean Scores of the Experimental Group

Pre-test	Post-test	Mean difference	tcomputed	ttabulated	P	Remarks
7.21	8.21	0.55	5.20	1.66	<0.05	Significant

df=32 *Source: Survey results of the project*

The data analysis revealed that the average score of the experimental group in the first test (Pre-test) was 7.21, while the average score in the second test (Post-test) increased to 8.21, with a mean difference of 0.55. To determine whether this change was statistically significant, a t-test was conducted. The results showed that the observed t-value was 5.20, which was significantly higher than the critical t-value of 1.66 at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 32. This indicates that the difference in scores before and after the test in the experimental group was not due to random chance but was statistically significant.

The notable increase in scores of the experimental group suggests that the training process had a positive impact on their test performance. This also implies that the intervention factors during the training period may have played a crucial role in improving the participants' presentation skills.

Control Group

Table 3: t-test: Average scores before and after the test of the control group

Pre-test	Post-test	Mean difference	tcomputed	ttabulated	P	Remarks
7.18	7.58	4.56	1.69	1.66	>0.05	No significant

df=32 *Source: Survey results of the project*

In contrast, the control group showed an insignificant change in scores. Specifically, the average score of the pre-test was 7.18, and after the intervention, the post-test average increased slightly to 7.58, with a mean difference of 0.40. Although there was a slight increase, the observed t-value was only 1.69, which is close to the critical t-value of 1.66. This indicates that the difference is not statistically significant, meaning it cannot be confidently concluded that the control group's scores improved significantly.

These results suggest that the training process for the control group may not have been intensive enough or lacked clear influencing factors to produce a notable change in test scores. Compared to the experimental group, the control group did not show statistically significant improvement, indicating that the difference in training methods between the two groups may be an important factor leading to the different outcomes.

Comparison of Results Between the Two Groups

Table 4: t-Test: Difference in Average Scores of the Post-test Between the Two Groups

Test	Experim-ental group	Control group	Mean difference	tcomputed	ttabulated	P	Remarks
Pre-test	7.21	7.18	0.03	0.19	1.66	>0.05	No significant
Post-test	8.21	7.58	0.63	3.93	1.66	<0.05	Significant
Mean Gain Score	1	0.39	0.61	0.61	7.06	<0.05	Significant

df=64 *Source: Survey results of the project*

When comparing the average score improvements between the two groups, the experimental group outperformed the control group with a significant difference. Specifically, the experimental group's average score increase was 1.00, much higher than the control group's 0.39, resulting in a difference of 0.61 between the two groups. The t-test results for the post-test showed an experimental t-value of 7.06, far exceeding the critical t-value of 1.66 (df = 64, $\alpha = 0.05$), confirming that this difference is statistically significant. This demonstrates that the use of AI yields superior effectiveness compared to traditional methods in improving presentation skills.

The outstanding improvement of the experimental group reflects the important role of AI in enhancing English presentation skills. Tools such as ChatGPT assist students in constructing coherent content, 4English improves pronunciation and intonation, while Quillbot helps optimize grammar and sentence structure. This comprehensive support not only enhances the linguistic quality of presentations but also boosts students' confidence when presenting. The study results indicate that AI can personalize learning and provide immediate feedback, thereby helping students overcome initial difficulties in presenting, especially those in the first-year student who lack experience.

These findings align with the research of Wang & Chen (2021), who found that AI significantly improves learners' fluency and idea organization compared to traditional methods. Similarly, the study by Johnson et al. (2020) highlighted that AI provides instant feedback, enabling learners to adjust pronunciation, intonation, and speaking speed more effectively.

