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The Exploration of Malaysian TESL Undergraduate Students Taught Using POA in English Presentation

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ABSTRACT

This study explores the implementation of the Production-Oriented Approach (POA) in developing English presentation skills among Malaysian TESL undergraduates. The qualitative analysis of the students' feedback, classroom observations and teachers' interview reveal that POA effectively enhances students' confidence through reduced anxiety, motivational strategies, and communicative scenarios. The approach also facilitates significant skills improvement, particularly in fluency, idea organisation, and audience engagement. However, several implementation barriers emerged, i.e., preparation time requirements, challenges in coordinating group work, and constraints due to limited resources. Findings highlight the strong practical application of POA, with its real-life communication focus and integrated skill development aligning well with the Malaysian ESL learning needs. The study suggests practical adaptations such as scaffolded tasks, extended feedback sessions, and enhanced teaching aids to optimise the effectiveness of POA in a Malaysian context. While demonstrating pedagogical promise, the research indicates that a successful implementation of POA requires institutional support and methodological adjustments to address contextual constraints. This investigation contributes to the growing literature on English language teaching by providing empirical evidence of POA's potential and limitations in Malaysian higher education. The outcomes offer valuable insights for educators considering communicative approaches in TESL programs, while identifying directions for future research on localised POA adaptations. Future studies should explore the lasting impact of POA on language proficiency and retention, along with the creation of adapted POA methods designed

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for larger classroom environments.

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1. Introduction

The Production-Oriented Approach (POA) is an innovative language teaching framework developed by Wen et al. to address the chronic "input-output imbalance" in English as a Foreign Language (EFL) contexts, particularly in China[1]. Unlike traditional methods that prioritise comprehension over production, POA emphasises "learning through use" by systematically integrating output tasks into the learning process. Its core consists of three interconnected phases: motivating, enabling, and assessing[1, 2]. The distinctiveness of POA lies in its teacher-mediated design, where instructors strategically select materials and tasks to bridge the gap between input and output. Empirical studies demonstrate POA's efficacy in enhancing learners' speaking and writing proficiency[3–6], especially in overcoming the "dumb English" phenomenon. While initially tailored for Chinese universities, the principles of POA are showing growing relevance in broader EFL settings where students struggle to activate their passive knowledge. Recent adaptations explore its synergy with technology and localised variants in Southeast Asia, underscoring its dynamic evolution as a pedagogic theory[7].

This study adopts the POA as its instructional framework primarily because it emphasises bridging the gap between language learning and actual language use. Most students were affected by common psychological factors like classroom anxiety, shyness, and nervousness[8]. POA effectively addresses these problems by providing authentic, production-driven output tasks, fostering collaborative learning, and reducing anxiety through scaffolded instruction and teacher-student collaborative assessment. While Task-Based Language Teaching (TBLT) focuses on communicative tasks situated in real-life contexts, it often lacks explicit instructional guidance for structured tasks[9]. TBLT values self-guided learning, but targeted scaffolding and individualised support are still necessary to help students tackle their difficulties effectively. The teaching procedures of Project Based Learning (PBL) are illustrated through Stoller's ten steps[10], categorised into three stages: preparing a project, doing a project, and evaluating a project.

These steps emphasise student autonomy and the research process. In contrast, the POA teaching procedures involve cycles of Motivating, Enabling, and Assessing. In contrast, POA's three-phase instructional model—motivating, enabling, and assessing—offers systematic scaffolding that helps learners produce meaningful and formal spoken English, such as classroom presentations. Although POA has been predominantly implemented in China, its core pedagogical principles closely align with the instructional needs in Malaysian contexts, making it both a theoretically sound and contextually appropriate choice for this study.

POA is made up of three core components: teaching principles, teaching assumptions, and teaching procedures (**Figure 1**)[2]. It commences with motivating, which serves as the initial phase of teaching practice. In the motivating phase, there are two primary objectives: first, to develop output activities that have the potential to be communicatively beneficial, as per the "scenario-guided" principle. This means that output activities must include the four elements of the scenario: communicative purpose, communicative occasion, communicative topic, and communicative role. The second objective is to allow students to attempt the output task and identify any potential gaps by motivating themselves to learn. The primary component of the POA teaching process is enabling. Wen proposes three principles of output task design in this phase to guarantee the quality of enabling, namely alignment, gradualness, and variety[11]. The third component of POA is assessing, after motivating and enabling, which consists of both timely responses given to students as they complete the task during the motivating phase, and delayed assessment facilitated during the lesson and output at the end of the lesson, which is a key and innovative feature of the production-oriented approach[12].

In-depth classroom practice studies have demonstrated the benefits of the POA in various ways, including increased student engagement, language proficiency, motivation, and self-confidence in learning[5]. Although POA is currently used primarily in Chinese contexts, its pedagogical principles are more widely applicable[5]. Educators in many countries have begun to investigate the possibility of integrating POA

with local educational practices and needs to develop POA as a multifaceted pedagogical method that can be flexibly adapted to different cultures and educational environments by leveraging its learning-use characteristics[13, 14].
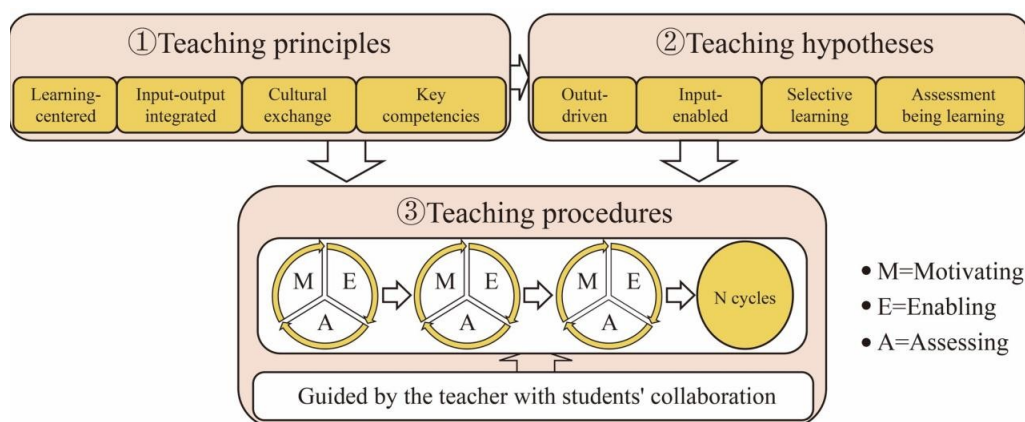

Figure 1. Theoretical System of POA[2].

Mastering English presentation skills is important for Malaysian university students. Malaysian scholars have also emphasised that students should acquire fundamental presentation competencies[8, 15], including the structural organisation of individual presentations, opening and closing techniques, as well as verbal and non-verbal communication skills[16]. Establishing peer rapport and engaging in collaborative English practice can help language learners overcome their apprehension towards public speaking[17]. Today's educators face significant challenges in monitoring presentation skills of individual students and in ensuring that they can practice their skills in front of their peers. This is a result of the growing number of students, the limited time available, and the logistical constraints[18]. There are numerous obstacles as a result of engaging in oral presentations in English, which encompass anxiety, inadequate English language skills, and an unfavorable classroom environment[19]. In Malaysia, where English is used as a second language, the researchers found that students face challenges in speaking English due to various factors such as psychological barriers, peer and teacher influence, the management system and students' limited vocabulary to express themselves using the language[20]. Therefore, the research questions are as follows:

1. What is the perception of Malaysian TESL undergraduate students on using POA for their English presentation?
2. Is POA a suitable English language teaching method for Malaysian undergraduates?

2. Materials and Methods

This study adopted a qualitative design to investigate how Malaysian undergraduate students who also happen to be teacher trainees specializing in English language teaching (ELT) perceived and experienced the use of POA in preparation for English presentation tasks. The primary data sources for this study were semi-structured interviews and classroom observations where data were collected through an open-ended questionnaire, interviews and classroom observations, which were then mutually verified. Specifically, the semi-structured interviews used 9 adapted questions from Zhang involving 10 undergraduates and one teacher from a Malaysian public university[21]. They were purposely selected based on their exposure to POA in presentation courses. 4 classroom observations for four lessons were also conducted, which involved directly observing students' presentations using POA. Additionally, semi-structured interviews, lasting approximately 45 minutes, were conducted to explore students' perceptions of POA.

The research was carried out in a course titled Methods in TESL — a required core course in the undergraduate programme. It is designed to introduce different teaching methodologies in English language teaching where the teacher trainees were required to show teaching abilities using learned methods in macro-teaching sessions. The re-

searchers explored the use of POA among Malaysian TESL teacher trainees through the facilitation of a course task.

As **Table 1** shows, the study involved 10 TESL undergraduates (8 females, 2 males) from a Malaysian university, with an average age of 21.3 years. All participants were in their second year of study with an advanced English proficiency according to the Malaysian University English Test (MUET).