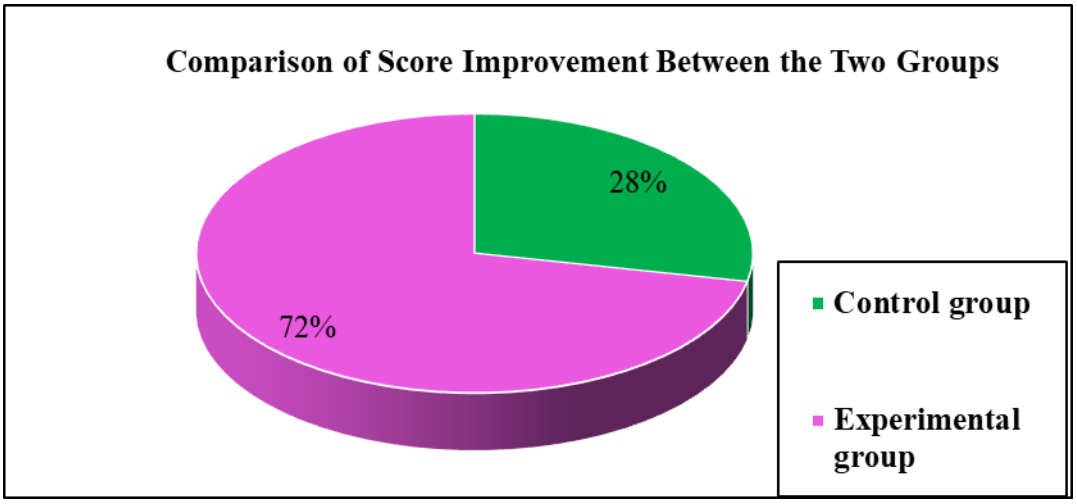

Fig 2: Comparison of Score Improvement Between the Two Groups
Source: Survey results of the project

The data in Fig 2 compares the level of score improvement between the two student groups in the study on the impact of AI on presentation skills. The results show that the experimental group experienced a significant improvement, accounting for 72%, while the control group only achieved 28%. This 44% difference clearly reflects the positive effect of AI in supporting students to enhance their presentation skills. This trend indicates that the application of technology in education can create important breakthroughs, helping students develop skills in a more systematic and effective manner. However, to have a more comprehensive and objective assessment, further research is needed on the sustainability of this improvement as well as the extent of AI's influence on other factors such as language flexibility and students' confidence

Student Satisfaction with the Use of AI

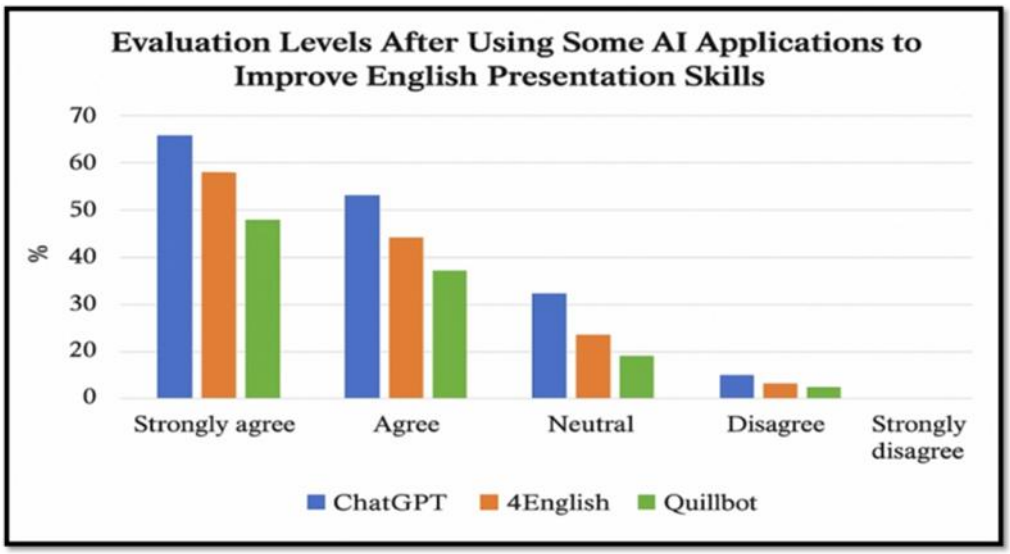

Fig 3: Students' Satisfaction Level with Using AI in English Presentations
Source: Survey results of the project