Table 1. Demographic Information.

Name	Gender	Age	Year of Study	English Proficiency Level
S1	Female	21	2	Advanced
S2	Female	21	2	Advanced
S3	Female	21	2	Advanced
S4	Female	21	2	Advanced
S5	Female	21	2	Advanced
S6	Male	23	2	Advanced
S7	Male	21	2	Advanced
S8	Female	21	2	Advanced
S9	Female	21	2	Advanced
S10	Female	21	2	Advanced

Thematic analysis was used to identify the students' perception of POA[22]. The findings are triangulated by classroom observation, teachers' interviews and students' feedback. To ensure compliance with academic research ethics, the participants signed consent forms where and all participants will be assigned pseudonyms were assigned to ensure confidentiality. These triangulation findings provide a holistic understanding of POA as practical in a Malaysian ESL presentation training.

The teacher began by outlining a communicative task or activity, presenting a realistic scenario (**Figure 2**). Students then tried to complete the task, identifying any gaps in information or language needed to finish the assignment successfully. In the enabling stage, the teacher selected suitable resources and planned structured activities to scaffold learning by addressing language, content, and organisation. Whether instant or delayed, all assessments adhered to the theory of assessment being learning.
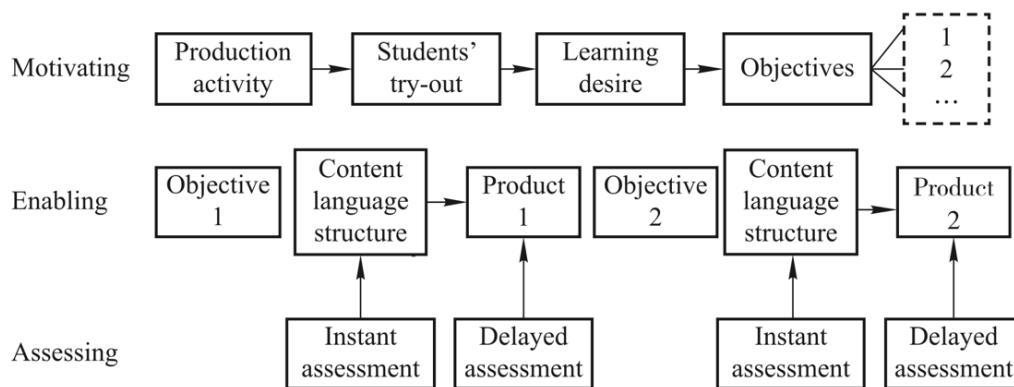
Figure 2. Theoretical System of POA [2].

Take Group 1, for example. The production objective is to enable students to deliver a 15-minute English presentation using the TPR approach.

Krashen's output-driven hypothesis is the inspiration for Wen's POA[23]. The output-driven hypothesis posits that learning should be facilitated by trial production tasks during the initial stages, named motivating[15]. The teacher would provide a realistic communicative scenario, where students then endeavoured to resolve the situation. The communicative scenario presented in this study involved a student group, comprising an elite team of Malaysian teachers, who were assigned the responsibility of conducting teacher training.

They were given a 15-minute time frame to demonstrate the use of TPR to teach English. The teacher summarised two difficulties that the students revealed in their initial attempt at an output by observing it on the spot.

Overall production objective: Students delivered a 15-minute presentation on English teaching skills, specifically TPR.

Sub-objective 1. To convince the audience of the TPR theory

Sub-objective 2. Students can demonstrate TPR as their teaching methodology by applying actionable classroom techniques.

This lesson is designed with a focus on Sub-Objective 2 as an illustrative example.

1. Teaching Objectives

Communicative Objectives: Students can demonstrate Total Physical Response (TPR) as their teaching methodology by applying actionable classroom techniques.

Language Objective: Students can use transitional phrases during their presentation such as "Moving into the practical phase," "Crucially, this requires," "In contrast to conventional approaches," "Now let's transfer the agency,"

"Ultimately, this exemplifies."

2. Teaching Procedures

Motivating before class, enabling during class and assessing are included in the design.

(1) Motivating

Motivating Scenario: The student group worked as a team of elite Malaysian teachers and was assigned the responsibility of conducting new teacher training. They were given a 15-minute time frame to complete a demonstration of TPR as a method to teach English.

Key information of Motivating: (1) Presenting a communicative scenario; (2) Students attempting to produce; (3) The teacher explaining the teaching objectives and then enabling.

a. Presenting a communicative scenario:

Wen proposes (2015) four elements that each scenario should include topic, purpose, identity and setting (**Figure 3**). In the study, the scenario is: A group working as a team of elite Malaysian teachers, was assigned the responsibility of conducting new teacher training. They were given a 15-minute time frame to complete a demonstration of the TPR as a method of teaching English.
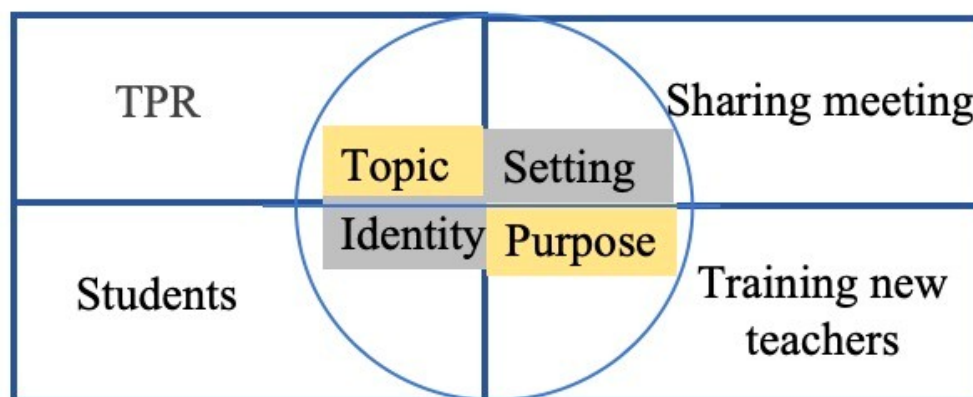
Figure 3. Four Elements of Authentic Communication.

b. Students attempting to produce the presentation

After the assignment was completed before class, each student needed to prepare a pre-class presentation and record their presentation as an audio file. Through this trial oral speaking, students would realize their own shortcomings (e.g., Insufficient vocabulary to use TPR, lack of presentation skills, etc.), stimulate their enthusiasm for learning

new knowledge, and stimulate their desire to produce. After analysing the students' initial output, the following problems in their expression were identified:

Lack the logic to organize the presentation contents

Lack skills to *demonstrate TPR as a teaching method*

c. The teacher explained the teaching objectives and helped students to bridge the gap between their status and

sub-objective

(2) Enabling procedure

As illustrated in **Table 2**, the enabling procedures outline the instructional sequence, specifying pedagogical steps and corresponding activities designed to cultivate students' use of transitions and Total Physical Response (TPR) presentation techniques. **Table 2** outlines the enabling procedures, detailing teaching steps and corresponding activities designed to develop students' use of transitions and TPR presentation skills.

Table 2. Enabling Activities.

Teaching Procedures	Teaching Steps	Designing Purpose
Enabling	1. Lack the logic to organize the presentation contents Activity 1: Transition Words — Students worked in groups to fill in appropriate transitions, followed by group discussions where the teacher supplemented academic phrases. Activity 2: Students sat in a circle, and the teacher assigned topics (e.g., Why does TPR work for young learners?). Each student contributed one sentence, beginning with the previous speaker's transition. 2. Lack skills to demonstrate TPR (Total Physical Response) teaching methodology 1) Start strong 2) Interaction with audience 3) TPR command design group Activity 1: TPR command design group Activity 2: Authentic classroom video deconstruction Activity 3: "3-2-1" interactive feedback circle	The teacher helps students learn how to use transitional words. Teachers provide scaffolding to help students present with skills.

(3) Assessing: TSCA

Based on the Teacher-student collaborative assessment, students work in groups to evaluate each other's audio presentation produced by their classmates (**Table 3**).

Table 3 presents the teacher-provided assessment criteria for this lesson, based on which students conduct peer assessment of their classmates' audio production following the evaluation rubric.

Table 3. Assessing criteria.

1.	Gain attention and interest	12345	12345	12345	12345
2.	Relate to audience	12345	12345	12345	12345
3.	Use transitional phrases:	12345	12345	12345	12345
	- Moving into the practical phase				
	- Crucially,				
	- This requires				
	- In contrast to conventional approaches				
	- Now let's transfer the agency				
	- Ultimately, this exemplifies				
4.	Provide a preview statement of main points	12345	12345	12345	12345

Language difficulty in the trial production was mainly related to students' inability to employ logical articulators in English, which hindered their ability to organise their thoughts fluently. Content difficulty in the trial production is mainly related to the demonstration, which was characterised by a clear absence of teacher-student interaction. The teacher selected the materials and designed progressive scaffolding activities to support the students in the two dimensions of language and content, based on the students' pain points which means students' real needs.