The survey results show that the experimental group students highly appreciate the AI tools in supporting English presentation skills. Fig 3 shows the students' satisfaction levels with each AI tool (ChatGPT, 4English, Quillbot) across four categories: Strongly Agree, Agree, Neutral, and Disagree. Analysis of the data indicates that 4English received the highest evaluation, with 42.42% of students selecting "Strongly Agree" and 36.36% selecting "Agree," totaling 78.78% positive feedback. ChatGPT was also rated highly, with 39.39% "Strongly Agree" and 33.33% "Agree," achieving a 72.72% positive rate. Quillbot had the highest "Agree" percentage (39.39%), but a slightly lower "Strongly Agree" rate (36.36%), totaling 75.75% positive responses. The proportion of students choosing "Neutral" ranged from 18.18% (for 4English and Quillbot) to 21.21% (for ChatGPT), indicating that some students were not completely satisfied with the effectiveness of these tools.

Notably, the "Disagree" rate was very low, ranging from 3.03% (for 4English) to 6.06% (for ChatGPT and Quillbot), reflecting broad acceptance of AI tools among students.

This evaluation shows that AI plays an important role in supporting fundamental language skills such as content development and pronunciation, especially for first-year students who lack presentation experience. 4English stands out in improving vocabulary usage, an essential skill for beginners, while ChatGPT and Quillbot effectively support the construction and optimization of presentation content. However, to enhance satisfaction levels, AI tools need further improvement to better support non-linguistic aspects and should be combined with practical activities to comprehensively meet students' learning needs.

V. Discussion

The Effectiveness of AI in Improving English Presentation Skills

The application of artificial intelligence (AI) in improving English presentation skills has brought about many positive and clear benefits for students majoring in English Language. Previously, creating presentation content was a significant challenge for students, especially at the early stages of engaging with academic English. However, with the support of AI, students can easily search for ideas, develop arguments, and organize their speeches logically and coherently, avoiding repetitive content and optimizing persuasive expression. AI tools not only assist with content but also contribute to enhancing the language quality of presentations by improving sentence structure, grammar, and expressive ability. Learners can practice expressing an idea in various ways, thereby improving their flexible language thinking and using vocabulary appropriate to academic communication contexts.

Another notable strength of AI application is its ability to personalize the learning process. Tools like ChatGPT, 4English, and Quillbot provide detailed feedback that helps students identify strengths, overcome weaknesses, and improve skills more effectively. ChatGPT supports organizing content logically, helping learners arrange ideas coherently, avoid repetition, and optimize expressions. Meanwhile, 4English helps expand vocabulary, improve pronunciation, and listening skills, making presentations more fluent and confident. Quillbot plays an important role in editing content by rephrasing sentences naturally and professionally, making presentations clear, concise, and highly persuasive. Each student can choose content, pace, and learning methods that suit their level and needs. This not only saves time but also achieves higher efficiency in honing presentation skills. Moreover, learning with AI helps reduce psychological pressure and increase confidence when presenting in front of an audience, especially for students who lack experience or are shy to communicate in English.

Limitations of AI and Barriers to Its Application

Although the application of artificial intelligence (AI) in improving English presentation skills brings many practical benefits, the implementation process still faces certain limitations and barriers. First and foremost, one major obstacle is the over-dependence on technology. Survey results from the experimental group revealed barriers such as reliance on internet connectivity (42.42%) and concerns about privacy and data security (36.36%). Moreover, some students tend to overly rely on AI tools for content creation, which leads to a lack of initiative in personal thinking and creativity. This can make presentations become monotonous, lacking distinctiveness, and not truly reflecting the learner's actual abilities.

Likewise, not all students have equal access to and effective use of AI tools. Technical barriers such as limited personal devices, slow internet speed, or uneven technological proficiency among students can hinder the application process. Furthermore, many AI tools require users to have a basic to intermediate level of English proficiency; therefore, for beginners or those with weak foundational skills, utilizing these tools is limited and less effective. The cost factor cannot be overlooked either (39.39%), as some applications offer premium versions that require payment, which may pose difficulties for students with limited financial means.