To overcome the language difficulty, an activity called Transition Words was designed. The teacher provided a classification table of transitional phrases for different logical relationships (e.g., cause-effect, contrast, sequence). Students worked in groups to fill in appropriate transitions, followed by group discussions where the teacher supplemented academic phrases. Also, the impromptu presentation was designed to make students overcome language difficulties. Students sat in a circle, and the teacher assigned topics (e.g., Why does TPR work for young learners?). Each student contributed one sentence, beginning with the previous speaker's transition (e.g., "First, TPR reduces anxiety." "In addition, it improves memory."). They recorded speech segments containing transitions and later re-recorded improved versions based on feedback to enhance coherence.

In order to improve the audience's interaction, an activity called the TPR Command Design group was designed. The teacher modelled effective interactive commands (e.g., "Touch your head if you agree!"). Students then designed three TPR commands for different content (e.g., prepositions in/on/under), combining action and verbal response. Groups tested command clarity by observing peers' physical responses. Another activity called Authentic Classroom Video Deconstruction was conducted. Students analysed a real TPR teaching video (e.g., an elementary ESL class), documenting the teacher's interaction strategies (e.g., gestures, repetition, rewards). Groups later discussed how to apply these techniques in their presentations. Next, another activity called The "3-2-1" Interactive Feedback Circle was conducted. Students delivered a 3-minute speech with two mandatory TPR activities. The audience provided structured feedback containing three strengths, two areas for improvement, and one creative suggestion.

The instant and delayed assessment of POA was conducted in the study based on the POA. TSCA was conducted in real-time, evaluating presentations based on the following criteria: Gain attention and interest; Relate to the audience; Use transitional words effectively; Provide a clear preview of main points; Demonstrate fluent language use; Establish a positive relationship with the audience; Vary expressions for engagement; Maintain strong audience interaction. Each student was assessed based on these criteria, ensuring a comprehensive evaluation of their presentation skills.

3. Results

Data from the questionnaire, interviews and classroom observations was collected, which were then mutually verified. Specifically, the interviews involved two different groups: one, 10 undergraduates and another, one teacher. The recorded interviews were then transcribed and were subjected to rigorous thematic analysis via NVIVO, implementing Braun and Clarke's (2006) six-phase analytical approach[22].

First, the transcripts were read multiple times to achieve familiarisation before coding was conducted. From a pool of different types of data (uncoded, coded once, or coded), the data was coded both manually and using NVIVO twice. The researchers generated initial codes, which totaled 33 codes. **Table 4** summarises the main themes and subthemes for this study. This would enable identifying as many potential themes as possible. After all the data were initially coded, the researchers sorted different codes to form categories by eliminating redundancies and non-compliance with the question at hand. Any redundancies of codes were either merged or eliminated. The third step is searching, identifying and finalising themes. Five themes were finalised to answer the research questions. Based on the transcripts, individual coding enabled generating different themes that fit into. Finally, a report with sufficient evidence of the themes within the data was produced.

4. Discussion

From the analysis, 11 subthemes emerged, categorised into six main themes: (1) Confidence building, (2) Skills improvement, (3) Advantages of POA, (4) Implementation Challenges, and (5) Suggested Improvements.

4.1. What is the Perception of Malaysian TESL Undergraduate Students on Practising POA in English Presentation?

The themes identified are the following: Participant-articulated confidence gains, skills improvement.

Table 4. Distribution of Data into Codes and Themes.

Research Questions	Codes	Categories	Themes
1. What is the Perception of Malaysian TESL Undergraduate Students on Practicing POA in English Presentation?	1. Boosts confidence (S1, S8) 2. Reduces presentation anxiety (S5, S6) 3. Motivational aspect (S4, S7) 4. Comfortable and confident through role-playing scenarios (S5) 5. Improves speaking fluency (S4, S7) 6. Enhances organisation of ideas (S3, S9) 7. Teaches audience engagement strategies (S2, S10) 8. Develops transitional phrasing (S1) 9. Integrated skill development (S7)	1. Reduce anxiety 2. Motivation improved 3. Speaking skills 4. Skills of organisation 5. Skills of transition 6. Communicated scenario	1. Participant-articulated confidence gains 2. Skills improvement
2. Is POA a suitable ELT method for Malaysian undergraduates?	1. Addresses local challenges like large classes (S7) 2. ESL context suitability (S1) 3. Idea could be better organised (S7) 4. Better presentation and fluency (T1) 5. Real-world communication focus (S7) 6. Immediate feedback utility (S9, S10) 7. Two-way interaction emphasis (S2) 8. Collaborative learning benefits (S7's POA benefits) 9. Time-intensive preparation 10. Group coordination difficulties (S4, S5) 11. Instruction clarity needs (S6, S5) 12. Resource limitations (S4) 13. Extended feedback sessions (S1, S8, S9) 14. Simplified initial tasks (S6, S4) 15. More teaching aids (S7) 16. Backup planning (S5)	1. Interactive activities 2. Collaboration 3. Interaction 4. Suitability 5. More fluently 6. More Advantages 7. Teacher-student collaborative assessment 8. Idea organised 9. Guidance times 10. Group coordination 11. Needs clarity 12. Needs resources 13. More teaching aids 14. Backup plan	1. Advantages of POA 2. Implementation Challenges 3. Suggested Improvements

4.1.1. Participant-Articulated Confidence Gains

The results indicate that the POA-guided presentation activities had a substantial impact on students' development of confidence, as demonstrated by the 7 codes in the participant responses. Several students, including S1 and S8, explicitly stated that the approach "boosts my confidence", suggesting that the structured production tasks aided them in acquiring a greater sense of self-assurance when delivering presentations. In the same vein, S5 and S6 emphasised the method's ability to "reduce presentation anxiety," indicating that the scaffolded practice within POA alleviated the fear

and hesitation associated with public speaking.

Additionally, the motivational component of POA (S4, S7) was instrumental in the students' development of confidence, as they were more inclined to participate actively in presentation tasks. S5 also underscored that the role-playing scenarios within the framework made her feel "comfortable and confident", thereby corroborating the notion that simulated real-life speaking situations can improve self-efficacy. These results collectively illustrate that the POA's emphasis on motivation, enabling, and assessing effectively fosters the development of confidence in English presentation skills among TESL undergraduates.

This theme is consistent with the current body of literature regarding the potential of POA to develop confidence in ESL/EFL contexts by reducing the psychological barriers and promoting active participation among language learners [3, 24, 25].

4.1.2. Skills Improvement

The data indicates that POA is effective in enhancing students' English language expression, a phenomenon that is evident in numerous learning aspects. The approach "improved oral fluency", as reported by several learners, including S4 and S7, indicating that POA's emphasis on output practice facilitated their ability to speak more naturally and fluently.

Furthermore, the approach facilitates integrated skill development (S7), where students simultaneously hone multiple competencies – including linguistic accuracy, organisational skills, and delivery techniques – through cohesive, task-based activities. This holistic development mirrors the complex demands of professional communication environments.

In addition, the development of content organisation skills was a significant benefit, as S3 and S9 observed that POA "improves the organisation of ideas". The POA tasks appeared to enhance students' capacity to organise their speeches coherently by emphasising logical sequence and clarity. Furthermore, S2 and S10 highlighted the method's capacity to "instruct audience engagement strategies", citing that the interactive components of POA honed their capacity to sustain audience engagement through methods such as questioning, eye contact, and voice modulation. S1 reported that they made progress in pacing, which indicates that they developed effective transitional phrasing, a critical

component of speech flow. Collectively, these results indicate that the combined emphasis of POA on communicative competence and verbal accuracy contributes to an overall enhancement in presentation skills.

These findings corroborate the value of POA in the development of integrated presentation skills in ESL/EFL pedagogy, as they bolster the existing research on its role in bridging the gap between language knowledge and practical application [4, 6, 26]. The long-term retention of these enhancements across learning environments could be further investigated in future research.

By practising audience engagement and responsive speaking techniques, students move beyond monologic presentations to develop true dialogic competence. These findings collectively demonstrate how POA (with its focus on authentic output, integrated skills, and interactive elements) effectively prepares learners for the practical demands of English communication in academic, professional, and social contexts [27]. The study suggests that maintaining this real-world orientation while incorporating structured feedback opportunities can significantly enhance the transferability of classroom learning to actual communication situations [28].

4.2. Is POA Recommended to be Adopted as an ELT Method for Malaysian Undergraduates?

4.2.1. Advantages of POA

The collected data provides compelling evidence that the POA is indeed a suitable ELT method for Malaysian undergraduates. Multiple dimensions of its effectiveness emerge from participant feedback, particularly in addressing the specific needs of the Malaysian ESL context.