Another barrier relates to students' perceptions and psychological factors. Many learners remain hesitant or lack trust in the effectiveness of technology, leading to reluctance to experiment or passive use of AI tools. In addition, the lack of structured guidance from lecturers or institutions on how to apply AI in learning prevents students from fully realizing the potential benefits that technology can offer.

VI. Conclusion And Recommendations

Conclusion

This study focused on the application of artificial intelligence to support students in improving their English presentation skills. The main objective was to evaluate the effectiveness of AI by analyzing changes in students' presentation skills before and after using AI tools.

The results showed a significant improvement in presentation ability, pronunciation, and confidence among the group of students using AI. Specifically, the researchers used questionnaires and score analysis. The average score of the experimental group increased from 7.21 to 8.21, while the control group only increased

from 7.18 to 7.58. This statistically significant difference demonstrates that integrating AI into the training process can bring practical benefits. Furthermore, AI helps personalize the learning process, provides instant feedback, and optimizes teaching methods. Using self-assessment questionnaires, the study found that after using AI, the experimental group reported improvements in skills such as using supporting tools and creating engaging introductions. This indicates that applying AI significantly enhanced the presentation skills of the first year of English Language students at the Trade Union University.

Recommendations

First, regarding infrastructure, the Trade Union University should enhance its investment in facilities to facilitate the integration of AI into education. Computer labs need to be modernized and fully equipped with devices such as projectors, Bluetooth speakers, and headphones, allowing students to effectively engage with tools like ChatGPT, Quillbot, and 4English.

Firstly, in terms of infrastructure, the Trade Union University needs to invest further in facilities to support the application of AI in learning. Modern computer labs should be equipped with sufficient devices, including projectors, Bluetooth speakers, and headphones, to enable students to practice using ChatGPT, Quillbot, and 4English.

Moreover, the Wi-Fi network must be upgraded to maintain a stable connection, especially during peak hours, to facilitate smooth access to AI tools. The university should also build a platform for sharing resources, including sample videos, presentation materials, and rebuttal questions, to help English Language students study independently and evaluate their presentation skills effectively.

Secondly, to maximize the benefits of AI technology in learning, students need to take an active role in studying and practicing. Students can use ChatGPT to create outlines and practice rebuttals, Quillbot to improve expression, and 4English to train pronunciation and intonation by recording and comparing with models. Recording presentation videos combined with AI feedback will help students identify strengths and weaknesses, allowing them to adjust their learning plans accordingly. When encountering difficulties, students should proactively contact the research team or lecturers for timely support. Instead of studying sporadically, regular, planned practice each week will make AI a familiar tool, helping students boost confidence, improve presentation skills, and prepare for integration into the global academic environment.

Thirdly, lecturers need to guide students on effectively using AI through integrated exercises, such as using ChatGPT for outline drafting, Quillbot for sentence editing, and 4English for intonation practice. They should combine AI feedback with pedagogical assessment and use data from these tools to monitor student progress. Workshops combining AI and direct feedback will help students develop comprehensive skills. The university should train lecturers to be proficient in AI technology to optimize teaching methods. The integration of AI with lecturers' expertise ensures students do not solely rely on technology but also develop creative thinking and effective communication skills.

Finally, the research team proposes a 5-step learning model using ChatGPT, Quillbot, and 4English: Step 1: Use ChatGPT to create presentation outlines and content. Step 2: Edit academic expression with Quillbot. Step 3: Practice pronunciation and intonation with 4English. Step 4: Conduct individual or group presentations and record videos for self-evaluation. Step 5: Receive feedback from AI and lecturers to improve presentations. This model is implemented over 6-8 weeks, allowing personalized learning pathways based on student ability. AI continuously provides feedback data to help lecturers adjust teaching methods and assist students in improving their presentation skills effectively, logically, and sustainably.

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