First, POA demonstrates strong contextual suitability, as highlighted by S1's preference for this method in classroom practice. The approach successfully bridges theoretical knowledge with practical application, a crucial factor in Malaysia's communicative language learning environment. S7's observation that POA "addresses local challenges", such as large class sizes, further confirms its adaptability to the Malaysian educational landscape, where practical solutions for crowded classrooms are essential.

The strength of POA as a teaching method is evident in its promotion of "collaborative learning benefits" (S7), as

students expressed a preference for collaborative learning. This collaborative dimension not only enhances language acquisition but also fosters interpersonal skills valued in local educational and professional settings [9, 29]. Additionally, S7's note about "cultural relevance" suggests the flexibility of POA that allows for the incorporation of culturally appropriate materials and scenarios, making learning more meaningful for Malaysian students.

Qualitative improvements in language performance provide further affirmative evidence. S7 also suggested that ideas could be "better organised: under the use of POA, combined with T1's noted improvement in "presentation and fluency", which thus demonstrates the efficacy of POA in developing crucial communication skills. These observed enhancements in both the structural and delivery aspects of English presentations strongly support the effectiveness of POA as an ELT methodology.

The results illustrate the dedication of POA to bridge the gap between classroom learning and real-world needs, and its strong emphasis on English for real-life communicative situations. One of the primary strengths of POA, as emphasised in S7, is in its "communicative orientation", which equips students with the necessary skills to participate in authentic speaking situations outside of the academic setting. This discovery aligns with the fundamental principle of POA, which is to guarantee that language acquisition is for genuine communicative purposes.

The utility of immediate feedback (S9, S10) emerges as another crucial element in the practical effectiveness of POA. The timely instructor and peer responses enable students to make real-time adjustments, thus accelerating their learning curve. This feedback mechanism proves particularly valuable in developing the two-way interaction emphasis (S2) that characterises authentic communication scenarios.

These findings present a robust case for adopting POA in Malaysian undergraduate education. The method's contextual adaptability, cultural sensitivity, collaborative nature, and demonstrable impact on language skills all contribute to its suitability as an ELT approach. While further large-scale studies could strengthen these conclusions, the current evidence clearly suggests that POA can effectively meet the unique English language learning needs of Malaysian university students.

4.2.2. Implementation Challenges

While the POA demonstrates significant potential in enhancing productive tasks in ELT for Malaysian undergraduates, its implementation has encountered corresponding challenges. These challenges, nevertheless, delineate potential directions for optimising the application of POA in Malaysian undergraduate classrooms.

In the study, a small number of students noted that POA required relatively more time, with participants reporting their required 3-5 practice sessions for adequate preparation, as students mentioned "time-intensive preparation". This finding demonstrates strong congruence with the core principle of POA in the TSCA. The pedagogical sequence involving students' initial output production and interactive activities, followed by TSCA, authentically operationalises the constructs of cooperative learning and communicative practice in ESL/EFL contexts.

However, rather than being truly contradictory, these views reflect different dimensions of their learning experience. While students appreciated the authentic and practical nature of the output tasks, which they found to be invaluable and closely aligned with real-world communication needs, they also found that such tasks required more time and cognitive effort in preparation, as compared to the traditional learning activities. This tension highlights a common challenge in output-oriented pedagogy: effective language production tasks often demand more preparation but yield deeper engagement and learning outcomes. It calls for careful instructional scaffolding and time management support in future. Furthermore, the logistical difficulties of group coordination (S4, S5's demo issues) present a second major hurdle. The collaborative nature of POA, while beneficial for learning outcomes, appears vulnerable to common Malaysian classroom realities, including uneven student commitment levels and scheduling conflicts in large cohorts. These coordination challenges were found to sometimes undermine the method's effectiveness in practice.

Pedagogical clarity issues compound these implementation barriers. Multiple respondents (S6, S5) noted occasional student confusion regarding guidance, suggesting that the multi-stage process in POA may require more scaffolding for Malaysian learners accustomed to more directive teaching approaches. Within the classroom setting, ELT resources—most notably textbooks—serve as the principal medium through

which learners access linguistic input and engage in language practice[30]. This aligns with concerns about resource limitations (S4), which indicate that the optimal implementation of POA may require teaching materials and support systems not always available in Malaysian universities.

The findings imply that while POA shows theoretical promise for Malaysian contexts, its practical implementation would require significant institutional support and possibly methodological adaptations to address these identified challenges. Future research should explore POA according to the students' real difficulties and practical constraints in the Malaysian context[31].

4.2.3. Suggested Improvements

Based on participant feedback, several targeted improvements could enhance the effectiveness and feasibility of implementing POA as an ELT approach for Malaysian undergraduates. These suggested modifications address the identified implementation challenges while preserving the pedagogical benefits of using POA.

First, participants emphasised the need for extended feedback sessions (S1, S8, S9), suggesting that more comprehensive and individualised feedback could help students better internalise corrections and improve their presentation skills. This aligns with Malaysian students' commonly reported preference for detailed guidance and personalised experiences[32].

To address the initial learning curve, respondents recommended implementing simplified initial tasks (S6, S4). A scaffolded approach, beginning with basic presentation structures before progressing to complex formats, could help students build confidence and competence gradually. This modification would be particularly valuable in large classes with varying proficiency levels. The call for more teaching aids (S7) highlights the importance of visual and multimedia support in Malaysian classrooms. Developing POA-specific resources, such as presentation templates and video models, could enhance comprehension and reduce student anxiety.

Additionally, backup planning (S5) emerged as a crucial recommendation to mitigate group coordination issues. Alternative task variations and contingency plans could help maintain guidance flow when faced with common implementation challenges like absent group members or technical difficulties.

These suggested improvements present some practical suggestions for adapting POA in the Malaysian context while maintaining its core principles. Frontline educators may consider optimising delayed feedback mechanisms, designing tasks with progressive difficulty levels, and diversifying instructional materials to overcome current implementation challenges. Such modifications would make POA more accessible and effective for Malaysian undergraduates while preserving its strengths in developing practical English communication skills.

Future research should empirically test these proposed adaptations to determine their actual impact on the effectiveness of POA in Malaysian higher education settings. This would provide more definitive evidence regarding its suitability as an ELT method for this specific context.

5. Conclusions

This study explored the effectiveness of POA in enhancing English presentation skills among Malaysian TESL undergraduates. Key findings revealed that POA significantly contributed to confidence-building, as students reported reduced anxiety, increased motivation, and greater comfort in role-playing scenarios. Additionally, the approach facilitated skills improvement, including enhanced fluency, better organisation of ideas, and stronger audience engagement strategies. However, implementation challenges, such as time-intensive preparation, difficulties with group coordination, and resource limitations, were noted, suggesting that while POA holds promise, its adaptation requires careful consideration of contextual constraints. Student feedback also highlighted the importance of practical application, emphasising POA's real-world communication focus, integrated skill development, and interactive learning benefits, which align well with the needs of Malaysian ESL learners.

5.1. Practical Implications

The study's findings offer valuable insights for educators and curriculum designers considering POA for Malaysian undergraduate programs. To maximise effectiveness, instructors should scaffold tasks, starting with simplified activities before progressing to complex presentations, while incorporating extended feedback sessions to reinforce learning. The use of teaching aids, such as video models

and contingency plans for group work, can help mitigate logistical challenges. Additionally, fostering collaborative learning environments that reflect local cultural values may enhance student engagement and outcomes. Given POA's strengths in developing real-world communication skills, Malaysian institutions could pilot adapted versions of the approach, particularly in TESL and communication-focused courses or flipped classrooms to save time, while providing faculty training to ensure smooth implementation.

5.2. Limitations and Future Research

The study's limitations include the use of POA to guide Malaysian TESL undergraduate students in delivering presentations. Initially, the generalisability of the findings may be impacted by the fact that the data for this study was sourced from a single university. Secondly, the investigation exclusively examined speaking abilities and did not encompass any other language skills. In addition, the long-term effects of POA on language learning may not be fully captured by the brief intervention period.

Potential limitations of this study include self-report bias in student responses, particularly regarding self-assessed confidence gains. The validity of future research could be improved by incorporating a diverse sample from a greater number of institutions to evaluate the long-term impact of using POA on Malaysian students' English proficiency. Additional research could investigate the efficacy of POA in the development of Malaysian textbooks or the cultivation of other language skills, such as critical thinking.

Further research should investigate the long-term effects of POA on language proficiency and retention, as well as the development of long-term effects of POA on language proficiency and retention, as well as the development of modified versions of the approach tailored to large-class settings. Comparative studies with other task-based methods could provide deeper insights into POA's unique advantages in the Malaysian context. Additionally, investigating technology-integrated POA may address resource limitations while maintaining effectiveness. These efforts would strengthen the evidence base for POA as a viable ELT method in Malaysia and similar ESL environments.

Author Contributions

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data, which contains information that could compromise the privacy of research participants, is not publicly available due to certain restrictions.

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Conflict of Interest

The authors declare no conflict of interest.

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